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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Jenine Lindsey, General Counsel
Kelly Krag-Arnold, Director, Office of Charter Schools

Meeting Date December 9, 2024

Subject Charter Renewal Initial Public Hearing – Oakland Charter High School

Ask of the Board Board members will have the opportunity to ask the lead charter petitioners questions following the presentation.

Background On February 8, 2017, the OUSD Board of Education voted to approve a five-year term for Oakland Charter High School (“OCHS”). Due to the impacts of the COVID-19 pandemic, Education Code Section 47607.4 extended this term an additional three years, resulting in a charter term which currently expires on June 30, 2025.

On November 5, 2024, OCHS submitted its renewal petition. OCHS was placed in the Middle tier by the California Department of Education and is consequently eligible for a 5-year term beginning July 1, 2025.

As outlined in Education Code Section 47605(b), the Initial Public Hearing for OCHS is taking place within 60 days of the renewal submission. Representatives from the school will present and the OUSD Board will have an opportunity to ask the lead charter petitioners questions following the presentation.

The OUSD Office of Charter Schools is conducting an evaluation of the renewal request and will prepare and post a Staff Report 15 days prior to the Decision Public Hearing, in accordance with California Education Code.

Discussion Board members will have the opportunity to ask the lead charter petitioners questions following the presentation.

Fiscal Impact No direct fiscal impact.

Attachment(s)

- OCHS School Renewal Petition – Redline
- OCHS Renewal Petition – Clean
- OCHS Initial Public Hearing Presentation

AMPS

HONOR HARD WORK



OAKLAND
CHARTER
HIGH SCHOOL

OAKLAND CHARTER HIGH SCHOOL

AMPS

HONOR HARD WORK

CHARTER RENEWAL PETITION

FOR THE TERM

JULY 1, 2025 - JUNE 30, 2030

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SUBMITTED TO THE BOARD OF DIRECTORS OF THE

OAKLAND UNIFIED SCHOOL DISTRICT

BY AMETHOD PUBLIC SCHOOLS

DECEMBER 14, 2016

~~OAKLAND CHARTER HIGH SCHOOL~~

~~RENEWAL PETITION~~

~~For the term of July 1, 2017 — June 30, 2022~~

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~~(A signed copy of this letter has been provided as the cover letter to this document.)~~

~~December 14th, 2016~~

~~Board of Directors~~

November 5, 2024

November 5, 2024

Kelly Krag-Arnold, Director
Office of Charter Schools
Oakland Unified School District

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1000 Broadway Suite 680
1011 Union St., #947
Oakland, CA 94607

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Re: Oakland Charter High School Charter Renewal Petition

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Dear Director Arnold:

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Amethod Public Schools ("AMPS"), which operates Oakland Charter High School ("OCHS" or the "Charter School"), authorized by the Oakland Unified School District (the "District"), submits this request for a renewal of OCHS' charter petition for a five (5) year term, from July 1, 2025 to June 30, 2030. The AMPS Board of Directors:

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We, the Amethod Public Schools' ("AMPS") Board of Directors, hereby authorizes the submission of the charter renewal ~~petition~~ request to the District Board, and deems the submission to be complete, as attested below.

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Oakland Charter High School provides a rigorous academic and character development program that prepares students to succeed in college and beyond. OCHS currently serves 330 students in grades 9-12. Over 70% of our students are socioeconomically disadvantaged. OCHS is dedicated to offering a comprehensive education that empowers students from all backgrounds to succeed. We believe that every child deserves the opportunity to reach their full potential, regardless of their circumstances. By providing a supportive learning environment and essential resources, OCHS equips underserved students to become active and engaged citizens who can positively impact their communities and the world. In submitting this request for renewal, OCHS is pleased to share its designation as a middle-performing school by the California Department of Education which thereby entitles the Charter School to a default renewal standard for a five-year term.

Contents of the Submission

In compliance with the District's submission process for considering a charter petition received for renewal, the following items are enclosed along with this letter:

- 1. Final Renewal Petition – A final copy of the renewal petition, including all District Required Language (provided by District staff) and all content required by newly enacted laws and

regulations pertaining to charter schools since the previous petition, enclosed;

2. Performance Report - A performance report using the current Charter Renewal Performance Report template provided by District staff, enclosed in Appendix A;

3. Financial Packet - Financial statements including the annual operating budget and 3-year cashflow and financial projections, as well as backup and supporting documents contained herein and budget assumptions (i.e. anticipated revenues and expenditures, including special education, and projected ADA), enclosed in Appendix B;

4. A method Public Schools petitions Verified Data - as defined by the State Board of Directors Education demonstrating measurable increases in academic achievement or strong postsecondary outcomes, enclosed in Appendix C;

5. Red-Line Petition - A red-line copy of renewal, showing all changes made to the Charter School's most recent District Board-approved petition, submitted through OUSD's Epicenter portal;

6. Initial Public Hearing Presentation - A PowerPoint presentation for the initial public hearing, submitted through OUSD's Epicenter portal.

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Certifications

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In compliance with Section 47605(b), I make the following certifications:

1. That I am the authorized representative, and that I am competent and qualified to certify the matter herein;

2. That, as an authorized representative, I have personal knowledge of the facts forming the basis of this certification;

3. That I make this certification for the purposes of Education Code Section 47605(b) only; and

4. That I deem the revised charter petition to be complete.

Timeline

According to Education Code Section 47605(b), no later than 90 days after receiving a complete petition package, the Oakland Unified School District ("OUSD") to renew shall grant or deny the charter pursuant to Education Code Sections 47607 and 47605 to continue petition. We anticipate that the function District will adhere to this timeline during its consideration of the charter petition.

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* * *

Oakland Charter High School (“OCHS”) is excited to continue nurturing empowered learners. We look forward to working with the District during consideration of the charter renewal petition. Please feel free to contact me at sflores@amethodschools.org or (510) 436-0172 if you have any questions.

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~~Amethod Public Schools~~ Sincerely,

Sylvia Flores

Chief Executive Officer

~~Amethod Public Schools will continue to operate OCHS pursuant to the terms of the Charter Schools Act and the provisions of OCHS’ charter. AMPS’~~

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Table of Contents

AFFIRMATIONS, DECLARATIONS, AND ASSURANCES	18
Affirmation of Conditions Described in Education Code Section 47605(e)	18
Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)	26
Other Assurances	26
INTRODUCTION AND OVERVIEW	28
Executive Summary	28
Key Achievements and Evidence of Progress	28
Successes and Accomplishments of the Prior Charter Term	31
Charter Renewal Criteria	36
Dashboard Performance Renewal Criteria – Middle Performing	37
Dashboard State and Local Indicators (2023)	37
English Language Arts and Mathematics	37
English Learner Progress Indicator	40
College and Career Indicator	41
Suspension Rate	42
Chronic Absenteeism	47
Graduation Rate	48
Measurements of Academic Performance – Verified Data	49
Northwest Evaluation Association	50
National Student Clearinghouse	53
California Science Test	54
Other Measures	56
SBAC Percentage of Students Meeting or Exceeding Standards	56
Performance of Oakland Charter High School Seniors	58
ELEMENT 1 – EDUCATIONAL PROGRAM	59
Local Control Accountability Plan (LCAP)	60
Western Association of Schools and Colleges (WASC) Accreditation	61
Mathematics Placement Policy	72
Independent Study	52
Home and Hospital Instruction	52
Student Enrollment and Grade Levels Served	53
Special Education	54
Plan for Students with Disabilities	54
Services for Students under the <i>IDEA</i>	55
Identification and Referral	57
Assessment	60
IEP Development	61
IEP Implementation	62
IEP Meetings, Review, and Reporting	64
Staffing	66

Professional Development for OCHS Staff	67
Interim and Initial Placements of New Charter School Students	67
Non-Public Placements/Non-Public Agencies	68
Non-discrimination	68
Parent/Guardian Concerns and Complaints	68
Due Process Hearings	69
SELPA Representation	69
Funding	69
Section 504 of the Rehabilitation Act	69
Parents with Disabilities	71
Community Need for Oakland Charter High School	71
AMPS & Oakland Charter High School Mission, Vision, Values	72
AMPS Mission Statement	72
AMPS Core Values	73
Oakland Charter High School Mission and Vision	73
Philosophy	74
Students to be Served	75
What it Means to be An Educated Person in the 21st Century	77
Workforce Demands in the 21st Century	78
The Charter School's Vision for Educated Individuals	78
The Charter School's Approach to Education	79
How Learning Best Occurs	79
Conducive Learning Climate	80
The Five Successful Strategies for an AMPS High School	83
Education Program Overview	86
Teaching Methods	87
Instructional Coaching	89
Professional Development	90
Conditions for Adult Learning	90
Curriculum	92
Interventions	98
Assessments	101
Plan for English Learners	102
Home Language Survey	103
English Language Proficiency Assessment	104
Reclassification Procedures	105
Strategies for English Learner Instruction and Intervention	108
Newcomers	112
Monitoring and Evaluation of Program Effectiveness	112
Support for All Students	114
Students who are Academically Low Performing	114
Students who are Academically High Performing	114

Foster Youth and Children Experiencing Homelessness	114
High School Program	115
Alignment with California State Standards and UC A-G Requirements	115
Notification of High School Graduation Requirements	115
High School Graduation Requirements	115
Exempting Homeless, Foster, Adjudicated, Military, Migrant, Immigrant, and Newcomer Students from Coursework	116
Graduation Waiver	117
Early Graduation	117
Earning a Diploma	117
Retroactive Diplomas	117
Diploma Pathways for Students with Disabilities	117
Grading	119
College and Career Readiness	119
Parent College Readiness	120
Informing Parents about the Transferability of Courses	120
Career Day	121
Character Development	121
Social-Emotional Learning and Mental Health Supports	122
Positive Behavior Intervention Supports and Discipline Strategies	123
Western Accreditation of Schools and Colleges	124
A Typical Day	124
Local Control and Accountability Plan ("LCAP")	125
Goal 1: Provide High-Quality Curriculum, Assessment, and Intervention Systems that Promote College and Career Readiness and the Acquisition of 21st Century Skills	126
Goal 2: Hire and retain a High-Quality Teaching Staff who develop, support, and cultivate a shared sense of community.	128
Goal 3: Create an engaged parent community that is invested in and connected to the school culture and academic program.	130
Goal 4: Create a safe, inclusive, and welcoming school climate where students are engaged and supported by staff who are committed to the academic and socio-emotional well-being of all students.	130
ELEMENT 2 – MEASURABLE PUPIL OUTCOMES and.....	132
ELEMENT 3 – STATE PRIORITY AREA GOALS AND ACTIONS.....	132
Increases in Student Academic Achievement, Overall and by Subgroup	132
Additional Measurable Pupil Outcomes	133
Collective MPOs	133
Application of Education Code section 47607.3	134
Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities	135
Methods to Assess Pupil Progress Towards Meeting Outcomes	146
Student Assessments	73
Assessment Modifications and Accommodations	77
Collecting, Analyzing, and Reporting Data	77

External Reporting	80
Accountability Systems	81
School Accountability Report Card	85
Grading and Progress Reports	85
Promotion and Retention Procedures	88
District Visitation/Inspection	89
Response to Inquiries	90
ELEMENT 4: GOVERNANCE STRUCTURE	91
Operation by or as a Nonprofit Public Benefit Corporation	91
Indemnification of District	91
Governing Board Operation	92
Required Notifications to the District	93
Charter School Records	93
Charter School Ombudsperson	95
Amethod Public Schools Governance Overview	95
Non-Profit Public Benefit Corporation	96
Board of Directors	98
Composition	102
Terms	103
Recruitment and Selection of Board Members	104
Governance Training	104
Board Meetings	105
Board Committees	106
Fiscal Management	107
Compensation	108
Amethod Public Schools Leadership Team (Home Office)	108
Parental Involvement in Governance	110
Student Involvement in Governance	111
ELEMENT 5: EMPLOYEE QUALIFICATIONS	116
"The qualifications to be met by individuals to be employed by the charter school." – Ed. Code § 47605(c)(5)(E)	116
Equal Employment Opportunity and Nondiscrimination	116
Teacher Credentialing Requirements	116
Reporting Educator Misconduct to the California Commission on Teacher Credentialing	116
Employment of Felons	117
Overview	117
Employee Recruitment and Selection Process	118
Recruitment	118
Selection	119
Employee Qualifications	122
Qualifications and Job Descriptions for Key Positions	123
Home Office Key Positions:	123
Site Level Key Positions:	135

Other Jobs at the Charter School.....	141
Professional Development.....	142
Instructional Coaching.....	143
Performance Evaluations.....	143
ELEMENT 6: HEALTH AND SAFETY.....	145
– Ed. Code § 47605(c)(5)(F) Site Safety Plan.....	147
Pupil Safety.....	148
Immunizations, Health Examinations, and Health Screenings.....	148
Suicide Prevention Policy (Grades 7-12).....	148
Employee Training.....	148
Employee Screening Requirements.....	148
Overview.....	149
Procedures for Background Checks.....	150
Role of Staff as Mandated Child Abuse Reporters.....	150
Comprehensive Anti-Discrimination and Harassment Policies and Procedures.....	151
Immunizations.....	152
Tuberculosis Risk Assessment and Examination.....	152
Blood Borne Pathogens.....	152
Drug Free/Alcohol Free/Smoke Free Environment.....	152
Medication in School.....	153
Facility Safety.....	153
School Meals.....	154
Vision/Hearing/Scoliosis.....	154
Suicide Prevention Policy.....	157
Prevention of Human Trafficking.....	158
Menstrual Products.....	158
All-Gender Restrooms.....	158
Bullying Prevention.....	158
Supporting LGBTQ+ Students.....	159
California Healthy Youth Act.....	159
Mental Health Education.....	159
Mental Health Information.....	159
Athletics.....	159
Workplace Violence Prevention Plan.....	160
Homicide Threats.....	160
Gun Safety Notice.....	160
Transportation Services.....	160
Employee Training.....	161
SAFETY Act.....	161
ELEMENT 7: BALANCE OF RACIAL/ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNER STUDENTS.....	162
Recruitment Strategies.....	162
Plan to Achieve a Reflective Racial, Ethnic, SPED and English Learner Student Balance.....	166

Systems and Supports to Retain Target Student Groups	167
<u>ELEMENT 8: STUDENT ADMISSION POLICIES AND PROCEDURES</u>	170
Documentation of Admissions and Enrollment Processes	170
Homeless and Foster Youth	171
Non-Discrimination.....	172
Parent Engagement.....	172
Admission and Public Random Lottery Process	173
Admission Preferences	176
Enrollment Process.....	178
<u>ELEMENT 9: INDEPENDENT FINANCIAL AUDITS.....</u>	180
<u>ELEMENT 10: SUSPENSION AND EXPULSION POLICY AND PROCEDURES.....</u>	183
Student Due Process Protections	184
Required Notifications.....	185
Compliance with OCS Student Discipline Guidelines	185
Positive Behavior Support Systems.....	185
Suspension and Expulsion Policy and Procedures.....	188
Procedures.....	190
A. Grounds for Suspension and Expulsion of Students	190
B. Enumerated Offenses.....	191
C. Suspension Procedure	209
D. Authority to Expel	212
E. Expulsion Procedures.....	212
F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses	213
G. Record of Hearing	215
H. Presentation of Evidence	216
I. Expulsion Decision.....	216
J. Written Notice to Expel.....	217
K. Disciplinary Records.....	217
L. No Right to Appeal.....	217
M. Expelled Students/Alternative Education	218
N. Rehabilitation Plans.....	218
O. Readmission or Admission of Previously Expelled Student.....	218
P. Notice to Teachers	219
Q. Involuntary Removal for Truancy	219
R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities	219
<u>ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS.....</u>	225
Benefits.....	225
Retirement	225
<u>ELEMENT 12: PUPIL ATTENDANCE ALTERNATIVES.....</u>	227
<u>ELEMENT 13: EMPLOYEE RIGHTS OF RETURN</u>	228
<u>ELEMENT 14: DISPUTE RESOLUTION PROCESS.....</u>	230
Procedures for Complaints against Charter School.....	230

Complaints by Students and Employees 231

Disputes between the District and the Charter School 231

Internal Disputes 233

ELEMENT 15: PROCEDURES FOR SCHOOL CLOSURE..... 237

Closure Action..... 237

Closure Procedures 238

 Designation of Responsible Person(s) and Funding of Closure 238

 Notification of Closure Action 238

 Records Retention and Transfer 241

 Financial Close-Out 242

 Disposition of Liabilities and Assets 244

ADDITIONAL PROVISIONS 251

Facilities 251

Hold Harmless/Indemnification Provision 252

Fiscal Matters..... 253

 District Oversight Costs..... 253

 Third Party Contracts 254

 Special Education Revenue Adjustment/Payment for Services 255

 Audit and Inspection of Records 256

 Data and Information Reporting 257

Term of Charter Renewal Petition..... 258

Budget and Financial Reporting..... 258

Insurance Requirements..... 270

Administrative Services..... 271

Facilities 272

Transportation..... 272

Potential Civil Liability Impact 272

CONCLUSION..... 274

~~Chief Executive Officer~~ will be authorized to negotiate any amendments to the attached charter and secure approval by OUSD's Governing Board. Please address any inquiries to:

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Jorge Lopez, Chief Executive Officer
 Amethod Public Schools
 345 12th St. 2nd Floor
 Oakland, CA 94607
 (510) 893-8700

Respectfully,

Peter Hanley
 President of the Board of Directors
 Amethod Public Schools

OAKLAND CHARTER HIGH SCHOOL
 Oakland, California

TABLE OF CONTENTS

SUBJECT	PAGE
AFFIRMATIONS AND ASSURANCES	7
INTENT OF THE CHARTER SCHOOLS ACT	9
AMETHOD PUBLIC SCHOOLS – EXECUTIVE SUMMARY	13
<i>Results of Existing Schools</i> <i>Graduation & College Acceptances</i> <i>Amethod Schools (OCHS) – Campus Profile</i>	
ELEMENT I: EDUCATIONAL PHILOSOPHY & PROGRAM	18
<i>AMPS Vision and Mission Statement</i> <i>Instructional Program Overview</i> <i>Whom The School Is Trying To Educate</i> <i>What It Means to Be An Educated Person In the 21st Century</i> <i>How Learning Best Occurs</i> <i>The Seven Successful Strategies</i>	

Instructional Guidelines & Practice Framework

Extended School Year

AMPS Summer School serves three primary purposes

Western Association of Schools and Colleges (WASC) Accreditation

Curriculum and Program

Course of Study

Transferability of Coursework

The Amethod Classroom

A Typical Day

Recommended High School Curriculum

Lesson/Content (Common Presentation Technique)

Freshman Boot Camp

Professional Development

Professional Growth Plan

Summer Sessions

Yearlong Planning

Amethod Shared Networks (Google Docs/Powerschool)

Lesson Planning

Reflections in Plans

Full Scope Lesson Plan

Plan For Student Who Are Academically Low Achieving

Individual Learning Plan (ILP)

Intervention Overview

Plans For Students Who Are Academically High Achieving

Plan For Special Education

Search and Serve

Referral for Assessment

Assessment

Assessment Guidelines

Individualized Education Program (IEP)

<i>IEP Review</i> <i>Staffing</i> <i>Reporting</i> <i>Due Process and Procedural Safeguards</i> <i>Dispute Resolution</i> <i>Complaint Procedures</i> <i>Section 504 of the Rehabilitation Act</i> <i>Special Education Strategies for Instruction</i> <i>Professional Development for OCHS Staff</i> <i>Plan For English Learners</i>	
<i>ELEMENT II: MEASURABLE PUPIL OUTCOMES</i> <i>Expected Outcomes</i> <i>Measurable Pupil Outcomes</i> <i>Non-Academic Outcome Goals</i>	66
<i>ELEMENT III: OUTCOME MEASUREMENT PROCESS</i> <i>Student Assessments</i> <i>Analysis Cycles (Data Dives)</i> <i>Reporting Data</i> <i>Continuous Student Achievement Improvement Template</i> <i>Correlation with State Standards</i>	73
<i>ELEMENT IV: GOVERNANCE STRUCTURE</i> <i>Legal Status – NonProfit Public Benefit Corporation</i> <i>Amethod Public Schools – Board of Directors</i> <i>Amethod Public Schools Management</i> <i>EdTec – Back Office Accounting/ Business Operations</i> <i>Board Meetings</i> <i>Board Authority</i> <i>Public Operating Principles</i> <i>Governance Training</i> <i>Family Participation</i>	82

<i>Complaint Procedures</i> <i>Uniform Complaint Procedures (UCP) Overview</i>	
<i>ELEMENT V: EMPLOYEE QUALIFICATIONS</i> <i>Process for Staff Selection</i> <i>Leader Selection</i> <i>Anti-Discriminatory Statement</i> <i>Faculty</i>	93
<i>ELEMENT VI: HEALTH AND SAFETY OF PUPILS</i> <i>Procedures for Background Checks</i> <i>Role of Staff as Mandated Child Abuse Reporters</i> <i>Comprehensive Sexual Harassment Policies and Procedures</i> <i>Immunizations</i> <i>Blood-Borne Pathogens</i> <i>Drug-Free/Alcohol-Free/Smoke-Free Environment</i> <i>Medication in School</i> <i>Facility Safety</i> <i>Nursing</i> <i>Vision, Hearing, Scoliosis</i> <i>Emergency Handbook (Policies)</i> <i>Emergency Preparedness</i> <i>The Family Educational Rights and Privacy Act (FERPA)</i>	97
<i>ELEMENT VII: RACIAL AND ETHNIC BALANCE</i> <i>Recruiting and Marketing</i>	104
<i>ELEMENT VIII: STUDENT ADMISSION REQUIREMENTS</i> <i>Enrollment Registration</i> <i>Lottery Procedures</i> <i>Wait List Ranking</i>	107
<i>ELEMENT IX: ANNUAL AUDIT</i>	112
<i>ELEMENT X: STUDENT DISCIPLINE</i>	114

<i>Progression of Disciplinary Issues</i>	
<i>Detentions</i>	
<i>Suspension and Expulsion Procedures</i>	
<i>Suspensions</i>	
<i>Expulsion</i>	
<i>Due Process</i>	
<i>Special Education Status and Discipline</i>	
ELEMENT XI: RETIREMENT SYSTEM	136
ELEMENT XII: STUDENT ATTENDANCE	137
ELEMENT XIII: RETURN RIGHTS OF EMPLOYEES	138
ELEMENT XIV: DISPUTE RESOLUTION	139
<i>Public Comment</i>	
<i>Disputes Arising From Within The School</i>	
<i>Disputes Between the School and the Charter Granting Agency</i>	
ELEMENT XV: PROCEDURES FOR SCHOOL CLOSURE	144
MISCELLANEOUS CHARTER PROVISIONS	164
<i>Fiscal Support</i>	
<i>Oakland Charter High School Budget Narrative</i>	
<i>Budgets and Cash Flow</i>	
<i>Insurance Requirements</i>	
<i>Administrative Services</i>	
<i>Transportation</i>	
CONCLUSION	175
ATTACHMENTS	
A: Data Quest CAASPP Results 2015	
B: Data Quest CAASPP Results 2016	
C: API 3 Year Average	
D: AMPS—Instructional Competencies and Domains	
E: WASC Letter	

<p>F: OCHS Adopted Texts for 2016-2017</p> <p>G: Graduation Requirement Checklist</p> <p>H: Copy of SST Process</p> <p>I: AMPS English Learners</p> <p>J: Local Control Accountability Plan</p> <p>K: Analysis Cycle Data Dive Overview</p> <p>L: Articles of Incorporation</p> <p>M: Board Resumes</p> <p>N: Conflict of Interest</p> <p>O: Bylaws</p> <p>P: AMPS Safety Plan and Emergency Procedures Handbook</p> <p>Q: Five year Budget Summary</p> <p>R: Monthly Cash Flow—Five Years</p>	
<p>MISCELLANEOUS ATTACHMENTS</p> <p><i>Performance Report</i></p> <p><i>Signed Assurances</i></p>	

(A signed version of this document is provided at the beginning of this document)

AFFIRMATIONS, DECLARATIONS, AND ASSURANCES

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

Oakland Charter High School (“OCHS” or the also referred to herein as “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to: [1];

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- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to education Code Sections 60605 and 60851, and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(e)(1)]

• The Charter School declares that it shall be deemed the exclusive public school employer of the employees of Oakland Charter High School for purposes of the Educational Employment Relations Act [Ref. Education Code Section 47605(b)(6)]

1. The Charter School shall ~~Shall~~ be nonsectarian in its programs, ~~admissions~~admission policies, employment practices, and all other operations. [Ref. California Education Code Section "Ed. Code" § 47605(de)(1)]

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2. The Charter School shall ~~Shall~~ not charge tuition. [Ref. (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 §Section 47605(de)(1)]

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3. The Charter School shall ~~Shall~~ not discriminate on the basis of the characteristics ~~listed~~included in Education Code Section 220 (actual or perceived, including but not limited to disability, gender, gender identity, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, immigration status, (Ed. Code § or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).. [Ref. Education Code Section 47605(d)(1)]47605(e)(1)

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4. The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of Except for legally permissible admission through a random lottery process. Except preferences [as required by provided in Education Code Section section 47605(de)(2)], admission to the Charter School shall not be determined according to the place of residence of the studentpupil, or hisof the pupil's parent or her parents legal guardian, within the State. Preference in the 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))

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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 shall be given as required by. 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 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with Education all of the following: (Ed. Code Section § 47605(d)(2)(C). [Ref. California Education Code §47605(de)(2)(A)-(C)]B)

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• The Charter School shall adhere to all provisions of federal law relating to students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

- ~~The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]~~
- ~~The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]~~
- ~~The Charter School shall at all times maintain all necessary and appropriate insurance coverage~~
- ~~The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A) (D):~~
 - 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 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 pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3))~~
- ~~The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]~~
- ~~The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(e)(2)]~~
- ~~The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]~~
- ~~The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]~~
- ~~The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").~~
- ~~The Charter School shall comply with the Public Records Act.~~

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- ~~The Charter School shall comply with the Family Educational Rights and Privacy Act.~~
- ~~The Charter School shall comply with the Ralph M. Brown Act.~~
- ~~The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]~~

Authorized Representative's Signature

INTENT OF CHARTER SCHOOLS ACT

~~In accordance with the California Charter Schools Act of 1992, as amended (the "Charter Schools Act"), Amethod Public Schools: Oakland Charter High School petitions the Oakland Unified School District to grant the renewal petition for the OCHS school campus which will enable us to continue serve the residents and families of Oakland, CA.~~

~~The Charter Schools Act states:~~

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

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

~~(a) Improve pupil learning.~~

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

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

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

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

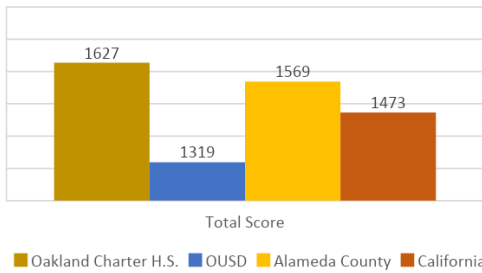
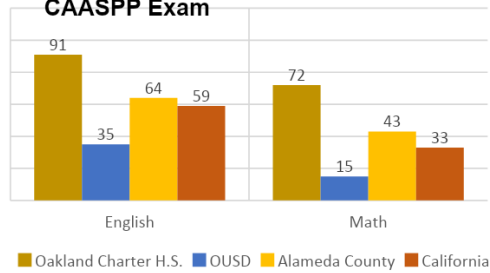
(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

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

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

SUCCESSSES AND ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM

- Awarded Recognition from the California State Assembly in 2013 as a *California Distinguished School*
- Certificate of Excellence—California State University
- Recognized as one of the nations' *Best High Schools of 2014*—US News & World Report
- *Top Performing School* for minority students (Latino)—2015 Innovate Public Schools
- Recognition from Oakland City Council for Academic Achievement—2012 and 2014
- School Choice Leadership Award—2016
- School growth from approximately 176 students to approximately 440 students while maintaining a population of socio-economically disadvantaged students of over 85%
- Continued participation in Advanced Placement program and expansion of Advanced Placement courses from 2012 to 2016 from 3 courses to 10 course offerings
- On average, higher scores on the SAT's than state or national averages (see graph below)
- Higher scores on state testing (CAASPP) on Common Core aligned tests than state, county or district averages (see graph below)

Average Score on the SAT Exam**% of Students Meeting and Exceeding State Standards on the CAASPP Exam****CHARTER RENEWAL CRITERIA****Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)**

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

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.

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

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

~~The Charter School meets the criteria of Education Code Section 47607(b)(2) because it ranked in decile 10 on the API in the most recent year a ranking was calculated (2013).~~

~~As indicated below with 2016 CAASPP comparison data, the Charter School also meets the criteria of Education Code Section 47607(b)(4).~~

~~(See Appendix A & B: CDE DataQuest/CAASPP Reports.)~~

Comparison to Public Schools that Charter School Pupils Would Otherwise Attend

<u>2016 CAASPP Results</u>		
<u>Percentage of Students Meeting or Exceeding Standards</u>		
	<u>ELA</u>	<u>Mathematics</u>
Oakland Charter High School	91	72
Castlemont High	6	0
Lighthouse Charter School	80	48
Fremont High School	18	4
Unity High School	65	38
Oakland High School	38	16

Comparison to Demographically Similar Schools in the District

<u>2016 CAASPP Results</u>		
<u>Percentage of Students Meeting or Exceeding Standards</u>		
	<u>ELA</u>	<u>Mathematics</u>
<u>Oakland Charter High School</u>	<u>91</u>	<u>72</u>
<u>Oakland High School</u>	<u>38</u>	<u>16</u>
<u>Oakland Technical High School</u>	<u>61</u>	<u>32</u>
<u>American Indian High School</u>	<u>80</u>	<u>72</u>
<u>Lighthouse Charter School</u>	<u>80</u>	<u>48</u>
<u>Colliseum Prep High School</u>	<u>29</u>	<u>13</u>

Use of Alternative Measures & Increases in Pupil Academic Achievement Pursuant to Education Code Section 52052(e)(4) and Education Code Section 47607(a)(3)

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- ~~The most recent API calculation;~~
- ~~An average of the three most recent annual API calculations; or~~
- ~~Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.~~

As indicated below with 2015 and 2016 CAASPP data, the Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups, as allowed by Education Code Section 52052(e)(4)(C).

Additionally, Education Code Section 47607(a)(3) requires the authorizer to consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as numerically significant pupil subgroups) as the most important factor in determining whether to grant a charter renewal.

EXECUTIVE SUMMARY

7. ~~Over the past nine years, 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 non charter 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, marital 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 \(l\).](#)
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.

INTRODUCTION AND OVERVIEW

Executive Summary

We present this charter renewal petition for another 5-year term for Oakland Charter High School ("OCHS" or the "Charter School"), which has demonstrated a robust and continually improving educational program for its students, grounded in a thorough evaluation of the Charter School's historical performance. OCHS opened its doors in 2007 and has been serving students in grades 9th-12th in the Fruitvale neighborhood of Oakland. We have 64% Latinx, 27% Asian, and 6% African American students. 29% of our students are English Learners and 11% are students with disabilities.

The Charter School has made significant strides toward meeting the standards necessary to enhance the educational experience and outcomes for its students. For 17 years, Oakland Charter High School has effectively served the Oakland community by providing a high-quality education and contributing to the overall wellbeing and success of its students.

Key Achievements and Evidence of Progress

Program Implementation: The Charter School has effectively executed the educational framework outlined in its charter petition. This success is reflected in various areas including:

- Oakland Charter High School has been recognized as a "Best High Schools" by U.S. News & World Report since 2016.
- Oakland Charter High School has the highest award from AP School Honor Roll, and an Access Award for equitable access to advanced coursework.
- In 2024, Oakland Charter High School ranked in the top 150 charters nationwide, according to the Washington Post Most Academically Challenging Schools Index.
- Financial Stability - The Charter School maintains a sound financial condition, demonstrating fiscal responsibility.
- Attendance - High attendance rates indicate student engagement and satisfaction.
- Demographic Inclusivity - The Charter School's enrollment demographics are diverse, reflecting a commitment to serving a broad student population. Since 2016, the percent of English learners enrolled at Oakland Charter High School has grown from 10.7% to 29.2%. Since 2016, the percent of students with disabilities enrolled at Oakland Charter High School has grown from 4.7% to 10.8%.

Furthermore, we look forward to partnering with communities, inspiring parents and families to become an active and positive force in every their child's education. Some parents may misunderstand or underestimate the complimentary nature the importance of parenting and relationships to public education. AMPS believes in accountability and that all stake holders, including students, families and staff members, share, and the reciprocal responsibilities. We encourage dialogue as it happen through discussions, presentations, and at times, disagreements. AMPS strives to communicate to families and communities that demanding curriculum, high expectations, and personal responsibility are essential for a child's success, a school's success and, ultimately, a community's success. between parents and educators to foster collaboration and positive outcomes.

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

Over the past nine years, Oakland Charter High School has proven to be one of the top high schools for families and students in Oakland, CA. Oakland Charter High School opened in 2007 in the Eastlake District of Oakland, CA. Since its inception, OCHS has continued to grow in size and success. OCHS has remained one of the highest performing high schools in the city of Oakland and in the state of California. During the previous accountability system, California's Standardized Tests (CST's), OCHS maintained an Academic Performance Index score that never dipped below the 920 mark. OCHS has maintained exemplary academic results under the new Common Core State Standards-based assessments administered under California's Assessment of Student Performance and Progress (CAASPP) system, as demonstrated by the past two years' results.

Over the years, Oakland Charter High School has proven to be successful in preparing students for a college education and allowing them to attend top-tier universities throughout the country. The AMPS administration and staff have gained innumerable examples and lessons associated with the running of a high performing charter high school; at times these lessons have been learned the hard way, but were nevertheless gained. As such, this petition charter, reflects the lessons and best practices learned by the AMPS organization after not only administering OCHS for over nine years, but also through the twenty years of establishing and leading top performing charter schools.

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Method Public Schools – Core Values

The Core Values of the AMPS organization represent what all staff stand by, defend, and go forward with. We believe one cannot "set" organizational values; these are attributes that we have identified as necessary for the strength of the organization through years of service in public education. AMPS seeks to find people who are predisposed to sharing the core values and to work at retaining these individuals.

Organization's Core Values:

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

6. Team Work

Results of Existing Schools

Amethod Public Schools has opened six schools on five distinct sites in Oakland and Richmond. All of the Amethod school sites are successfully serving students who have been historically underserved in the traditional public school setting. Furthermore, all of AMPS schools are achieving greater results than comparable schools on key performance metrics such as standardized test scores, graduation rates, and college acceptance rates.

Oakland Charter Academy (OCA), the flagship of the Amethod Public Schools organization, opened as Oakland's first charter school in the fall 1994, then the fourteenth charter school authorized in the State of California. Oakland Charter Academy has not only survived but progressed by becoming a nationally recognized No Child Left Behind Blue Ribbon School in 2008, the second public middle school serving under the authority of Oakland Unified School District to receive the distinguished award.

Oakland Charter High School (OCHS), established in 2007, became one of the fourth highest performing high schools in California in 2012, outranking many high schools in more affluent areas of California. During the era of California's former accountability framework, OCHS's Academic Performance Index scores never dipped below 930 points out of 1000. Over two-thirds of OCHS's students participate in an Advanced Placement course before graduating and over 90% of students are accepted to four-year universities and colleges. OCHS's The AMPS network, the petitioners for the Charter School, seek to continue to operate Oakland Charter High School as a public charter school to prepare students for college and life in the 21st century. We will expand and implement our established instructional program that will prepare local youth in the Oakland area, many of whom are deprived of a rigorous and structured campus, to help reverse the achievement gap and dropout rate among historically underrepresented and underserved students.

Successes and Accomplishments of the Prior Charter Term

- According to The Jay Matthews Most Academically Challenging Schools Index, Oakland Charter High School ranked among the most academically challenging public high and charter schools in the nation, with a ranking of 182 out of 300 in 2020, and 233 out of 300, in 2022, by The Washington Post's educational columnist, Jay Mathews. In 2024, OCHS ranked 123 out of 300 charters nationwide, in the same Academically Challenging Schools Index.
- From 2021-23, OCHS was recognized by Families In Action For Quality Education ("FIA"), for having achieved 90%+ A-G completion rates for its graduating Latino Students.

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- [As a member of the Bay Area Charter Schools Athletic Conference \(“BACSAC”\), OCHS has increased its sports participation rates for students with great success. In 2018, OCHS’s Varsity Boys Basketball team finished 2nd, while its Varsity Girls Basketball team finished 2nd place in 2022. In the following year, the Varsity Girls Basketball team won its first championship, while a member of OCHS’s Varsity Girls Cross Country team was named league MVP.](#)

[When comparing Oakland Charter High School to Fremont High School, Castlemont High School, Oakland Unified School District, and the State of California, here are some key points regarding academic performance:](#)

[Oakland Charter High School students²](#)

- [Rank and Performance: Oakland Charter High School generally ranks higher in academic performance compared to other local high schools. In the 2023-2024 school year, the Charter School had a post-pandemic ranking of 768 out of 2,323 high schools in California \(<https://www.schooldigger.com/go/CA/schools/0146512041/school.aspx>\).](#)
- [Test Scores: The proficiency rates for 11th-grade students in English Language Arts \(“ELA”\)/Literacy and Mathematics were 58.1% and 24.4%, respectively. \(SchoolDigger\).](#)
- [College Readiness: Oakland Charter High School has a strong academic reputation, reflected in its high graduation rates and college readiness. Oakland Charter High students enroll in college at higher rates than similar schools across the nation. In 2023, according to National Student Clearinghouse data, 65% of Oakland Charter High School graduates immediately enrolled in a 4-year college. On average, over 88% of Oakland Charter High School students who enrolled in college the first year after high school persisted to their second year in college.](#)

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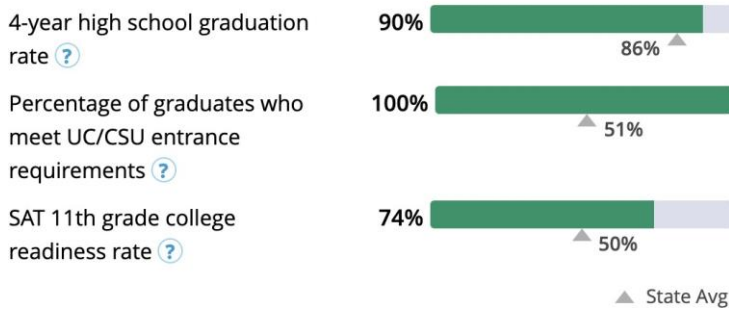
ACADEMICS

College Readiness ?

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This school is **far above** the state average in key measures of college and career readiness.

Even at schools with strong college and career readiness, there may be students who are not getting the opportunities they need to succeed.



GreatSchools.org

[Fremont High School](#)

- [Rank and Performance: Fremont High School is ranked in the bottom 50% of public high schools in California, positioned at 2,020 out of 2,323 schools in 2024 \(SchoolDigger\).](#)
- [Test Scores: Fremont High has significantly lower proficiency rates, with less than 0.9% of students achieving proficiency in math and 12% in reading \(Public School Review\).](#)
- [Graduation Rates: Fremont High School has a graduation rate of 76%, which is below the California state average \(SchoolDigger\).](#)

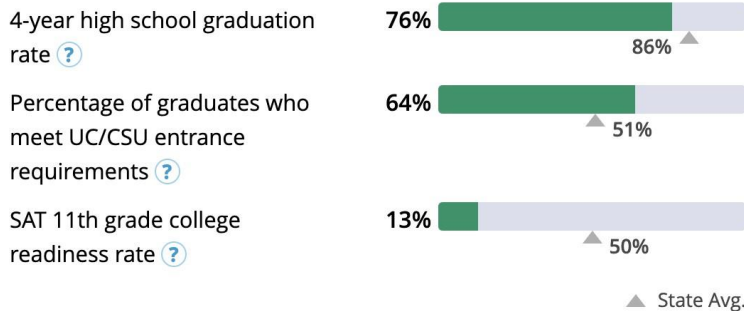
ACADEMICS

College Readiness ?

2/10

This school is **far below** the state average in key measures of college and career readiness.

(Remember: **high graduation rates don't mean much** if students are graduating without the coursework and test scores they need to succeed.)



[GreatSchools.org](https://www.GreatSchools.org)

[Castlemont High School](#)

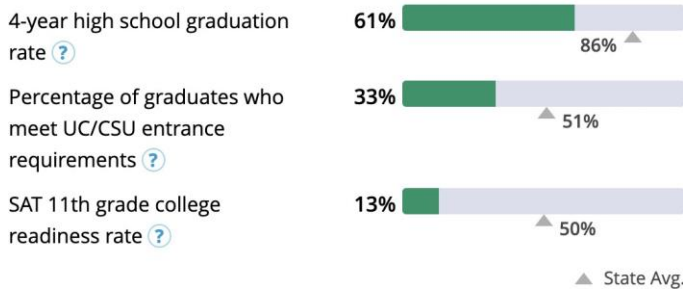
- [Rank and Performance: Castlemont High School also ranks in the lower tier of California high schools, positioned at 2,036 out of 2,323 schools in 2024 \(SchoolDigger\).](#)
- [Test Scores: Castlemont High has significantly lower proficiency rates, with less than 6.4% of students achieving proficiency in math and 8.2% in reading \(https://www.schooldigger.com/go/CA/schools/2805012992/school.aspx\).](https://www.schooldigger.com/go/CA/schools/2805012992/school.aspx)

ACADEMICS

College Readiness ?

1/10 This school is **far below** the state average in key measures of college and career readiness.

(Remember: **high graduation rates don't mean much** if students are graduating without the coursework and test scores they need to succeed.)



[GreatSchools.org](https://www.GreatSchools.org)

[Oakland Unified School District](#)

- [Performance: The Oakland Unified School District overall has a mixed performance with significant variation between different high schools. Schools like Oakland Charter High School outperform district averages, while others like Fremont and Castlemont High Schools underperform.](#)
- [Graduation Rates and Proficiency: District-wide, the graduation rates, and state testing proficiency levels are below the state average, reflecting challenges faced by the district in terms of resource allocation and socioeconomic factors.](#)

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[State of California](#)

- [Performance: Statewide averages for proficiency in English Language Arts/Literacy and Mathematics are 55.7% and 27.9%, respectively. The average graduation rate for California high schools is 87% \(Public School Review\).](#)

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[In summary, Oakland Charter High School stands out with higher academic performance and graduation rates compared to Fremont and Castlemont High Schools, as well as the overall Oakland Unified School District. However, there are still opportunities for growth in reaching and surpassing state averages in certain areas.](#)

Charter Renewal Criteria

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on California's state and local indicators reported on the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

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In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing - Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing - Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing - Renewal unless closure is in the best interest of students, evaluated using the California School Dashboard and Education Code Section 47607.2(b).

For the first time since 2020, the California Department of Education ("CDE") has published a list of high-, middle-, and low-performing charter schools.

Oakland Charter High School was deemed a middle-performing school by the CDE and is thus entitled to a default renewal standard, for a five-year term.

The 2023 Dashboard is the first since 2019 to display the intended red, orange, yellow, green and blue colors for schools' status and change scores in the state indicators. The 2022 Dashboard uses one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021-22 school year data. As such, the 2023 Dashboard is not based on two years of color-based performance.

The state indicators include the following:

- Academic: grades three through eight and grade eleven - English language arts/literacy and Mathematics
- English Learner Progress: grades one through twelve
- College/Career: high school only (Note: The College/Career Indicator is not reported on the 2022 Dashboard)
- Suspension Rate: kindergarten through grade twelve

- [Chronic Absenteeism: kindergarten through grade eight](#)
- [Graduation Rate: high school only](#)

Accordingly, OCHS fits into the middle performing category, as determined by law and the California Department of Education, and is eligible, and as clearly demonstrated by the evidence meets the criterion, for charter renewal for a term of 5 years.

Dashboard Performance Renewal Criteria - Middle Performing

For middle-performing charter schools, Education Code Section 47607.2(b) states:

(1) For all charter schools for which [high- and low-performing categories] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

“Measurements of academic performance” include the California Assessment of Student Progress and Performance (and Progress (“CAASPP”)) ELA and math assessments, the English Learner Progress indicator (“ELPI”), and the College/Career indicator (“CCI”). (Education Code Section 47607(c)(3)).

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In the past two Dashboard releases, OCHS has outperformed the State status in the majority of the academic indicators, despite only needing to surpass the State status in a single academic indicator to qualify as a middle-performing school.

2022 CA Dashboard			2023 CA Dashboard		
	OCHS	State		OCHS	State
ELA	Medium	Low	ELA	Orange	Orange
Math	Medium	Low	Math	Orange	Orange
ELPI	Low	Medium	ELPI	Orange	Yellow
CCI	Not reported	Not reported	CCI	High	Medium
Suspension*	Medium	Medium	Suspension*	Orange	Orange
Grad Rate	High	Medium	Grad Rate	Orange	Orange

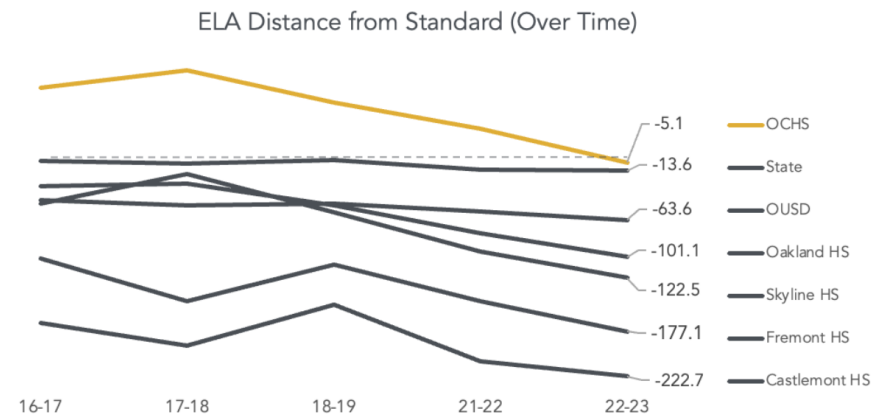
= status better than state, = status worse than state
 * Status level associated with the suspension indicator is reversed.

Dashboard State and Local Indicators (2023)

English Language Arts and Mathematics

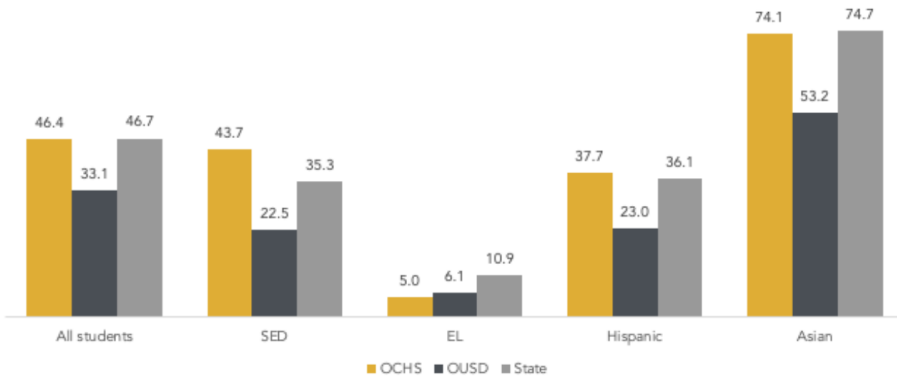
The CAASPP is available to high school students in grade 11 only. According to the CDE, "Distance from Standard ("DFS") represents the distance between a student's score on the Smarter Balanced Assessments and the Standard Met Achievement Level." In other words, a positive average DFS indicates that students are, on average, scoring above the minimum score for Standard Met. A DFS that improves year over year, indicates that students are, on average, moving towards higher mastery of grade-level standards.

The Dashboard charts and graphs below show a comparison of the Oakland Charter High School DFS performance and the average ELA/math performance of local traditional public schools our students would otherwise attend. Included are results for all students and for subgroups with statistically significant numbers of students, as defined by California Dashboard metrics, tested at OCHS: Asian students, Hispanic students, Socioeconomically Disadvantaged ("SED") Students, and English learners ("EL").



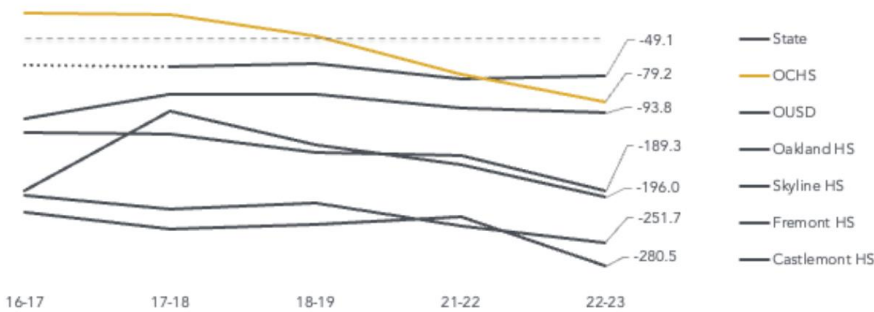
Every year within the charter term, OCHS has outperformed the district, state, and all neighborhood comparison schools in ELA Distance from Standard.

SBAC ELA Percent Met or Exceeded (by Student Group)
2023



[The majority of OCHS student groups outperform the district and neighborhood schools in Smarter Balanced Assessment Consortium \(“SBAC”\) ELA proficiency. OCHS is performing similar or better than the state in almost all subgroups.](#)

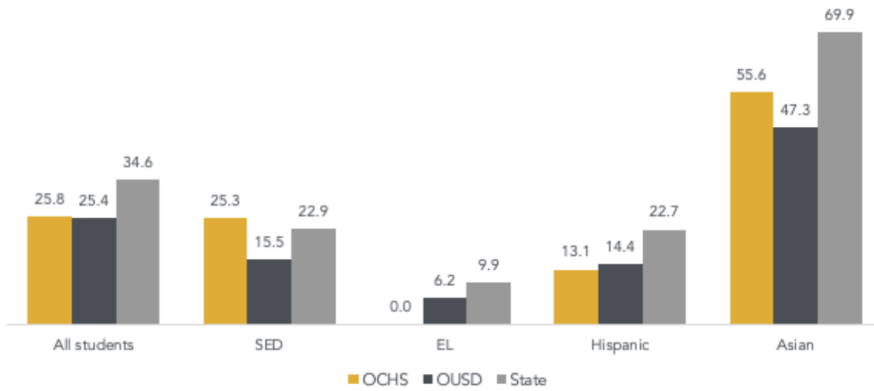
Math Distance from Standard (Over Time)



Dotted line represents the standard.
Source: California Schools Dashboard

[Every year within the charter term, OCHS has outperformed the district average and all neighborhood comparison schools in Math DFS. OCHS also outperformed the state during most years.](#)

SBAC Math Percent Met or Exceeded (by Student Group)
2023



[OCHS student groups perform similar to district averages in mathematics proficiency. When comparing scores from 11th grade only, OCHS performs better than district averages for almost all subgroups.](#)

[While the relative performance on the 2023 ELA and Math CAASPP is higher than the district, we acknowledge room for improvement based on the percentage of students that Met/Exceeded Standard. To address the needs of our student population, we have been implemented several targeted initiatives. We have partnered with IXL to provide students with personalized practice and feedback on essential skills. Our expanded science, technology, engineering, and mathematics \("STEM"\) extracurricular programs, such as robotics, coding, and engineering clubs, spark student interest in these fields and provide opportunities for hands-on learning. The addition of a Director of Instruction has strengthened our instructional coaching program, providing teachers with individualized support and professional development to enhance their classroom practices.](#)

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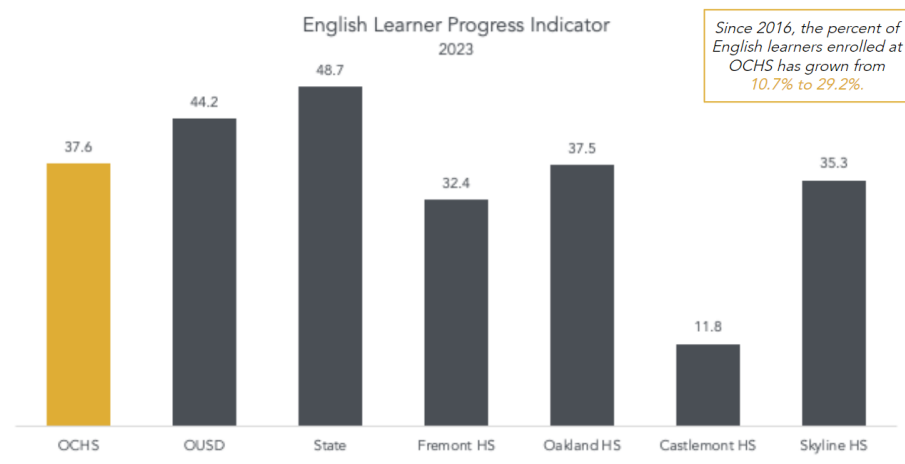
[We regularly monitor student progress through monthly data meetings, allowing us to identify areas where students may need additional support and adjust our interventions accordingly. We have also secured additional professional development opportunities for our staff, focusing on topics such as differentiated instruction, strategies and best practices for educating English learners, culturally responsive teaching, and effective classroom management. These initiatives will help us to improve academic outcomes for our high-need students and create a more equitable learning environment.](#)

[English Learner Progress Indicator](#)

[The English Learner Progress Indicator shows the percentage of current English learner students who are making progress towards English language proficiency or maintaining the highest performance level. The ELPI is calculated using the English Language Proficiency Assessments for California \(ELPAC\), which measures ELs' proficiency in listening, speaking, reading, and writing.](#)

[The ELPAC results are used to determine an ELPI level for each student, ranging from 1 to 6. To demonstrate progress towards English language proficiency, EL students must either increase at least one ELPI level from the previous year or maintain a Level 4 from one year to the next.](#)

[The chart below shows a comparison between OCHS' ELPI percentage and that of OUSD, California, and neighborhood comparison schools.](#)



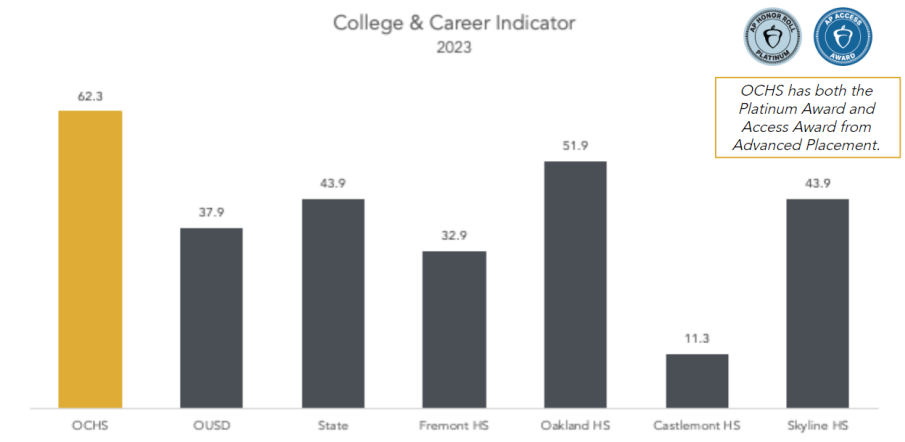
[To increase the number of English Learners making progress towards English language proficiency, we have implemented several comprehensive strategies. We have hired and retained new staff members, including an English Language Development \(“ELD”\) Specialist, an EL paraprofessional, a Director of Student Services who oversees the ELD Specialist, and an External Affairs Manager. These dedicated professionals provide targeted support to English language learners, in addition to school staff, ensuring they receive the additional assistance they need to succeed.](#)

[We have also implemented a new data dashboard to monitor real-time data on grades and attendance. This allows us to identify students who may be struggling and intervene promptly to address their needs. Additionally, we have built strong partnerships with community organizations to ensure that our students have access to essential resources and support outside of school.](#)

[To enhance our staff's instructional practices, we have added professional development opportunities and partnered with Navigator Schools, a high performing network that has a high EL population, to build on best practices. Our hope is that these initiatives will equip our teachers with the skills and knowledge to effectively meet the needs of our English learner student population.](#)

[College and Career Indicator](#)

The College and Career Indicator is a metric that measures the extent to which students are prepared for college and career success after graduating from high school. It includes data on college enrollment, college persistence, career readiness, and Career and Technical Education ("CTE") completion. Criteria for calculating the CCI measure include passing/completion/attainment of Advanced Placement ("AP") Exams, A-G, Career Technical Education Pathway, College Credit Course (formerly called Dual Enrollment), International Baccalaureate Exams, Leadership/Military Science, Pre-Apprenticeships, scores in ELA and Math on the California Assessment of Student Performance and Progress, State and Federal Job Programs, State Seal of Biliteracy, and Transition Classroom and Work-Based Learning Experiences.



Throughout the charter term, OCHS has outperformed the District, State, and all neighborhood comparison schools in the college and career indicator. Although our CCI score is high, OCHS plans to improve by adding CTE pathways during the next charter term. As part of that effort, OCHS will be establishing a stronger partnership with Peralta Colleges to ensure our students have access to college courses that will enhance their college and career goals.

Suspension Rate

Throughout the charter term, OCHS has consistently higher than the state averages for all students in all subgroups maintained a low suspension rate (2.9% on average). Since the pandemic, OCHS has maintained suspension rates below the State, District, and all neighborhood comparison schools.

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

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

John Henry High School opened in West Contra Costa Unified School District during the 2014-2015 school year and currently serves grades 9-11. John Henry High School opened at the request of stakeholders to continue the success of Richmond Charter Academy and Oakland Charter High School by providing a similar rigorous, college preparatory high school in WCCUSD. John Henry High School is accredited by the Western Association of School and Colleges (WASC) and will graduate it's first class of college bound seniors in 2018.

Benito Juarez Elementary opened in 2014 and currently serves 460 students. The Charter School's student population is composed of a 99% minority students and has an 87% free and reduced lunch rate. Nearly half of the parent population did not complete high school. In 2014, the charter school's CAASPP scores exceeded that of local elementaries with 50% scoring advanced and proficient in math and 40% in ELA. The school received recognition from Innovate Public Schools as one of the Top Performing Bay Area Schools for Low Income Students in Math in 2014-2015.

Graduation and College Acceptance

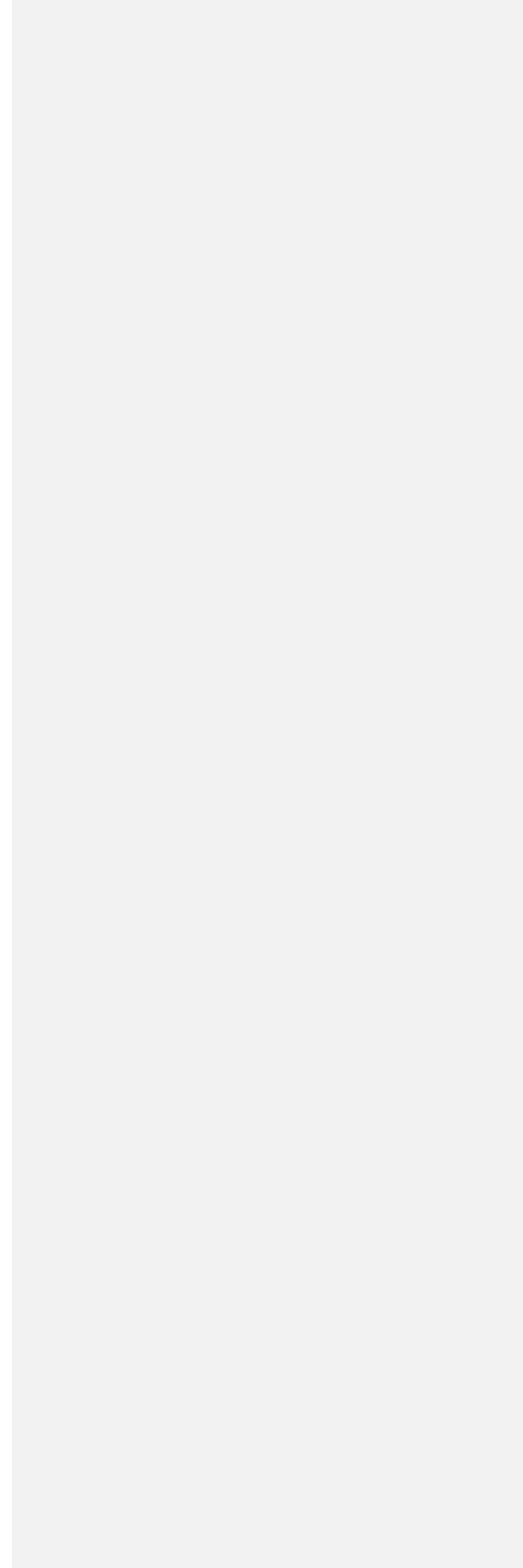
Art Institute of San Francisco	Mills College	Syracuse University
Boston College	New York University	Tufts University
Brown University	Pepperdine University	UC Berkeley
Cal Lutheran	Princeton University	UC Davis
Cal Poly—Pomona	Rochester Institute of Technology	UC Irvine
Cal Poly—San Luis Obispo	Santa Clara University	UCLA
Chico State	St. John's University	UC Merced
Colorado State	St. Mary's College	UC Riverside
Cornell University	Sacramento State	UC San Diego
CSU Bakersfield	San Diego State	UC Santa Barbara
CSU East Bay	San Francisco State	UC Santa Cruz
CSU Long Beach	San Jose State	UMass—Amherst
CSU Monterey Bay	Santa Clara University	UMass—Boston
Dartmouth College	Sonoma State	University of Pennsylvania
Georgetown University	Stanford University	University of the Pacific
Holy Names University		Univ. of Southern California

Humboldt State

~~Oakland Charter High School has produced outstanding results. Over 90% of students from our five graduating classes have been admitted to four year universities and colleges. Over the past ten years, the Amethod Public School system has worked at developing a high school system that has proven to be a sound school of choice for families and students in Oakland, CA. Amethod Public Schools is committed to preparing its students to attend and compete at the top colleges and universities in the nation. Accordingly, AMPS alumni have been accepted and attend a varied list of colleges including, but not limited to, the following:~~

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Oakland Charter High School (Grades 9-12):

345 12th Street Oakland, CA 94607

Last API Score: 938 — Last API Rank: 10 — Last Similar Schools Rank: 10

2016 Campus Demographics & Indicators:

Demographics & History

- OCHS opened in 2007 with one 9th grade class
- Currently serving a diverse student body of over 440 students in grades 9-12
- Over 87% socio-economically disadvantaged student population
- Over 34% English learner student population
- OCHS received a 6 year WASC accreditation in 2012

Accolades

- California Distinguished School
- Certificate of Excellence—California State University
- Best High Schools of 2014—US News & World Report
- Top Performing School—2015 Innovate Public Schools
- Highest performing high school in Oakland—2009 (API of 955)
- Fourth highest performing high school in California—2012 (API of 956)
- Recognition from Oakland City Council for Academic Achievement—2012 and 2014
- School Choice Leadership Award—2016

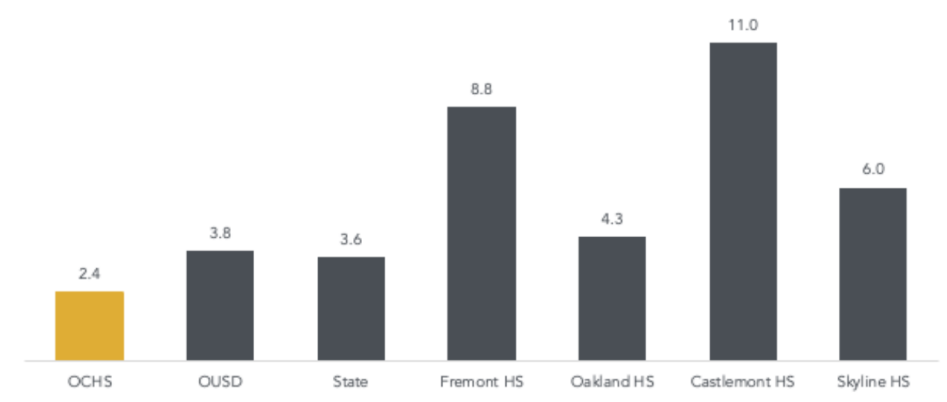
(See Appendix C: OCHS API—CDE 3 Year Average.)

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Suspension Rates
2023



[We attribute our low suspension rates to our increased efforts to provide alternatives to suspension through our Positive Behavior Interventions and Supports \("PBIS"\) program, our Multi-Tiered System of Supports \("MTSS"\) model, and school-wide trainings on restorative justice practices.](#)

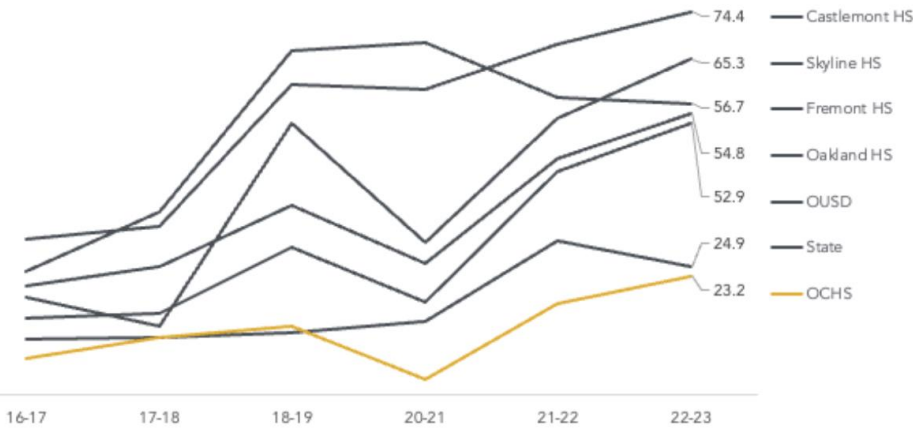
Chronic Absenteeism

[Every year within the charter term, OCHS maintained lower rates of chronic absenteeism than the district and all neighborhood comparison schools. OCHS maintained similar rates of chronic absenteeism than the State.](#)

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Chronic Absenteeism Rates (Over Time)



[Although chronic absenteeism is not calculated as part of high schools' dashboard indicators, OCHS is proud to show that our efforts are working. In the next charter term, we plan to continue combating absenteeism by working with parents and students to incentivize attendance, doing home visits to talk to families of students who are disengaged, and creating space for our counseling team to work with families and offer resources as needed.](#)

Graduation Rate

[Throughout its charter term, OCHS outperformed the District, State, and all neighborhood schools in graduation rates. OCHS also maintains equitability in graduation rates across student groups, with 87% English learners graduating in 4 years, and 91% of students with disabilities.](#)

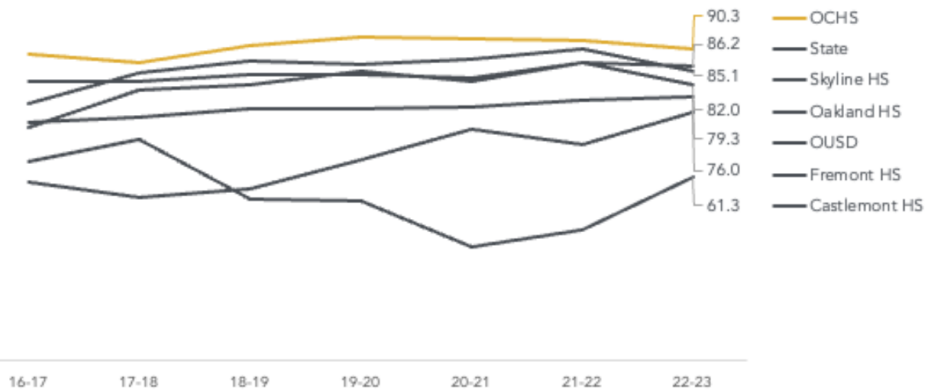
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4-Year Graduation Rates (Over Time)

In 2023, OCHS English learners had an 87% graduation rate, and students with disabilities had a 91% graduation rate.



Measurements of Academic Performance - Verified Data

The law requires chartering authorities to consider verified data provided by middle performing charter schools showing measurable increases in academic achievement:

In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

- (A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
- (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined . . .

"Verified data" is defined in statute as "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced."

In November 2020, the California State Board of Education ("SBE") approved the criteria to define "verified data" and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2, and updated that list in May 2023.

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From the SBE-approved list of reliable assessments, OCHS currently utilizes Northwest Evaluation Association Measures of Academic Progress ("NWEA MAP") and National Student Clearinghouse ("NSC") to meet the verified data requirement. The following presented academic achievement data is intended to show OCHS making "at least one year's progress for each school year," as well as "strong postsecondary outcomes" in accordance with the legal renewal criteria framed above. The CDE has advised schools to follow publisher guidance to define "one year's progress."

Northwest Evaluation Association

OCHS uses NWEA MAP assessments for grades 9-12. In 2023-2024, OCHS had an overall participation rate of 96% from Fall to Spring for 9th, 10th, and 12th grade. OCHS tested 11th graders in Fall and Winter but decided not to test them in Spring because of testing fatigue; 11th graders take the Smarter Balanced Assessment Consortium ("SBAC") ELA, SBAC Math, AP exams, Summative ELPAC, and the California Science Test ("CAST") in the Spring. OCHS met the 95% participation rate threshold for 11th graders in both the Fall and Winter test administrations.

The recommended target from the publisher of NWEA MAP for defining progress is achieving between -1.0 and 1.0 score on the Conditional Growth Index ("CGI"), which represents the range within which the growth of the majority of similar students will fall. A 0 CGI score indicates a student showed the same amount of growth as the national growth norm on the Conditional Growth Index. As NWEA publishes, "a CGI score of 1.0 means a student's growth is one standard deviation above the growth norm; conversely, a CGI score of -1.0 means a student's growth is one standard deviation below the growth norm."¹ NWEA has said that "CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure."²

OCHS NWEA MAP scores show that students are on target to make one year's progress as defined by NWEA.

¹ https://connection.nwea.org/s/article/Conditional-Growth-Index?language=en_US

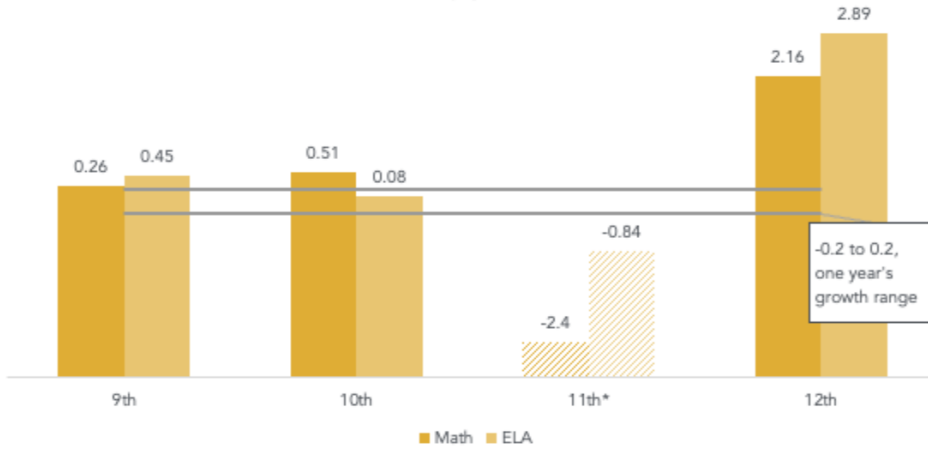
² <https://www.cde.ca.gov/be/ag/ag/yr23/documents/may23item02.docx> (page 32 of 36)

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Fall to Spring School Conditional Growth Index (CGI)
2023-24



*11th grade students were not tested in the spring due to SBAC testing. Results displayed are for fall to winter.

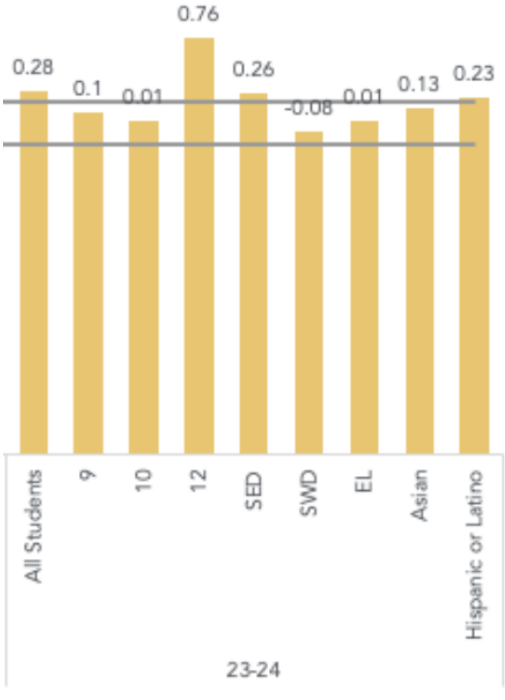
Not only are students achieving at a high level, they are also growing at higher-than-average rates. For 11th graders, the Fall to Winter data demonstrated that they were well on track to achieving the one year of growth mark if they had been tested in the Spring. In addition, all statistically significant student groups achieved one or more year of growth.

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Fall to Spring Average Student Conditional Growth Index (CGI) - ELA

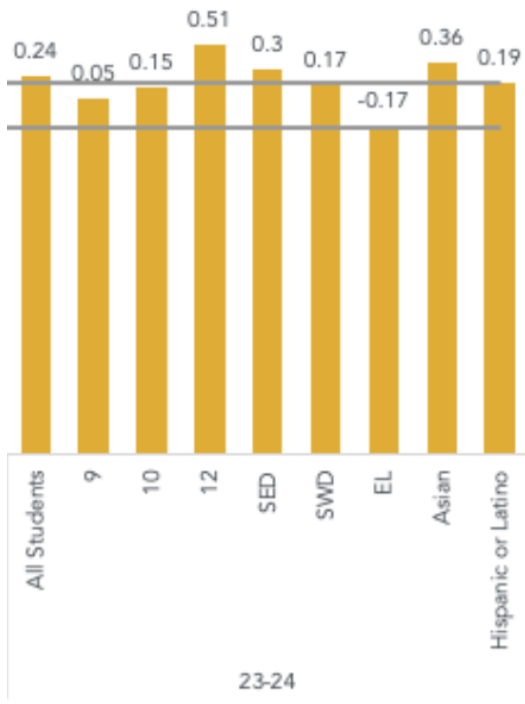


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Fall to Spring Average Student Conditional Growth Index (CGI) - Math



National Student Clearinghouse

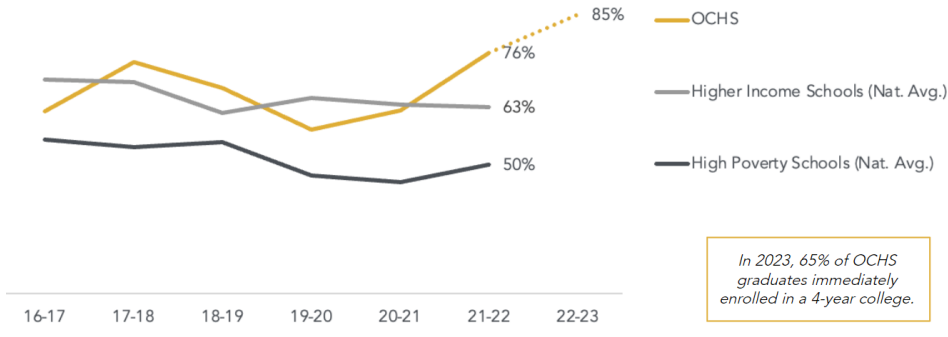
[The National Student Clearinghouse is a nonprofit organization that collects and processes student enrollment and degree data from colleges and universities across the United States. High schools can use NSC data to track the postsecondary outcomes of their graduates, such as college enrollment, persistence, and graduation rates.](#)

[According to National Student Clearinghouse, OCHS \(which is a "High Poverty School"\) sends its graduates to college at rates more consistent with "Higher Income Schools." On average, over 88% of OCHS students who enrolled in college the first year after high school persisted to their second year in college.](#)

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College Enrollment Rates (Fall Semester After Graduation)



College Persistence Rates (Year 1 to Year 2)

	15-16	16-17	17-18	18-19	19-20	20-21	Average 15-16 to 20-21
# enrolled year 1	57	50	89	76	64	76	355
# persisted to year 2	53	48	77	67	58	63	313
% persisted to year 2	93.0%	96.0%	86.5%	88.2%	90.6%	82.9%	88.2%

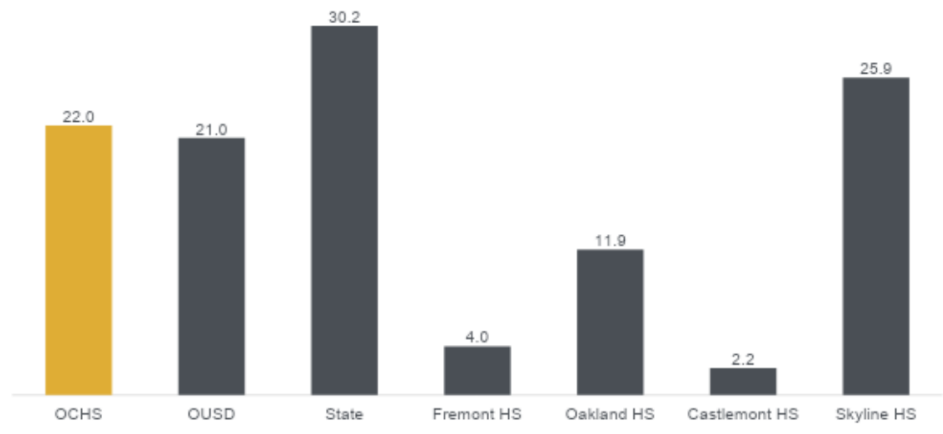
California Science Test

The California Science Test is designed to measure students' knowledge and understanding of science concepts and their ability to apply scientific inquiry and reasoning. Students in the eleventh grade take the CAST. In the most recent year with available data, OCHS outperformed the district and most neighborhood schools in CAST results.

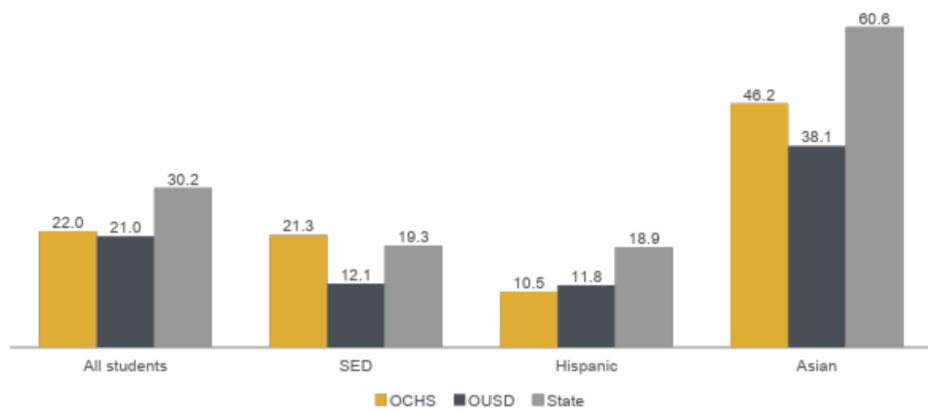
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CAST Proficiency Rates
2023



CAST Proficiency Rates (by Student Group)
2023



[To enhance our students' performance on the California Science Test, we have implemented several initiatives to improve our science curriculum and instruction. We have invested in new lab furniture and equipment to create a more engaging and hands-on learning environment for our students. Additionally, we have expanded our science curriculum to include a wider range of topics and experiments, allowing students to explore scientific concepts in greater depth. We are also exploring the](#)

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[idea of creating a block schedule in the future to provide more time for science instruction, enabling teachers to devote more attention to hands-on activities and experiments. By focusing on these areas, we believe we can significantly improve our students' understanding of science and their performance on the CAST.](#)

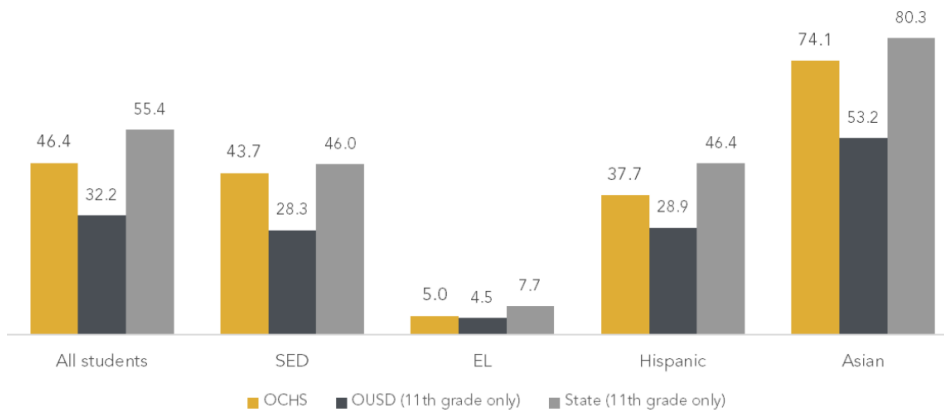
Other Measures

SBAC Percentage of Students Meeting or Exceeding Standards

[The SBAC data presented in prior sections described student test data based on Distance From Standard. Below, you will find data that shows the percentage of students who Met or Exceeded grade-level content standards on the CAASPP in ELA and Math. This metric allows grade-level comparisons between schools, the District, and the State. Because OCHS serves grades 9-12, the only grade level tested is 11th grade. Therefore, the graphs below compare OCHS to only 11th graders tested in the District and the State.](#)

[As shown below, the ELA data shows a significant increase in the percentage of students meeting and exceeding standards from 2023 to 2024. In 2024, OCHS outperforms the district for all subgroups and overall performance. OCHS also outperforms the State in all but one subgroup.](#)

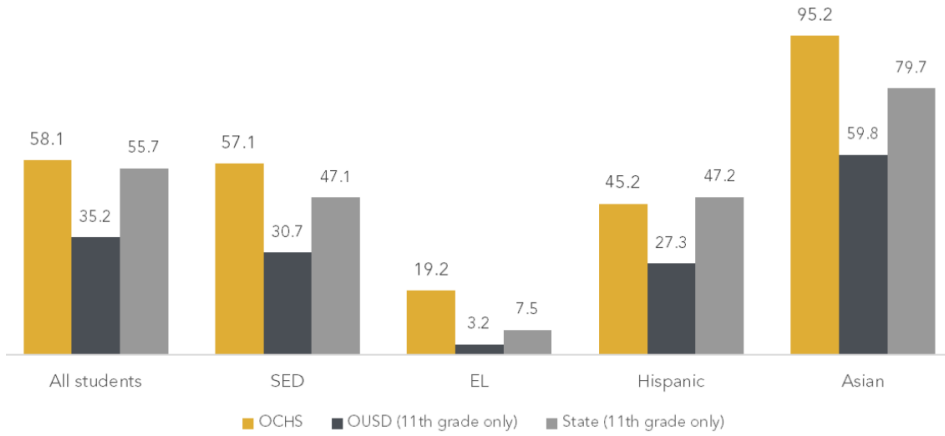
SBAC ELA Percent Met or Exceeded (by Student Group)
2023



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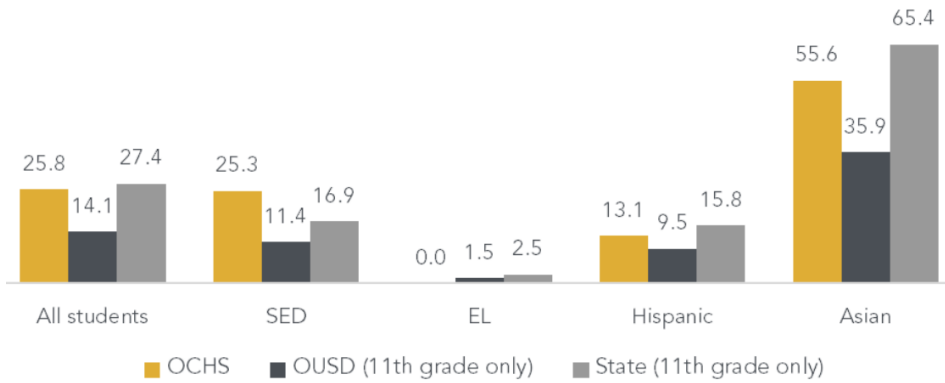
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SBAC ELA Percent Met or Exceeded (by Student Group)
2024



[For Math, OCHS outperforms the District in all but one subgroup in both years shown below. OCHS is performing slightly lower than the State data. However, we have prioritized math instruction as part of our strategic goals and expect to see our performance improve over the next charter term.](#)

SBAC Math Percent Met or Exceeded (by Student Group)
2023

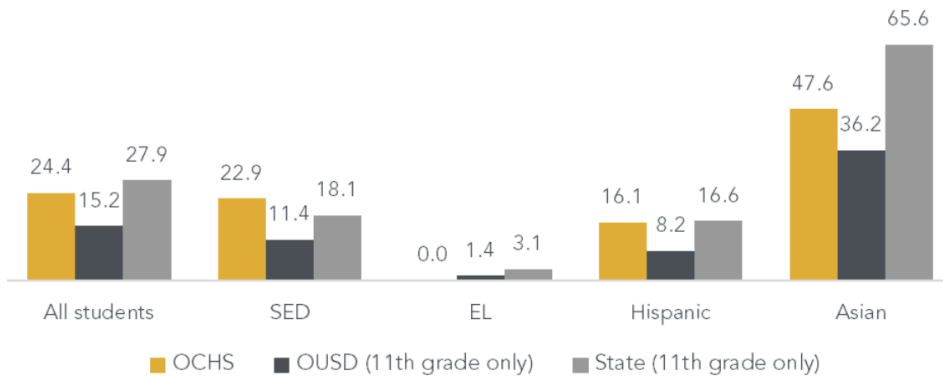


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SBAC Math Percent Met or Exceeded (by Student Group) 2024



Performance of Oakland Charter High School Seniors

Based on recent performance data, Oakland Charter High School has made significant progress in guiding its students to meet these rigorous standards. Here are the highlights:

1. High Completion Rate - A substantial percentage of seniors who entered 9th grade have completed the A-G course sequence. This indicates that the Charter School's curriculum and support systems are aligned with the requirements of higher education institutions.
2. Comprehensive Support - The Charter School offers a range of academic support services, including tutoring, counseling, and college readiness programs, to help students stay on track and achieve their academic goals.
3. Curriculum Alignment - The Charter School's curriculum is designed to meet the A-G standards, ensuring that students have access to the necessary courses throughout their high school years.
4. Data Tracking and Intervention - Oakland Charter High School employs a robust data tracking system to monitor students' progress in completing A-G courses. When students are at risk of falling behind, targeted interventions are implemented to provide the needed support.
5. College Readiness Programs - The Charter School has established partnerships with local colleges and universities, providing students with additional

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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)

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

Oakland Unified School District Required Language for Element I:

"In accordance with SB 1290, the charter school's pupil outcomes related to annual academic achievement goals will be set and disaggregated by the subgroups that are deemed statistically significant by the charter school; these may include race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals."

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that 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 sections 47604.33 and 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(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. ~~Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update."~~ (Ed. Code § 47606.5(e)), including but not limited to the following:

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- 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

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- The charter school's pupil outcomes, disaggregated by major subgroups.
- To the extent practicable, data shall be reported in *compliance* manner consistent with how information is reported on the California School Dashboard.

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Charter School shall comply with all other requirements of Education Code section ~~47607(b)(47606.5)(A)(ii)~~, are as follows:”, 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))

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Western Association of Schools and Colleges (WASC) Accreditation

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Measurable Pupil Outcomes	Instrument	Target	Progress 2012-13	Progress 2013-14	Progress 2014-15	Progress 2015-16	Progress 2016-17
CAHSEE	CAHSEE results	90% of students who entered OCHS as 9th graders will have passed the CAHSEE exam by the 11th grade.	ELA and Math passing rate = 100%.	ELA passing rate = 97% (socioeconomically disadvantaged = 100%); Math passing rate = 100%.	ELA and Math passing rate = 100%	CAHSEE is no longer in effect	CAHSEE is no longer in effect
ENGLISH LANGUAGE LEARNERS	California State Tests (CST)	OCHS's English Language Learner (ELL) Population who enter OCHS as 9th graders will perform higher in the ELA	71.3% of students designated as English Learners in grades 9 th -11 th scored Proficient or Above on the ELA CST section	As neither the CST, nor any state assessment was mandated this year, we have used our local assessment (NWEA) data; however, we are unable to provide disaggregated data through	82% Met or Exceeded ELA state standards on CAASPP for students designated as English Learners	81% Met or Exceeded ELA state standards on CAASPP for students designated as English Learners	Students have not been tested; scores not yet available.

		CST section (grades 9-11) in comparison to that of neighboring school's ELL cohort. (Castlemont and Fremont High School)		this system for the years requested.			
ENGLISH LANGUAGE ARTS	California State Tests (CST)	OCHS's low income subgroups will achieve a 70% proficient and advanced rate by the 11th grade.	88% economically disadvantaged students in grade 11	As neither the CST, nor any state assessment was mandated this year, we have used our local assessment (NWEA) data; however, we are unable to provide disaggregated data through this system for the years requested.	93% Met or Exceeded ELA state standards on CAASPP for students designated as Economically Disadvantaged	89% Met or Exceeded ELA state standards on CAASPP for students designated as Economically Disadvantaged	Students have not been tested; scores not yet available.
MATH	California State Tests (CST)	OCHS's Mathematics (ELL) Population who enter OCHS as 9th graders will perform higher in the Math CST section (grades 9-11) in comparison to that of neighboring school's ELL cohort. (Castlemont and	79.8% of students designated as English Learners in grades 9 th -11 th scored Proficient or Above on the Math CST sections	As neither the CST, nor any state assessment was mandated this year, we have used our local assessment (NWEA) data; however, we are unable to provide disaggregated data through this system for the years requested.	64% Met or Exceeded Math state standards on CAASPP for students designated as English Learners	44% Met or Exceeded Math state standards on CAASPP for students designated as English Learners	Students have not been tested; scores not yet available.

		Fremont High School)					
MATH	California State Tests (CST)	OCH's low income subgroups will achieve a 70% proficient and advanced rate by the 11th grade.	95% economically disadvantaged students in grade 11	As neither the CST, nor any state assessment was mandated this year, we have used our local assessment (NWEA) data; however, we are unable to provide disaggregated data through this system for the years requested.	69% Met or Exceeded Math state standards on CAASPP for students designated as Economically Disadvantaged	69% Met or Exceeded Math state standards on CAASPP for students designated as Economically Disadvantaged	Students have not been tested; scores not yet available.
API	School Academic Performance Index ranking	OCHS will maintain an API higher than an 800 during the term of the charter.	2012 API=956	2013 API=938	API no longer in effect	API no longer in effect	API no longer in effect
SUBGROUPS	STAR results (ELL Subgroup)	The ELL subgroup at Oakland Charter High School will perform higher than the overall district's high school English language Learner (ELL) subgroup API.	2012 API for students designated English Learners=933	2013 API for students designated English Learners=910 STAR testing ended July 1, 2013.	82% Met or Exceeded ELA state standards on CAASPP and 64% Met or Exceeded Math state standards on CAASPP for students designated as English Learners	81% Met or Exceeded ELA state standards on CAASPP and 44% Met or Exceeded Math state standards on CAASPP for students designated as English Learners	Students have not been tested; scores not yet available.
SUBGROUPS	STAR results (ED Subgroup)	Low income student subgroup will achieve a higher API score in comparison	2012 API for Socio Economically Disadvantaged Students=956	2013 API for Socio Economically Disadvantaged Students=956 STAR testing ended July 1, 2013.	93% Met or Exceeded ELA state standards on CAASPP and 69% Met or Exceeded Math state	89% Met or Exceeded ELA state standards on CAASPP and 69% Met or Exceeded Math state	Students have not been tested; scores not yet available.

		to neighboring schools.			standards on CAASPP for students designated as Economically Disadvantaged	standards on CAASPP for students designated as Economically Disadvantaged	
SCHOOL WIDE	PowerSchool	OCHS will maintain at least a 90% attendance rate throughout the academic school year.	98% attendance rate throughout the academic school year	97% attendance rate throughout the academic school year	97% attendance rate throughout the academic school year	97.55% attendance rate throughout the academic school year	Year-to-date average daily attendance as of 12/12/2016 is 97.465%.
SCHOOL WIDE	Concurrent Enrollment Grades Advisory	80% of OCHS seniors who enter in 9th grade will meet or exceed the CSU/UC A-G requirements.	92% of graduating seniors met the CSU/UC A-G requirements	97% of graduating seniors met the CSU/UC A-G requirements	97% of graduating seniors met the CSU/UC A-G requirements	93% of graduating seniors met the CSU/UC A-G requirements	Data not yet available.
SAT'S	SAT registration tickets Advisory Meetings	80% of students will take SAT/ACT by the December of their 12th grade year.	96% of seniors have taken the SAT/ACT by December 2012	96% of seniors have taken the SAT/ACT by December 2013	100% of seniors have taken the SAT/ACT by December 2014	100% of seniors have taken the SAT/ACT by December 2015	100% of seniors have taken the SAT/ACT by December 2016

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

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AMPS Vision and Mission Statement

The goal of Amethod Public Schools (AMPS) is to provide a fundamental and rigorous

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college preparatory education to all students who choose one of our schools. We believe that successful life in modern society can be achieved through a college education especially for historically disenfranchised populations. ~~All AMPS graduates will have completed a challenging academic and character development program which readies graduates to enter and succeed in college as well as provide options for future endeavors.~~

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Oakland Charter High School Mission Statement

OCHS seeks to advance students' motivation and belief in academic achievement while in their pursuit of a thriving future. We are a free and public charter school that believes in the promise of hard working students from diverse perspectives, socio-economic status, backgrounds, and talents. OCHS will provide a rigorous academic program to all students who wish to attend, yet will specifically outreach to families that live in low income areas, survive below the federal poverty line, or whose parents have never attended college. The school will serve up to 500 students in the ninth through twelfth grades with the goal of achieving higher academic results than neighboring high school campuses by focusing on rigorous state-aligned academic programs, accountability, and excellence by providing an educational program that reinforces structured and demanding A-G coursework. The school will meet its mission by working in collaboration with all stakeholders.

Philosophy

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Our philosophy was developed to reflect our vision of how to best remedy the deficiencies in academic performance of poor and 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 major concern to the country's future. A method Public Schools, the parent organization for Oakland Charter High (OCHS), believes that higher education is the surest path to future success for poor families and having high expectations for all students is an absolute necessity for academic progress. Drawing the best from every student takes immense effort from teachers, families, administrators, and students; but the results we believe are well worth it. We reason that some of the keys to drawing the best from every student requires schools to have and uphold high expectations, identify and retain highly effective teachers, develop and practice systems that ensure academic rigor, provide relevant professional development for all staff, and obtain commitment from all stakeholders.

The A method Public Schools 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

The Common Core State Standards and Next Generation Science Standards will guide the academic plans for all OCHS students in all applicable subjects. The ultimate academic goal for OCHS students is to graduate from a four-year university. Starting in grade nine, student academic plans will be crafted along the continuum of learning in preparation for the rigors of the college pathway. OCHS intends to provide students with options after middle school that include the opportunity to prepare, apply, and graduate from a four-year university. Crucial skills needed to be successful in college will be developed during the course of each student's experience at OCHS. Specific focus will be placed on developing a well-rounded approach to a wide variety of reading, critical analysis, advanced math and science to give students the foundation to reach higher levels of learning and become prepared for college.

Character Development

In addition to focusing on academic skills, faculty and staff at OCHS will 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., academic or spirit related), and greet school visitors. Students have more opportunities for character building through the wide variety of student-led clubs and athletic teams, where they participate in community presentations service projects and other outreach activities. A method Public Schools has developed a primer for staff on teaching the proper etiquette and expectations for students in circumstances ranging from public speaking to behavior at off-campus events. Students also have the opportunity to help their community through multiple community service clubs and their sponsored activities.

OCHS students will acquire life skills that provide a meaningful connection to society. Unfortunately, school and the "real world" are often disconnected for far too many young people and as a result, students may perceive the educational process as nothing more than an exercise in obtaining "useless" information.

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 being responsible for their own education is the ultimate goal. When students accept greater responsibility for their learning, they have higher propensity to achieve at higher levels in part because of intrinsically self-directed importance of their intellectual growth. Moreover, AMPS' schools implement an "*All Is Earned Culture*" through the implementation of incentive-based programs such as minimum GPA requirements for participation in athletic teams and clubs, field trips and spirit-related events. The goal for all of our students is to develop an understanding that education is imperative for their future, that a strong work ethic is absolutely necessary for success, and success comes through persistent dedication to goals. Oakland Charter High School will provide clear

expectations for students that will spotlight college attendance, program rules and procedures that cultivate an environment for success in an urban high school.

WHOM THE SCHOOL IS TRYING TO EDUCATE: TARGET POPULATION

Oakland Charter High School plans to continue to serve students in grades 9-12. OCHS 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 the characteristics listed in Education Code Section 220. A method Schools has demonstrated tremendous success over the past eighteen years in providing effective programs to different subgroups and school sites will continue to make a difference in the neighborhoods it serves.

The Charter School seeks to continue to enroll a student body in grades nine through twelve whose diversity represents the general population residing within the territorial jurisdiction of the District.

While open to all students, OCHS will make special effort to recruit underserved, low-income students throughout Oakland. OCHS will also continue to collaborate outreach efforts with various OUSD schools and with district initiatives, whenever appropriate and feasible, to help recruit students who fit the following criteria:

- Students who live in low income households;
- Lowest Achieving sub groups of the district;
- Students whose primary home language is not English;
- Students who would be the first in their families to attend college.

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

A well educated person in the 21st Century is prepared with a strong work ethic and able to demonstrate a set of competencies in language, reasoning, informative reading, written expression, calculations, interpersonal relationships, and the use of technology to succeed in a global economy. A well educated person recognizes that the world is constantly changing, knows how to learn and is a self directed lifelong learner prepared to continually adapt. An individual must be able to subsist in a demanding and fast paced global environment with ever developing and complicated economic and technological developments. The reality is that America is losing many of the manufacturing and industry driven jobs that once were at the core of the American workforce. Combined with the demands of an extremely competitive global citizenry, future Americans will also need be prepared to be persistent, industrious, intellectually prepared, and self motivated individuals who are committed to personal responsibility and learning. The ability to orient and analyze swiftly with an open mind and make informed decisions based on acumen and understanding of a wide range of perspectives and possibilities will also be essential to success. This is what all public schools, regardless of location, should provide: an academic

foundation that will offer the opportunity and preparation for the challenges of the future. More often than not, contemporary success and prosperous career paths demand a college education. For low income minority students residing in inner cities, a college education presents the surest path out of poverty and cyclical disparity. Data from the US Census Bureau indicates that college graduates will earn far more money over their lifetime than non-college graduates; people who do not earn a high school diploma on average will earn 1 million dollars in their lifetime, compared to a person with a Professional Degree who can earn 4.4 million dollars.³ Furthermore, low income and minority groups are severely underrepresented on college and university campuses while being over represented in state and federal prison systems. According to a Public Policy Institute of California report, the state currently has a 124,000 prison population, and the largest representation in the state department of corrections is composed of Latino prisoners at (39%), and Black prisoners at (27%).⁴

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

To this end OCHS students will be encouraged to welcome challenges, develop persistence in solving problems, be willing to try new strategies, show initiative in seeking out information, seek to understand others' perspectives and ideas so that they can build on them in a constructive way.

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

- **Industrious:** Students must be conscientious and hard-working as they approach new concepts and tasks. Individuals must be willing to carry out new tasks as they progress in life.

³ US Census Bureau (2009)

⁴ Public Policy Institute of California (2007): www.ppic.org

- **Analytical:** Individuals must be able to think critically and analytically in order to understand complex concepts. Individuals must be able to organize issues and information in order to study or examine them, draw conclusions, and solve problems.
- **Dedicated:** People must be capable of contributing to the success of his or her family, community and society through service and dedication in various settings and situations.
- **Practical:** The country's future will greatly depend on individuals who demonstrate common sense and are able to make rationale judgments. Persons who demonstrate control in difficult situations and remain free from marked extremes of thought or overly emotional judgments while problem solving will become the next generation leaders.
- **Lifelong Learner:** This person is the culmination of all of the previous points addressed above. It is someone who continues to learn and improve long after his or her formal education is complete. A person who exhibits the ability to understand that continual learning is essential for personal and professional growth.

It is the objective of this Charter School is to enable students to become self-motivated, successful, lifelong learners.

HOW LEARNING BEST OCCURS

Unfortunately, in a reactionary response to education reform, far too many educational fads, theories, and esoteric practices have been experimented with in public school classrooms, predominantly those with large numbers of poor and minority youth. Many such fads may not sustain longevity and can eventually flounder or prove unsustainable. Our schools do not ascribe to idealistic or subjectively-based educational practices and instead 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 increase instructional minutes in core content subjects such as math, science, social science and English whenever possible.

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, and 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 in the responsibility of learning. Indeed, many students may behave irresponsibly when given too much latitude while some students, when given a choice in the matter, will choose not to work at all.

The Five Successful Strategies for an AMPS High School

The following strategies are recognized as being worthy of adoption, further refinement and replication at Amethod Public School's high schools.

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, thus 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, socially, and emotionally.

2) Interdisciplinary Courses with a Focus on College Readiness— Currently OCHS utilizes a series of courses in each grade that focus on college readiness skills, prepare students for the academic tests required by most four-year colleges and universities for admission, and help students apply to colleges and complete the necessary paperwork for financial aid, grants and scholarships. OCHS has partnered with Advancement Via Individual Determination to support students in the 9th and 10th grades to help bridge achievement gaps and to help support students in the sometimes-challenging transition from middle school to high school. The 9th-grade classes also help to serve the function of having students practice the routines, skills and rules that will be utilized in all of their classes; it acts as a “culture builder” both in the sense that students absorb the school’s college-going culture and in that they create a culture unique to their own cohort. In the 11th-grade, students are presented with a combination of a continuation of study skills, test preparation (SAT and ACT) and preparation for the application and planning processes that occurs during senior year. The hope is that all students, regardless of background or family income, will have as much support as possible in their quest to attend a college of choice and to pursue opportunity in alignment with their passions.

3) Structure— Amethod Public Schools believes that effective teaching practice and structured schools and classrooms are the best preventative measures to negative student discipline matters. 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

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classroom properly. This must be explicitly taught and re-taught early to avoid confusion. ~~In our methods we require every teacher to make lists of student roles and group responsibilities, and explain, discuss and teach these thoroughly. In this way, students will know what is expected of them, even though the specific content or tasks will change.~~ A method Public School students will have a clear sense of their daily schedules, even if they vary from day to day. Explicit information on what is expected of students is provided 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.

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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 attendance. Missing a few classes seems inconsequential to them and at times it seems insignificant to parents and families as well. School officials 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. There are several reasons why regular attendance at school is important for every student.~~

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- ~~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 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.~~

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~~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.~~

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5) High Expectations for All Students—A method Public Schools are centered on high expectations for all students. We assure that every student takes rigorous courses in order to be prepared for the competition of getting into college. Considering that we are an academic 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.~~

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Instructional Guidelines & Practice Framework

Our faculty will adhere to Amethod Public Schools Instructional Practice Framework which guides the instructional standards and expectations for each Amethod Public School classroom. The Amethod Schools Instructional Standards are a compilation of desired best teaching practices summarized with common measures of student success. The standards have been distilled from a wide variety of resources and are supported by practitioners and researchers such as Madeline Hunter, Linda Gonzales, and Barak Rosenshine, and in house techniques and research.

The AMPS—Instructional Effectiveness Domains & Competencies is used to gauge teacher effectiveness 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 will develop highly effective teachers within our school system. 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, routines and strategies.

There are five (5) areas identified as *Domains* in the Amethod Public Schools instructional practice program design. The described Domains demonstrate what is expected to be observed in all of the Amethod Public School classrooms. The Instructional Domains and specific subtopic under each strand, describe the expectation and practice in full detail.

A brief description of the Amethod Public Schools Instructional Domains is detailed below.

(See Appendix D: AMPS Instructional Instructional Effectiveness Domains and Competencies.)

1. **Purposeful Planning:** A teacher's essential responsibility is to ensure that students learn, thus it is imperative that they learn to select and adapt learning activities such that students learn the content. Planning is a matter of design that requires organization, introspection, reflection and most importantly, preparation. Teachers who excel reflect an understanding of the basics in the important concepts and principles in the subjects they teach; this requires diligence and review of the material on behalf of the teacher. Thorough preparation is demonstrated primarily through the plans that are submitted and approved by site directors. The approved lessons guide their teaching and the decisions they make; ultimately through the success of their plan. However, a teacher’s most important asset is to be able to think on his or her feet as they modify instructional designs into small sequences of activities and exercises that make it accessible to students as needed in real time. All elements of the instructional design—learning activities, materials, and strategies—must be appropriate to both the content, students, and aligned with larger instructional goal/curriculum, and standards. Assessment techniques must also reflect the instructional objectives and should serve to document student

progress during and at the end of a teaching episode. Furthermore, in designing assessment strategies, teachers must consider their use for formative purposes and how assessments can provide diagnostic opportunities for students to demonstrate their level of understanding during the instructional sequence, while there is still time to make adjustments.

2. **Effective Instruction:** Student achievement is our bottom line philosophy. Teachers prepare plans appropriate to their students grounded in deep understanding of the content, aligned with school expectations, state standards. Teachers demonstrate, through their instructional skills, that they can successfully implement their plans and can think on their feet with common sense. Students are engaged in meaningful work, which carries significance beyond the next test and which can provide skills and knowledge necessary for answering important questions or contributing to important projects. Teachers will be expected to motivate their students in ways which they organize and present the content (I.E. pacing/proximity), the roles they encourage students to assume, and in ways they motivate students to excel. Student work is real (not busy), significant, and it is important to students as well as to teachers. Teachers are to seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations, relating to what the students have just learned in sub areas. Direct teacher questioning probes student thinking and serves to extend understanding onto the next area for deeper analysis. We expect teachers to be attentive to different students in the class and to the degree to which the students are engaged. When they observe inattention, they move to correct it without hesitation and deal with even small matters swiftly as they know it will affect student knowledge. Above all, they carefully monitor student understanding as they go through well designed questions, strategies, and/or activities. The organizational instructional program and procedures demand that efficiency begin at the door as the first kid arrives, and continue until the last student leaves at the end of the day. **Effective Instruction:** Student achievement is our bottom line philosophy. Teachers prepare plans appropriate to their students grounded in a deep understanding of the content, aligned with school expectations, and state standards. Teachers demonstrate, through their instructional skills, that they can successfully implement their plans and can think on their feet with common sense. Students must be engaged in meaningful work that carries significance beyond the next test and which can provide skills and knowledge necessary for answering important questions or contributing to important projects. Teachers will be expected to motivate their students in ways in which they organize and present the content (e.g. pacing or proximity), the roles they encourage students to assume, and in the ways they motivate students to excel. Student work is real (not busy), significant, and it is important to students as well as to teachers. Teachers are to seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations, relating to what the students have just learned in sub areas. Direct teacher questioning probes student thinking and serves to extend understanding onto the

next area for deeper analysis. We expect teachers to be attentive to different students in the class and to the degree to which the students are engaged. When they observe inattention, they move to correct it without hesitation and deal with even small matters swiftly as they know it will affect student knowledge. Above all, they carefully monitor student understanding as they go through well-designed questions, strategies, and/or activities. The organizational instructional program and procedures demand that efficiency begin at the door as the first student arrives, and continues until the last student leaves.

3. **Data Evaluations and Assessment:** At the core of learning is the cycle of teach—assess—reteach or move forward; this domain reflects this cycle by creating the expectation that teachers are constantly using data, from sources as immediate as during the lesson itself, to measurements provided by the state or even nationally, to inform instruction. Teachers who come to Amethod Public Schools will be assessed on their understanding of both formative and summative assessment during the interview process and will be guided to use both curriculum-based measures and their own “snapshot” assessments through daily quizzes and exit tickets. They may be asked to provide their quizzes, tests and/or midterms and finals for review by instructional leaders. Teachers will also be coached to effectively check for understanding throughout direct instruction, at times even preparing anticipatory questions within their daily lesson plans. Finally, teachers will be expected to analyze data from interim assessments that most students will be required to take 3-4 times per year; from national tests such as the PSAT, SAT or ACT; or from end of the year assessments such as CAASPP. The objective of analyzing data and reflecting on assessment practices is to provide the clearest picture of student learning and to act swiftly to alter practices deemed ineffective and bolster practices that are working. No assessment gives a precise picture of what any student knows and is capable of, but the hope is that by gathering multiple measurements with some frequency, all AMPS educators may gain an sense of where student learning is at and what next steps must be taken to improve.
4. **Classroom Management:** The Classroom environment sets the stage for all learning including the physical environment that should be supportive of the instructional purposes. The components of this domain establish a comfortable, vibrant, and respectful classroom environment that cultivates a culture for learning and a safe place for academic risk-taking. The atmosphere is businesslike, with non-instructional procedures handled efficiently as a consequence to proper training. Student behaviors that are non-cooperative and disruptive are dealt with swiftly without out high stakes gamble on behalf of the teacher. Teachers are expected to never forget their primary role as adults and that they are not in the business to be friends with students. We expect teachers to know that their natural authority with students is grounded in their knowledge, experience, and knowledge rather than just an authoritarian role alone. Effective teachers are indisputably in charge, but their

students regard them as a role model, a protector, a challenger, or a guide. This Strand is demonstrated through classroom interaction and captured on paper through interviews with or surveys, or are observed in action, either in person or on videotape.

5. **Professionalism:** It is our belief that teachers merit respect of the community, families and students. The fact that Amethod Public School teachers encompass roles outside of the regular day and in addition to those in the classroom with students, and work through extended calendars, respect is required. The components in this strand are associated with being a true professional educator within the Amethod Public School system. Parents and the larger community may observe, support or criticize teachers for this strand; however, these activities are critical to assuring professional, and more importantly, school improvement. We expect teachers to follow and understand that such matters as tutoring for success, documentation, maintaining organized records, and communicating with administration is expected and looked upon as an integral part of their work. We also expect that staff will seek to add to the development of the professional learning community established within the site and organization by actively participating in the sharing of best practices learned. After their first few years of teaching within the school system, or after they have mastered the nuances of classroom management and instruction, they will be asked and expected to lead to lead others for the betterment of students. It is through the skills of this strand that highly effective and professional teachers distinguish themselves from their less proficient colleagues.

Amethod Public Schools seeks to coach and develop teachers using the Instructional Domains to the best of it's abilities. However, AMPS schools, including OCHS, will continue to seek out the most qualified individuals who exhibit a desire to teach within the organization and are clearly aligned with AMPS Core Values. The school system can only do so much to develop practices and systems to assure that students are authentically challenged. Too many times, teachers enter the class and begin to slowly make excuses for students through the lackadaisical enforcement of rules, policies or by weakening the grading procedures. We expect teachers to be authentic in their approach to working with our student population and to conceptualize and understand the issues faced by them and address their needs and concerns through quantifiable solutions. Through their practice, teachers must be able to demonstrate an authentic desire to challenge and inspire students to expect more. Teachers, will NOT seek to undercut, patronize, or make excuses for students in their schools and should reflect on their ideals as they will be challenged in the Amethod school system. Teachers are expected to exhibit a competitive nature for their classroom and class/student goals; however those that cannot sustain these measures or be

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loyal to the creation of a climate for developing student achievement among the Amethod Public School setting will falter.

Extended School Year

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

However, to counter the much discussed "summer slide", students at the Oakland Charter High campus, as all other Amethod Public Schools sites, will be required to attend a summer school program. Not all students may be required to attend, for example, may schools choose in coming grades such as 6th in AMPS middle schools and 9th at the high school level and/or choose students based on required needs. The summer school session provides our students, parents, and teachers with a head start in preparing for the subsequent academic year and equally important, assists the school staff in setting the tone for the Amethod Public School's organized school culture.

OCHS Credit Recovery

Students are also given the opportunity to make up classes throughout the summer. Students continuously meet with the College Advisor and/or Deans of Students to keep up with any faltering units they may have before the deficiency becomes an impediment to graduation. OCHS Credit Recovery is designed to be a component of, but not the singular purpose of, Summer Session.

AMPS Summer Session serves three primary purposes:

1. Introduction to Methods—During summer school, students are introduced to the school culture, rituals, and procedures such as submitting homework, entering school buildings, proper class behavior, chores and duties, and our concept of working together as a team. Students are taught and re-taught all of the school-wide systems and class procedures known as *The Methods* used to provide structure and order to a student's school experience. The Methods include class and school-wide procedures for student behavior; dress code;

powerschool policies, advisory, class presentations, and other practices. For returning students, these lessons provide an overview in any changes to school policies and procedures, as well as a powerful reminder of what it means to be a team member.

2. Diagnostic Testing—During the summer school session, we also begin our Interim Assessment series that starts with diagnostic tests to identify or predict students who may be at risk for poor learning outcomes from the start. The initial interim tests may be followed by additional testing or short-term progress monitoring to identify students' specific deficiencies in core competencies that should have been mastered in previous grades. Once identified, students may receive extra support as early as the first week of summer session to help remediate any deficiencies.

3. Introduction & Reinforcement of Fundamentals—Teachers also take time during the summer school session to go over fundamental concepts and skills that will set our students up for success throughout the school year. For example, ninth graders traditionally focus on learning the concepts necessary for effective study habits, and students at all levels may be introduced to the grade-appropriate expectations for various strategies including note-taking, submitting class work, preparing for tests and annotating literature.

Western Association of Schools and Colleges (WASC) Accreditation

Oakland Charter High School submitted an application for interim WASC accreditation in 2013 and was granted a six-year WASC accreditation in its first attempt. The school has had one visit from a WASC team member for its mid-year progress report and received a positive evaluation in June of 2015.

(See Appendix E: AMPS—WASC Letter of Approval.)

Curriculum and Program

To assure that our primary goal of student achievement is met, OCHS has selected a state board of education approved, rigorous curriculum for all students. This curriculum has been designed to provide all students with a college preparatory course of study that meets or exceeds the California State requirements in all core subject areas. All Core Curriculum is based on State Standards and focused towards the UC/CSU A-G requirements. Upon graduation, all OCHS students will have met or exceeded classes are the A-G requirements for admission to the CSU or UC Systems. It is very important to note that OCHS does not assign a passing grade or credit for grades under a "C" level, unlike many high schools. The objective is to assure that our students will be prepared for college.

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Sample Course Listing

9th Grade Classes

- *Geometry*
- *Honors English 9*
- *Human Geography*
- *Mandarin 1*
- *Spanish 1*
- *Physical Education*
- *Earth Science*
- *AVID 9*

10th Grade Classes

- *World History*
- *Algebra II*
- *Biology*
- *Honors English 10*
- *Physical Education*
- *Mandarin 2*
- *Spanish 2*
- *AVID 10*

11th Grade Classes

- *Psychology*
- *Honors English 11*
- *AP Language and Composition*
- *AP US History*
- *US History*
- *Honors Chemistry*

- ~~Honors Chemistry~~
- ~~AP Calculus (BC and AB)~~
- ~~Elective Courses: AP Biology, AP Human Geography, AP Computer Science, AP Spanish College Readiness~~

12th Grade

- ~~Economics~~
- ~~American Government and AP American Government~~
- ~~English 12 or Expository Reading and Writing Course~~
- ~~AP Literature~~
- ~~Visual Art: Drawing~~
- ~~Statistics~~
- ~~AP Calculus (BC and AB)~~
- ~~Elective Courses: AP Biology, AP Human Geography, AP Computer Science, AP Spanish~~
- ~~Transitions to College~~

(See Appendix F: OCHS Adopted Texts for 2016-2017.)

Transferability of Coursework

OCHS has developed courses that comply and are aligned to be California State University (CSU) and the University of California (UC) A-G requirements for admission. Advanced Placement (AP) courses and core non-AP courses have been approved by the College Board/UC Course Management portal as having met all the standards for courses at this level. OCHS employs an academic/college counselor who works with students with course planning, college applications, and scholarships. ~~The advisor also coordinates college visits.~~ Moreover, OCHS has added an Interdisciplinary course component that provides a teacher-led period daily to address grade/age-specific content to prepare for life after OCHS. Through individual counseling meetings with all students and parent meetings such as “College Night for Parents,” and a “Senior Breakfast”, parents are kept abreast of college entrance requirements and the process of matriculation to college.

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Families are notified of all the issues related to the transferability of coursework to other high schools and colleges at monthly parent meetings and special meetings held for the parents of juniors and seniors related to college entry.

(See Appendix G: OCHS Graduation Requirements Checklist.)

The Amethod Classroom

When you walk into Amethod Public School High School classroom, in the hallways, before you enter, you will notice the class specific bulletin boards. Teachers and students need to take pride in the posting and exhibition of sample work.

Bulletin boards will be rotated along with student work, as frequently as possible but no less than twice per year. This should be performed either by a teacher, paraprofessional or student monitor(s).

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

- ~~Doors are to be cleaned weekly by a student monitor.~~
- ~~No marks should be visible.~~
- ~~Doorknobs are to be wiped clean with disinfecting cleaner weekly; twice a week during the winter. More if needed.~~
- ~~Student monitors who regularly clean the classroom walls with a clean rag and water. Specifically, walls that are next to white boards and walls that have desks against it. These are very susceptible to becoming dirty and/or scratched.~~

Door Postings

Every AMPS school classroom door is to have at least the following posted on the interior and/or exterior of the door in plastic sleeves or laminated:

- ~~Daily Schedule~~
- ~~School's Mission Statement~~
- ~~Dress Code AMPS Motto: "HONOR HARD WORK"~~

As you enter the classroom, you will notice that the arrangement for the class is structured in rows, emphasizing the importance for individualized seatwork and lecture style classes appropriate for this grade level. The rows are wide enough for the teacher to pace

throughout so as to accommodate for the usage of proximity and other pacing structures so important in the Amethod class. The idea is for teachers to be able to get to any student in the fewest steps possible.

You will notice that the teachers' desk is usually in the back and out of the way. This is intentional, and required so teachers do simply sit at their desk as kids work. As discussed in our Instructional Framework, teachers are expected to be on their feet.

As you look around, you will see vibrancy and color on the walls. This is an active classroom where student work is showcased. You will see a mix of posters on the wall. Everything from scripted California Standards posters to inspirational pictures and quotes are posted throughout at eye level. You will notice the Amethod Public School relevant classroom information that details, for example, how student's should write the proper and accepted heading for all work, the method to sit properly in their desks (*Amps Method: Upright & Tight*), and other such information and rules.

A dim and cluttered classroom with book shelves in disarray, walls that are filthy with stacked paperwork are among the worst first impressions for a teacher, a class and school for that matter can make.

Cleanliness is stressed in every classroom, (The following is taken from the Methods Manual")

Students:

- ~~Teachers must also appoint classroom monitors to help with the cleanliness of floors, empty trash cans, and arrange shelves. Students are to be rotated so all students learn to be responsible for their work area and school.~~
- ~~Before leaving classroom, teachers should have students take a few minutes to pick up their area and the classroom. In this way, the classroom floors will remain neat and clean.~~
- ~~Keep students responsible and have them to keep their desks clean and organized.~~
- ~~Teachers should check student desks regularly. They should never have loose papers under a desk or on the floor.~~
- ~~Papers should always be filed in a binder or in their filer. Students whose work area is not clean or organized should receive a deduction for messiness.~~
- ~~Organized and cleaned doors.~~

Teachers:

- ~~Teachers need to be aware and remember always that they must model the organization and cleanliness they expect of their students! All walls and all bookshelves should be kept orderly and clean~~

- ~~Keep your desk organized~~
- ~~Bookshelves orderly and organized~~
- ~~Also, while at lunch duty, make sure all is picked up from lunch area, or else the assigned staff will clean. Its either you or them!!~~
- ~~Keep walls clean of marking, writing, stickers and handprints.~~
- ~~Make sure doors are wiped and disinfected.~~
- ~~No teachers should have more than 2 bookshelves. If class gets cluttered they will be expected to remove clutter and give up unnecessary furniture.~~
- ~~Each classroom will receive a file cabinet to store student portfolio work, assessments, and for overall teacher organization.~~

Teaching starts before the students enter the classroom. All Amethod Public Schools have scripted procedures students as they enter their classroom that begins with color coded folders and binders for specific subjects that are submitted as they enter. As students sit down, a task awaits them on the board.

The high school program begins every morning with the *Early Rise (Amps Method: Early Riser)* a morning assignment that each teacher has posted prior to students entering the classroom. The Early Riser offers the teacher an opportunity for a teacher to continue a lesson, a quick assessment, a writing prompt and so forth. For the student, the task is a warm up to prepare for the day. As students work on their assigned Early Riser task, the teacher collects the submitted Homework to check for submission.

As students finish their first task, the daily schedule is detailed on the board. You will notice that all students are sitting attentively (*Amps Method: Upright & Tight*), and as they raise their hands they do so quietly and remain seated (*Amps Method: the Q & A*). The teacher corrects the Early Riser, goes over the schedule and the day is on!

Procedures are structured for most parts of the classroom daily functions. Amethod Public School has scripted methods for everything from classroom monitors, to how students should shake hands. You will see this exhibited throughout the day as you walk around every classroom. Structure is of the utmost importance through the school.

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. We encourage teachers to use, copy and build lesson plans from those

already implemented and encourage collaboration among teachers to encourage the continued refinement and effectiveness of successful lessons.

OCHS faculty will continue to focus on the major ideas and concepts of each topic. They will 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:

- *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.

PROFESSIONAL DEVELOPMENT

Finding the time and resources for ongoing professional development is a troublesome issue for public schools. However, the development and improvement of teachers is an essential component to successful students. One innovative solution we utilize at OCHS is to offer teacher training and professional development from within. A key aspect of the Amethod Public School system has been the implementation of an in-house professional development and Instructional Leadership Team that has enabled Amethod schools to mentor new teachers who may be concurrently enrolled in a state approved credential program to also receive in-house assistance and information from seasoned or veteran faculty and administration. By capitalizing on the expertise of members from within, we offer a professional development tailored to our specific school's culture and needs.

With the implementation of features such as grade level meetings, department meetings, film sessions, data dives, and peer observations; teacher are encouraged to be self-reflective in their content delivery and continue to improve their practice.

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

Sample Training Topics	Description
Film Sessions	<p>We schedule three film sessions per school year for each teacher. OCHS teachers are able to pinpoint areas of strengths and weaknesses through a self-evaluative summary and analysis. The Dean of Instruction and teacher both sit down and provide feedback on the film observed. Teachers come up with a plan for improvement to add to their Professional Growth Plan.</p> <p>Film sessions are used to revisit areas of growth, as well as a tool to use long throughout the school year to push for improving our teaching practices.</p>
Data Dives	<p>Throughout the school year, teachers use the data from our benchmark tests (PSAT, College Spring, NWEA, CAASPP, and AP scores) to analyze, evaluate and tier our students. OCHS teachers also focus on class assessments, class progress, and anecdotal notes to help make informed decisions about what each student needs in order to succeed. Through the tiering system, we are about to create schedules, acquire programs, and implement systems that best fit the diverse needs of our students.</p>
Workshops & Clinics	<p>Based on observations, debriefs, feedback, lesson plan reflections, and Professional Growth Plans, OCHS teachers are provided the opportunity to attend focused workshops, run by administration and fellow teachers, to focus on specific needs and expectations. Topics for these workshops & clinics range from close reading strategies, classroom management, student engagement, and ELL strategies.</p>

Special Education	<p>OCHS teachers and staff are trained in Special Education topics such as Student Study Teams, in-class modifications, and the student identification process.</p> <p>In the future we will work closer with our SELPA provider to continue to offer teachers effective trainings that will benefit all our students.</p>
Backwards Planning	<p>A method Public School teachers participate in backwards planning training or (Understanding by Design), sessions that begins with determined goals and maps out the actions that detail how to reach the goal. Teachers are introduced and required to use to the OCHS Lesson Plan template and are trained in identifying desired results and qualitative evidence in order to make informed decisions on instruction and content material. They are given opportunities to practice identifying what the desirable learning experience should be through real-time lesson reviews and analysis.</p>
Peer Observations	<p>OCHS teachers work to build a strong collegial community by collaborating in ways that will directly improve daily instruction and relationships with each other as well as with the students. Three times a year, teachers are asked to observe two peers, complete with a debrief session to discuss best practices and ways of improvement to contribute to our growing culture of learning and improvement.</p>
AMPS Summit	<p>During the summer Amethod hold an annual Summit. This take place during the summer. It consists of weeklong trainings and team building activities. Staff sit in workshops ranging from Instructional Strategies, Classroom Management, Curriculum and lesson planning to name a few. Teachers and staff from all Amethod schools are given an opportunity to collaborate and build relationships before the start of the school year. Pacing guides and yearlong planning is also something that is of priority during this time.</p>

Professional Growth Plan

Professional Growth Plans (PGP) is critical to growing, training, and retaining the right people at OCHS. Staff at every level of the organization work within the PGP setting. Through the PGP process individual team members are invited to identify strengths and areas for development through self-evaluations and feedback from their peers and administration. The PGP process highlights the key components associated with various roles. Once team members have discussed where they are in relationship to the

teaching competencies, they commit to action steps that will increase effectiveness and guide our push towards greater student achievement. PGPs maximize a positive impact on the teaching and learning cycle through a reflective process and provides a setting for consistent on-going feedback.

Measurable targets is the purpose of the PGP, as it ensures that the teacher, site director, and central staff are able to remain focused on the annual goals and current progress towards instructional and professional benchmarks to promote an optimal learning environment for all students. The PGP process pushes for positive and relative professional development decisions, as well as safeguard the Amethod Public School Core Value of *Students First*. This core value is not only an everyday realization, but is also at the forefront of our work at OCHS.

The first component of the PGP is to set immediate professional, class, school, and organizational goals and to accomplish with urgency and fortitude. A deep engagement in the PGP process will increase each school leaders' efficacy and their impact on student achievement. In completing PGPs, teachers will reflect and identify strengths, growth areas, and concrete actionable goals with the instructional coach and site director.

Consequently, planning established debrief meetings to assure urgent goals are on track is the first section of the PGP. Within the first weeks of school, trends and needs emerge, and longer term plans are set at every level of the Amethod Public Schools organization. Each goal has a stated date of completion, measurable points, and a person responsible to oversee the needed tasks to accomplish said goals. For an experienced teacher who has mastered planning, classroom management, and delivery, they are more able to focus on the leadership skills such as creating in house workshops and clinics for less experienced teachers.

Through the film session series, it is our intention to have teachers gain a real time perspective of their teaching style and tendencies through self analysis and reflection. The film will offer a clear sense of where a teacher is and what he or she must change, work on, or continue to grow and develop as teachers. Film sessions play a vital role in the development of a teacher's individual PGP plan.

Summer Sessions

Professional development begins two weeks prior to the start of the school year. During the first of these two weeks, teachers attend an Amethod Public Schools, organization wide, summit which covers our mission and core values. The AMPS summit also focuses on organizational topics, such as best practices, SPED modifications, and human resource benefits. Creating a cohesive and systematic approach for our student can be vital for a student's academic progress. At

During the second week, OCHS holds our in-house professional development, focusing on various topics such as school culture, classroom management, purposeful planning, teaching domains, and instructional techniques. The week-long professional development at OCHS helps establish a firm foundation for the staff, especially with our new teachers. We stress building a collegial staff culture for the purpose of teacher improvement and development through observations, feedback, and goal setting. The time during this professional development is also used for collaborative planning, as well as familiarizing with our curriculum and year-long academic expectations concerning content and substantial improvement of student skills.

Yearlong Development

Within our curricular model, each Friday is a minimum day, releasing students at 12:40pm. From 1pm-4pm, staff attend professional development sessions as needed. The professional development sessions during the school year are primarily organized by the Site Directors and Deans through collaboration with staff and the Amethod Public Schools Instructional Leadership Team. At OCHS, our time on Fridays may also be used to reinforce summer trainings. Senior staff members may contribute best practice methods to the rest of the teaching staff via presentations, handouts, and videos. We also strengthen our collegial staff culture through activities and sharing of successes and struggles.

Shared & Collaboration Networks

At OCHS, the staff, faculty, and administration use Google Drive as a shared network for lesson plans, professional development documents, staff meeting agendas, PGP goals, observation notes, and debrief summaries. All these documents are also shared organizationally with Amethod Public Schools to optimize information and resources. Through Google Drive staff from different schools can collaborate on how to most effectively help our student be successful.

For attendance, behavior records, test scores, and grades, OCHS utilizes the Illuminate Education system. The system allows OCHS to keep vital records of our students up to date and relevant for all stakeholders including the students and parents.

Communication and document sharing with the Amethod Public Schools Home Office is accomplished through the use of Dropbox. Dropbox allows OCHS administration to effectively collaborate on relevant and systematic documents that are required to run OCHS.

English Language Arts: Springboard Adoption

In alignment with the OCHS mission statement, the Amethod Public Schools organization selected a 6-12 English Language Arts curriculum aimed at preparing students for Advanced Placement courses, college course work, and life as a competent and contributing 21st-century citizen. With Springboard's heavy emphasis on writing and close reading strategies, the curriculum will best serve our students due to its rigour, structure, and spiral down approach in teaching, reviewing, and reinforcing essential reading and writing skills demanded by the California State Common Core Standards from sixth grade onward.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

Closing the Gaps Amethod Public Schools is committed to helping students who are struggling to reach grade level proficiency through the usage of a prevention system that provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. Students who are showing proficiency at least one and a half grade levels below their assigned grade in core competencies such as mathematics and English language arts, based on an objective assessment such as the Northwest Education Association's assessments ("NWEA"), or students who are failing two or more classes in core subject areas, will be deemed as "Low Achieving." The fact is that we expect many of our students to enter the Charter School being less than proficient in math, science and English and as such, our sites implement a form of Response to Intervention ("RTI") practice in providing high quality instruction support, tutoring and progress monitoring to struggling learners. The Amethod Public Schools Response to Intervention approach integrates ongoing assessment and intervention within a multi-levelled support system to maximize time and effort. The primary prevention level of the methodology includes the assurance of a high quality core instructional program.

The secondary level includes data based and measured intervention(s) of moderate leveled intensity. The tertiary prevention level includes individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention. This will be further explained during the ILP Program and Section. At all levels, attention should be on fidelity of implementation, with consideration for linguistic responsiveness and recognition of student strengths.

Our goal and expectation is the same for every students on our campuses. We assure that students of every subgroup and demographic are 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 (using Northwest Education Association's assessments or a similar objective tool) will be provided with the necessary supplemental instructional support to strengthen their academic growth. An Individual Learning Plan may be initiated as needed for struggling students. All students receive instruction in English and mathematics through 12th grade to offer every student the maximum

opportunity to master these core subjects and become college-ready. In addition, 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 below a specific data point (based on Northwest Education Association's assessments or a similar objective tool), a score that represents a student's performance, through a second interim assessment, receive extra assistance and will enter intervention programs such as, but not limited to, summer sessions, intercession tutoring, and increased noncore one to one sessions.

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 raising the academic achievement of at risk students.

An ILP is a user and 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 Individualized 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 fast paced academic program. An ILP typically looks at student strengths and weaknesses based on summative and past formative assessment data and sets individual goals, needs, and outlines. The interventions are implemented to attain goals, set a timeline, responsibilities, and finally, evaluate progress attained at a pre-determined assessment date.

First Phase

Teachers attempt small modifications such as preferred seating, cloze notes, etc, before implementing the ILP in the general education classroom. Teachers assess student progress after 8 weeks of instruction with formative assessments (Let's Go Learn, Northwest Educational Association assessment, or similar objective instructional assessment tool) 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. 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 are laid out in the initial ILP for the general education classroom 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 during small group tutoring time as an intervention through the usage of a paraprofessional or tutor. During this time, they work directly with a tutor on the specific skills they are lacking or teachers cross refer students to different classes for grade level remediation.

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

Third Phase

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

(See Appendix H: SST Process forms)

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

Oakland Charter High School expects all students to reach high standards of success. However, students who consistently score at grade level or higher (Tier 1 and 1+ categories) on Interim Assessments in any subjects (for two or more assessments) and those who receive a GPA of 3.0 or higher will generally be deemed "high achieving." For such

students who excel academically, OCHS offers a series of more advanced classes through such programs as Honors and Advanced Placement courses. OCHS faculty and administration have worked hard over the past five years to increase course offerings both in and beyond the Advanced Placement program, all the while maintaining high percentages of student participation in the AP program. The following courses were offered to students during the 2016-2017 academic school year:

AP Biology	AP English Language	Honors Geometry
AP Calculus AB	AP Human Geography	Honors Algebra 2
AP Calculus BC	AP Spanish Language	Honors Physics
AP Computer Science Principles	AP U.S. Government	Honors Chemistry
AP English Literature	AP U.S. History	Honors Biology
	Honors Pre-Calculus	Honors English 9th-10th

In addition to challenging courses, OCHS faculty and staff have worked hard to expand the course and athletic offerings at the campus. In the first years of the school students had only one or two sports from which to choose if they so desired and very few clubs. Currently OCHS offers the following clubs and athletic programs during the 2016-2017 school year:

Boys & Girls' Soccer	Environmental Club	Latinx Club
Boys & Girls' Basketball	Junior States of America (JSA Club)	Health Club
Girls Volleyball	Senior Committee	Running Club
Boys & Girls' Cross Country	Symphonic Band	Coding Club
Girls Rowing (Oakland Strokes)	Animal Club	Publishing Club
Student Body Government	Key Club	Science Club
Jefferson Awards (BAUCE Club)	Interact Club	Art Club
	United in Victory Club	Drama Club

Clubs often rely on student leadership as staff members play only a supervisory role in oversight. Ambitious students in grades 9-12 are encouraged to form their own clubs through an application process.

PLAN FOR SERVING STUDENTS WITH DISABILITIES

The Charter School shall comply with all applicable state and federal ~~Mathematics~~ Placement Policy

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

Independent Study

Charter School recognizes that a long-term independent study program (greater than 14 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 maximum 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:

	<u>Projected Student Enrollment for Each Year by Grade Level and Total Enrollment</u>				
<u>Grade Level</u>	<u>Year 1 25-26</u>	<u>Year 2 26-27</u>	<u>Year 3 27-28</u>	<u>Year 4 28-29</u>	<u>Year 5 29-30</u>
<u>TK</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>K</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>4</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>5</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>6</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>7</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>8</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>9</u>	<u>100</u>	<u>108</u>	<u>108</u>	<u>108</u>	<u>108</u>
<u>10</u>	<u>90</u>	<u>100</u>	<u>108</u>	<u>108</u>	<u>108</u>
<u>11</u>	<u>60</u>	<u>90</u>	<u>100</u>	<u>108</u>	<u>108</u>

In the event the Charter School ~~seeks~~ should seek 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.

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

The Charter School shall not discriminate against any pupil with a disability in the admission process or any other aspect of operation. The Charter School shall not ask or require students or parents to waive the right to a free appropriate public education in order to attend the Charter School.

The Charter School recognizes its responsibility to enroll and support students with disabilities. The Charter School will provide related special education services by hiring credentialed or licensed providers, certified non-public agencies, or qualified independent contractors.

The Charter School shall continue to be solely responsible for its compliance with the IDEA, Section 504, and the ADA. The facilities utilized by the Charter School shall be accessible for all students with disabilities.

Attached, as Appendix D, please find the LEA SELPA Letter of Good Standing for OCHS.

Services for Students Under the IDEA

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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~~ outlined 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 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.

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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.

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Search and Serve

In accordance with Education Code Section 47641(a), the Charter School makes the following assurances:

- Free Appropriate Public Education - The Charter School assures that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school.
- Child Find - The Charter School assures that all students with disabilities are identified in accordance with the policies and procedures of the SELPA.
- Full Educational Opportunity - The Charter School assures that all students with disabilities have access to the full range of programs available to students without disabilities.
- Least Restrictive Environment - The Charter School assures that students with disabilities are educated with students without disabilities to the maximum extent appropriate. This is addressed through the use of supplementary aids and services in the general education environment in accordance with each student's Individualized Education Program ("IEP").
- Individualized Education Program - The Charter School assures that an Individualized Education Program is developed, reviewed and revised for each eligible student under the IDEA. The decisions regarding related services that individual students will receive are the responsibility of the IEP team, which includes parent, administrator, general education teacher, Education Specialist, and any other appropriate/relevant service provider or person.
- Assessments - The Charter School assures that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall

be conducted at least once every three years, in accordance with the IDEA, and more often if conditions warrant or requested by the student’s parents or teacher. Parents receive reports on their individual student’s progress toward IEP goals and progress at the IEP meeting.

- Confidentiality and Procedural Safeguards - The Charter School assures that the confidentiality of identifiable data is protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents are provided with safeguards through the identification evaluation and placement process and provisions for a free appropriate public education.
- Personnel Standards - The Charter School assures that good faith efforts are made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities, as required by the Education Code and the IDEA. The Charter School ensures that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements.
- State Assessments - The Charter School assures that students with disabilities either under the IDEA or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will follow SELPA child-find procedures to timely identify all students who may require assessment to consider special education eligibility and special education and related services in the case that. A student shall be referred for special education instruction and services only after the resources of the general education interventions do not provide a free appropriate public education to the student in question program have been considered and, where appropriate, utilized.

The identification process for students who would be eligible for special education services under IDEA and/or services under 504 protections begins when students have been accepted through the enrollment lottery and enrolled in the Charter School. The Charter School obtains the student’s cumulative records, prior and/or current IEP, and other special education information upon completion of the enrollment process.

Identification procedures include systematic methods of utilizing already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student’s

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~~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.~~

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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 be completed, and an IEP meeting will be held within sixty (60) days of receipt of the parent's written consent to assess Charter School students.~~

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~~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.~~

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~~If the Charter School concludes that an assessment is appropriate, if for any reason the Charter School determines assessment is not appropriate, the Charter School meets with the parent to discuss the request and responds in writing with a Prior Written Notice ("PWN") documenting why the assessment request is not being granted. If the~~

Charter School determines an assessment is not appropriate, in addition to providing a PWN documenting why the Assessment Plan is not being granted, the Charter School also provides information to the parent regarding Coordination of Services Team ("COST")/SST and how their student may benefit from this process as well as information about Section 504 plans (and the possibility of eligibility for a Section 504 plan).

For the purposes of special education, the Charter School shall assume responsibility for the provision of services and meeting all local, state, and federal requirements of IDEA.

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. will receive a written

Information gathered from assessments will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. 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. procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not be limited to:

- Individual testing
- Teacher observations
- Interviews
- Review of school records, reports, and work samples
- Parent input

Unless conflicting with SELPA policies and procedures, the Charter School will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment.

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- 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.~~
- The student must be evaluated in all areas related to the student’s suspected disability.
- Assessments must be conducted by a person with knowledge of the student’s suspected disability and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist.
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory.
- Assessments will be delivered in the student’s primary language, and a qualified interpreter will be provided if needed.
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable.
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team will be assembled to assess the student.

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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.

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Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services. The Charter School will assure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure, and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification evaluation and placement process and provisions for FAPE.

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IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall

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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.

Once assessments are completed, a meeting will be held within the 60-day timeline, to review the results and determine special education eligibility. If the student is found eligible, the team will develop an Individualized Education Program which is designed to identify what areas will be targeted for intervention and how such an intervention will actually be carried out. Before the student receives any special education services, this program must be developed at the IEP team meeting, and parents must provide written consent. The Charter School will ensure that the IEP is implemented.

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. 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.

Students receiving special education and related services will be educated with general education peers to the maximum extent appropriate. These students will be integrated as much as possible in school activities and general education classroom activities as determined by the IEP team. Special education and related services will be provided on behalf of the student, without cost, except for those fees that are charged to general education students.

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Each student's IEP team considers the full continuum of program options to ensure that all students are provided Free Appropriate Public Education ("FAPE") in the least restrictive environment. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Each student who has an IEP will have an IEP team that oversees the IEP development, implementation, and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance
- Statements of yearly goals
- Individuals responsible for helping to accomplish the goals
- Criteria and evaluation procedures for measuring the achievement of the educational goals
- A statement of the specific special education program, the related services needed by the student, and the degree of participation anticipated in the general education program
- The rationale for placement decisions
- The date that special education service(s) will begin and how long the service(s) should continue
- Determination of participation in state and Charter LEA -wide assessments
- The services the student will receive and the means for delivering those services
- A description of when services will begin, how often the student will receive them, who will provide them, and where and when they will be delivered
- A description of how the student's progress toward meeting the annual goals

will be measured and monitored and when reports will be provided

- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals

IEP Meetings, Review, and Reporting

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance comply with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the student's parent(s)/legal guardian(s); 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.

All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the student's IEP team. The Charter School views the parent/guardian as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The Charter School will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure the parent's participation using other methods, such as conferencing by telephone or meeting at the parent's home. A copy of the IEP will be given to the parent in accordance with state laws and SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by the Charter School, in cooperation with the EDCOE SELPA. The IEP will include all required components and be written on SELPA forms.

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting the student's needs and make any necessary changes. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed, and the IEP is

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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.~~

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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.~~

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Staffing

~~The Charter School is committed to assuring all IEPs are properly implemented will attract, recruit, and all students requiring services are adequately taken care of. All special education services at the Charter School will be delivered by individuals hire appropriately trained and credentialed personnel or agencies qualified to provide special education services for students with disabilities as required by the California Education Code and the IDEA. The Charter School will shall 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 is 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 the Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.~~

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~~-The Charter School is committed to assuring all IEPs are properly implemented and all students requiring services are adequately receiving them. 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 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~~

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assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at OCHS will also be involved in assuring that all IEPs and 504 plans are properly implemented.

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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.

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Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools Professional Development for responding to implementation of special OCHS Staff

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The Site Director, general education services. The Charter School and special education teaching staff, as well as other appropriate instructional and support staff members, will adopt and implement policies relating to all attend professional development and/or training meetings necessary to comply with state and federal special education issues and referrals laws, including those sponsored by the District or SELPA.

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The Charter School also intends to seek professional development opportunities for its staff through potential training facilitated by the California State University and University of California system, Oakland Unified School District, West Contra Costa Unified School District, Contra Costa County Office of Education, Alameda County Office of Education, El Dorado Charter SELPA and other recommended public and private entities.

In addition, all general education teachers receive annual training on MTSS and the COST process, assessment and identification of students with disabilities, accommodations and modifications in the classroom and other topics as needed.

Interim and Initial Placements of New Charter School Students

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The Charter School shall comply with Education Code Section 56325 concerning 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.

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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.

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Non-Public Placements/Non-Public Agencies

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Non-discrimination

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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.~~

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Complaint Procedures

Parent/Guardian Concerns and Complaints

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

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to, and address the parent/~~guardian~~guardian's concern or complaint.

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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.

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In the event that a parent/guardian files for a due process hearing, or request for mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

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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 to~~ all students with disabilities. The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, based 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 that~~ substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the 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

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making a determination as to determining 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:

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- 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.

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• Medical diagnosis and doctor's recommendations.

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 the 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.

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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

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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.~~

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~~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.

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Parents with Disabilities

Communications with parents with disabilities must be as effective as communications with other parents. Appropriate auxiliary aids and services (such as Braille materials or a sign language interpreter) will be made available whenever they are necessary to ensure equally effective communication with parents with hearing, vision, or speech disability.

Community Need for Oakland Charter High School

Oakland Charter High School is nestled in the historic Fruitvale neighborhood in Oakland. Oakland, with its roots dating back more than 5,000 years to the Ohlone Native People, is a vibrant city today, boasting a diverse mix of cultures and languages. The U.S. Census population⁵ estimates reveal a mosaic of demographics: 26.6% Latina/o/x, 21.8% Black or African American, 32.3% White or Caucasian, 15.9% Asian, 0.5% Pacific Islander or Native Hawaiian, and 1.2% First Nations Native People, with 26.3% foreign-born and 38.8% speaking a language other than English at home.

In addition to being diversity rich, Oakland is known for the arts and creative spirit that often reflect a strong sense of community and activism. The Fruitvale neighborhood hosts various cultural events throughout the year, showcasing its

⁵ <https://www.census.gov/quickfacts/oaklandcitycalifornia>

diversity and creativity. The neighborhood also has a significant historical past, including its role in the labor movement and the civil rights movement.

While rich in diversity and culture, many families in Oakland face significant economic challenges. For Oakland Charter High School families, the financial barriers are even more pronounced as approximately 65% of students qualify for free or reduced-price meal services. In addition, the Fruitvale neighborhood has faced challenges in recent years, including gentrification and economic development. Rising housing costs and displacement of longtime residents are significant concerns. The community is actively working to address these challenges and promote economic growth through initiatives like attracting new businesses and supporting existing ones.

Oakland Charter High School, established in 2007, quickly became a glimmer of hope for families in Oakland. The Charter School established itself as a strong option for socio-economically disadvantaged, minority, and first-generation-to-college students seeking a rigorous academic environment and personalized support.

OCHS has consistently achieved strong academic results, earning recognition as a Title I Academic Achievement Award School from the California Department of Education. Over the years, there has been significant growth in enrollment; increasing from 121 students to over 300 in recent years.

Oakland Charter High School is a symbol of the community's resilience and determination to overcome economic challenges by leveraging education. Over the 17 years in operation, OCHS has gained several recognitions and awards as well as a strong community reputation. Our commitment is to provide all students with an exceptional education that prepares them for life after high school. We want to ensure that our students excel inside and outside of the classroom and are a catalyst of change for their community.

AMPS & Oakland Charter High School Mission, Vision, Values

The goal of Amethod Public Schools is to provide a fundamental and rigorous college preparatory education to all students who choose one of our schools. We believe that successful life in modern society can be achieved through a college education, especially for historically disenfranchised populations. All AMPS graduates will have completed a challenging academic and character development program which readies graduates to enter and succeed in college as well as provide options for future endeavors.

AMPS Mission Statement

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

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AMPS Core Values

Our core values represent the pillars that guide the mission of the AMPS organization:

- **Students First:** Focusing on students as the priority ensures that all decisions and actions are geared toward their best interests, well-being, and academic growth. This value fosters a student-centered culture, where the needs and development of learners come before anything else.
- **Teamwork:** Collaboration among students, teachers, staff, and families is vital for creating a thriving educational community. Teamwork promotes shared responsibility and collective effort, leading to better outcomes and fostering an environment where everyone works together to solve problems and achieve common goals.
- **Adaptability:** In a rapidly changing world, adaptability is key for both students and educators. This value empowers the school community to embrace change, innovate, and stay flexible when faced with new challenges. It also encourages resilience in students, helping them thrive in diverse situations.
- **Responsibility:** Instilling a sense of responsibility in students and staff promotes accountability and integrity. It encourages everyone to take ownership of their actions, decisions, and contributions to the school community, cultivating a culture of trust and dependability.
- **Perseverance:** Perseverance teaches the value of hard work, persistence, and grit. It helps students and staff develop the mindset to overcome obstacles, stay committed to their goals, and keep pushing forward despite difficulties. This value fosters resilience and growth.
- **Commitment to Distinction:** Striving for excellence and standing out in all areas—academically, socially, and professionally—demonstrates the school's dedication to being a top-tier institution. This value drives continuous improvement, motivating both students and staff to aim for high standards and maintain a culture of excellence.

Oakland Charter High School Mission and Vision

At Oakland Charter High School, our mission is to provide a rigorous college preparatory education and a robust character development program that empowers students from underserved communities to succeed in college and beyond.

We are dedicated to advancing students' motivation and belief in academic achievement by fostering an environment of accountability, excellence, and opportunity. As a free and public charter school, we are committed to serving

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At Oakland Charter High School, we are committed to fostering an educational environment where equity is at the heart of everything we do. We believe that every student, regardless of their background, socio-economic status, or life circumstances, deserves access to high-quality education and the opportunity to thrive. We recognize that systemic inequities have historically marginalized many communities, and we are dedicated to addressing these disparities in our school.

Using an equity lens, we continuously examine and refine our policies, practices, and systems to ensure that every student, especially those from underserved communities, has the support and resources they need to succeed. This philosophy is woven throughout our core values, guiding how we approach teaching, learning, and collaboration with our families, staff, and community.

We strive to create a learning environment where students feel seen, valued, and empowered. By nurturing authentic, caring relationships, we cultivate a space where students are encouraged to bring their full selves to the classroom. In doing so, we help them grow into leaders who think critically, solve problems, and advocate for their own learning.

Our goal is not only to prepare students for college and future careers but to empower them to build fulfilling lives and contribute to their communities. We are committed to using time, energy, and resources to develop our collective understanding of equity and to dismantle barriers that stand in the way of academic achievement for all students. At Oakland Charter High School, equity is not just a goal – it's our mandate for creating a better, more inclusive future.

Students to be Served

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

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

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OCHS enrolls a student body in grades ninth through twelve whose diversity represents the general population residing within the geographical boundaries of the district and community where the Charter School is located. More specific, the student population served by OCHS is predominantly low income, immigrant, and communities who have been traditionally underserved by local public schools. While open to all students, OCHS makes substantial efforts to recruit underserved, low-income students in the Charter School's target service area. As such, the Charter School's student population may contain a significant number of students of color, and students traditionally categorized as underrepresented and underserved.

The 2022 ACS Census Data places the 94601 population at 52,102, comprising 16,023 households of which 84% were families. 23% of households in 94601 have children under 18. The diversity of this area constitutes 48% of the population being Latina/o/x, 16% Black or African American, 12% White or Caucasian, 19% Asian, 1% Pacific Islander or Native Hawaiian, 1% American Indian or Native American, and 3% identifying as Two or More races. This diversity is further highlighted by 37.3% foreign-born.⁶

As required by Education Code Section 47605(e)(2)(A) OCHS is open to all students who wish to attend. OCHS will serve all families that submit an application for their children in available grades up to its enrollment capacity, including the students currently attending, their siblings, and those students in the aligned OUSD attendance area, as well as all others, who wish to attend the Charter School. Should applications exceed the number of available spaces, a random public lottery is held.

The CDE has compiled demographic data⁷ that reveals the District enrolled 45,086 students in 2023-2024. The student body was diverse, with African Americans at 20.0%, Asians at 9.4%, Latina/o/x at 50.2%, and Whites at 10.1%. Additionally, students with disabilities and those who spoke English as a second language made up 15.5% and 33.1% of the district student body, respectively. OCHS, in line with these demographics, is committed to enrolling a diverse student population.

<u>Ethnicity</u>	<u>OCHS Enrollment</u>	<u>OUSD Enrollment</u>	<u>Overall Oakland Population</u>
<u>African American</u>	<u>5.6%</u>	<u>20%</u>	<u>21.8%</u>
<u>Asian</u>	<u>27%</u>	<u>9.4%</u>	<u>15.9%</u>
<u>Hispanic or Latino</u>	<u>63.8%</u>	<u>50.2%</u>	<u>26.6%</u>

⁶ <https://censusreporter.org/profiles/86000US94601-94601/>

⁷ <https://www.cde.ca.gov/sdprofile/details.aspx?cds=01612590000000>

White	1.1%	10.1%	29%
English Learners	29.2%	33.1%	N/A
Students with Disabilities	10.9%	15.5%	N/A
Total	359	45,086	436,504

What it Means to be An Educated Person in the 21st Century

[A national survey conducted by the Association of American Colleges and Universities titled, *Falling Short? College Learning and Career Success*⁸ highlights significant concerns regarding the preparedness of high school graduates for the workforce.](#)

[Key findings from the survey include:](#)

- [Employers overwhelmingly endorse broad learning as the best preparation for long-term career success. They believe that broad learning should be an expected part of college for all students, regardless of their chosen major or field of study.](#)
- [When hiring recent college graduates, employers say they place the greatest priority on a demonstrated proficiency in skills and knowledge that cut across majors. Written and oral communication skills, teamwork skills, ethical decision-making, critical thinking skills, and the ability to apply knowledge in real-world settings are the most highly valued among the 17 skills and knowledge areas tested.](#)
- [Employers broadly endorse an emphasis on applied learning in college today. They believe that engaging students in applied learning projects would improve learning and better prepare them for career success.](#)
- [College students agree with employers on the career value of broad learning and cross-cutting skills.](#)
- [Employers are more likely than college students to see room for colleges and universities to improve in ensuring graduates possess the full set of skills and knowledge needed for success.](#)
- [Many employers feel that college graduates are falling short in their preparedness in several areas, including the ones employers deem most important for workplace success. College students are notably more optimistic](#)

⁸ <https://www.aacu.org/research/falling-short-college-learning-and-career-success>

about their level of preparedness across learning outcomes, however.

- Employers say that, when evaluating a job candidate, it would be helpful for them to have access to an electronic portfolio summarizing and demonstrating the individual's accomplishments in key skills and knowledge areas, in addition to a résumé and college transcript.

Workforce Demands in the 21st Century

According to a RAND report, "The 21st Century at Work: Forces Shaping the Future Workforce and Workplace in the United States,"⁹ the marketplace is evolving to require knowledge workers across all industries. These roles range from nano scientists to package deliverers, all demanding high-level cognitive skills for managing, interpreting, validating, transforming, communicating, and acting on information. The report emphasizes the importance of:

- Non-Routine Analytic Skills - Abstract reasoning, problem-solving, communication, and collaboration are critical skills for the modern workforce, enabling employees to tackle complex and varied tasks effectively.

The Charter School's Vision for Educated Individuals

The Charter School believes that an educated person in the 21st century should possess a comprehensive set of skills and attributes, including:

- Core Academic Skills - A solid foundation in core academic areas as defined by state curricular standards.
- Digital Literacy - Mastery of ongoing learning in the effective use of digital technologies and communication tools.
- Effective Communication - The ability to communicate confidently and effectively, both orally and in writing, with diverse audiences.
- Critical and Creative Thinking - The capacity to think critically and creatively, employing various strategies to solve problems.
- Quantitative Reasoning - Proficiency in quantitative thinking, including data analysis and the application of theories and processes to make informed decisions.
- Executive Function Skills - The ability to work both independently and cooperatively, demonstrating strong executive function skills.

⁹ <https://www.rand.org/pubs/monographs/MG164.html>

- Personal Integrity and Motivation - Personal integrity, morality, self-motivation, and self-esteem.
- Lifelong Learning - A commitment to and ability to engage in lifelong learning, encompassing informal learning, on-the-job training, and formal educational achievements.
- Navigational Skills - The ability to navigate institutions, cultures, and systems within their chosen professions.
- Civic Engagement - The skills and willingness to engage in the responsibilities of citizenship.

The Charter School's Approach to Education

The Charter School adopts a student-centered approach to learning, leveraging authentic, real-world contexts to make education relevant and engaging. This approach includes:

- Active Learning - Encouraging students to actively participate in their learning process through discussions, hands-on activities, and collaborative projects.
- Project-Based Learning - Organizing the curriculum around projects that challenge students to apply and integrate their knowledge in meaningful ways.
- Online Instruction - Utilizing digital platforms to enhance learning opportunities and provide access to a wide range of resources.
- Inquiry-Based Learning - Promoting inquiry and exploration, allowing students to pursue their interests and develop their critical thinking and problem-solving skills.

A well-educated person recognizes that the world is constantly changing and is a self-directed lifelong learner prepared to continually adapt to changes that require new skills and competencies to be successful in their lifetime. An individual must be able to subsist in a demanding and fast-paced global environment with ever developing and complicated economic and technological developments. The ability to analyze swiftly with an open mind and make informed decisions based on acumen and understanding of a wide range of perspectives and possibilities will also be essential to success. By focusing on the educational strategies mentioned above, OCHS aims to prepare students not only for academic success but also for the demands of the modern workforce and their roles as informed, engaged citizens.

How Learning Best Occurs

The Charter School leadership holds the conviction that optimal learning occurs when students are provided with a combination of a rigorous academic curriculum, a strong support network of well-qualified staff, and stringent standards and expectations within a flexible, personalized learning environment. The structure of the Charter School is meticulously designed to support high student achievement by fostering a high-quality, adaptable learning environment tailored to each student's needs. The Charter School uses data and analysis as the guiding standards to our methodology. We collect and evaluate achievement, grade performance, attendance, and suspension data to measure the effectiveness of the Charter School's overall performance.

Key Elements of Oakland Charter High School's Learning Environment

1. Rigorous Academic Curriculum: The Charter School offers a challenging academic curriculum that pushes students to reach their full potential. This curriculum is designed to meet high standards and prepare students for college and career success.
2. Strong Support Network: A dedicated team of well-qualified staff, including teachers, paraprofessionals, counselors, college advisors, and administrators, provides the necessary support to ensure each student can succeed. This support network is essential for guiding students through their academic journey and addressing any challenges they may face.
3. High Standards and Expectations: The Charter School sets and maintains rigorous standards and expectations for all students. These high expectations encourage students to strive for excellence and develop a strong work ethic.
4. Flexible, Personalized Learning: Recognizing that each student has unique learning needs, The Charter School offers a flexible and personalized learning environment. This approach allows for differentiated instruction and the ability to tailor learning experiences to individual student's strengths and areas for growth.

Conducive Learning Climate

A climate conducive to learning is crucial for student success. The Charter School draws on instructional approaches proven effective with its target population, ensuring that learners see connections between their experiences at home, in school, in the community, and the broader world. This holistic approach makes learning more meaningful and engaging.

Meaningful Learning Connections

Learning becomes more impactful when students can connect their existing

knowledge with new information acquired in school. The Charter School employs a culturally relevant pedagogy, integrates real-world work, and emphasizes community service learning. These strategies enable students to view themselves as active contributors capable of making a positive impact on their school and community.

Project-Based Curriculum

The Charter School's curriculum includes project-based learning, where students pose and answer questions related to real-life situations. This approach helps students see the relationships between different academic disciplines, their personal lives, and the real world. It fosters critical thinking, problem-solving, and the ability to apply knowledge in practical contexts.

Career Planning and Technology Integration

The Charter School values a strong connection to career planning, ensuring that by their senior year, students balance academics with hands-on career skills development. Technology is seamlessly integrated into all subjects, serving as a powerful tool for learning both in the classroom and at training sites.

To continue to increase student access to technology, the Charter School created the following action plan.

<u>Increased Student Access to Technology and Other Initiatives</u>		
<u>Provide access to relevant technologies to all students while educating students in Digital Citizenship, Research, and Information Fluency to equip them with skills for the 21st century.</u>		
<u>GOAL 1:</u> Ensuring that students understand digital citizenship.	<u>GOAL 2:</u> Communication regarding Technology	<u>GOAL 3:</u> Inventories + Loss Prevention
<u>ACTION PLAN</u>	<u>ACTION PLAN</u>	<u>ACTION PLAN</u>
<ul style="list-style-type: none"> Ensuring that all students understand Chromebook care and updates. 	<ul style="list-style-type: none"> Utilizing Hapara during Independent work to ensure students are on 	<ul style="list-style-type: none"> Running regular inventories - check counts, condition, chargers, the

<ul style="list-style-type: none"> • <u>For tech-dependent assignments, give students ample time to complete in class</u> • <u>Make text-to-speech and speech-to-text accessible and easy to use in all contexts</u> • <u>Allow for a variety of ways for students to express what they have learned</u> 	<p><u>task during assignments.</u></p> <ul style="list-style-type: none"> • <u>Parent-Student-Staff Technology contract which includes consequences for breaking/losing and includes a small tech deposit for recuperating losses</u> • <u>Teachers clearly state Chromebook time in lesson plans</u> 	<p><u>general functioning of tech</u></p> <ul style="list-style-type: none"> • <u>Possible for future: Classroom sets of computers only so that students don't have to lug their chromebooks back and forth from home to school</u> • <u>Tech Contract</u>
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High Expectations and Support

When adults expect students to succeed and provide the necessary support, students are more likely to rise to meet those expectations. Psychologist Lev Vygotsky emphasized the importance of learning within a student's zone of proximal development, which involves problem-solving with guidance from adults or collaboration with more capable peers. The Charter School's curriculum is founded on clearly stated objectives, such as the State Standards, ensuring that all students have a clear understanding of what is expected of them.

Personalized Attention and Scaffolding

The small school community at The Charter School allows faculty and administration to personally know each student. This close-knit environment enables teachers to scaffold students' learning effectively, providing the support needed to help all students achieve academic growth and success. Differentiated instruction is a key component, ensuring that each student's unique needs are met, and they are guided towards achieving their full potential.

In summary, The Charter School believes in a comprehensive approach to education that combines rigorous academics, strong support, high expectations, and personalized learning. This approach creates an environment where students are motivated to learn, see the relevance of their education to their lives, and are

prepared for future success in college, careers, and as responsible citizens.

The Five Successful Strategies for an AMPS High School

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 may be too big for students who require a more personalized approach to learning. 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. Our smaller campuses expose students to more information, time, and individual attention, making it much easier to figure out how a student learns and what "works" for them academically, socially, and emotionally.

Interdisciplinary Courses with a Focus on College Readiness - Currently OCHS utilizes a series of courses in each grade that focus on college readiness skills, prepare students for the academic tests required by most four-year colleges and universities for admission, and help students apply to colleges and complete the necessary paperwork for financial aid, grants, and scholarships. The 9th-grade classes also help students practice the routines, skills, and rules that will be utilized in all of their classes; it acts as a "culture builder" both in the sense that students absorb the school's college-going culture and in that they create a culture unique to their cohort. In the 11th grade, students are presented with a combination of a continuation of study skills, test preparation ("SAT"), and preparation for the application and planning processes that occur during senior year. The hope is that all students, regardless of background or family income, will have as much support as possible in their quest to attend a college of choice and to pursue opportunities in alignment with their passions.

Structure - Amethod Public Schools believe that effective teaching practice and structured schools and classrooms are the best preventative measures to negative student discipline matters. 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. In our methods, we require every teacher to make lists of student roles and group responsibilities and explain, discuss, and teach these thoroughly. In this way, students will know what is expected of them, even though the specific content or tasks will change. Amethod Public School students will have a clear sense of their daily schedules, even if they vary from day to day. Explicit information on what is expected of students is provided 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

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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.

So long as the Charter School operates as a “school of the district” for special education purposes, Oakland Unified School District agrees to allow Amethod Public Schools staff access to all Special Education related professional development opportunities that are available to district employees.

The school also intends to seek professional development opportunities for its’ staff through potential trainings facilitated by the Sacramento State University Office of Education, West Contra Costa Unified School District, Contra Costa County Office of Education, 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. The Charter School is responsible for keeping daily attendance for each student by reporting and certifying attendance monthly on district forms, and filing them with the District.

PLAN FOR ENGLISH LEARNERS

Certifications

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

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

Depending on their entry point in English as determined by the CELDT exam, student data, and curriculum assessment, students will be assigned to the appropriate leveled groups

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~~within the class. Students that are struggling due to language proficiency will participate in intervention period activities that are specifically focused on decoding, word blending, and comprehension.~~

~~These activities may include comprehensive activities that explicitly and systematically build English language skills during reading instruction. There are interventions that focus explicitly on English letter/sound correspondences, word patterns, spelling rules, and other skills.~~

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

We also have high standards for student behavior and expect all staff, parents, students, and administrators to understand and reinforce the adherence to proper student conduct and school policies.

Education Program Overview

Our teachers align with the 2024 California Standards for the Teaching Profession¹⁰ ("CSTP") - which set forth instructional standards and expectations for each Oakland Charter High School classroom.

The 2024 California Standards for Teaching Profession are designed to identify and clarify effective teaching strategies that positively impact student achievement and well-being. They define key aspects of effective teaching and offer a structured approach to help educators and stakeholders navigate the complexities of teaching while continuously enhancing their practices.

At OCHS, we recognize that there is no one-size-fits-all approach to professional practice, the CSTP standards acknowledge that different teachers employ various methods to effectively implement them in their unique teaching contexts. The CSTP provides a framework that encourages educators and others to develop personalized, action-oriented goals and strategies tailored to the specific needs of their students and learning environments. This tailored approach is crucial for fostering quality teaching across OCHS's diverse student populations.

The CSTP are comprehensive in scope, aiming to:

- Offer a holistic perspective on teaching that addresses the diverse needs of OCHS's students.

¹⁰ [chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/2024-cstp.pdf?sfvrsn=62eb3cb1_12](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/2024-cstp.pdf?sfvrsn=62eb3cb1_12)

- [Influence and support OCHS teachers in adopting evidence-based practices that promote equitable, high-quality education.](#)
- [Address effective teaching across all grade levels, from early childhood education to adult education.](#)
- [Define the fundamental principles and foundations of teaching across all subject areas.](#)
- [Provide a structured pathway for continuous professional growth from initial teacher training to advanced, accomplished practice.](#)
- [Align with state standards, frameworks, guides, and resources that focus on specific subjects, skills, or student demographics.](#)

[In essence, the CSTP serves as a flexible and robust framework at OCHS that guides our educators in enhancing their teaching practices to meet the varied needs of students and achieve excellence in education.](#)

Teaching Methods

[All educators at Amethod Public Schools use a variety of pedagogical strategies to ensure all students learn and grow continuously. These instructional strategies are well-aligned to the deep understanding required by the California Common Core State Standards, the performance standards, and by the University of California system, the entity that approves transferable courses to the UC and CSU state colleges. The instructional program will be revised as needed as more is learned about effectively implementing the CCSS at the high school level. These guidelines, as well as the adopted curriculum materials, provide the structure for a standards-based instructional program. AMPS educators are also trained to adapt these methods in ways that maximize the personalized learning experiences that each child receives.](#)

[All teachers submit weekly lesson plans with objective progressions that are structured in accordance with Bloom's Taxonomy Action Verbs \(Remembering, Understanding, Applying, Analyzing, Evaluating, Creating\). Scaffolded professional development workshops are delivered over summer so that all teachers practice breaking down standards into measurable objectives. This lays the foundation for ongoing Professional Development arcs and conversations between coaches and teachers about lesson design and implementation. The lesson planning process for OCHS is largely based off the work of Robert J. Marzano \(various titles\) and Explicit Direct Instruction by John Hollingsworth and Sylvia Ybarra.](#)

[Robert Marzano delineates that effective teachers constantly set goals and check for understanding, as well as ensure they are providing their students with feedback. In](#)

our lesson plan template, teachers are required to structure daily lessons that are standards-based, objective-driven, with space to implement checks for understanding ("CFU"), an exit ticket, and an extension activity. Teachers regularly include pair shares, using specific prompting questions, cold calling, repetition, no opting out, actively monitoring, and other strategies to gather raw data about student understanding of the material which allows teachers to adjust lesson as dictated by student need.

Marzano also details that effective teachers maintain relationships with students and communicate high expectations. Due to being a small school, teachers and students have a space to maintain close and meaningful relationships. Through the advisory program, our students have an adult that can regularly check in on them and address instructional and other student needs. Our behavior intervention system is also aligned to allow teachers to facilitate high expectations in the classroom.

The major pedagogical strategies used include:

Explicit Instruction: Explicit instruction is an evidence-based form of teaching, in which the teacher presents the lesson by stating the standards-aligned learning objective, specific instructions. Then the teacher models an explicit skill and application using criteria for success using thinking steps. Next, the teacher prompts guided practice, and frequent checking-for-understanding. At the conclusion, students take the lead and individually demonstrate their new skills or content knowledge on a formative assessment that is collected and evaluated for mastery using a rubric or success criteria to uncover misconceptions and to inform future lesson targets.

Problem Based Instruction: Problem Based Instruction provides students with a step-by-step process for determining the solution. Problem-based learning is somewhat narrower and is directed towards finding solutions according to clearly defined steps.

Inquiry Based Instruction: Inquiry Based Instruction presents students with a problem or question, formulate, and test theories to work towards a solution. Inquiry based learning is more directed towards fulfilling the human need for discovery and encourages students to explore the world around them.

Close Reading with Text-Dependent Questions: Close Reading supports access to complex texts through standards-aligned text-dependent questions that scaffold in difficulty to support students' full understanding of grade-level texts. Students engage in multiple reads of the text to support a deep understanding of complex texts.

Academic Discourse: Academic Discourse provides daily opportunities for students

to engage in protocols that support discussion among peers to solidify their own understanding and to support the development of peer and collective understanding. Instructional protocols include Fishbowl, Final Word, Jigsaw, Socratic Seminar, Tea Party, Say Something, Think-Pair-Share, and Rank-Talk-Write.

Building Academic Vocabulary: Building Academic Vocabulary provides regular, ongoing opportunities for scholars to strengthen tier 2 vocabulary. Protocols to support include Frayer Model, Semantic Webbing, Vocabulary Squares, and Contextual Redefinition.

Flexible Grouping: Flexible grouping within the classroom provides differentiated support. For example, pedagogical support might include literacy support, tutoring across subject areas, and multi-language learning support. The utilization of flexible groupings allows teachers in the classroom to target materials based on students' needs. The teacher collaborates with the reading interventionist or instructional aides regarding instruction for small groups of students needing more specific support.

To ensure and support our teachers in implementing the aforementioned pedagogical strategies, we have designed a well-developed instructional coaching and professional development plan.

Instructional Coaching

A method Public Schools believes in implementation of an effective teacher coaching and feedback plan which involves a structured approach that fosters continuous professional development. We have established a clear framework that includes regular bi-weekly classroom observations, peer feedback sessions, and individualized coaching meetings. Coaches are trained to observe lessons with a focus on specific pedagogical strategies, student engagement, and learning outcomes. After observations, a collaborative feedback session follows and allows teachers to reflect on their practices, discuss strengths and areas for growth, and set actionable goals. This reflective practice encourages a growth mindset, where teachers feel supported in experimenting with new techniques without fear of judgment.

Throughout the year, the Oakland Charter High School Site Director and Deans conduct formal and informal classroom observations. Each teacher receives coaching on a bi-weekly basis. The Home Office Director of Instruction supports the Deans to ensure consistent practices. The tools that we use to align and improve instructional practices are the California Teacher Standards rubrics, Get Better Faster model, and Teach Like a Champion strategies. AMPS has integrated these tools into our instructional coaching framework to increase teacher effectiveness and improve student outcomes.

To ensure the sustainability and effectiveness of the coaching plan, it's essential to

create a culture of trust and collaboration among staff. One concrete strategy we have begun is to establish peer observation cycles, where teachers pair up to observe each other's classes and provide feedback using a structured protocol. Additionally, weekly professional development sessions are held, focusing on topics such as classroom management techniques, strengthening content depth of knowledge or integrating technology into lessons. As well as, implementation of a shared digital platform, like Google Drive, Google Classroom or Messenger, for sharing resources and feedback has further enhanced collaboration. Regular check-ins, weekly staff exit tickets/ feedback, brief surveys or one-on-one meetings, have also been included to assess the impact of coaching and allow for adjustments based on teachers' needs. By prioritizing ongoing support and creating a safe space for professional dialogue, Amethod Public Schools coaching plan enhances teaching quality and ultimately improves student outcomes.

Professional Development

Amethod Public Schools staff participate in extensive professional development. Our professional development plan is aligned to the annual educational priorities established by Amethod Public Schools and the Charter School. Amethod Public Schools professional development plan focuses on enhancing instructional practices, fostering collaboration, and integrating technology into the classroom. The plan could include a series of workshops and training sessions tailored to different grade levels and subject areas, emphasizing current educational trends, pedagogical strategies, and differentiation techniques. Collaborative learning communities are established, allowing teachers to share best practices, observe each other's classrooms, and engage in constructive feedback.

Before the school year starts, all AMPS' staff participate in week-long professional development sessions. We call this our AMPS Summit. There are various professional development strands based on the roles that staff have. For new teachers, AMPS has a New Teacher Summit where they participate in training specifically tailored to them.

To ensure that the professional development plan is effective and relevant, ongoing assessment and feedback mechanisms are integrated. Regular surveys and reflection sessions allow educators to voice their needs and experiences, allowing for adjustments to the program as necessary. Furthermore, technology training on all curricula has been a core component, equipping teachers with the skills to effectively utilize digital tools and resources in their instruction. By prioritizing these elements, the professional development plan fosters a culture of continuous improvement and innovation, ultimately enhancing student learning outcomes across all grade levels.

Conditions for Adult Learning

As we walk through classrooms, we expect to see quality lessons that engage

students in the academic content through culturally responsive teaching and interesting tasks. We value our teachers and support them to be facilitators in their classrooms by providing a variety of supports. In order to do this, we must create experiences for our staff that encourage them to be collaborative, problem solvers, and hold a growth mindset.

As an organization we provide:

- Coaching and Professional Development - Network and Site Based
 - Implement coaching programs to support teachers in the delivery of high-quality instruction.
 - Guidance, feedback, and professional development opportunities to enhance teacher effectiveness and student engagement.
 - Collaboration with school leaders to design and facilitate site based professional learning communities focused on instructional best practices.
 - Professional development sessions with school leaders.
 - Bi-weekly instructional walkthroughs between AMPS Home Office staff and OCHS instructional Deans to help support their development/growth and to ensure there is alignment across grade levels and content areas.
- Instructional Frameworks and Standards-Aligned Instruction
 - Ensure that instructional practices are aligned with state standards, adopted curriculum, and assessment requirements.
 - Develop and implement instructional frameworks and models to guide teaching practices across all content areas and grade levels.
 - Regularly gather, analyze, and take action on data related to teacher practice, curriculum, and standards that bring about continual and measurable improvement of AMPS's learning environment and student performance.
- Curriculum Development and Adoption
 - Collaborate with educational leadership to ensure curriculum alignment with state standards, district goals, and educational research.
 - Utilize data analysis tools to assess student learning outcomes and

identify areas for improvement.

To make gains with our students we must examine our instructional practices to see how we are increasing the students' skills and independence as they move closer to their grade level demands. We must also become experts in analyzing data to show us where we need to focus and how targeting specific groups can help us tailor instruction without lowering the rigor of grade-level demands.

Curriculum

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

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

To ensure that our primary goal of student achievement is met, the Charter School's core curriculum is based on CCSS and focused on the UC/CSU A-G requirements. This curriculum has been adopted to provide all students with a college preparatory course of study that meets or exceeds the CCSS in all core subject areas. Through our partnerships with college programs, OCHS students may enroll in college courses beginning in the summer after their freshman year. These courses may include anthropology, geography, communication, art, English, the sciences, and Career Technical Education courses. In these concurrent enrollment classes, offered through a partnership with Peralta Community Colleges, students receive dual (college and high school) credit that will save the student time and money when they enter college. Moreover, multiple Advanced Placement courses will continue to be established for students at the Charter School, as well as Honor courses embedded throughout the OCHS A-G courses list.

Our goal is that, upon graduation, all OCHS students will have met the A-G requirements for admission to the CSU or UC System. It's very important to note that the Charter School does not assign credit for grades under a "C-" level, unlike most high schools.

<u>Subject</u>	<u>Curriculum</u>
<u>ELA</u>	<p><u>The English classes have adopted the CCSS ELA aligned curriculum, College Board Springboard, which ensures that students meet Common Core Standards in reading, writing, speaking, and listening. Each unit in the curriculum includes lessons and activities that lead up to the Embedded Assessments.</u></p> <p><u>Our AP Language and AP Literature classes are standards-based courses that have been pre-approved by the College Board and directly prepare students to pass the AP test to gain college credit.</u></p> <p><u>The English Language Arts and English Learner Development curriculum are designed to support the examination and analysis of grade level, complex texts through demonstration of critical reading, analysis, and listening and speaking skills in order to comprehend, interpret, evaluate and discuss ideas. Throughout the curriculum, students engage in academic writing such as narrative, expository, and argument forms that range from various modes of expression appropriate to audience and purpose. Students will be exposed to instructional strategies, such as academic discourse discussion protocols, in order to support them in formulating and communicating ideas clearly and effectively. Additionally, Multi-Language Learner ("MLL") supports, such as vocabulary and sentence frames for writing and academic discourse, are integrated throughout instruction.</u></p>
<u>ELD</u>	<p><u>For ELD, we offer designated instruction for all English learners. In these classes, we use Perspectives by National Geographic/Cengage. Perspectives teaches learners to think critically and to develop the language skills they need to find their own voice in English. The carefully guided language lessons, real-world stories, and TED Talks motivate learners to think creatively and communicate effectively.</u></p> <p><u>To support instruction, OCHS also uses supplemental programs to aid and accelerate student language</u></p>

	<p>acquisition. We utilize Lexia as a supplemental program to target specific skills and provide individualized learning modules.</p>
<p>Social Science</p>	<p>Students apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Students learn to apply chronological, thematic and integrative thinking, develop and test hypotheses about cause and effect, gather evidence to support conclusions, conduct in-depth and relevant research, critically examine sources, and synthesize ideas. Materials include primary sources, historical literature, and a variety of non-fiction texts as recommended by the Common Core State Standards.</p> <p>All incoming 9th graders take an Ethnic Studies course. For this class, we use Racial and Ethnic Groups 15th Edition as our textbook. The textbook helps students view race and ethnic relations in a sociohistorical context, so they can understand the past and see how to shape the future.</p> <p>For our regular History classes, we use TCI History Alive! as our guiding course material. The TCI curriculum aligns with state standards and offers blended learning materials that utilize digital resources to create highly engaging activities for students.</p> <p>Our Advanced Placement classes utilize textbooks that are authorized by the College Board program.</p>
<p>Mathematics</p>	<p>The math curriculum is designed to focus on developing a deep understanding of standards that are connected to key topics and concepts as they are built over time. Delivery of instruction utilizes a balanced approach that attends to the three aspects of rigor (conceptual understanding, procedural fluency and skills, and application) with equal intensity, enabling students to develop a strong conceptual foundation, the appropriate mathematical fluency, and critical problem-solving skills.</p> <p>For students taking Algebra 1, Geometry, and Algebra 2,</p>

	<p>we utilize Illustrative Mathematics as our core curriculum. The curriculum is problem-based with real-world connections and includes diverse representations to create connections with new concepts. Thus, students discover, understand, and internalize key math concepts and apply their learning to various real-world problems and scenarios, simultaneously building procedural fluency and conceptual understanding.</p> <p>We also offer Advanced Placement Pre-calculus and Calculus for students who want to take advanced math. These courses follow the College Board's AP course audit requirements and textbook approval processes.</p>
<p>Science</p>	<p>The science curriculum allows students to demonstrate understanding of scientific concepts and ideas through real-world applications. Through inquiry-based and hands-on investigations of real-world phenomenon, students will construct explanations for scientific phenomenon and design solutions for real-world problems.</p> <p>For our science classes, we use Inspire by McGraw Hill. The Inspire textbooks provide an in-depth, collaborative, and project-based learning experience.</p> <p>For our Advanced Placement Biology course, the Charter School follows the College Board's AP course audit requirements and textbook approval processes.</p>
<p>World Language</p>	<p>OCHS offers two world language options for students enrolled: Spanish and Mandarin. These languages are the most popular languages used in the world. Our language courses develop students' skills in the fundamentals of language development including speaking, reading, writing, and listening domains.</p> <p>Our Spanish classes use the Descubre curriculum from Vista Higher Learning. For Advanced Placement, we utilize Temas by Vista Higher Learning. Built to address today's dynamic learning environment, the program immerses students in authentic Spanish language and culture experiences through text, video, audio, and online learning.</p>

	<p>For Mandarin classes, we use Integrated Chinese by Cheng & Tsui. As students learn Chinese language and culture through engaging lessons, they experience relevant dialogues and narratives, cultural notes, grammar explanations, and exercises. The curriculum provides a balanced approach to teaching the four language skills, giving students a comprehensive foundation in Chinese language.</p>
<p>Visual and Performing Arts</p>	<p>OCHS believes that participation in visual and performing arts is critical for a student's enrichment and development. We offer visual arts classes which introduce students to the three sets of art concepts set down in the California Standards: The Elements of Art, The Principles of Design, and The Complex Ideas. Students learn to create, research, critique and discuss art, art history, and art making techniques. Starting from baseline analyses of students' art skills, students are measured throughout the course for progress in specific skills. A broad stroke art history is introduced from Paleolithic art to digital painting. The goal of the course is to prepare students for university level courses on 2D and 3D art making, art history, and the tools of art discussion and critique.</p> <p>The arts are also integrated into interdisciplinary units to inspire and deepen learning experiences. OCHS encourages our teachers to build cross-discipline activities for students to engage in. Additionally, we actively seek partnerships with colleges, community organizations, and companies where our students can participate in additional visual and performing arts education and activities.</p>
<p>Physical Education</p>	<p>The Physical Education program at OCHS is designed to use standards-based instruction to support student mastery of grade level physical education standards. The PE program develops students' skills and positive sportsmanship through both cooperative and competitive games and activities. We provide daily opportunities for students to practice the important components of health-related fitness: aerobic capacity, muscular coordination, strength, endurance, and flexibility. Students are introduced to basketball, soccer, running, volleyball, yoga, and cardio-vascular exercises. In addition to physical</p>

	<p>activities, students develop an understanding of the importance of health, nutrition, and sexual education through classroom instruction and collaborations with local health agencies.</p>
<p>Social-Emotional Learning</p>	<p>We utilize Second Step as our Social and Emotional Learning ("SEL") curriculum. The curriculum helps create a culture where all students build connections, confidence, resilience, and other skills they need to thrive in the classroom and beyond.</p> <p>The curriculum is relevant to the challenges and opportunities that are unique to the high school age group. The learning is based on up-to-date research, a culturally responsive framework, and student feedback. It provides integrated practices for leaders and educators, activities for students, and a scaffolded game plan that's easy to follow.</p> <p>The program is broken into four pathways. Pathway 1 is Belonging and Connection, allowing school leaders, educators, and students to cultivate a sense of social and school belonging so students feel accepted, respected, and known, and can create and sustain positive relationships. Practices and activities focus on effective communication practices, positive peer interactions, trust, and explorations of key psychological concepts that influence belonging. Pathway 2 is Confidence and Capability. This pathway creates learning conditions that build students' beliefs in their ability to overcome challenges and achieve personal and academic success. Practices and activities focus on achieving goals, resilience in the face of challenges, and adaptive approaches to learning such as a growth mindset and a mastery-goal orientation. Pathway 3, Agency and Opportunity, allows students to explore taking ownership over their learning by providing opportunities to build and apply their strengths and interests. It is designed to help school leaders, educators, and students develop a school community that features autonomy, student-centered learning that incorporates choice and voice, and celebration of everyone's strengths and talents. Finally, Pathway 4, Well-Being and Community, focuses on developing students' psychosocial assets to contribute to their individual well-being and the well-being of the community. Leaders,</p>

	<p>educators, and students focus on opportunities for recognition and gratitude, fostering positive emotion in the classroom, and developing skills for stress management, emotional support, and social connectedness.</p>
<p>Career Technical Education</p>	<p>Although OCHS does not currently have a Career Technical Education pathway established, we are actively working to create pathways for students to participate in. One of our goals for this charter term is to build our CTE pathways and establish a successful CTE program.</p> <p>Our hope is that by building CTE pathways, we will increase the opportunities for students to earn college credit through our partnership with Peralta Colleges. We aim to provide dual-enrollment courses which serve as pre-requisite for courses that prepare them for certificate programs at the college level if they wish to continue their plan.</p> <p>Students in each pathway would advance through a rigorous college-preparatory program of study that (1) fulfills A-G requirements; (2) combines core academic courses and CTE courses that prepare students to earn industry-recognized certifications and advance towards a postsecondary degree; (3) emphasizes student mastery of industry-relevant knowledge, technical skills, and transferable skills; (4) integrates/scaffolds career exploration and readiness into each grade level through career research and guest speakers, student leadership organizations, seminars, mentorships, industry tours, and internships; and (5) provides a comprehensive range of college and career planning and integrated support services throughout the pathway.</p>

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

[Interventions](#)

[We ensure high-quality Conditions for Student Learning for all students through a](#)

Multi-Tiered Systems of Supports. MTSS is an integrated, comprehensive framework that focuses on the State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

MTSS consists of three levels of support and the following sections are organized as such:

Universal Supports: Tier 1

80% of all students should have their needs met with Tier 1 support. Teachers and staff identify students struggling with social or academic success and implement a Tier 1 intervention with a focus on positive behavior interventions. Interventions are implemented with fidelity & provide quantitative data collected consistently. Students who are unsuccessful with Tier 1 support are referred to the COST.

- Teachers are expected to contact students and families regarding student success and struggles regularly.
- Rewarding positive behaviors
- Universal Design for Learning
- Using inclusive language
- Differentiated Instruction

Targeted Supports: Tier 2

About 15% of students are provided Tier 2 small group and supplemental support determined by COST. This Tier introduces an additional layer of interventions within or outside the regular classroom setting, delivered intentionally to meet specific instructional gaps based on data driven decisions. These interventions are often facilitated by classroom teachers with collaboration by specialized educators, administrators, or instructional aides. Depending on student needs interventions include:

- Check in check out
- Conflict mediation
- Teacher Office Hours

- [Trauma informed de-escalation](#)
- [Re-teaching](#)
- [Bullying prevention](#)

Intensive Supports: Tier 3

[About 5% of students receive highly individualized support or referral to additional services. This tier increases comprehensive instructional support for students through more frequent and more individualized intervention programs, often in addition to other layers of support. This intensive level of need is often met through one-on-one or small group support to address diverse student needs. Depending on student needs interventions include:](#)

- [Crisis intervention](#)
- [Individual counseling](#)
- [Parent support](#)

[OCHS prioritizes professional development in MTSS strategies. The process through the tiers is dynamic and responsive, ensuring timely and effective support for every student.](#)

[For students who are identified as needing intensive interventions, a Student Study Team \("SST"\) composed of the student, the student's parent or guardian, the Site Director, and the student's teacher\(s\) 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. The administrator is responsible for scheduling an SST meeting when required participants are available and sends formal notification. The administrator prepares all materials for the SST meeting: sign-in sheet, meeting agenda, meeting minutes, referring documents and evidence. The administrator facilitates the meeting and ensures all participants engage. The SST discusses and documents concerns, as well as develops and executes a plan targeting the student's specific needs. The administrator documents the co-developed plan and schedules the next meeting \(6-8 weeks after the first SST meeting\). After, all participants assigned roles will collect data and provide input on the plan's interventions.](#)

[At the subsequent SST meeting, the team reviews progress and determines next steps. If the team notes progress, they acknowledge the accomplishment with the family and decide which set of supports will remain in the plan, which components warrant reconsideration, or whether the SST process should continue. If the team](#)

notes no progress or decides to revisit the plan, they review the plan to consider continuing and/or modifying interventions.

As needed, the administrator updates student records with SST documentation and schedules another 6-8-week follow-up meeting. 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.

Assessments

OCHS utilizes the Northwest Evaluation Association as a diagnostic tool. NWEA assessment data helps us measure student growth over the school year. NWEA results are used to adjust whole-group instruction and generate small groups for more personalized instruction. NWEA data reports provide teachers with instruction and learning strategies to meet students where they are while prioritizing grade-level instruction. Post NWEA assessments, OCHS staff participate in grade-level data dives to identify trends and collaborate on the best instructional strategies provided by NWEA reports.

By implementing Data Dives to analyze assessments--teachers self-reflect on their own practice and pacing guides, based on surveying student work for learning gaps and looking at standards--leading to the development of specific action plans to address identified learning needs. Bi-weekly department meetings also look to address trends in learning and give teachers a space to collaborate to standardize best teaching practices by department.

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

Data driven decision making ultimately leads to more effective teaching and student achievement. The assessments outlined below empower educators to make data-informed decisions based on student needs, identify students for targeted interventions, and promote a culture of continuous improvement.

Type	Assessment Name	Description
<u>Universal Screeners</u>	<u>Lexia</u> <u>IXL</u> <u>Initial ELPAC</u>	<u>Universal screeners are used to provide data to measure the effectiveness of core instruction to allow teams to consider adjustments across Tier 1 universal supports. These screeners allow educators to identify students who may benefit from Tier 2 and Tier 3 interventions.</u>
<u>Diagnostic Assessments</u>	<u>NWEA</u>	<u>Diagnostic assessments are used to measure skill strengths and weaknesses, identify skill gaps, and assist in determining why a problem might be occurring. Diagnostic assessments are administered in Fall, Winter, and Spring.</u>
<u>Summative Assessments</u>	<u>SBAC ELA/Math</u> <u>CAST</u> <u>Summative ELPAC</u> <u>Physical Fitness Test ("PFT")</u> <u>Midterm/Final Exams</u>	<u>Summative assessments are used to benchmark student performance relative to what students need to be successful based on assessed content standards. They provide teachers, administrators, parents, and students with ongoing data to assess whether they are on track to meet goals.</u>
<u>Formative Assessments</u>	<u>Quizzes</u> <u>Exit tickets</u>	<u>Formative assessments provide data to guide instructional decisions and identify indicators for scaffolding and differentiated instruction. Teachers use formative assessments on a weekly basis to ensure that instruction is meeting all students.</u>

Plan for English Learners

The English Learner student population grew significantly in California. Therefore, it is vital that schools address the needs of this growing demographic. Oakland Charter High School holds high expectations and offers a demanding academic program for all students, regardless of any language or placement classification. Access to high quality English instruction for English Learners is an issue of equity. English

proficiency in our society serves as a powerful gatekeeper, opening doors to opportunity for those who reach proficiency and limiting or closing doors to opportunity for those who do not. As such, Oakland Charter High School is committed to effectively serving children who are ELs through a comprehensive approach to language instruction.

The Charter School will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, progress monitoring English Learners towards reclassification, progress monitoring students who have been reclassified in the previous 4 years, and standardized testing requirements. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. In addition, the Charter School will meet all requirements of federal and state law relative to equal access to the curriculum for EL students.

The goal is to utilize high-quality instructional programs and services for ELs that allow them, as quickly as possible, to achieve at the same challenging grade level standards as native English-speaking students. The Charter School is dedicated to providing these students with an exceptional education, facilitating English proficiency as soon as possible. Our approach focuses on the student's social, emotional, and academic development within and outside of the classroom. Building on the student's existing strengths, OCHS focuses on preparing English Learners to succeed in high school, college, and their chosen career.

Home Language Survey

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

CELDT Testing

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English Language Proficiency Assessment

All students who indicate ~~that their home~~ language ~~is~~ other than English ~~on any of the~~ home language survey questions, their records will be ~~California English Language~~ Development Test (“CELDT”) ~~tested or checked against CALPADS, and if no previous~~ record exists, they will be tested with ~~any new English Language Development test adopted~~ by ~~California~~ the Initial ELPAC, within thirty days of initial enrollment ~~and at least annually~~ thereafter ~~between July~~.

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The ELPAC consists of two separate assessments which are detailed below:

- Initial Assessment (“IA”): The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K-12 whose primary language is not English to determine their English proficiency status.
- Summative Assessment (“SA”): Once a student is identified as an English Learner, the student will take the SA every year, from Feb 1 and October 31st, March 31, until ~~re-designated~~ they are reclassified as fluent English proficient (“RFEF”). ~~The thirty-day requirement applies~~ ELPAC SA is only given to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. ~~All other students who have indicated a home language other than English will continue with~~ have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

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The ELPAC has four proficiency levels and is aligned with the 2012 California ELD Standards:

1. Level 1: Minimally Developed
2. Level 2: Somewhat Developed
3. Level 3: Moderately Developed
4. Level 4: Well Developed

The ELPAC IA and SA will be administered via a computer-based platform. Testing times vary depending upon the individual student. The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test

during the annual CELDT testing based upon the date last tested at the prior school of enrollment.

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All references in the charter petition to the CELDT will be understood by the assessment window. The Charter School and the District to mean the English Language Proficiency Assessments for California (“ELPAC”), when it replaces the CELDT.

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

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Reclassification Procedures

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

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

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1. Assess English Language Proficiency

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

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- Use most recent available CELDT data.
- Student must score Early Advanced or Advanced OVERALL.
- No more than one subtest (Listening or Speaking or Reading or Writing) is intermediate.

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2. Compare Student’s Performance in Basic Skills

Comparison of the pupil’s performance in the CAASPP score examinations from, at minimum, past three (3) years on the English section of the CAASPP, or assigned tests taken if from out of California. Students must meet an intermediate CELDT Score AND a

proficient CAASPP score in three (3) consecutive years for Reclassification.

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

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

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

- ~~Grade for most recently completed semester or quarter is C or better.~~
- ~~Mastery and Progress to the CCSS~~
- ~~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. Invite parents to Participate in the Reclassification Process

- Teacher evaluations, including, but not limited to, a review of the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the [Charter School's reclassification procedure including seeking their opinion and](#) 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.~~

- OCCHS will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results. Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently

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proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

- Students who have met the criteria to be reclassified from publisher. The CELDT will be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

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5. Reclassify Student English Learner to Fluent English Proficient

- Place dated reclassification form signed by the English teacher in the student's file.
- Include all students reclassified after March will be monitored for four years. Documentation will be completed by classroom teachers and filed 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 CELDT data is published.

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6. Monitor the Academic Progress of RFEF 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's cumulative file folders.

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Oakland Charter High School implements policies to assure proper placement, evaluation, and communication regarding EL student programs and family home language translations. Most assuredly, OCHS will hold high expectations for English Learners population, and will assure that a rigorous and supportive academic program is offered to all students. Structurally, A method Public Schools campuses run a full inclusion program for our EL students. EL students will not be in bilingual instruction classes at OCHS. 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 who are at Beginning, Early Intermediate, Intermediate, Early Advanced and

Advanced stages during lesson planning. These categories require distinct skills and strategies as well. In the Language Arts, we believe that oral language comprehension and production is the critical link allowing EL students to make large gains in Reading and Writing. Thus, some of our ELA blocks will be focused on oral language development and comprehension activities. This is made possible through extended daily minutes in the classroom where instruction 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.

Strategies for English Learner Instruction and Intervention

SDAIE strategies will be used to enhance the following:

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

At OCHS, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD. The integration of English Learners with their non-English Learner peers improves access and equity for all our students to grade level curriculum, instruction, and assessment. It also emphasizes for our teachers the importance of utilizing the ELA/ELD Framework.

Integrated ELD is regular class time where teachers with ELs in their classrooms use the 2012 ELD Standards in tandem with the focal standards—Common Core State Standards for ELA/Literacy and mathematics, or Next Generation Science Standards for Science.

Designated ELD is a protected time during the regular school day when teachers use the 2012 ELD Standards as the focal standards. This allows students to develop critical English language skills, knowledge, and abilities needed for content learning in English.

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

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

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

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

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

Structurally, OCHS runs a full inclusion program for our EL students. EL students will not be in sheltered or bilingual instruction classes. From the first day of school, English Learner students will be immersed in English, with the support they need to learn the language and develop the grammatical framework and vocabulary needed to begin developing as readers and writers. In our experience, the most crucial aspect of teaching EL students is the professional development that teachers have had in order to understand the steps that their students are going through in order to acquire English. Thus, this is a critical focus at OCHS through the provision of explicit

professional development focused on EL students. In addition, OCHS will receive continuous training from our partner New Directions who have been providing ELD and SDAIE training to AMPS staff since 2009.

(See Appendix I: AMPS English Learners)

Charter School Goals and Actions to Achieve the Eight State Priorities

Designated ELD is built into the master schedule and taught by teachers with proper authorization. Students at all ELD levels are placed into designated ELD courses called ELD Beginning, ELD Intermediate, and ELD Advanced. These courses correspond to students' EL proficiency levels (Emerging, Bridging, Expanding). Curriculum and lessons are based on the ELD standards and include opportunities to speak informally while also using academic language.

Students in Designated ELD classes receive letter grades for the courses and thus are able to obtain high school graduation credit and A-G credit. The overall goal of our EL program is to a) reclassify students as RFEP and b) to prepare students to fully participate in the A-G courses and to graduate from high school prepared for college level coursework and careers.

To better access the core curriculum, all ELs receive Integrated ELD, which is taught by credentialed staff with EL authorization. Language objectives, vocabulary supports, and formal and informal language practice engages English learners with their non-EL peers through collaboration, interpretation and production of the English Language.

As outlined by the State, key components of Integrated ELD include:

- Effective instructional experiences for ELs throughout the day and across disciplines; and
- Are interactive and engaging, meaningful and relevant and intellectually rich and challenging; and
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence; and
- Builds both content knowledge and English value and builds on primary language and culture and other forms of prior knowledge.

Common Core English Language Arts

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

Common Core Mathematics

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

Next Generation Science Standards

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

Social Studies

The Charter School's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii), appear School will build the competence of students in anticipation of a rigorous set of expectations aligned with the Common Core State Standards. This preparation includes practice with academic discourse, units of study, extensive use of maps and graphic organizers. Additionally, OCHS intends to provide leveled readers so that students can build academic vocabulary at their current reading level.

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Newcomers

The term “newcomer” is specifically used for students who meet the following criteria: (1) born outside of the United States; (2) first enrolled in U.S. schools on or after April 15 of the prior year; and (3) classified as an English Learner based on the initial ELPAC.

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Newcomers are supported by general education teachers, literacy tutors, and other support staff through the use of integrated ELD strategies. Students also learn and practice English through formal and informal interactions with peers at different levels of English language proficiency. Newcomers receive both integrated and designated ELD during the school day during core instruction and intervention blocks from general education teachers and trained staff members such as Paraprofessional tutors.

Creating a welcoming environment is essential for newcomers and their sense of belonging in schools. At OCHS, we cultivate a culture in which newcomers, their families, and their language(s) are valued, respected, and seen as assets. We do this by fostering community connections among newcomers during designated ELD, forming affinity groups between newcomers and other students who have the same cultural heritage or want to be allies; encouraging, inviting, and celebrating newcomers when they engage in academic discourse and informal social dialogue; and highlighting and celebrating their successes, growth, and achievements with their families.

We also ensure that newcomers are able to access one-on-one or small group tutoring, after-school academic support and enrichment activities, and counseling services, as needed. OCHS also ensures that community partnerships are prioritized so that students and families can receive additional support for services outside of the ones that the Charter School’s School can provide. By providing these supports, we can help newcomers feel welcomed, supported, and successful in their new environment.

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Monitoring and Evaluation of Program Effectiveness

Reclassified students will be monitored through our MTSS process. Those found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need. Interventions can include after school tutoring, one-on-one and small group support, supplemental programs that target specific skills such as Lexia, and/or other supports as needed. RFEP students will be monitored for four years after being reclassified as Fluent.

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to school-adopted academic benchmarks by language proficiency

level and years in program to determine adequate yearly progress.

- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring student identification and placement.
- Monitoring availability of adequate resources.

In addition, the EL program evaluation will take place through the analysis of the most current Summative ELPAC scores. After the release of the Charter School's Summative ELPAC scores, staff will review students' progress on the Summative ELPAC between school years. This information is used to inform programming decisions such as Designated ELD scheduling and staffing, a focus for ongoing professional development specific to the needs of their ELs, and reclassification prior to the start of a new school year. All of these decisions are identified in alignment with the network and school strategic plans and reported to various stakeholders.

The program evaluation includes the degree to which:

1. ELs are attaining English language proficiency within 5-7 years.
2. The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards including EL chronic absenteeism.
3. Necessary improvements to programs and activities for which Title III funds have been used for EL students.
4. Whether to eliminate specific EL activities proven to be ineffective.

The Local Control and Accountability Plan, which is presented in full in Element II of the charter, ("LCAP") Annual Update process is another way to evaluate program effectiveness. The LCAP Annual Update consists of soliciting feedback, analysis, and recommendations from a variety of stakeholders including staff, students, parents, and other administrators regarding the school site strategic plan.

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The Annual Update analysis consists of the following components:

1. Review of the student and family survey results with an emphasis on the social and emotional learning impacts of our English Learners.
2. Reclassification rates and students at risk of being identified as Long-Term English Learner.

3. Evaluation of the LCAP EL Goals, Actions, Outcomes, and expenditures.

Concluding the robust program evaluation process, school leaders incorporate stakeholder feedback into their LCAP Goals, Actions, Outcomes, and Expenditures for the following school year.

Support for All Students

Students who are Academically Low Performing

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

Students who are Academically High Performing

For those students who excel academically, as measured by grade point average, formative and summative assessments, and other measures of academic progress, OCHS will offer a series of more advanced classes through programs such as Honors and Advanced Placement. OCHS will also, through our partnership with the Peralta Community College system, offer all students an opportunity to enroll in more advanced courses and electives. For example, students in the past have taken courses such as Intro to Psychology, English 1A and 1B, Intro to Film, and Business Management.

Additionally, OCHS has partnered with Johns Hopkins University's Center for Talented Youth Program ("CTY") for over a decade and has sent over seventy-five high achieving students to attend and study at university campuses in a three-week summer residential program. OCHS also develops partnerships with local colleges and universities, organizations, businesses, and companies to provide extracurricular activities and internship opportunities to increase engagement and prepare students for college and career.

Foster Youth and Children Experiencing Homelessness

Under the McKinney-Vento Homeless Assistance Act, Foster Youth and children experiencing homelessness receive services and support, ensuring eligible students have equal access to the same free, appropriate public education as other children and removing barriers to enrollment and retention. The Charter School site Administrative Designee acts as the liaison between eligible youth and coordination of school site services, including identification, immediate enrollment, and resource distribution. The Charter School reserves funds, designated for Homeless and Foster Youth Education, that may be used to provide clothing, transportation, school materials, medical, tutoring, and other allowable expenses.

The Administrative Designee receives annual training and ongoing support by the Chief Strategy and Compliance Officer and the County to ensure appropriate identification and legal compliance.

High School Program

Alignment with California State Standards and UC A-G Requirements

All secondary courses are aligned with State Standards. Where Common Core State Standards are available, these standards are used. In other content areas, courses are aligned to the State Standards. The Charter School fully implements the Next Generation Science Standards. OCHS works to ensure that all credit bearing courses offered earn credit and recognition through the University of California's A-G program. As such, all courses meet the level of rigor for college preparatory work.

Notification of High School Graduation Requirements

Requirements for graduation shall be made available to students, parents/guardians and the public (Education Code Section 51225.3). The requirements will be included in all applicable handbooks and will be available in the Charter School office.

High School Graduation Requirements

Education Code Section 51225.3 specifies that students must pass a minimum set of requirements to graduate from high school. Students wishing to earn a high school diploma from Oakland Charter High School shall successfully complete course work within a course of study in alignment with the UC/CSU A-G program and earn the designated number of credits outlined below with a C- or above.

AMPS Graduation Requirements

<p>A - History (30 credits)</p> <ul style="list-style-type: none"> • 10 credits of World History • 10 credits of US History • 10 credits of any other course under the History/Social Science Course List section
<p>B - English (40 credits)</p> <ul style="list-style-type: none"> • 40 credits of courses under the English Course List section
<p>C - Math (30 credits)</p> <ul style="list-style-type: none"> • 10 credits of Algebra 1* • 10 credits of Geometry • 10 credits of Algebra 2 <p>*Algebra 1 can be omitted if a student completes 10 credits in a Math course higher than Algebra 2.</p>
<p>D - Science (20 credits)</p> <ul style="list-style-type: none"> • 10 credits of a course designated with an "L" under the Science Course List section • 10 credits of a course designated with a "P" under the Science Course List section
<p>E - Language Other than English (20 credits)</p> <ul style="list-style-type: none"> • 20 credits of a language other than English (all courses must be from the same language)* <p>*10 of those credits must come from at least the second year/level of that language or higher. If a student passes the second year/level, or higher, of a Language Other than English class, the student has fulfilled this requirement.</p>
<p>F - Visual & Performing Arts (10 credits)</p> <ul style="list-style-type: none"> • 10 credits of any course in the Visual & Performing Arts course list
<p>G - Electives (60 credits)</p> <ul style="list-style-type: none"> • Any course under the Electives Course List section • Credits from any course taken in a given year that is not being used to fulfill another of the above referenced requirements
<p>H - Physical Education (20 credits)</p> <ul style="list-style-type: none"> • 20 credits of courses under the Physical Education Course List section

Students need a total of **230** credits to graduate.

Exempting Homeless, Foster, Adjudicated, Military, Migrant, Immigrant, and Newcomer Students from Coursework

The Charter School shall exempt a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers between schools after the second year of high school, or a student participating in a

newcomer program for newly immigrant students in grades 11-12, from any graduation requirements established by the Charter School that exceed state requirements, unless the Charter School determines that the student is reasonably able to complete the requirements by the end of the fourth year of high school [Education Code Sections 51225.1, 51225.2].

Graduation Waiver

Graduation requirements are established with the expectation that all students will complete them as listed. It is recognized, however, that in special cases individual students may have reason to request an AMPS Board waiver of one or more requirements that exceed state requirements in order to accomplish specific academic goals not possible within the required program.

Early Graduation

The Charter School handles early graduation on a case-by-case basis, and each case must be brought to school administration in the Fall of the student's 11th grade year. In the situation where a student's early graduation case is accepted, the 11th grade SBAC assessment must still be administered.

Earning a Diploma

A student can earn a diploma from Oakland Charter High School once the student completes all graduation requirements with regard to classes and credits. Any student who has not met all credit requirements by the date of graduation must complete all units by July 15th of their graduation year in order to earn a diploma from OCHS for that year. Otherwise, the student must either earn the diploma the following year or take alternate routes to receiving a diploma from another school.

Retroactive Diplomas

The governing board of Amethod Public Schools has the authorization to retroactively grant a high school diploma to a pupil who has departed California against their will, and, at the time of their departure, was enrolled in grade 12 and in good academic standing at the time of their departure [Education Code Section 51430].

Diploma Pathways for Students with Disabilities

A student's IEP team makes the determination about the student's graduation requirements for a diploma based on the student's individualized needs, consideration of OCHS graduation requirements, and a baseline of California state requirements [Education Code Sections 56390-56392].

IDEA states that Individual Transition Plan development must begin for students no later than age 15. The IEP team will include discussion, decisions, and documentation in Individual Transition plans that describe the student's requirements to obtain a diploma starting no later than at age 15 for each student, and at every IEP meeting, at least annually.

The requirements will be reviewed and updated as needed each year and will include a review of the student's graduation progress, their individual needs and area of impact of their disability. The team may consider whether it is appropriate and necessary to eliminate/alter an OCHS graduation requirement if it is an area that is directly impacted by the student's disability. California state requirements for obtaining a diploma cannot be eliminated. Should a student with an IEP require additional courses and/or additional time to meet their post-secondary goals and objectives, they have an option to participate on a differentiated graduation pathway and earn their diploma after the completion of their senior year, through age 22.

Driven by the guidelines of the Least Restrictive Environment as well as equity and access for students with disabilities; the alteration or elimination of graduation requirements should be used with high discretion and in rare circumstances.

Certificate of Completion

A Certificate of Completion ("COC") is available to students with the most significant cognitive disabilities and who participate in alternate assessment and curriculum (this is determined by the IEP team and potentially applicable to a range of disabilities) [Education Code Sections 56390-56392]. Students with disabilities are eligible to continue to receive IDEA services in a high school program until age 22 or until they receive a diploma—whichever comes first. The IEP team may determine that a student has fulfilled their requirements to earn their Certificate of Completion at any point from the time they complete senior year—through age 22.

There are many reasons this may happen:

- To honor a student's completion of their ITP and IEP requirements with their same aged peers— The student participates in graduation activities, including receiving their Certificate of Completion. They continue to have the option to remain an OCHS student and work towards their post-secondary goals through the age of 22.
- A student may opt to leave OCHS after earning their Certificate of Completion and matriculate into a post-secondary program- The student does not have to stay in high school until age 22, and they can enroll in many post-secondary programs with a COC, including 2-year colleges, some specialized programs at 4 years, job training, etc).

These paths are individualized based on the student's transition plan and what is best for them as written in the IEP.

Grading

Our grading practices strive to align with our values, mission, and vision. The Charter School has set forth the guiding principles for grading below, adapted from Grading for Equity (Feldman, 2019):

- **Grades should be accurate:** Grade calculations should be mathematically accurate and sound, easy to understand, and made based on clear descriptions of a student's level of academic performance.
- **Grades should be bias-resistant:** There are multiple opportunities to provide feedback to students, and grades are but one of them. Grades should be representations of an individual student's progress towards mastery or how effectively they have met the standards for academic performance. Grades should not be punitive or incorporate potentially biased, situational and/or culturally influenced perceptions of behaviors (such as timeliness of assignment submission, how quickly students master a topic, effort, personality, participation, etc.).
- **Grades should be motivational:** Grading should allow multiple attempts at mastery and, therefore, represent where the student is at the time of grading, using the most recent data as an indicator. Teachers will consider how to balance providing time for mastery with the time constraints of the course.

College and Career Readiness

OCHS employs an academic/college counselor who works with students' on course planning, college applications, and scholarships. The advisor also coordinates college visits.

(See Appendix J: Local Control Accountability Plan)

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Moreover, OCHS has added an advisory component that provides a teacher-led daily period to address grade/age specific content to prepare students for life after high school.

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

Counselors also identify students who are falling behind in coursework and then leverage support systems such as Study Hall and Advisory to assist students in developing the skills that are required to meet A-G expectations. Unfortunately, students still fail the occasional class. Credit recovery options are several and include re-taking the course, taking the class online or from an external provider, in summer school and, on occasion, college replacement courses.

Parent College Readiness

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

Informing Parents about the Transferability of Courses

Parents/guardians will be informed about the transferability of the Charter School courses to other public high schools and the eligibility of courses to meet college entrance requirements in annually distributed Student/Family Handbook. The Student/Family Handbook is translated to multiple languages so that parents who speak languages other than English are able to access the information. Additionally,

[the college advisors, school counselors, and site administrative team offer workshops and orientations throughout the year in multiple languages to inform families of our instructional program, postsecondary success program, and our graduation requirements.](#)

[Although very few students transfer to or from OCHS after the conclusion of their 10th grade year, families who wish to schedule a meeting with the counselor or college advisor to discuss transferability of courses are able to do so before the student transfers to a different school. When a student transfers from another school to OCHS, the counseling team meet with the student and the parent to determine the student's course requirements and to identify a trajectory for graduation.](#)

Career Day

[We believe all students can succeed in a rigorous college-prep environment when provided with effective educators, personalized attention, and a disciplined commitment to academics. Students who have graduated from OCHS have attended colleges and universities across the United States, with some attending some of the most prestigious colleges and universities such as Harvard, University of Pennsylvania, Brown University, Stanford, UC Berkeley, UCLA, University of Southern California, etc. Our vision entails not only having students attend college but to also succeed in all their future endeavors so that one day, they may return to their community and provide support and progress for the following generations to come.](#)

[To do this, we want to offer students real-life experiences and have them engage with professionals from their community. As such, OCHS will host an annual Career Day where a variety of different businesses, organizations, professionals, and community partners speak about their careers and life experiences. The aim is to expose our students to career paths and mentors that can help them visualize their futures. In the process we make meaningful partnerships that can lead to internship and community service opportunities for our students.](#)

Character Development

[In addition to focusing on academic skills, teachers and staff at OCHS place a strong emphasis on character building. Students learn skills to be successful in and post high school. OCHS aims to prepare students to build advocacy, communication, collaboration, problem-solving, decision-making, critical thinking, and self-reflection skills. These skills ensure that students experience success in life after high school. Outside of the classroom, students have additional opportunities for character building through the wide variety of student-led clubs and athletic teams, where they participate in community presentations, service projects, and other outreach activities. Students also have the opportunity to help their community through multiple community service clubs and their sponsored activities. OCHS 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 necessary for their success in adulthood. We establish a school culture where diligence, perseverance, and creativity are respected, and where being responsible for their education is the ultimate goal. When students accept greater responsibility for their learning, they have a higher propensity to achieve at higher levels in part because of the intrinsically self-directed importance of their intellectual growth. Moreover, AMPS schools implement an "All Is Earned Culture" through the implementation of incentive-based programs such as minimum GPA requirements for participation in athletic teams and clubs, field trips, and spirit-related events. The goal for all of our students is to develop an understanding that education is imperative for their future and that a strong work ethic is necessary for success, and success comes through persistent dedication to goals. OCHS provides clear expectations for students that spotlight college attendance, program rules, and procedures that cultivate an environment for success in an urban high school.](#)

[Social-Emotional Learning and Mental Health Supports](#)

[At OCHS, we are committed to nurturing the holistic development of our students by prioritizing social and emotional learning. We believe that creating a supportive and inclusive school environment is essential for students to thrive academically and personally.](#)

[Our SEL approach is grounded in the following key principles:](#)

- [Intentional Integration: SEL is embedded throughout our curriculum, from academic subjects to extracurricular activities. This ensures that students have ample opportunities to develop essential skills.](#)
- [Culturally Responsive Practices: We recognize the importance of tailoring our SEL initiatives to the diverse backgrounds and experiences of our students. Our programs are designed to be culturally relevant and equitable.](#)
- [Collaborative Partnerships: We work closely with families, community organizations, and mental health professionals to provide comprehensive support for our students.](#)

[Specific examples of our SEL initiatives include:](#)

- [Dedicated Mental Health and Counseling Staff: Our school employs a team of qualified counselors and mental health professionals who are available to provide individual and group counseling sessions, as well as crisis intervention services.](#)

- SEL Curriculum: We have implemented a comprehensive SEL curriculum that teaches students how to manage their emotions, build healthy relationships, make responsible decisions, and set and achieve goals.
- Social-Emotional Learning Activities: Throughout the school year, we organize a variety of SEL activities, such as mindfulness practices, community service projects, and peer mediation programs.

Our SEL efforts have yielded significant positive outcomes for our students. Academically, students with strong social and emotional skills have demonstrated higher achievement. Additionally, our SEL initiatives have led to a marked decrease in disciplinary incidents and a more positive school climate. Moreover, students report feeling more confident, connected, and resilient as a result of our SEL programs.

By investing in SEL, we are equipping our students with the skills they need to succeed in school, their careers, and their personal lives. We are proud of the progress we have made in this area and are committed to continuing our efforts to create a positive and supportive learning environment for all students.

Positive Behavior Intervention Supports and Discipline Strategies

At AMPS, we believe in fostering a supportive and inclusive school environment where all students feel valued and respected. Our discipline and behavior management strategies are designed to promote academic excellence, personal growth, and positive relationships.

We prioritize building strong, positive relationships between students and staff, as these relationships provide a foundation for understanding and support. Our approach emphasizes restorative justice, focusing on repairing harm, building community, and fostering accountability. We also use data to identify trends, assess the effectiveness of our interventions, and make data-informed decisions.

Our Positive Behavior Interventions and Supports program is a proactive approach that focuses on teaching and reinforcing positive behaviors. Key components of our PBIS program include clearly defined school-wide expectations, explicit teaching of expectations, positive reinforcement, data collection and analysis, and restorative justice practices.

To address students' individual needs, we offer a tiered system of support that includes school-wide interventions for all students, targeted interventions for students who require additional support, and intensive interventions for students with significant needs. We also use restorative circles to facilitate open dialogue, build relationships, and address conflicts in a constructive manner.

By implementing these strategies, we are creating a school where all students have

[the opportunity to thrive academically, socially, and emotionally. Our focus on building positive relationships, fostering a sense of belonging, and reducing behavioral incidents has created a more welcoming and supportive school environment.](#)

Western Accreditation of Schools and Colleges

[Oakland Charter High School is accredited by Western Accreditation of Schools and Colleges \("WASC"\) to ensure that every student has the opportunity to graduate with University of California/California State University approved coursework. With WASC accreditation and UC/CSU course approval, students' coursework is recognized by other schools and out of state universities and colleges and by the admission committees of the UC/CSU system. Upon completion of the graduation requirements, students will have met the University of California system A-G subject requirements.](#)

[Oakland Charter High School was awarded a six-year accreditation cycle which expires in June 2025. OCHS received their mid-cycle visit in 2022 where the WASC visiting committee reaffirmed their accreditation.](#)

[OCHS will continuously meet with school staff, students, and parent stakeholders to monitor progress toward their Student Learner Outcomes that are aligned to its Local Control and Accountability Plan. In order to maintain WASC accreditation, OCHS will continue to implement the WASC action plan:](#)

- [1. Provide High Quality Curriculum That Promotes College and Career Readiness with Academic Supports/Interventions](#)
- [2. Retain High Quality Teaching Staff & Provide Professional Development That Is Culturally Responsive and Aligned to CCSS and NGSS](#)
- [3. Place higher emphasis on utilizing CCSS and NGSS aligned Instructional Materials and Assessment Systems](#)
- [4. Parental Support and Engagement: Increased Opportunities for Parental Involvement](#)
- [5. Improving School Climate and School Culture by Increasing Support Programs](#)
- [6. Improve school climate by building a college going culture and continuing to find ways to incorporate families and the community in school events.](#)

A Typical Day

[A typical day at Oakland Charter High School begins with students arriving at school between 8:00 am and 8:25 am since classes starts promptly at 8:30 am. Students are](#)

dressed in the OCHS dress code- a grey collared shirt with the school logo, khaki or black pants, and white/grey/black shoes. Students should not be wearing jewelry or excessive make-up.

Teachers arrive between 7:30 am and 8:00 am. OCHS expects a professional (business casual) dress code for all faculty from Monday-Thursdays. Fridays are casual dress days, so teachers are allowed to wear jeans, a college shirt, sweater, or AMPS affiliated spirit wear. Faculty members are required to have office hours once per week where students can go for tutoring and to check-in with one another or with their teacher to go over assignments and ask questions.

Between 8:00 and 8:30, students assemble in the cafeteria or outside quad while they eat breakfast and meet with peers. When the first bell rings at 8:25, students are directed to clean after themselves, gather their belongings, and start walking to their classrooms. At 8:30, the day begins swiftly with teachers placing the "Do Now"/"Warm Up" on the board, a task that students perform on a daily basis. The Do Now is a task designed to quickly review or simply get the mind ready for the rest of the day's challenge. When students walk into their classroom, they are welcomed to an organized class and a clear objective and plan for the day written on the whiteboard.

At the end of the first period, you will see teachers coming to their doors to welcome their next class. Teachers who are on prep will either be seen making copies, preparing for their next class or grading and analyzing scores in their classroom, in the cafeteria, or in the quad area. The bottom line is that students and staff all understand that every minute counts.

After school, students are able to join office hours with teachers, participate in a club or sport, and/or join their peers in an extracurricular activity. As a community, we build on our strengths and people are able to see that our core values are displayed in every aspect of the typical school day.

Local Control and Accountability Plan ("LCAP")

The Charter School shall annually submit a Local Control and Accountability Plan/annual update to the Office of The Charter Schools on or before July 1, in accordance with Education Code Section 47604.33. In accordance with Education Code section 47606.5, The 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.

The Charter School shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that The 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...' (Education Code Section 47606.5(d))

The Charter School's 2024-2027 LCAP is organized into four goals:

- Goal 1: Provide High-Quality Curriculum, Assessment, and Intervention Systems that Promote College and Career Readiness and the Acquisition of 21st Century Skills
- Goal 2: Hire and retain a High-Quality Teaching Staff who develop, support, and cultivate a shared sense of community.
- Goal 3: Create an engaged parent community that is invested in and connected to the school culture and academic program.
- Goal 4: Create a safe, inclusive, and welcoming school climate where students are engaged and supported by staff who are committed to the academic and socio-emotional well-being of all students.

The highlights of the LCAP include continuing the use of NWEA and other assessments to focus on the specific skills and content still needed to meet the standards for their grade level, purchasing a curriculum that aligns to standards like Common Core in Math and NGSS in Science, implementation of a robust advisory program which will focus on both College and Career readiness and socio-emotional growth, investing in teacher support by continuing to provide Professional Development and coaching and increasing opportunities for parent engagement with more community events and parent workshops.

Goal 1: Provide High-Quality Curriculum, Assessment, and Intervention Systems that Promote College and Career Readiness and the Acquisition of 21st Century Skills

The Charter School developed this goal in alignment with State Priorities 1, 2, 4, 7, and 8. The Charter School's students must leave high school with the knowledge and skills that will enable them to be successful in college and beyond. The skills required by the workforce are constantly changing, so we must continue to innovate and adapt so that our students are equipped with a competitive skill set. A strong academic program is an essential piece of this preparation, and its efficacy must be regularly monitored via assessment systems that provide multiple data points. Finally, a robust intervention system must be in place to respond to those students who are not demonstrating success on said assessments.

Goal Analysis for 2023-24

Below is a description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actual implementation of the actions within Goal 1 closely matched the plan. OCHS implements intensive professional development utilized by faculty and staff for curriculum design, data analysis, student and parent engagement, and technology resources. As a result, teachers use assessment data within the framework of the professional learning communities to drive their instruction and interventions. Campus administration is responsible for meeting implementation goals based on performance reports.

Targeted intervention has occurred through small group and individual instruction based on performance indicators and ability within class lessons and activities. In lesson planning templates, there is a section on how the lesson can be delivered utilizing small groups, and teachers must explain how they give differentiated instruction. Teachers hold office hours weekly after school for students to receive personalized instruction.

The Charter School continues to focus on improving SBAC and ELPAC results as professional development is consistently provided to improve instruction and student academic progress. Formative/summative assessments drive instructional planning necessary to increase student achievement and performance. Common Core State Standards are used to develop pacing guides for core content departments and EL Core Standards. This allowed teachers to provide daily feedback to students and communicate results to parents/guardians.

We implemented technology updates in all classrooms to increase students' ability to experience real-world applications within lessons. Our 1:1 student-technology programs enable students to explore and research content beyond the school setting

and increase progress monitoring measures by teachers for scaffolding, intervention monitoring, and goal setting.

Explanation of how effective the specific actions were in making progress toward the goal

Overall, the actions were partially effective in making progress towards the goal. We met our goals for providing standards-aligned materials, CCI, and A-G graduation rate. We faced challenges in achieving our desired academic outcomes and EL metrics. The primary activity to address academic progress for students is professional development. OCHS hosts professional development every Friday for staff focused on academic rigor and the use of supplemental materials and programs to support the Common Core implementation. Academic rigor is not limited to standards-aligned lessons and assessments; it includes differentiated instruction, depth of knowledge ("DOK") levels, higher-order questioning techniques, and mastery of academic vocabulary. Additionally, it is closely aligned with Advanced Placement Professional Development and classroom standards. The overall effectiveness of these actions/services will increase instructional time, streamline lesson planning, and support campus data-driven collaborations. EDCOE SELPA providers and AMPS Home Office staff ensure compliance in holding all IEPs on time and hold teachers accountable for submitting present levels data for each IEP, SST/MTSS, or Section 504 Plan meeting.

The SST/MTSS, intervention plans, progress monitoring, and special education referral process allow information to be shared and stored more efficiently. Home Office staff work with school site staff assisting in modifying lessons for special education students and proceeding with teaching and the curriculum accordingly.

The English Learner reclassification rate went down in Year 3. OCHS is seeking ways to provide English Learners with more targeted support and will provide parents with information through meetings including FSTs.

Goal 2: Hire and retain a High-Quality Teaching Staff who develop, support, and cultivate a shared sense of community.

The Charter School developed this goal in alignment with State Priorities 6. As the country-wide teacher shortage continues, it remains challenging to fill vacancies of credentialed and excellent teachers. With more than half of teachers leaving the profession within the first five years, the Charter School's highest leverage point is focusing on developing and retaining the teachers that the Charter School already

has employed. To prevent this exodus, teachers need to feel safe and supported. They need to feel that they are being provided the necessary tools to do their jobs well, and they need to feel like they have continued opportunities to learn, grow, and develop professionally.

Goal Analysis for 2023-24

Below is a description of any substantive differences in planned actions and actual implementation of these actions.

The Charter School did not experience any substantive differences in the planned actions and actual implementation of the actions for this goal. We are using EdJoin, LinkedIn, Indeed and other hiring platforms to increase our networking program to attract prospective employees to apply for different positions. Professional development occurs throughout the year through content-specific training, workshops, and meetings to improve instruction and elevate lesson creativity.

Our Family Staff Team ("FST") meetings provide parents/guardians opportunities to give input and stay informed regarding the Charter School's English Learner program and services.

Teachers are provided professional development to support language and academic support, as determined by ELPAC proficiency, and standardized and formative assessment results are enrolled in English Language Development courses. The ELD program offers intensive English language reading, comprehension, listening, speaking, and writing instruction to prepare for the upcoming ELPAC examination. Continuous training is provided on ELPAC, and we have revised our Lesson Plan template to reflect how these students are supported in the classroom to ensure student success.

Explanation of how effective the specific actions were in making progress toward the goal

Overall, the Charter School had some success in meeting this goal and some of the actions proved to be effective. The Charter School was consistently successful in retaining paraprofessional staff, although we did not meet our teacher retention outcome. Given the turnover of leadership to a new school director, the former school director did not administer surveys in their last year of leading the Charter School. The new school director is building strong relationships with all staff and is implementing a new survey for teacher satisfaction and teacher engagement that will be administered moving forward.

However, we have a lot of confidence in the actions that we are using to attract and retain high-quality teachers in the future. We are using teacher recruitment fairs and a redesigned interview process.

Goal 3: Create an engaged parent community that is invested in and connected to the school culture and academic program.

The Charter School developed this goal in alignment with State Priorities 3 and 6. Although the pandemic has created barriers between families and schools, efforts of the Charter School's administration and teachers to build a sense of community are prioritized with the actions and services to increase parent involvement. OCHS continues to double down on our engagement of parents to provide academic support, outreach, and health and wellness to students and families.

Goal Analysis for 2023-24

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actual implementation of the actions within Goal 3 closely matched the plan. Oakland Charter High School, in combination with families and the community, has committed to meaningful partnerships that enhance student achievement, necessary to become successful members of society. Oakland Charter High School created a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation to support developing leadership at all levels. Family Staff Team (FST) meetings have been held online and in person. Parent Square, our network-wide communication system, continues to be a powerful tool, with families reporting easy access to information through the portal.

Explanation of how effective the specific actions were in making progress toward the goal

Oakland Charter High School is continuously pursuing the improvement of systems of communication with parents, the community, and stakeholders. Meaningful efforts and use of phone calls, conferences, and online communication platforms are consistently used.

Parent/Teacher meetings are always vital for the success of our students. Clubs, extracurriculars, and student activities are also very important for student morale, and thus these actions were very successful.

Goal 4: Create a safe, inclusive, and welcoming school climate where students are engaged and supported by staff who are committed to the academic and socio-emotional well-being of all students.

The Charter School developed this goal in alignment with State Priorities 3, 5, and 6. Students returning from a year of distance learning need a safe and supportive

environment now more than ever. The Charter School wants to help students re-acclimate to the high expectations and college mindset of our campus. The Charter School's teachers must be prepared to meet our students' socio-emotional needs in addition to their academic needs.

Goal Analysis for 2023-24

Below is a description of any substantive differences in planned actions and actual implementation of these actions.

The school did not experience substantive differences in the planned actions and actual implementation of the actions for this goal. At Oakland Charter High School, we practice restorative justice. Our support team includes our Education Specialists, School Wellness Counselor, Academic Counselors, Campus Prevention, and the Administration team. Our team works with families diligently to help close the gap between home and school. We are still working to proactively address potential incidents and lessen the utilization of punitive behavioral management strategies that we have used in the past.

Explanation of how effective the specific actions were in making progress toward the goal

Overall, we save effectiveness in the actions/services to ensure that students continue to have a safe and welcoming home at Oakland Charter High School. Staff and students participate in Social-Emotional Lessons during advisory classes. We plan to continue to work with all stakeholders to ensure that their voices are always heard. Our Student Services team works with our students to ensure they have a strong character development program that entails a multifaceted system of support with academic, behavioral, social, and emotional needs.

Professional Development in Social Emotional Learning promotes faculty and staff's abilities to recognize opportunities for success for all students.

ELEMENT #2 - MEASURABLE PUPIL OUTCOMES and

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Governing Law: ELEMENT 3 - STATE PRIORITY AREA GOALS AND ACTIONS

"The measurable pupil outcomes identified for use by the charter school. "Pupil Outcomes **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 groups of pupils pupil subgroups served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607.52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. - Ed. Code Section 47605(b)(5)(B).**

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Oakland Unified School District Required Language for Element II:

"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 Subgroup

In accordance with SB 1290, the charter school's Education Code section 47605(c)(5)(B). The Charter School's pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all groups numerically significant subgroups of pupils served by the charter school. The Charter School, as that term is defined in subparagraph (B) of paragraph (34) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

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The charter school's pupil outcomes, related to Charter School. The Charter School's LCAP goals will serve as the goals for this section unless the Charter School's LCAP goals do not include increases in pupil student academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows: "by subgroup, in which case

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such goals should be included below.

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[Charter School to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(B)].

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

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

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The 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.

Additional Measurable Pupil Outcomes

Oakland Charter High School is adopting the District’s Collective Measurable Pupil Outcomes (“MPOs”).

Collective MPOs

The Charter School sets the following targets for Measurable Pupil Outcomes related to school culture and climate.

Collective MPOs for Middle and High Schools	
1. Annually, at least 70% of students complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.	
MPO	Target (%)

Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(bc)(5)(A)(ii) and 47605(bc)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions, and measurable outcomes, both schoolwide and for each subgroup of pupils, which address in and align aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s Local Control Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with the necessary additional supports support made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and attached as an Appendix. The LCAP is also available on our website at www.amedethodschols.org. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting. The current OCHS LCAP is available on our website at amedethodschols.org.

The Three core goal areas are identified in the OCHS LCAP. These long-term goals have articulated anticipated average annual outcomes, metrics for assessing progress, and any revisions actions and services to support achieving the goals. In setting these goals, OCHS considered the California Dashboard Accountability System and its desire to see continuous improvement in student results. In cases where the Charter School is meeting or exceeding the standard for a particular measure, goals are set to maintain that level of accomplishment. In areas where the Charter School is not yet meeting the standard, annual growth goals are established to ensure continuous improvement and work to achieve subgroup parity in alignment with the state’s 5 x 5 grids.

Revisions to the goals, outcomes, metrics, or actions and services stated above that are necessary to implement the LCAP and to maintain alignment with the California

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[School Dashboard as it evolves](#) shall not be considered a material revision to the charter, [shall be submitted to the authorizer on an annual basis in accordance with Education Code Sections 47604.33 and 47606.5](#), and shall be maintained by the Charter School at the school site.

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[Non-Academic \(Long Term\)](#) OCHS engaged with its school community, including families, the AMPS Board of Directors ("Board"), and other stakeholders to develop the following LCAP goals, metrics, and actions:

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.

Priorities 1, 2, 4, 7, & 8

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 prepare 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.

Metric #	Metric	Baseline (from 2022-23 unless otherwise indicated)	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1a	Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1) Source: Internal credential tracking	65.3% <i>From the 2023-24 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	100% appropriately credentialed and assigned, and/or permitted on their way to the appropriate credential	<i>Will be completed in 2025.</i>
1b	Students have access to standards-aligned instructional materials. (SP 1.2) Source: SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials.	100.0% <i>From the 2023-24 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	100% of students have access to standards-aligned instructional materials	<i>Will be completed in 2025.</i>
1c	School facilities are in good repair as measured by overall facilities survey. (SP 1.3) Source: SARC Facilities - "Overall Facilities Rating"	Good	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	School facilities are in good or exemplar repair	<i>Will be completed in 2025.</i>
1d	Teachers participate in a 5-Day Annual Summit where one day is spent learning how to utilize curriculum and other academic content aligned to state performance standards. (SP 2.1) Source: Internally tracked	Summit was offered <i>From the 2023-24 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	The Annual Summit is Offered	<i>Will be completed in 2025.</i>
1e	English learners have access to English Language Development courses that are based on state standards. (SP 2.2) Source: PowerSchool	76.2% <i>From the 2023-24 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	100% of EL students are enrolled in ELD courses.	<i>Will be completed in 2025.</i>
1f	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: 46.4% SED: 43.7% Hispanic: 37.7%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 46.66%.	<i>Will be completed in 2025.</i>

1g	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: 25.8% SED: 25.3% Hispanic: 13.1%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 34.62%	<i>Will be completed in 2025.</i>
1h	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: 22.0% SED: 21.3% Asian: 46.2% Hispanic: 10.5%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 30.18%.	<i>Will be completed in 2025.</i>
1i	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: 37.6%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	English learners will grow at least 2 percentage points annually or meet the 2022-2023 state average, 48.7%.	<i>Will be completed in 2025.</i>
1j	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)	9.4%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	English learners will grow at least 2 percentage points annually or meet the 2019-2020 state average, 13.8%.	<i>Will be completed in 2025.</i>
1k	Students have access to a broad course of study (SP 7.1) Source: PowerSchool master schedule	Standard Met <i>From the 2023-24 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Students have access to a broad course of study - Local Indicator "Standard Met"	<i>Will be completed in 2025.</i>

1l	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 <i>From the 2023-24 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	1 paraprofessional for EL and 1 for SWD	<i>Will be completed in 2025.</i>
1m	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: 40th Hispanic: 43rd Asian: 38th <i>Source for baseline year is NWEA.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	NWEA Map: 41st+ Median Growth Percentile	<i>Will be completed in 2025.</i>
1n	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: 64th Hispanic: 63rd Asian: 70th	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	NWEA Map: 41st+ Median Growth Percentile	<i>Will be completed in 2025.</i>
1o	Increase the percent of graduates who successfully meet UC/CSU course requirements or meet the overall state average for baseline year. (SP 4.2) Source: DataQuest Four-Year Adjusted Cohort Graduation Rate	All: 100.0% SED: 100.0% Asian: 100.0% Hispanic: 100.0%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 52.4%.	<i>Will be completed in 2025.</i>
1p	Increase the CTE Completion rate. (SP 4.3)	N/A - School offers CTE courses, but not a complete CTE program	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	N/A - School offers CTE courses, but not a complete CTE program	<i>Will be completed in 2025.</i>
1q	Increase the A-G & CTE Completion rate. (SP 4.4)	N/A - School offers CTE courses, but not a complete CTE program	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	N/A - School offers CTE courses, but not a complete CTE program	<i>Will be completed in 2025.</i>
1r	Of students participating in advanced placement exams, increase the percentage achieving a score of "3" or higher, or meet 60% (SP 4.7) Source: College Board AP chart	All: 32.7%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Overall, the AP rate will grow at least 3 percentage points annually or meet 60%	<i>Will be completed in 2025.</i>

1s	Increase the percent of students considered "prepared" on the College/Career Indicator (CCI) or meet the overall state average for baseline year. (SP 4.8) Source: CA Dashboard	All: 62.3% SED: 62.6% Asian: 83.8% Hispanic: 55.6%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will grow at least 2 percentage points annually or meet the 2022-2023 overall state average, 43.9%.	<i>Will be completed in 2025.No Data</i>
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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.	\$ 100,740	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. 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 math dashboard indicator for the Hispanic subgroup. As a result, our leadership will specifically monitor this subgroup's growth rates throughout the year (via internal metrics) in order to provide targeted interventions.	\$ 453,775	Yes
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.	\$ 279,616	No

1.4	Professional Development to Promote Academic Excellence	Offer ongoing professional development opportunities for staff, including: <ul style="list-style-type: none"> - 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 	\$ 118,697	Yes
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.	\$ 211,475	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.	\$ 134,644	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.	\$ 39,908	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: <ul style="list-style-type: none"> - 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 - Maintain a Director of Special Education to support in training educators to provide accommodations and supports to students with disabilities. 	\$ 563,614	No
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.	\$ 19,330	Yes
1.10	College & Career Readiness	Provide a range of comprehensive college and career readiness supports, including: <ul style="list-style-type: none"> - Offer two college advisors to directly support students' college and career readiness - Host adult skills workshops (and other topics driven by student/parent interest) - Hire an assistant director of student services to support school staff in developing systems to increase our student A-G, Career and Technical Education, and high school graduation rates - Provide career fairs and college field trips to engage students with various fields and post-secondary opportunities 	\$ 121,202	Yes

Goal #	Description	Type of Goal
2	Create an engaged parent community that is fully engaged in and actively connected to the school community.	Maintenance Goal

State Priorities addressed by this goal.

Priority 3

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.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2a	Parents will be provided regular opportunities to participate in school site decision making. (SP 3.1) Source: Internal Google Drive - Meeting Agendas	Scheduled at least 3 FST meetings and at least 3 Parent Committee for English Learners meetings, inviting all parents to participate. <i>From the 2023-24 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Schedule at least 3 Family, Student, and Teacher (FST) meetings annually and at least 3 English Learner Advisory Council (Parent Committee for English Learners) meetings annually, inviting all parents to participate.	<i>Will be completed in 2025.</i>
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 (SP 3.2, 3.3) Source: ParentSquare messaging/invitations, school calendar	Parents invited to at least 4 events <i>From the 2022-23 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Parents invited to at least 4 events	<i>Will be completed in 2025.</i>

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.	\$ 30,940	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.	\$ 45,801	Yes

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.

Priorities 5 & 6

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.

Metric #	Metric	Baseline <i>(from 2022-23 unless otherwise indicated)</i>	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3a	90% or greater Average Daily Attendance ("ADA") (SP 5.1) Source: CALPADS 14.1	ALL: 92.4% Asian: 94.6% Hispanic: 91.7% EL: 90.9% SED: 92.4% SWD: 91.1%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will achieve 90% or greater ADA.	<i>Will be completed in 2025.</i>
3b	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: 23.2% SED: 23.0% Asian: 10.6% Hispanic: 28.4% EL: 26.2% SWD: 20.9%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will decrease at least 0.5 percentage points annually or meet the overall 2022-2023 state average, 24.9%.	<i>Will be completed in 2025.</i>
3c	Decrease suspension rate or meet the overall state average for baseline year (SP 6.1) Source: CA Dashboard	All: 2.4% SED: 2.6% Asian: 0.0% Hispanic: 2.9% EL: 2.7% SWD: 2.3%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will decrease at least 0.5 percentage points annually or meet the 2022-2023 overall state average, 3.5%	<i>Will be completed in 2025.</i>
3d	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%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will have 0.5% or lower expulsion rate	<i>Will be completed in 2025.</i>
3e	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	39.0% <i>From the 21-22 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	<i>Will be completed in 2025.</i>
3f	Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school." (SP 6.3) Source: YouthTruth survey	55.7% <i>From the 21-22 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	<i>Will be completed in 2025.</i>

3g	Decrease the 5 year cohort dropout rate or meet the state average for baseline year (SP 5.4) Source: DataQuest Five-Year Cohort Outcomes	All: 5.9% SED: 5.9% Asian: 5.4% Hispanic: 7.7%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will decrease at least 1 percentage point annually or meet the 2022-2023 overall state average, 9.3%	<i>Will be completed in 2025.</i>
3h	Increase the 5 year cohort graduation rate or meet the overall state average for baseline year (SP 5.5) Source: CA Dashboard	All: 90.4% SED: 90.7% Asian: 92.1% Hispanic: 90.5%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will grow at least 1 percentage point annually or meet the 2022-2023 overall state average, 86.4%	<i>Will be completed in 2025.</i>

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.	\$ 78,387	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.	\$ 148,747	Yes
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.	\$ 42,124	Yes

3.4	Supports for Student Behavior and Wellbeing	<p>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.</p> <p>Implement Positive Behavior Intervention Systems and restorative justice practices at the school which emphasize school values and reward positive student behaviors, including:</p> <ul style="list-style-type: none"> - 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 	\$ 225,505	Yes
3.5	Supports for Graduation	<p>On an ongoing basis throughout each school year, assess student data on grades and course completion to evaluate individual students' progress to graduation. Regularly conduct an analysis to identify any student subgroups with a red dashboard indicator for graduation.</p> <p>Based on the data, provide interventions such as:</p> <ul style="list-style-type: none"> - Offer credit recovery program during the academic year and over the summer to provide multiple avenues for students to meet graduation requirements - Offer workshops for students and families to educate them about graduation requirements early on in the high school career - College advisors and school counselor will meet with families to establish a graduation plan and check in at least 2 times per year regarding that plan 	\$ 90,381	Yes

Attached, as Appendix E, please find the OCHS LCAP.

Methods to Assess Pupil Progress Towards Meeting Outcomes

AMPS schools focus on a long term outcome model that we hope The Charter School shall meet all statewide standards and conduct the student assessments required pursuant to ~~insti~~Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to all students within our school system. The following are targets that while may not all be quantifiable through quick assessments, they represent the outcomes we believe represent the future for our students.

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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 in non-charter public schools in accordance with the necessary skills to succeed in high school

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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

Character Goals

OCHS also believes all students, regardless of demographic, socio-economic status, or any other sub-grouping; need to become contributing members of our society. Students Education Code Section 47605(d)(1). The Charter School 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.

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During their tenure at Oakland Charter High School, all students will develop specific social skills necessary to succeed at different levels and within various aspects administer all applicable state-mandated assessments including, but not limited to:

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- 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:

- *Distinction;*
- *Teamwork;*
- *Adaptability;*
- *Self-Responsibility;*
- *Perseverance*

Collective Measurable Pupil Outcomes

In addition to the goals outlined in the Charter School’s LCAP, Oakland, the California Assessment of Student Performance and Progress assessment system using Smarter Balanced Assessment Consortium, California Science Test, California Alternate Assessments (“CAA”), the Physical Fitness Test, and the ELPAC. The Charter High School has adopted the following Measureable Pupil Outcomes created by Oakland Unified School District’s Office of School will comply with applicable federal assessment and accountability requirements of the Every Student Succeeds Act. The Charter Schools in conjunction with other charter high schools in the district.

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Oakland Unified School District Collective Measurable Pupil Outcomes for Oakland Charter High School

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*See charts below for statistically significant subgroups

OUSD #	OCHS #	Measurable Pupil Outcome	Instrument	Target
1	1	Meeting or Exceeding Standards of SBAC for English	ELA—SBAC	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 2 percent or achieve a level of 70%.

		Language Arts		
2*	2*	Statistically Significant Subgroups Meeting or Exceeding Standards of SBAC for English Language Arts	ELA—SBAC	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least ___ percent or achieve a level of ___% (see chart below).
3	3	Meeting or Exceeding Standards of SBAC for Math	Math—SBAC	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 2 percent or achieve a level of 50%.
4*	4*	Statistically Significant Subgroups Meeting or Exceeding Standards of SBAC for Math	Math—SBAC	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least ___ percent or achieve a level of ___% (see chart below).
5	5	Reading Level	Northwest Education Association	Each year, 60 percent of students in 9 th and 10 th grade will increase 2 RIT points on NWEA's Reading assessment or achieve proficiency.
6*	6*	Reading Level Proficiency for Statistically Significant Subgroups	Northwest Education Association	Each year, ___ percent of students in 9 th and 10 th grade will increase ___ RIT points on NWEA's Reading assessment or achieve proficiency.

7	7	English Language Proficiency	CELDT	Each year 30 percent of ELs will improve one overall proficiency level on CELDT or be reclassified.
8	8	Chronic Absence	Average Daily Attendance (SIS)	Each year, have less than 10 percent of students absent more than 10% of the school days (chronic absence).
9	9	Chronic Absence for Statistically Significant Subgroups	Average Daily Attendance (SIS)	Each year, have less than 10 percent of students absent more than 10% of the school days (chronic absence). (same as schoolwide)
10	10	Graduation Rate	Cohort Outcome Data (DataQuest)	Each year, achieve a High School cohort graduation rate of at least 75 percent.
11	11	Graduation Rate for Statistically Significant Subgroups	Cohort Outcome Data (DataQuest)	Each year, achieve a High School cohort graduation rate of at least 75 percent for all subgroups. (same as schoolwide)
16	12	School Climate— School Safety/ Culture	Student and Family Surveys	Each year, at least 70 percent of students and families positively rate school safety/culture. Student family survey question relating to MPO #14: “The school is safe and secure for all students.”
17	13	School Climate— Academic Instruction	Student and Family Surveys	Each year, at least 70 percent of students and families positively rate academic instruction. Student family survey question relating to MPO #13: “The quality of instruction by faculty is excellent.”

18	14	School Climate— Student & Family Engagement	Family Survey	Each year, at least 60 percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.
Student family survey question relating to MPO #14: “How would you rate your ability to provide feedback to school administration?”				

Measurable Pupil Outcome #2

By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least ___ percent or achieve a level of ___%.

Subgroup	Growth Amount	Percentage Meeting or Exceeding Standards
Asian	2%	80%
Hispanic or Latino	2%	75%
English Learners	2%	50%
Low Income Students	2%	70%

Measurable Pupil Outcome #4

By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least ___ percent or achieve a level of ___%.

Subgroup	Growth Amount	Percentage Meeting or Exceeding Standards
Asian	2%	80%
Hispanic or Latino	2%	50%
English Learners	2%	20%

Low Income Students	2%	40%
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Measurable Pupil Outcome #6

Each year, ___ percent of students in 9th and 10th grade will increase ___ RIT points on NWEA's Reading assessment or achieve proficiency.

Subgroup	Percentage of Students Showing Target Increase	Target Growth in RIT Points
Asian	50	2
Hispanic or Latino	50	2
English Learners	50	2
Low Income Students	50	2

ELEMENT III: OUTCOME MEASUREMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. To the extent practicable, the method affirms that its methods for measuring pupil outcomes for state priorities shall the Eight State Priorities, as described in its LCAP, shall be consistent with the way information is reported on a school accountability report card. School Accountability Report Card, as required by Education Code Section 47605(b)(5)(C).

~~Oakland Unified School District Required Language for Element III:~~

"Pursuant to the transition to California's Common Core and the accompanying shift in the state accountability testing system, the charter school will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter."

"If the charter school does not test (i.e., CAASPP) with the District, the charter school hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school."

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

Student Assessments

Aligned with its firm belief in accountability, ~~OCHS~~ the Charter School will have implement a rigorous and varied assessment and goal-setting programs program to measure student's progress and students' content mastery, adapt academic levels. By programs, and ensure that each student is making progress. By having clear and consistent assessments and data interpretation, ~~OCHS~~ analysis sessions with teachers, the Charter School will ensure that each student is making progress toward becoming a grade proficient student at the least and that each teacher is towards meeting goals set on their growth plans and exceeding standards.

Students are assessed regularly from the time they enter the Charter School through graduation and all staff monitor their progress closely. Assessments are essential tools for evaluating student progress and knowledge. Our assessment plan includes not only our schoolwide assessments (e.g., NWEA), but also statewide summative assessments (such as SBAC, CAST, ELPAC, CAA, and PFT), in addition to content specific formative and curriculum-based assessments, exit slips and analysis of student work.

The following lists some of the current data systems (External and Internal) that will be

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			standards that will be evaluated on this exam. Each grade level has a pacing guide the that sets out the blueprint for the specific grade levels to be prepared for the state-mandated assessments.
School Wide Interim Assessments NWEA	<u>Diagnostic</u>	3x All Grades	<p>These assessments fall between formative and summative assessments. All Amethod Public Schools 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 program implemented at Amethod Public School sites is the The Northwest Education Association's assessments in Reading, Language, Science, and Math.</p> <p>In our system, Interim assessments serve the following purposes:</p> <p>(1) (1) evaluate students' knowledge and skills relative to a specific set of academic goals, within a 6- 8 week time frame,</p> <p>(2) (2) are designed to inform decisions at both</p>

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			<p>the classroom and beyond the classroom and school level.</p> <p>Unlike our formative assessments, the results of interim assessments will be aggregated and reported at a broader level throughout the sites. In essence, these assessments serve a variety of purposes, including interventions, re-teach periods, and predicting a student's ability to succeed on the large-scale CAASPP summative assessment battery.</p>
<p>Formative Assessments (Classroom-Based Measurement (CBMs+))</p>	<p>Formative</p>	<p>Ongoing</p>	<p>Used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning, and to improve student achievement of intended instructional outcomes. The assessment is embedded within the learning activity and linked directly to the current unit of instruction and curriculums.</p> <p>Formative assessments</p>

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		<p>are used in providing to provide corrective feedback (grades, progress reports, etc.) or indicating indicate areas of for further instruction. A method Public Schools sites also use these averages for peer grade leveled comparisons. Quizzes, essays, projects and exams are delivered regularly in classes.</p>
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~~Oakland The Charter High School will continue to make a conscious effort to use student assessment data to inform decisions related to planning and developing of instructional strategies at the school-wide, classroom, and individual student level levels. Ongoing assessments of student and school performance are integral in the planning, implementation, and adjustment of instruction in the Amethod Public Schools system. *Analysis Cycles (Data Dives)*~~

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Assessment Modifications and Accommodations

~~The Charter School will ensure that students with disabilities under the IDEA or Section 504 are included in State standardized assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include but are not limited to the CAA in accordance with their IEP or Section 504 plan.~~

Collecting, Analyzing, and Reporting Data

~~Amethod Public School teachers and administrators engage in ~~on going ongoing~~ analysis cycles ~~where at the conclusion of~~. After an ~~interim~~ assessment cycle, a school leader ~~led meetings schedules what is~~ known as a ~~Data Dive puts~~. During a ~~Data Dive~~, ~~teachers and instructional leaders put~~ assessments into practice and ~~connects connect~~ ~~assessment results~~ 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.~~

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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.

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

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

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The goal of the Data Dive meeting is to affect improve 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:

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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

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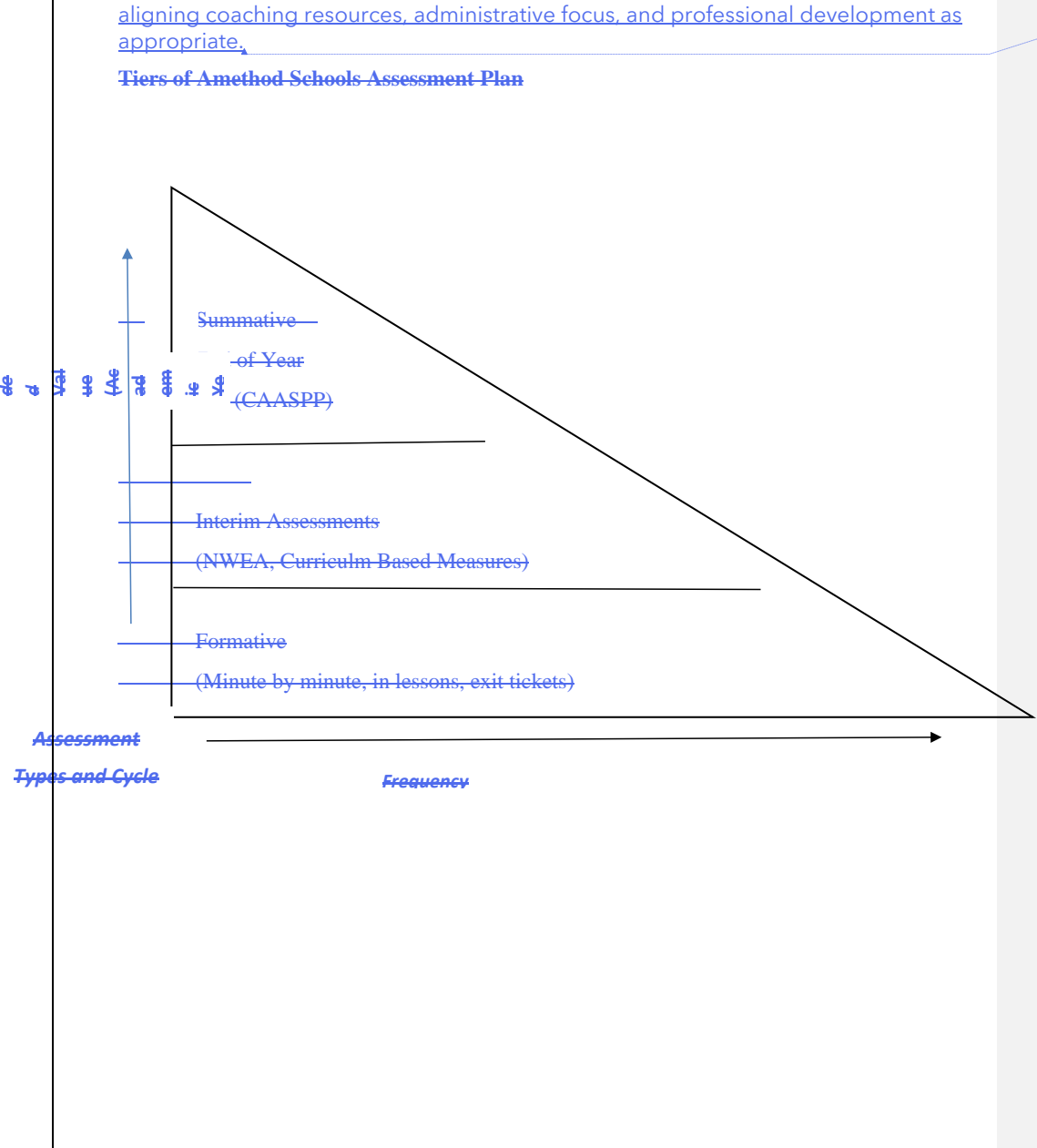
(See Appendix K: Analysis Cycle Data Dive Overview)

A method Public Schools 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. The Charter School will continue to use data to identify strengths and weaknesses in student, teacher, class, grade-specific, and school-wide performance. OCHS reports individual student level data to parents and students on a regular basis. Student achievement data is presented to student and parents through PowerSchool and ParentSquare. Individual student achievement data includes student test scores on standardized testing, class grades including formative and summative assessments, attendance, and discipline. Throughout the school year, parents and students are able, and encouraged, to attend Parent/Teacher conferences to meet with members of the instructional team to

aligning coaching resources, administrative focus, and professional development as appropriate.

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Tiers of Amethod Schools Assessment Plan



External Reporting Data

All state-mandated results will be reported to all of the Charter School's stakeholders and posted on the organizational website.

Oakland Charter High 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 the 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 Charter School website and annual stakeholder meetings.

Illuminate Education

Scores from all student assessments can be uploaded into Amethod Public Schools' information management system (Illuminate Education) so that students' progress within particular subjects and across all subjects can be monitored at any given time. Every Amethod Faculty member will have access to the Illuminate Education program. All Amethod students and parents/guardians will receive access to Illuminate Education's student and parent portal. This log in enables students and families to monitor their progress throughout the year.

Accountability Systems

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

Student-level data indicators

- CAASPP scores
- Grade Point Average ("GPA")
- California English Language Development Test (ELPAC) results
- Attendance rates (individuals)

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School-level accountability indicators

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- Annual Measurable Pupil Outcomes (“AMO”)
- Graduation and Dropout rate
- Attendance rate
- A-G course enrollment and pass rate
- Local Control and Accountability Plan

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Amethod Public Schools Interim Schools’ Benchmark Assessments, NWEA, are scheduled at the start of every year, and consist of formal multiple choice, these include a Fall, Winter, and open ended questions which are shared with the teachers prior to the assessment. This is to inspire an objective approach to assessment, and also to demonstrate by example to all staff that Spring test eramming is unnecessary when the curriculum is appropriate administration. After the NWEA tests are administered, students and families will be given are provided with a goals and projection sheet that summarizes the students’ progress.

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Oakland The Charter High School uses the Northwest Evaluation Association Measurable of Academic Progress tests to measure student progress and growth.

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Continuous Student Achievement Improvement Template

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

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	Measure	Analysis	Action Plans
Students	State Tests	Compare Compare with similar schools and to all California schools	Create a plan for improvement in low-performing areas
	Classroom projects and grades		
	Attendance	Identify the root causes of	Set targets for the next academic year
	Retention Rate		
	Disciplinary Actions	Performance increases or decreases in each area	Improvement is required annually (after first three years of school)
Teachers	Teacher Performance Evaluations	Identify strengths & opportunity areas for each teacher Compare previous scorecards	Create a plan for improvement in low-performing areas
	Student performance in individual classes	Analyze staff retention to identify breakdowns (recruiting, staff development, etc.)	Set Annual Growth targets
	Teacher Satisfaction		
	Surveys		
	Teacher Retention		
Site Leadership	Student performance	Compare Compare with previous years, across similar schools	Create plan for improvement in low-performing areas
	Teacher performance		
	Fiscal management		
	Parent Satisfaction		Set Annual Growth targets for the next
	Student Engagement		

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			academic year
Governance	<ul style="list-style-type: none"> • Performance at individual schools • Employee Retention • New schools opened • Fiscal Management • District / Systematic change influenced 	<ul style="list-style-type: none"> • Compare with previous years and targets set by the Board 	<ul style="list-style-type: none"> • Create a plan for improvement in low-performing areas • Set Annual Growth targets with the Board for the next academic year

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Grade Reports (Sample: Oakland Charter High School sample)

Each Amethod Public Schools 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, Oakland Charter High School implemented a ten (10) point grading scale. The Charter 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 80-89 of the subject standards that have been taught.
- C** — Students receiving a **C** have demonstrated the minimum mastery requirement of 70-79 of the subject standard.
- D** — Students Receiving a **D**, 60-69 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 59 & 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 receive a progress report every three (3) weeks 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 Charter School to make an appointment if there are questions or concerns.~~ **School Accountability Report Card**

OCHS will compile data each academic year to produce a School Accountability Report Card. Student achievement data will be disaggregated annually to identify students' academic performance by sub-groups (e.g., ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

Grading and Progress Reports

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

When grades are given for any course of instruction, the grade given to each student shall be the grade determined by the teacher of record for the course, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence the grade shall be final. Teachers may make changes to grades until the semester cutoff date, which is the date that grades are stored and recorded onto the student's historical grades section of PowerSchool. After grades are stored, teachers are prohibited from changing grades without securing the approval of the school Site Director. All grade changes will be documented in PowerSchool and requests for changes will only be accepted for 30 days after the official close of the marking period.

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

- The student had extenuating circumstances that prohibited the student from

completing the course on time (example: automobile accident, serious illness).

- The teacher made a mistake when recording a grade.

If a student fails a course, the Charter School will present available options for making up the course to the student and their parents. Available options include attending summer school, repeating the course during the next school year, and/or enrolling in a college class.

Students and families have access to grades through the Student Information System (PowerSchool). They can view grades and message teachers at any time. Information regarding how to use this portal is given at parent meetings, through communication sent home, and during parent-teacher conferences. In addition, every quarter, advisory classes send home informal progress reports to ensure that parents are aware of student grades. If a student is not meeting the minimum mastery requirements for a course, the parent/guardian and student may be required to attend a conference with the student's teacher ~~and~~, College Advisor, Site Director, and/or COST team 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.~~

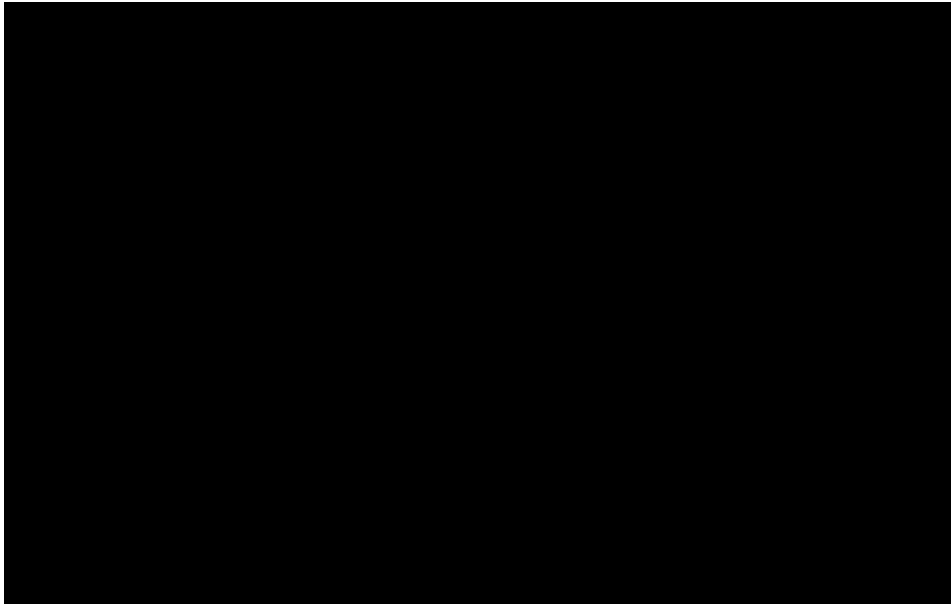
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Grading Scale

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

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

- B** Students receiving a B have demonstrated mastery of at least 80-89 of the standards that have been taught.
- C** Students receiving a C have demonstrated the minimum mastery requirement of 70-79 of the standards.
- D** Students Receiving a D have deficits that require additional attention and student support. Thus, a student receiving a D is supported through our MTSS process.
- F** Students receiving an F 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 quarter will be contacted to discuss the grade and potentially referred to the COST team.

Promotion and Retention Procedures

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits as set by school and organizational policy. The student must also meet the minimum proficiency requirements set by the academic policies accepted by the board.

When high academic achievement is evident, the Site Administrators may recommend a student for acceleration into a higher grade level. The student's social and emotional growth shall be taken into consideration when making a determination to accelerate a student.

When academic achievement is below acceptable standards, as early as possible in the school year, the Site Administrators shall identify students who are at risk of being retained in accordance with law and Board policy.

The following criteria will be reviewed in calculating retention:

- Grade Point Average (Grades below the mark of C- are considered as failing and receive 0 credits).
- Assessment Scores (these are not used for retention determinations)
- Attendance (More than 18 unexcused absences may constitute a retention if the student's grades are failing)
- Development of a Comprehensive Intervention Plan by the COST team.

When a student is recommended for retention or is identified as being at risk for retention, the Site Administrator shall provide opportunities for remedial instruction to assist the student in overcoming academic deficiencies. Such opportunities may include but are not limited to tutorial programs, after-school programs, summer school programs and/or the establishment of a student study team or ILP.

Students identified as students with IEPs or 504 Plans will be evaluated within the stated goals and needs of the specific student by the IEP team and/or 504 team. Although standards will remain high for all subgroups, students with IEPs or 504 Plans will be evaluated on an individual basis with consideration of the existing IEP or 504 program, goals, and offered accommodations and modifications.

Other considerations:

- No student will be retained at OCHS more than once during that student's high school progression.
- No student will be retained unless a comprehensive intervention plan has been implemented by the COST team.
- Identifying students at risk of retention must occur at least eight weeks before the end of the school year. The parent(s) or guardian(s) of identified students must be notified in writing at least six weeks before the end of the school year that their child is at risk of retention.
- No student will be retained for non-academic reasons.
- The COST team must conclude that retention is in the student's best interests and consider the emotional and social consequences of the decision. The COST team will then make final retention recommendation requests for students meeting the indicated criteria and seek the CAO's final approval at least two weeks before the end of the school year.

District Visitation/Inspection

The Charter School shall comply with a District-requested visitation process to enable the District to gather information needed to validate the Charter School's performance and compliance with the terms of this charter. The Charter School agrees to and submits to the right of the District to make random visits and inspections or observations to carry out its statutorily required oversight in accordance with Education Code Section 47604.32.

The District may receive data on student achievement through Charter School reports and presentations to the District in accordance with the District's standard process for reviewing and evaluating charter school performance.

Response to Inquiries

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records from the County Office of Education, the District Board of Education, and the State Superintendent of Public Instruction.

ELEMENT IV: 4: GOVERNANCE STRUCTURE

Governing Law: "The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." - Ed. Code Section 47605(b)(5)(D).

Oakland Unified School District Required Language for Element IV:

“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 amends/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 District

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

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~~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 ~~send to the the OCS copies of~~ 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.

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Charter School shall publicly post all governing board meeting agendas ~~at the same time that they are posted in in~~ accordance with the Brown Act. Charter School shall ~~also send to the OCS copies~~ keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes ~~within one week of governing board approval of the minutes. Timely,~~ available to the public either upon request or by posting of agendas and minutes on Charter School's on the charter school's website ~~will satisfy this requirement.~~

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~~The District reserves the~~ Charter School acknowledges the District's statutory right, ~~but is not obligated,~~ 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(b),c).

LEGAL AND POLICY COMPLIANCE

~~Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, provided notice of same is given, along with an opportunity to comment, as they may be amended from time to time.~~

~~Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.~~

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

its obligations, the District shall provide the same to ~~the~~ Charter School in a reasonably timely manner upon request under Education Code section 47604.3.”

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~~“The Charter School will maintain sufficient staff and systems, as determined by the Charter School’s exclusive purview, 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.”~~

“The Charter School in accordance with Education Code ~~Section~~section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, ~~from the District~~Letters of Inquiry, and Notices of Concern, and shall consult with the District as needed regarding any such inquiries. ~~The~~ Charter School acknowledges that it is subject to audit by OUSD if OUSD the District. If the District seeks an audit of Charter School, the Charter School #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 Charter School by law or charter provisions.”

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~~“Members of the Charter School’s Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws applicable to charter schools, 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 or regulations applicable to charter schools.”~~

~~The Charter School and/or its non-profit corporation will be solely responsible for the debts and obligations of the Charter School.”~~

~~“To the extent that the Charter School is a recipient of federal funds, including federal Title I, Part A funds, the Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act and other applicable federal grant programs. The Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of ESEA include, but are not the limited to, the following:~~

~~• Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.~~

~~Develop jointly with, and distribute to, parents of participating children, a school-parent compact.~~

~~Hold an annual Title I meeting for parents of participating Title I students.~~

~~Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.~~

~~The Charter School also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues."~~

"EQUAL EMPLOYMENT OPPORTUNITY"

~~The Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. The 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.~~

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ESEA AND CREDENTIALING REQUIREMENTS

~~The Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA) that are applicable to teachers and paraprofessional employees. The Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(1). The Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.~~

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Legal Status- Nonprofit 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.~~

Amethod Public Schools Governance Overview

~~Amethod Public Schools, as the non-profit operating the Charter School, is responsible for overseeing the operations of the Charter School. The AMPS Board of Directors makes corporate and policy-level decisions and delegates management powers to the Chief Executive Officer ("CEO").~~

In accordance with Corporate Bylaws, the Chief Executive Officer, subject to the control of the AMPS Board of Directors, supervises and controls the affairs of the corporation and the activities of the staff.

Under the policies established by the AMPS Board of Directors, the Site Director reports to the Chief Academic Officer for day-to-day management issues at the site level. The Chief Academic Officer reports to the Chief Executive Officer. The Site Director coordinates all site level planning and decision making that involves the Charter School’s staff, parents and guardians, and community members in establishing and reviewing the Charter School’s educational plans, goals, performance objectives, and major classroom instructional programs. This allows the Site Director, teachers, parents/guardians, and community members to make school-based decisions within the boundaries of the decisions and policies set by the AMPS Board of Directors.

Beyond the Chief Executive Officer, the AMPS Home Office has numerous positions designed to support the Site Director in the management and operation of the Charter School.

Attached, as Appendix F, please find the AMPS Home Office organization chart.

Attached, as Appendix G, please find the Oakland Charter High School organization chart.

Organization charts regularly change in alignment with priorities and in response to changes in organizational and school resources.

Non-Profit Public Benefit Corporation

Oakland Charter High School will be a direct funded, independent charter school. It will be governed operated, by Amethod Public Schools, a California non-profit public benefit corporation that has achieved 501(c)(3) tax exempt status.

Pursuant to California, pursuant to Education Code Section 47604(ea). Amethod Public Schools is a California non-profit, 501(c)(3) tax-exempt corporation, incorporated in 1997, which operates six charter schools, each separately authorized by the Oakland Unified School District, West Contra Costa Unified School District, or the State Board of Education. The charter applicant and holder for all AMPS schools is the Board of Directors for Amethod Public Schools, which operates in accordance with its adopted corporate bylaws. Each AMPS school maintains a separate budget and is audited as part of the organization’s annual financial audit. AMPS also creates combined financial statements annually.

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AMPS complies with all state, federal, and local regulations and laws applicable to its operation and will comply with the District guidelines and requirements for charter schools. It will retain its own counsel when necessary. It has purchased and will maintain as necessary general liability, workers compensation, property, errors and omissions, and unemployment insurance policies. AMPS ensures compliance with all **Assurances** put forth within this petition, at the onset of the petition and within each individual element.

Oakland Charter High School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and Oakland Charter High School or Amethod Public Schools. Pursuant to Education Code Section 47604(d), the Oakland Unified School District shall not be liable for the debts and obligations of Oakland Charter High School or Amethod Public Schools or for claims arising from the performance of acts, errors, or omissions by Oakland Charter High School or Amethod Public Schools, as long as the District has complied with all oversight responsibilities required by law.

(See)The governing structure of Amethod Public Schools may be revised. Material revisions shall be submitted to the District in accordance with Education Code Section 47607 and are governed by the standards and criteria of Education Code Section 47605.

Amethod Public Schools has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090 et seq. as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules and which shall be updated with any charter school-specific conflict of interest laws or regulations. The Conflict of Interest Code has been submitted to the Fair Political Practices Commission ("FPPC") for approval, as necessary.

Attached, as Appendix I-H, please find Amethod Public Schools' Articles of Incorporation.

Attached, as Appendix I, please find Amethod Public Schools' Bylaws.

Attached, as Appendix J, please find Amethod Public Schools' tax exempt status.

Attached, as Appendix K, please find Amethod Public Schools' Conflict of Interest Code.

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Board of Directors

Oakland Charter High School is governed by the Amethod Public Schools Board of Directors (“Board” or “Board of Directors”), in accordance with applicable law and its adopted ~~corporate bylaws~~ Corporate Bylaws, which shall be consistent with the terms of this charter.

Ultimate responsibility for the governance of Oakland Charter High School rests with Amethod Public Schools’ 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 Oakland Charter High School’s financial sustainability. The Board of Directors will consist of directors from a variety of professional and academic backgrounds to ensure that Oakland Charter High School has the necessary expertise to maintain a high-quality program. The Board of Directors meets at least monthly. All Board meetings comply with the Brown Act and Education Code Section 47604.1(c).

~~The Board shall have no fewer than three (3) Role and no more than nine (9) directors. All directors shall be designated by the existing~~ Responsibilities ~~The AMPS~~ Board of Directors.

~~Potential members of~~ is empowered to operate as the decision-making body in regard to school-wide policies. The governing structure is designed to foster participation by all stakeholders and assure the Amethod Public Schools effectiveness of local school control and accountability. As such, the AMPS Board of Directors are nominated by a nominating committee appointed by the President will exist to affirm or reject policy recommendations, ensure the fiscal stability of the Board. ~~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.~~

~~Amethod Public Schools Board of Directors shall permit the OUSD to appoint one representative to participate on the Board of Directors of Amethod Public Schools.~~

(See Appendix M: Board Resumes)

Board Meetings

~~The Board of Directors meets at least quarterly. The~~ Charter School shall comply with the Brown Act.

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Conflict of Interest (Summarized)

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, and Corporations Code conflict of interest rules, and which shall be updated with any charter school specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix J as required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval to evaluate the Chief Executive Officer.

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(See Appendix N: Conflict of Interest & Appendix O: Bylaws)

Governance Training

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

- ~~1.1. Brown Act~~
- ~~2.1. Parliamentary Procedures~~
- ~~3.1. Conflict of Interest~~
- ~~4.1. Delineation of Roles and Responsibilities~~
- ~~5.1. Strategic Planning and Thinking~~
- ~~6.1. Legal and Financial Responsibilities~~
- ~~7.1. Effective Board Staff Relation~~
- ~~8.1. Creating Effective Committees~~
- ~~9.1. Effective Board Self-Assessment~~

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

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Board Authority

~~The Board approves budgets for all AMPS sites, approves major school and Amethod Public Schools policies.~~

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~~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.~~

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~~The Board may also establish to facilitate the consideration and management of Amethod Public Schools.~~

~~The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School or Amethod Public Schools any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will be in writing, specify the entity designated, describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation, and require an affirmative vote of a majority of Board members.~~

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Board Duties

~~The~~ The AMPS Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including but not limited to the following;

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• ~~Oversee major decisions by the Local Educational Agency (“LEA”);~~

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• ~~Set policies for schools legal and organization fiscal well-being and compliance of the network and each school site;~~

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• Hire, supervise, evaluate, discipline, and ~~dismissal of dismiss~~ the Chief Executive Officer of AMPS;

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• Approve contractual agreements;

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- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of ~~the~~ staff;
- Approve and monitor the Charter School’s annual budget ~~and~~ budget revisions, and fiscal policies;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Execute all applicable responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws, and this charter as required to ensure the proper operation of the organization and school sites;
- Engage in ongoing strategic planning;
- Approve the Charter School calendar and schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- ~~Approve~~ Participate in and approve the annual independent fiscal audit, any programmatic audits, the Local Control and Accountability Plan, and performance ~~report~~ reports;
- Foster active involvement of students, parents, and the community in Charter School matters.
- Ensure the terms of the charter are met and monitor the implementation of policies, Bylaws, and resolutions.
- In collaboration with the Chief Executive Officer, develop and monitor an overall operational plan that focuses on student achievement and growth.

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- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

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Amethod Public Schools Management Team (Home Office)

Amethod Public Schools management team will be responsible for the majority of the policy setting decisions including the following: general policies of the Charter School; recommend and monitor the Charter School's annual budget; ensure operation of the Charter School in accordance with the charter and the law; and hiring key staff. The management. The Board approves budgets for all AMPS sites, approves major school and Amethod Public Schools policies.

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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 execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School or Amethod Public Schools any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will: be in writing; specify the entity designated; describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and require an affirmative vote of a majority of Board members.

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Composition

The Board shall have no fewer than five (5) and no more than eleven (11) directors. All directors shall be designated by the existing Board of Directors. The Amethod Public Schools Board of Directors currently consists of five (5) regular members. The AMPS Board of Directors reserves the right to expand its board member seats should a law change, or the need arise. Should a law change or desire for additional skill sets necessitate a change in Board composition, such change may be made by the AMPS Board of Directors in alignment with the Bylaws and the Articles of Incorporation.

Attached, as Appendix L, please find the names and biographies of the current Amethod Public Schools Board of Directors.

Each year, the AMPS Board of Directors will elect a Board Chair pursuant to the Bylaws. Any member of the AMPS Board of Directors may be eligible for this position. The Board Chair may choose to resign the Chairmanship with a letter of resignation.

in which case the AMPS Board of Directors will elect a new Board Chair for the remainder of that term.

Potential members of the Amethod Public Schools Board of Directors are nominated by a nominating committee appointed by the Chair of the Board. 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. The qualifications sought in candidates interested in serving on the AMPS Board of Directors include but need not be limited to:

- Strong belief that all children can and will realize high academic achievement and expectations
- Passion and dedication to furthering the mission and vision of Amethod Public Schools
- Ability to contribute the appropriate time and energy necessary to attend the majority, if not all, of the Board meetings, follow through on assigned tasks, and willingness to volunteer for one or more board committees
- Specific knowledge, experience, skills, and/or interest in one of the identified areas of need

The District reserves the right to appoint a single representative to the Amethod Public Schools Board of Directors pursuant to Education Code section 47604 (c). If the District designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Terms

Each AMPS Board member serves a term of four (4) years. Upon completion of an initial four (4) year term, each Board member may serve one (1) additional four (4) year term, subject to approval by a majority of the Board of Directors. No Board member may serve more than two (2) consecutive terms.

Attached, as Appendix M, please find the term expiration dates for the current Board of Directors.

Recruitment and Selection of Board Members

New board members are recruited and selected based on the provisions of the AMPS' Bylaws, which states that the Board 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:

- Identify a need/priority for the Corporation based on the Board composition and the expertise need;
- Review every candidate(s) thoroughly, including meeting the candidate(s) in person, at which meeting a majority of the Nominating Committee is present;
- Vote as a majority to move the candidate(s) forward; if there is no majority then the candidate(s) cannot move forward.
- 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;
- The candidate(s) who is voted to move forward shall attend a board meeting and meet the current Board Members;
- The Nominating Committee shall make an oral presentation on the candidate(s) to the Board at a regularly scheduled meeting.

The AMPS Board of Directors and the Chief Executive Officer take great care in ensuring that new Board members are a strong cultural fit with the organization, will add value in specific areas and, most importantly, contribute to the success and growth of the organization.

Governance Training

All Board members receive an annual training on topics to include, at a minimum, open meeting laws, conflict of interest policy, the Brown Act, ethics, essential policies and procedures, legal and financial responsibilities, charter school oversight, and other training as needed or requested by the Board. New members to the AMPS Board of Directors will receive proper training as part of an onboarding to be held

within 30 days of joining the Board. Some of the topics for the training sessions will include:

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 Relation*
8. *Creating Effective Committees*
9. *Effective Board Self-Assessment*

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

Board Meetings

The AMPS Board of Directors will meet regularly and in accordance with the Brown Act and Education Code Section 47604.1(c)(4). The Charter School shall post all governing board meeting minutes and bylaws on the Charter School's public website.

The Board shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by Amethod Public Schools reside. The exact location for each meeting is posted on the Board agendas. For AMPS board meetings, there is a two-way teleconference location or video broadcast at each school site. An AMPS staff member is present in the conference room at the location posted on the agenda to assist any members of the public who would like to participate via 2-way teleconference or video broadcast. The Board Meeting teleconference number is posted on all Board agendas. The Brown Act is followed with regard to teleconferencing.

All meeting agendas are posted in accordance with the Brown Act. All meetings of the Board are meetings in which the public may attend and participate. The Board agendas, meeting times, and locations are posted in advance on the Amethod Public Schools' website and at each AMPS' school, including the Charter School, in accordance with the Brown Act. Local stakeholders can directly participate in meetings by attending them in person, via videoconference or via teleconference.

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The procedures are designed to comply with the Brown Act because they create open, public meetings that comply with the teleconference requirements identified in Government Code Section 54953.

Given current student enrollment across the AMPS network, Board meetings are physically held at the Home Office of Amethod Public Schools, currently 1450 Marina Way South, Richmond CA and are subject to change pursuant to the terms above.

Each year, the Board of Directors sets and approves its annual calendar of meetings. A majority of the Directors in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon the presence of the quorum.

Board Committees

The Board may, by resolution adopted by a majority of the Directors then in office, create one or more Board 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. 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.

To facilitate the consideration and management of Amethod Public Schools, the following Committees may be created:

Executive Committee: The Executive Committee shall have the power to act in all matters pertaining to Amethod Public Schools, as directed by the Board, and working in concert with the goals established by the committees, shall determine Amethod Public Schools; short-range and long-range goals. The Executive Committee shall review annually the conditions of employment of the Chief Executive Officer. The Executive Committee shall be composed of the Chair, Vice-Chair, and such other members of the Board as the Board may elect.

Audit Committee: Amethod Public Schools shall have an Audit Committee consisting of at least one Director and may include non-voting advisors. The Audit Committee shall perform the duties and adhere to the guidelines set forth below:

- Assisting the Board in choosing an auditor, as necessary
- Negotiating the auditor's compensation, as necessary
- Conferring with the auditor regarding Amethod Public Schools' financial affairs

- Reviewing and accepting or rejecting the audit

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 expenditures, subject to approval by the Board.

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.

Meetings of the Committees will be conducted in accordance with the Brown Act. A majority of the Committee members shall constitute a quorum for the transaction of Committee business, except to adjourn. Consistent with legal requirements, Committees will continue to make it a practice to seek input from stakeholders by publishing their meeting times and agendas. The time for regular meetings of the 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. The Committee shall report to the Board from time to time as the Board may require.

Changes to Committees (e.g., composition, purview, etc.) may be made at any time by the AMPS Board of Directors and shall not be considered a material revision to the charter.

Fiscal Management

The Chief Executive Officer is the officer responsible for day-to-day budgetary matters, subject to oversight by the AMPS Board of Directors. The Chief Operating Officer operates and makes recommendations to the Chief Executive Officer regarding the Charter School's budget, with input from the Director of Finance, Site Director, Home Office staff, and any other groups. The Chief Operating Officer and the Director of Finance work closely with the AMPS business management service provider, currently Charter Impact. Charter Impact provides support and expertise in finance, accounting, payroll, budgeting and forecasting, financial reporting, compliance, and audit management and preparation. Charter Impact also provides ongoing training for AMPS staff, the Finance Committee, and the Board of Directors.

The Chief Operating Officer, members of the Home Office team, and Charter Impact also work closely with the external CPA for the annual school's end of year audit. Together, they also review procedures and internal controls. The AMPS Board of

Directors may authorize the Finance Committee and/or Audit Committee to review and make recommendations on financial statements and improvements to procedures and internal controls.

The AMPS Board of Directors is ultimately responsible for approving budgets, financial statements, and acting as the fiscal agents for Amethod Public Schools.

Compensation

Directors shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of actual reasonable expenses incurred in carrying out their duties. Directors shall not otherwise be compensated.

Amethod Public Schools Leadership Team (Home Office)

Subject to the control of the AMPS Board of Directors, the Chief Executive Officer shall serve as the general manager of Amethod Public Schools and shall have general authority over the supervision, direction, and control of the organization and the Charter School. As approved 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.

As such, the Chief Executive Officer hires a team of individuals to support the management of Amethod Public Schools and the school sites. This team is called the Amethod Public Schools Home Office team. Together, the Home Office team is responsible for the day-to-day management of the Charter School.

The C-level team at the Home Office is composed of the Chief Executive Officer, Chief Operations Officer ("COO"), Chief Academic Officer ("CAO"), and Chief Strategy and Compliance Officer ("CSCO"). Each of these roles oversee specific departments and staff in a Director and Manager capacity. The Chief Academic Officer also oversees the Site Director for the Charter School. The Site Director is responsible for overseeing all staff at the Charter School.

The C-level team meets on a weekly basis to focus on key issues dealing with all matters pertaining to the Charter Schools and the network. This process helps ensure that the schools are hitting their targets and are continually improving. Data and fiscal projections are used as the primary guide for decision making as the organization continues to thrive.

Jorge Lopez, Chief Executive Officer

Mr. Lopez, The CEO is the founder of Amethod Public Schools. Mr. Lopez has twenty years' experience of working with school reform organizations, charter schools, responsible for the strategic direction and at risk youth. Mr. Lopez is a former member success of the California

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State Board of Education (SBE), appointed by Governor Arnold Schwarzenegger and served as the SBE liaison to the Advisory Committee on Charter Schools (“ACCS”) for the State Board of Education until 2010. Mr. Lopez oversaw the growth of Oakland Charter Academy from a flailing single middle school campus and transformed it into nationally renowned, multi-site K-12th grade system whose schools rank among the highest in the state of California. Previous to working at Amethod Public Schools, Mr. Lopez has worked organization across all regions. Chief Operating Officer (“COO”) - The COO is responsible for the Federal Migrant Education Program Region 2 in Butte County, and Region 23 in San Joaquin County as a Program Director overseeing K-12 education site based services for identified migrant agricultural families and students. Mr. Lopez holds a BA and graduate degree in Education from Sacramento State University.

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Pete Cordero Chief the Operations Officer, Facilities, Human Resources, Finance, and Technology teams.

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

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Evelia Villa Chief Strategy and Compliance Officer - The CSCO is responsible for ensuring compliance with laws, regulatory requirements, policies, and procedures. The CSCO provides oversight and coordination of the food service program, specific grant projects, data, marketing, and external affairs.

Chief Academic Officer

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Evelia Villa The CAO is the chief responsible for overseeing the instructional framework and academic officer for Amethod Public Schools. Prior to her role as the Chief Academic Officer, Evelia over saw the Oakland Charter High School campus, which under her leadership, became the highest performing high school in Alameda County , and fourth highest in the state of California with a 956 API. Ms. Villasuccess of the network. The CAO also served as the founding principal of Richmond Charter Academy serving a 100% minority student

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population in the West Contra Costa Unified School District. In her first year as principal, Ms. Villa led RCA to become the highest performing public middle school in the history of WCCUSD with an API of 812. Silicon Valley Latino Magazine recently selected Evelia as one of the *Top 40 under 40 Latino/a Leaders to Watch* in the bay area. Prior to joining Amethod Public Schools Ms. Villa served as a Vice Principal for Parkway Elementary School in Sacramento, CA and as a counselor and Teacher on Special Assignment within the Sacramento City Unified School District. Ms. Villa also has worked as a New Teacher Mentor for the BTSA Program partnered with Oakland Unified School District and various Bay Area charter schools. Ms. Villa received her undergraduate Degree from Chico State University and her graduate degree in Education from Sacramento State University. provides coaching and mentorship to the Site Director at the Charter School.

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Site Director - The Site Director is the leader of the Charter School and is responsible for the overall performance of the Charter School.

Parental Involvement in Governance

The Charter School has an active school site Family Staff Team that is composed of parents, staff, and students. The FST meets, at minimum, quarterly. The FST is responsible for providing suggestions and recommendations on issues including, but not limited to, budgeting, local control funding formula ("LCFF"), LCAP, curriculum, school policies and procedures, community partnerships, and the general direction of the school. The FST serves as an advisory group to the Site Leadership team, the Home Office C-level team, and the AMPS Board of Directors.

The Family Staff Team shall be composed of a number no less than three (3) and up to eleven (11) members. One seat is reserved for the Site Director, up to two seats for a certificated staff member, one seat for a classified staff member, and one seat for a student. The other seats, up to (7), are reserved for parents, of which a percentage of seats must be filled by parent(s) of English Learner students in accordance with FST Bylaws and regulations.

Members of the FST are committed to professionalism, advocacy, and loyalty to the mission, vision and core values of the organization. The FST can bring diverse ideas to the table and help the Charter School craft a shared plan for continuous improvement.

FST meetings are open to the public, as such, any parent or community member can attend the meetings and make a comment on any topic or matter. Meetings are promoted through various communication channels and all parents are encouraged to attend. However, only FST members can vote on matters. The Site Director is responsible for facilitating training for FST members, posting of FST meeting times and dates, presenting school updates to the FST, and securing interpreters for the meetings.

The FST is one way that parents can be involved in school matters. There are other ways that parents share their opinions and involve themselves in school matters and activities. Other sample activities where OCHS parents may participate are:

- LCAP Overviews/Town halls
- College Readiness Night
- Sports teams
- Summer Field Day
- Excursions/Fieldtrips
- School Beautification Projects
- ParentSquare and PowerSchool Communications
- New Student and Family Orientations
- Back to School events
- Community Outreach
- Food Drives and Community Service Activities
- Festivals/Carnivals
- Focus Groups
- Surveys
- Parent/Teacher Conferences

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Attached, as Appendix N, please find the FST Bylaws.

Parents who exhibit desired professional expertise identified by the Board may also be recommended to the Amethod Public Schools Board of Directors.

Student Involvement in Governance

Oakland Charter High School has an active Student Body Government ("SBG") where elected students serve as advisors and student leaders at the school. SBG works closely with the Site Leadership team and the AMPS Board of Directors to make suggestions on school programming, policies, procedures, and matters that involve the student body. Our SBG also puts together school programming such as school

dances, events, fundraisers, community service projects, and other school-wide activities as requested by the student body.

The SBG meets at least once per month. The meetings are open to all students and any student or staff can make comments on topics or matters that impact the student body. Each grade level elects three representatives to serve on the SBG, a President, Vice President, and Secretary/Treasurer. These members have voting rights when decisions are made at SBG meetings.

Complaint Procedures

Eric Becker – Director of Instruction

Eric Becker is the Director of Instruction for Amethod Public Schools. He began his career in education at the Reach School, in 2002, while earning his BA in History from the University of Southern Maine (“USM”). After graduating, Eric worked as a substitute teacher in the greater Portland area before attending the Extended Teacher Education Program at USM. After receiving his credential, he relocated to the Bay Area and was hired as a 6th-grade teacher for Oakland Charter Academy. That year OCA received the National Blue Ribbon Award for Academic Excellence. Eric taught for the next five years at Oakland Charter High School where he developed several of the English and Social Science courses for grades 9–12, including AP US History, Honors Economics and Honors American Literature. Eric has served as the Vice Principal, Dean of Instruction and Site Director of Oakland Charter High School. He holds clear credentials in both Single Subject—Social Science and Multiple Subjects, as well as an authorization in English Language Arts and a Cross-cultural, Language and Academic Development Certificate.

Jasmine Vance – Director of Special Education

Jasmine Vance is the Director of Special Education for Amethod Public Schools. Since September 2015, she has been charged with designing, implementing and executing a special education program for 6 AMPS schools servicing students from K–12th grades. In preparation for this role, she attended the El Dorado County Charter SELPA Leadership Academy, and continued to work collaboratively with them to support the AMPS Academic and Resource Services Team. With the SELPA, she has also served as a member for the application review committee in which other charters apply for acceptance into the charter SELPA. Prior to her role with Amethod, Jasmine worked with charter schools in Tri Valley and San Joaquin counties as an Education Specialist Support Coach. In this role, she worked with Special Education teachers and other staff to develop and facilitate IEP's that followed best practices and aligned with student success. She started off her career as an Education Specialist in Oakland Unified School District at West Oakland Middle School, and other charter schools in the district. Additionally in OUSD, she served as an Interview panelist for Special Educators. She attended the University of California at Santa Barbara for her undergraduate degree in Black Studies and minor in Education. Moreover, she was a part of the last cohort for The New

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Teacher Project Oakland Teaching Fellows where she received her Education Specialist Credential.

Edtee – Back Office Accounting/ Business Operations

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

Complaint Procedures

AMPS will use the established formal complaint policy and process to address community concerns that are not resolved through informal conversations processes. The Charter School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. The Charter School will not, at any time, refer complaints to the district, and will address matters at the Charter School and organizational level consistent with the nature of charter legislation. However, parents and families may approach the local authorizer, or school district to file a complaint should they wish to do so.

Amethod Public Schools has an Internal Resolution Service Complaint Process for internal complaints related to a school employee and/or school programing. AMPS also has a Uniform Complaint Procedure Policy and Complaint Form which address complaints related to discrimination and/or harassment. In addition, AMPS has established a Title IX Discrimination/Harassment Policy and Complaint Procedure to help achieve a safe, discrimination-free, and harassment-free environment for all. The Charter School's distinct complaint procedures includes clear information about the response timeline of the Charter School, the official complaint representative, the off making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the Charter School leader is the subject of the complaint. The complaint procedures and forms will be clearly articulated in the Charter School's website, student and family handbook that is distributed widely and available on our website.

Parental Involvement

The Charter School will use a range of methods to promote parent involvement.

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The Family Staff Team Advisory

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

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Other sample activities where the OCHS parents may participate are:

- CTY camp
- CAP Overviews/Town halls
- College Readiness Night
- Sports teams
- Summer Field Day
- Excursions
- School Beautification
- Communications
- Orientations
- Back to School events
- Community Outreach
- Food Drive
- Festivals/ Carnivals

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Parents who exhibit desired professional expertise identified by the Board may also be recommended to the Amethod Public Schools Board of Directors.

Methods used to involve parents include focus groups, surveys, parent/teacher conferences, orientation meetings, town halls, events, and phone / internet communication. Additional methods include:

- *Informational Meetings:* OCHS 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:* OCHS will conduct an all campus Orientation meeting at least once per year. This meeting is mandatory for all new and incoming student families. Administration and Teachers are in attendance and available for introductions and information.
- *Website and Phone Communication:* Teachers will have web pages on the Illuminate Ed 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 the Illuminate Parent Portal to view their child's information that may include attendance, grades, and interim assessments. The Charter School will also use the service of School Reach, an automated messaging service to reach all AMP families en-masse, through phone, text, and social media as needed.
- *Parent/Student/Teacher Conferences:* Parent/student/teacher conferences will be scheduled upon request of an administrator, teacher or a parent. These conferences may occur at any time during the year, but will be clustered at the end of grading periods.

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ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. - Ed. Code Section 47605(b)(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.

Process for Staff Selection

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 Recruitment and Selection 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.

In general, Reporting Educator Misconduct to the California Commission on Teacher Credentialing

Charter School will recruit driven, 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.

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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.

Overview

To achieve our mission, Amethod Public Schools and Oakland Charter High School must have a strategy and plan to attract and retain professional, effective, and qualified, and enthusiastic individuals personnel to serve in all of the schools or organizational administrative, instructional, and non-instructional support capacities. Candidates go through multiple interviews, demo lessons when appropriate and are screened using an AMPS interview tool and rubric Amethod Public Schools shall be nonsectarian in its employment practices and all other operations. All prospective employees are required to have legal authorization to work in the United States, and successfully complete appropriate DOJ fingerprinting background checks check, tuberculosis risk assessments assessment and examinations examination (if necessary), and reference checks, to ensure the health and safety of the Charter School's School's faculty, staff, and pupils.

In addition, prospective employees are carefully screened to ensure they have the qualifications for employment as determined by education codes and law as they pertain to charter schools outlined in their job descriptions. The Charter School shall not discriminate against any individual employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics.

The AMPS Site Administrators and Instructional team members work together to recruit experienced credentialed teachers who are committed to the Charter School's core values and beliefs.

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

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

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The key factors of success in recruiting are:

AMPS believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. AMPS recognizes that employment of staff is voluntary and at-will. The AMPS Human Resources Department, along with the Chief Operations Officer and Chief Strategy and Compliance Officer, shall monitor compliance of this policy. Teachers at the Charter School will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in Education Code Sections 47605(1)(1) and 47605.4(a). The educational and skill level qualifications and job descriptions of teachers to be employed in the Charter School shall meet the educational goals as outlined in this charter.

Employee Recruitment and Selection Process

All staff to be hired by Amethod Public Schools must demonstrate an understanding and commitment to our mission, vision, core values, and educational philosophy. Amethod Public Schools is an equal opportunity employer and employment decisions are based on qualifications, abilities, and work performance.

Recruitment

The AMPS Home Office team works closely with the Site Leadership team to attract and recruit professional and qualified staff.

Recruitment strategies include:

- Dedicated Human Resources Staff in the back office staff to support the entire recruitment process;
- Marketing Manager to expand our outreach efforts;
- Linkages to Teacher Recruit, teacher preparation programs;
- Centralizing all of the processing of new employees in the back office;
- Good Internal Communication Consistent communication between the back office Home Office team and the school site;
- Casting a wide net for candidates using traditional and innovative outreach strategies;

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- Responsiveness to Candidates - timely return of calls and clear explanation of next steps to prospective candidates;
- ~~Rigorous evaluation and selection process.~~

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~~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~~ Implementing print and social media/online campaigns to attract talent;
- Participating in informational sessions and recruitment fairs at colleges and graduate schools;
- Partnerships with colleges and universities such as UC Berkeley, CSU East Bay, Stanford University, San Francisco State University, St. Mary's College, Chico State University, Sacramento State University, and UCLA;
- Partnerships with organizations such as Teach for America, Fortune SchoolReach, CCCOE, ACOE, and Cal Teach;
- ~~Advertisements through organizations~~
- ~~Newspaper and on-line advertising~~ Advertising job postings on high-trafficked websites such as Craig's List, Indeed, Edjoin.org, and Teacherjobs.org;
- Utilize the network of colleagues from our existing teaching staff;
- ~~Teacher~~ Fostering internal pipelines of talent.

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Selection

The AMPS Board of Directors set the terms and conditions of employment for employees of Amethod Public Schools by establishing personnel policies. Decisions relative to the selection, employment, and release of the Chief Executive Officer rest with the AMPS Board of Directors. Decisions relative to the selection, employment, and release of all other employees rest with the Chief Executive Officer in consultation with specific team members and the AMPS Board of Directors, as needed.

The OCHS Site Director, in partnership with members of the Home Office team, is responsible for the selection, employment, and release of all school-site staff.

To ensure the selection of the highest quality staff, the following selection process is followed:

	Phase	Responsible Party	Steps
1	Discuss Need	Hiring Manager	<p>Discuss hiring need with your supervisor and receive their approval, in writing, to post an open position.</p> <p>Note: If role is in addition to current staffing model, must discuss with COO and CEO and conduct budget analysis</p>
2	Job Posting Request	Hiring Manager	Forward the approval to post the position to hrsupport@amethodschools.org. Make sure to include the position title and any additional pertinent information.
3	Job Posting	Talent Department	Post job on Paylocity and EdJoin. Posting on Paylocity ensures that the posting is seen on multiple job boards such as Indeed.
4	Obtaining Resumes	Talent Department	Talent Department/Hiring Manager checks Paylocity for resumes and selects candidates to move to the screening phase.
5	Resume Screen	Hiring Manager	<p>Talent Department/Hiring Manager schedules and conducts initial screening interviews and determines who moves forward to the next interview.</p> <p>For teaching candidates, credential status should be confirmed at this time.</p>
6	Scheduling Interview	Hiring Team	Hiring Team coordinates and schedules either zoom or in person interview with the candidate.

			<u>In person/follow-up interviews should be scheduled within a week after the initial screening.</u>
<u>7</u>	<u>Offer Request</u>	<u>Hiring Manager</u>	<u>Once a candidate has been selected, the Hiring Manager must fill out the Offer Letter Request Form to alert the Talent Department to send an Offer Letter to the candidate.</u>
<u>8</u>	<u>Offer Request Approval</u>	<u>Talent Department</u>	<u>Talent Department reviews Offer Letter Requests by following the AMPS compensation guidelines, credentialing requirements.</u> <u>If credential requirements are not met, candidates will not receive an offer letter. Talent Coordinator will review CTC to make sure that candidates hold the correct credential for the course.</u>
<u>9</u>	<u>Job Offer</u>	<u>Talent Department</u>	<u>Talent Department emails candidate an Offer Letter and requests return within 2 business days. Hiring Manager is copied in communication.</u>
<u>10</u>	<u>Job Offer Response</u>	<u>Candidate</u>	<u>Candidate accepts or declines job offer. If candidate does not respond within 3 days, the Talent Department emails the Hiring Manager so that the Hiring Manager can follow up with candidate.</u>
<u>11</u>	<u>Pre-Employment Process</u>	<u>Talent Department</u>	<u>After Candidate accepts the job offer, the Talent Department will send the Candidate the TB, Live Scan, and other hiring documents. The candidate will have 10 business days to complete and return.</u>

12	New Hire Welcome	Talent Department	Send welcome email to candidate informing them of new hire onboarding, details about what to bring to onboarding, and what they will receive at onboarding. Include Hiring Manager in email.
13	Access	Talent Department	Send request to Tech Department related to laptop, email, PowerSchool, etc. access if applicable. Send request to Facilities Department related to keys if applicable.
14	Onboarding	Talent Department	Meet with New Hire to have them sign any pending documentation, distribute access materials and employee badge, inform them of required trainings, and answer any questions the New Hire might have. Note: New Hire cannot start until after they have been through Onboarding.
15	Training	Talent Department	Provide access to New Hire for required SafeSchools (Vector) Trainings and CPR.
16	Paylocity	Talent Department	Ensure information is updated for New Hire on Paylocity and work with Payroll Department to ensure New Hire process is complete.

Employee Qualifications

[All employees must meet the state and federal legal requirements for employment, including relevant credentialing requirements, background checks, TB clearance, immunizations, and any additional position-specific requirements.](#)

[The AMPS HR department maintains on file and available for inspection current copies of:](#)

- [Teacher credentials for their certificated assignment, as required by position](#)

- [Documentation of tuberculosis \("TB"\) risk assessment or clearance, in accordance with Education Code Section 49406](#)
- [Verification of state and federal criminal background check clearance](#)
- [Criminal background summaries, which will be maintained by the AMPS HR Department in a confidential secured file separated from personnel files, as required by law](#)
- [Documents establishing legal employment status, most commonly in the form of an I-9 Employment Eligibility Verification form and acceptable forms of identification](#)
- [All other relevant employment documentation](#)

[Qualifications and Job Descriptions for Key Positions](#)

[Amethod Public Schools as a charter management organization has an experienced Home Office team responsible for supporting the Charter School and its team in implementing a quality instructional program in alignment with the charter petition.](#)

[Home Office Key Positions:](#)

[The following positions are Amethod Public Schools' Home Office key positions that will support the Charter School in its operations. The organization chart and job descriptions will be revised as necessary to reflect the needs and priorities of the organization in service of its mission.](#)

[Chief Executive Officer](#)

[Reporting to the Amethod Public Schools' Board of Directors, the CEO provides strategic, financial, and operational leadership for AMPS, closely coordinating and working with the senior leadership team. The Chief Executive Officer will play an integral role in creating access and opportunity for some of the country's most chronically underserved students. They will embody dependability and consistency in prioritization, actively engage various AMPS constituent groups in pursuit of a strategic plan, and harmonize human capital and other resources to ensure its meticulous execution. The CEO will represent AMPS to the larger stakeholder communities, and hold the standard for quality and accountability across all aspects of the organization.](#)

- [Job Requirements](#)
 - [Ability to lead the network to meet its' goals.](#)

- Inspire and maintain a strong culture across the network.
- Establish a long-term vision with strategic goals in collaboration with the AMPS Board of Directors.
- Cultivate and nurture a commitment to diversity, equity, and inclusion.
- Ability to thrive in a fast-paced environment, with multiple priorities, and a changing political landscape.
- Attract, retain, and develop highly qualified staff to serve in various roles across the network.
- Leverage the team to believe in the annual network goals and achieve those goals.
- Have a keen interest in data and data-driven practices.
- Develop strong relationships with families, staff, students, and partners.
- Effective communicator
- Develop effective relations with the AMPS Board of Directors and authorizers
- Required Education
 - Master's degree required
- Required Experience
 - 5+ years of experience in a leadership role (within the charter sector preferred)
 - Strong fiscal background and understanding of school budgeting and budget sources
 - Knowledge of local, state, and federal laws applying to California public charter schools
 - Bilingual, preferred

Chief Academic Officer

The Chief Academic Officer reports directly to the CEO and is the key individual responsible for developing and implementing both near-term and long-term plans

for the education department. THE CAO provides direction and supervision over the various services of the Academic Instructional Team Including: curriculum, instructional coaching, assessments, professional development, Special Education, and strategic planning. The CAO manages and has weekly interactions with the Site Directors and is responsible for the overall instructional vision of the network.

- Job Requirements

- Translate the organization's educational philosophy, goals and objectives into action terms that directly benefit teachers and students of the organization.
- Work to improve the quality of educational services and programs.
- Initiate development of new programs that are measurable and reflective of the organization's data driven environment.
- Develop, evaluate and make recommendations to the CEO regarding policies and procedures governing the operation of the organization's schools, educational services, special projects, research and evaluation, and curriculum and staff development.
- Provide leadership and support on adopting research-proven, standards-based instructional practices and resources at all AMPS schools.
- Collaborate with Site Directors, instructional team and C-level team to refine, articulate, and continuously improve the AMPS educational model based on student needs.

- Required Education

- Master Degree from an accredited institution of higher education.

- Required Experience

- Charter School leadership experience.
- Staff development training experience in different modalities.
- Teaching experience in an urban setting.
- Principal experience (at charter schools preferred).

Chief Operating Officer

Reporting to the CEO, the Chief Operating Officer will lead a team of senior managers in the design and execution of an operational support model, ensuring that AMPS continues to deliver exceptional performance while meeting its goals. The Chief Operations Officer will supervise the following non-instructional operational functions: finance, facilities, technology, operations, and human resources. The COO will also play a significant role in developing and implementing the organization's long-term plan and strategy.

- Job Requirements

- Ensures alignment, consistency and clear communication of services to regions and schools.
- Coordinate communication within the sites to ensure that all team members are working together purposefully to support our staff and students.
- Refine and manage internal operational systems.
- Grow and cultivate a high performing organizational culture by developing and implementing recruitment, training, and retention strategies.
- Oversee operating and capital budgets.
- Monitor the impact of operational decisions and performance on the organization's financial health.
- Work with the Finance Team to manage the yearly independent audit required of all California public charter schools.
- Work with cross teams in finance and HR to ensure payroll, retirements and other cross-sectional teams are functioning effectively.

- Required Education

- Bachelor's degree in business administration, finance, management, or related field (Master's Degree preferred).

- Required Experience

- Familiarity with financial software programs such as QuickBooks, NetSuite, etc.
- Proven ability to inspire and motivate a team of staff members, set goals and objectives.

- Strong communication skills, both verbal and written.
- 3+ years of experience in leadership roles, managing complex projects, including the ability to plan, organize, and execute projects, manage timelines and deadlines, and ensure that all stakeholders are informed.

Chief Strategy and Compliance Officer

The Chief Strategy and Compliance Officer reports to the CEO and is primarily responsible for overseeing compliance within the organization, and ensuring compliance with laws, regulatory requirements, policies, and procedures. The Chief Strategy and Compliance Officer is to be the point person and coordinator of AMPS food service program and school Registrars, managing specific grant projects, overseeing specific compliance reporting, and providing compliance and strategy support for all Home Office departments and school sites.

• Job Requirements

- Ensure compliance with all relevant and applicable governance, including charter laws, education code, the school's charter petition, the bylaws of the charter school's board of directors, and charter authorizer requirements.
- Develop and manage a central compliance calendar with deadlines and activities that schools and departments will need to complete throughout the year to meet these deadlines.
- Train and support school Registrars and Admin Assistants to ensure school operations compliance.
- Facilitate successful food service contracts between schools and CMO.
- Prepare and be the lead for all food service-related audits and inspections.
- Lead regional risk management compliance strategy.
- Coordinating internal compliance review and monitoring activities, including periodic reviews of departments.

• Required Education

- Bachelor's degree in business, management, policy, or related field (Master's degree preferred)

• Required Experience

- o 3+ years working in a project management leadership role.
- o Ability to manage and execute various projects and initiatives at once.
- o Experience in a K-12 environment (charter sector experience preferred).
- o Expertise with Student Information Systems ("SIS") such as PowerSchool and Microsoft Office Suite and Google Suite

Director of Instruction

The Director of Instruction will be responsible for managing teaching and learning initiatives across our network of schools. This pivotal role requires someone who can execute the vision for instructional models and systems, ensuring consistency and excellence in teaching practices across all sites. The Director of Instruction will report to the Chief Academic Officer and will work closely with school leaders and Selection

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

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

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

- (1) A bachelor's degree; graduate degree preferred
- (2) A California Commission on Teacher Credentialing ("CCTC") sanctioned teaching or administration credential;
- (3) Commit to the AMPS Up and Coming Leader Program ("UCLP") Coursework and assignments
- (4) A minimum of three years teaching experience
- (5) Exceptional performance as measured by the AMPS Instructional Domains

Site Director

The Site Director is the leader of the Charter School, and Amethod Public Schools takes extensive care to select the most qualified and dedicated person.

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teachers to foster a culture of continuous improvement and student success.

- Job Requirements

- Develop and implement coaching programs to support teachers in the delivery of high-quality instruction.
- Collaborate with school leaders to design and facilitate professional learning communities focused on instructional best practices.
- Ensure that instructional practices are aligned with state standards, network-adopted curriculum, and assessment requirements.
- Monitor and evaluate the effectiveness of instructional strategies and interventions, making adjustments as necessary.
- Lead the selection, development, and implementation of curriculum materials and resources.
- Build a high-performing, collaborative, and innovative culture that fosters a growth mindset.

- Required Education

- Bachelor's degree in education or related field (Master's degree preferred).

- Required Experience

- 3+ years of experience in educational leadership roles, with a focus on teacher coaching, instructional improvement, and professional development design.
- Knowledge of state standards, assessment requirements, and educational policies.
- Demonstrated leadership abilities, including strategic planning, team building, and project management.
- Previous experience in charter schools, preferred.

Director of Data and Assessment

The Director of Data and Assessment plays a pivotal role in driving data-informed decision-making and ensuring high-quality academic outcomes for the network. This individual is responsible for overseeing all aspects of data analysis, assessment, and

reporting, collaborating closely with Site Directors, the Director of Instruction, and reporting to the Chief Academic Officer.

- Job Requirements

- Conduct comprehensive data analysis to inform instructional practices, identify areas for improvement, and measure student progress.
- Oversee the development and implementation of a robust data dashboard to provide real-time insights into student performance and school-wide trends.
- Collaborate with school sites to analyze student data and develop targeted interventions.
- Manage the administration of state assessments, benchmark assessments, and internal assessments, ensuring compliance with all relevant regulations.
- Develop and implement a comprehensive student progress monitoring system to track student growth throughout the academic year.

- Required Education

- Bachelor's degree in education, data science, or related field (Master's degree preferred).

- Required Experience

- 3+ years of experience in educational leadership roles, with a focus on data analysis, instructional improvement, and student progress monitoring.
- Knowledge of state standards, assessment requirements, and educational policies.
- Knowledge of multi-tiered systems of support and Response to Intervention ("RTI").
- Previous experience in charter schools, preferred.

Director of Finance and Administration

The Director of Finance and Administration is responsible for the overall financial health and operational efficiency of our organization, ensuring compliance with all financial regulations while driving organizational success. The ideal candidate will

possess a strong blend of financial acumen, leadership, and strategic thinking to effectively manage and optimize our financial resources. The Director of Finance and Administration will report to the Chief Operations Officer and will work closely with school leaders and members of the Home Office team.

- Job Requirements

- Develop and oversee annual budgets in collaboration with C-suite executives, school leaders, and the back office.
- Provide financial training to school leaders and home office staff.
- Manage day-to-day financial operations including accounting, payroll, accounts payable/receivable, and cash management.
- Ensure timely and accurate payments, transactions, and monthly close processes with the finance team and the back office.
- Ensure compliance with all authorizer, state, and federal financial reporting requirements, in cooperation with the back office team.
- Coordinate and collect audit information and work with auditors during field work, contacting team members and back office for completion of tasks.
- Consistently analyze financial data and present financial reports to school sites and home office leadership in an accurate and timely manner, monitor progress and changes, and keep senior leadership abreast of the organization's financial status.

- Required Education

- Bachelor's degree in finance, accounting, or related field (Master's degree preferred).

- Required Experience

- 5+ years of progressive financial management experience, preferably in the education sector.
- Strong understanding of GAAP and financial reporting standards.
- Proven ability to analyze financial data and translate complex information into actionable insights.
- Previous experience in charter schools, preferred.

Director of Human Resources

The Director of Human Resources is responsible for the strategic direction and execution of the AMPS talent management strategic plan. Reporting to the Chief Operations Officer, the Director of Human Resources will be responsible for the full employee life cycle of AMPS Team Members, from recruitment and hiring to career paths. The Director of Human Resources will plan, lead, direct, develop, and coordinate the policies, activities, and staff of the Human Resource ("HR") department, ensuring legal compliance and implementation of the organization's mission and talent strategy.

• Job Requirements

- Identifies recruitment avenues and pursues new partnerships and pipelines.
- Continuously improve and manage AMPS interview and hiring process.
- Build relationships with colleges, universities and other potential school based partners.
- Align recruitment, selection, onboarding (including reviewing contracts with employees and providing orientation), ongoing professional development, retention and exiting practices with the organization's strategy.
- Oversees the daily workflow of the department.
- Handles discipline and termination of employees in accordance with company policy.
- Develop, initiate and maintain effective programs for workforce retention, promotion and succession planning.
- Monitors and ensures the organization's compliance with federal, state, and local employment laws and regulations, and recommended best practices.

• Required Education

- Bachelor's degree in human resources, management, business, or related field (Master's degree preferred).
- SHRM certification or other certification showing mastery of Human Resources practices and compliance.

- Required Experience

- 5+ years of progressive human resources management experience, preferably in the education sector.
- Thorough knowledge of employment-related laws and regulations.
- Excellent verbal and written communication skills.

Director of Special Education

The Director of Special Education will lead the development, implementation, and management of AMPS' Special Education program. The Director of Special Education will be responsible for the organization and administration of special education and related services to students with disabilities. The Director ensures that educational services are provided according to local policy, state regulations and federal regulations. The Director will work as a member of the general instructional team in coordination and support of Special Education services throughout AMPS schools and will work cooperatively with school leadership, instructional faculty, and parents to ensure all receive a high-quality education in accordance with their IEPs and California and Federal requirements.

- Job Requirements

- Develop and manage the Special Education strategy, implementation, plan and calendar in order to coordinate Special Education services.
- Ensure the AMPS Special Education program maintains high quality across all schools.
- Facilitate the delivery of services among multiple external providers by researching, evaluating and selecting the highest-quality providers, and acting as the liaison among external partners working with AMPS.
- Collaborate closely with the El Dorado Charter SELPA to design and implement a high-quality program by receiving training, seeking advice, documenting finances, and participating fully in the SELPA's activities and committees.
- Provide ongoing professional development and individual training to Special Education teachers, School Leaders and general education teachers that includes research-based interventions, data analysis, and assessment modifications.

- Required Education

- Bachelor's Degree required; Master Degree preferred
- Meet CA licensure and credentialing requirements in Special Education.
- Required Experience
 - At least three (3) years of experience working as a Special Education teacher in an urban school.
 - Awareness of web-based IEP management systems specifically the SEIS, or other similar systems, and competency in using the system to document student records.
 - Experience with and strong knowledge of local and national Special Education laws and mandates.

Assistant Director of Student Services

Reporting to the Director of Special Education, the Associate Director of Student Services is responsible for supporting the development and implementation of school counseling programs, MTSS behavior strategies, mental health supports, career pathways, and college access programs. This role involves overseeing partnerships with academic institutions, community colleges, and business partners to ensure students' seamless transition from K-12 to college.

- Job Requirements
 - Lead programs and services aimed at student post-secondary success and achievement.
 - Implement school counseling programs at each school site by assessing the needs of each individual site.
 - Ensure compliance with state laws and board policies related to college, career and technical education and school guidance.
 - Provide professional development to staff on mental health supports, college access initiatives, and MTSS.
 - Support site administration with 504 plans.
 - Establish systems of support for students in academic, social/emotional, and college/career domains.
- Required Education

- Master's degree in School Counseling or related field.
- Meet CA licensure and credentialing requirements in school counseling.
- Required Experience
 - Minimum of three (3) years of successful college counseling and career pathway experience.
 - Strong understanding of learning management systems ("LMS"), student information systems, and educational data standards.
 - Previous work experience in charter schools, preferred.

Site Level Key Positions:

The following positions are Oakland Charter High School's key positions and the qualifications needed for those roles. The organization chart and job descriptions will be revised as necessary to reflect the needs and priorities of the Charter School in service of its mission.

Site Director

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

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

~~AMPS is a believer in growing our leaders from within. We attempt to identify leader candidates among our current teaching force and focus their development on attaining the necessary knowledge and skills to be a school leader.~~

~~Site Director Qualifications~~

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

~~Site Director~~

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

- (6) A bachelor's degree;
- (7) A CCTC sanctioned credential;
- (8) Commit to the AMPS UCLP Coursework and assignments
- (9) A minimum of three years teaching experience

Assigned tasks

- Job Requirements

- 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.

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Faculty

- Similarly Required Education

- Bachelor's Degree required, Master's Degree preferred.

- Required Experience

- At least four (4) years of teaching experience in urban charter school.
- At least one (1) year of experience as an instructional leader, Assistant Principal, Dean, or equivalent leadership role.

Dean of Instruction

The Dean of Instruction serves as the instructional leader of the staff and students at the school site. Reporting to the Site Director, the Dean of Instruction is responsible for the execution of the instructional program at the school site. The Dean of Instruction 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.

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• Job Requirements

- 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, ~~Oakland~~ in using student information and assessment systems.
- Assists in coordination of statewide and school wide assessments.
- Performs classroom observations and instructional coaching and demonstrates aptitude in the process.
- Assists Site Director with recruiting, screening, hiring, training, and evaluation of school personnel.
- Conducts data analysis and assists in preparation and delivery of professional development.

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• Required Education

- Bachelor's Degree
- Meet CA teacher licensure and credentialing requirements.

• Required Experience

- Demonstrative track record of producing high levels of growth in academic student achievement.
- 3+ years of successful teaching experience.
- Experience as a teacher leader or instructional coach.
- Knowledge of the State Standards and instructional best practices.

Dean of Students

The Dean of Students is responsible for the execution of the safety, discipline, cultural and operations program as well as supporting the Site Director in the development and leadership of the staff and instructional program. The Dean of Students will serve as a member of the administrative team dedicated to cultivating excellence throughout the school and community.

- Job Requirements

- Implement and follow policies and procedures for student support, behavior management, discipline, and other policies related to maintaining a positive school culture.
- Facilitate faculty and staff development related to school culture.
- Serve as liaison to parents and facilitate parent education and involvement.
- Contribute toward a safe environment for learning, including ensuring that student conduct is maintained and discipline is enforced fairly and consistently.
- Keeps the community informed about school activities through newsletters, news releases, and attendance at parent meetings.

- Required Education

- Bachelor's Degree
- Meet CA licensure and credentialing requirements in school counseling, preferred.

- Required Experience

- 3+ years working with underserved youth in a school setting

- Demonstrative track record of producing high levels of growth in academic student achievement.
- Previous work experience in charter schools, preferred.

Teacher

AMPS' teachers are committed to providing a high-quality education to our students, fostering a positive learning environment, and collaborating with colleagues to achieve our school's goals. 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.

- Job Requirements

- Develop and implement engaging and effective lesson plans aligned with state standards and the network-adopted subject-specific curriculum.
- Adapt instruction as needed to meet the diverse learning needs of students.
- Utilize a variety of instructional strategies to engage students and promote critical thinking.
- Effectively manage student behavior and create a positive learning environment in accordance with school policies and procedures.
- Establish clear and consistent classroom procedures and routines to promote positive student behaviors.
- Assess student progress regularly and provide individualized support and interventions as needed.
- Develop and administer formative and summative assessments to monitor student progress and provide timely, constructive feedback.
- Provide individual and small group support to students as needed.
- Utilize effective communication channels, such as ParentSquare messages, to keep parents and families informed about classroom activities and student progress.
- Participate in school-wide initiatives and committees to contribute to the overall success of the school.

- Required Education

- Bachelor's degree or higher from a regionally accredited institution.
- California teaching credential or ability and willingness to obtain a California teaching permit/credential if not already credentialed.

- Required Experience

- 1+ years of experience working at school sites or experience working with children/youth, preferred.
- Strong classroom management skills and ability to build rapport with students.
- Demonstrated mastery of subject matter.
- Previous experience in charter schools, preferred.

Per Education Code Section 47605(l)(1), teachers in the Charter High School will hire faculty and supporting team members based on skills, experience, content mastery, academic excellence, academic ability, performance reviews. We prefer individuals who exhibit a go-getter enthusiasm hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the charting authority. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. The Charter School shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing in the same manner as a school district. And per Assembly Bill 1505 - Teachers employed by charter schools during the interview process. This 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.

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Selection of teachers is based on their teaching experience, the degree of subject matter expertise, their ability to develop strong relationships with students, families, colleagues, and the community, and their ability to demonstrate effective classroom instructional capabilities. Inexperienced or emergency credentialed teachers are hired when we are unable to secure a more experienced or fully credentialed teacher. We deem their level of quality based on educational experience, work experience, references, willingness to enter a credential program in the near future, and their ability to obtain the necessary permit or waiver from the Commission on Teacher Credentialing for the school year and certificated assignment they are applying to.

Other Jobs at the Charter School

School Counselor

The School Counselor will be responsible for providing services related to the delivery of mental health care to assigned students that includes our paraprofessional tutors, admin staff, students who are struggling academically, with social/mental health matters, and/or SPED students. The School Counselor will provide consultation services to the school staff to support the overall mental health goals of the school and contribute to overall student success. The role requires that the individual understand the importance of social emotional well-being for students, and adapt culturally responsive approaches when dealing with a diverse population. The counselor is required to maintain professional standards and confidentiality of records relating to student treatment in accordance with the varied state and federal laws, American School Counselor Association Student Standards, and AMPS policies.

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- Required Education

- Bachelor's Degree, Master's Degree preferred.
- Credential authorizing the employee to provide ERMHS services to pupils, such as Pupil personnel Service (PPS) credential: completed or in progress.

- Required Experience

- Understanding of ACSA Counseling standards.
- At least two (2) years of school counseling experience or extensive experience working in urban school settings.

College Advisor

Building upon AMPS' strong tradition of academic excellence, this role focuses on preparing students for college counseling team, and other support staff. We will continue to use our simple yet productive method of staff recruitment and career success by providing comprehensive guidance, support, and resources. The ideal candidate is a strategic thinker with a deep understanding of the college admissions and financial aid landscape. They possess exceptional organizational skills, a passion for problem-solving, and a commitment to fostering student success.

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- Required Education

- Bachelor's Degree.

- Required Experience

- 1+ years of experience in college access, student advising, or related fields.
- Proficiency with California public colleges and universities, preferred.
- Bilingual in Spanish, preferred.

Paraprofessional Tutor

The Paraprofessional Tutor will provide academic assistance to students who need remediation, including tutoring students in specific academic areas related to their core curriculum during the school day and/or assist students with their homework assignments during the afterschool program. Tutors engage in academic activities with selected students either one-on-one or with small groups.

- Required Education

- Bachelor's Degree.

- Required Experience

- 1+ years of experience working with youth.

Professional Development

Amethod Public Schools staff participate in extensive professional development. Our professional development plan is aligned to the annual educational priorities established by Amethod Public Schools and the Charter School. Amethod Public Schools' professional development plan focuses on enhancing instructional practices, fostering collaboration, and integrating technology into the classroom. The plan could include a series of workshops and training sessions tailored to different grade levels and subject areas, emphasizing current educational trends, pedagogical strategies, and differentiation techniques. Collaborative learning communities are established, allowing teachers to share best practices, observe each other's classrooms, and engage in constructive feedback.

Before the school year starts, all AMPS' staff participate in week-long professional development sessions. We call this our AMPS Summit. There are various professional development strands based on the roles that staff have. For new teachers, AMPS has a New Teacher Summit where they participate in training specifically tailored to them.

To ensure that the professional development plan is effective and relevant, ongoing assessment and feedback mechanisms are integrated. Regular surveys and reflection

sessions allow educators to voice their needs and experiences, allowing for adjustments to the program as necessary. Furthermore, technology training on all curricula has been a core component, equipping teachers with the skills to effectively utilize digital tools and resources in their instruction. By prioritizing these elements, the professional development plan fosters a culture of continuous improvement and innovation, ultimately enhancing student learning outcomes across all grade levels.

Instructional Coaching

Amethod Public Schools has implemented an effective teacher coaching and feedback plan which involves a structured approach that fosters continuous development. We have established a clear framework that includes the collection of transcripts, reference checks, writing sample, and an extensive interview regular bi-weekly classroom observations, peer feedback sessions, and individualized coaching meetings. Coaches are trained to observe lessons with a focus on specific pedagogical strategies, student engagement, and learning outcomes. After observations, a collaborative feedback session follows and allows teachers to reflect on their practices, discuss strengths and areas for growth, and set actionable goals. This reflective practice encourages a growth mindset, where teachers feel supported in experimenting with new techniques without fear of judgment.

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The tools that we use to align and improve instructional practices are the California Standards for the Teaching Profession, Get Better Faster model, and Teach Like a Champion strategies. AMPS has integrated these tools into our instructional coaching framework to increase teacher effectiveness and improve student outcomes. By prioritizing ongoing support and creating a safe space for professional dialogue, Amethod Public Schools' coaching plan enhances teaching quality and supports our mission.

Performance Evaluations

Staff evaluations are performed at least two times per school year. The Site Director and Deans are responsible for evaluating all teachers and support staff. The Home Office instructional team supports the sites with the evaluation process and ensure compliance. The Site Director is responsible for evaluating the Deans and the Chief Academic Officer is responsible for evaluating the Site Director. Home Office staff is evaluated by their immediate supervisor. The Chief Executive Officer is evaluated by the AMPS Board of Directors.

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[Amethod Public Schools complies with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees. Amethod Public Schools maintains sufficient staff and systems, including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from the District and other authorized reporting agencies.](#)

[Attached, as Appendix F, please find the AMPS Home Office Organization Chart.](#)

[Attached, as Appendix G, please find the OCHS Site Organization Chart.](#)

[Attached, as Appendix O, please find the AMPS Employee Handbook.](#)

ELEMENT VI: HEALTH AND SAFETY

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

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

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Education Code Section 47605(b)(5)(F).

Oakland Unified School District Required Language for Element VI:

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~~HEALTH, SAFETY AND EMERGENCY PLAN~~

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

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

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

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

The Charter School shall maintain on file and available for inspection evidence that (1) the Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) the 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 schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) the 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. The 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, the Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

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IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

- ii.** *The 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. **The development of a school safety plan, which shall***

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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 ~~maintain TB clearance records and certifications~~ develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

A. Child abuse reporting procedures;

B. Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;

C. Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;

D. Procedures to notify teachers of dangerous pupils pursuant to Section 49079;

E. A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;

F. The provisions of any schoolwide dress code, pursuant to Education Code section 35183 that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code;

G. Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;

H. A safe and orderly environment conducive to learning at the school;

I. The rules and procedures ~~on file~~ school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;

J. ~~The~~ Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

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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. The Charter School shall maintain student immunization, health examination, and health screening records on file.

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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.

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SAFE PLACE TO LEARN ACT

The Upon request, Charter School shall comply with all applicable requirements provide a copy of the Safe Place to Learn Act, Education Code section 234 et seq Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

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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.

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GUN-FREE SCHOOLS ACT

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

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TOBACCO USE PREVENTION

The Charter School shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495. "certifications on file.

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Overview

In order to provide safety for all students and staff, Oakland Charter High School, the AMPS Board of Directors will adopt and implement full health and safety policies and procedures and risk management policies at its school, the Charter School site in

consultation with its insurance carriers and risk management experts. These policies and procedures will be incorporated into the Charter School's student and staff employee handbooks as needed and will be reviewed on an ongoing basis by the School Site Director and Board of Directors Home Office team. The Charter School shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies and procedures of the Oakland Charter High School.

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 Charter School shall comply with the provisions and procedures of Education Code 44237 and 45125.1, including the requirement that as a condition of employment each new employee and Employees, volunteers who will volunteer outside the direct supervision of a credentialed employee, and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The HR Manager of the Charter School shall monitor compliance with this policy and report to the Chief Executive Officer on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Chief Executive Officer. The Chief Executive Officer shall monitor the fingerprinting and background clearance of the Custodian of Record. No employee shall be permitted to commence work at the campus until clearance has been obtained from the Department of Justice.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters, as defined by law, and are obligated to report will follow all known or suspected incidents of child abuse applicable reporting laws, the same policies and neglect procedures used by the District. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect. The Charter School shall provide mandated

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reporter training to all employees annually in accordance with Education Code Section 44691.

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Comprehensive ~~Sexual~~ Anti-Discrimination and Harassment Policies and Procedures

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

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The Charter School ~~shall develop~~will implement a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). ~~Misconduct of this nature is very serious and will be addressed in accordance with A~~method Public Schools' policy and procedures. ~~The AMPS policy prohibiting Unlawful Harassment, Discrimination, and Retaliation and complaint forms are included in the Employee Handbook and the Student and Family Handbook. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6 and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.~~

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Attached, as Appendix P, please find the AMPS Uniform Complaint Policy and the Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy.

Immunizations

All ~~students~~ enrolled ~~and staff~~ students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations ~~Section~~ Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Blood ~~borne~~ Borne Pathogens

The Charter School shall meet state and federal standards for dealing with ~~blood borne~~ bloodborne pathogens and other potentially infectious materials in the ~~work place~~ workplace. The Charter 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 OCHS.~~ 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 Charter School shall function as a drug, alcohol and smoke free workplace.~~

The Charter School is committed to providing a drug-, smoke-, and alcohol-free environment and promoting safety in the workplace. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees, students, and all AMPS stakeholders.

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Possession or use of intoxicating beverages or drugs on Oakland Charter High School's or AMPS' premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Medication in School

Amethod Public Schools has adopted a policy regarding the administration of medication at school that adheres to Education Code Section 49423. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include the location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

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Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to have site inspected by the local Fire Department regularly test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction. The Charter School affirms that it will comply with the District (if at District facilities) federal ADA access requirements and other applicable fire, health, and structural safety requirements; will maintain on file readily accessible records documenting such compliance and facility inspection records; and that the site will be secured with an appropriate Certificate of Occupancy.

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All Amethod schools are required to have active safety plans on file as required by California Education Code and staff will be trained annually on the safety procedures outlined in the plan. If OCHS finds a facility for the Charter School and it is not a district facility, the Charter School will hire its own contractors and the appropriate resources necessary in order to perform the maintenance and operations functions required at its facility. Services by outside contractors will be heating, ventilation, air conditioning, electric, life safety, remodel construction, pest management control, elevator repair and maintenance, and other maintenance functions. Should Amethod Public Schools be granted use of district facilities (under prop 39 or otherwise) during the term of this petition, the Charter School will be required to enter into an agreement with the district detailing all maintenance and operations functions and responsibilities prior to occupancy of the district facilities.

Food Service

The Charter School may be a food service sponsor and contract for food services (with the OUSD or 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 Charter School's opening, the local health care facility will be contacted to create policies regarding such instances. The procedures that the Charter School will follow to ensure the health and safety of pupils and staff will be similar to what other Amethod Public Schools sites implement. These procedures shall include the requirement that each employee of the Charter School furnish the Charter School with a criminal record summary as described in §44237, Ed. Code §47605(b)(5)(F).

School Meals

The Charter School shall provide breakfast and lunch, free of charge, during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-priced meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Vision/Hearing/Scoliosis

Students will be screened for vision, hearing, and scoliosis. ~~OCHS~~The Charter School shall adhere to Education Code Section 49450 et seq. as applicable to the grade levels served by the Charter School.

Emergency Preparedness

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

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~~(See Appendix P: AMPS School Safety Plan and Emergency Procedures Handbook)~~

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 Charter School must have written permission from the parent or eligible student in order to release any information from a student's education record. The Charter 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.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

- ~~A description of type 2 diabetes.~~
- ~~A description of the risk factors and warning signs associated with type 2 diabetes.~~

~~A recommendation that~~ The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(L):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations

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- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school wide dress code that prohibits students displaying or possibly from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from risk factors or warning signs associated with type 2 diabetes should an opioid overdose
- The School Safety Plan shall be screened for type 2 diabetes, drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.
 - A description of treatments and prevention methods of type 2 diabetes.
 - A description of the different types of diabetes screening tests available.

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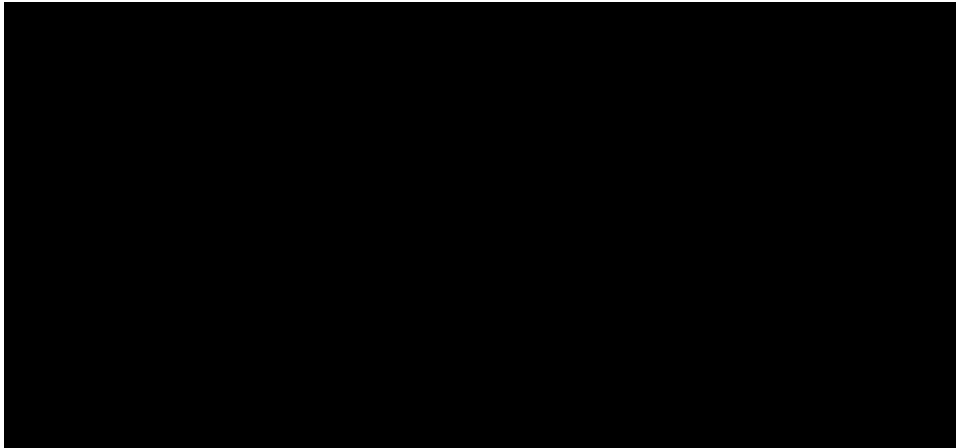
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Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Site Director and, if there is merit to the concern, the Site Director shall direct the School Safety Plan to be modified accordingly.

Safety plans are maintained on file and available for inspection. Amethod Public Schools adheres to these plans to address the needs of each school site. Emergency drills are held periodically and as required for fire, earthquake and lockdown scenarios.

Attached, as Appendix Q, please find the OCHS Comprehensive School Safety Plan.

Suicide Prevention Policy

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

The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All-Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGBTQ+ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Athletics

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Fact Sheet for Patients. The Charter School complies with the requirements of Education Code section 221.9 with respect to the posting and/or disclosure requirements regarding pupil participation in competitive athletics and complies with the requirements of Education Code Section 33479 et seq. regarding recognition of signs of sudden cardiac arrest with respect to any athletic program that is offered.

In the event that the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Furthermore, the Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

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

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Employee Training

The Charter School shall ensure that all staff members receive annual training on the 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.

The Charter School shall also ensure that its employees receive the required sexual harassment training under Government Code Section 12950.1.

The 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, in accordance with Education Code Section 44691, 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.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

ELEMENT VII: RACIAL AND ETHNICITY: BALANCE OF RACIAL/ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNER STUDENTS

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Governing Law: "The means by which the charter school will achieve a balance of racial and ethnic balance among its 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(b)(5)(G).

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OCHS shall strive to achieve a student population from East Oakland and the greater OUSD area that recognizes and values the Charter School's mission and vision statements and is committed to the instructional and operational philosophy. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School.

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 Charter School. Oakland Charter High School will work with various community organizations, churches, stores, merchant associations, Bay Area charter schools, and public schools within the Oakland Unified School District boundaries to recruit a student population that reflects the community.

Communities to Benefit

OCHS is open to any student or family who wishes to attend. **Recruitment Strategies**

The Charter School will also concentrate outreach efforts at schools and communities closest to OUSD students that are strive to ensure that the student population of the following criteria:

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

OCHS Charter School will work with various community organizations, churches, stores, merchant associations, Bay Area charter schools, and public schools be reflective of the general population residing within the Oakland Unified School territorial jurisdiction of the District boundaries to recruit a student population that reflects the community.

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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~~

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Recruiting and Marketing

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 Outreach team whom canvasses the area with families and volunteers. The Charter School acknowledges that recruitment of students is the responsibility of the Charter School. In compliance with federal law, the recruitment efforts of the Charter School are to target all populations within the area, regardless of race, disability, ethnicity, or gender. The Charter School will explore as many avenues of outreach as possible to guarantee a broad spectrum of exposure during its recruitment process.

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The Charter School will implement a recruitment strategy that includes, but is not necessarily limited to, monitor 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 Charter School will reach out to students and parents through its students on an annual basis and will engage in a variety of methods, means and strategies, including: monitoring and revising its student outreach plan to achieve a racially and ethnically diverse student population, as well as students who receive special education ("SPED") services and/or English Learners.

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- ~~Attending elementary school, and middle school option fairs;~~
- ~~Meeting with local Athletic Teams and leagues;~~
- ~~Hosting open houses at the Charter School and partnering campuses;~~

Through collaboration with multiple stakeholder groups, OCHS will attempt to do the following:

- Develop an enrollment timeline and process that allows for a broad recruitment and application process, and engagement from multiple stakeholders from diverse roles and backgrounds, enabling families to learn about Oakland Charter High School.
- Partner with community leaders from the underrepresented student groups to foster dialogue and recruitment strategies to attract families.
- Engage in outreach efforts and making presentation via community organizations, stores, libraries, restaurants, markets, recreation centers, neighborhood groups, youth organizations, churches and other local organizations.
- Develop a marketing campaign through digital marketing ads, social media, on our school website, posting flyers in neighborhoods, distributing flyers at local organizations and small businesses, billboards, and radio/TV public service announcements targeted toward diverse populations, and in various languages, as needed.
- ~~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.~~
- Use the United States Postal Services to send marketing materials to areas and neighborhoods with high school-aged children populations.
- Conduct community organizations to reach canvassing for opportunities to inform our community about our school program, and supports for all students.
- ~~Execute community events and resource fairs to attract the community and distribute information about our schools while also providing families in the local area; community with engaging content.~~
- ~~Word of mouth among parents in the community; and~~
- ~~Speaking or distributing flyers at local churches, recreation centers, and groups working with families~~

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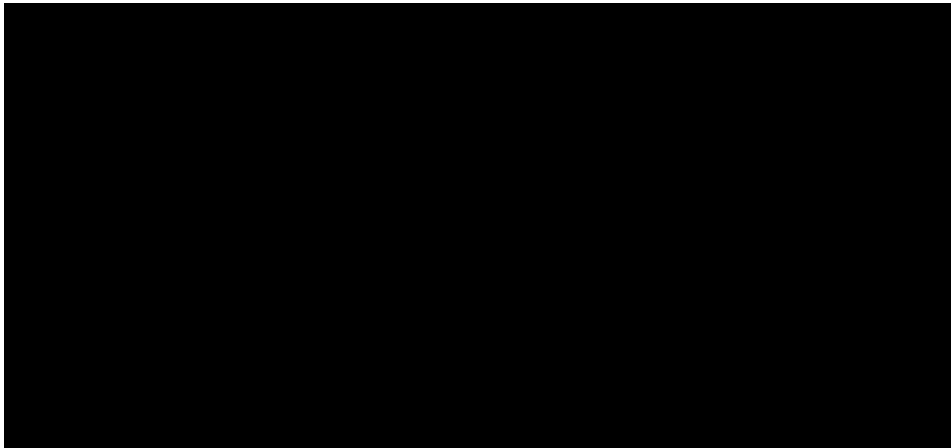
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Outreach efforts and materials will be provided in Spanish, Vietnamese, and Mandarin languages as needed. General information sheets, and other key documents, including the Charter School vision and mission statement will be provided in the multiple languages as well. The goal is to have the open slots filled by enrolled students by March. Summer school session will be set in coordination with charter petition timelines, and local school schedules. Oakland Charter High School will also host at minimum, one (1) community event to promote the Charter School and to disperse applications and school informational.

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



- [Meet with local Athletic Teams and leagues:](#)

- [Host open house events to provide opportunities for prospective applicants to learn more about the Charter School's academic and extracurricular programs.](#)
- [Develop student and family affinity groups to learn more about their experiences and opportunities to enhance our programming.](#)
- [Provide all outreach and recruitment materials in multiple languages.](#)
- [With permission from the schools, make presentations to students and families of 8th grade students from schools across the district.](#)
- [Employ a diverse staff so that students and families feel a sense of connectedness and familiarity.](#)
- [Utilize our External Affairs Manager to develop additional recruitment strategies with the support of families and community partners.](#)

Plan to Achieve a Reflective Racial, Ethnic, SPED and English Learner Student Balance

[Our goal is to diversify the applicant pool, to be one that is reflective of multiple backgrounds, including students who receive SPED services and/or English learners. OCHS strives to maintain a diverse student body and will work to ensure students from diverse backgrounds and academic needs have access to our program.](#)

[On an annual basis, AMPS Home Office staff and OCHS site leadership teams will conduct an annual diversity needs assessment, which will include data collected from discussions with focus groups, affinity groups, surveys, and community-wide dialogue. Key stakeholders will be engaged in this process, including school-site personnel, Home Office staff, students, parents, and community members. AMPS and OCHS staff will analyze the data collected and identify needs and opportunities to strengthen programming and outreach efforts.](#)

[As part of our outreach and recruitment efforts, OCHS created the following plan to achieve a racial, ethnic, SPED, and English Learner student balance that is reflective of the District:](#)

<u>Action</u>	<u>Tool(s)</u>	<u>Due Date</u>
Analyze student demographic data (racial, ethnic, SPED, EL composition) for the Charter School.	PowerSchool demographic data CALPADS report	October 1

Gather District demographic data and compare to the Charter School	CORE Data Demographic Comparison Table	October 15
Develop a strategic student enrollment and outreach plan based on our comparison tables that allows for diverse student recruitment and engagement from multiple stakeholders from diverse roles and backgrounds	Marketing Plan Outreach Plan Affinity Group and Focus Group Feedback Survey	November 15
Prepare and finalize marketing materials	Flyers, brochures, merchandise	November 30
Prepare and finalize outreach materials	Open House dates Application Nights Middle School Presentations	January 15
Analyze data of incoming class to measure success	Registration Materials	April 30

Systems and Supports to Retain Target Student Groups

[OCHS is committed to ensuring that all students and families feel welcome and respected. To that end, OCHS aims to maintain enrollment of students representing various racial and ethnic backgrounds, language groups, and students with disabilities. Our strategies and processes are designed to reflect and support the diversity of our community, ensuring that every student feels valued and has equal opportunities for post-secondary success.](#)

[OCHS prioritizes using inclusive and welcoming language, programming, and materials that reflect and respect the diverse identities of our students and families. We have intentionally adopted an Ethnic Studies curriculum for all students in ninth grade to take. During the year, the AMPS Home Office hosts a network-wide staff training on bias and culturally responsive teaching. In addition, we aim to hire a diverse staff that reflects the demographics of our students and the community we aim to serve.](#)

OCHS fosters collaboration and celebrations through school events and student clubs. Each month, we host heritage celebrations to learn about and celebrate the diversity of our community. Our students are encouraged to join affinity groups to build a sense of trust and discuss relevant issues impacting them. All of our affinity groups have open membership and we encourage students who are not part of a certain affinity group to become allies.

Throughout the year, OCHS conducts student and family focus groups and collects survey data to identify strengths and areas of opportunity. Our plan is to partner with a consultant to interview students, families and staff and provide recommendations for improving both the cultural responsiveness of our program and our current retention efforts.

Through focused parent meetings and events, our site leadership team has cultivated stronger relationships with our existing Black/African American families. Due to these meetings and relationships, we have been able to identify some areas that we have improved on which are: providing bus passes for transportation assistance, scheduling family meetings at different points in the day to capture parents who might not otherwise attend, offering childcare during meetings, and having more accessible forms of communication with teachers and staff. Students have suggested that we plan a field trip to Historically Black Colleges and Universities ("HBCUs"), provide more support for the Black Student Alliance in the form of guest speakers, programming during Black History Month, and more sports offerings. Our plan is to continue meeting with our Black/African American families and students and put their inputs and suggestions into action. Oakland Charter High School wants our Black/African American families and students to feel seen, heard, and valued at our school so that they can have a great experience and a sense of belonging and pride.

To better support English Learner pupils, redesignated fluent English proficient pupils, and newcomers, Oakland Charter High School has established more community partnerships to be able to provide better resources to students and families. Our newcomer population has increased over the years from 10% to 29% over the charter term. To support with their language acquisition skills, we increased the number of staff to support English Learners throughout the school day. OCHS has also invested in additional professional development to all instructional staff to share best practices for adding accommodations for English Learners (i.e., ELs, RFEP, and newcomers). To ensure that families feel included in our school's programming, we send communications in multiple languages. OCHS also invests in having interpreters at every town hall, community meeting, and family event. All staff also have access to an interpreting phone service to ensure that they can reach parents who speak a language other than English.

The special education program at Oakland Charter High School is built on the foundation of collaboration. We believe in the power of close collaboration between

parents, teachers, and other professionals who are involved in a student's education. This collaborative approach ensures that every voice is heard, and every student's needs are met. Over the years, we have seen an increase in our special education population, from 5% to 11% over the charter term. OCHS believes in fostering a nurturing and inclusive environment that helps students feel accepted and supported, which boosts the student's self-confidence and encourages them to participate actively in their learning journey. We ensure that appropriate accommodations are provided so that we can level the playing field and enable every student to engage with Common Core grade-level learning materials. In addition, OCHS fosters a culture of self-advocacy and problem-solving abilities so that students gain the confidence to navigate life beyond the classroom.

Our plan to improve our special education program is to implement robust, multimodal, multi-tiered effective professional learning opportunities, especially for new teachers. The site leadership team will be conducting bi-weekly department meetings, one-on-one coaching, and easily accessible resources to support with instructional best practices. We are also strengthening our Multi-Tiered Systems of Support and our Coordination of Services Team to better identify and holistically address student needs.

ELEMENT VIII: STUDENT ADMISSION REQUIREMENTS POLICIES AND PROCEDURES

Governing Law: "Admission requirements, if applicable, policies and procedures, consistent with subdivision (e) [of Education Code Section section 47605(b)]." - Ed. Code § 47605(c)(5)(H).

Oakland Unified School District Required Language for Element VI:

As part of the Fall Information Update, the Documentation of Admissions and Enrollment Processes

Upon request, Charter School will notify the District in writing of the application deadline and proposed lottery date. The 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.

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

The 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).

It is the policy of Oakland Charter High School to be nonsectarian in its programs, curriculum, admission policies, employment practices, and all other operations. OCHS shall not charge tuition nor discriminate against any pupil based upon any of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

The 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

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enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission to the Charter School, except in the case of a public random drawing, shall not be determined according to the student's place of residence or that of the student's parent or guardian, within the state of California, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School 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), including 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.

Similarly, in accordance with Section 47605(e)(4)(C), the 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, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described Education Code Section 47605(e)(2)(B)(iii), as listed above.

OCHS 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.

HOMELESS AND FOSTER YOUTH

~~The~~ All students will be given equal access to the Charter School, regardless of disabilities, and the Charter School will not discriminate against any students based on their disabilities.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

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

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provided to other children and youths. ~~The~~ Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that ~~the~~ Charter School is open to enroll and provide services for all students, and provides a ~~standard-District~~ contact number for access to additional information regarding enrollment. ~~The~~ Charter School shall comply with all applicable provisions of Education Code sections 48850 - 48859 with respect to foster children and homeless youth.

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NON DISCRIMINATION

~~The~~ 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. ~~The~~ 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.

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

PARENT ENGAGEMENT

~~The~~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.

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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 ~~his/her~~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 ~~his/her~~their parent cannot, has not, or will not provide volunteer service to ~~the~~ Charter School."

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

~~The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state~~

~~OCHS 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:~~

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~~All students will be given equal access to the Charter School, regardless of disabilities, and the Charter School will not discriminate against any students based on his or her disabilities~~

Enrollment Process

Admission and Public Random Lottery Process

~~Formal recruitment of incoming students begins in the Fall semester each year for the following school year. The Charter School will have requires students who wish to attend the Charter School to complete an application form. The Charter School will have a publicly advertised open application period extending from November through February each year for enrollment in the following school year. 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. Applications are accessible online through a citywide single charter application process. Families can receive direct assistance with the application process either over the phone or in person. The application is comprised of the following:~~

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

1. ~~Submit a school data card (family or guardian contact information).~~
2. ~~Submit a copy of student immunization records.~~
3. ~~Submit a signed copy of OCHS student contract and agreement to participate and abide by school guidelines.~~
4. ~~Attend a Family Orientation Meeting.~~
5. ~~Complete any additional Enrollment/Registration forms and documents.~~

Public Random Lottery

- [Basic contact information](#)
- [Grade level](#)
- [Eligibility for admission preferences, as detailed below](#)

[Applications are due mid-February each year. If the number of applicants exceeds the number of available spaces, a public random drawing is held in accordance with Education Code Section 47605\(e\)\(2\)\(B\). The application materials will specifically identify the application deadline and the proposed lottery date. All applicants are also informed of the date and location of the public random drawing, as detailed below.](#)

[The Charter School's application process is comprised of the following steps:](#)

1. [The Charter School participates in Oakland Enrolls. Oakland Enrolls manages a single common application and timeline for charter schools in OUSD. Families apply online via Avela for each child who is interested in attending the Charter School. Oakland Enrolls and Avela organize and oversee the lottery process. The Chief Strategy and Compliance Officer, the Site Director, and the Registrar are responsible for ensuring that the lottery process is followed fairly, accurately, and in a timely manner from start to finish. Monthly meetings between Oakland Enrolls and charter representatives address lottery procedures in detail starting in September and train the employees who will be helping families through the application and enrollment process. Full accounts of the process, procedures, and updates are reported by the Registrar and Site Director to the Chief Strategy and Compliance Officer.](#)
2. [Applications will be accepted during a publicly advertised open enrollment period ~~each year for enrollment in the following school year.~~ which occurs from November to mid-February of each year for enrollment in the following school year. The Charter School holds at least one open house and an enrollment](#)

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[parent information session during the open enrollment period. Additionally, comprehensive information on how to apply and the steps in the application and enrollment cycle are available on the school's websites and in the Charter School's front office.](#)

3. [Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing lottery to determine admission for the impacted grade level\(s\), with the exception of existing students, who are guaranteed admission in the following school year.](#)
4. [Avela is the platform through which OCHS conducts its lottery. The lottery will select names randomly through a computer-generated process, taking into account admission preferences listed below, under "Admission Preferences." If there are more students in a preference category than there are spaces available, a random drawing will be held within that preference category until all available spaces are filled.](#)
5. [Open enrollment and lottery information is communicated through letters sent home, through Avela's phone, text, and email messages, and through the AMPS and OCHS website. Families do not need to attend the school in-person on the day that the lottery is ran in order to secure a spot.](#)
6. [All names will be drawn randomly to determine the students who are admitted and those who will be placed on the waitlist. The order of names drawn will determine the order of names on the waitlist.](#)
7. [At the conclusion of the lottery, students who were admitted will be notified by the Charter School Registrar, Administrative Assistant, and by Avela messages, phone, email, and/or mail within one week and asked to accept or decline the offer of admission usually within three weeks of notification date; this day is set by Oakland Enrolls \(online, in person, by email, fax and any other means that would work for the family and school\). All students who were not granted admission due to capacity shall also be contacted and told their number on the waitlist.](#)
8. [Once a parent accepts the offer of admission, they are contacted by the Charter School so that they can submit registration materials. The Charter School's Registrar and Administrative Assistant will help any parents who need assistance in accepting the offer of admission and/or completing the registration forms. The Charter School will keep records of the lottery forms, procedures, accepted lists, and wait lists for a period of one year.](#)

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9. If a parent declines the offer of admission, that space will be offered to the next person on the waiting list, based on the order of names that was pulled from the lottery.

Admission Preferences

In accordance with Education Code Section 47605~~(de)~~(2)(B), in the case of a public random drawing, admission preferences shall be given to the following students in the following order:

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

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

The Charter School will assure that the public random drawing, as listed above are, is consistent with Education Code Section 47605~~(de)~~(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program (“PCSGP”) or Federal Expansion Grant, such modifications may be made at.

There is no weighted priority assigned to the Charter School’s discretion without any need to materially revise the charter as long as such modifications are consistent 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 law and written notice is 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

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the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided by the Charter School to the District above.

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The enrollment system software is programmed with the admission preferences. The enrollment system first fills available spots with students eligible for preference #1. The remaining spots are then filled with students eligible for preference #2. Once all these students have been offered admission, each subsequent preference is filled in the same manner, before moving to fill seats with the next preference.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall will be given the option to put their name placed on a wait listwaitlist according to their draw in the lottery. This wait listwaitlist will allow students the option of enrollment in the case of an opening during. As openings become available, the Registrar and Administrative Assistant will offer enrollment to students in the current school year order listed on the waitlist through the online enrollment system. In no circumstance will a "wait listwaitlist" carry over to the following school year.

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Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

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

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Lottery Procedures

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

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

Waitlist Ranking

The student waitlist will be assigned in the order selected. Two separate observers will collect lottery cards and enter into an electronic database the results. The database will be double checked to the physical cards to ensure accuracy. The database will be made public as soon as practically possible, both online at Amethod Public Schools website and posted in public locations at the school site. Letters and follow up phone calls to families on the waiting list will also be made.

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

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

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Enrollment Process

Upon admission to the Charter School and acceptance of the offer of admission by the family, the family will be invited to complete the registration forms. Oakland Charter High School utilizes PowerSchool, an online portal, for registration forms. Some of the forms that parents will be asked to complete are:

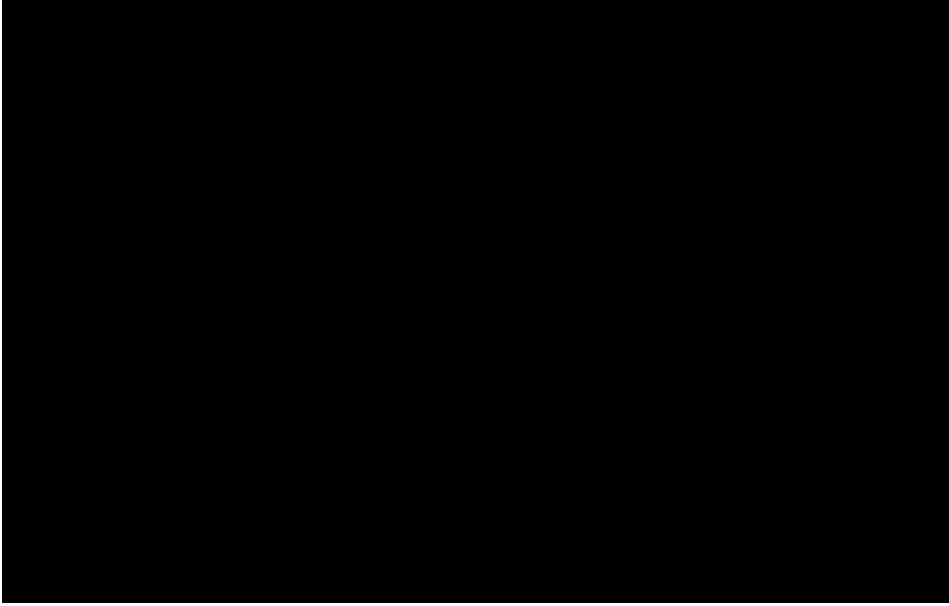
- Student Registration Form
- Home Language Survey
- Emergency Medical Information Form
- Technology Agreement Form
- Proof of minimum age requirements
- Proof of Immunization

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Oakland Charter High School anticipates the lottery will be held at the Charter School or a large community center, church, auditorium, or any public venue capable of seating all applicants comfortably. The lottery will take place on a weekday evening or weekend morning to ensure all interested parties will be able to attend.



- [Authorization for the school to request and receive student records from schools the student has attended or is currently attending](#)
- [A copy of any existing 504 Plan or IEP for the student, if applicable](#)

[The Charter School's Registrar and Administrative Assistant will help any parents who need assistance in completing the registration forms. Each form is available in multiple languages. Forms are also available in paper format, as needed.](#)

ELEMENT IX: ANNUAL AUDIT 9: INDEPENDENT FINANCIAL AUDITS

Governing Law: **"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." - Education Code Section 47605(b)(5)(I)**

Oakland Unified School District Required Language for Element IX:

"In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter, but may be requested earlier by the District, in which case the Charter School will make reasonable efforts to provide by OUSD's requested date:

- o September 15 - Final Unaudited Financial Report for Prior Year*
- o December 15 - Final Audited Financial Report for Prior Year*
- o December 15 - First Interim Financial Report for Current Year*
- o March 15 - Second Interim Financial Report for Current Year*
- o June 30 - Preliminary Budget for Subsequent Year"*

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

The AMPS 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 the applicable Office of Management and Budget Circulars.

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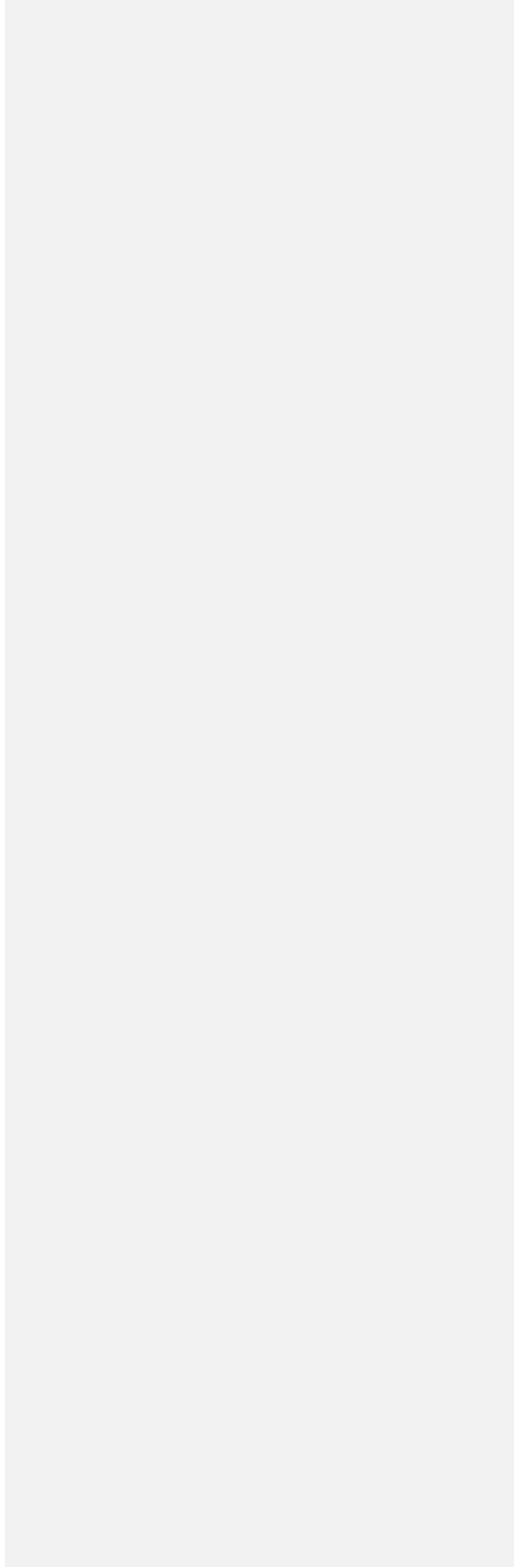
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The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Chief Executive Officer, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the [Charter School](#) ^{AMPS} 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.

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

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ELEMENT ~~10~~: SUSPENSION AND EXPULSION POLICY AND PROCEDURES

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

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

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- 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.)

The policies and procedures for suspension and expulsion will be periodically reviewed and modified as necessary to comport with legal requirements. The Charter School will account for suspended or expelled students in its average daily attendance accounting as provided by law. In accordance with Education Code Section 47605(b)(5)(f)-e)(3), upon expulsion of any student, the Charter School shall notify the district of residence of the district of the pupil's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the education records of the pupil, including report cards or a transcript of grades, and health information.

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~~This Pupil~~ The Charter School shall ensure that students who are removed from their educational setting pending expulsion hearing are provided access to their curriculum and/or IEP in accordance with applicable provisions of state and federal law and this Policy, until a final decision regarding expulsion is reached.

Students 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.

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.

Positive Behavior Support Systems

AMPS believes in fostering caring and authentic relationships among students and adults that support academic excellence, college readiness, lifelong learning, adaptability and perseverance. We believe that all students are scholars who have unlimited potential. We honor the community, culture, and family background of our students.

We believe that teacher-student relationships are at the core of student learning. Our teachers should feel ownership of their classroom. The following responses have been designed to maintain professional and caring teacher-student relationships, connect behavior to learning whenever possible, and use logical over punitive thinking.

Multi-Tiered Systems of Supports is an integrated, comprehensive framework that focuses on differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

MTSS consists of three levels of support and the following sections are organized as such:

1. **Tier 1:** 80% of all students should have their needs met with Tier 1 support. Teachers and staff identify students struggling with social or academic success and implement a Tier 1 intervention with a focus on positive behavior interventions. Interventions are implemented with fidelity & provide quantitative data collected consistently. Students who are unsuccessful with Tier 1 support are referred to the COST.
 - a. Teachers are expected to contact students and families regarding student success and struggles regularly.
 - b. Rewarding positive behaviors
 - c. Universal Design for Learning
 - d. Using inclusive language
 - e. Differentiated Instruction
2. **Tier 2:** approximately 15% of students are provided Tier 2 small group and supplemental support determined by COST. Depending on student needs interventions included:
 - a. Check in check out
 - b. Conflict mediation
 - c. Teacher Office Hours
 - d. Trauma informed de-escalation

[e. Re-teaching](#)

[f. Bullying prevention](#)

3. Tier 3: [approximately 5% of students may receive highly individualized support or referral to additional services.](#)

[a. Crisis intervention](#)

[b. Individual counseling](#)

[c. Outside referrals](#)

[d. Parent support](#)

Positive Behavior Intervention and Support is a proactive and school-wide approach that aims to define, teach and support appropriate student behavior. It emphasizes acknowledging and directly teaching appropriate behavior rather than punishing behavior. It also provides a continuum of supports for students who struggle to meet the school expectations.

At Oakland Charter High School, PBIS is implemented as a schoolwide program so that students learn the same behavioral expectations. Research has shown that the benefits of PBIS include increased attendance, a more positive and calm environment, and reduction in the number of behavioral disruptions. Components for our PBIS within OCHS consist of:

- [Clearly defined school wide behavioral expectations](#)
- [Explicit teaching on the expectations](#)
- [Acknowledge appropriate behaviors](#)
- [Data Collection](#)
- [Strong relationships with staff and peers](#)
- [Alternative to suspension through:](#)
 - [Personal Reflection](#)
 - [School and/or community service](#)
 - [Mentoring](#)
 - [Restorative conversations and circles](#)

~~When the~~Consistent with this 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~~ involuntary removal, and it may be amended from time to time without the need to ~~amend~~ seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary ~~rules~~ policies and procedures fairly and consistently among all students. This ~~Policy~~ policy and its ~~Procedures~~ procedures will be printed and distributed annually as part of the Student Handbook ~~and~~ which 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~~ this 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/guardians¹¹ are notified in writing upon enrollment of all discipline ~~and~~ involuntary removal policies and procedures. The notice shall state that this ~~Policy~~ policy and ~~Procedures~~ its procedures are available ~~on~~ upon 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")~~ IDEA or who is qualified for services under Section 504 ~~of the Rehabilitation Act of 1973 ("Section 504")~~ is subject to

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¹¹ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; an Indian child's tribal social worker and if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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~~ requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the ~~California~~ applicable provisions of the 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.

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No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

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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:

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- 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; or
- d) during, going to, or coming from a school-sponsored activity.

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B. Enumerated Offenses

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

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

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

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

e)(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)(A)~~ 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)(A)~~ 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.

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~~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.~~

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

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

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~~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)(A) 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.~~

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

~~o)(A) 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.~~

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

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- 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.~~

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

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~~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:~~

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- ~~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)(i) "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:~~

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~~i.1) A message, text, sound, video, or image:~~

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~~ii.1) A post on a social network Internet Web site including, but not limited to:~~

~~aa) 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:~~

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(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.~~

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~~iii. 1) An act of cyber sexual bullying:~~

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~~(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.~~

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(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.

~~2)(i) 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.~~

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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)(A) Caused, attempted to cause, or threatened to cause physical injury to another person.~~

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

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~~e) 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)(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.~~

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(E) Committed or attempted to commit robbery or extortion.

~~e)(A) Committed or attempted to commit robbery or extortion.~~

f)(F) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g)(G) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

~~h)(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. 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 a student's own prescription products by a pupil/student.~~

(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.

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

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

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~~k)(K)~~ Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

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

~~(N)~~ Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

~~l)(A)~~ 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.

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~~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)(A)~~ 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.

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

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~~p)(O)~~ Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision policy, "hazing" means a method of initiation or preinitiation into a pupil/student 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/student. For purposes of this

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section policy, "hazing" does not include athletic events or school-sanctioned events.

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⊕(P) Made terroristic threats against school officials and/or school property ~~-, which includes but is not limited to, electronic files and databases.~~ For purposes of this section policy, "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~~ their own safety or for ~~his or her~~ their immediate family's safety, or for the protection of school property, ~~which includes but is not limited to, electronic files and databases.~~ or the personal property of the person threatened or ~~his or her~~ their immediate family.

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⊕(Q) Committed sexual harassment, as defined in Education Code Section 212.5. ~~For the purposes of this section policy, 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 provision shall apply to ~~pupils~~ students in any of grades ~~49~~ 12, inclusive.**

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⊕(R) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. ~~This section provision shall apply to ~~pupils~~ students in any of grades ~~49~~ 12, inclusive.~~

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⊕(S) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of

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materially disrupting class work, creating substantial disorder and invading ~~student~~the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. **This section provision shall apply to pupils students in any of grades 4~~9~~ to 12, inclusive.**

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

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

(T)

~~(i)~~ "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:

~~1)~~ 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~~their age, or for a person of ~~his or her~~their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

~~2)~~ Causing a reasonable student to experience a substantially detrimental effect on ~~his or her~~their physical or mental health.

~~3)~~ Causing a reasonable student to experience substantial interference with ~~his or her~~their academic performance.

~~4)~~ Causing a reasonable student to experience substantial interference with ~~his or her~~their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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(ii) "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:

1) A message, text, sound, video, or image.

2) 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 student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

3) An act of cyber sexual bullying.

a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or

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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.

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b) For purposes of this policy, "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.

(iii) 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.

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

(V) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 when it is determined the student:

(A) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device 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.

(B) Brandished a knife at another person.

(C) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

(D) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

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

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

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

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

(E) Committed or attempted to commit robbery or extortion.

(F) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

(G) Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.

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

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- (I) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (J) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- (K) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- (L) Possessed an imitation firearm, i.e.: a replica of a firearm that is 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) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- (N) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (O) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- (P) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or

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for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

(Q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 9 to 12, inclusive.**

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(R) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). **This provision shall apply to students in any of grades 9 to 12, inclusive.**

(S) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. **This provision shall apply to students in any of grades 9 to 12, inclusive.**

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

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"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:

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(i)

1) 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 their age, or

for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- 2) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- 3) Causing a reasonable student to experience substantial interference with their academic performance.
- 4) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

(ii) "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:

- 1) A message, text, sound, video, or image.
- 2) 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/student 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/student for the purpose of bullying the pupil/student and such that another pupil/student would reasonably believe, or has reasonably believed, that the pupil/student was or is the pupil/student who was impersonated.

c) Creating a false profile for the purpose of having

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~~one or more of the effects listed in subparagraph (1) above. 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/student~~ or a profile using the likeness or attributes of an actual ~~pupil/student~~ other than the ~~pupil/student~~ who created the false profile.

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~~iii.3)~~ An act of cyber sexual bullying.

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~~(a)~~ For purposes of this ~~clause/policy~~, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a ~~pupil/student~~ to another ~~pupil/student~~ 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.

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~~(b)~~ For purposes of this ~~clause/policy~~, "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.

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~~(iii)~~ 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.

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~~(U)~~ A ~~pupil/student~~ who aids or abets, as defined in ~~Penal Code~~ Section 31 ~~of the Penal Code~~, the infliction or attempted infliction of

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physical injury to another person may be subject to suspension, but not expulsion, except that a ~~pupil~~ student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

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~~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.

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~~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:~~

~~(V) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object of no reasonable use to the student 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's or designee's concurrence.~~

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~~4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:~~

~~↔(A) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device 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.~~

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~~(B) Brandished a knife at another person.~~

~~(C) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.~~

~~(D) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code or committed a sexual battery as~~

defined in Penal Code Section 243.4.

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~~ destructive 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~~ student shall be provided due process rights of notice and a hearing as required in this policy.

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The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- 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)~~ (B) grenade, ~~(iii)~~ (C) rocket having a propellant charge of more than four ounces, ~~(iv)~~ (D) missile having an explosive or incendiary charge of more than one-quarter ounce, ~~(v)~~ (E) mine, or ~~(vi)~~ (E) device similar to any of the devices described in the preceding clauses.

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C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:-

1. ~~1.~~ Conference

confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

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3. ~~3.~~ Suspension Time Limits/Recommendation for Expulsion

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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/student and the pupil's student's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil/student 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/student and the student's parent/guardian, unless the pupil/student and the parent's student's parent/guardian fail to attend the conference.

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel-

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

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A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel should shall consist of at least three (3) members who are certificated and neither a teacher of the pupil or student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense- and the Board of Directors shall make the final determination.

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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/student has committed an expellable offense- and recommends the student for expulsion.

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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/student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the pupil/student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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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/student. The notice shall include:-

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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.

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

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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~~ student.

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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~~their right to (a) receive five (5) days' notice of ~~his/her~~their scheduled

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testimony; (b) have up to two (2) adult support persons of ~~his/her~~their choosing present in the hearing at the time ~~he/she~~the complaining witness testifies, which may include a parent/~~guardian~~ or legal counsel; and (c) elect to have the hearing closed while testifying.

4)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.

5)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~~the complaining witness may leave the hearing room.

6)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.

7)5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours ~~he/she~~the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

8)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~~the complaining witness to the witness stand.

9)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

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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~~their~~ discretion to remove a person from the hearing whom he or she~~they believe~~ believes they believe is prompting, swaying, or influencing the witness.-

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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.-

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9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil~~student~~ being expelled, the complaining witness shall have the right to have his~~her~~their 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.-

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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~~entity~~ conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary ~~circumstance~~circumstances 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.-

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G. Record of Hearing

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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.-

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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.

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If, due to a written request by the expelled pupil/student, 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/their testimony heard in a session closed to the public.

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I. Expulsion Decision

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 make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

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If the Administrative Panel decides not to recommend expulsion, the pupil or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to his/her/their previous educational program.

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The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational

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program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. 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~~ and student's parent/guardian. This notice shall also include the following: (a) ~~Notice~~notice of the specific offense committed by the student; and (b) ~~Notice~~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~~chartering authority. This notice shall include the following: (a) ~~The~~the student's name; and (b) ~~The~~the specific expellable offense committed by the student.

JK. 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~~chartering authority upon request.

KL. No Right to Appeal

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meeting, reporting ~~out~~ any action taken during closed session consistent with the requirements of the Brown Act. The ~~pupil's~~ student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

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OP. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

O. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

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1. ~~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.

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2. ~~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~~

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~~alternative~~ alternative educational setting.

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3. ~~3.~~ Procedural Safeguards/Manifestation Determination

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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~~ parent/guardian to determine:

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~~a.~~a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

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~~b.~~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/guardian, 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.

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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.~~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.~~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.~~c) Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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If the Charter School, the parent/guardian, 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.

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~~4. Due Process Appeals~~

The parent/guardian 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.

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When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian 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 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise/guardian and the Charter School agree otherwise. In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

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

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~~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.~~

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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:

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- a. Carries or possesses a weapon, as defined in 18 USC U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a

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controlled substance, while at school, on school premises, or at a school function; or

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- c. Has inflicted serious bodily injury, as defined by 20 ~~U.S.C. Section~~ 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

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~~6.~~ ~~6.~~ Interim Alternative Educational Setting

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

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

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A student who has not been identified as an individual with disabilities pursuant to ~~IDEIA/IEEA~~ 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.

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

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- 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. The parent/guardian has requested an evaluation of the child.

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~~b. The parent has requested an evaluation of the child.~~

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- ~~e.b.~~ 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.

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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/IEEA~~-eligible children with disabilities, including the right to stay-put.

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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.

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

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[Attached, as Appendix R, please find the Student and Family Handbook.](#)

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

Governing Law: "The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal Social Security." Education Code Section 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 Charter School. Amethod Public Schools will purchase health, dental, and vision insurance for employees.

Additionally, Amethod Public Schools provides employees' access to a Flexible Spending Account (FSA), Dependent Care Account, Childcare benefits, and Commuter benefits on a tax-free basis.

Retirement

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

All Amethod Public School employees are covered by the federal Social Security. The Payroll and Human Resources departments at AMPS shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees. Payroll services for all of Amethod Public School employees are currently processed by ADP Paylocity in conjunction with and coordination of with our payroll support through Edteet team.

The Chief Executive Officer is responsible for ensuring that appropriate arrangements for coverage are made.

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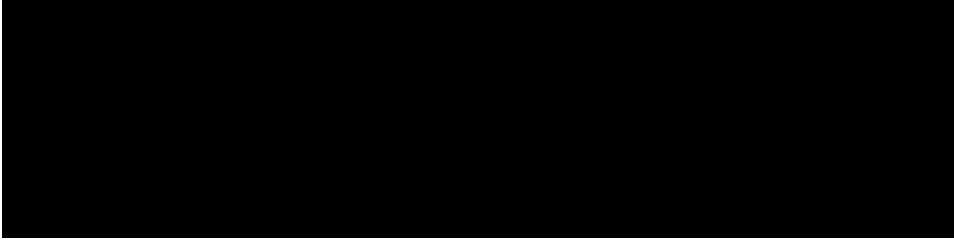
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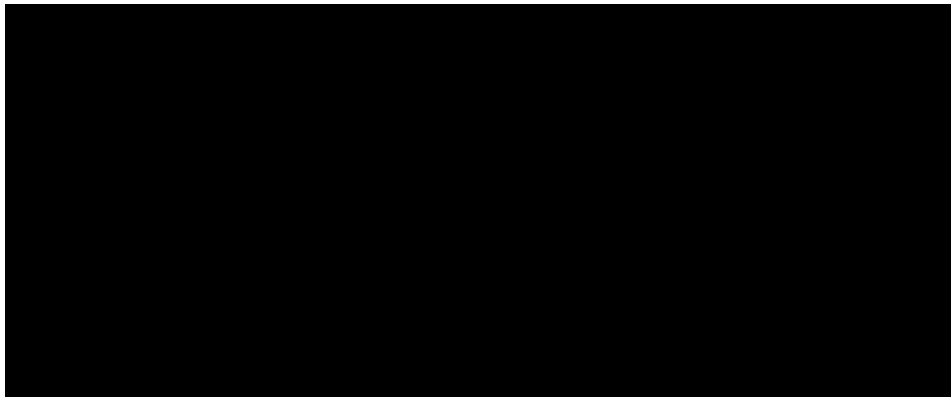
ELEMENT XII: STUDENT 12: PUPIL ATTENDANCE ALTERNATIVES

Governing Law: "The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." - **Ed. Code Section 47605(b)(c)(5)(L).**

Oakland Unified School District Required Language for Element XII:

"Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the LEA District.

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



No student may be required to attend the Charter School.

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ELEMENT ~~XIII: RETURN~~ 13: EMPLOYEE RIGHTS OF EMPLOYEES RETURN

Governing Law: **"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. Education," - Ed. Code Section ~~§ 47605 (b)(c)(5)(M+)~~**

Oakland Unified School District Required Language for Element XIII:

Employees of the District who choose to leave the employment of the District to work at the Charter School shall have no automatic rights of return to the District after employment at the 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 the 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. No individual may be required to work for the Charter School. 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.~~

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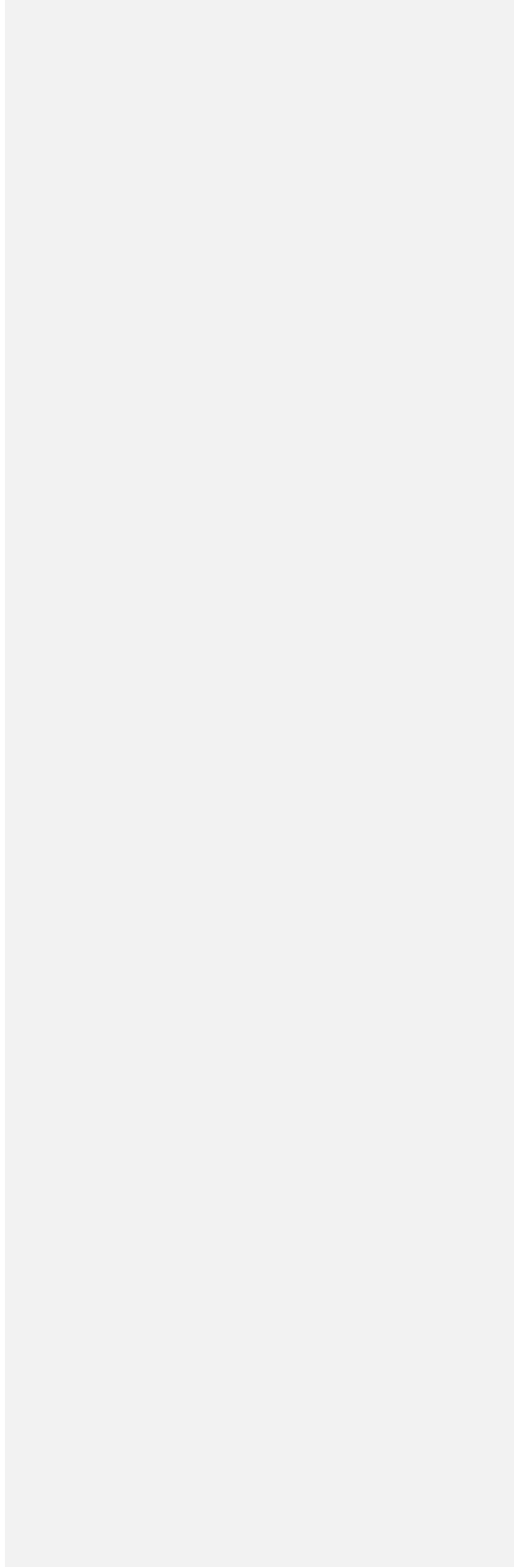
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ELEMENT XIV: DISPUTE RESOLUTION PROCESS

Governing Law: **The procedures to be followed by the charter school and the entity granting the charter chartering authority to resolve disputes relating to provisions of the charter Education.” - Ed. Code Sections 47605(b)(5)(N).**

Oakland Unified School District Required Language Procedures for Element XIV:

“The Complaints against Charter School

Charter School will establish complaint procedures that address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. The 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.

The 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 the Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. The Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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~~The~~ 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 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.~~

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~~The~~ 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.

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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.~~

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"Disputes between the District and the Charter School"

The staff and Governing Board members of ~~the~~ Charter School agree to attempt to resolve all disputes between the District and ~~the~~ Charter School regarding this ~~charter~~ Charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the ~~charter agreement~~ Charter between the District and ~~the~~ Charter School, except any controversy or claim that in any way related to revocation of this ~~charter~~ Charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) ~~(1)~~ Any controversy or claim arising out of or relating to the ~~charter~~

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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.

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(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.

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(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.

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The staff and governing board members of Internal Disputes

A method 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 established an internal dispute resolution process.

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The goal of this dispute resolution process is to:

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(1) Resolve be used for all internal disputes within related to the Charter School in accordance with the Charter School's adopted policies;

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(2) To minimize the oversight burden operations. The Internal Resolutions Services ("IRS") Complaint Form is posted on OUSD our website and distributed to all families and

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(3) To ensure a fair and timely resolution to disputes.

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EMPLOYEES AT THE BEGINNING OF THE SCHOOL YEAR. AMETHOD PUBLIC COMMENTS

The Charter School's staff, Governance Board members, Schools also maintains a Uniform Complaint and Procedures and the authorizing district agree to consider resolving all disputes regarding this charter pursuant to the terms of this section. Title IX Complaint Policy as required by state and federal law. All parties shall refrain from public commentary

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~~regarding any disputes until the matter has progressed through the stated dispute resolution process of these can be found on our website, in multiple languages.~~

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~~*DISPUTES ARISING FROM WITHIN THE CHARTER SCHOOL*~~

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~~Disputes arising from within the Charter School, including all disputes within and among students, staff, parents, volunteers, advisors, partner organizations and governing board members of the Charter School shall be resolved by policies and processes developed by the Charter School. *These processes will be made public through the Charter School's normal communication processes and will begin with complaints being presented to the Site Director or designee. If not resolved, then the matter will be referred to the Chief Executive Officer or designee, and/or subsequently to the Amethod Board President or secretary.*~~

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~~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 *Chief Executive Director/Officer* and the Amethod Public Schools Board *President/Chair*.~~

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~~*Disputes between* Attached, as Appendix R, please find the *Charter School Student and Family Handbook*~~

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~~Attached, as Appendix P, please find the *Charter Granting Agency Title IX Complaint Form*~~

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~~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.~~

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~~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~~

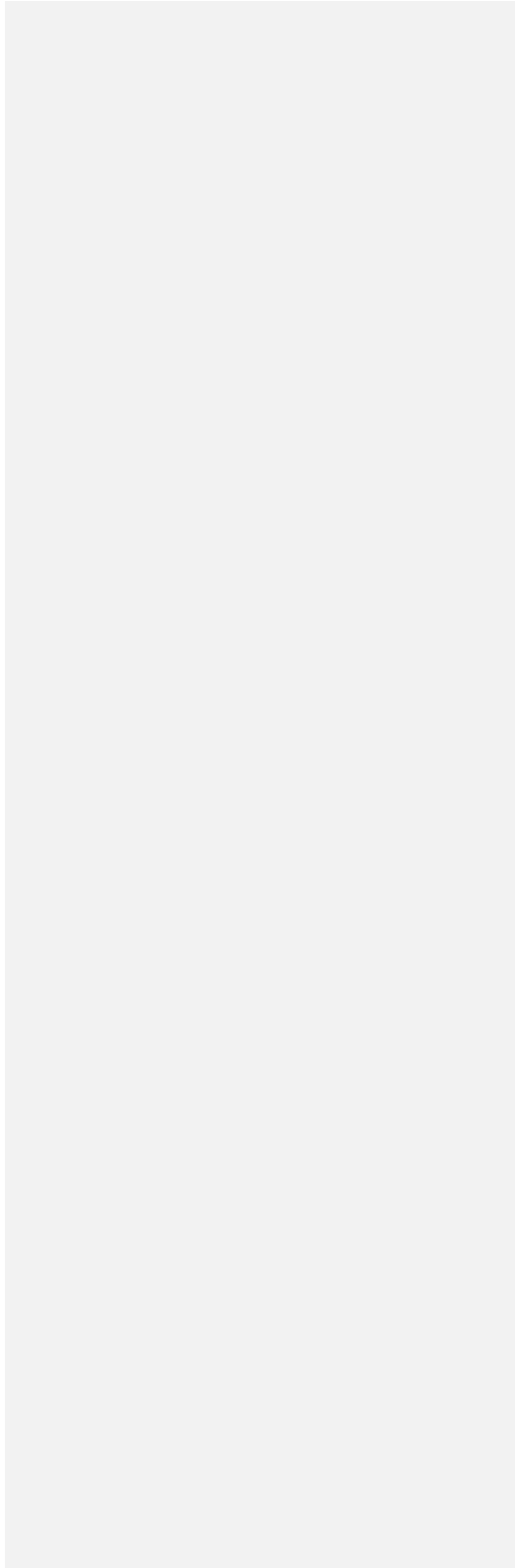
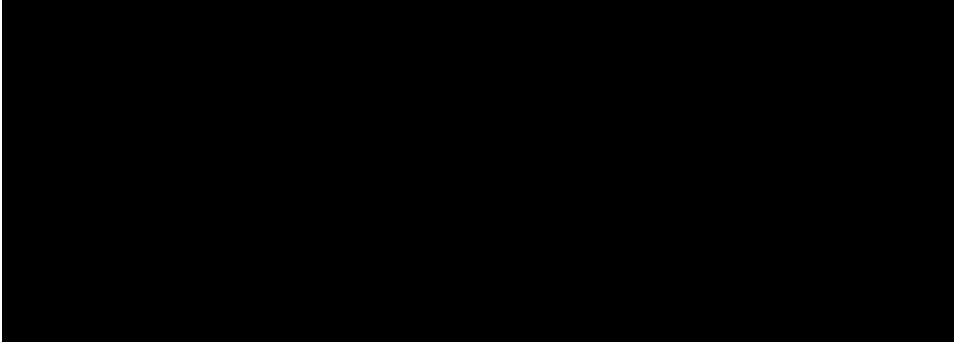
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47607 and its implementing regulations.

~~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 ~~xy~~15: PROCEDURES FOR SCHOOL CLOSURE

Governing Law: **The procedures to be used if the charter school closes.** *Education Code Section* **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(b)(5)(O).**

~~Oakland Unified School District Required Language for Element XV:~~

~~“REVOCATION OF THE CHARTER~~

~~The District may revoke the Charter if Charter School commits a breach of any provisions set forth in the Charter Schools Act of 1992.~~

~~Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the OUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the OUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.~~

~~Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.~~

~~CLOSURE ACTION~~

Closure Action

The decision to close ~~the Charter School, either by the governing board of the Charter School or by the OUSD Board of Education, 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~~nonrenewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of ~~the~~ Charter School votes to close ~~the~~ Charter School; ~~or~~ the Charter lapses ~~or is surrendered~~; or the Charter School ceases to serve students for at least six consecutive months.

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CLOSURE PROCEDURES

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of the Charter School or the OUSD Board of Education, the governing board of the 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 the Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, the Charter School shall send written notice of its closure to:

1. 1. The OUSD Office of Charter Schools (OCS) The Charter School shall provide the 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 the Charter School, the Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.

2. 2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in the Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the OCS.

3. 3. Alameda County Office of Education (ACOE). The Charter School shall

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send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. The Charter School shall simultaneously provide a copy of this notification to the OCS.

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4. The Special Education Local Plan Area (SELPA) in which the Charter School participates. The Charter School shall send written notification of the Closure Action to the SELPA in which the Charter School participates by registered mail within 72 hours of the Closure Action. The Charter School shall simultaneously provide a copy of this notification to the OCS.

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5. The retirement systems in which the Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, the Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. The Charter School shall provide a copy of this notification and correspondence to the OCS.

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6. The California Department of Education (CDE). The Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. The Charter School shall provide a copy of this notification to the OCS.

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7. Any school district that may be responsible for providing education services to the former students of the Charter School. The 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. The Charter School shall provide a copy of these notifications, if any, to the OCS.

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8. All Charter School employees and vendors within 72 hours of the Closure Action. The Charter School shall simultaneously provide a copy of the written employee and vendor notification to the OCS.

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Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

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1. The effective date of the closure of the Charter School.

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2. The name(s) and contact information for the person(s) handling inquiries regarding the closure.

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3. 3. The students' school districts of residence

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4. 4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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1. 1. A description of the circumstances of the closure

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2. 2. The location of student and personnel records

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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:

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1. 1. Information on how to enroll or transfer the student to an appropriate school

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2. 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

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3. 3. Information on student completion of college entrance requirements, for all high school students affected by the closure

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Notification of employees and vendors shall include:

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1. 1. The effective date of the closure of the Charter School

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2. 2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

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3. 3. The date and manner, which shall be no later than 30 days from the effective date of the closure of the Charter School, by which the Charter School shall provide employees with written verification of employment

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Within 30 ~~calendar~~ days of the effective date of closure, ~~the~~ Charter School shall provide all employees with written verification of employment. ~~The~~ Charter School shall send copies of all such ~~employee verification~~ letters to ~~the~~ OCS.

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Records Retention and Transfer

~~The~~ 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 ~~the~~ Charter School records, including student records. These requirements include:

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1. ~~1.~~ ~~The~~ 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 ~~the~~ 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.

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2. ~~2.~~ ~~The~~ 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.

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3. ~~3.~~ ~~The~~ Charter School shall prepare and provide an electronic master list of all students to ~~the Charter Schools Division~~ 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 ~~delivered~~ submitted to ~~the~~ OCS ~~in the form of a CD or otherwise~~ in accordance with District procedures.

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4. ~~4.~~ ~~The~~ Charter School must organize the original cumulative files for

school if it has reason to believe that the school received state funding for which it was not eligible.

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The Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of the Charter School that includes:

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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 the Charter School.

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This audit may serve as the 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.

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The Charter School shall pay for the financial closeout audit of the 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 the Charter School will be the responsibility of the Charter School and not OUSD. The Charter School understands and acknowledges that the Charter School will cover the outstanding debts or liabilities of the Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. The 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 the Charter School participates, and other categorical funds will be returned to the source of funds.

The Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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1. ~~1.~~ Preliminary ~~budgets~~ budget

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2. ~~2.~~ Local control and accountability plan and annual updates

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3. Interim financial reports

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4. ~~3.~~ Second interim financial reports

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5. ~~4.~~ Final unaudited reports

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These reports must be submitted to the CDE and the authorizing entity in the form required. If ~~the~~ 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.

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For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed ~~the~~ 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

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The closeout audit ~~must~~ shall identify the disposition of all liabilities of ~~the~~ Charter School. ~~The~~ 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 ~~the~~ Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

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1. ~~1.~~ ~~The~~ Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to ~~the~~ 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 ~~the~~ Charter School shall bear responsibility

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and liability for any disposition in violation of statutory requirements.

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2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

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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.

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4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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5. ~~If the~~ 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 ~~the~~ Charter School, the corporation shall be dissolved according to its bylaws.

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~~The~~ 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.

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~~The~~ Charter School's governing board shall adopt a plan for ~~wind up~~ closure of ~~the~~ Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

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~~The~~ 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~~ Charter School will make the payments.

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Prior to final close-out, ~~the~~ Charter School shall complete all actions required by applicable law, including but not limited to the following:

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1. ~~a.~~ File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

~~b.~~ *File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).*

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2. ~~c.~~ Make final federal tax payments (employee taxes, etc.)

~~d.~~ *File its final withholding tax return (Treasury Form 165).*

~~e.~~ *File its final return with the IRS (Form 990 and Schedule).*

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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 ~~4615~~ shall survive the revocation, ~~nonrenewal~~, expiration, termination, cancellation of this Charter, or any other act or event that would end ~~the~~ Charter School's authorization to operate as a charter school or cause ~~the~~ Charter School to cease operation. ~~The~~ 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 ~~the~~ Charter School breach any obligation under this Element ~~4615~~. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element ~~4615~~ or any provision of this Element ~~4615~~ 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.

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REQUIRED NOTIFICATION TO DISTRICT

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~~“The Charter School shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves the Charter School without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil’s last known address. The Charter School shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).”~~

~~“The Charter School shall define any student dismissal under the Charter School’s disciplinary procedure, or termination of a student’s right to attend the Charter School under its disciplinary procedure, as an “expulsion” under the Education Code.”~~

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

~~“In the case of a special education student, or a student who receives 504 accommodations, the Charter School will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child’s disability; or 2) if the conduct in question was the direct result of the LEA’s failure to implement the 504 plan or IEP. If it is determined that the student’s misconduct was not caused by or had direct and substantial relationship to the child’s disability or the conduct in question was not a direct result of the LEA’s failure to implement the 504 plan or IEP, the student may be expelled.”~~

FACILITIES

~~“If the Charter School is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, the Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between the Charter School and the District.~~

~~Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition, unless otherwise stated in the agreement. The circumstances of the Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.~~

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal.

For any other use agreement, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District, unless the District and the charter school agree to a longer term for the use agreement. The Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the OUSD Board of Education with the renewal of the charter petition. If the Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, during such time period the Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement, provided, that if the Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, the Charter School shall vacate the District facilities on or before June 30th of said school year.

The Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent the Charter School from conducting its educational programs. If the Charter School will share the use of District facilities with other District user groups, the Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: The Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to the Charter School.*

Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to the Charter School for use. The Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

Leasing; Licensing: Use of the District facilities by any person or entity other than the Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

Programs, Services, and Activities Outside Instructional Program; Third Party Vendors

(i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than the Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

Minimum Payments or Charges to be Paid to District Arising From the Facilities:

(i) Pro Rata Share: The District shall collect and the Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, the shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or the Charter School's legal or equitable interest created by the use agreement.

~~• Maintenance & Operations Services: In the event the District agrees to allow the Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by the Charter School.~~

~~(i) Co-Location: If the Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and the Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.~~

~~(ii) Sole Occupant: If the Charter School is a sole occupant of District facilities, the District shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and the Charter School shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.~~

~~• Real Property Insurance: Prior to occupancy, the Charter School shall satisfy requirements to participate in OUSD's property insurance or, if the Charter School is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. The Charter School shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF the Charter School is co-locating or sharing the OUSD facility with another user.~~

~~Non-District-Owned Facilities~~

~~Occupancy and Use of the Site:~~

ADDITIONAL PROVISIONS

Facilities

Prior to occupancy or use of any school site or facility, ~~the~~ Charter School shall provide ~~the~~ OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows ~~the~~ Charter School to use and occupy the site as a charter school. ~~The Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. The Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If the Charter School intends to move or expand to another facility during the term of this Charter, the Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment.~~ Prior to occupancy or use of any ~~such additional or changed~~ school site, ~~the or facility,~~ Charter School shall provide ~~an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.~~

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~~Facility Compliance: Prior to occupancy or use of any school site or facility, the Charter School shall provide adequate documentation to the~~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 ~~the~~ Charter School is to be located, ~~federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements.~~ This requirement shall also apply, ~~upon request by the District,~~ to the construction, reconstruction, alteration of or addition to the facility. ~~The~~ 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. ~~The~~ Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. ~~The~~ Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to ~~the~~ OCS upon request.

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Pest Management: ~~The~~ Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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Asbestos Management: ~~The~~ 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.

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~~"If the Charter School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the OCS and/or the local planning department or equivalent agency. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. The Charter School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the OCS and/or the local planning department or equivalent agency."~~

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

ADMINISTRATIVE SERVICES

"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 supervisory oversight of ~~the~~ Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisory oversight of ~~the~~ Charter School not to exceed 3% if ~~the~~ Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory 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.”~~

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DISTRICT IMPACT STATEMENT/CIVIL LIABILITY EFFECTS

~~“The Charter School must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools...”~~

~~“The District may revoke the charter of the Charter School in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.”~~

~~“The Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization.”~~

- ~~• The Charter School is subject to District oversight.~~
- ~~• The District’s statutory oversight responsibility continues throughout the life of the charter while approved by the district and requires that it, among other things, monitor the fiscal condition of the Charter School.~~
- ~~• The District is authorized to revoke this charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.~~

~~Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit the Charter School books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:~~

- *Compliance with terms and conditions prescribed in the charter;*
- *Internal controls, both financial and operational in nature;*
- *The accuracy, recording and/or reporting of school financial information;*
- *The school's debt structure;*
- *Governance policies, procedures and history;*
- *The recording and reporting of attendance data;*
- *The school's enrollment process, suspension and expulsion procedures, and parent involvement practices;*
- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

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The Charter School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice to the Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.

In addition, if an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by the Charter School by law or charter provisions."

FISCAL MATTERS

"Cash Reserves

The Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

The 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

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otherwise related to the operation of ~~the~~ 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.

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Special Education Revenue Adjustment/Payment for Services

In Audit and Inspection of Records

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~~The Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:~~

~~• The Charter School is subject to District oversight.~~

~~• The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of the Charter School.~~

~~• The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if the Charter School engages in fiscal mismanagement.~~

~~Accordingly, the District 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 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 ~~the~~ Charter School. ~~When 30~~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.

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Internal Fiscal Controls

~~The~~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.

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Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that ~~will develop and maintain sound internal fiscal~~be published by OCS prior to September 1 of each school year:

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- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:

- o Preliminary budget
- o Local control ~~policies governing all~~ and accountability plan
- o First interim financial ~~activities~~ report
- o Second interim financial report
- o Final unaudited report

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- Other audit-related, attendance, and/or enrollment information and reports:
 - o Annual independent audit report (Ed. Code § 47605(m))
 - o Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
 - o 20 day attendance report (Ed. Code § 47652(a))
 - o Monthly attendance reports

o Principal Apportionment Eligibility for Students Over 19 Years of Age Data (P1, P2, and P-Annual)

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o Monthly student exit reports (Ed. Code § 47605(e)(3))

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- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies)

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Additionally, Charter School shall notify OCS in writing in a timely manner of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

Term of Charter Renewal Petition

The Charter School's renewal term shall begin on July 1, 2025 and expire five years thereafter on June 30, 2030. Any material revisions to Charter School's charter shall be made by the mutual agreement of the governing board of the Charter School and the District in accordance with Education Code Section 47607. The Charter School may present a petition to renew or materially revise the Charter, and the District agrees to respond to such petitions pursuant to the process, criteria and timelines specified in Education Code Sections 47605, 47607, 47607.2, and applicable provisions of the California Code of Regulations.

Budget and Financial Reporting

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The Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating the charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

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Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, the Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 11010." (Ed. Code § 47606.5(b).)

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The Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. (Government Code section 3540 et seq.) The Charter School shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes."

The decision to close the Charter School shall be documented by an official action of the Amethod Public Schools Board of Directors. Amethod Public Schools Governance Board, once closure of OCHS 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

Oakland Charter High School 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 Charter 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 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 the 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 Charter 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 Charter 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 Charter School.

MISCELLANEOUS CHARTER PROVISIONS

Governing Law: ~~"The petitioner or petitioners also shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation."~~ - Education Code Section 47605(h).

~~—California Education Code Section 47605(g)~~

~~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 OCHS 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

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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.

Included in the Renewal Financial Packet found in Appendix B, please find the following documents:

- [Multi-Year Budget Projections](#)
- [FCMAT LCFF Calculator](#)
- [Projected Three-Year Cash Flow](#)
- [Budget Narrative and Assumptions](#)

These documents are based on the best data available to the petitioners at the time of submission.

The Charter School shall provide reports to the ~~district~~District and the ~~county superintendent~~County Superintendent of ~~schools~~Schools in accordance with ~~education code section~~Education Code Section 47604.33 as follows and shall provide additional fiscal reports as ~~required~~requested by the ~~district~~District or ~~county superintendent~~County Superintendent of ~~schools~~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~~
2. By July 1, an annual update required pursuant to ~~education code~~Education Code Section 47605.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the ~~district, state controller, state~~District, State Controller, State Department of Education, and ~~county superintendent~~County Superintendent of ~~schools~~Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

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4. By September 15, a non-audited report from the full prior year. The report submitted to the district shall include an annual statement of all the Charter Schools receipts and expenditures for the preceding fiscal year.

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 OCHS, 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 school’s day-to-day business functions.

Oakland Charter High School Budget Narrative

The attached budget and cash flow projection are based on conservative estimates of the actual costs to implement the Oakland Charter High School (OCHS) program as described in the charter. The expenses largely mirror the historical expenses at OCHS.

Demographics

OCHS exceeded its initial target population of 150 students. Currently, OCHS has 450 enrolled students and may be seeking to expand up to 480 student enrollment in the future.

OCHS Enrollment Projections					
-	16-17	17-18	18-19	19-20	20-21
9	120	125	125	125	125
10	120	125	125	125	125
11	120	125	125	125	125
12	85	125	125	125	125
TOTAL	445	500	500	500	500

In line with historical averages, OCHS has assumed a conservative unduplicated count, as well as conservative numbers of Free and Reduced Price Meal students and English language learners:

- Free and Reduced Priced Meals: 80%
- English Learners: 30%

• ~~Unduplicated Count: 70%~~

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

~~The attendance rate is assumed to be 96%, which is more conservative than historical trends.~~

~~Revenues~~

~~**LOCAL CONTROL FUNDING FORMULA**~~

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

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

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

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

~~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. The table below shows the implementation schedule of the LCFF from 2016-17 through 2020-21 and the general purpose rates that are generated over that period. OCHS is also using an estimated unduplicated count of 70% for school projections and a district UPP of 78.07%, which is what is used to calculate the supplemental and concentration grant.~~

LCFF Schedule

LCFF Implementation	FY 17	FY 18	FY 19	FY 20	FY 21
Implementation-% Towards Goal	54.18 %	72.99 %	40.36 %	73.98 %	100%
Total Effective Implementation-%	86.6 %	96.4%	97.8%	99.4%	100.0 %
OCHS General Purpose Entitlement per ADA	\$10,687	\$11,238	\$11,432	\$11,875	\$12,031

To estimate the amount of funding that is coming from local In-Lieu Property taxes, OCHS is using the local revenue rate per ADA published for OUSD. \$2061 is the rate per ADA being used for 2016-2021 projections. The portion of funds that are from the Education Protection Account funding are currently projected as below:

EPA Funds	FY 17	FY 18	FY 19	FY 20	FY 21
	25%	23%	11%	0%	0%

OTHER GOVERNMENT SOURCES

OCHS does not currently offer a Free and Reduced lunch meal program, so no Child

Nutrition reimbursements are included, but AMPS will research the program. However, OCHS hopes to be able to offer a lunch meal program to all students at its new facilities by the 2018-2019 school year and beyond.

Given its historical and projected free or reduced lunch population, the school does receive and will continue to apply for Title I funding.

The school has budgeted for state lottery revenue. The 2015-16 rate was \$154/ADA based on School Services of California (SSC) projections. Out years remain flat and are also based on the SSC Dartboard.

For Special Education, OCHS is part of the El Dorado County SELPA and does receive the Federal rate of \$125/student and state rate of \$503 per student.

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 budgeted based on historical expenses at OCHS. Expense assumptions have been increased 3% per year for inflation. Below is a summary of the major expense categories and the assumptions underlying them.

STAFFING AND BENEFITS

The staffing structure is modeled off of Amethod's successful staffing structure at its other schools. The structure assumes substantial management, instructional leadership, and operations support from the home office.

	Avg. Salary per FTE (2015-16)	2015- FTE	2016- FTE	2017- FTE	2018- FTE	2019- FTE
<i>Teacher</i>	\$49,000	24	20	20	24	24
<i>PE teacher</i>	\$47,500	2	2	2	2	2
<i>Foreign Language</i>	\$47,500	2	2	2	2	2

<i>Tutors</i>	\$43,000	1.0	3.0	4.0	4.0	4.0
<i>College Advisor</i>	\$47,000	1.0	1.0	1.0	1.0	1.0
<i>Site Director</i>	\$86,000	1.0	1.0	1.0	1.0	1.0
<i>Site Admin</i>	\$39,780	1.0	2.0	3.0	3.0	3.0
<i>Dean of Students</i>	\$73,000		1.0	1.0	1.0	1.0

The salaries assumed in the budget map directly to the average salaries paid by AMPS, increased by 3%. In addition, substitutes have been budgeted assuming a 5% teacher absence rate and \$150/day rate of pay.

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

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

Books and Supplies

The school is budgeting \$250-275 per student per year to purchase replacement textbooks and update core curriculum as needed. In addition, the school is budgeting \$50 per student for instructional materials and consumables. The school has a budgeted \$17 per student for art supplies and \$10 per student for PE supplies, which is higher than historical patterns.

OCHS has built out its technology infrastructure, but has budgeted to purchase replacement computers and equipment over time.

Services and Operating

Operating costs are based on the historical spending patterns at OCHS.

The school has included a 1% district oversight fee consistent with statute. The school is budgeting separately for utilities and maintenance using standard market rates assumptions.

Professional development is an important part of the OCHS experience. Much of the professional development during the year will be run internally at minimal cost, but the school is budgeting \$900 per teacher to pay for planning periods, consultants, substitutes, and materials related to professional development.

OCHS has budgeted for special education services at about 90k which is in addition to our internal specialists and support staff.

OCHS will use Illuminate Ed to manage student attendance.

Capital Outlay

The school has no planned capital outlay.

CMO FEE

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

Cash Flow

OCHS has demonstrated strong operating incomes and cash flow over the last several years with a 15-16 postive income of 1.0 million and 16-17 postive income of 891k. We anticipate continued positive cash flows and operating inomes.

Contingencies and Reserves:

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

Budget and Financial Reporting

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

—California Education Code § 47605(g)

(See Appendix Q: Multiyear Budget Summary and Appendix R: Monthly Cash Forecast)

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

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

- ~~1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to education code 47605.~~
- ~~2. By July 1, an annual update required pursuant to Education Code Section 47606.5.~~
- ~~3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year shall be delivered to the district, state controller, state Department of Education, and county superintendent of schools.~~
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- ~~5. By September 15, a non-audited at report from the full prior year. The report submitted to the district shall include an annual statement of all the charter schools~~ Charter School's receipts and expenditures for the preceding fiscal year.

INSURANCE REQUIREMENTS

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Codes Sections 47604.33 and 57605(m), the School Accountability Report Card, and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code sections 47604.32 and 47606.

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Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial reporting from the District.

Insurance Requirements

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

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

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- 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.

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- 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.

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- 3. WORKERS' COMPENSATION INSURANCE, as required by the California Labor Code, with not less than statutory limits.

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Administrative Services

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

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 EdFee Charter Impact, the organization's back-office accounting services providers service provider, the Chief Executive Officer, Chief of Operations Officer, and Operations Associate Director of Finance will prepare financial statements such as a balance sheet, income statement, profit and loss sheets, and statement of cash flow for regular administration and board review. Financial statements will be accessible to the independent auditor, school officers, 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.

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Facilities

Governing Law: "The facilities to be ~~utilized~~ used by the charter 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)(h).

The Charter School ~~will be~~ is located within the ~~District~~ District's boundaries. The Charter School is currently located at ~~345 12th St., Oakland CA 94607. The Charter School plans to move facilities summer and has negotiated a five year lease for space on the Patten University campus located at~~ 2433 Coolidge Ave, Oakland, CA 94601. ~~The facility has a sufficient number of classrooms, office space, and other shared spaces to effectively serve all students at the Charter School. The facility is leased from Patten University.~~

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~~ as required by a student's IEP law.

CIVIL LIABILITY IMPACT

Potential Civil Liability Impact

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

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(e), ~~an entity~~ d, a chartering authority 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

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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.

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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.

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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.

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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.

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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 ~~West Contra Costa County~~ Oakland.



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November 5, 2024

Kelly Krag-Arnold, Director
Office of Charter Schools
Oakland Unified School District
1011 Union St., #947
Oakland, CA 94607

Re: Oakland Charter High School Charter Renewal Petition

Dear Director Arnold:

Amethod Public Schools (“AMPS”), which operates Oakland Charter High School (“OCHS” or the “Charter School”), authorized by the Oakland Unified School District (the “District”), submits this request for a renewal of OCHS’ charter petition for a five (5) year term, from July 1, 2025 to June 30, 2030. The AMPS Board authorizes submission of the charter renewal request to the District Board, and deems the submission to be complete, as attested below.

Oakland Charter High School provides a rigorous academic and character development program that prepares students to succeed in college and beyond. OCHS currently serves 330 students in grades 9-12. Over 80% of our students are socioeconomically disadvantaged. OCHS is dedicated to offering a comprehensive education that empowers students from all backgrounds to succeed. We believe that every child deserves the opportunity to reach their full potential, regardless of their circumstances. By providing a supportive learning environment and essential resources, OCHS equips underserved students to become active and engaged citizens who can positively impact their communities and the world. In submitting this request for renewal, OCHS is pleased to share its designation as a middle-performing school by the California Department of Education which thereby entitles the Charter School to a default renewal standard for a five-year term.

Contents of the Submission

In compliance with the District’s submission process for considering a charter petition received for renewal, the following items are enclosed along with this letter:

1. Final Renewal Petition – A final copy of the renewal petition, including all District Required Language (provided by District staff) and all content required by newly enacted laws and regulations pertaining to charter schools since the previous petition, enclosed;

2. Performance Report – A performance report using the current Charter Renewal Performance Report template provided by District staff, enclosed in Appendix A;
3. Financial Packet – Financial statements including the annual operating budget and 3-year cashflow and financial projections, as well as backup and supporting documents and budget assumptions (i.e. anticipated revenues and expenditures, including special education, and projected ADA), enclosed in Appendix B;
4. Verified Data – as defined by the State Board of Education demonstrating measurable increases in academic achievement or strong postsecondary outcomes, enclosed in Appendix C;
5. Red-Line Petition – A red-line copy of renewal, showing all changes made to the Charter School’s most recent District Board-approved petition, submitted through OUSD’s Epicenter portal;
6. Initial Public Hearing Presentation – A PowerPoint presentation for the initial public hearing, submitted through OUSD’s Epicenter portal.

Certifications

In compliance with Section 47605(b), I make the following certifications:

1. That I am the authorized representative, and that I am competent and qualified to certify the matter herein;
2. That, as an authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for the purposes of Education Code Section 47605(b) only; and
4. That I deem the revised charter petition to be complete.

Timeline


According to Education Code Section 47605(b), no later than 90 days after receiving a complete petition package, the Oakland Unified School District shall grant or deny the charter petition. We anticipate that the District will adhere to this timeline during its consideration of the charter petition.

* * *

Oakland Charter High School is excited to continue nurturing empowered learners. We look forward to working with the District during consideration of the charter renewal

petition. Please feel free to contact me at sflores@amethodschools.org or (510) 436-0172 if you have any questions.

Sincerely,

DocuSigned by:

6E82ECA5153C486...

Sylvia Flores
Chief Executive Officer
Amethod Public Schools



OAKLAND
CHARTER
HIGH SCHOOL

OAKLAND CHARTER HIGH SCHOOL

CHARTER RENEWAL PETITION

FOR THE TERM

JULY 1, 2025 - JUNE 30, 2030

SUBMITTED TO THE BOARD OF DIRECTORS OF THE

OAKLAND UNIFIED SCHOOL DISTRICT

BY AMETHOD PUBLIC SCHOOLS

November 5, 2024

Table of Contents

AFFIRMATIONS, DECLARATIONS, AND ASSURANCES	9
Affirmation of Conditions Described in Education Code Section 47605(e)	9
Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)	10
Other Assurances	11
INTRODUCTION AND OVERVIEW	13
Executive Summary	13
Key Achievements and Evidence of Progress.....	13
Successes and Accomplishments of the Prior Charter Term	15
Charter Renewal Criteria.....	19
Dashboard Performance Renewal Criteria – Middle Performing	20
Dashboard State and Local Indicators (2023).....	21
English Language Arts and Mathematics.....	21
English Learner Progress Indicator	24
College and Career Indicator	25
Suspension Rate	26
Chronic Absenteeism	27
Graduation Rate	28
Measurements of Academic Performance – Verified Data	29
Northwest Evaluation Association	30
National Student Clearinghouse.....	33
California Science Test	34
Other Measures	36
SBAC Percentage of Students Meeting or Exceeding Standards.....	36
Performance of Oakland Charter High School Seniors	38
ELEMENT 1 – EDUCATIONAL PROGRAM	73
Local Control Accountability Plan (LCAP).....	73
Western Association of Schools and Colleges (WASC) Accreditation.....	74
Mathematics Placement Policy	74
Independent Study	74
Home and Hospital Instruction	74
Student Enrollment and Grade Levels Served.....	75
Special Education	76
Plan for Students with Disabilities	76
Services for Students under the <i>IDEA</i>	77
Identification and Referral	79
Assessment.....	80
IEP Development	82
IEP Implementation	82
IEP Meetings, Review, and Reporting.....	84

Staffing	85
Professional Development for OCHS Staff.....	86
Interim and Initial Placements of New Charter School Students	86
Non-Public Placements/Non-Public Agencies.....	87
Non-discrimination.....	87
Parent/Guardian Concerns and Complaints.....	87
Due Process Hearings.....	87
SELPA Representation	88
Funding	88
Section 504 of the Rehabilitation Act.....	88
Parents with Disabilities	89
Community Need for Oakland Charter High School	90
AMPS & Oakland Charter High School Mission, Vision, Values	91
AMPS Mission Statement.....	91
AMPS Core Values.....	91
Oakland Charter High School Mission and Vision.....	92
Philosophy.....	92
Students to be Served.....	93
What it Means to be An Educated Person in the 21 st Century.....	95
Workforce Demands in the 21st Century	96
The Charter School’s Vision for Educated Individuals	96
The Charter School’s Approach to Education.....	97
How Learning Best Occurs.....	98
Conducive Learning Climate	99
The Five Successful Strategies for an AMPS High School	101
Education Program Overview.....	103
Teaching Methods.....	104
Instructional Coaching.....	106
Professional Development	106
Conditions for Adult Learning.....	107
Curriculum.....	108
Interventions.....	115
Assessments.....	117
Plan for English Learners.....	119
Home Language Survey.....	119
English Language Proficiency Assessment	120
Reclassification Procedures	121
Strategies for English Learner Instruction and Intervention	121
Newcomers	123
Monitoring and Evaluation of Program Effectiveness	124
Support for All Students	125

Students who are Academically Low Performing	125
Students who are Academically High Performing	126
Foster Youth and Children Experiencing Homelessness	126
High School Program	127
Alignment with California State Standards and UC A-G Requirements	127
Notification of High School Graduation Requirements	127
High School Graduation Requirements.....	127
Exempting Homeless, Foster, Adjudicated, Military, Migrant, Immigrant, and Newcomer Students from Coursework.....	128
Graduation Waiver	129
Early Graduation	129
Earning a Diploma.....	129
Retroactive Diplomas	129
Diploma Pathways for Students with Disabilities.....	129
Grading	131
College and Career Readiness	131
Parent College Readiness.....	132
Informing Parents about the Transferability of Courses	132
Career Day	132
Character Development.....	133
Social-Emotional Learning and Mental Health Supports.....	133
Positive Behavior Intervention Supports and Discipline Strategies.....	135
Western Accreditation of Schools and Colleges	135
A Typical Day	136
Local Control and Accountability Plan (“LCAP”).....	137
Goal 1: Provide High-Quality Curriculum, Assessment, and Intervention Systems that Promote College and Career Readiness and the Acquisition of 21st Century Skills	138
Goal 2: Hire and retain a High-Quality Teaching Staff who develop, support, and cultivate a shared sense of community.	140
Goal 3: Create an engaged parent community that is invested in and connected to the school culture and academic program.	141
Goal 4: Create a safe, inclusive, and welcoming school climate where students are engaged and supported by staff who are committed to the academic and socio- emotional well-being of all students.	142
ELEMENT 2 – MEASURABLE PUPIL OUTCOMES and.....	144
ELEMENT 3 – STATE PRIORITY AREA GOALS AND ACTIONS	144
Increases in Student Academic Achievement, Overall and by Subgroup	144
Additional Measurable Pupil Outcomes.....	144
Collective MPOs.....	144
Application of Education Code section 47607.3.....	145
Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities	146
Methods to Assess Pupil Progress Towards Meeting Outcomes	157

Student Assessments.....	157
Assessment Modifications and Accommodations	160
Collecting, Analyzing, and Reporting Data.....	160
External Reporting.....	162
Accountability Systems.....	162
School Accountability Report Card	164
Grading and Progress Reports	164
Promotion and Retention Procedures	166
District Visitation/Inspection	168
Response to Inquiries	168
ELEMENT 4: GOVERNANCE STRUCTURE.....	169
Operation by or as a Nonprofit Public Benefit Corporation	169
Indemnification of District.....	169
Governing Board Operation	170
Required Notifications to the District.....	170
Charter School Records.....	170
Charter School Ombudsperson.....	171
Amethod Public Schools Governance Overview.....	171
Non-Profit Public Benefit Corporation	172
Board of Directors	173
Composition	175
Terms	177
Recruitment and Selection of Board Members.....	177
Governance Training.....	178
Board Meetings	178
Board Committees.....	179
Fiscal Management.....	180
Compensation	181
Amethod Public Schools Leadership Team (Home Office).....	181
Parental Involvement in Governance	182
Student Involvement in Governance	183
ELEMENT 5: EMPLOYEE QUALIFICATIONS	185
“The qualifications to be met by individuals to be employed by the charter school.” – Ed. Code § 47605(c)(5)(E)	185
Equal Employment Opportunity and Nondiscrimination.....	185
Teacher Credentialing Requirements	185
Reporting Educator Misconduct to the California Commission on Teacher Credentialing	185
Employment of Felons	185
Overview	186
Employee Recruitment and Selection Process	186

Recruitment.....	186
Selection.....	187
Employee Qualifications.....	190
Qualifications and Job Descriptions for Key Positions	191
Home Office Key Positions:.....	191
Site Level Key Positions:.....	202
Other Jobs at the Charter School.....	207
Professional Development	208
Instructional Coaching.....	209
Performance Evaluations	210
ELEMENT 6: HEALTH AND SAFETY	211
– Ed. Code § 47605(c)(5)(F)Site Safety Plan	211
Pupil Safety.....	212
Immunizations, Health Examinations, and Health Screenings.....	212
Suicide Prevention Policy (Grades 7-12)	212
Employee Training	212
Employee Screening Requirements.....	213
Overview	213
Procedures for Background Checks	214
Role of Staff as Mandated Child Abuse Reporters	214
Comprehensive Anti-Discrimination and Harassment Policies and Procedures.....	214
Immunizations	215
Tuberculosis Risk Assessment and Examination	215
Blood Borne Pathogens	215
Drug Free/Alcohol Free/Smoke Free Environment.....	216
Medication in School.....	216
Facility Safety.....	216
School Meals.....	216
Vision/Hearing/Scoliosis.....	217
Suicide Prevention Policy.....	218
Prevention of Human Trafficking.....	219
Menstrual Products	219
All-Gender Restrooms.....	219
Bullying Prevention	219
Supporting LGBTQ+ Students	219
California Healthy Youth Act	220
Mental Health Education	220
Mental Health Information	220
Athletics.....	220
Workplace Violence Prevention Plan	221
Homicide Threats	221

Gun Safety Notice	221
Transportation Services	221
Employee Training	221
SAFETY Act	222
ELEMENT 7: BALANCE OF RACIAL/ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNER STUDENTS	223
Recruitment Strategies.....	223
Plan to Achieve a Reflective Racial, Ethnic, SPED and English Learner Student Balance	224
Systems and Supports to Retain Target Student Groups	225
ELEMENT 8: STUDENT ADMISSION POLICIES AND PROCEDURES	228
Documentation of Admissions and Enrollment Processes.....	228
Homeless and Foster Youth.....	229
Non-Discrimination.....	230
Parent Engagement	230
Admission and Public Random Lottery Process	230
Admission Preferences	232
Enrollment Process	234
ELEMENT 9: INDEPENDENT FINANCIAL AUDITS	235
ELEMENT 10: SUSPENSION AND EXPULSION POLICY AND PROCEDURES	236
Student Due Process Protections	237
Required Notifications	238
Compliance with OCS Student Discipline Guidelines	238
Positive Behavior Support Systems	238
Suspension and Expulsion Policy and Procedures	241
Procedures	243
A. Grounds for Suspension and Expulsion of Students	243
B. Enumerated Offenses	243
C. Suspension Procedure	254
D. Authority to Expel.....	256
E. Expulsion Procedures	256
F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses	257
G. Record of Hearing	259
H. Presentation of Evidence.....	259
I. Expulsion Decision	260
J. Written Notice to Expel	260
K. Disciplinary Records	261
L. No Right to Appeal	261
M. Expelled Students/Alternative Education	261
N. Rehabilitation Plans	261
O. Readmission or Admission of Previously Expelled Student	261

P. Notice to Teachers.....	262
Q. Involuntary Removal for Truancy.....	262
R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities.....	262
ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS	266
Benefits	266
Retirement.....	266
ELEMENT 12: PUPIL ATTENDANCE ALTERNATIVES.....	267
ELEMENT 13: EMPLOYEE RIGHTS OF RETURN	268
ELEMENT 14: DISPUTE RESOLUTION PROCESS	269
Procedures for Complaints against Charter School	269
Complaints by Students and Employees	270
Disputes between the District and the Charter School.....	270
Internal Disputes	271
ELEMENT 15: PROCEDURES FOR SCHOOL CLOSURE.....	273
Closure Action.....	273
Closure Procedures	273
Designation of Responsible Person(s) and Funding of Closure.....	273
Notification of Closure Action	273
Records Retention and Transfer	275
Financial Close-Out.....	277
Disposition of Liabilities and Assets	278
ADDITIONAL PROVISIONS.....	281
Facilities	281
Hold Harmless/Indemnification Provision.....	281
Fiscal Matters.....	282
District Oversight Costs.....	282
Third Party Contracts	282
Special Education Revenue Adjustment/Payment for Services	282
Audit and Inspection of Records	283
Data and Information Reporting	283
Term of Charter Renewal Petition.....	284
Budget and Financial Reporting.....	285
Insurance Requirements	286
Administrative Services.....	287
Facilities	287
Transportation	288
Potential Civil Liability Impact.....	288
CONCLUSION	289

AFFIRMATIONS, DECLARATIONS, AND ASSURANCES

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

Oakland Charter High School (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 non charter 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(I))
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, marital 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 (l).
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.

INTRODUCTION AND OVERVIEW

Executive Summary

We present this charter renewal petition for another 5-year term for Oakland Charter High School (“OCHS” or the “Charter School”), which has demonstrated a robust and continually improving educational program for its students, grounded in a thorough evaluation of the Charter School's historical performance. OCHS opened its doors in 2007 and has been serving students in grades 9th-12th in the Fruitvale neighborhood of Oakland. We have 64% Latinx, 27% Asian, and 6% African American students. 29% of our students are English Learners and 11% are students with disabilities.

The Charter School has made significant strides toward meeting the standards necessary to enhance the educational experience and outcomes for its students. For 17 years, Oakland Charter High School has effectively served the Oakland community by providing a high-quality education and contributing to the overall wellbeing and success of its students.

Key Achievements and Evidence of Progress

Program Implementation: The Charter School has effectively executed the educational framework outlined in its charter petition. This success is reflected in various areas including:

- Oakland Charter High School has been recognized as a “Best High Schools” by U.S. News & World Report since 2016.
- Oakland Charter High School has the highest award from AP School Honor Roll, and an Access Award for equitable access to advanced coursework.
- In 2024, Oakland Charter High School ranked in the top 150 charters nationwide, according to the Washington Post Most Academically Challenging Schools Index.
- Financial Stability - The Charter School maintains a sound financial condition, demonstrating fiscal responsibility.
- Attendance - High attendance rates indicate student engagement and satisfaction.
- Demographic Inclusivity - The Charter School's enrollment demographics are diverse, reflecting a commitment to serving a broad student population. Since 2016, the percent of English learners enrolled at Oakland Charter High School has grown from 10.7% to 29.2%. Since 2016, the percent of students with disabilities enrolled at Oakland Charter High School has grown from 4.7% to 10.8%.

- Regulatory Compliance - The Charter School adheres to all regulatory requirements, including timely response to notices of concern, thorough website postings, and proper teacher credentialing. Furthermore, the health and effectiveness of the governing board are actively monitored.

Oakland Charter High School is on a promising trajectory, effectively addressing both educational and operational standards essential for fostering an enriching learning environment. The Charter School's commitment to continuous improvement and compliance with regulatory frameworks positions it well for future success.

Oakland Charter High School is part of Amethod Public Schools ("AMPS"), a charter management organization managing six public charter schools spanning grades TK-12 and serving close to 2000 students in the Bay Area. It is the objective of OCHS and Amethod Public Schools to create a positive school environment and culture, where being diligent and taking personal responsibility is the norm. We are demonstrating that public schools, at the secondary level, can produce successful students if they are operated in small and organized settings. It is the organizational belief that any child has the opportunity to be successful if they receive the proper education they need to be triumphant in college, family, and life.

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

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

Over the years, Oakland Charter High School has proven to be successful in preparing students for a college education and allowing them to attend top-tier universities throughout the country. The AMPS administration and staff have gained innumerable examples and lessons associated with the running of a high performing charter high school. As such, this charter reflects the lessons and best practices learned by the organization.

The AMPS network, the petitioners for the Charter School, seek to continue to operate Oakland Charter High School as a public charter school to prepare students for college and life in the 21st century. We will expand and implement our established instructional program that will prepare local youth in the Oakland area,

many of whom are deprived of a rigorous and structured campus, to help reverse the achievement gap and dropout rate among historically underrepresented and underserved students.

Successes and Accomplishments of the Prior Charter Term

- According to The Jay Matthews Most Academically Challenging Schools Index, Oakland Charter High School ranked among the most academically challenging public high and charter schools in the nation, with a ranking of 182 out of 300 in 2020, and 233 out of 300, in 2022, by The Washington Post's educational columnist, Jay Matthews. In 2024, OCHS ranked 123 out of 300 charters nationwide, in the same Academically Challenging Schools Index.
- From 2021-23, OCHS was recognized by Families In Action For Quality Education ("FIA"), for having achieved 90%+ A-G completion rates for its graduating Latino Students.
- As a member of the Bay Area Charter Schools Athletic Conference ("BACSAC"), OCHS has increased its sports participation rates for students with great success. In 2018, OCHS's Varsity Boys Basketball team finished 2nd, while its Varsity Girls Basketball team finished 2nd place in 2022. In the following year, the Varsity Girls Basketball team won its first championship, while a member of OCHS's Varsity Girls Cross Country team was named league MVP.

When comparing Oakland Charter High School to Fremont High School, Castlemont High School, Oakland Unified School District, and the State of California, here are some key points regarding academic performance:

Oakland Charter High School

- Rank and Performance: Oakland Charter High School generally ranks higher in academic performance compared to other local high schools. In the 2023-2024 school year, the Charter School had a post-pandemic ranking of 768 out of 2,323 high schools in California (<https://www.schooldigger.com/go/CA/schools/0146512041/school.aspx>).
- Test Scores: The proficiency rates for 11th-grade students in English Language Arts ("ELA")/Literacy and Mathematics were 58.1% and 24.4%, respectively. ([SchoolDigger](#)).
- College Readiness: Oakland Charter High School has a strong academic reputation, reflected in its high graduation rates and college readiness. Oakland Charter High students enroll in college at higher rates than similar schools across the nation. In 2023, according to National Student Clearinghouse data, 65% of Oakland Charter High School graduates immediately enrolled in a 4-year college. On average, over 88% of Oakland

Charter High School students who enrolled in college the first year after high school persisted to their second year in college.

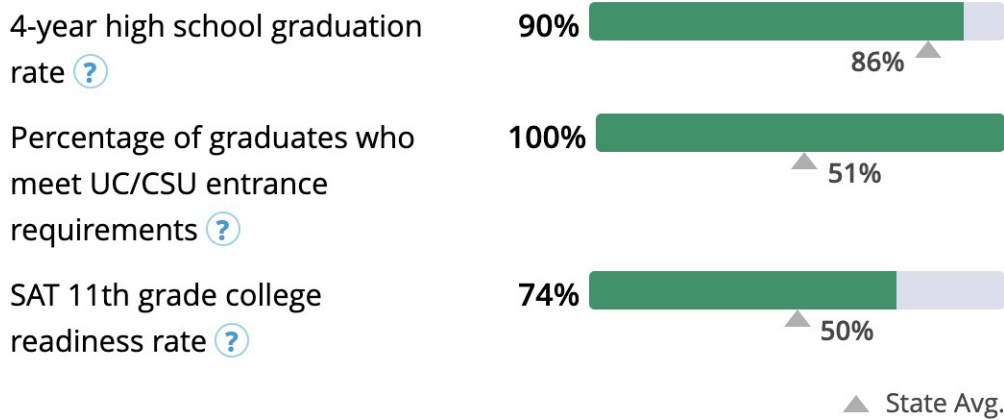
ACADEMICS

College Readiness ?

9/10 ?

This school is **far above** the state average in key measures of college and career readiness.

Even at schools with strong college and career readiness, there may be students who are not getting the opportunities they need to succeed.



(GreatSchools.org)

Fremont High School

- Rank and Performance: Fremont High School is ranked in the bottom 50% of public high schools in California, positioned at 2,020 out of 2,323 schools in 2024 ([SchoolDigger](#)).
- Test Scores: Fremont High has significantly lower proficiency rates, with less than 0.9% of students achieving proficiency in math and 12% in reading ([Public School Review](#)).
- Graduation Rates: Fremont High School has a graduation rate of 76%, which is below the California state average ([SchoolDigger](#)).

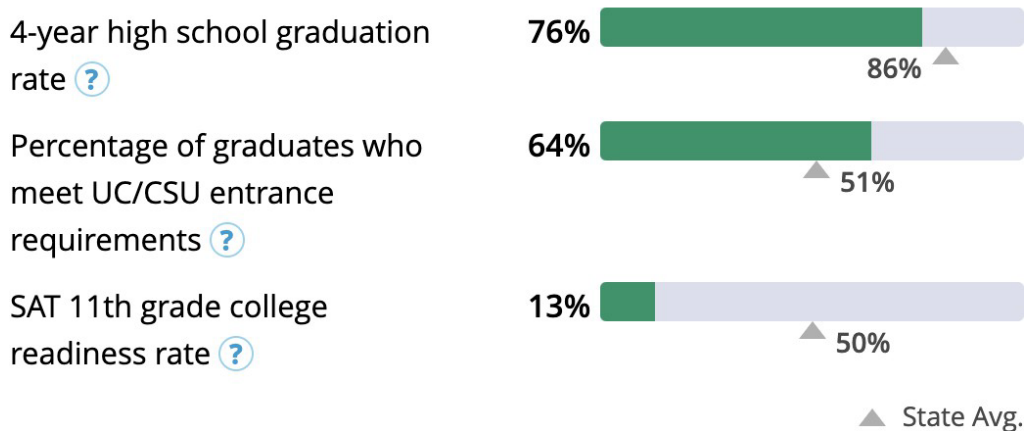
ACADEMICS

College Readiness ?

2/10

This school is **far below** the state average in key measures of college and career readiness.

(Remember: **high graduation rates don't mean much** if students are graduating without the coursework and test scores they need to succeed.)



GreatSchools.org

Castlemont High School

- Rank and Performance: Castlemont High School also ranks in the lower tier of California high schools, positioned at 2,036 out of 2,323 schools in 2024 ([SchoolDigger](#)).
- Test Scores: Castlemont High has significantly lower proficiency rates, with less than 6.4% of students achieving proficiency in math and 8.2% in reading (<https://www.schooldigger.com/go/CA/schools/2805012992/school.aspx>).

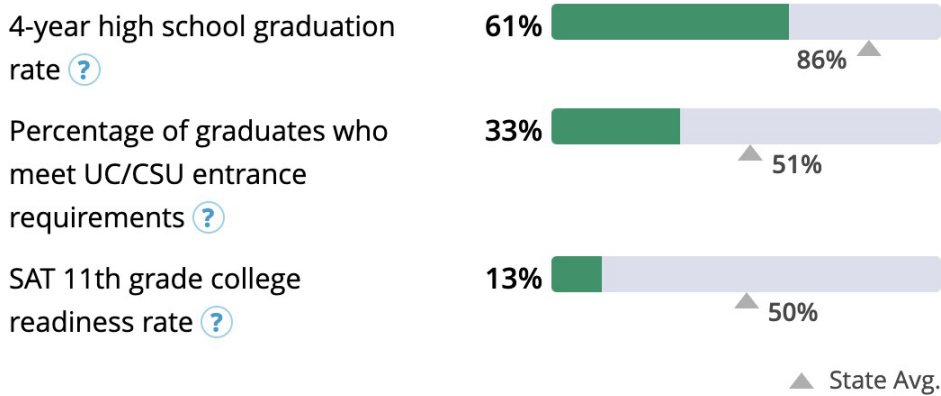
ACADEMICS

College Readiness ?

1/10

This school is **far below** the state average in key measures of college and career readiness.

(Remember: **high graduation rates don't mean much** if students are graduating without the coursework and test scores they need to succeed.)



GreatSchools.org

Oakland Unified School District

- Performance: The Oakland Unified School District overall has a mixed performance with significant variation between different high schools. Schools like Oakland Charter High School outperform district averages, while others like Fremont and Castlemont High Schools underperform.
- Graduation Rates and Proficiency: District-wide, the graduation rates, and state testing proficiency levels are below the state average, reflecting challenges faced by the district in terms of resource allocation and socioeconomic factors.

State of California

- Performance: Statewide averages for proficiency in English Language Arts/Literacy and Mathematics are 55.7% and 27.9%, respectively. The average graduation rate for California high schools is 87% ([Public School Review](#)).

In summary, Oakland Charter High School stands out with higher academic performance and graduation rates compared to Fremont and Castlemont High Schools, as well as the overall Oakland Unified School District. However, there are still opportunities for growth in reaching and surpassing state averages in certain areas.

Charter Renewal Criteria

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless closure is in the best interest of students, evaluated using the California School Dashboard and Education Code Section 47607.2(b).

For the first time since 2020, the California Department of Education (“CDE”) has published a list of high-, middle-, and low-performing charter schools.

Oakland Charter High School was deemed a middle-performing school by the CDE and is thus entitled to a default renewal standard, for a five-year term.

The 2023 Dashboard is the first since 2019 to display the intended red, orange, yellow, green and blue colors for schools’ status and change scores in the state indicators. The 2022 Dashboard uses one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021–22 school year data. As such, the 2023 Dashboard is not based on two years of color-based performance.

The state indicators include the following:

- Academic: grades three through eight and grade eleven – English language arts/literacy and Mathematics
- English Learner Progress: grades one through twelve

- College/Career: high school only (Note: The College/Career Indicator is not reported on the 2022 Dashboard)
- Suspension Rate: kindergarten through grade twelve
- Chronic Absenteeism: kindergarten through grade eight
- Graduation Rate: high school only

Accordingly, OCHS fits into the middle performing category, as determined by law and the California Department of Education, and is eligible, and as clearly demonstrated by the evidence meets the criterion, for charter renewal for a term of 5 years.

Dashboard Performance Renewal Criteria - Middle Performing

For middle-performing charter schools, Education Code Section 47607.2(b) states:

(1) For all charter schools for which [high- and low-performing categories] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

“Measurements of academic performance” include the California Assessment of Student Performance and Progress (“CAASPP”) ELA and math assessments, the English Learner Progress indicator (“ELPI”), and the College/Career indicator (“CCI”). (Education Code Section 47607(c)(3)).

In the past two Dashboard releases, OCHS has outperformed the State status in the majority of the academic indicators, despite only needing to surpass the State status in a single academic indicator to qualify as a middle-performing school.

2022 CA Dashboard		
	OCHS	State
ELA	Medium	Low
Math	Medium	Low
ELPI	Low	Medium
CCI	Not reported	Not reported
Suspension*	Medium	Medium
Grad Rate	High	Medium

2023 CA Dashboard		
	OCHS	State
ELA	Orange	Orange
Math	Orange	Orange
ELPI	Orange	Yellow
CCI	High	Medium
Suspension*	Orange	Orange
Grad Rate	Orange	Orange

= status better than state, = status worse than state

* Status level associated with the suspension indicator is reversed.

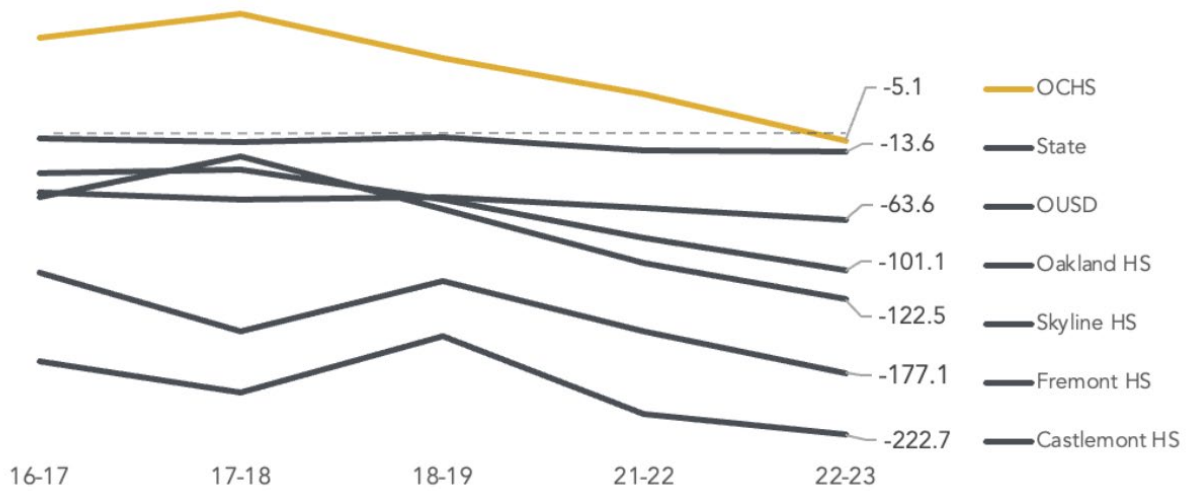
Dashboard State and Local Indicators (2023)

English Language Arts and Mathematics

The CAASPP is available to high school students in grade 11 only. According to the CDE, “Distance from Standard (“DFS”) represents the distance between a student’s score on the Smarter Balanced Assessments and the Standard Met Achievement Level.” In other words, a positive average DFS indicates that students are, on average, scoring above the minimum score for Standard Met. A DFS that improves year over year, indicates that students are, on average, moving towards higher mastery of grade-level standards.

The Dashboard charts and graphs below show a comparison of the Oakland Charter High School DFS performance and the average ELA/math performance of local traditional public schools our students would otherwise attend. Included are results for all students and for subgroups with statistically significant numbers of students, as defined by California Dashboard metrics, tested at OCHS: Asian students, Hispanic students, Socioeconomically Disadvantaged (“SED”) Students, and English learners (“EL”).

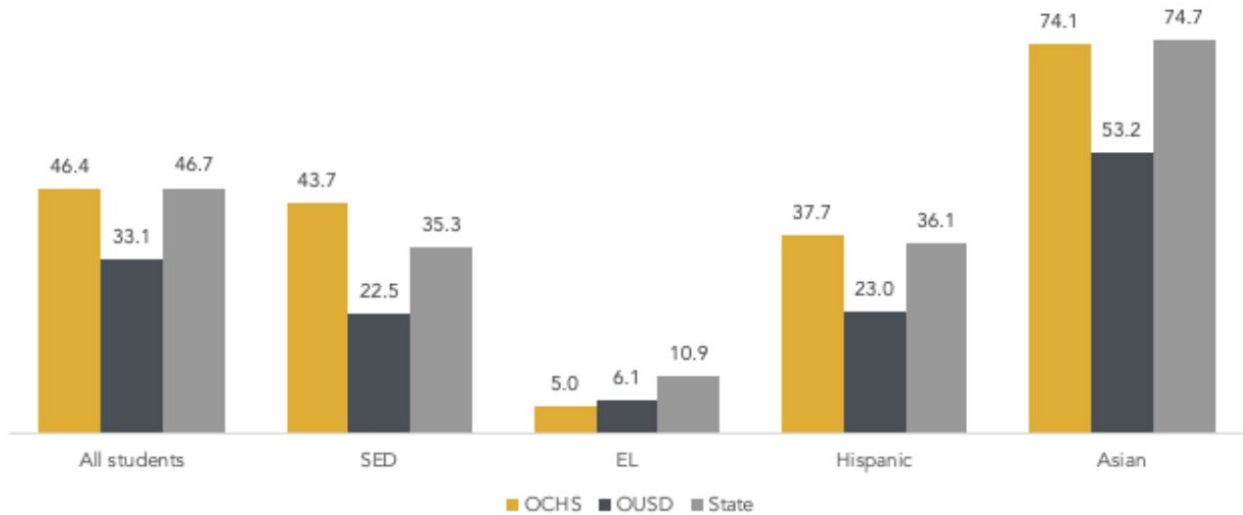
ELA Distance from Standard (Over Time)



Dotted line represents the standard.
 Source: California Schools Dashboard

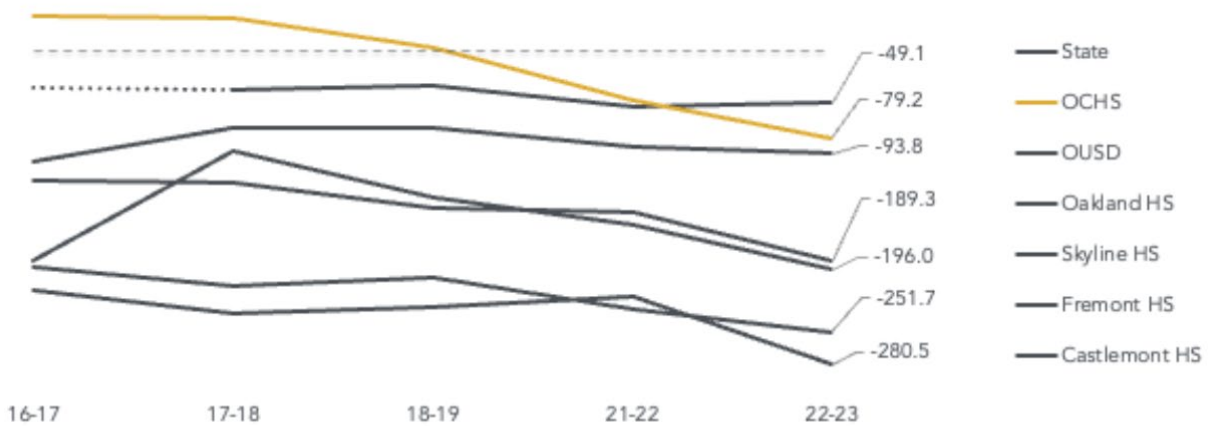
Every year within the charter term, OCHS has outperformed the district, state, and all neighborhood comparison schools in ELA Distance from Standard.

SBAC ELA Percent Met or Exceeded (by Student Group) 2023



The majority of OCHS student groups outperform the district and neighborhood schools in Smarter Balanced Assessment Consortium ("SBAC") ELA proficiency. OCHS is performing similar or better than the state in almost all subgroups.

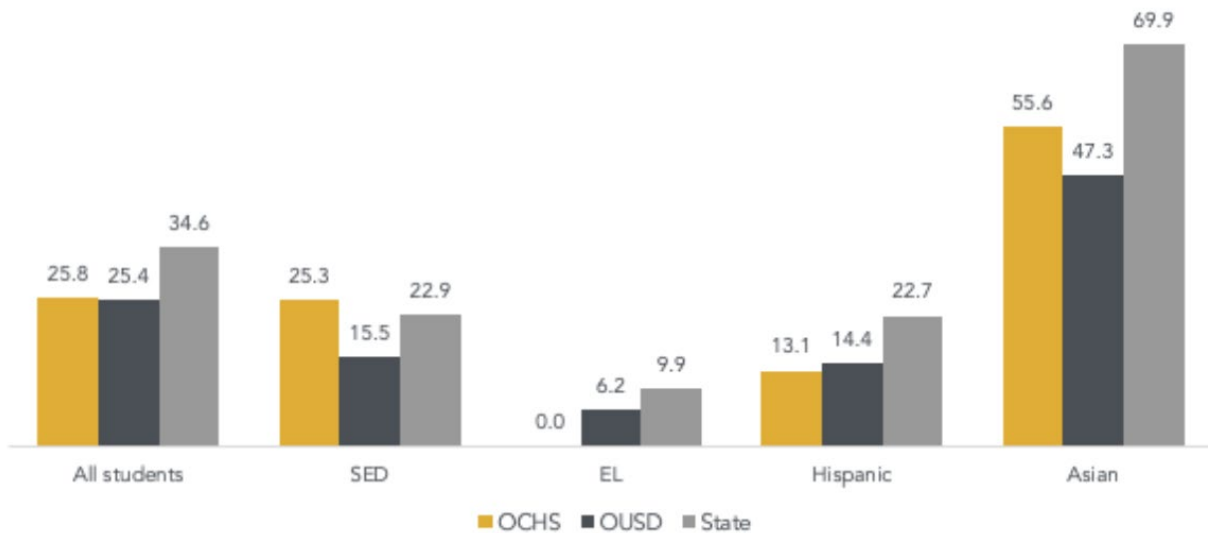
Math Distance from Standard (Over Time)



Dotted line represents the standard.
Source: California Schools Dashboard

Every year within the charter term, OCHS has outperformed the district average and all neighborhood comparison schools in Math DFS. OCHS also outperformed the state during most years.

SBAC Math Percent Met or Exceeded (by Student Group)
2023



OCHS student groups perform similar to district averages in mathematics proficiency. When comparing scores from 11th grade only, OCHS performs better than district averages for almost all subgroups.

While the relative performance on the 2023 ELA and Math CAASPP is higher than the

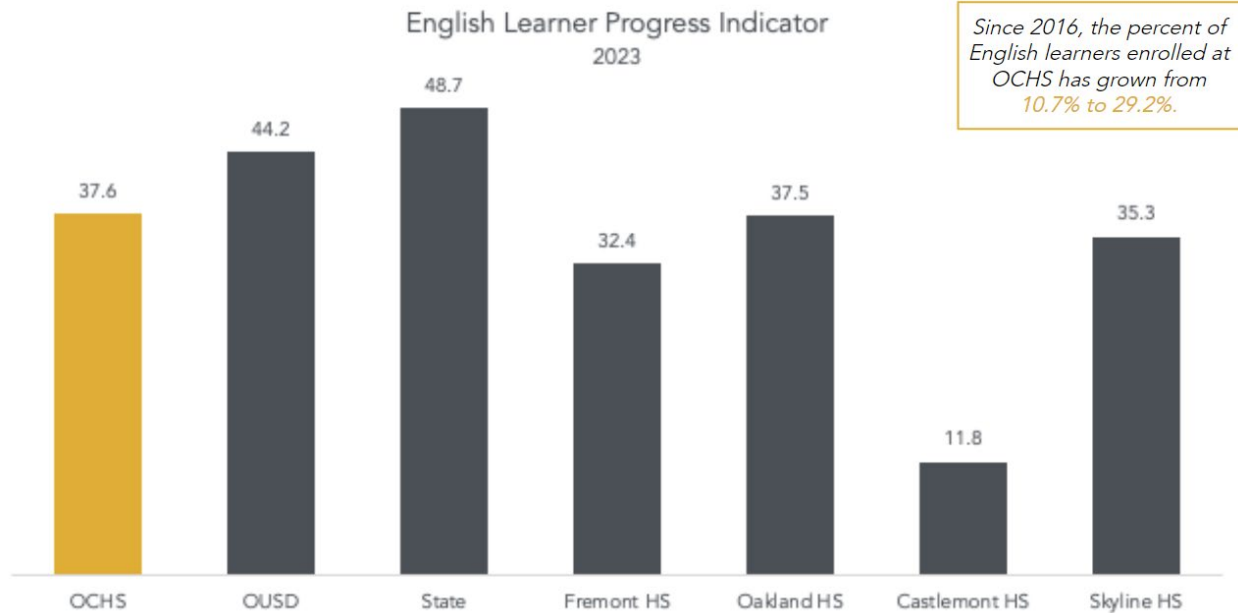
district, we acknowledge room for improvement based on the percentage of students that Met/Exceeded Standard. To address the needs of our student population, we have implemented several targeted initiatives. We have partnered with IXL to provide students with personalized practice and feedback on essential skills. Our expanded science, technology, engineering, and mathematics (“STEM”) extracurricular programs, such as robotics, coding, and engineering clubs, spark student interest in these fields and provide opportunities for hands-on learning. The addition of a Director of Instruction has strengthened our instructional coaching program, providing teachers with individualized support and professional development to enhance their classroom practices.

We regularly monitor student progress through monthly data meetings, allowing us to identify areas where students may need additional support and adjust our interventions accordingly. We have also secured additional professional development opportunities for our staff, focusing on topics such as differentiated instruction, strategies and best practices for educating English learners, culturally responsive teaching, and effective classroom management. These initiatives will help us to improve academic outcomes for our high-need students and create a more equitable learning environment.

English Learner Progress Indicator

The English Learner Progress Indicator shows the percentage of current English learner students who are making progress towards English language proficiency or maintaining the highest performance level. The ELPI is calculated using the English Language Proficiency Assessments for California (ELPAC), which measures ELs’ proficiency in listening, speaking, reading, and writing. The ELPAC results are used to determine an ELPI level for each student, ranging from 1 to 6. To demonstrate progress towards English language proficiency, EL students must either increase at least one ELPI level from the previous year or maintain a Level 4 from one year to the next.

The chart below shows a comparison between OCHS’ ELPI percentage and that of OUSD, California, and neighborhood comparison schools.



To increase the number of English Learners making progress towards English language proficiency, we have implemented several comprehensive strategies. We have hired and retained new staff members, including an English Language Development (“ELD”) Specialist, an EL paraprofessional, a Director of Student Services who oversees the ELD Specialist, and an External Affairs Manager. These dedicated professionals provide targeted support to English language learners, in addition to school staff, ensuring they receive the additional assistance they need to succeed.

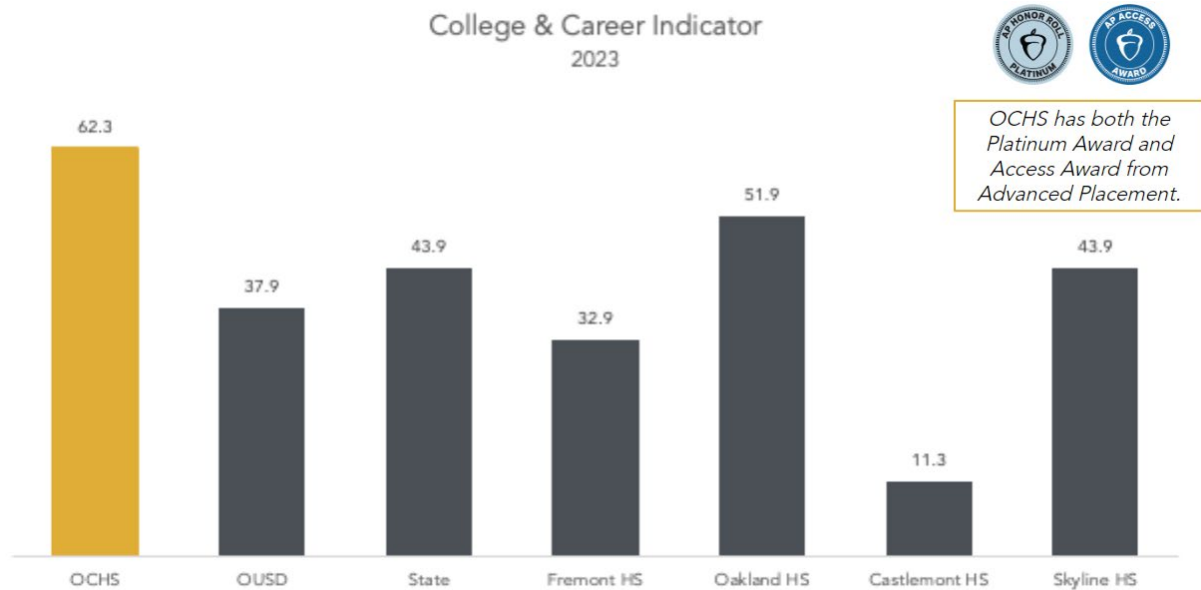
We have also implemented a new data dashboard to monitor real-time data on grades and attendance. This allows us to identify students who may be struggling and intervene promptly to address their needs. Additionally, we have built strong partnerships with community organizations to ensure that our students have access to essential resources and support outside of school.

To enhance our staff’s instructional practices, we have added professional development opportunities and partnered with Navigator Schools, a high performing network that has a high EL population, to build on best practices. Our hope is that these initiatives will equip our teachers with the skills and knowledge to effectively meet the needs of our English learner student population.

College and Career Indicator

The College and Career Indicator is a metric that measures the extent to which students are prepared for college and career success after graduating from high school. It includes data on college enrollment, college persistence, career readiness, and Career and Technical Education (“CTE”) completion. Criteria for calculating the CCI measure include passing/completion/attainment of Advanced Placement (“AP”)

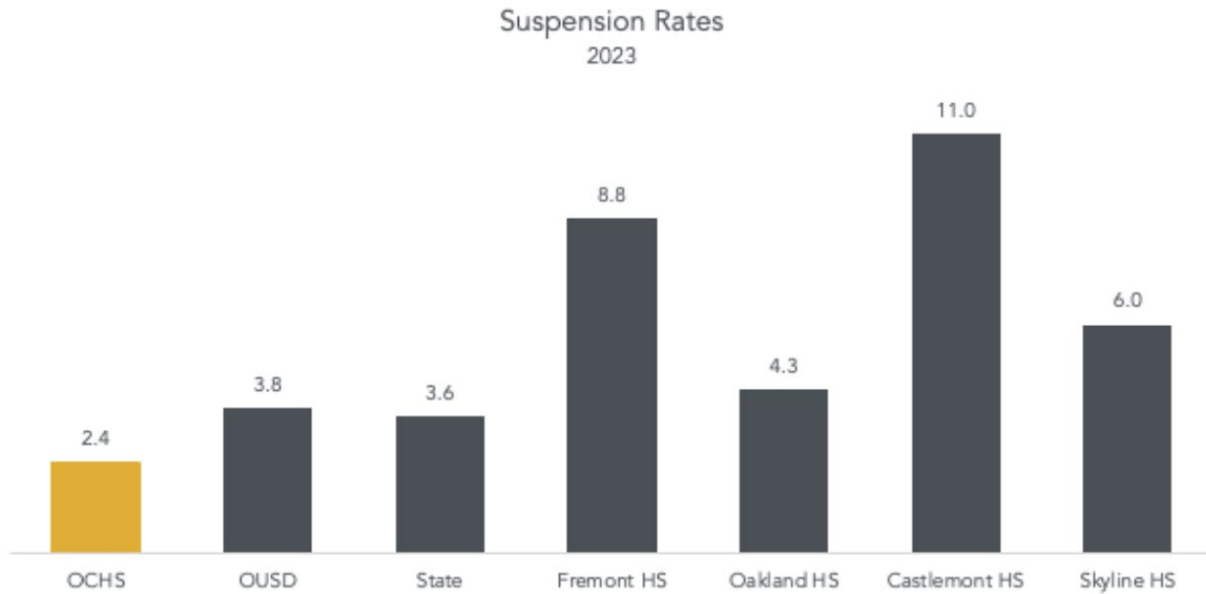
Exams, A-G, Career Technical Education Pathway, College Credit Course (formerly called Dual Enrollment), International Baccalaureate Exams, Leadership/Military Science, Pre-Apprenticeships, scores in ELA and Math on the California Assessment of Student Performance and Progress, State and Federal Job Programs, State Seal of Biliteracy, and Transition Classroom and Work-Based Learning Experiences.



Throughout the charter term, OCHS has outperformed the District, State, and all neighborhood comparison schools in the college and career indicator. Although our CCI score is high, OCHS plans to improve by adding CTE pathways during the next charter term. As part of that effort, OCHS will be establishing a stronger partnership with Peralta Colleges to ensure our students have access to college courses that will enhance their college and career goals.

Suspension Rate

Throughout the charter term, OCHS has consistently maintained a low suspension rate (2.9% on average). Since the pandemic, OCHS has maintained suspension rates below the State, District, and all neighborhood comparison schools.

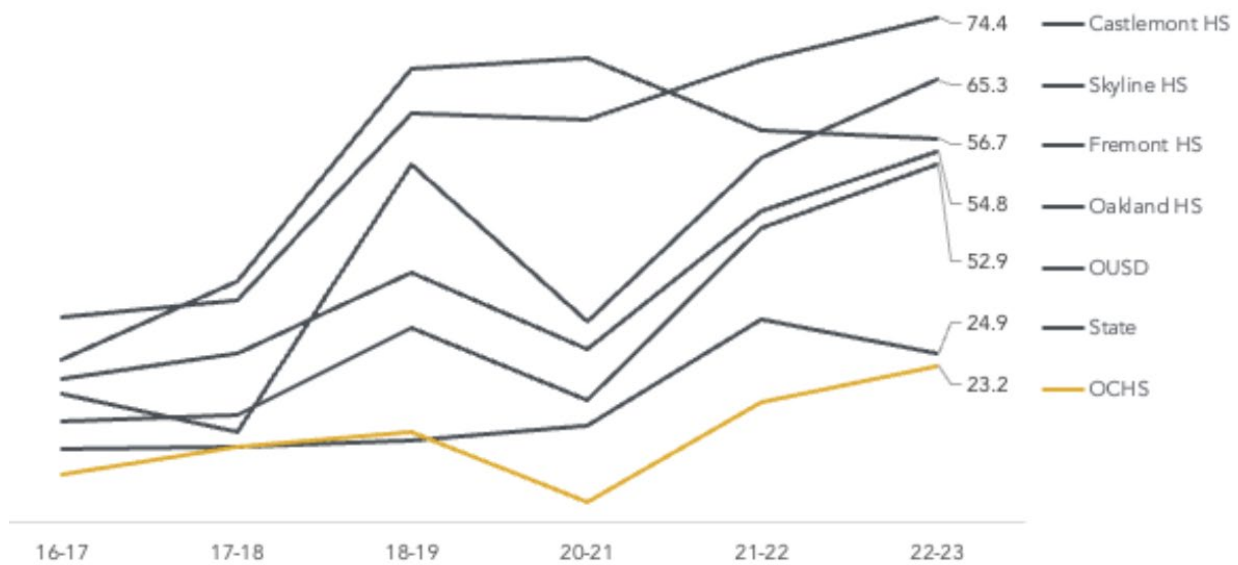


We attribute our low suspension rates to our increased efforts to provide alternatives to suspension through our Positive Behavior Interventions and Supports (“PBIS”) program, our Multi-Tiered System of Supports (“MTSS”) model, and school-wide trainings on restorative justice practices.

Chronic Absenteeism

Every year within the charter term, OCHS maintained lower rates of chronic absenteeism than the district and all neighborhood comparison schools. OCHS maintained similar rates of chronic absenteeism than the State.

Chronic Absenteeism Rates (Over Time)



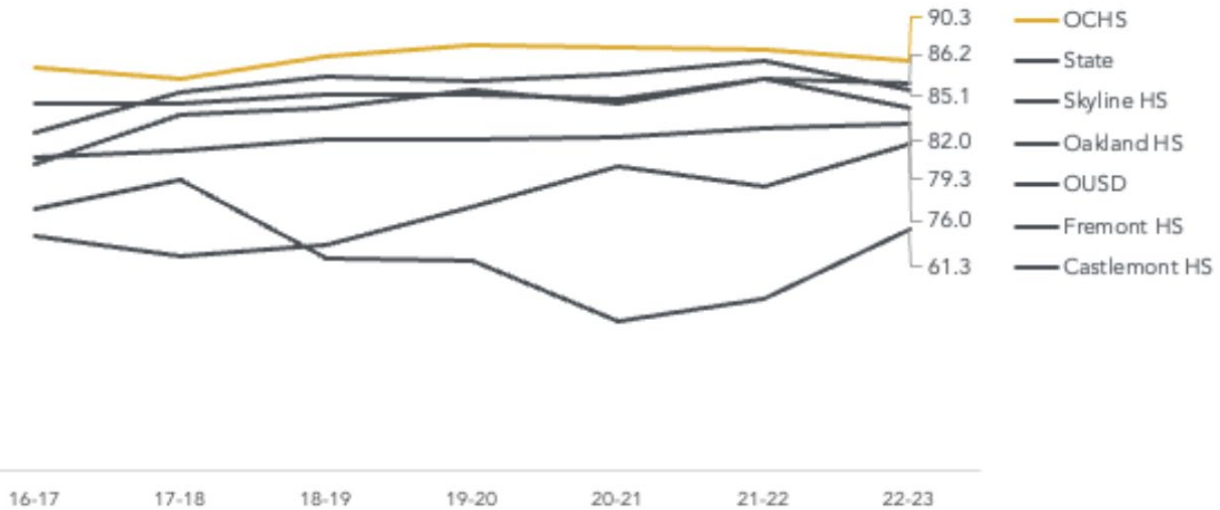
Although chronic absenteeism is not calculated as part of high schools’ dashboard indicators, OCHS is proud to show that our efforts are working. In the next charter term, we plan to continue combating absenteeism by working with parents and students to incentivize attendance, doing home visits to talk to families of students who are disengaged, and creating space for our counseling team to work with families and offer resources as needed.

Graduation Rate

Throughout its charter term, OCHS outperformed the District, State, and all neighborhood schools in graduation rates. OCHS also maintains equitability in graduation rates across student groups, with 87% English learners graduating in 4 years, and 91% of students with disabilities.

4-Year Graduation Rates (Over Time)

In 2023, OCHS English learners had an 87% graduation rate, and students with disabilities had a 91% graduation rate.



Measurements of Academic Performance - Verified Data

The law requires chartering authorities to consider verified data provided by middle performing charter schools showing measurable increases in academic achievement:

In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

- (A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.
- (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined . . .

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.”

In November 2020, the California State Board of Education (“SBE”) approved the criteria to define “verified data” and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2, and updated that list in May 2023.

From the SBE-approved list of reliable assessments, OCHS currently utilizes Northwest Evaluation Association Measures of Academic Progress (“NWEA MAP”) and National Student Clearinghouse (“NSC”) to meet the verified data requirement. The following presented academic achievement data is intended to show OCHS making “at least one year’s progress for each school year,” as well as “strong postsecondary outcomes” in accordance with the legal renewal criteria framed above. The CDE has advised schools to follow publisher guidance to define “one year’s progress.”

Northwest Evaluation Association

OCHS uses NWEA MAP assessments for grades 9-12. In 2023-2024, OCHS had an overall participation rate of 96% from Fall to Spring for 9th, 10th, and 12th grade. OCHS tested 11th graders in Fall and Winter but decided not to test them in Spring because of testing fatigue; 11th graders take the Smarter Balanced Assessment Consortium (“SBAC”) ELA, SBAC Math, AP exams, Summative ELPAC, and the California Science Test (“CAST”) in the Spring. OCHS met the 95% participation rate threshold for 11th graders in both the Fall and Winter test administrations.

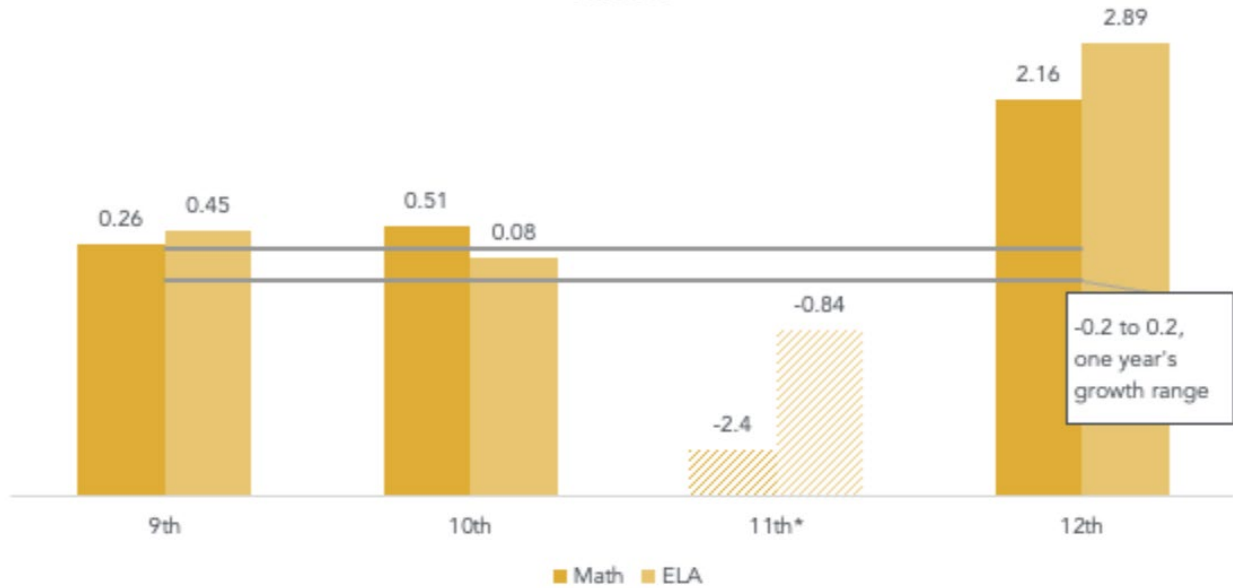
The recommended target from the publisher of NWEA MAP for defining progress is achieving between -1.0 and 1.0 score on the Conditional Growth Index (“CGI”), which represents the range within which the growth of the majority of similar students will fall. A 0 CGI score indicates a student showed the same amount of growth as the national growth norm on the Conditional Growth Index. As NWEA publishes, “a CGI score of 1.0 means a student's growth is one standard deviation above the growth norm; conversely, a CGI score of -1.0 means a student’s growth is one standard deviation below the growth norm.”¹ NWEA has said that “CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year’s growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.”²

OCHS NWEA MAP scores show that students are on target to make one year’s progress as defined by NWEA.

¹ https://connection.nwea.org/s/article/Conditional-Growth-Index?language=en_US

² <https://www.cde.ca.gov/be/ag/ag/yr23/documents/may23item02.docx> (page 32 of 36)

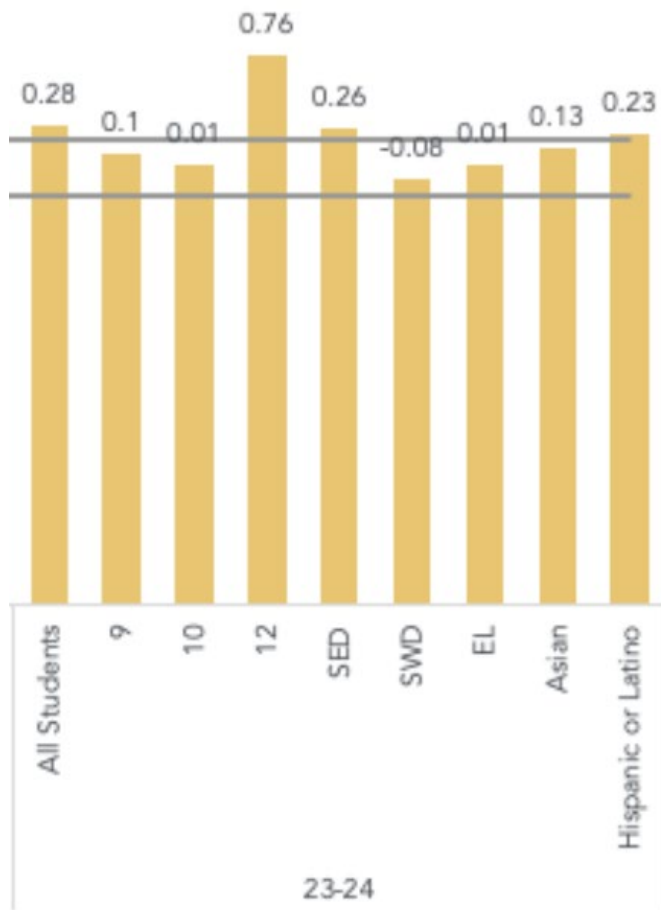
Fall to Spring School Conditional Growth Index (CGI)
2023-24



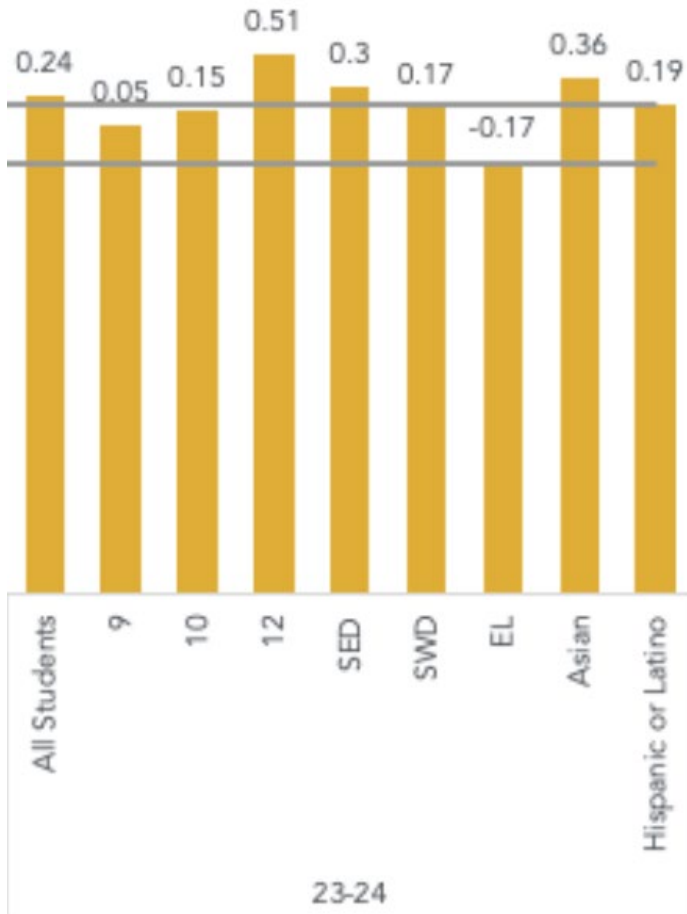
*11th grade students were not tested in the spring due to SBAC testing. Results displayed are for fall to winter.

Not only are students achieving at a high level, they are also growing at higher-than-average rates. For 11th graders, the Fall to Winter data demonstrated that they were well on track to achieving the one year of growth mark if they had been tested in the Spring. In addition, all statistically significant student groups achieved one or more year of growth.

Fall to Spring Average Student Conditional Growth Index (CGI) - ELA



Fall to Spring Average Student Conditional Growth Index (CGI) - Math

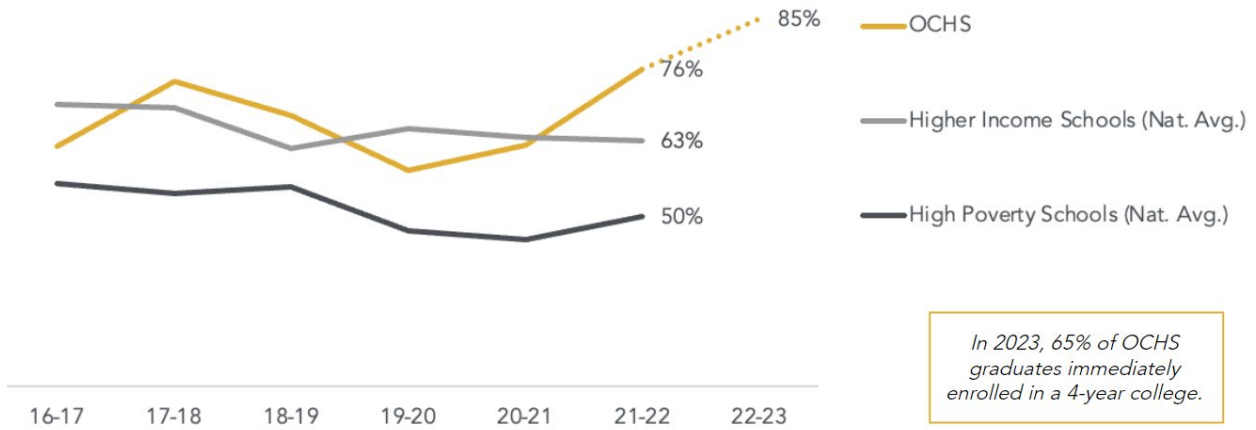


National Student Clearinghouse

The National Student Clearinghouse is a nonprofit organization that collects and processes student enrollment and degree data from colleges and universities across the United States. High schools can use NSC data to track the postsecondary outcomes of their graduates, such as college enrollment, persistence, and graduation rates.

According to National Student Clearinghouse, OCHS (which is a “High Poverty School”) sends its graduates to college at rates more consistent with “Higher Income Schools.” On average, over 88% of OCHS students who enrolled in college the first year after high school persisted to their second year in college.

College Enrollment Rates (Fall Semester After Graduation)



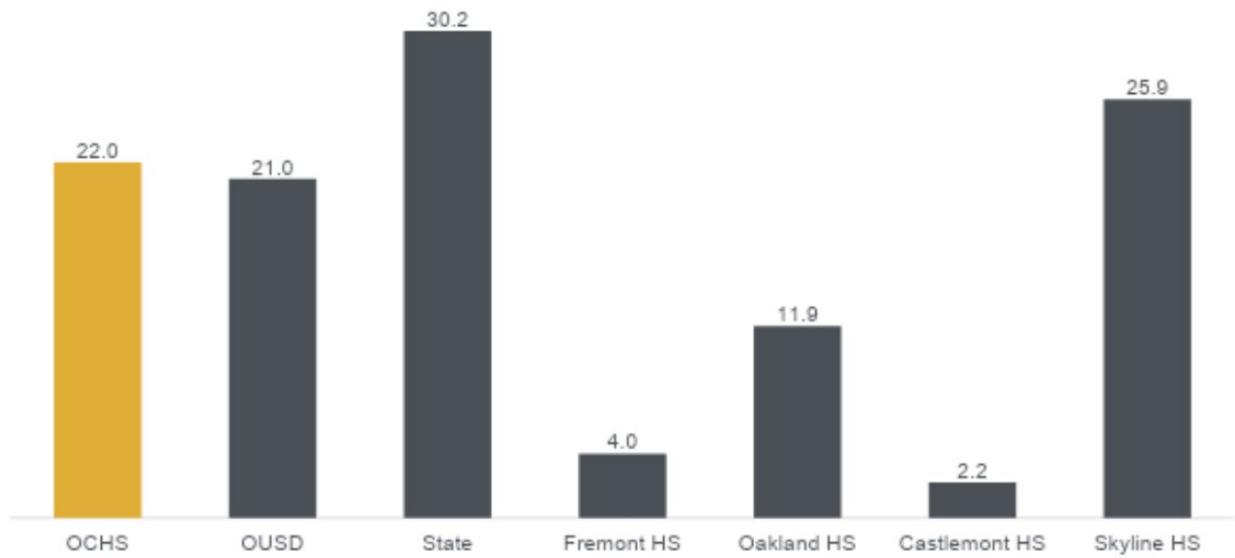
College Persistence Rates (Year 1 to Year 2)

	15-16	16-17	17-18	18-19	19-20	20-21	Average 15-16 to 20-21
# enrolled year 1	57	50	89	76	64	76	355
# persisted to year 2	53	48	77	67	58	63	313
% persisted to year 2	93.0%	96.0%	86.5%	88.2%	90.6%	82.9%	88.2%

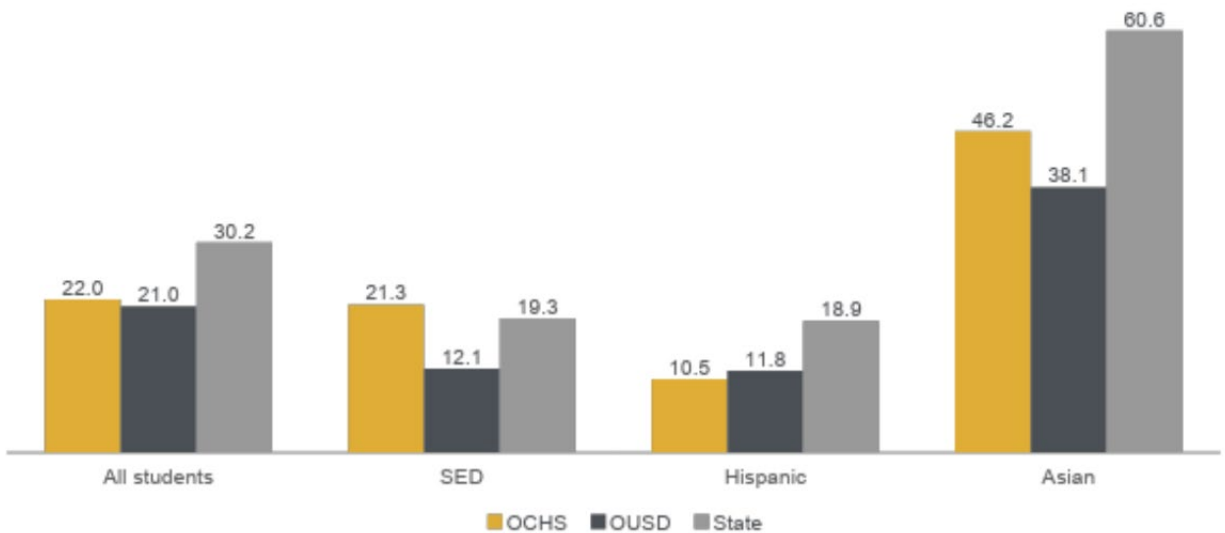
California Science Test

The California Science Test is designed to measure students' knowledge and understanding of science concepts and their ability to apply scientific inquiry and reasoning. Students in the eleventh grade take the CAST. In the most recent year with available data, OCHS outperformed the district and most neighborhood schools in CAST results.

CAST Proficiency Rates
2023



CAST Proficiency Rates (by Student Group)
2023



To enhance our students' performance on the California Science Test, we have implemented several initiatives to improve our science curriculum and instruction. We have invested in new lab furniture and equipment to create a more engaging and hands-on learning environment for our students. Additionally, we have expanded our science curriculum to include a wider range of topics and experiments, allowing students to explore scientific concepts in greater depth. We are also exploring the idea of creating a block schedule in the future to provide more time for science

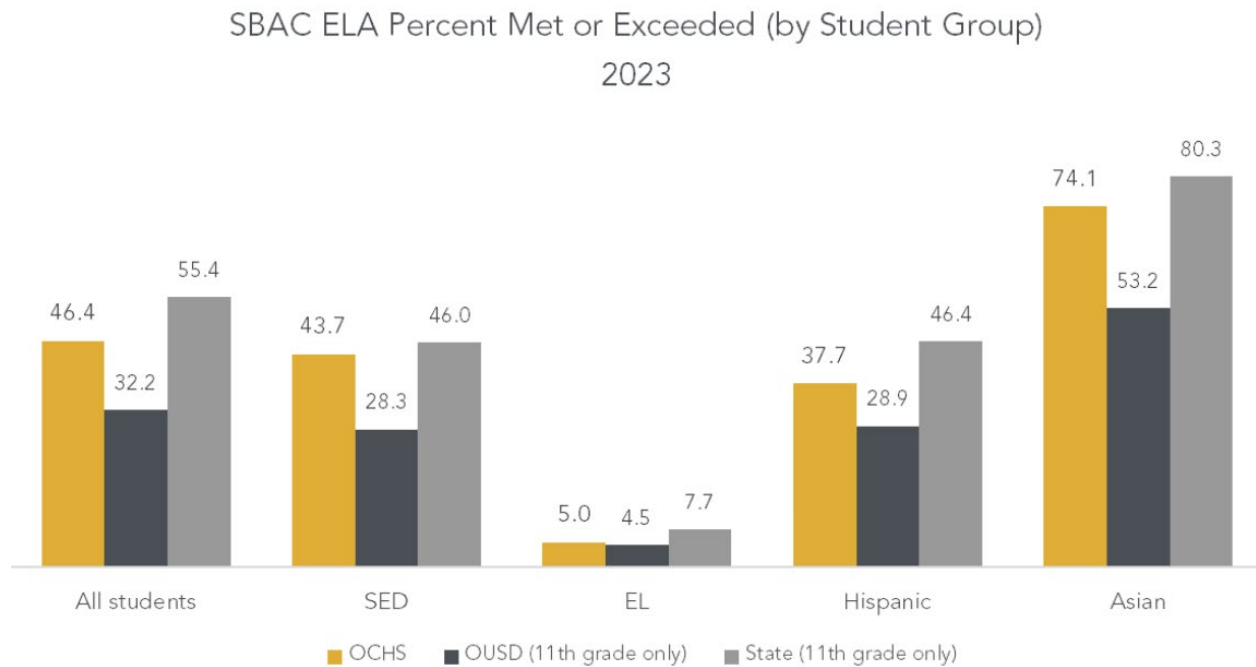
instruction, enabling teachers to devote more attention to hands-on activities and experiments. By focusing on these areas, we believe we can significantly improve our students' understanding of science and their performance on the CAST.

Other Measures

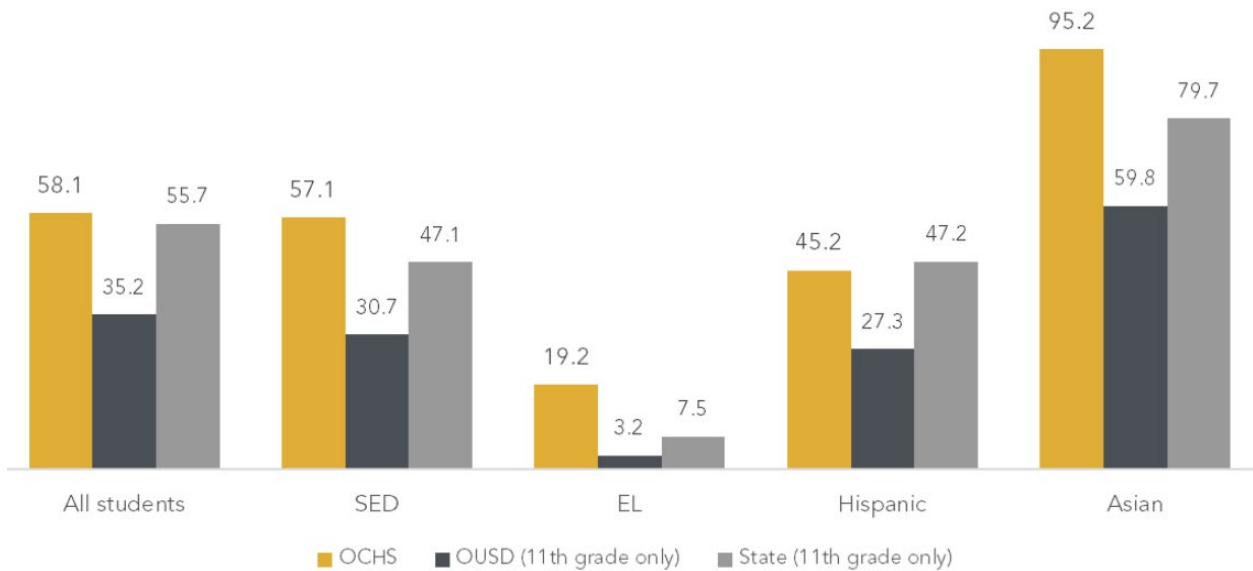
SBAC Percentage of Students Meeting or Exceeding Standards

The SBAC data presented in prior sections described student test data based on Distance From Standard. Below, you will find data that shows the percentage of students who Met or Exceeded grade-level content standards on the CAASPP in ELA and Math. This metric allows grade-level comparisons between schools, the District, and the State. Because OCHS serves grades 9-12, the only grade level tested is 11th grade. Therefore, the graphs below compare OCHS to only 11th graders tested in the District and the State.

As shown below, the ELA data shows a significant increase in the percentage of students meeting and exceeding standards from 2023 to 2024. In 2024, OCHS outperforms the district for all subgroups and overall performance. OCHS also outperforms the State in all but one subgroup.

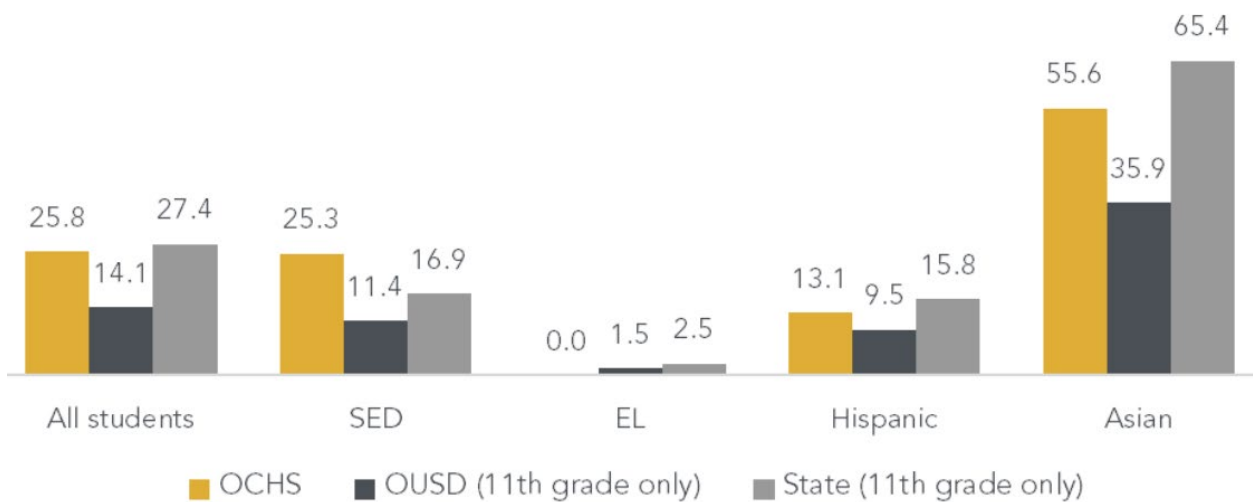


SBAC ELA Percent Met or Exceeded (by Student Group)
2024

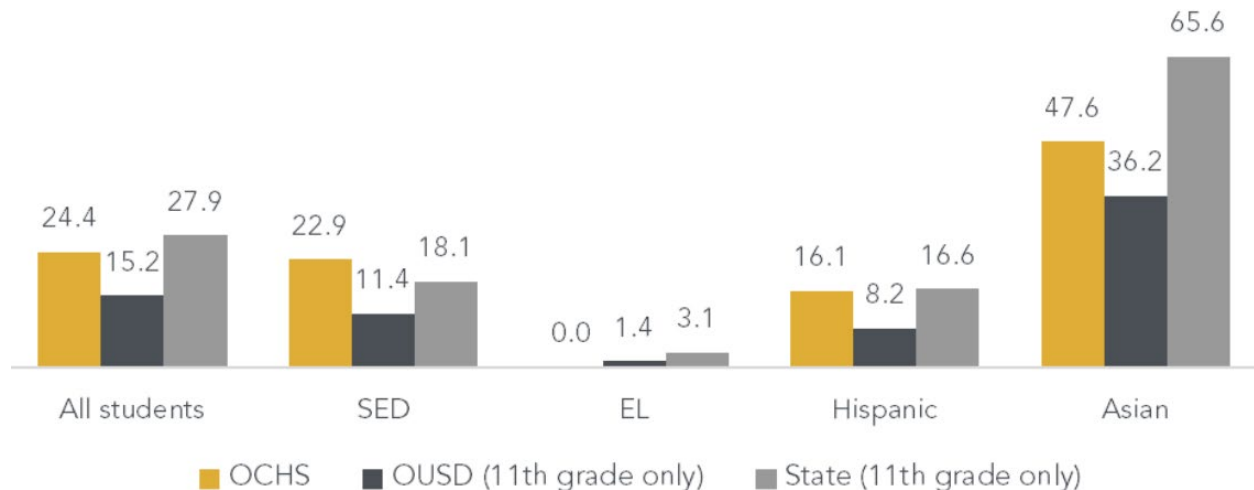


For Math, OCHS outperforms the District in all but one subgroup in both years shown below. OCHS is performing slightly lower than the State data. However, we have prioritized math instruction as part of our strategic goals and expect to see our performance improve over the next charter term.

SBAC Math Percent Met or Exceeded (by Student Group)
2023



SBAC Math Percent Met or Exceeded (by Student Group) 2024



Performance of Oakland Charter High School Seniors

Based on recent performance data, Oakland Charter High School has made significant progress in guiding its students to meet these rigorous standards. Here are the highlights:

1. **High Completion Rate** - A substantial percentage of seniors who entered 9th grade have completed the A-G course sequence. This indicates that the Charter School's curriculum and support systems are aligned with the requirements of higher education institutions.
2. **Comprehensive Support** - The Charter School offers a range of academic support services, including tutoring, counseling, and college readiness programs, to help students stay on track and achieve their academic goals.
3. **Curriculum Alignment** - The Charter School's curriculum is designed to meet the A-G standards, ensuring that students have access to the necessary courses throughout their high school years.
4. **Data Tracking and Intervention** - Oakland Charter High School employs a robust data tracking system to monitor students' progress in completing A-G courses. When students are at risk of falling behind, targeted interventions are implemented to provide the needed support.
5. **College Readiness Programs** - The Charter School has established partnerships with local colleges and universities, providing students with additional resources, mentorship, and exposure to college-level coursework.

6. Diverse Learning Opportunities - The Charter School offers Advanced Placement courses, honors classes, and dual enrollment opportunities, which not only satisfy A-G requirements but also enhance college readiness.

The effectiveness of these initiatives is reflected in the high percentage of seniors meeting the A-G requirements. This achievement underscores the Charter School's dedication to preparing its students for success in higher education and beyond.

In summary, Oakland Charter High School has a strong track record of ensuring its seniors meet or exceed the California State University ("CSU")/University of California ("UC") A-G requirements, demonstrating the Charter School's commitment to academic excellence and college readiness.

ELEMENT 1 - EDUCATIONAL 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))

Western Association of Schools and Colleges (WASC) Accreditation

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

Mathematics Placement Policy

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

Independent Study

Charter School recognizes that a long-term independent study program (greater than 14 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 maximum 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 25-26	Year 2 26-27	Year 3 27-28	Year 4 28-29	Year 5 29-30
TK	0	0	0	0	0
K	0	0	0	0	0
1	0	0	0	0	0
2	0	0	0	0	0
3	0	0	0	0	0

4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	100	108	108	108	108
10	90	100	108	108	108
11	60	90	100	108	108
12	95	55	85	95	103
Total	345	353	401	419	427

Maximum Enrollment for Charter Term: 448

Charter School will submit a petition to materially revise its charter if any of the following occur:

1. The Charter School seeks to serve any grade levels not already approved by the District on the schedule approved by the District;
2. The total enrollment in a given year exceeds the maximum enrollment by 5% or more.
3. The total enrollment in a given year is more than 15% below the projected enrollment per the schedule above.

Special Education

Plan for Students with Disabilities

The Charter School shall comply with all applicable State and Federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA"), and the Individuals with Disabilities in Education Improvement Act ("IDEA"), and any other applicable civil rights enforced by the U.S. Department of Education Office for Civil Rights ("OCR").

The Charter School will operate as its local educational agency ("LEA") for purposes

of special education, and is a member in good standing of the El Dorado County Charter Special Education Local Plan Area ("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 should seek 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.

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

The Charter School shall not discriminate against any pupil with a disability in the admission process or any other aspect of operation. The Charter School shall not ask or require students or parents to waive the right to a free appropriate public education in order to attend the Charter School.

The Charter School recognizes its responsibility to enroll and support students with disabilities. The Charter School will provide related special education services by hiring credentialed or licensed providers, certified non-public agencies, or qualified independent contractors.

The Charter School shall continue to be solely responsible for its compliance with the IDEA, Section 504, and the ADA. The facilities utilized by the Charter School shall be accessible for all students with disabilities.

Attached, as Appendix D, please find the LEA SELPA Letter of Good Standing for OCHS.

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 outlined 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, identifying, and serving students who may qualify for

special education programs and services and 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.

In accordance with Education Code Section 47641(a), the Charter School makes the following assurances:

- Free Appropriate Public Education - The Charter School assures that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school.
- Child Find - The Charter School assures that all students with disabilities are identified in accordance with the policies and procedures of the SELPA.
- Full Educational Opportunity - The Charter School assures that all students with disabilities have access to the full range of programs available to students without disabilities.
- Least Restrictive Environment - The Charter School assures that students with disabilities are educated with students without disabilities to the maximum extent appropriate. This is addressed through the use of supplementary aids and services in the general education environment in accordance with each student's Individualized Education Program ("IEP").
- Individualized Education Program - The Charter School assures that an Individualized Education Program is developed, reviewed and revised for each eligible student under the IDEA. The decisions regarding related services that individual students will receive are the responsibility of the IEP team, which includes parent, administrator, general education teacher, Education Specialist, and any other appropriate/relevant service provider or person.
- Assessments - The Charter School assures that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years, in accordance with the IDEA, and more often if conditions warrant or requested by the student's parents or teacher. Parents receive reports on their individual student's progress toward IEP goals and progress at the IEP meeting.
- Confidentiality and Procedural Safeguards - The Charter School assures that the confidentiality of identifiable data is protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents are

provided with safeguards through the identification evaluation and placement process and provisions for a free appropriate public education.

- Personnel Standards - The Charter School assures that good faith efforts are made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities, as required by the Education Code and the IDEA. The Charter School ensures that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements.
- State Assessments - The Charter School assures that students with disabilities either under the IDEA or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will follow SELPA child-find procedures to timely identify all students who may require assessment to consider special education eligibility and special education and related services. A student shall be referred for special education instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized.

The identification process for students who would be eligible for special education services under IDEA and/or services under 504 protections begins when students have been accepted through the enrollment lottery and enrolled in the Charter School. The Charter School obtains the student's cumulative records, prior and/or current IEP, and other special education information upon completion of the enrollment process.

Identification procedures include systematic methods of utilizing 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 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 accommodations, 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 have the right to request in writing that their child be assessed to determine eligibility for special education services. Parents will be informed that special education and related services are provided at no cost to them.

Any referrals for evaluation will be responded to, in writing, by the Charter School within fifteen (15) days. If the Charter School and the parent determine that they want to move forward with granting the request for assessment, the parent will receive a written Assessment Plan within fifteen (15) days (of the original request). The parent will be given at least fifteen (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 IEP meeting will be held within sixty (60) days of receipt of the parent's written consent for assessment.

If for any reason the Charter School determines assessment is not appropriate, the Charter School meets with the parent to discuss the request and responds in writing with a Prior Written Notice ("PWN") documenting why the assessment request is not being granted. If the Charter School determines an assessment is not appropriate, in addition to providing a PWN documenting why the Assessment Plan is not being granted, the Charter School also provides information to the parent regarding Coordination of Services Team ("COST")/SST and how their student may benefit from this process as well as information about Section 504 plans (and the possibility of eligibility for a Section 504 plan).

For the purposes of special education, the Charter School shall assume responsibility for the provision of services and meeting all local, state, and federal requirements of IDEA.

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.

Information gathered from assessments will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not be limited to:

- Individual testing
- Teacher observations

- Interviews
- Review of school records, reports, and work samples
- Parent input

Unless conflicting with SELPA policies and procedures, the Charter School will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment.
- The assessment will be completed, and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment.
- The student must be evaluated in all areas related to the student's suspected disability.
- Assessments must be conducted by a person with knowledge of the student's suspected disability and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist.
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory.
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed.
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable.
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team will be assembled to assess the student.

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. The Charter School will assure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure, and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification evaluation and placement process and provisions for FAPE.

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.

Once assessments are completed, a meeting will be held within the 60-day timeline, to review the results and determine special education eligibility. If the student is found eligible, the team will develop an Individualized Education Program which is designed to identify what areas will be targeted for intervention and how such an intervention will actually be carried out. Before the student receives any special education services, this program must be developed at the IEP team meeting, and parents must provide written consent. The Charter School will ensure that the IEP is implemented.

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.

Students receiving special education and related services will be educated with general education peers to the maximum extent appropriate. These students will be integrated as much as possible in school activities and general education classroom activities as determined by the IEP team. Special education and related services will be provided on behalf of the student, without cost, except for those fees that are charged to general education students.

Each student's IEP team considers the full continuum of program options to ensure that all students are provided Free Appropriate Public Education ("FAPE") in the least

restrictive environment. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Each student who has an IEP will have an IEP team that oversees the IEP development, implementation, and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance
- Statements of yearly goals
- Individuals responsible for helping to accomplish the goals
- Criteria and evaluation procedures for measuring the achievement of the educational goals
- A statement of the specific special education program, the related services needed by the student, and the degree of participation anticipated in the general education program
- The rationale for placement decisions
- The date that special education service(s) will begin and how long the service(s) should continue
- Determination of participation in state and Charter LEA -wide assessments
- The services the student will receive and the means for delivering those services
- A description of when services will begin, how often the student will receive them, who will provide them, and where and when they will be delivered
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided
- Accommodations necessary to measure the academic achievement and

functional performance of the pupil on state and district assessments

- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals

IEP Meetings, Review, and Reporting

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall comply with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the student's parent(s)/legal guardian(s); 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.

All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the student's IEP team. The Charter School views the parent/guardian as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The Charter School will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure the parent's participation using other methods, such as conferencing by telephone or meeting at the parent's home. A copy of the IEP will be given to the parent in accordance with state laws and SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by the Charter School, in cooperation with the EDCOE SELPA. The IEP will include all required components and be written on SELPA forms.

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting the student's needs and make any necessary changes. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed, and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress. If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, the

Charter School will have thirty (30) days, not including school vacations greater than five days, to hold the IEP meeting in alignment with state and federal laws.

IEP meetings are also held when an Individual Transition Plan (“ITP”) is required at the appropriate age and when the Charter School seeks to suspend or remove a student for a period of ten (10) days or more, in order to determine if the student’s misconduct was a manifestation of the student’s disability.

Unless otherwise specified on the student’s IEP, parents will be informed at least three times a year (which is the same frequency as progress is reported to all students and parents) of the student’s progress toward meeting annual goals and whether the student is expected to meet their annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student’s progress toward achieving the annual goal is measured, the student’s progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

In addition, the Charter School complies with the SELPA Local Master Plan and performs all corrective actions deemed necessary by the SELPA. The Site Director will work with the AMPS Home Office Special Education and Finance departments to manage the budget and contract for appropriate services and take responsibility for meeting the special education compliance and quality requirements.

Staffing

The Charter School will attract, recruit, and hire appropriately trained and credentialed personnel or agencies to provide special education services for students with disabilities as required by the Education Code and the IDEA. The Charter School shall 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 is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to the Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

The Charter School is committed to assuring all IEPs are properly implemented and all students requiring services are adequately receiving them. 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 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 OCHS 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.

Professional Development for OCHS Staff

The Site Director, general education and special education teaching staff, as well as other appropriate instructional and support 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 Charter School also intends to seek professional development opportunities for its staff through potential training facilitated by the California State University and University of California system, Oakland Unified School District, West Contra Costa Unified School District, Contra Costa County Office of Education, Alameda County Office of Education, El Dorado Charter SELPA and other recommended public and private entities.

In addition, all general education teachers receive annual training on MTSS and the COST process, assessment and identification of students with disabilities, accommodations and modifications in the classroom and other topics as needed.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 concerning 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.

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.

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.

Parent/Guardian Concerns and Complaints

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's 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.

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 for a due

process hearing, or request for mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

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 to all students with disabilities. The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, based on 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 that substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the 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 determining 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 on 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.
- Medical diagnosis and doctor's recommendations.

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 the 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. 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.

Parents with Disabilities

Communications with parents with disabilities must be as effective as communications with other parents. Appropriate auxiliary aids and services (such as Braille materials or a sign language interpreter) will be made available whenever they are necessary to ensure equally effective communication with parents with hearing, vision, or speech disability.

Community Need for Oakland Charter High School

Oakland Charter High School is nestled in the historic Fruitvale neighborhood in Oakland. Oakland, with its roots dating back more than 5,000 years to the Ohlone Native People, is a vibrant city today, boasting a diverse mix of cultures and languages. The U.S. Census population³ estimates reveal a mosaic of demographics: 26.6% Latina/o/x, 21.8% Black or African American, 32.3% White or Caucasian, 15.9% Asian, 0.5% Pacific Islander or Native Hawaiian, and 1.2% First Nations Native People, with 26.3% foreign-born and 38.8% speaking a language other than English at home.

In addition to being diversity rich, Oakland is known for the arts and creative spirit that often reflect a strong sense of community and activism. The Fruitvale neighborhood hosts various cultural events throughout the year, showcasing its diversity and creativity. The neighborhood also has a significant historical past, including its role in the labor movement and the civil rights movement.

While rich in diversity and culture, many families in Oakland face significant economic challenges. For Oakland Charter High School families, the financial barriers are even more pronounced as approximately 65% of students qualify for free or reduced-price meal services. In addition, the Fruitvale neighborhood has faced challenges in recent years, including gentrification and economic development. Rising housing costs and displacement of longtime residents are significant concerns. The community is actively working to address these challenges and promote economic growth through initiatives like attracting new businesses and supporting existing ones.

Oakland Charter High School, established in 2007, quickly became a glimmer of hope for families in Oakland. The Charter School established itself as a strong option for socio-economically disadvantaged, minority, and first-generation-to-college students seeking a rigorous academic environment and personalized support.

OCHS has consistently achieved strong academic results, earning recognition as a Title I Academic Achievement Award School from the California Department of Education. Over the years, there has been significant growth in enrollment; increasing from 121 students to over 300 in recent years.

Oakland Charter High School is a symbol of the community's resilience and determination to overcome economic challenges by leveraging education. Over the 17 years in operation, OCHS has gained several recognitions and awards as well as a strong community reputation. Our commitment is to provide all students with an exceptional education that prepares them for life after high school. We want to ensure that our students excel inside and outside of the classroom and are a catalyst of change for their community.

³ <https://www.census.gov/quickfacts/oaklandcitycalifornia>

AMPS & Oakland Charter High School Mission, Vision, Values

The goal of Amethod Public Schools is to provide a fundamental and rigorous college preparatory education to all students who choose one of our schools. We believe that successful life in modern society can be achieved through a college education, especially for historically disenfranchised populations. All AMPS graduates will have completed a challenging academic and character development program which readies graduates to enter and succeed in college as well as provide options for future endeavors.

AMPS Mission Statement

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

AMPS Core Values

Our core values represent the pillars that guide the mission of the AMPS organization:

- **Students First:** Focusing on students as the priority ensures that all decisions and actions are geared toward their best interests, well-being, and academic growth. This value fosters a student-centered culture, where the needs and development of learners come before anything else.
- **Teamwork:** Collaboration among students, teachers, staff, and families is vital for creating a thriving educational community. Teamwork promotes shared responsibility and collective effort, leading to better outcomes and fostering an environment where everyone works together to solve problems and achieve common goals.
- **Adaptability:** In a rapidly changing world, adaptability is key for both students and educators. This value empowers the school community to embrace change, innovate, and stay flexible when faced with new challenges. It also encourages resilience in students, helping them thrive in diverse situations.
- **Responsibility:** Instilling a sense of responsibility in students and staff promotes accountability and integrity. It encourages everyone to take ownership of their actions, decisions, and contributions to the school community, cultivating a culture of trust and dependability.
- **Perseverance:** Perseverance teaches the value of hard work, persistence, and grit. It helps students and staff develop the mindset to overcome obstacles, stay committed to their goals, and keep pushing forward despite difficulties. This value fosters resilience and growth.

- **Commitment to Distinction:** Striving for excellence and standing out in all areas—academically, socially, and professionally—demonstrates the school's dedication to being a top-tier institution. This value drives continuous improvement, motivating both students and staff to aim for high standards and maintain a culture of excellence.

Oakland Charter High School Mission and Vision

At Oakland Charter High School, our mission is to provide a rigorous college preparatory education and a robust character development program that empowers students from underserved communities to succeed in college and beyond.

We are dedicated to advancing students' motivation and belief in academic achievement by fostering an environment of accountability, excellence, and opportunity. As a free and public charter school, we are committed to serving students from diverse backgrounds, especially those from low-income families or whose parents have not attended college.

By offering structured, demanding A-G coursework aligned with Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, English Language Development Standards (collectively referred to herein as "State Standards"), we ensure that all students – particularly those most in need – are prepared to achieve higher academic results and pursue thriving futures. In collaboration with families, staff, and community stakeholders, we aim to inspire and support every student on their path to success.

Philosophy

Our philosophy reflects our vision of how to best remedy the deficiencies in the academic performance of poor and minority children in California public schools. This major achievement gap in performance between the different subgroups, divided along racial and economic lines, exposes an issue that should be considered a national crisis. A method Public Schools, the parent organization for Oakland Charter High, believes that higher education is the surest path to future success for socio-economically disadvantaged families and that having high expectations for all students is an absolute necessity for academic progress. Drawing the best from every student takes immense effort from teachers, families, administrators, and students, but we believe the results are well worth it. We reason that some of the keys to drawing the best from every student require schools to have and uphold high expectations, identify and retain highly effective teachers, develop and practice systems that ensure academic rigor, provide relevant professional development for all staff, and obtain a commitment from all stakeholders.

Oakland Charter High School understands the importance of utilizing research-based instructional practices to promote student achievement. To address how learning best

occurs, staff are trained to:

- Utilize a standards-based and research-supported curriculum
- Incorporate state standards into instruction
- Align appropriate assessments to the state standards
- Implement relevant, supplemental instructional programs that are aligned with standards and reflect research-based best practices
- Design instruction that incorporates research-backed instructional strategies and other components of effective teaching.

At Oakland Charter High School, we are committed to fostering an educational environment where equity is at the heart of everything we do. We believe that every student, regardless of their background, socio-economic status, or life circumstances, deserves access to high-quality education and the opportunity to thrive. We recognize that systemic inequities have historically marginalized many communities, and we are dedicated to addressing these disparities in our school.

Using an equity lens, we continuously examine and refine our policies, practices, and systems to ensure that every student, especially those from underserved communities, has the support and resources they need to succeed. This philosophy is woven throughout our core values, guiding how we approach teaching, learning, and collaboration with our families, staff, and community.

We strive to create a learning environment where students feel seen, valued, and empowered. By nurturing authentic, caring relationships, we cultivate a space where students are encouraged to bring their full selves to the classroom. In doing so, we help them grow into leaders who think critically, solve problems, and advocate for their own learning.

Our goal is not only to prepare students for college and future careers but to empower them to build fulfilling lives and contribute to their communities. We are committed to using time, energy, and resources to develop our collective understanding of equity and to dismantle barriers that stand in the way of academic achievement for all students. At Oakland Charter High School, equity is not just a goal – it's our mandate for creating a better, more inclusive future.

Students to be Served

Oakland Charter High School, established in 2007, became one of the fourth highest performing high schools in California in 2012, outranking many high schools in more affluent areas of California. During the era of California's former accountability framework, OCHS's Academic Performance Index scores never dipped below 930

points out of 1000. Over two-thirds of OCHS's students participate in an Advanced Placement course before graduating and over 90% of students are accepted to four-year universities and colleges. The performance of OCHS students on the California Assessment of Student Progress and Performance have been consistently higher than the district averages.

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

OCHS enrolls a student body in grades ninth through twelve whose diversity represents the general population residing within the geographical boundaries of the district and community where the Charter School is located. More specific, the student population served by OCHS is predominantly low income, immigrant, and communities who have been traditionally underserved by local public schools. While open to all students, OCHS makes substantial efforts to recruit underserved, low-income students in the Charter School's target service area. As such, the Charter School's student population may contain a significant number of students of color, and students traditionally categorized as underrepresented and underserved.

The 2022 ACS Census Data places the 94601 population at 52,102, comprising 16,023 households of which 84% were families. 23% of households in 94601 have children under 18. The diversity of this area constitutes 48% of the population being Latina/o/x, 16% Black or African American, 12% White or Caucasian, 19% Asian, 1% Pacific Islander or Native Hawaiian, 1% American Indian or Native American, and 3% identifying as Two or More races. This diversity is further highlighted by 37.3% foreign-born.⁴

As required by Education Code Section 47605(e)(2)(A) OCHS is open to all students who wish to attend. OCHS will serve all families that submit an application for their children in available grades up to its enrollment capacity, including the students currently attending, their siblings, and those students in the aligned OUSD attendance area, as well as all others, who wish to attend the Charter School. Should applications exceed the number of available spaces, a random public lottery is held.

The CDE has compiled demographic data⁵ that reveals the District enrolled 45,086 students in 2023-2024. The student body was diverse, with African Americans at 20.0%, Asians at 9.4%, Latina/o/x at 50.2%, and Whites at 10.1%. Additionally, students with disabilities and those who spoke English as a second language made

⁴ <https://censusreporter.org/profiles/86000US94601-94601/>

⁵ <https://www.cde.ca.gov/sd/profile/details.aspx?cde=01612590000000>

up 15.5% and 33.1% of the district student body, respectively. OCHS, in line with these demographics, is committed to enrolling a diverse student population.

Ethnicity	OCHS Enrollment	OUSD Enrollment	Overall Oakland Population
African American	5.6%	20%	21.8%
Asian	27%	9.4%	15.9%
Hispanic or Latino	63.8%	50.2%	26.6%
White	1.1%	10.1%	29%
English Learners	29.2%	33.1%	N/A
Students with Disabilities	10.9%	15.5%	N/A
Total	359	45,086	436,504

What it Means to be An Educated Person in the 21st Century

A national survey conducted by the Association of American Colleges and Universities titled, *Falling Short? College Learning and Career Success*⁶ highlights significant concerns regarding the preparedness of high school graduates for the workforce.

Key findings from the survey include:

- Employers overwhelmingly endorse broad learning as the best preparation for long-term career success. They believe that broad learning should be an expected part of college for all students, regardless of their chosen major or field of study.
- When hiring recent college graduates, employers say they place the greatest priority on a demonstrated proficiency in skills and knowledge that cut across majors. Written and oral communication skills, teamwork skills, ethical decision-making, critical thinking skills, and the ability to apply knowledge in real-world settings are the most highly valued among the 17 skills and knowledge areas tested.
- Employers broadly endorse an emphasis on applied learning in college today. They believe that engaging students in applied learning projects would

⁶ <https://www.aacu.org/research/falling-short-college-learning-and-career-success>

improve learning and better prepare them for career success.

- College students agree with employers on the career value of broad learning and cross-cutting skills.
- Employers are more likely than college students to see room for colleges and universities to improve in ensuring graduates possess the full set of skills and knowledge needed for success.
- Many employers feel that college graduates are falling short in their preparedness in several areas, including the ones employers deem most important for workplace success. College students are notably more optimistic about their level of preparedness across learning outcomes, however.
- Employers say that, when evaluating a job candidate, it would be helpful for them to have access to an electronic portfolio summarizing and demonstrating the individual's accomplishments in key skills and knowledge areas, in addition to a résumé and college transcript.

Workforce Demands in the 21st Century

According to a RAND report, "The 21st Century at Work: Forces Shaping the Future Workforce and Workplace in the United States,"⁷ the marketplace is evolving to require knowledge workers across all industries. These roles range from nano scientists to package deliverers, all demanding high-level cognitive skills for managing, interpreting, validating, transforming, communicating, and acting on information. The report emphasizes the importance of:

- Non-Routine Analytic Skills - Abstract reasoning, problem-solving, communication, and collaboration are critical skills for the modern workforce, enabling employees to tackle complex and varied tasks effectively.

The Charter School's Vision for Educated Individuals

The Charter School believes that an educated person in the 21st century should possess a comprehensive set of skills and attributes, including:

- Core Academic Skills - A solid foundation in core academic areas as defined by state curricular standards.
- Digital Literacy - Mastery of ongoing learning in the effective use of digital technologies and communication tools.
- Effective Communication - The ability to communicate confidently and

⁷ <https://www.rand.org/pubs/monographs/MG164.html>

effectively, both orally and in writing, with diverse audiences.

- Critical and Creative Thinking - The capacity to think critically and creatively, employing various strategies to solve problems.
- Quantitative Reasoning - Proficiency in quantitative thinking, including data analysis and the application of theories and processes to make informed decisions.
- Executive Function Skills - The ability to work both independently and cooperatively, demonstrating strong executive function skills.
- Personal Integrity and Motivation - Personal integrity, morality, self-motivation, and self-esteem.
- Lifelong Learning - A commitment to and ability to engage in lifelong learning, encompassing informal learning, on-the-job training, and formal educational achievements.
- Navigational Skills - The ability to navigate institutions, cultures, and systems within their chosen professions.
- Civic Engagement - The skills and willingness to engage in the responsibilities of citizenship.

The Charter School's Approach to Education

The Charter School adopts a student-centered approach to learning, leveraging authentic, real-world contexts to make education relevant and engaging. This approach includes:

- Active Learning - Encouraging students to actively participate in their learning process through discussions, hands-on activities, and collaborative projects.
- Project-Based Learning - Organizing the curriculum around projects that challenge students to apply and integrate their knowledge in meaningful ways.
- Online Instruction - Utilizing digital platforms to enhance learning opportunities and provide access to a wide range of resources.
- Inquiry-Based Learning - Promoting inquiry and exploration, allowing students to pursue their interests and develop their critical thinking and problem-solving skills.

A well-educated person recognizes that the world is constantly changing and is a self-directed lifelong learner prepared to continually adapt to changes that require new

skills and competencies to be successful in their lifetime. An individual must be able to subsist in a demanding and fast-paced global environment with ever developing and complicated economic and technological developments. The ability to analyze swiftly with an open mind and make informed decisions based on acumen and understanding of a wide range of perspectives and possibilities will also be essential to success. By focusing on the educational strategies mentioned above, OCHS aims to prepare students not only for academic success but also for the demands of the modern workforce and their roles as informed, engaged citizens.

How Learning Best Occurs

The Charter School leadership holds the conviction that optimal learning occurs when students are provided with a combination of a rigorous academic curriculum, a strong support network of well-qualified staff, and stringent standards and expectations within a flexible, personalized learning environment. The structure of the Charter School is meticulously designed to support high student achievement by fostering a high-quality, adaptable learning environment tailored to each student's needs. The Charter School uses data and analysis as the guiding standards to our methodology. We collect and evaluate achievement, grade performance, attendance, and suspension data to measure the effectiveness of the Charter School's overall performance.

Key Elements of Oakland Charter High School's Learning Environment

1. **Rigorous Academic Curriculum:** The Charter School offers a challenging academic curriculum that pushes students to reach their full potential. This curriculum is designed to meet high standards and prepare students for college and career success.
2. **Strong Support Network:** A dedicated team of well-qualified staff, including teachers, paraprofessionals, counselors, college advisors, and administrators, provides the necessary support to ensure each student can succeed. This support network is essential for guiding students through their academic journey and addressing any challenges they may face.
3. **High Standards and Expectations:** The Charter School sets and maintains rigorous standards and expectations for all students. These high expectations encourage students to strive for excellence and develop a strong work ethic.
4. **Flexible, Personalized Learning:** Recognizing that each student has unique learning needs, The Charter School offers a flexible and personalized learning environment. This approach allows for differentiated instruction and the ability to tailor learning experiences to individual student's strengths and areas for growth.

Conducive Learning Climate

A climate conducive to learning is crucial for student success. The Charter School draws on instructional approaches proven effective with its target population, ensuring that learners see connections between their experiences at home, in school, in the community, and the broader world. This holistic approach makes learning more meaningful and engaging.

Meaningful Learning Connections

Learning becomes more impactful when students can connect their existing knowledge with new information acquired in school. The Charter School employs a culturally relevant pedagogy, integrates real-world work, and emphasizes community service learning. These strategies enable students to view themselves as active contributors capable of making a positive impact on their school and community.

Project-Based Curriculum

The Charter School's curriculum includes project-based learning, where students pose and answer questions related to real-life situations. This approach helps students see the relationships between different academic disciplines, their personal lives, and the real world. It fosters critical thinking, problem-solving, and the ability to apply knowledge in practical contexts.

Career Planning and Technology Integration

The Charter School values a strong connection to career planning, ensuring that by their senior year, students balance academics with hands-on career skills development. Technology is seamlessly integrated into all subjects, serving as a powerful tool for learning both in the classroom and at training sites.

To continue to increase student access to technology, the Charter School created the following action plan.

Increased Student Access to Technology and Other Initiatives

Provide access to relevant technologies to all students while educating students in Digital Citizenship, Research, and Information Fluency to equip them with skills for the 21st century.

<p>GOAL 1: Ensuring that students understand digital citizenship.</p>	<p>GOAL 2: Communication regarding Technology</p>	<p>GOAL 3: Inventories + Loss Prevention</p>
<p>ACTION PLAN</p>	<p>ACTION PLAN</p>	<p>ACTION PLAN</p>
<ul style="list-style-type: none"> ● Ensuring that all students understand Chromebook care and updates. ● For tech-dependent assignments, give students ample time to complete in class ● Make text-to-speech and speech-to-text accessible and easy to use in all contexts ● Allow for a variety of ways for students to express what they have learned 	<ul style="list-style-type: none"> ● Utilizing Hapara during Independent work to ensure students are on task during assignments. ● Parent-Student-Staff Technology contract which includes consequences for breaking/losing and includes a small tech deposit for recuperating losses ● Teachers clearly state Chromebook time in lesson plans 	<ul style="list-style-type: none"> ● Running regular inventories - check counts, condition, chargers, the general functioning of tech ● Possible for future: Classroom sets of computers only so that students don't have to lug their chromebooks back and forth from home to school ● Tech Contract

High Expectations and Support

When adults expect students to succeed and provide the necessary support, students are more likely to rise to meet those expectations. Psychologist Lev Vygotsky emphasized the importance of learning within a student's zone of proximal development, which involves problem-solving with guidance from adults or collaboration with more capable peers. The Charter School's curriculum is founded on clearly stated objectives, such as the State Standards, ensuring that all students have a clear understanding of what is expected of them.

Personalized Attention and Scaffolding

The small school community at The Charter School allows faculty and administration to personally know each student. This close-knit environment enables teachers to scaffold students' learning effectively, providing the support needed to help all students achieve academic growth and success. Differentiated instruction is a key component, ensuring that each student's unique needs are met, and they are guided towards achieving their full potential.

In summary, The Charter School believes in a comprehensive approach to education that combines rigorous academics, strong support, high expectations, and personalized learning. This approach creates an environment where students are motivated to learn, see the relevance of their education to their lives, and are prepared for future success in college, careers, and as responsible citizens.

The Five Successful Strategies for an AMPS High School

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 may be too big for students who require a more personalized approach to learning. 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. Our smaller campuses expose students to more information, time, and individual attention, making it much easier to figure out how a student learns and what "works" for them academically, socially, and emotionally.

Interdisciplinary Courses with a Focus on College Readiness - Currently OCHS utilizes a series of courses in each grade that focus on college readiness skills, prepare students for the academic tests required by most four-year colleges and universities for admission, and help students apply to colleges and complete the necessary paperwork for financial aid, grants, and scholarships. The 9th-grade classes also help students practice the routines, skills, and rules that will be utilized in all of their classes; it acts as a "culture builder" both in the sense that students absorb the school's college-going culture and in that they create a culture unique to their cohort. In the 11th grade, students are presented with a combination of a continuation of study skills, test preparation ("SAT"), and preparation for the application and planning processes that occur during senior year. The hope is that all students, regardless of background or family income, will have as much support as possible in their quest to attend a college of choice and to pursue opportunities in alignment with their passions.

Structure - Amethod Public Schools believe that effective teaching practice and structured schools and classrooms are the best preventative measures to negative student discipline matters. 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. In our methods, we require every teacher to make lists of student roles and group responsibilities and explain, discuss, and teach these thoroughly. In this way, students will know what is expected of them, even though the specific content or tasks will change. Amethod Public School students will have a clear sense of their daily schedules, even if they vary from day to day. Explicit information on what is expected of students is provided 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.

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

High Expectations for All Students - Amethod Public Schools are centered on high expectations for all students. We ensure that every student takes rigorous courses to be prepared for the competition of getting into college. Considering that we are an academic-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, students, and administrators to understand and reinforce the adherence to proper student conduct and school policies.

Education Program Overview

Our teachers align with the 2024 California Standards for the Teaching Profession⁸ ("CSTP") - which set forth instructional standards and expectations for each Oakland Charter High School classroom.

The 2024 California Standards for Teaching Profession are designed to identify and clarify effective teaching strategies that positively impact student achievement and well-being. They define key aspects of effective teaching and offer a structured approach to help educators and stakeholders navigate the complexities of teaching while continuously enhancing their practices.

At OCHS, we recognize that there is no one-size-fits-all approach to professional practice, the CSTP standards acknowledge that different teachers employ various methods to effectively implement them in their unique teaching contexts. The CSTP provides a framework that encourages educators and others to develop personalized, action-oriented goals and strategies tailored to the specific needs of their students and learning environments. This tailored approach is crucial for fostering quality teaching across OCHS's diverse student populations.

The CSTP are comprehensive in scope, aiming to:

- Offer a holistic perspective on teaching that addresses the diverse needs of OCHS's students.
- Influence and support OCHS teachers in adopting evidence-based practices that promote equitable, high-quality education.
- Address effective teaching across all grade levels, from early childhood education to adult education.
- Define the fundamental principles and foundations of teaching across all subject areas.
- Provide a structured pathway for continuous professional growth from initial teacher training to advanced, accomplished practice.
- Align with state standards, frameworks, guides, and resources that focus on specific subjects, skills, or student demographics.

In essence, the CSTP serves as a flexible and robust framework at OCHS that guides our educators in enhancing their teaching practices to meet the varied needs of students and achieve excellence in education.

⁸ [chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/2024-cstp.pdf?sfvrsn=62eb3cb1_12](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/2024-cstp.pdf?sfvrsn=62eb3cb1_12)

Teaching Methods

All educators at Amethod Public Schools use a variety of pedagogical strategies to ensure all students learn and grow continuously. These instructional strategies are well-aligned to the deep understanding required by the California Common Core State Standards, the performance standards, and by the University of California system, the entity that approves transferable courses to the UC and CSU state colleges. The instructional program will be revised as needed as more is learned about effectively implementing the CCSS at the high school level. These guidelines, as well as the adopted curriculum materials, provide the structure for a standards-based instructional program. AMPS educators are also trained to adapt these methods in ways that maximize the personalized learning experiences that each child receives.

All teachers submit weekly lesson plans with objective progressions that are structured in accordance with Bloom's Taxonomy Action Verbs (Remembering, Understanding, Applying, Analyzing, Evaluating, Creating). Scaffolded professional development workshops are delivered over summer so that all teachers practice breaking down standards into measurable objectives. This lays the foundation for ongoing Professional Development arcs and conversations between coaches and teachers about lesson design and implementation. The lesson planning process for OCHS is largely based off the work of Robert J. Marzano (various titles) and Explicit Direct Instruction by John Hollingsworth and Sylvia Ybarra.

Robert Marzano delineates that effective teachers constantly set goals and check for understanding, as well as ensure they are providing their students with feedback. In our lesson plan template, teachers are required to structure daily lessons that are standards-based, objective-driven, with space to implement checks for understanding ("CFU"), an exit ticket, and an extension activity. Teachers regularly include pair shares, using specific prompting questions, cold calling, repetition, no opting out, actively monitoring, and other strategies to gather raw data about student understanding of the material which allows teachers to adjust lesson as dictated by student need.

Marzano also details that effective teachers maintain relationships with students and communicate high expectations. Due to being a small school, teachers and students have a space to maintain close and meaningful relationships. Through the advisory program, our students have an adult that can regularly check in on them and address instructional and other student needs. Our behavior intervention system is also aligned to allow teachers to facilitate high expectations in the classroom.

The major pedagogical strategies used include:

Explicit Instruction: Explicit instruction is an evidence-based form of teaching, in which the teacher presents the lesson by stating the standards-aligned learning

objective, specific instructions. Then the teacher models an explicit skill and application using criteria for success using thinking steps. Next, the teacher prompts guided practice, and frequent checking-for-understanding. At the conclusion, students take the lead and individually demonstrate their new skills or content knowledge on a formative assessment that is collected and evaluated for mastery using a rubric or success criteria to uncover misconceptions and to inform future lesson targets.

Problem Based Instruction: Problem Based Instruction provides students with a step-by-step process for determining the solution. Problem-based learning is somewhat narrower and is directed towards finding solutions according to clearly defined steps.

Inquiry Based Instruction: Inquiry Based Instruction presents students with a problem or question, formulate, and test theories to work towards a solution. Inquiry based learning is more directed towards fulfilling the human need for discovery and encourages students to explore the world around them.

Close Reading with Text-Dependent Questions: Close Reading supports access to complex texts through standards-aligned text-dependent questions that scaffold in difficulty to support students' full understanding of grade-level texts. Students engage in multiple reads of the text to support a deep understanding of complex texts.

Academic Discourse: Academic Discourse provides daily opportunities for students to engage in protocols that support discussion among peers to solidify their own understanding and to support the development of peer and collective understanding. Instructional protocols include Fishbowl, Final Word, Jigsaw, Socratic Seminar, Tea Party, Say Something, Think-Pair-Share, and Rank-Talk-Write.

Building Academic Vocabulary: Building Academic Vocabulary provides regular, ongoing opportunities for scholars to strengthen tier 2 vocabulary. Protocols to support include Frayer Model, Semantic Webbing, Vocabulary Squares, and Contextual Redefinition.

Flexible Grouping: Flexible grouping within the classroom provides differentiated support. For example, pedagogical support might include literacy support, tutoring across subject areas, and multi-language learning support. The utilization of flexible groupings allows teachers in the classroom to target materials based on students' needs. The teacher collaborates with the reading interventionist or instructional aides regarding instruction for small groups of students needing more specific support.

To ensure and support our teachers in implementing the aforementioned pedagogical strategies, we have designed a well-developed instructional coaching and professional development plan.

Instructional Coaching

Amethod Public Schools believes in implementation of an effective teacher coaching and feedback plan which involves a structured approach that fosters continuous professional development. We have established a clear framework that includes regular bi-weekly classroom observations, peer feedback sessions, and individualized coaching meetings. Coaches are trained to observe lessons with a focus on specific pedagogical strategies, student engagement, and learning outcomes. After observations, a collaborative feedback session follows and allows teachers to reflect on their practices, discuss strengths and areas for growth, and set actionable goals. This reflective practice encourages a growth mindset, where teachers feel supported in experimenting with new techniques without fear of judgment.

Throughout the year, the Oakland Charter High School Site Director and Deans conduct formal and informal classroom observations. Each teacher receives coaching on a bi-weekly basis. The Home Office Director of Instruction supports the Deans to ensure consistent practices. The tools that we use to align and improve instructional practices are the California Teacher Standards rubrics, Get Better Faster model, and Teach Like a Champion strategies. AMPS has integrated these tools into our instructional coaching framework to increase teacher effectiveness and improve student outcomes.

To ensure the sustainability and effectiveness of the coaching plan, it's essential to create a culture of trust and collaboration among staff. One concrete strategy we have begun is to establish peer observation cycles, where teachers pair up to observe each other's classes and provide feedback using a structured protocol. Additionally, weekly professional development sessions are held, focusing on topics such as classroom management techniques, strengthening content depth of knowledge or integrating technology into lessons. As well as, implementation of a shared digital platform, like Google Drive, Google Classroom or Messenger, for sharing resources and feedback has further enhanced collaboration. Regular check-ins, weekly staff exit tickets/ feedback, brief surveys or one-on-one meetings, have also been included to assess the impact of coaching and allow for adjustments based on teachers' needs. By prioritizing ongoing support and creating a safe space for professional dialogue, Amethod Public Schools coaching plan enhances teaching quality and ultimately improves student outcomes.

Professional Development

Amethod Public Schools staff participate in extensive professional development. Our professional development plan is aligned to the annual educational priorities established by Amethod Public Schools and the Charter School. Amethod Public Schools professional development plan focuses on enhancing instructional practices, fostering collaboration, and integrating technology into the classroom. The plan could include a series of workshops and training sessions tailored to different grade

levels and subject areas, emphasizing current educational trends, pedagogical strategies, and differentiation techniques. Collaborative learning communities are established, allowing teachers to share best practices, observe each other's classrooms, and engage in constructive feedback.

Before the school year starts, all AMPS' staff participate in week-long professional development sessions. We call this our AMPS Summit. There are various professional development strands based on the roles that staff have. For new teachers, AMPS has a New Teacher Summit where they participate in training specifically tailored to them.

To ensure that the professional development plan is effective and relevant, ongoing assessment and feedback mechanisms are integrated. Regular surveys and reflection sessions allow educators to voice their needs and experiences, allowing for adjustments to the program as necessary. Furthermore, technology training on all curricula has been a core component, equipping teachers with the skills to effectively utilize digital tools and resources in their instruction. By prioritizing these elements, the professional development plan fosters a culture of continuous improvement and innovation, ultimately enhancing student learning outcomes across all grade levels.

Conditions for Adult Learning

As we walk through classrooms, we expect to see quality lessons that engage students in the academic content through culturally responsive teaching and interesting tasks. We value our teachers and support them to be facilitators in their classrooms by providing a variety of supports. In order to do this, we must create experiences for our staff that encourage them to be collaborative, problem solvers, and hold a growth mindset.

As an organization we provide:

- Coaching and Professional Development - Network and Site Based
 - Implement coaching programs to support teachers in the delivery of high-quality instruction.
 - Guidance, feedback, and professional development opportunities to enhance teacher effectiveness and student engagement.
 - Collaboration with school leaders to design and facilitate site based professional learning communities focused on instructional best practices.
 - Professional development sessions with school leaders.
 - Bi-weekly instructional walkthroughs between AMPS Home Office staff and OCHS instructional Deans to help support their

development/growth and to ensure there is alignment across grade levels and content areas.

- Instructional Frameworks and Standards-Aligned Instruction
 - Ensure that instructional practices are aligned with state standards, adopted curriculum, and assessment requirements.
 - Develop and implement instructional frameworks and models to guide teaching practices across all content areas and grade levels.
 - Regularly gather, analyze, and take action on data related to teacher practice, curriculum, and standards that bring about continual and measurable improvement of AMPS's learning environment and student performance.

- Curriculum Development and Adoption
 - Collaborate with educational leadership to ensure curriculum alignment with state standards, district goals, and educational research.
 - Utilize data analysis tools to assess student learning outcomes and identify areas for improvement.

To make gains with our students we must examine our instructional practices to see how we are increasing the students' skills and independence as they move closer to their grade level demands. We must also become experts in analyzing data to show us where we need to focus and how targeting specific groups can help us tailor instruction without lowering the rigor of grade-level demands.

Curriculum

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

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

To ensure that our primary goal of student achievement is met, the Charter School's core curriculum is based on CCSS and focused on the UC/CSU A-G requirements. This curriculum has been adopted to provide all students with a college preparatory course of study that meets or exceeds the CCSS in all core subject areas. Through our partnerships with college programs, OCHS students may enroll in college courses beginning in the summer after their freshman year. These courses may include anthropology, geography, communication, art, English, the sciences, and Career Technical Education courses. In these concurrent enrollment classes, offered through a partnership with Peralta Community Colleges, students receive dual (college and high school) credit that will save the student time and money when they enter college. Moreover, multiple Advanced Placement courses will continue to be established for students at the Charter School, as well as Honor courses embedded throughout the OCHS A-G courses list.

Our goal is that, upon graduation, all OCHS students will have met the A-G requirements for admission to the CSU or UC System. It's very important to note that the Charter School does not assign credit for grades under a "C-" level, unlike most high schools.

Subject	Curriculum
ELA	<p>The English classes have adopted the CCSS ELA aligned curriculum, College Board Springboard, which ensures that students meet Common Core Standards in reading, writing, speaking, and listening. Each unit in the curriculum includes lessons and activities that lead up to the Embedded Assessments.</p> <p>Our AP Language and AP Literature classes are standards-based courses that have been pre-approved by the College Board and directly prepare students to pass the AP test to gain college credit.</p> <p>The English Language Arts and English Learner Development curriculum are designed to support the examination and analysis of grade level, complex texts through demonstration of critical reading, analysis, and listening and speaking skills in order to comprehend, interpret, evaluate and discuss ideas. Throughout the curriculum, students engage in academic writing such as narrative, expository, and argument forms that range from various modes of expression appropriate to audience and</p>

	<p>purpose. Students will be exposed to instructional strategies, such as academic discourse discussion protocols, in order to support them in formulating and communicating ideas clearly and effectively. Additionally, Multi-Language Learner (“MLL”) supports, such as vocabulary and sentence frames for writing and academic discourse, are integrated throughout instruction.</p>
<p>ELD</p>	<p>For ELD, we offer designated instruction for all English learners. In these classes, we use Perspectives by National Geographic/Cengage. Perspectives teaches learners to think critically and to develop the language skills they need to find their own voice in English. The carefully guided language lessons, real-world stories, and TED Talks motivate learners to think creatively and communicate effectively.</p> <p>To support instruction, OCHS also uses supplemental programs to aid and accelerate student language acquisition. We utilize Lexia as a supplemental program to target specific skills and provide individualized learning modules.</p>
<p>Social Science</p>	<p>Students apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Students learn to apply chronological, thematic and integrative thinking, develop and test hypotheses about cause and effect, gather evidence to support conclusions, conduct in-depth and relevant research, critically examine sources, and synthesize ideas. Materials include primary sources, historical literature, and a variety of non-fiction texts as recommended by the Common Core State Standards.</p> <p>All incoming 9th graders take an Ethnic Studies course. For this class, we use Racial and Ethnic Groups 15th Edition as our textbook. The textbook helps students view race and ethnic relations in a sociohistorical context, so they can understand the past and see how to shape the future.</p> <p>For our regular History classes, we use TCI History Alive! as our guiding course material. The TCI curriculum aligns with</p>

	<p>state standards and offers blended learning materials that utilize digital resources to create highly engaging activities for students.</p> <p>Our Advanced Placement classes utilize textbooks that are authorized by the College Board program.</p>
<p>Mathematics</p>	<p>The math curriculum is designed to focus on developing a deep understanding of standards that are connected to key topics and concepts as they are built over time. Delivery of instruction utilizes a balanced approach that attends to the three aspects of rigor (conceptual understanding, procedural fluency and skills, and application) with equal intensity, enabling students to develop a strong conceptual foundation, the appropriate mathematical fluency, and critical problem-solving skills.</p> <p>For students taking Algebra 1, Geometry, and Algebra 2, we utilize Illustrative Mathematics as our core curriculum. The curriculum is problem-based with real-world connections and includes diverse representations to create connections with new concepts. Thus, students discover, understand, and internalize key math concepts and apply their learning to various real-world problems and scenarios, simultaneously building procedural fluency and conceptual understanding.</p> <p>We also offer Advanced Placement Pre-calculus and Calculus for students who want to take advanced math. These courses follow the College Board’s AP course audit requirements and textbook approval processes.</p>
<p>Science</p>	<p>The science curriculum allows students to demonstrate understanding of scientific concepts and ideas through real-world applications. Through inquiry-based and hands-on investigations of real-world phenomenon, students will construct explanations for scientific phenomenon and design solutions for real-world problems.</p> <p>For our science classes, we use Inspire by McGraw Hill. The Inspire textbooks provide an in-depth, collaborative, and project-based learning experience.</p> <p>For our Advanced Placement Biology course, the Charter School follows the College Board’s AP course audit</p>

	requirements and textbook approval processes.
World Language	<p>OCHS offers two world language options for students enrolled: Spanish and Mandarin. These languages are the most popular languages used in the world. Our language courses develop students' skills in the fundamentals of language development including speaking, reading, writing, and listening domains.</p> <p>Our Spanish classes use the Descubre curriculum from Vista Higher Learning. For Advanced Placement, we utilize Temas by Vista Higher Learning. Built to address today's dynamic learning environment, the program immerses students in authentic Spanish language and culture experiences through text, video, audio, and online learning.</p> <p>For Mandarin classes, we use Integrated Chinese by Cheng & Tsui. As students learn Chinese language and culture through engaging lessons, they experience relevant dialogues and narratives, cultural notes, grammar explanations, and exercises. The curriculum provides a balanced approach to teaching the four language skills, giving students a comprehensive foundation in Chinese language.</p>
Visual and Performing Arts	<p>OCHS believes that participation in visual and performing arts is critical for a student's enrichment and development. We offer visual arts classes which introduce students to the three sets of art concepts set down in the California Standards: The Elements of Art, The Principles of Design, and The Complex Ideas. Students learn to create, research, critique and discuss art, art history, and art making techniques. Starting from baseline analyses of students' art skills, students are measured throughout the course for progress in specific skills. A broad stroke art history is introduced from Paleolithic art to digital painting. The goal of the course is to prepare students for university level courses on 2D and 3D art making, art history, and the tools of art discussion and critique.</p> <p>The arts are also integrated into interdisciplinary units to inspire and deepen learning experiences. OCHS encourages our teachers to build cross-discipline activities for students to engage in. Additionally, we actively seek</p>

	<p>partnerships with colleges, community organizations, and companies where our students can participate in additional visual and performing arts education and activities.</p>
<p>Physical Education</p>	<p>The Physical Education program at OCHS is designed to use standards-based instruction to support student mastery of grade level physical education standards. The PE program develops students' skills and positive sportsmanship through both cooperative and competitive games and activities. We provide daily opportunities for students to practice the important components of health-related fitness: aerobic capacity, muscular coordination, strength, endurance, and flexibility. Students are introduced to basketball, soccer, running, volleyball, yoga, and cardio-vascular exercises. In addition to physical activities, students develop an understanding of the importance of health, nutrition, and sexual education through classroom instruction and collaborations with local health agencies.</p>
<p>Social-Emotional Learning</p>	<p>We utilize Second Step as our Social and Emotional Learning ("SEL") curriculum. The curriculum helps create a culture where all students build connections, confidence, resilience, and other skills they need to thrive in the classroom and beyond.</p> <p>The curriculum is relevant to the challenges and opportunities that are unique to the high school age group. The learning is based on up-to-date research, a culturally responsive framework, and student feedback. It provides integrated practices for leaders and educators, activities for students, and a scaffolded game plan that's easy to follow.</p> <p>The program is broken into four pathways. Pathway 1 is Belonging and Connection, allowing school leaders, educators, and students to cultivate a sense of social and school belonging so students feel accepted, respected, and known, and can create and sustain positive relationships. Practices and activities focus on effective communication practices, positive peer interactions, trust, and explorations of key psychological concepts that influence belonging. Pathway 2 is Confidence and Capability. This pathway creates learning conditions that build students' beliefs in their ability to overcome challenges and achieve personal and academic success.</p>

	<p>Practices and activities focus on achieving goals, resilience in the face of challenges, and adaptive approaches to learning such as a growth mindset and a mastery-goal orientation. Pathway 3, Agency and Opportunity, allows students to explore taking ownership over their learning by providing opportunities to build and apply their strengths and interests. It is designed to help school leaders, educators, and students develop a school community that features autonomy, student-centered learning that incorporates choice and voice, and celebration of everyone’s strengths and talents. Finally, Pathway 4, Well-Being and Community, focuses on developing students’ psychosocial assets to contribute to their individual well-being and the well-being of the community. Leaders, educators, and students focus on opportunities for recognition and gratitude, fostering positive emotion in the classroom, and developing skills for stress management, emotional support, and social connectedness.</p>
<p>Career Technical Education</p>	<p>Although OCHS does not currently have a Career Technical Education pathway established, we are actively working to create pathways for students to participate in. One of our goals for this charter term is to build our CTE pathways and establish a successful CTE program.</p> <p>Our hope is that by building CTE pathways, we will increase the opportunities for students to earn college credit through our partnership with Peralta Colleges. We aim to provide dual-enrollment courses which serve as pre-requisite for courses that prepare them for certificate programs at the college level if they wish to continue their plan.</p> <p>Students in each pathway would advance through a rigorous college-preparatory program of study that (1) fulfills A-G requirements; (2) combines core academic courses and CTE courses that prepare students to earn industry-recognized certifications and advance towards a postsecondary degree; (3) emphasizes student mastery of industry-relevant knowledge, technical skills, and transferable skills; (4) integrates/scaffolds career exploration and readiness into each grade level through career research and guest speakers, student leadership organizations, seminars, mentorships, industry tours, and</p>

	internships; and (5) provides a comprehensive range of college and career planning and integrated support services throughout the pathway.
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It has been a consistent belief within the AMPS organization that a standards-based education helps to ensure that students receive a vetted and thoroughly analyzed curriculum that provides the blueprint for high-level education. The CCSS standards provide ample room for innovation, creativity, and reflection that is essential to teaching and learning. They do not dictate instructional practices and delivery; instead, they provide a blueprint for what needs to be taught.

Interventions

We ensure high-quality Conditions for Student Learning for all students through a Multi-Tiered Systems of Supports. MTSS is an integrated, comprehensive framework that focuses on the State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success. MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

MTSS consists of three levels of support and the following sections are organized as such:

Universal Supports: Tier 1

80% of all students should have their needs met with Tier 1 support. Teachers and staff identify students struggling with social or academic success and implement a Tier 1 intervention with a focus on positive behavior interventions. Interventions are implemented with fidelity & provide quantitative data collected consistently. Students who are unsuccessful with Tier 1 support are referred to the COST.

- Teachers are expected to contact students and families regarding student success and struggles regularly.
- Rewarding positive behaviors
- Universal Design for Learning
- Using inclusive language
- Differentiated Instruction

Targeted Supports: Tier 2

About 15% of students are provided Tier 2 small group and supplemental support

determined by COST. This Tier introduces an additional layer of interventions within or outside the regular classroom setting, delivered intentionally to meet specific instructional gaps based on data driven decisions. These interventions are often facilitated by classroom teachers with collaboration by specialized educators, administrators, or instructional aides. Depending on student needs interventions include:

- Check in check out
- Conflict mediation
- Teacher Office Hours
- Trauma informed de-escalation
- Re-teaching
- Bullying prevention

Intensive Supports: Tier 3

About 5% of students receive highly individualized support or referral to additional services. This tier increases comprehensive instructional support for students through more frequent and more individualized intervention programs, often in addition to other layers of support. This intensive level of need is often met through one-on-one or small group support to address diverse student needs. Depending on student needs interventions include:

- Crisis intervention
- Individual counseling
- Parent support

OCHS prioritizes professional development in MTSS strategies. The process through the tiers is dynamic and responsive, ensuring timely and effective support for every student.

For students who are identified as needing intensive interventions, a Student Study Team (“SST”) composed of the student, the student’s parent or guardian, the Site Director, and the student’s teacher(s) 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. The administrator is responsible for scheduling an SST meeting when required participants are available and sends formal notification. The administrator prepares

all materials for the SST meeting: sign-in sheet, meeting agenda, meeting minutes, referring documents and evidence. The administrator facilitates the meeting and ensures all participants engage. The SST discusses and documents concerns, as well as develops and executes a plan targeting the student's specific needs. The administrator documents the co-developed plan and schedules the next meeting (6-8 weeks after the first SST meeting). After, all participants assigned roles will collect data and provide input on the plan's interventions.

At the subsequent SST meeting, the team reviews progress and determines next steps. If the team notes progress, they acknowledge the accomplishment with the family and decide which set of supports will remain in the plan, which components warrant reconsideration, or whether the SST process should continue. If the team notes no progress or decides to revisit the plan, they review the plan to consider continuing and/or modifying interventions.

As needed, the administrator updates student records with SST documentation and schedules another 6-8-week follow-up meeting. 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.

Assessments

OCHS utilizes the Northwest Evaluation Association as a diagnostic tool. NWEA assessment data helps us measure student growth over the school year. NWEA results are used to adjust whole-group instruction and generate small groups for more personalized instruction. NWEA data reports provide teachers with instruction and learning strategies to meet students where they are while prioritizing grade-level instruction. Post NWEA assessments, OCHS staff participate in grade-level data dives to identify trends and collaborate on the best instructional strategies provided by NWEA reports.

By implementing Data Dives to analyze assessments--teachers self-reflect on their own practice and pacing guides, based on surveying student work for learning gaps and looking at standards--leading to the development of specific action plans to address identified learning needs. Bi-weekly department meetings also look to address trends in learning and give teachers a space to collaborate to standardize best teaching practices by department.

Data analysis has been a focus of our approach at Oakland Charter High School since we were first opened, but our new partnerships with Uncommon Schools and Relay GSE have provided us with the guidance necessary to reach new heights of best practice in this area. Starting in the summer, teachers are trained on their curriculum, assessment schedule, and our schoolwide data analysis protocols. At week six, we

begin meeting in content area departments to run these data analysis protocols on recent assessments with the planned deliverable being an informed reteach plan that can be introduced during the next day’s lesson. This practice of frequent data meetings on lower stakes, formative assessments, is intended to identify and correct gaps in student mastery before units reach their completion and it is too late.

Data driven decision making ultimately leads to more effective teaching and student achievement. The assessments outlined below empower educators to make data-informed decisions based on student needs, identify students for targeted interventions, and promote a culture of continuous improvement.

Type	Assessment Name	Description
Universal Screeners	Lexia IXL Initial ELPAC	Universal screeners are used to provide data to measure the effectiveness of core instruction to allow teams to consider adjustments across Tier 1 universal supports. These screeners allow educators to identify students who may benefit from Tier 2 and Tier 3 interventions.
Diagnostic Assessments	NWEA	Diagnostic assessments are used to measure skill strengths and weaknesses, identify skill gaps, and assist in determining why a problem might be occurring. Diagnostic assessments are administered in Fall, Winter, and Spring.
Summative Assessments	SBAC ELA/Math CAST Summative ELPAC Physical Fitness Test (“PFT”) Midterm/Final Exams	Summative assessments are used to benchmark student performance relative to what students need to be successful based on assessed content standards. They provide teachers, administrators, parents, and students with ongoing data to assess whether they are on track to meet goals.

<p>Formative Assessments</p>	<p>Quizzes Exit tickets</p>	<p>Formative assessments provide data to guide instructional decisions and identify indicators for scaffolding and differentiated instruction. Teachers use formative assessments on a weekly basis to ensure that instruction is meeting all students.</p>
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Plan for English Learners

The English Learner student population grew significantly in California. Therefore, it is vital that schools address the needs of this growing demographic. Oakland Charter High School holds high expectations and offers a demanding academic program for all students, regardless of any language or placement classification. Access to high quality English instruction for English Learners is an issue of equity. English proficiency in our society serves as a powerful gatekeeper, opening doors to opportunity for those who reach proficiency and limiting or closing doors to opportunity for those who do not. As such, Oakland Charter High School is committed to effectively serving children who are ELs through a comprehensive approach to language instruction.

The Charter School will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, progress monitoring English Learners towards reclassification, progress monitoring students who have been reclassified in the previous 4 years, and standardized testing requirements. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. In addition, the Charter School will meet all requirements of federal and state law relative to equal access to the curriculum for EL students.

The goal is to utilize high-quality instructional programs and services for ELs that allow them, as quickly as possible, to achieve at the same challenging grade level standards as native English-speaking students. The Charter School is dedicated to providing these students with an exceptional education, facilitating English proficiency as soon as possible. Our approach focuses on the student’s social, emotional, and academic development within and outside of the classroom. Building on the student’s existing strengths, OCHS focuses on preparing English Learners to succeed in high school, college, and their chosen career.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into a California public school (on enrollment forms). All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California.

English Language Proficiency Assessment

All students who indicate a language other than English on any of the home language survey questions, their records will be checked against CALPADS, and if no previous record exists, they will be tested with the Initial ELPAC within thirty days of initial enrollment.

The ELPAC consists of two separate assessments which are detailed below:

- Initial Assessment ("IA"): The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K-12 whose primary language is not English to determine their English proficiency status.
- Summative Assessment ("SA"): Once a student is identified as an English Learner, the student will take the SA every year, from Feb 1-March 31, until they are reclassified as fluent English proficient ("RFEP"). The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

The ELPAC has four proficiency levels and is aligned with the 2012 California ELD Standards:

1. Level 1: Minimally Developed
2. Level 2: Somewhat Developed
3. Level 3: Moderately Developed
4. Level 4: Well Developed

The ELPAC IA and SA will be administered via a computer-based platform. Testing times vary depending upon the individual student. The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window. The Charter School will notify all parents of its

responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Teacher evaluations, including, but not limited to, a review of the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Students who have met the criteria to be reclassified from English Learner to Fluent English Proficient will be monitored for four years. Documentation will be completed by classroom teachers and filed in the students' cumulative folders.

Strategies for English Learner Instruction and Intervention

At OCHS, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD. The integration of English Learners with their non-English Learner peers improves access and equity for all our students to grade level curriculum, instruction, and assessment. It also emphasizes for our teachers the importance of utilizing the ELA/ELD Framework.

Integrated ELD is regular class time where teachers with ELs in their classrooms use the 2012 ELD Standards in tandem with the focal standards—Common Core State Standards for ELA/Literacy and mathematics, or Next Generation Science Standards for Science.

Designated ELD is a protected time during the regular school day when teachers use the 2012 ELD Standards as the focal standards. This allows students to develop critical English language skills, knowledge, and abilities needed for content learning in English.

Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into level 3 and 4 so that all students leave the school proficient in the English language, properly re-designated, and with pride and support for their home language. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day in class.

Designated ELD is built into the master schedule and taught by teachers with proper authorization. Students at all ELD levels are placed into designated ELD courses called ELD Beginning, ELD Intermediate, and ELD Advanced. These courses correspond to students' EL proficiency levels (Emerging, Bridging, Expanding). Curriculum and lessons are based on the ELD standards and include opportunities to speak informally while also using academic language.

Students in Designated ELD classes receive letter grades for the courses and thus are able to obtain high school graduation credit and A-G credit. The overall goal of our EL program is to a) reclassify students as RFEP and b) to prepare students to fully participate in the A-G courses and to graduate from high school prepared for college level coursework and careers.

To better access the core curriculum, all ELs receive Integrated ELD, which is taught by credentialed staff with EL authorization. Language objectives, vocabulary supports, and formal and informal language practice engages English learners with their non-EL peers through collaboration, interpretation and production of the English Language.

As outlined by the State, key components of Integrated ELD include:

- Effective instructional experiences for ELs throughout the day and across disciplines; and
- Are interactive and engaging, meaningful and relevant and intellectually rich and challenging; and
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence; and
- Builds both content knowledge and English value and builds on primary language and culture and other forms of prior knowledge.

Common Core English Language Arts

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

Common Core Mathematics

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

Next Generation Science Standards

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

Social Studies

The Charter School will build the competence of students in anticipation of a rigorous set of expectations aligned with the Common Core State Standards. This preparation includes practice with academic discourse, units of study, extensive use of maps and graphic organizers. Additionally, OCHS intends to provide leveled readers so that students can build academic vocabulary at their current reading level.

Newcomers

The term "newcomer" is specifically used for students who meet the following criteria: (1) born outside of the United States; (2) first enrolled in U.S. schools on or after April 15 of the prior year; and (3) classified as an English Learner based on the initial ELPAC.

Newcomers are supported by general education teachers, literacy tutors, and other support staff through the use of integrated ELD strategies. Students also learn and

practice English through formal and informal interactions with peers at different levels of English language proficiency. Newcomers receive both integrated and designated ELD during the school day during core instruction and intervention blocks from general education teachers and trained staff members such as Paraprofessional tutors.

Creating a welcoming environment is essential for newcomers and their sense of belonging in schools. At OCHS, we cultivate a culture in which newcomers, their families, and their language(s) are valued, respected, and seen as assets. We do this by fostering community connections among newcomers during designated ELD, forming affinity groups between newcomers and other students who have the same cultural heritage or want to be allies; encouraging, inviting, and celebrating newcomers when they engage in academic discourse and informal social dialogue; and highlighting and celebrating their successes, growth, and achievements with their families.

We also ensure that newcomers are able to access one-on-one or small group tutoring, after-school academic support and enrichment activities, and counseling services, as needed. OCHS also ensures that community partnerships are prioritized so that students and families can receive additional support for services outside of the ones that the Charter School can provide. By providing these supports, we can help newcomers feel welcomed, supported, and successful in their new environment.

Monitoring and Evaluation of Program Effectiveness

Reclassified students will be monitored through our MTSS process. Those found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need. Interventions can include after school tutoring, one-on-one and small group support, supplemental programs that target specific skills such as Lexia, and/or other supports as needed. RFEP students will be monitored for four years after being reclassified as Fluent.

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring student identification and placement.
- Monitoring availability of adequate resources.

In addition, the EL program evaluation will take place through the analysis of the most current Summative ELPAC scores. After the release of the Charter School's Summative ELPAC scores, staff will review students' progress on the Summative ELPAC between school years. This information is used to inform programming decisions such as Designated ELD scheduling and staffing, a focus for ongoing professional development specific to the needs of their ELs, and reclassification prior to the start of a new school year. All of these decisions are identified in alignment with the network and school strategic plans and reported to various stakeholders.

The program evaluation includes the degree to which:

1. ELs are attaining English language proficiency within 5-7 years.
2. The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards including EL chronic absenteeism.
3. Necessary improvements to programs and activities for which Title III funds have been used for EL students.
4. Whether to eliminate specific EL activities proven to be ineffective.

The Local Control and Accountability Plan ("LCAP") Annual Update process is another way to evaluate program effectiveness. The LCAP Annual Update consists of soliciting feedback, analysis, and recommendations from a variety of stakeholders including staff, students, parents, and other administrators regarding the school site strategic plan.

The Annual Update analysis consists of the following components:

1. Review of the student and family survey results with an emphasis on the social and emotional learning impacts of our English Learners.
2. Reclassification rates and students at risk of being identified as Long-Term English Learner.
3. Evaluation of the LCAP EL Goals, Actions, Outcomes, and expenditures.

Concluding the robust program evaluation process, school leaders incorporate stakeholder feedback into their LCAP Goals, Actions, Outcomes, and Expenditures for the following school year.

Support for All Students

Students who are Academically Low Performing

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

Students who are Academically High Performing

For those students who excel academically, as measured by grade point average, formative and summative assessments, and other measures of academic progress, OCHS will offer a series of more advanced classes through programs such as Honors and Advanced Placement. OCHS will also, through our partnership with the Peralta Community College system, offer all students an opportunity to enroll in more advanced courses and electives. For example, students in the past have taken courses such as Intro to Psychology, English 1A and 1B, Intro to Film, and Business Management.

Additionally, OCHS has partnered with Johns Hopkins University's Center for Talented Youth Program ("CTY") for over a decade and has sent over seventy-five high achieving students to attend and study at university campuses in a three-week summer residential program. OCHS also develops partnerships with local colleges and universities, organizations, businesses, and companies to provide extracurricular activities and internship opportunities to increase engagement and prepare students for college and career.

Foster Youth and Children Experiencing Homelessness

Under the McKinney-Vento Homeless Assistance Act, Foster Youth and children experiencing homelessness receive services and support, ensuring eligible students have equal access to the same free, appropriate public education as other children and removing barriers to enrollment and retention. The Charter School site Administrative Designee acts as the liaison between eligible youth and coordination of school site services, including identification, immediate enrollment, and resource distribution. The Charter School reserves funds, designated for Homeless and Foster Youth Education, that may be used to provide clothing, transportation, school materials, medical, tutoring, and other allowable expenses.

The Administrative Designee receives annual training and ongoing support by the Chief Strategy and Compliance Officer and the County to ensure appropriate identification and legal compliance.

High School Program

Alignment with California State Standards and UC A-G Requirements

All secondary courses are aligned with State Standards. Where Common Core State Standards are available, these standards are used. In other content areas, courses are aligned to the State Standards. The Charter School fully implements the Next Generation Science Standards. OCHS works to ensure that all credit bearing courses offered earn credit and recognition through the University of California's A-G program. As such, all courses meet the level of rigor for college preparatory work.

Notification of High School Graduation Requirements

Requirements for graduation shall be made available to students, parents/guardians and the public (Education Code Section 51225.3). The requirements will be included in all applicable handbooks and will be available in the Charter School office.

High School Graduation Requirements

Education Code Section 51225.3 specifies that students must pass a minimum set of requirements to graduate from high school. Students wishing to earn a high school diploma from Oakland Charter High School shall successfully complete course work within a course of study in alignment with the UC/CSU A-G program and earn the designated number of credits outlined below with a C- or above.

AMPS Graduation Requirements

<p>A - History (30 credits)</p> <ul style="list-style-type: none">• 10 credits of World History• 10 credits of US History• 10 credits of any other course under the History/Social Science Course List section
<p>B - English (40 credits)</p> <ul style="list-style-type: none">• 40 credits of courses under the English Course List section
<p>C - Math (30 credits)</p> <ul style="list-style-type: none">• 10 credits of Algebra 1*• 10 credits of Geometry• 10 credits of Algebra 2 <p>*Algebra 1 can be omitted if a student completes 10 credits in a Math course higher than Algebra 2.</p>
<p>D - Science (20 credits)</p> <ul style="list-style-type: none">• 10 credits of a course designated with an "L" under the Science Course List section• 10 credits of a course designated with a "P" under the Science Course List section
<p>E - Language Other than English (20 credits)</p> <ul style="list-style-type: none">• 20 credits of a language other than English (all courses must be from the same language)* <p>*10 of those credits must come from at least the second year/level of that language or higher. If a student passes the second year/level, or higher, of a Language Other than English class, the student has fulfilled this requirement.</p>
<p>F - Visual & Performing Arts (10 credits)</p> <ul style="list-style-type: none">• 10 credits of any course in the Visual & Performing Arts course list
<p>G - Electives (60 credits)</p> <ul style="list-style-type: none">• Any course under the Electives Course List section• Credits from any course taken in a given year that is not being used to fulfill another of the above referenced requirements
<p>H - Physical Education (20 credits)</p> <ul style="list-style-type: none">• 20 credits of courses under the Physical Education Course List section

Students need a total of **230** credits to graduate.

Exempting Homeless, Foster, Adjudicated, Military, Migrant, Immigrant, and Newcomer Students from Coursework

The Charter School shall exempt a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers between schools after the second year of high school, or a student participating in a newcomer program for newly immigrant students in grades 11-12, from any

graduation requirements established by the Charter School that exceed state requirements, unless the Charter School determines that the student is reasonably able to complete the requirements by the end of the fourth year of high school [Education Code Sections 51225.1, 51225.2].

Graduation Waiver

Graduation requirements are established with the expectation that all students will complete them as listed. It is recognized, however, that in special cases individual students may have reason to request an AMPS Board waiver of one or more requirements that exceed state requirements in order to accomplish specific academic goals not possible within the required program.

Early Graduation

The Charter School handles early graduation on a case-by-case basis, and each case must be brought to school administration in the Fall of the student's 11th grade year. In the situation where a student's early graduation case is accepted, the 11th grade SBAC assessment must still be administered.

Earning a Diploma

A student can earn a diploma from Oakland Charter High School once the student completes all graduation requirements with regard to classes and credits. Any student who has not met all credit requirements by the date of graduation must complete all units by July 15th of their graduation year in order to earn a diploma from OCHS for that year. Otherwise, the student must either earn the diploma the following year or take alternate routes to receiving a diploma from another school.

Retroactive Diplomas

The governing board of Amethod Public Schools has the authorization to retroactively grant a high school diploma to a pupil who has departed California against their will, and, at the time of their departure, was enrolled in grade 12 and in good academic standing at the time of their departure [Education Code Section 51430].

Diploma Pathways for Students with Disabilities

A student's IEP team makes the determination about the student's graduation requirements for a diploma based on the student's individualized needs, consideration of OCHS graduation requirements, and a baseline of California state requirements [Education Code Sections 56390-56392].

IDEA states that Individual Transition Plan development must begin for students no later than age 15. The IEP team will include discussion, decisions, and documentation

in Individual Transition plans that describe the student's requirements to obtain a diploma starting no later than at age 15 for each student, and at every IEP meeting, at least annually.

The requirements will be reviewed and updated as needed each year and will include a review of the student's graduation progress, their individual needs and area of impact of their disability. The team may consider whether it is appropriate and necessary to eliminate/alter an OCHS graduation requirement if it is an area that is directly impacted by the student's disability. California state requirements for obtaining a diploma cannot be eliminated. Should a student with an IEP require additional courses and/or additional time to meet their post-secondary goals and objectives, they have an option to participate on a differentiated graduation pathway and earn their diploma after the completion of their senior year, through age 22.

Driven by the guidelines of the Least Restrictive Environment as well as equity and access for students with disabilities; the alteration or elimination of graduation requirements should be used with high discretion and in rare circumstances.

Certificate of Completion

A Certificate of Completion ("COC") is available to students with the most significant cognitive disabilities and who participate in alternate assessment and curriculum (this is determined by the IEP team and potentially applicable to a range of disabilities) [Education Code Sections 56390-56392]. Students with disabilities are eligible to continue to receive IDEA services in a high school program until age 22 or until they receive a diploma—whichever comes first. The IEP team may determine that a student has fulfilled their requirements to earn their Certificate of Completion at any point from the time they complete senior year—through age 22.

There are many reasons this may happen:

- To honor a student's completion of their ITP and IEP requirements with their same aged peers— The student participates in graduation activities, including receiving their Certificate of Completion. They continue to have the option to remain an OCHS student and work towards their post-secondary goals through the age of 22.
- A student may opt to leave OCHS after earning their Certificate of Completion and matriculate into a post-secondary program- The student does not have to stay in high school until age 22, and they can enroll in many post-secondary programs with a COC, including 2-year colleges, some specialized programs at 4 years, job training, etc).

These paths are individualized based on the student's transition plan and what is best for them as written in the IEP.

Grading

Our grading practices strive to align with our values, mission, and vision. The Charter School has set forth the guiding principles for grading below, adapted from Grading for Equity (Feldman, 2019):

- **Grades should be accurate:** Grade calculations should be mathematically accurate and sound, easy to understand, and made based on clear descriptions of a student's level of academic performance.
- **Grades should be bias-resistant:** There are multiple opportunities to provide feedback to students, and grades are but one of them. Grades should be representations of an individual student's progress towards mastery or how effectively they have met the standards for academic performance. Grades should not be punitive or incorporate potentially biased, situational and/or culturally influenced perceptions of behaviors (such as timeliness of assignment submission, how quickly students master a topic, effort, personality, participation, etc.).
- **Grades should be motivational:** Grading should allow multiple attempts at mastery and, therefore, represent where the student is at the time of grading, using the most recent data as an indicator. Teachers will consider how to balance providing time for mastery with the time constraints of the course.

College and Career Readiness

OCHS employs an academic/college counselor who works with students' on course planning, college applications, and scholarships. The advisor also coordinates college visits. Moreover, OCHS has added an advisory component that provides a teacher-led daily period to address grade/age specific content to prepare students for life after high school.

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

Counselors also identify students who are falling behind in coursework and then leverage support systems such as Study Hall and Advisory to assist students in developing the skills that are required to meet A-G expectations. Unfortunately, students still fail the occasional class. Credit recovery options are several and include

re-taking the course, taking the class online or from an external provider, in summer school and, on occasion, college replacement courses.

Parent College Readiness

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

Informing Parents about the Transferability of Courses

Parents/guardians will be informed about the transferability of the Charter School courses to other public high schools and the eligibility of courses to meet college entrance requirements in annually distributed Student/Family Handbook. The Student/Family Handbook is translated to multiple languages so that parents who speak languages other than English are able to access the information. Additionally, the college advisors, school counselors, and site administrative team offer workshops and orientations throughout the year in multiple languages to inform families of our instructional program, postsecondary success program, and our graduation requirements.

Although very few students transfer to or from OCHS after the conclusion of their 10th grade year, families who wish to schedule a meeting with the counselor or college advisor to discuss transferability of courses are able to do so before the student transfers to a different school. When a student transfers from another school to OCHS, the counseling team meet with the student and the parent to determine the student's course requirements and to identify a trajectory for graduation.

Career Day

We believe all students can succeed in a rigorous college-prep environment when provided with effective educators, personalized attention, and a disciplined commitment to academics. Students who have graduated from OCHS have attended colleges and universities across the United States, with some attending some of the most prestigious colleges and universities such as Harvard, University of

Pennsylvania, Brown University, Stanford, UC Berkeley, UCLA, University of Southern California, etc. Our vision entails not only having students attend college but to also succeed in all their future endeavors so that one day, they may return to their community and provide support and progress for the following generations to come.

To do this, we want to offer students real-life experiences and have them engage with professionals from their community. As such, OCHS will host an annual Career Day where a variety of different businesses, organizations, professionals, and community partners speak about their careers and life experiences. The aim is to expose our students to career paths and mentors that can help them visualize their futures. In the process we make meaningful partnerships that can lead to internship and community service opportunities for our students.

Character Development

In addition to focusing on academic skills, teachers and staff at OCHS place a strong emphasis on character building. Students learn skills to be successful in and post high school. OCHS aims to prepare students to build advocacy, communication, collaboration, problem-solving, decision-making, critical thinking, and self-reflection skills. These skills ensure that students experience success in life after high school. Outside of the classroom, students have additional opportunities for character building through the wide variety of student-led clubs and athletic teams, where they participate in community presentations, service projects, and other outreach activities. Students also have the opportunity to help their community through multiple community service clubs and their sponsored activities. OCHS 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 necessary for their success in adulthood. We establish a school culture where diligence, perseverance, and creativity are respected, and where being responsible for their education is the ultimate goal. When students accept greater responsibility for their learning, they have a higher propensity to achieve at higher levels in part because of the intrinsically self-directed importance of their intellectual growth. Moreover, AMPS schools implement an "All Is Earned Culture" through the implementation of incentive-based programs such as minimum GPA requirements for participation in athletic teams and clubs, field trips, and spirit-related events. The goal for all of our students is to develop an understanding that education is imperative for their future and that a strong work ethic is necessary for success, and success comes through persistent dedication to goals. OCHS provides clear expectations for students that spotlight college attendance, program rules, and procedures that cultivate an environment for success in an urban high school.

Social-Emotional Learning and Mental Health Supports

At OCHS, we are committed to nurturing the holistic development of our students by

prioritizing social and emotional learning. We believe that creating a supportive and inclusive school environment is essential for students to thrive academically and personally.

Our SEL approach is grounded in the following key principles:

- **Intentional Integration:** SEL is embedded throughout our curriculum, from academic subjects to extracurricular activities. This ensures that students have ample opportunities to develop essential skills.
- **Culturally Responsive Practices:** We recognize the importance of tailoring our SEL initiatives to the diverse backgrounds and experiences of our students. Our programs are designed to be culturally relevant and equitable.
- **Collaborative Partnerships:** We work closely with families, community organizations, and mental health professionals to provide comprehensive support for our students.

Specific examples of our SEL initiatives include:

- **Dedicated Mental Health and Counseling Staff:** Our school employs a team of qualified counselors and mental health professionals who are available to provide individual and group counseling sessions, as well as crisis intervention services.
- **SEL Curriculum:** We have implemented a comprehensive SEL curriculum that teaches students how to manage their emotions, build healthy relationships, make responsible decisions, and set and achieve goals.
- **Social-Emotional Learning Activities:** Throughout the school year, we organize a variety of SEL activities, such as mindfulness practices, community service projects, and peer mediation programs.

Our SEL efforts have yielded significant positive outcomes for our students. Academically, students with strong social and emotional skills have demonstrated higher achievement. Additionally, our SEL initiatives have led to a marked decrease in disciplinary incidents and a more positive school climate. Moreover, students report feeling more confident, connected, and resilient as a result of our SEL programs.

By investing in SEL, we are equipping our students with the skills they need to succeed in school, their careers, and their personal lives. We are proud of the progress we have made in this area and are committed to continuing our efforts to create a positive and supportive learning environment for all students.

Positive Behavior Intervention Supports and Discipline Strategies

At AMPS, we believe in fostering a supportive and inclusive school environment where all students feel valued and respected. Our discipline and behavior management strategies are designed to promote academic excellence, personal growth, and positive relationships.

We prioritize building strong, positive relationships between students and staff, as these relationships provide a foundation for understanding and support. Our approach emphasizes restorative justice, focusing on repairing harm, building community, and fostering accountability. We also use data to identify trends, assess the effectiveness of our interventions, and make data-informed decisions.

Our Positive Behavior Interventions and Supports program is a proactive approach that focuses on teaching and reinforcing positive behaviors. Key components of our PBIS program include clearly defined school-wide expectations, explicit teaching of expectations, positive reinforcement, data collection and analysis, and restorative justice practices.

To address students' individual needs, we offer a tiered system of support that includes school-wide interventions for all students, targeted interventions for students who require additional support, and intensive interventions for students with significant needs. We also use restorative circles to facilitate open dialogue, build relationships, and address conflicts in a constructive manner.

By implementing these strategies, we are creating a school where all students have the opportunity to thrive academically, socially, and emotionally. Our focus on building positive relationships, fostering a sense of belonging, and reducing behavioral incidents has created a more welcoming and supportive school environment.

Western Accreditation of Schools and Colleges

Oakland Charter High School is accredited by Western Accreditation of Schools and Colleges ("WASC") to ensure that every student has the opportunity to graduate with University of California/California State University approved coursework. With WASC accreditation and UC/CSU course approval, students' coursework is recognized by other schools and out of state universities and colleges and by the admission committees of the UC/CSU system. Upon completion of the graduation requirements, students will have met the University of California system A-G subject requirements.

Oakland Charter High School was awarded a six-year accreditation cycle which expires in June 2025. OCHS received their mid-cycle visit in 2022 where the WASC visiting committee reaffirmed their accreditation.

OCHS will continuously meet with school staff, students, and parent stakeholders to monitor progress toward their Student Learner Outcomes that are aligned to its Local Control and Accountability Plan. In order to maintain WASC accreditation, OCHS will continue to implement the WASC action plan:

1. Provide High Quality Curriculum That Promotes College and Career Readiness with Academic Supports/Interventions
2. Retain High Quality Teaching Staff & Provide Professional Development That Is Culturally Responsive and Aligned to CCSS and NGSS
3. Place higher emphasis on utilizing CCSS and NGSS aligned Instructional Materials and Assessment Systems
4. Parental Support and Engagement: Increased Opportunities for Parental Involvement
5. Improving School Climate and School Culture by Increasing Support Programs
6. Improve school climate by building a college going culture and continuing to find ways to incorporate families and the community in school events.

A Typical Day

A typical day at Oakland Charter High School begins with students arriving at school between 8:00 am and 8:25 am since classes starts promptly at 8:30 am. Students are dressed in the OCHS dress code- a grey collared shirt with the school logo, khaki or black pants, and white/grey/black shoes. Students should not be wearing jewelry or excessive make-up.

Teachers arrive between 7:30 am and 8:00 am. OCHS expects a professional (business casual) dress code for all faculty from Monday–Thursdays. Fridays are casual dress days, so teachers are allowed to wear jeans, a college shirt, sweater, or AMPS affiliated spirit wear. Faculty members are required to have office hours once per week where students can go for tutoring and to check-in with one another or with their teacher to go over assignments and ask questions.

Between 8:00 and 8:30, students assemble in the cafeteria or outside quad while they eat breakfast and meet with peers. When the first bell rings at 8:25, students are directed to clean after themselves, gather their belongings, and start walking to their classrooms. At 8:30, the day begins swiftly with teachers placing the “Do Now”/“Warm Up” on the board, a task that students perform on a daily basis. The Do Now is a task designed to quickly review or simply get the mind ready for the rest of the day’s challenge. When students walk into their classroom, they are welcomed to an organized class and a clear objective and plan for the day written on the whiteboard.

At the end of the first period, you will see teachers coming to their doors to welcome their next class. Teachers who are on prep will either be seen making copies, preparing for their next class or grading and analyzing scores in their classroom, in the cafeteria, or in the quad area. The bottom line is that students and staff all understand that every minute counts.

After school, students are able to join office hours with teachers, participate in a club or sport, and/or join their peers in an extracurricular activity. As a community, we build on our strengths and people are able to see that our core values are displayed in every aspect of the typical school day.

Local Control and Accountability Plan (“LCAP”)

The Charter School shall annually submit a Local Control and Accountability Plan/annual update to the Office of The Charter Schools on or before July 1, in accordance with Education Code Section 47604.33. In accordance with Education Code section 47606.5, The 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.

The Charter School shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that The 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...’ (Education Code Section 47606.5(d))

The Charter School’s 2024-2027 LCAP is organized into four goals:

- Goal 1: Provide High-Quality Curriculum, Assessment, and Intervention Systems that Promote College and Career Readiness and the Acquisition of 21st Century Skills

- Goal 2: Hire and retain a High-Quality Teaching Staff who develop, support, and cultivate a shared sense of community.
- Goal 3: Create an engaged parent community that is invested in and connected to the school culture and academic program.
- Goal 4: Create a safe, inclusive, and welcoming school climate where students are engaged and supported by staff who are committed to the academic and socio-emotional well-being of all students.

The highlights of the LCAP include continuing the use of NWEA and other assessments to focus on the specific skills and content still needed to meet the standards for their grade level, purchasing a curriculum that aligns to standards like Common Core in Math and NGSS in Science, implementation of a robust advisory program which will focus on both College and Career readiness and socio-emotional growth, investing in teacher support by continuing to provide Professional Development and coaching and increasing opportunities for parent engagement with more community events and parent workshops.

Goal 1: Provide High-Quality Curriculum, Assessment, and Intervention Systems that Promote College and Career Readiness and the Acquisition of 21st Century Skills

The Charter School developed this goal in alignment with State Priorities 1, 2, 4, 7, and 8. The Charter School’s students must leave high school with the knowledge and skills that will enable them to be successful in college and beyond. The skills required by the workforce are constantly changing, so we must continue to innovate and adapt so that our students are equipped with a competitive skill set. A strong academic program is an essential piece of this preparation, and its efficacy must be regularly monitored via assessment systems that provide multiple data points. Finally, a robust intervention system must be in place to respond to those students who are not demonstrating success on said assessments.

Goal Analysis for 2023-24

Below is a description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actual implementation of the actions within Goal 1 closely matched the plan. OCHS implements intensive professional development utilized by faculty and staff for curriculum design, data analysis, student and parent engagement, and technology resources. As a result, teachers use assessment data within the framework of the professional learning communities to drive their instruction and interventions. Campus administration is responsible for meeting implementation goals based on

performance reports.

Targeted intervention has occurred through small group and individual instruction based on performance indicators and ability within class lessons and activities. In lesson planning templates, there is a section on how the lesson can be delivered utilizing small groups, and teachers must explain how they give differentiated instruction. Teachers hold office hours weekly after school for students to receive personalized instruction.

The Charter School continues to focus on improving SBAC and ELPAC results as professional development is consistently provided to improve instruction and student academic progress. Formative/summative assessments drive instructional planning necessary to increase student achievement and performance. Common Core State Standards are used to develop pacing guides for core content departments and EL Core Standards. This allowed teachers to provide daily feedback to students and communicate results to parents/guardians.

We implemented technology updates in all classrooms to increase students' ability to experience real-world applications within lessons. Our 1:1 student-technology programs enable students to explore and research content beyond the school setting and increase progress monitoring measures by teachers for scaffolding, intervention monitoring, and goal setting.

Explanation of how effective the specific actions were in making progress toward the goal

Overall, the actions were partially effective in making progress towards the goal. We met our goals for providing standards-aligned materials, CCI, and A-G graduation rate. We faced challenges in achieving our desired academic outcomes and EL metrics. The primary activity to address academic progress for students is professional development. OCHS hosts professional development every Friday for staff focused on academic rigor and the use of supplemental materials and programs to support the Common Core implementation. Academic rigor is not limited to standards-aligned lessons and assessments; it includes differentiated instruction, depth of knowledge ("DOK") levels, higher-order questioning techniques, and mastery of academic vocabulary. Additionally, it is closely aligned with Advanced Placement Professional Development and classroom standards. The overall effectiveness of these actions/services will increase instructional time, streamline lesson planning, and support campus data-driven collaborations. EDCOE SELPA providers and AMPS Home Office staff ensure compliance in holding all IEPs on time

and hold teachers accountable for submitting present levels data for each IEP, SST/MTSS, or Section 504 Plan meeting.

The SST/MTSS, intervention plans, progress monitoring, and special education referral process allow information to be shared and stored more efficiently. Home Office staff work with school site staff assisting in modifying lessons for special education students and proceeding with teaching and the curriculum accordingly.

The English Learner reclassification rate went down in Year 3. OCHS is seeking ways to provide English Learners with more targeted support and will provide parents with information through meetings including FSTs.

Goal 2: Hire and retain a High-Quality Teaching Staff who develop, support, and cultivate a shared sense of community.

The Charter School developed this goal in alignment with State Priorities 6. As the country-wide teacher shortage continues, it remains challenging to fill vacancies of credentialed and excellent teachers. With more than half of teachers leaving the profession within the first five years, the Charter School's highest leverage point is focusing on developing and retaining the teachers that the Charter School already has employed. To prevent this exodus, teachers need to feel safe and supported. They need to feel that they are being provided the necessary tools to do their jobs well, and they need to feel like they have continued opportunities to learn, grow, and develop professionally.

Goal Analysis for 2023-24

Below is a description of any substantive differences in planned actions and actual implementation of these actions.

The Charter School did not experience any substantive differences in the planned actions and actual implementation of the actions for this goal. We are using EdJoin, LinkedIn, Indeed and other hiring platforms to increase our networking program to attract prospective employees to apply for different positions. Professional development occurs throughout the year through content-specific training, workshops, and meetings to improve instruction and elevate lesson creativity.

Our Family Staff Team ("FST") meetings provide parents/guardians opportunities to give input and stay informed regarding the Charter School's English Learner program and services.

Teachers are provided professional development to support language and academic support, as determined by ELPAC proficiency, and standardized and

formative assessment results are enrolled in English Language Development courses. The ELD program offers intensive English language reading, comprehension, listening, speaking, and writing instruction to prepare for the upcoming ELPAC examination. Continuous training is provided on ELPAC, and we have revised our Lesson Plan template to reflect how these students are supported in the classroom to ensure student success.

Explanation of how effective the specific actions were in making progress toward the goal

Overall, the Charter School had some success in meeting this goal and some of the actions proved to be effective. The Charter School was consistently successful in retaining paraprofessional staff, although we did not meet our teacher retention outcome. Given the turnover of leadership to a new school director, the former school director did not administer surveys in their last year of leading the Charter School. The new school director is building strong relationships with all staff and is implementing a new survey for teacher satisfaction and teacher engagement that will be administered moving forward.

However, we have a lot of confidence in the actions that we are using to attract and retain high-quality teachers in the future. We are using teacher recruitment fairs and a redesigned interview process.

Goal 3: Create an engaged parent community that is invested in and connected to the school culture and academic program.

The Charter School developed this goal in alignment with State Priorities 3 and 6. Although the pandemic has created barriers between families and schools, efforts of the Charter School's administration and teachers to build a sense of community are prioritized with the actions and services to increase parent involvement. OCHS continues to double down on our engagement of parents to provide academic support, outreach, and health and wellness to students and families.

Goal Analysis for 2023-24

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actual implementation of the actions within Goal 3 closely matched the plan. Oakland Charter High School, in combination with families and the community, has committed to meaningful partnerships that enhance student achievement, necessary to become successful members of society. Oakland Charter High School created a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation to support

developing leadership at all levels. Family Staff Team (FST) meetings have been held online and in person. Parent Square, our network-wide communication system, continues to be a powerful tool, with families reporting easy access to information through the portal.

Explanation of how effective the specific actions were in making progress toward the goal

Oakland Charter High School is continuously pursuing the improvement of systems of communication with parents, the community, and stakeholders. Meaningful efforts and use of phone calls, conferences, and online communication platforms are consistently used.

Parent/Teacher meetings are always vital for the success of our students. Clubs, extracurriculars, and student activities are also very important for student morale, and thus these actions were very successful.

Goal 4: Create a safe, inclusive, and welcoming school climate where students are engaged and supported by staff who are committed to the academic and socio-emotional well-being of all students.

The Charter School developed this goal in alignment with State Priorities 3, 5, and 6. Students returning from a year of distance learning need a safe and supportive environment now more than ever. The Charter School wants to help students re-acclimate to the high expectations and college mindset of our campus. The Charter School's teachers must be prepared to meet our students' socio-emotional needs in addition to their academic needs.

Goal Analysis for 2023-24

Below is a description of any substantive differences in planned actions and actual implementation of these actions.

The school did not experience substantive differences in the planned actions and actual implementation of the actions for this goal. At Oakland Charter High School, we practice restorative justice. Our support team includes our Education Specialists, School Wellness Counselor, Academic Counselors, Campus Prevention, and the Administration team. Our team works with families diligently to help close the gap between home and school. We are still working to proactively address potential incidents and lessen the utilization of punitive behavioral management strategies that we have used in the past.

Explanation of how effective the specific actions were in making progress toward the goal

Overall, we save effectiveness in the actions/services to ensure that students

continue to have a safe and welcoming home at Oakland Charter High School. Staff and students participate in Social-Emotional Lessons during advisory classes. We plan to continue to work with all stakeholders to ensure that their voices are always heard. Our Student Services team works with our students to ensure they have a strong character development program that entails a multifaceted system of support with academic, behavioral, social, and emotional needs.

Professional Development in Social Emotional Learning promotes faculty and staff's abilities to recognize opportunities for success for all students.

ELEMENT 2 - MEASURABLE PUPIL OUTCOMES and

ELEMENT 3 - STATE PRIORITY AREA GOALS AND ACTIONS

“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 Subgroup

In accordance with Education Code section 47605(c)(5)(B), The 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. The Charter School’s LCAP goals will serve as the goals for this section unless the Charter School’s LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

The 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.

Additional Measurable Pupil Outcomes

Oakland Charter High School is adopting the District’s Collective Measurable Pupil Outcomes (“MPOs”).

Collective MPOs

The Charter School sets the following targets for Measurable Pupil Outcomes related to school culture and climate.

Collective MPOs for Middle and High Schools	
1. Annually, at least 70% of students complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.	
MPO	Target (%)
2. Each year, at least 44 percent of students positively rate school safety.	75
3. Each year, at least 50 percent of students positively rate academic instruction.	80
4. Each year, at least 35 percent of students positively rate their voice in school decision-making and/or opportunity for feedback.	70
5. Each year, at least 85 percent of students attend a 2- or 4-year college or university after graduation.	90
6. Each year, at least 37 percent of students take at least one college class by the time they graduate.	55

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.

Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress and are provided with the necessary additional support made possible by additional funds from the Local Control Funding Formula.

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting. The current OCHS LCAP is available on our website at amethodschools.org.

Three core goal areas are identified in the OCHS LCAP. These long-term goals have articulated anticipated average annual outcomes, metrics for assessing progress, and actions and services to support achieving the goals. In setting these goals, OCHS considered the California Dashboard Accountability System and its desire to see continuous improvement in student results. In cases where the Charter School is meeting or exceeding the standard for a particular measure, goals are set to maintain that level of accomplishment. In areas where the Charter School is not yet meeting the standard, annual growth goals are established to ensure continuous improvement and work to achieve subgroup parity in alignment with the state's 5 x 5 grids.

Revisions to the goals, outcomes, metrics, or actions and services stated above that are necessary to implement the LCAP and to maintain alignment with the California

School Dashboard as it evolves shall not be considered a material revision to the charter, shall be submitted to the authorizer on an annual basis in accordance with Education Code Sections 47604.33 and 47606.5, and shall be maintained by the Charter School at the school site.

OCHS engaged with its school community, including families, the AMPS Board of Directors ("Board"), and other stakeholders to develop the following LCAP goals, metrics, and actions:

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.

Priorities 1, 2, 4, 7, & 8

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 prepare 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.

Metric #	Metric	Baseline <i>(from 2022-23 unless otherwise indicated)</i>	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1a	Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1) Source: Internal credential tracking	65.3% <i>From the 2023-24 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	100% appropriately credentialed and assigned, and/or permitted on their way to the appropriate credential	<i>Will be completed in 2025.</i>
1b	Students have access to standards-aligned instructional materials. (SP 1.2) Source: SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials.	100.0% <i>From the 2023-24 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	100% of students have access to standards-aligned instructional materials	<i>Will be completed in 2025.</i>
1c	School facilities are in good repair as measured by overall facilities survey. (SP 1.3) Source: SARC Facilities - "Overall Facilities Rating"	Good	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	School facilities are in good or exemplar repair	<i>Will be completed in 2025.</i>
1d	Teachers participate in a 5-Day Annual Summit where one day is spent learning how to utilize curriculum and other academic content aligned to state performance standards. (SP 2.1) Source: Internally tracked	Summit was offered <i>From the 2023-24 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	The Annual Summit is Offered	<i>Will be completed in 2025.</i>
1e	English learners have access to English Language Development courses that are based on state standards. (SP 2.2) Source: PowerSchool	76.2% <i>From the 2023-24 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	100% of EL students are enrolled in ELD courses.	<i>Will be completed in 2025.</i>
1f	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: 46.4% SED: 43.7% Hispanic: 37.7%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 46.66%.	<i>Will be completed in 2025.</i>

1g	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: 25.8% SED: 25.3% Hispanic: 13.1%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 34.62%	<i>Will be completed in 2025.</i>
1h	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: 22.0% SED: 21.3% Asian: 46.2% Hispanic: 10.5%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 30.18%.	<i>Will be completed in 2025.</i>
1i	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: 37.6%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	English learners will grow at least 2 percentage points annually or meet the 2022-2023 state average, 48.7%.	<i>Will be completed in 2025.</i>
1j	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)	9.4%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	English learners will grow at least 2 percentage points annually or meet the 2019-2020 state average, 13.8%.	<i>Will be completed in 2025.</i>
1k	Students have access to a broad course of study (SP 7.1) Source: PowerSchool master schedule	Standard Met <i>From the 2023-24 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Students have access to a broad course of study - Local Indicator "Standard Met"	<i>Will be completed in 2025.</i>

1l	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 <i>From the 2023-24 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	1 paraprofessional for EL and 1 for SWD	<i>Will be completed in 2025.</i>
1m	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: 40th Hispanic: 43rd Asian: 38th <i>Source for baseline year is NWEA.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	NWEA Map: 41st+ Median Growth Percentile	<i>Will be completed in 2025.</i>
1n	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: 64th Hispanic: 63rd Asian: 70th	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	NWEA Map: 41st+ Median Growth Percentile	<i>Will be completed in 2025.</i>
1o	Increase the percent of graduates who successfully meet UC/CSU course requirements or meet the overall state average for baseline year. (SP 4.2) Source: DataQuest Four-Year Adjusted Cohort Graduation Rate	All: 100.0% SED: 100.0% Asian: 100.0% Hispanic: 100.0%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 52.4%.	<i>Will be completed in 2025.</i>
1p	Increase the CTE Completion rate. (SP 4.3)	N/A - School offers CTE courses, but not a complete CTE program	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	N/A - School offers CTE courses, but not a complete CTE program	<i>Will be completed in 2025.</i>
1q	Increase the A-G & CTE Completion rate. (SP 4.4)	N/A - School offers CTE courses, but not a complete CTE program	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	N/A - School offers CTE courses, but not a complete CTE program	<i>Will be completed in 2025.</i>
1r	Of students participating in advanced placement exams, increase the percentage achieving a score of "3" or higher, or meet 60% (SP 4.7) Source: College Board AP chart	All: 32.7%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Overall, the AP rate will grow at least 3 percentage points annually or meet 60%	<i>Will be completed in 2025.</i>

1s	Increase the percent of students considered "prepared" on the College/Career Indicator (CCI) or meet the overall state average for baseline year. (SP 4.8) Source: CA Dashboard	All: 62.3% SED: 62.6% Asian: 83.8% Hispanic: 55.6%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will grow at least 2 percentage points annually or meet the 2022-2023 overall state average, 43.9%.	<i>Will be completed in 2025.No Data</i>
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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.	\$ 100,740	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. 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 math dashboard indicator for the Hispanic subgroup. As a result, our leadership will specifically monitor this subgroup's growth rates throughout the year (via internal metrics) in order to provide targeted interventions.	\$ 453,775	Yes
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.	\$ 279,616	No

1.4	Professional Development to Promote Academic Excellence	Offer ongoing professional development opportunities for staff, including: <ul style="list-style-type: none"> - 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 	\$ 118,697	Yes
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.	\$ 211,475	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.	\$ 134,644	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.	\$ 39,908	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: <ul style="list-style-type: none"> - 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 - Maintain a Director of Special Education to support in training educators to provide accommodations and supports to students with disabilities. 	\$ 563,614	No
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.	\$ 19,330	Yes
1.10	College & Career Readiness	Provide a range of comprehensive college and career readiness supports, including: <ul style="list-style-type: none"> - Offer two college advisors to directly support students' college and career readiness - Host adult skills workshops (and other topics driven by student/parent interest) - Hire an assistant director of student services to support school staff in developing systems to increase our student A-G, Career and Technical Education, and high school graduation rates - Provide career fairs and college field trips to engage students with various fields and post-secondary opportunities 	\$ 121,202	Yes

Goal #	Description	Type of Goal
2	Create an engaged parent community that is fully engaged in and actively connected to the school community.	Maintenance Goal

State Priorities addressed by this goal.

Priority 3

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.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2a	Parents will be provided regular opportunities to participate in school site decision making. (SP 3.1) Source: Internal Google Drive - Meeting Agendas	Scheduled at least 3 FST meetings and at least 3 Parent Committee for English Learners meetings, inviting all parents to participate. <i>From the 2023-24 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Schedule at least 3 Family, Student, and Teacher (FST) meetings annually and at least 3 English Learner Advisory Council (Parent Committee for English Learners) meetings annually, inviting all parents to participate.	<i>Will be completed in 2025.</i>
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 (SP 3.2, 3.3) Source: ParentSquare messaging/invitations, school calendar	Parents invited to at least 4 events <i>From the 2022-23 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Parents invited to at least 4 events	<i>Will be completed in 2025.</i>

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.	\$ 30,940	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.	\$ 45,801	Yes

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.

Priorities 5 & 6

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.

Metric #	Metric	Baseline <i>(from 2022-23 unless otherwise indicated)</i>	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3a	90% or greater Average Daily Attendance ("ADA") (SP 5.1) Source: CALPADS 14.1	ALL: 92.4% Asian: 94.6% Hispanic: 91.7% EL: 90.9% SED: 92.4% SWD: 91.1%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will achieve 90% or greater ADA.	<i>Will be completed in 2025.</i>
3b	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: 23.2% SED: 23.0% Asian: 10.6% Hispanic: 28.4% EL: 26.2% SWD: 20.9%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will decrease at least 0.5 percentage points annually or meet the overall 2022-2023 state average, 24.9%.	<i>Will be completed in 2025.</i>
3c	Decrease suspension rate or meet the overall state average for baseline year (SP 6.1) Source: CA Dashboard	All: 2.4% SED: 2.6% Asian: 0.0% Hispanic: 2.9% EL: 2.7% SWD: 2.3%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will decrease at least 0.5 percentage points annually or meet the 2022-2023 overall state average, 3.5%	<i>Will be completed in 2025.</i>
3d	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%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will have 0.5% or lower expulsion rate	<i>Will be completed in 2025.</i>
3e	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	39.0% <i>From the 21-22 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	<i>Will be completed in 2025.</i>
3f	Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school." (SP 6.3) Source: YouthTruth survey	55.7% <i>From the 21-22 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	<i>Will be completed in 2025.</i>

3g	Decrease the 5 year cohort dropout rate or meet the state average for baseline year (SP 5.4) Source: DataQuest Five-Year Cohort Outcomes	All: 5.9% SED: 5.9% Asian: 5.4% Hispanic: 7.7%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will decrease at least 1 percentage point annually or meet the 2022-2023 overall state average, 9.3%	<i>Will be completed in 2025.</i>
3h	Increase the 5 year cohort graduation rate or meet the overall state average for baseline year (SP 5.5) Source: CA Dashboard	All: 90.4% SED: 90.7% Asian: 92.1% Hispanic: 90.5%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will grow at least 1 percentage point annually or meet the 2022-2023 overall state average, 86.4%	<i>Will be completed in 2025.</i>

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.	\$ 78,387	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.	\$ 148,747	Yes
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.	\$ 42,124	Yes

3.4	Supports for Student Behavior and Wellbeing	<p>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.</p> <p>Implement Positive Behavior Intervention Systems and restorative justice practices at the school which emphasize school values and reward positive student behaviors, including:</p> <ul style="list-style-type: none"> - 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 	\$ 225,505	Yes
3.5	Supports for Graduation	<p>On an ongoing basis throughout each school year, assess student data on grades and course completion to evaluate individual students' progress to graduation. Regularly conduct an analysis to identify any student subgroups with a red dashboard indicator for graduation.</p> <p>Based on the data, provide interventions such as:</p> <ul style="list-style-type: none"> - Offer credit recovery program during the academic year and over the summer to provide multiple avenues for students to meet graduation requirements - Offer workshops for students and families to educate them about graduation requirements early on in the high school career - College advisors and school counselor will meet with families to establish a graduation plan and check in at least 2 times per year regarding that plan 	\$ 90,381	Yes

Attached, as Appendix E, please find the OCHS LCAP.

Methods to Assess Pupil Progress Towards Meeting Outcomes

The Charter 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 in accordance with Education Code Section 47605(d)(1). The Charter School will administer all applicable state-mandated assessments including, but not limited to, the California Assessment of Student Performance and Progress assessment system using Smarter Balanced Assessment Consortium, California Science Test, California Alternate Assessments (“CAA”), the Physical Fitness Test, and the ELPAC. The Charter School will comply with applicable federal assessment and accountability requirements of the Every Student Succeeds Act. The Charter School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in its LCAP, shall be consistent with the way information is reported on a School Accountability Report Card, as required by Education Code Section 47605(c)(5)(C).

Student Assessments

Aligned with its firm belief in accountability, the Charter School will implement a rigorous assessment and goal-setting program to measure students’ content mastery, adapt academic programs, and ensure that each student is making progress. By having clear and consistent assessments and data analysis sessions with teachers, the Charter School will ensure that each student is making progress towards meeting and exceeding standards.

Students are assessed regularly from the time they enter the Charter School through graduation and all staff monitor their progress closely. Assessments are essential tools for evaluating student progress and knowledge. Our assessment plan includes not only our schoolwide assessments (e.g., NWEA), but also statewide summative assessments (such as SBAC, CAST, ELPAC, CAA, and PFT), in addition to content specific formative and curriculum-based assessments, exit slips and analysis of student work.

The following lists some of the current data systems (External and Internal) that will be implemented at the Charter School.

Assessment	Purpose	Frequency	Description
Math Placement Test World Language Placement Test	Placement Exam	1x 9 th Grade	All incoming students are given diagnostic exams to determine proficiency levels in math and world language. These tests are part of our math and world language placement policies.
SBAC CAST ELPAC CAA PFT	Summative Assessments (State Level)	1x Various Grades (as required by State guidelines)	State-mandated assessments are administered 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. Amethod Public Schools view the state exams as a vital piece of information to summarize the Charter School's overall goal. We focus our curriculum on the standards that will be evaluated on this exam. Each grade level has a pacing guide that sets out the blueprint for the specific grade levels to be prepared for the state-mandated assessments.

<p>NWEA</p>	<p>Diagnostic</p>	<p>3x All Grades</p>	<p>The Northwest Education Association’s assessments in Reading, Science, and Math serve the following purposes:</p> <p>(1) evaluate students’ knowledge and skills relative to a specific set of academic goals, within a 6- 8 week time frame,</p> <p>(2) are designed to inform decisions at both the classroom and beyond the classroom and school level.</p> <p>Unlike our formative assessments, the results of interim assessments will be aggregated and reported at a broader level. In essence, these assessments serve a variety of purposes, including interventions, re-teach periods, and predicting a student’s ability to succeed on the large-scale CAASPP summative assessment battery.</p>
<p>Formative Assessments <i>(Classroom-Based Measurement)</i></p>	<p>Formative</p>	<p>Ongoing</p>	<p>Provide feedback to adjust ongoing teaching and learning, and to improve student achievement of intended instructional outcomes. The assessment is embedded within the learning activity and linked directly to the current unit of instruction and curriculums.</p> <p>Formative assessments are used to provide corrective feedback (grades, progress reports, etc.) or indicate areas for further instruction.</p>

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

Assessment Modifications and Accommodations

The Charter School will ensure that students with disabilities under the IDEA or Section 504 are included in State standardized assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include but are not limited to the CAA in accordance with their IEP or Section 504 plan.

Collecting, Analyzing, and Reporting Data

Amethod Public School teachers and administrators engage in ongoing analysis cycles. After an assessment cycle, a school leader schedules what is known as a *Data Dive*. During a Data Dive, teachers and instructional leaders put assessments into practice and connect assessment results to student learning outcomes. Teachers and leaders review data every six weeks through Data Dive Meetings. Unlike traditional post-observation conferences, analysis meetings offer insight into months of student learning.

Data Dive meetings also increase accountability. The meetings are integral to changing from a culture focused on what students were taught to a culture focused on what students learned.

Teachers will reflect and focus on the following:

- Identify patterns of underperformance
- Identify patterns of high performance
- Identify student cohorts (*tiered interventions*)

The goal of the Data Dive meeting is to improve 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

The Charter School will continue to use data to identify strengths and weaknesses in student, teacher, class, grade-specific, and school-wide performance. OCHS reports individual student level data to parents and students on a regular basis. Student achievement data is presented to student and parents through PowerSchool and ParentSquare. Individual student achievement data includes student test scores on standardized testing, class grades including formative and summative assessments, attendance, and discipline. Throughout the school year, parents and students are able, and encouraged, to attend Parent/Teacher conferences to meet with members of the instructional team to discuss specific skills and targeted interventions that the student needs. If any student is not making sufficient progress to meet goals and benchmarks, teachers, parents or administrators begin a Student Success Team. From this meeting an action plan is created to support the student. Individually and by class, students look at their performance data, set goals, examine outcomes, and develop action plans responding to the data. All communications to parents are provided in English, Spanish, and Mandarin.

In accordance with Title III, OCHS adheres to all mandated reporting guidelines about English Learners. Parents of English Learners receive mandated communications on reclassification per Title III through annual ELPAC testing results. In accordance with IDEA, OCHS will comply with all state and federal laws regarding reporting requirements for children with IEPs. Parents of students with IEPs receive reports according to the plan specified in each IEP. All students with disabilities are entitled to the reports and assessment data described in this section, which are provided to all students.

Schoolwide data is presented to stakeholders during townhalls, parent meetings, student assemblies, and Board meetings, at regular intervals and at least four times during the school year. Data will be collected, analyzed, and disseminated transparently, promoting accountability and continuous improvement among school community members. The AMPS Board will systematically review the Charter School's data to monitor trends in student learning outcomes and ensure that sufficient and appropriate financial and human resources exist to properly enact the Charter School's program and remain faithful to the charter. The AMPS Board will work in conjunction with AMPS leadership to make necessary changes in response to identified needs as reflected in the Charter School's data streams.

Aligned with a firm belief in student achievement, Amethod Public Schools will offer a rigorous assessment and data review program to measure and increase students' proficiency levels and ensure that each student is making progress towards mastery at Oakland Charter High School. The instructional leadership team also uses

walkthrough data to determine whether high-priority instructional practices are improving. This data supports the leadership team in aligning coaching resources, administrative focus, and professional development as appropriate.

External Reporting

All state-mandated results will be reported to all of the Charter School's stakeholders and posted on the website.

Oakland Charter High 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 the District and other authorized reporting agencies.

Accountability Systems

The Charter School's faculty is committed to this series of analyses to inform instructional decision-making. OCHS will continue to use the procedures consistent with all Amethod Public Schools sites and comprehensively examine accountability measures from the start. These include:

Student-level data indicators

- CAASPP scores
- Grade Point Average ("GPA")
- ELPAC results
- Attendance rates (individuals)
- Sample writing with Rubric Scores Sheets

School-level accountability indicators

- Measurable Pupil Outcomes
- Graduation and Dropout rate
- Attendance rate
- A-G course enrollment and pass rate
- Local Control and Accountability Plan

Amethod Public Schools' Benchmark Assessments, NWEA, are scheduled at the start of every year; these include a Fall, Winter, and Spring test administration. After the

NWEA tests are administered, students and families are provided with a goals and projection sheet that summarizes the students' progress. The Charter School uses the Northwest Evaluation Association Measurable of Academic Progress tests to measure student progress and growth.

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

	Measure	Analysis	Action Plans
Students	<ul style="list-style-type: none"> • State Tests • Classroom projects and grades • Attendance • Retention Rate • Disciplinary Actions 	<ul style="list-style-type: none"> • Compared with similar schools and all California schools • Identify the root causes of • Performance increases or decreases in each area 	<ul style="list-style-type: none"> • Create a plan for improvement in low-performing areas • Set targets for the next academic year • Improvement is required annually
Teachers	<ul style="list-style-type: none"> • Teacher Performance Evaluations • Student performance in individual classes • Teacher Satisfaction Surveys • Teacher Retention 	<ul style="list-style-type: none"> • Identify strengths & opportunity areas for each teacher • Analyze staff retention to identify breakdowns (<i>recruiting, staff development, etc.</i>) 	<ul style="list-style-type: none"> • Create a plan for improvement in low-performing areas • Set Annual Growth targets

<p>Site Leadership</p>	<ul style="list-style-type: none"> • Student performance • Teacher performance • Fiscal management • Parent Satisfaction • Student Engagement 	<ul style="list-style-type: none"> • Compared with previous years, across similar schools 	<ul style="list-style-type: none"> • Create plan for improvement in low performing areas • Set Annual Growth targets for the next academic year
<p>Governance</p>	<ul style="list-style-type: none"> • Performance at individual schools • Employee Retention • Fiscal Management 	<ul style="list-style-type: none"> • Compare with previous years and targets set by the Board 	<ul style="list-style-type: none"> • Create a plan for improvement in low-performing areas • Set Annual Growth targets with the Board for the next academic year

School Accountability Report Card

OCHS will compile data each academic year to produce a School Accountability Report Card. Student achievement data will be disaggregated annually to identify students' academic performance by sub-groups (e.g., ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

Grading and Progress Reports

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

When grades are given for any course of instruction, the grade given to each student shall be the grade determined by the teacher of record for the course, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence the grade shall be final. Teachers may make changes to grades until the semester cutoff date, which is the date that grades are stored and recorded onto the student's historical grades section of PowerSchool. After grades are stored, teachers are prohibited from

changing grades without securing the approval of the school Site Director. All grade changes will be documented in PowerSchool and requests for changes will only be accepted for 30 days after the official close of the marking period.

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

- The student had extenuating circumstances that prohibited the student from completing the course on time (example: automobile accident, serious illness).
- The teacher made a mistake when recording a grade.

If a student fails a course, the Charter School will present available options for making up the course to the student and their parents. Available options include attending summer school, repeating the course during the next school year, and/or enrolling in a college class.

Students and families have access to grades through the Student Information System (PowerSchool). They can view grades and message teachers at any time. Information regarding how to use this portal is given at parent meetings, through communication sent home, and during parent-teacher conferences. In addition, every quarter, advisory classes send home informal progress reports to ensure that parents are aware of student grades. If a student is not meeting the minimum mastery requirements for a course, the parent/guardian and student may be required to attend a conference with the student's teacher, College Advisor, Site Director, and/or COST team to develop a plan to support the student's academic progress.

Grading Scale

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

- A** Students receiving an **A** have demonstrated **mastery** of at least 90-100 of the standards that have been taught.
- B** Students receiving a **B** have demonstrated mastery of at least 80-89 of the standards that have been taught.
- C** Students receiving a **C** have demonstrated the minimum mastery requirement of 70-79 of the standards.
- D** Students Receiving a **D** have deficits that require additional attention and student support. Thus, a student receiving a **D** is supported through our MTSS process.
- F** Students receiving an **F** 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 quarter will be contacted to discuss the grade and potentially referred to the COST team.

Promotion and Retention Procedures

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits as set by school and organizational policy. The student must also meet the minimum proficiency requirements set by the academic policies accepted by the board.

When high academic achievement is evident, the Site Administrators may recommend a student for acceleration into a higher grade level. The student's social and emotional growth shall be taken into consideration when making a determination to accelerate a student.

When academic achievement is below acceptable standards, as early as possible in the school year, the Site Administrators shall identify students who are at risk of being retained in accordance with law and Board policy.

The following criteria will be reviewed in calculating retention:

- Grade Point Average (*Grades below the mark of C- are considered as failing and receive 0 credits*).
- Assessment Scores (*these are not used for retention determinations*)
- Attendance (*More than 18 unexcused absences may constitute a retention if the student's grades are failing*)
- Development of a Comprehensive Intervention Plan by the COST team.

When a student is recommended for retention or is identified as being at risk for retention, the Site Administrator shall provide opportunities for remedial instruction to assist the student in overcoming academic deficiencies. Such opportunities may include but are not limited to tutorial programs, after-school programs, summer school programs and/or the establishment of a student study team or ILP.

Students identified as students with IEPs or 504 Plans will be evaluated within the stated goals and needs of the specific student by the IEP team and/or 504 team. Although standards will remain high for all subgroups, students with IEPs or 504 Plans will be evaluated on an individual basis with consideration of the existing IEP or 504 program, goals, and offered accommodations and modifications.

Other considerations:

- No student will be retained at OCHS more than once during that student's high school progression.
- No student will be retained unless a comprehensive intervention plan has been implemented by the COST team.
- Identifying students at risk of retention must occur at least eight weeks before the end of the school year. The parent(s) or guardian(s) of identified students must be notified in writing at least six weeks before the end of the school year that their child is at risk of retention.

- No student will be retained for non-academic reasons.
- The COST team must conclude that retention is in the student's best interests and consider the emotional and social consequences of the decision. The COST team will then make final retention recommendation requests for students meeting the indicated criteria and seek the CAO's final approval at least two weeks before the end of the school year.

District Visitation/Inspection

The Charter School shall comply with a District-requested visitation process to enable the District to gather information needed to validate the Charter School's performance and compliance with the terms of this charter. The Charter School agrees to and submits to the right of the District to make random visits and inspections or observations to carry out its statutorily required oversight in accordance with Education Code Section 47604.32.

The District may receive data on student achievement through Charter School reports and presentations to the District in accordance with the District's standard process for reviewing and evaluating charter school performance.

Response to Inquiries

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records from the County Office of Education, the District Board of Education, and the State Superintendent of Public Instruction.

ELEMENT 4: 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 District

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. Unless prohibited by law, 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 under Education Code section 47604.3.

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 the 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 schoolrelated issues. This individual's name and contact information should be clearly articulated in the Charter School's student and family handbook or distributed widely.

Amethod Public Schools Governance Overview

Amethod Public Schools, as the non-profit operating the Charter School, is responsible for overseeing the operations of the Charter School. The AMPS Board of Directors makes corporate and policy-level decisions and delegates management powers to the Chief Executive Officer ("CEO").

In accordance with Corporate Bylaws, the Chief Executive Officer, subject to the control of the AMPS Board of Directors, supervises and controls the affairs of the corporation and the activities of the staff.

Under the policies established by the AMPS Board of Directors, the Site Director reports to the Chief Academic Officer for day-to-day management issues at the site

level. The Chief Academic Officer reports to the Chief Executive Officer. The Site Director coordinates all site level planning and decision making that involves the Charter School's staff, parents and guardians, and community members in establishing and reviewing the Charter School's educational plans, goals, performance objectives, and major classroom instructional programs. This allows the Site Director, teachers, parents/guardians, and community members to make school-based decisions within the boundaries of the decisions and policies set by the AMPS Board of Directors.

Beyond the Chief Executive Officer, the AMPS Home Office has numerous positions designed to support the Site Director in the management and operation of the Charter School.

Attached, as Appendix F, please find the AMPS Home Office organization chart.

Attached, as Appendix G, please find the Oakland Charter High School organization chart.

Organization charts regularly change in alignment with priorities and in response to changes in organizational and school resources.

Non-Profit Public Benefit Corporation

Oakland Charter High School is a direct funded, independent charter school operated by Amethod Public Schools, a California non-profit public benefit corporation, pursuant to Education Code Section 47604(a). Amethod Public Schools is a California non-profit, 501(c)(3) tax-exempt corporation, incorporated in 1997, which operates six charter schools, each separately authorized by the Oakland Unified School District, West Contra Costa Unified School District, or the State Board of Education. The charter applicant and holder for all AMPS schools is the Board of Directors for Amethod Public Schools, which operates in accordance with its adopted corporate bylaws. Each AMPS school maintains a separate budget and is audited as part of the organization's annual financial audit. AMPS also creates combined financial statements annually.

AMPS complies with all state, federal, and local regulations and laws applicable to its operation and will comply with the District guidelines and requirements for charter schools. It will retain its own counsel when necessary. It has purchased and will maintain as necessary general liability, workers compensation, property, errors and omissions, and unemployment insurance policies. AMPS ensures compliance with all **Assurances** put forth within this petition, at the onset of the petition and within each individual element.

Oakland Charter High School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted

services as may be negotiated between the District and Oakland Charter High School or Amethod Public Schools. Pursuant to Education Code Section 47604(d), the Oakland Unified School District shall not be liable for the debts and obligations of Oakland Charter High School or Amethod Public Schools or for claims arising from the performance of acts, errors, or omissions by Oakland Charter High School or Amethod Public Schools, as long as the District has complied with all oversight responsibilities required by law.

The governing structure of Amethod Public Schools may be revised. Material revisions shall be submitted to the District in accordance with Education Code Section 47607 and are governed by the standards and criteria of Education Code Section 47605.

Amethod Public Schools has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090 *et seq.* as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules and which shall be updated with any charter school-specific conflict of interest laws or regulations. The Conflict of Interest Code has been submitted to the Fair Political Practices Commission ("FPPC") for approval, as necessary.

Attached, as Appendix H, please find Amethod Public Schools' Articles of Incorporation.

Attached, as Appendix I, please find Amethod Public Schools' Bylaws.

Attached, as Appendix J, please find Amethod Public Schools' tax exempt status.

Attached, as Appendix K, please find Amethod Public Schools' Conflict of Interest Code.

Board of Directors

Oakland Charter High School is governed by the Amethod Public Schools Board of Directors, in accordance with applicable law and its adopted Corporate Bylaws, which shall be consistent with the terms of this charter.

Ultimate responsibility for the governance of Oakland Charter High School rests with Amethod Public Schools' 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 Oakland Charter High School's financial sustainability. The Board of Directors will consist of directors from a variety of professional and academic backgrounds to ensure that Oakland Charter High School has the necessary expertise to maintain a high-quality program. The Board of Directors meets at least monthly. All Board meetings comply with the Brown Act and Education Code Section 47604.1(c).

Role and ResponsibilitiesThe AMPS Board of Directors is empowered to operate as the decision-making body in regard to school-wide policies. The governing structure is designed to foster participation by all stakeholders and assure the effectiveness of local school control and accountability. As such, the AMPS Board of Directors will exist to affirm or reject policy recommendations, ensure the fiscal stability of the Charter School, and to evaluate the Chief Executive Officer.

The AMPS Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including but not limited to the following:

- Oversee the legal and fiscal well-being and compliance of the network and each school site;
- Hire, supervise, evaluate, discipline, and dismiss the Chief Executive Officer of AMPS;
- Approve contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of staff;
- Approve and monitor the Charter School's annual budget, budget revisions, and fiscal policies;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Execute all applicable responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws, and this charter as required to ensure the proper operation of the organization and school sites;
- Engage in ongoing strategic planning;
- Approve the Charter School calendar and schedule of Board meetings;

- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Participate in and approve the annual independent fiscal audit, any programmatic audits, the Local Control and Accountability Plan, and performance reports;
- Foster active involvement of students, parents, and the community in Charter School matters.
- Ensure the terms of the charter are met and monitor the implementation of policies, Bylaws, and resolutions.
- In collaboration with the Chief Executive Officer, develop and monitor an overall operational plan that focuses on student achievement and growth.
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board approves budgets for all AMPS sites, approves major school and Amethod Public Schools 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 execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School or Amethod Public Schools any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will: be in writing; specify the entity designated; describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and require an affirmative vote of a majority of Board members.

Composition

The Board shall have no fewer than five (5) and no more than eleven (11) directors. All directors shall be designated by the existing Board of Directors. The Amethod Public Schools Board of Directors currently consists of five (5) regular members. The AMPS Board of Directors reserves the right to expand its board member seats should a law change, or the need arise. Should a law change or desire for additional skill sets

necessitate a change in Board composition, such change may be made by the AMPS Board of Directors in alignment with the Bylaws and the Articles of Incorporation.

Attached, as Appendix L, please find the names and biographies of the current Amethod Public Schools Board of Directors.

Each year, the AMPS Board of Directors will elect a Board Chair pursuant to the Bylaws. Any member of the AMPS Board of Directors may be eligible for this position. The Board Chair may choose to resign the Chairmanship with a letter of resignation, in which case the AMPS Board of Directors will elect a new Board Chair for the remainder of that term.

Potential members of the Amethod Public Schools Board of Directors are nominated by a nominating committee appointed by the Chair of the Board. 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. The qualifications sought in candidates interested in serving on the AMPS Board of Directors include but need not be limited to:

- Strong belief that all children can and will realize high academic achievement and expectations
- Passion and dedication to furthering the mission and vision of Amethod Public Schools
- Ability to contribute the appropriate time and energy necessary to attend the majority, if not all, of the Board meetings, follow through on assigned tasks, and willingness to volunteer for one or more board committees
- Specific knowledge, experience, skills, and/or interest in one of the identified areas of need

The District reserves the right to appoint a single representative to the Amethod Public Schools Board of Directors pursuant to Education Code section 47604 (c). If the District designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of

Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Terms

Each AMPS Board member serves a term of four (4) years. Upon completion of an initial four (4) year term, each Board member may serve one (1) additional four (4) year term, subject to approval by a majority of the Board of Directors. No Board member may serve more than two (2) consecutive terms.

Attached, as Appendix M, please find the term expiration dates for the current Board of Directors.

Recruitment and Selection of Board Members

New board members are recruited and selected based on the provisions of the AMPS' Bylaws, which states that the Board 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:

- Identify a need/priority for the Corporation based on the Board composition and the expertise need;
- Review every candidate(s) thoroughly, including meeting the candidate(s) in person, at which meeting a majority of the Nominating Committee is present;
- Vote as a majority to move the candidate(s) forward; if there is no majority then the candidate(s) cannot move forward.
- 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;
- The candidate(s) who is voted to move forward shall attend a board meeting and meet the current Board Members;
- The Nominating Committee shall make an oral presentation on the candidate(s) to the Board at a regularly scheduled meeting.

The AMPS Board of Directors and the Chief Executive Officer take great care in ensuring that new Board members are a strong cultural fit with the organization, will add value in specific areas and, most importantly, contribute to the success and growth of the organization.

Governance Training

All Board members receive an annual training on topics to include, at a minimum, open meeting laws, conflict of interest policy, the Brown Act, ethics, essential policies and procedures, legal and financial responsibilities, charter school oversight, and other training as needed or requested by the Board. New members to the AMPS Board of Directors will receive proper training as part of an onboarding to be held within 30 days of joining the Board. Some of the topics for the training sessions will include:

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 Relation*
8. *Creating Effective Committees*
9. *Effective Board Self-Assessment*

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

Board Meetings

The AMPS Board of Directors will meet regularly and in accordance with the Brown Act and Education Code Section 47604.1(c)(4). The Charter School shall post all governing board meeting minutes and bylaws on the Charter School's public website.

The Board shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by Amethod Public Schools reside. The exact location for each meeting is posted on the Board agendas. For AMPS board meetings, there is a two-way teleconference location or video broadcast at each school site. An AMPS staff member is present in the conference room at the location posted on the agenda to assist any members of the public who would like to participate via 2-way teleconference or video broadcast. The Board Meeting teleconference number is posted on all Board agendas. The Brown Act is followed with regard to teleconferencing.

All meeting agendas are posted in accordance with the Brown Act. All meetings of the Board are meetings in which the public may attend and participate. The Board agendas, meeting times, and locations are posted in advance on the Amethod Public Schools' website and at each AMPS' school, including the Charter School, in accordance with the Brown Act. Local stakeholders can directly participate in meetings by attending them in person, via videoconference or via teleconference. The procedures are designed to comply with the Brown Act because they create open, public meetings that comply with the teleconference requirements identified in Government Code Section 54953.

Given current student enrollment across the AMPS network, Board meetings are physically held at the Home Office of Amethod Public Schools, currently 1450 Marina Way South, Richmond CA and are subject to change pursuant to the terms above.

Each year, the Board of Directors sets and approves its annual calendar of meetings. A majority of the Directors in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon the presence of the quorum.

Board Committees

The Board may, by resolution adopted by a majority of the Directors then in office, create one or more Board 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. 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.

To facilitate the consideration and management of Amethod Public Schools, the following Committees may be created:

Executive Committee: The Executive Committee shall have the power to act in all matters pertaining to Amethod Public Schools, as directed by the Board, and working in concert with the goals established by the committees, shall determine Amethod Public Schools; short-range and long-range goals. The Executive Committee shall review annually the conditions of employment of the Chief Executive Officer. The Executive Committee shall be composed of the Chair, Vice-Chair, and such other members of the Board as the Board may elect.

Audit Committee: Amethod Public Schools shall have an Audit Committee consisting of at least one Director and may include non-voting advisors. The Audit Committee shall perform the duties and adhere to the guidelines set forth below:

- Assisting the Board in choosing an auditor, as necessary
- Negotiating the auditor’s compensation, as necessary
- Conferring with the auditor regarding Amethod Public Schools’ financial affairs
- Reviewing and accepting or rejecting the audit

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 expenditures, subject to approval by the Board.

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.

Meetings of the Committees will be conducted in accordance with the Brown Act. A majority of the Committee members shall constitute a quorum for the transaction of Committee business, except to adjourn. Consistent with legal requirements, Committees will continue to make it a practice to seek input from stakeholders by publishing their meeting times and agendas. The time for regular meetings of the 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. The Committee shall report to the Board from time to time as the Board may require.

Changes to Committees (e.g., composition, purview, etc.) may be made at any time by the AMPS Board of Directors and shall not be considered a material revision to the charter.

Fiscal Management

The Chief Executive Officer is the officer responsible for day-to-day budgetary matters, subject to oversight by the AMPS Board of Directors. The Chief Operating Officer operates and makes recommendations to the Chief Executive Officer regarding the Charter School’s budget, with input from the Director of Finance, Site Director, Home Office staff, and any other groups. The Chief Operating Officer and the Director of Finance work closely with the AMPS business management service provider, currently Charter Impact. Charter Impact provides support and expertise in finance, accounting, payroll, budgeting and forecasting, financial reporting,

compliance, and audit management and preparation. Charter Impact also provides ongoing training for AMPS staff, the Finance Committee, and the Board of Directors.

The Chief Operating Officer, members of the Home Office team, and Charter Impact also work closely with the external CPA for the annual school's end of year audit. Together, they also review procedures and internal controls. The AMPS Board of Directors may authorize the Finance Committee and/or Audit Committee to review and make recommendations on financial statements and improvements to procedures and internal controls.

The AMPS Board of Directors is ultimately responsible for approving budgets, financial statements, and acting as the fiscal agents for Amethod Public Schools.

Compensation

Directors shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of actual reasonable expenses incurred in carrying out their duties. Directors shall not otherwise be compensated.

Amethod Public Schools Leadership Team (Home Office)

Subject to the control of the AMPS Board of Directors, the Chief Executive Officer shall serve as the general manager of Amethod Public Schools and shall have general authority over the supervision, direction, and control of the organization and the Charter School. As approved 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.

As such, the Chief Executive Officer hires a team of individuals to support the management of Amethod Public Schools and the school sites. This team is called the Amethod Public Schools Home Office team. Together, the Home Office team is responsible for the day-to-day management of the Charter School.

The C-level team at the Home Office is composed of the Chief Executive Officer, Chief Operations Officer ("COO"), Chief Academic Officer ("CAO"), and Chief Strategy and Compliance Officer ("CSCO"). Each of these roles oversee specific departments and staff in a Director and Manager capacity. The Chief Academic Officer also oversees the Site Director for the Charter School. The Site Director is responsible for overseeing all staff at the Charter School.

The C-level team meets on a weekly basis to focus on key issues dealing with all matters pertaining to the Charter Schools and the network. This process helps ensure that the schools are hitting their targets and are continually improving. Data and fiscal projections are used as the primary guide for decision making as the organization continues to thrive.

Chief Executive Officer - The CEO is responsible for the strategic direction and success of the organization across all regions. Chief Operating Officer ("COO") - The COO is responsible for overseeing the Operations, Facilities, Human Resources, Finance, and Technology teams.

Chief Strategy and Compliance Officer - The CSCO is responsible for ensuring compliance with laws, regulatory requirements, policies, and procedures. The CSCO provides oversight and coordination of the food service program, specific grant projects, data, marketing, and external affairs.

Chief Academic Officer - The CAO is responsible for overseeing the instructional framework and academic success of the network. The CAO also provides coaching and mentorship to the Site Director at the Charter School.

Site Director - The Site Director is the leader of the Charter School and is responsible for the overall performance of the Charter School.

Parental Involvement in Governance

The Charter School has an active school site Family Staff Team that is composed of parents, staff, and students. The FST meets, at minimum, quarterly. The FST is responsible for providing suggestions and recommendations on issues including, but not limited to, budgeting, local control funding formula ("LCFF"), LCAP, curriculum, school policies and procedures, community partnerships, and the general direction of the school. The FST serves as an advisory group to the Site Leadership team, the Home Office C-level team, and the AMPS Board of Directors.

The Family Staff Team shall be composed of a number no less than three (3) and up to eleven (11) members. One seat is reserved for the Site Director, up to two seats for a certificated staff member, one seat for a classified staff member, and one seat for a student. The other seats, up to (7), are reserved for parents, of which a percentage of seats must be filled by parent(s) of English Learner students in accordance with FST Bylaws and regulations.

Members of the FST are committed to professionalism, advocacy, and loyalty to the mission, vision and core values of the organization. The FST can bring diverse ideas to the table and help the Charter School craft a shared plan for continuous improvement.

FST meetings are open to the public, as such, any parent or community member can attend the meetings and make a comment on any topic or matter. Meetings are promoted through various communication channels and all parents are encouraged to attend. However, only FST members can vote on matters. The Site Director is responsible for facilitating training for FST members, posting of FST meeting times

and dates, presenting school updates to the FST, and securing interpreters for the meetings.

The FST is one way that parents can be involved in school matters. There are other ways that parents share their opinions and involve themselves in school matters and activities. Other sample activities where OCHS parents may participate are:

- LCAP Overviews/Town halls
- College Readiness Night
- Sports teams
- Summer Field Day
- Excursions/Fieldtrips
- School Beautification Projects
- ParentSquare and PowerSchool Communications
- New Student and Family Orientations
- Back to School events
- Community Outreach
- Food Drives and Community Service Activities
- Festivals/Carnivals
- Focus Groups
- Surveys
- Parent/Teacher Conferences

Attached, as Appendix N, please find the FST Bylaws.

Parents who exhibit desired professional expertise identified by the Board may also be recommended to the Amethod Public Schools Board of Directors.

Student Involvement in Governance

Oakland Charter High School has an active Student Body Government (“SBG”) where elected students serve as advisors and student leaders at the school. SBG works closely with the Site Leadership team and the AMPS Board of Directors to make suggestions on school programming, policies, procedures, and matters that involve

the student body. Our SBG also puts together school programming such as school dances, events, fundraisers, community service projects, and other school-wide activities as requested by the student body.

The SBG meets at least once per month. The meetings are open to all students and any student or staff can make comments on topics or matters that impact the student body. Each grade level elects three representatives to serve on the SBG, a President, Vice President, and Secretary/Treasurer. These members have voting rights when decisions are made at SBG meetings.

Complaint Procedures

AMPS will use a formal complaint policy and process to address community concerns that are not resolved through informal processes. The Charter School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. The Charter School will not, at any time, refer complaints to the district, and will address matters at the Charter School and organizational level consistent with the nature of charter legislation. However, parents and families may approach the local authorizer or school district to file a complaint should they wish to do so.

Amethod Public Schools has an Internal Resolution Service Complaint Process for internal complaints related to a school employee and/or school programming. AMPS also has a Uniform Complaint Procedure Policy and Complaint Form which address complaints related to discrimination and/or harassment. In addition, AMPS has established a Title IX Discrimination/Harassment Policy and Complaint Procedure to help achieve a safe, discrimination-free, and harassment-free environment for all. The complaint procedures and forms will be clearly articulated in the Charter School's website, student and family handbook, and employee handbook.

ELEMENT 5: 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.

Overview

To achieve our mission, Amethod Public Schools and Oakland Charter High School must have a strategy and plan to attract and retain professional, effective, and qualified personnel to serve in administrative, instructional, and non-instructional support capacities. Amethod Public Schools shall be nonsectarian in its employment practices and all other operations. All prospective employees are required to have legal authorization to work in the United States, and successfully complete a DOJ fingerprinting background check, tuberculosis risk assessment and examination (if necessary), and reference checks to ensure the health and safety of the Charter School's faculty, staff, and pupils.

In addition, prospective employees are carefully screened to ensure they have the qualifications for employment as outlined in their job descriptions. The Charter School shall not discriminate against any individual employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics.

AMPS believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. AMPS recognizes that employment of staff is voluntary and at-will. The AMPS Human Resources Department, along with the Chief Operations Officer and Chief Strategy and Compliance Officer, shall monitor compliance of this policy. Teachers at the Charter School will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in Education Code Sections 47605(l)(1) and 47605.4(a). The educational and skill level qualifications and job descriptions of teachers to be employed in the Charter School shall meet the educational goals as outlined in this charter.

Employee Recruitment and Selection Process

All staff to be hired by Amethod Public Schools must demonstrate an understanding and commitment to our mission, vision, core values, and educational philosophy. Amethod Public Schools is an equal opportunity employer and employment decisions are based on qualifications, abilities, and work performance.

Recruitment

The AMPS Home Office team works closely with the Site Leadership team to attract and recruit professional and qualified staff.

Recruitment strategies include:

- Dedicated Human Resources staff to support the entire recruitment process;
- Marketing Manager to expand our outreach efforts;
- Linkages to teacher preparation programs;
- Consistent communication between the Home Office team and the school site;
- 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;
- Implementing print and social media/online campaigns to attract talent;
- Participating in informational sessions and recruitment fairs at colleges and graduate schools;
- Partnerships with colleges and universities such as UC Berkeley, CSU East Bay, Stanford University, San Francisco State University, St. Mary's College, Chico State University, Sacramento State University, and UCLA;
- Partnerships with organizations such as Teach for America, Reach, CCCOE, ACOE, and Cal Teach;
- Advertising job postings on high-trafficked websites such as Indeed, Edjoin.org, and Teacherjobs.org;
- Utilize the network of colleagues from our existing teaching staff;
- Fostering internal pipelines of talent.

Selection

The AMPS Board of Directors set the terms and conditions of employment for employees of Amethod Public Schools by establishing personnel policies. Decisions relative to the selection, employment, and release of the Chief Executive Officer rest with the AMPS Board of Directors. Decisions relative to the selection, employment, and release of all other employees rest with the Chief Executive Officer in consultation with specific team members and the AMPS Board of Directors, as needed.

The OCHS Site Director, in partnership with members of the Home Office team, is responsible for the selection, employment, and release of all school-site staff.

To ensure the selection of the highest quality staff, the following selection process is

followed:

	Phase	Responsible Party	Steps
1	Discuss Need	Hiring Manager	Discuss hiring need with your supervisor and receive their approval, in writing, to post an open position. Note: If role is in addition to current staffing model, must discuss with COO and CEO and conduct budget analysis
2	Job Posting Request	Hiring Manager	Forward the approval to post the position to hrsupport@amethodschools.org . Make sure to include the position title and any additional pertinent information.
3	Job Posting	Talent Department	Post job on Paylocity and EdJoin. Posting on Paylocity ensures that the posting is seen on multiple job boards such as Indeed.
4	Obtaining Resumes	Talent Department	Talent Department/Hiring Manager checks Paylocity for resumes and selects candidates to move to the screening phase.
5	Resume Screen	Hiring Manager	Talent Department/Hiring Manager schedules and conducts initial screening interviews and determines who moves forward to the next interview. For teaching candidates, credential status should be confirmed at this time.
6	Scheduling Interview	Hiring Team	Hiring Team coordinates and schedules either zoom or in person interview with the candidate. In person/follow-up interviews should be scheduled within a week after the initial screening.

7	Offer Request	Hiring Manager	Once a candidate has been selected, the Hiring Manager must fill out the Offer Letter Request Form to alert the Talent Department to send an Offer Letter to the candidate.
8	Offer Request Approval	Talent Department	Talent Department reviews Offer Letter Requests by following the AMPS compensation guidelines, credentialing requirements. If credential requirements are not met, candidates will not receive an offer letter. Talent Coordinator will review CTC to make sure that candidates hold the correct credential for the course.
9	Job Offer	Talent Department	Talent Department emails candidate an Offer Letter and requests return within 2 business days. Hiring Manager is copied in communication.
10	Job Offer Response	Candidate	Candidate accepts or declines job offer. If candidate does not respond within 3 days, the Talent Department emails the Hiring Manager so that the Hiring Manager can follow up with candidate.
11	Pre-Employment Process	Talent Department	After Candidate accepts the job offer, the Talent Department will send the Candidate the TB, Live Scan, and other hiring documents. The candidate will have 10 business days to complete and return.
12	New Hire Welcome	Talent Department	Send welcome email to candidate informing them of new hire onboarding, details about what to bring to onboarding, and what they will receive at onboarding. Include Hiring Manager in email.

13	Access	Talent Department	Send request to Tech Department related to laptop, email, PowerSchool, etc. access if applicable. Send request to Facilities Department related to keys if applicable.
14	Onboarding	Talent Department	Meet with New Hire to have them sign any pending documentation, distribute access materials and employee badge, inform them of required trainings, and answer any questions the New Hire might have. Note: New Hire cannot start until after they have been through Onboarding.
15	Training	Talent Department	Provide access to New Hire for required SafeSchools (Vector) Trainings and CPR.
16	Paylocity	Talent Department	Ensure information is updated for New Hire on Paylocity and work with Payroll Department to ensure New Hire process is complete.

Employee Qualifications

All employees must meet the state and federal legal requirements for employment, including relevant credentialing requirements, background checks, TB clearance, immunizations, and any additional position-specific requirements.

The AMPS HR department maintains on file and available for inspection current copies of:

- Teacher credentials for their certificated assignment, as required by position
- Documentation of tuberculosis (“TB”) risk assessment or clearance, in accordance with Education Code Section 49406
- Verification of state and federal criminal background check clearance
- Criminal background summaries, which will be maintained by the AMPS HR Department in a confidential secured file separated from personnel files, as

required by law

- Documents establishing legal employment status, most commonly in the form of an I-9 Employment Eligibility Verification form and acceptable forms of identification
- All other relevant employment documentation

Qualifications and Job Descriptions for Key Positions

Amethod Public Schools as a charter management organization has an experienced Home Office team responsible for supporting the Charter School and its team in implementing a quality instructional program in alignment with the charter petition.

Home Office Key Positions:

The following positions are Amethod Public Schools' Home Office key positions that will support the Charter School in its operations. The organization chart and job descriptions will be revised as necessary to reflect the needs and priorities of the organization in service of its mission.

Chief Executive Officer

Reporting to the Amethod Public Schools' Board of Directors, the CEO provides strategic, financial, and operational leadership for AMPS, closely coordinating and working with the senior leadership team. The Chief Executive Officer will play an integral role in creating access and opportunity for some of the country's most chronically underserved students. They will embody dependability and consistency in prioritization, actively engage various AMPS constituent groups in pursuit of a strategic plan, and harmonize human capital and other resources to ensure its meticulous execution. The CEO will represent AMPS to the larger stakeholder communities, and hold the standard for quality and accountability across all aspects of the organization.

- Job Requirements
 - Ability to lead the network to meet its' goals.
 - Inspire and maintain a strong culture across the network.
 - Establish a long-term vision with strategic goals in collaboration with the AMPS Board of Directors.
 - Cultivate and nurture a commitment to diversity, equity, and inclusion.

- Ability to thrive in a fast-paced environment, with multiple priorities, and a changing political landscape.
- Attract, retain, and develop highly qualified staff to serve in various roles across the network.
- Leverage the team to believe in the annual network goals and achieve those goals.
- Have a keen interest in data and data-driven practices.
- Develop strong relationships with families, staff, students, and partners.
- Effective communicator
- Develop effective relations with the AMPS Board of Directors and authorizers
- Required Education
 - Master’s degree required
- Required Experience
 - 5+ years of experience in a leadership role (within the charter sector preferred)
 - Strong fiscal background and understanding of school budgeting and budget sources
 - Knowledge of local, state, and federal laws applying to California public charter schools
 - Bilingual, preferred

Chief Academic Officer

The Chief Academic Officer reports directly to the CEO and is the key individual responsible for developing and implementing both near-term and long-term plans for the education department. THE CAO provides direction and supervision over the various services of the Academic Instructional Team Including: curriculum, instructional coaching, assessments, professional development, Special Education, and strategic planning. The CAO manages and has weekly interactions with the Site Directors and is responsible for the overall instructional vision of the network.

- Job Requirements

- Translate the organization’s educational philosophy, goals and objectives into action terms that directly benefit teachers and students of the organization.
 - Work to improve the quality of educational services and programs.
 - Initiate development of new programs that are measurable and reflective of the organization’s data driven environment.
 - Develop, evaluate and make recommendations to the CEO regarding policies and procedures governing the operation of the organization’s schools, educational services, special projects, research and evaluation, and curriculum and staff development.
 - Provide leadership and support on adopting research-proven, standards-based instructional practices and resources at all AMPS schools.
 - Collaborate with Site Directors, instructional team and C-level team to refine, articulate, and continuously improve the AMPS educational model based on student needs.
- Required Education
 - Master Degree from an accredited institution of higher education.
 - Required Experience
 - Charter School leadership experience.
 - Staff development training experience in different modalities.
 - Teaching experience in an urban setting.
 - Principal experience (at charter schools preferred).

Chief Operating Officer

Reporting to the CEO, the Chief Operating Officer will lead a team of senior managers in the design and execution of an operational support model, ensuring that AMPS continues to deliver exceptional performance while meeting its goals. The Chief Operations Officer will supervise the following non-instructional operational functions: finance, facilities, technology, operations, and human resources. The COO will also play a significant role in developing and implementing the organization’s long-term plan and strategy.

- Job Requirements

- Ensures alignment, consistency and clear communication of services to regions and schools.
- Coordinate communication within the sites to ensure that all team members are working together purposefully to support our staff and students.
- Refine and manage internal operational systems.
- Grow and cultivate a high performing organizational culture by developing and implementing recruitment, training, and retention strategies.
- Oversee operating and capital budgets.
- Monitor the impact of operational decisions and performance on the organization's financial health.
- Work with the Finance Team to manage the yearly independent audit required of all California public charter schools.
- Work with cross teams in finance and HR to ensure payroll, retirements and other cross-sectional teams are functioning effectively.
- Required Education
 - Bachelor's degree in business administration, finance, management, or related field (Master's Degree preferred).
- Required Experience
 - Familiarity with financial software programs such as QuickBooks, NetSuite, etc.
 - Proven ability to inspire and motivate a team of staff members, set goals and objectives.
 - Strong communication skills, both verbal and written.
 - 3+ years of experience in leadership roles, managing complex projects, including the ability to plan, organize, and execute projects, manage timelines and deadlines, and ensure that all stakeholders are informed.

Chief Strategy and Compliance Officer

The Chief Strategy and Compliance Officer reports to the CEO and is primarily responsible for overseeing compliance within the organization, and ensuring

compliance with laws, regulatory requirements, policies, and procedures. The Chief Strategy and Compliance Officer is to be the point person and coordinator of AMPS food service program and school Registrars, managing specific grant projects, overseeing specific compliance reporting, and providing compliance and strategy support for all Home Office departments and school sites.

- Job Requirements
 - Ensure compliance with all relevant and applicable governance, including charter laws, education code, the school's charter petition, the bylaws of the charter school's board of directors, and charter authorizer requirements.
 - Develop and manage a central compliance calendar with deadlines and activities that schools and departments will need to complete throughout the year to meet these deadlines.
 - Train and support school Registrars and Admin Assistants to ensure school operations compliance.
 - Facilitate successful food service contracts between schools and CMO.
 - Prepare and be the lead for all food service-related audits and inspections.
 - Lead regional risk management compliance strategy.
 - Coordinating internal compliance review and monitoring activities, including periodic reviews of departments.
- Required Education
 - Bachelor's degree in business, management, policy, or related field (Master's degree preferred)
- Required Experience
 - 3+ years working in a project management leadership role.
 - Ability to manage and execute various projects and initiatives at once.
 - Experience in a K-12 environment (charter sector experience preferred).
 - Expertise with Student Information Systems ("SIS") such as PowerSchool and Microsoft Officer Suite and Google Suite

Director of Instruction

The Director of Instruction will be responsible for managing teaching and learning initiatives across our network of schools. This pivotal role requires someone who can execute the vision for instructional models and systems, ensuring consistency and excellence in teaching practices across all sites. The Director of Instruction will report to the Chief Academic Officer and will work closely with school leaders and teachers to foster a culture of continuous improvement and student success.

- Job Requirements
 - Develop and implement coaching programs to support teachers in the delivery of high-quality instruction.
 - Collaborate with school leaders to design and facilitate professional learning communities focused on instructional best practices.
 - Ensure that instructional practices are aligned with state standards, network-adopted curriculum, and assessment requirements.
 - Monitor and evaluate the effectiveness of instructional strategies and interventions, making adjustments as necessary.
 - Lead the selection, development, and implementation of curriculum materials and resources.
 - Build a high-performing, collaborative, and innovative culture that fosters a growth mindset.
- Required Education
 - Bachelor's degree in education or related field (Master's degree preferred).
- Required Experience
 - 3+ years of experience in educational leadership roles, with a focus on teacher coaching, instructional improvement, and professional development design.
 - Knowledge of state standards, assessment requirements, and educational policies.
 - Demonstrated leadership abilities, including strategic planning, team building, and project management.
 - Previous experience in charter schools, preferred.

Director of Data and Assessment

The Director of Data and Assessment plays a pivotal role in driving data-informed decision-making and ensuring high-quality academic outcomes for the network. This individual is responsible for overseeing all aspects of data analysis, assessment, and reporting, collaborating closely with Site Directors, the Director of Instruction, and reporting to the Chief Academic Officer.

- Job Requirements
 - Conduct comprehensive data analysis to inform instructional practices, identify areas for improvement, and measure student progress.
 - Oversee the development and implementation of a robust data dashboard to provide real-time insights into student performance and school-wide trends.
 - Collaborate with school sites to analyze student data and develop targeted interventions.
 - Manage the administration of state assessments, benchmark assessments, and internal assessments, ensuring compliance with all relevant regulations.
 - Develop and implement a comprehensive student progress monitoring system to track student growth throughout the academic year.
- Required Education
 - Bachelor's degree in education, data science, or related field (Master's degree preferred).
- Required Experience
 - 3+ years of experience in educational leadership roles, with a focus on data analysis, instructional improvement, and student progress monitoring.
 - Knowledge of state standards, assessment requirements, and educational policies.
 - Knowledge of multi-tiered systems of support and Response to Intervention ("RTI").
 - Previous experience in charter schools, preferred.

Director of Finance and Administration

The Director of Finance and Administration is responsible for the overall financial health and operational efficiency of our organization, ensuring compliance with all financial regulations while driving organizational success. The ideal candidate will possess a strong blend of financial acumen, leadership, and strategic thinking to effectively manage and optimize our financial resources. The Director of Finance and Administration will report to the Chief Operations Officer and will work closely with school leaders and members of the Home Office team.

- Job Requirements
 - Develop and oversee annual budgets in collaboration with C-suite executives, school leaders, and the back office.
 - Provide financial training to school leaders and home office staff.
 - Manage day-to-day financial operations including accounting, payroll, accounts payable/receivable, and cash management.
 - Ensure timely and accurate payments, transactions, and monthly close processes with the finance team and the back office.
 - Ensure compliance with all authorizer, state, and federal financial reporting requirements, in cooperation with the back office team.
 - Coordinate and collect audit information and work with auditors during field work, contacting team members and back office for completion of tasks.
 - Consistently analyze financial data and present financial reports to school sites and home office leadership in an accurate and timely manner, monitor progress and changes, and keep senior leadership abreast of the organization's financial status.
- Required Education
 - Bachelor's degree in finance, accounting, or related field (Master's degree preferred).
- Required Experience
 - 5+ years of progressive financial management experience, preferably in the education sector.
 - Strong understanding of GAAP and financial reporting standards.

- Proven ability to analyze financial data and translate complex information into actionable insights.
- Previous experience in charter schools, preferred.

Director of Human Resources

The Director of Human Resources is responsible for the strategic direction and execution of the AMPS talent management strategic plan. Reporting to the Chief Operations Officer, the Director of Human Resources will be responsible for the full employee life cycle of AMPS Team Members, from recruitment and hiring to career paths. The Director of Human Resources will plan, lead, direct, develop, and coordinate the policies, activities, and staff of the Human Resource ("HR") department, ensuring legal compliance and implementation of the organization's mission and talent strategy.

- Job Requirements
 - Identifies recruitment avenues and pursues new partnerships and pipelines.
 - Continuously improve and manage AMPS interview and hiring process.
 - Build relationships with colleges, universities and other potential school based partners.
 - Align recruitment, selection, onboarding (including reviewing contracts with employees and providing orientation), ongoing professional development, retention and exiting practices with the organization's strategy.
 - Oversees the daily workflow of the department.
 - Handles discipline and termination of employees in accordance with company policy.
 - Develop, initiate and maintain effective programs for workforce retention, promotion and succession planning.
 - Monitors and ensures the organization's compliance with federal, state, and local employment laws and regulations, and recommended best practices.
- Required Education

- Bachelor's degree in human resources, management, business, or related field (Master's degree preferred).
- SHRM certification or other certification showing mastery of Human Resources practices and compliance.
- Required Experience
 - 5+ years of progressive human resources management experience, preferably in the education sector.
 - Thorough knowledge of employment-related laws and regulations.
 - Excellent verbal and written communication skills.

Director of Special Education

The Director of Special Education will lead the development, implementation, and management of AMPS' Special Education program. The Director of Special Education will be responsible for the organization and administration of special education and related services to students with disabilities. The Director ensures that educational services are provided according to local policy, state regulations and federal regulations. The Director will work as a member of the general instructional team in coordination and support of Special Education services throughout AMPS schools and will work cooperatively with school leadership, instructional faculty, and parents to ensure all receive a high-quality education in accordance with their IEPs and California and Federal requirements.

- Job Requirements
 - Develop and manage the Special Education strategy, implementation, plan and calendar in order to coordinate Special Education services.
 - Ensure the AMPS Special Education program maintains high quality across all schools.
 - Facilitate the delivery of services among multiple external providers by researching, evaluating and selecting the highest-quality providers, and acting as the liaison among external partners working with AMPS.
 - Collaborate closely with the El Dorado Charter SELPA to design and implement a high-quality program by receiving training, seeking advice, documenting finances, and participating fully in the SELPA's activities and committees.

- Provide ongoing professional development and individual training to Special Education teachers, School Leaders and general education teachers that includes research-based interventions, data analysis, and assessment modifications.
- Required Education
 - Bachelor's Degree required; Master Degree preferred
 - Meet CA licensure and credentialing requirements in Special Education.
- Required Experience
 - At least three (3) years of experience working as a Special Education teacher in an urban school.
 - Awareness of web-based IEP management systems specifically the SEIS, or other similar systems, and competency in using the system to document student records.
 - Experience with and strong knowledge of local and national Special Education laws and mandates.

Assistant Director of Student Services

Reporting to the Director of Special Education, the Associate Director of Student Services is responsible for supporting the development and implementation of school counseling programs, MTSS behavior strategies, mental health supports, career pathways, and college access programs. This role involves overseeing partnerships with academic institutions, community colleges, and business partners to ensure students' seamless transition from K-12 to college.

- Job Requirements
 - Lead programs and services aimed at student post-secondary success and achievement.
 - Implement school counseling programs at each school site by assessing the needs of each individual site.
 - Ensure compliance with state laws and board policies related to college, career and technical education and school guidance.
 - Provide professional development to staff on mental health supports, college access initiatives, and MTSS.
 - Support site administration with 504 plans.

- Establish systems of support for students in academic, social/emotional, and college/career domains.
- Required Education
 - Master's degree in School Counseling or related field.
 - Meet CA licensure and credentialing requirements in school counseling.
- Required Experience
 - Minimum of three (3) years of successful college counseling and career pathway experience.
 - Strong understanding of learning management systems (“LMS”), student information systems, and educational data standards.
 - Previous work experience in charter schools, preferred.

Site Level Key Positions:

The following positions are Oakland Charter High School’s key positions and the qualifications needed for those roles. The organization chart and job descriptions will be revised as necessary to reflect the needs and priorities of the Charter School in service of its mission.

Site Director

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

- Job Requirements
 - Accountable for students' overall academic performance.
 - Manage school revenues and expenses to stay within agreed upon budget.
 - 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.
- Required Education
 - Bachelor’s Degree required, Master’s Degree preferred.
- Required Experience
 - At least four (4) years of teaching experience in urban charter school.
 - At least one (1) year of experience as an instructional leader, Assistant Principal, Dean, or equivalent leadership role.

Dean of Instruction

The Dean of Instruction serves as the instructional leader of the staff and students at the school site. Reporting to the Site Director, the Dean of Instruction is responsible for the execution of the instructional program at the school site. The Dean of Instruction 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.

- Job Requirements
 - 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.
- Assists in coordination of statewide and school wide assessments.
- Performs classroom observations and instructional coaching and demonstrates aptitude in the process.
- Assists Site Director with recruiting, screening, hiring, training, and evaluation of school personnel.
- Conducts data analysis and assists in preparation and delivery of professional development.
- Required Education
 - Bachelor's Degree
 - Meet CA teacher licensure and credentialing requirements.
- Required Experience
 - Demonstrative track record of producing high levels of growth in academic student achievement.
 - 3+ years of successful teaching experience.
 - Experience as a teacher leader or instructional coach.
 - Knowledge of the State Standards and instructional best practices.

Dean of Students

The Dean of Students is responsible for the execution of the safety, discipline, cultural and operations program as well as supporting the Site Director in the development and leadership of the staff and instructional program. The Dean of Students will serve as a member of the administrative team dedicated to cultivating excellence throughout the school and community.

- Job Requirements
 - Implement and follow policies and procedures for student support, behavior management, discipline, and other policies related to maintaining a positive school culture.

- Facilitate faculty and staff development related to school culture.
- Serve as liaison to parents and facilitate parent education and involvement.
- Contribute toward a safe environment for learning, including ensuring that student conduct is maintained and discipline is enforced fairly and consistently.
- Keeps the community informed about school activities through newsletters, news releases, and attendance at parent meetings.
- Required Education
 - Bachelor's Degree
 - Meet CA licensure and credentialing requirements in school counseling, preferred.
- Required Experience
 - 3+ years working with underserved youth in a school setting
 - Demonstrative track record of producing high levels of growth in academic student achievement.
 - Previous work experience in charter schools, preferred.

Teacher

AMPS' teachers are committed to providing a high-quality education to our students, fostering a positive learning environment, and collaborating with colleagues to achieve our school's goals. 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.

- Job Requirements
 - Develop and implement engaging and effective lesson plans aligned with state standards and the network-adopted subject-specific curriculum.
 - Adapt instruction as needed to meet the diverse learning needs of students.

- Utilize a variety of instructional strategies to engage students and promote critical thinking.
 - Effectively manage student behavior and create a positive learning environment in accordance with school policies and procedures.
 - Establish clear and consistent classroom procedures and routines to promote positive student behaviors.
 - Assess student progress regularly and provide individualized support and interventions as needed.
 - Develop and administer formative and summative assessments to monitor student progress and provide timely, constructive feedback.
 - Provide individual and small group support to students as needed.
 - Utilize effective communication channels, such as ParentSquare messages, to keep parents and families informed about classroom activities and student progress.
 - Participate in school-wide initiatives and committees to contribute to the overall success of the school.
- Required Education
 - Bachelor's degree or higher from a regionally accredited institution.
 - California teaching credential or ability and willingness to obtain a California teaching permit/credential if not already credentialed.
 - Required Experience
 - 1+ years of experience working at school sites or experience working with children/youth, preferred.
 - Strong classroom management skills and ability to build rapport with students.
 - Demonstrated mastery of subject matter.
 - Previous experience in charter schools, preferred.

Per Education Code Section 47605(l)(1), teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the

charting authority. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. The Charter School shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing in the same manner as a school district. And per Assembly Bill 1505 - Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.

Selection of teachers is based on their teaching experience, the degree of subject matter expertise, their ability to develop strong relationships with students, families, colleagues, and the community, and their ability to demonstrate effective classroom instructional capabilities. Inexperienced or emergency credentialed teachers are hired when we are unable to secure a more experienced or fully credentialed teacher. We deem their level of quality based on educational experience, work experience, references, willingness to enter a credential program in the near future, and their ability to obtain the necessary permit or waiver from the Commission on Teacher Credentialing for the school year and certificated assignment they are applying to.

Other Jobs at the Charter School

School Counselor

The School Counselor will be responsible for providing services related to the delivery of mental health care to assigned students that includes students who are struggling academically, with social/mental health matters, and/or SPED students. The School Counselor will provide consultation services to the school staff to support the overall mental health goals of the school and contribute to overall student success. The role requires that the individual understand the importance of social emotional well-being for students, and adapt culturally responsive approaches when dealing with a diverse population. The counselor is required to maintain professional standards and confidentiality of records relating to student treatment in accordance with the varied state and federal laws, American School Counselor Association Student Standards, and AMPS policies.

- Required Education
 - Bachelor's Degree, Master's Degree preferred.
 - Credential authorizing the employee to provide ERMHS services to pupils, such as Pupil personnel Service (PPS) credential: completed or in progress.
- Required Experience

- Understanding of ACSA Counseling standards.
- At least two (2) years of school counseling experience or extensive experience working in urban school settings.

College Advisor

Building upon AMPS' strong tradition of academic excellence, this role focuses on preparing students for college and career success by providing comprehensive guidance, support, and resources. The ideal candidate is a strategic thinker with a deep understanding of the college admissions and financial aid landscape. They possess exceptional organizational skills, a passion for problem-solving, and a commitment to fostering student success.

- Required Education
 - Bachelor's Degree.
- Required Experience
 - 1+ years of experience in college access, student advising, or related fields.
 - Proficiency with California public colleges and universities, preferred.
 - Bilingual in Spanish, preferred.

Paraprofessional Tutor

The Paraprofessional Tutor will provide academic assistance to students who need remediation, including tutoring students in specific academic areas related to their core curriculum during the school day and/or assist students with their homework assignments during the afterschool program. Tutors engage in academic activities with selected students either one-on-one or with small groups.

- Required Education
 - Bachelor's Degree.
- Required Experience
 - 1+ years of experience working with youth.

Professional Development

Amethod Public Schools staff participate in extensive professional development. Our professional development plan is aligned to the annual educational priorities

established by Amethod Public Schools and the Charter School. Amethod Public Schools' professional development plan focuses on enhancing instructional practices, fostering collaboration, and integrating technology into the classroom. The plan could include a series of workshops and training sessions tailored to different grade levels and subject areas, emphasizing current educational trends, pedagogical strategies, and differentiation techniques. Collaborative learning communities are established, allowing teachers to share best practices, observe each other's classrooms, and engage in constructive feedback.

Before the school year starts, all AMPS' staff participate in week-long professional development sessions. We call this our AMPS Summit. There are various professional development strands based on the roles that staff have. For new teachers, AMPS has a New Teacher Summit where they participate in training specifically tailored to them.

To ensure that the professional development plan is effective and relevant, ongoing assessment and feedback mechanisms are integrated. Regular surveys and reflection sessions allow educators to voice their needs and experiences, allowing for adjustments to the program as necessary. Furthermore, technology training on all curricula has been a core component, equipping teachers with the skills to effectively utilize digital tools and resources in their instruction. By prioritizing these elements, the professional development plan fosters a culture of continuous improvement and innovation, ultimately enhancing student learning outcomes across all grade levels.

Instructional Coaching

Amethod Public Schools has implemented an effective teacher coaching and feedback plan which involves a structured approach that fosters continuous development. We have established a clear framework that includes regular bi-weekly classroom observations, peer feedback sessions, and individualized coaching meetings. Coaches are trained to observe lessons with a focus on specific pedagogical strategies, student engagement, and learning outcomes. After observations, a collaborative feedback session follows and allows teachers to reflect on their practices, discuss strengths and areas for growth, and set actionable goals. This reflective practice encourages a growth mindset, where teachers feel supported in experimenting with new techniques without fear of judgment.

The tools that we use to align and improve instructional practices are the California Standards for the Teaching Profession, Get Better Faster model, and Teach Like a Champion strategies. AMPS has integrated these tools into our instructional coaching framework to increase teacher effectiveness and improve student outcomes. By prioritizing ongoing support and creating a safe space for professional dialogue, Amethod Public Schools' coaching plan enhances teaching quality and supports our mission.

Performance Evaluations

Staff evaluations are performed at least two times per school year. The Site Director and Deans are responsible for evaluating all teachers and support staff. The Home Office instructional team supports the sites with the evaluation process and ensure compliance. The Site Director is responsible for evaluating the Deans and the Chief Academic Officer is responsible for evaluating the Site Director. Home Office staff is evaluated by their immediate supervisor. The Chief Executive Officer is evaluated by the AMPS Board of Directors.

Amethod Public Schools complies with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees. Amethod Public Schools maintains sufficient staff and systems, including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from the District and other authorized reporting agencies.

Attached, as Appendix F, please find the AMPS Home Office Organization Chart.

Attached, as Appendix G, please find the OCHS Site Organization Chart.

Attached, as Appendix O, please find the AMPS Employee Handbook.

ELEMENT 6: HEALTH AND SAFETY

“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 following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

- A. Child abuse reporting procedures;
- B. Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;
- C. Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
- D. Procedures to notify teachers of dangerous pupils pursuant to Section 49079;
- E. A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;
- F. The provisions of any schoolwide dress code, pursuant to Education Code section 35183 that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;
- G. Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- H. A safe and orderly environment conducive to learning at the school;
- I. The rules and procedures on school discipline adopted pursuant to Education

Code sections 35291, 35291.5, 47605, and 47605.6;

- J. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

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.

Overview

In order to provide safety for all students and staff, the AMPS Board of Directors will adopt and implement full health and safety procedures and risk management policies at the Charter School site. These policies and procedures will be incorporated into the Charter School's student and employee handbooks as needed and will be reviewed on an ongoing basis by the Site Director and Home Office team. The Charter School shall ensure that staff are trained annually on health and safety policies.

The following is a summary of the health and safety policies and procedures of Oakland Charter High School.

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. Employees, volunteers who will volunteer outside the direct supervision of a credentialed employee, and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The HR Manager of the Charter School shall monitor compliance with this policy and report to the Chief Executive Officer on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Chief Executive Officer. The Chief Executive Officer shall monitor the fingerprinting and background clearance of the *Custodian of Record*. No employee shall be permitted to commence work at the campus until clearance has been obtained from the Department of Justice.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters, as defined by law, and will follow all applicable reporting laws, the same policies and procedures used by the District. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

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

The Charter School will implement a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Amethod Public Schools' policy and procedures. The AMPS policy prohibiting Unlawful Harassment, Discrimination, and Retaliation and complaint forms are included in the Employee Handbook and the Student and Family Handbook. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6 and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

Attached, as Appendix P, please find the AMPS Uniform Complaint Policy and the Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Charter 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"). 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 Charter School is committed to providing a drug-, smoke-, and alcohol-free environment and promoting safety in the workplace. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees, students, and all AMPS stakeholders.

Possession or use of intoxicating beverages or drugs on Oakland Charter High School's or AMPS' premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Medication in School

Amethod Public Schools has adopted a policy regarding the administration of medication at school that adheres to Education Code Section 49423. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include the location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001. The Charter School affirms that it will comply with the federal ADA access requirements and other applicable fire, health, and structural safety requirements; will maintain on file readily accessible records documenting such compliance and facility inspection records; and that the site will be secured with an appropriate Certificate of Occupancy.

School Meals

The Charter School shall provide breakfast and lunch, free of charge, during each school day to any pupil who requests a meal without consideration of the pupil's

eligibility for a federally funded free or reduced-priced meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Vision/Hearing/Scoliosis

Students will be screened for vision, hearing, and scoliosis. The Charter School shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(L):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school wide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605

- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Site Director and, if there is merit to the concern, the Site Director shall direct the School Safety Plan to be modified accordingly.

Safety plans are maintained on file and available for inspection. A method Public Schools adheres to these plans to address the needs of each school site. Emergency drills are held periodically and as required for fire, earthquake and lockdown scenarios.

Attached, as Appendix Q, please find the OCHS Comprehensive School Safety Plan.

Suicide Prevention Policy

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

The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by

January 1, 2025 to incorporate best practices identified by the California Department of Education’s model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school’s restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women’s restrooms and all-gender restrooms, and in at least one men’s restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All-Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGBTQ+ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training

annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Athletics

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Fact Sheet for Patients. The Charter School complies with the requirements of Education Code section 221.9 with respect to the posting and/or disclosure requirements regarding pupil participation in competitive athletics and complies with the requirements of Education Code Section 33479 *et seq.* regarding recognition of signs of sudden cardiac arrest with respect to any athletic program that is offered.

In the event that the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Furthermore, the Charter School’s emergency action plan shall describe the location of emergency medical equipment and include a

description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

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

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Employee Training

The Charter School shall ensure that all staff members receive annual training on the 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.

The Charter School shall also ensure that its employees receive the required sexual harassment training under Government Code Section 12950.1.

The 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, in accordance with Education Code Section 44691, 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.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

ELEMENT 7: BALANCE OF RACIAL/ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNER STUDENTS

“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)

Recruitment Strategies

The Charter School will strive to ensure that the student population of the Charter School will be reflective of the general population residing within the territorial jurisdiction of the District. In compliance with federal law, the recruitment efforts of the Charter School are to target all populations within the area, regardless of race, disability, ethnicity, or gender. The Charter School will monitor the racial and ethnic balance among its students on an annual basis and will engage in a variety of means and strategies, including monitoring and revising its student outreach plan to achieve a racially and ethnically diverse student population, as well as students who receive special education (“SPED”) services and/or English Learners.

Through collaboration with multiple stakeholder groups, OCHS will attempt to do the following:

- Develop an enrollment timeline and process that allows for a broad recruitment and application process, and engagement from multiple stakeholders from diverse roles and backgrounds, enabling families to learn about Oakland Charter High School.
- Partner with community leaders from the underrepresented student groups to foster dialogue and recruitment strategies to attract families.
- Engage in outreach efforts and making presentation via community organizations, stores, libraries, restaurants, markets, recreation centers, neighborhood groups, youth organizations, churches and other local organizations.
- Develop a marketing campaign through digital marketing ads, social media, on our school website, posting flyers in neighborhoods, distributing flyers at local organizations and small businesses, billboards, and radio/TV public service announcements targeted toward diverse populations, and in various languages, as needed.
- Press releases and other communications with local news media;

- Use the United States Postal Services to send marketing materials to areas and neighborhoods with high school-aged children populations.
- Conduct community canvassing for opportunities to inform our community about our school program, and supports for all students.
- Execute community events and resource fairs to attract the community and distribute information about our schools while also providing families in the community with engaging content.
- Meet with local Athletic Teams and leagues;
- Host open house events to provide opportunities for prospective applicants to learn more about the Charter School's academic and extracurricular programs.
- Develop student and family affinity groups to learn more about their experiences and opportunities to enhance our programming.
- Provide all outreach and recruitment materials in multiple languages.
- With permission from the schools, make presentations to students and families of 8th grade students from schools across the district.
- Employ a diverse staff so that students and families feel a sense of connectedness and familiarity.
- Utilize our External Affairs Manager to develop additional recruitment strategies with the support of families and community partners.

Plan to Achieve a Reflective Racial, Ethnic, SPED and English Learner Student Balance

Our goal is to diversify the applicant pool, to be one that is reflective of multiple backgrounds, including students who receive SPED services and/or English learners. OCHS strives to maintain a diverse student body and will work to ensure students from diverse backgrounds and academic needs have access to our program.

On an annual basis, AMPS Home Office staff and OCHS site leadership teams will conduct an annual diversity needs assessment, which will include data collected from discussions with focus groups, affinity groups, surveys, and community-wide dialogue. Key stakeholders will be engaged in this process, including school-site personnel, Home Office staff, students, parents, and community members. AMPS and OCHS staff will analyze the data collected and identify needs and opportunities to strengthen programming and outreach efforts.

As part of our outreach and recruitment efforts, OCHS created the following plan to achieve a racial, ethnic, SPED, and English Learner student balance that is reflective of the District:

Action	Tool(s)	Due Date
Analyze student demographic data (racial, ethnic, SPED, EL composition) for the Charter School	PowerSchool demographic data CALPADS report	October 1
Gather District demographic data and compare to the Charter School	CORE Data Demographic Comparison Table	October 15
Develop a strategic student enrollment and outreach plan based on our comparison tables that allows for diverse student recruitment and engagement from multiple stakeholders from diverse roles and backgrounds	Marketing Plan Outreach Plan Affinity Group and Focus Group Feedback Survey	November 15
Prepare and finalize marketing materials	Flyers, brochures, merchandise	November 30
Prepare and finalize outreach materials	Open House dates Application Nights Middle School Presentations	January 15
Analyze data of incoming class to measure success	Registration Materials	April 30

Systems and Supports to Retain Target Student Groups

OCHS is committed to ensuring that all students and families feel welcome and respected. To that end, OCHS aims to maintain enrollment of students representing various racial and ethnic backgrounds, language groups, and students with disabilities. Our strategies and processes are designed to reflect and support the

diversity of our community, ensuring that every student feels valued and has equal opportunities for post-secondary success.

OCHS prioritizes using inclusive and welcoming language, programming, and materials that reflect and respect the diverse identities of our students and families. We have intentionally adopted an Ethnic Studies curriculum for all students in ninth grade to take. During the year, the AMPS Home Office hosts a network-wide staff training on bias and culturally responsive teaching. In addition, we aim to hire a diverse staff that reflects the demographics of our students and the community we aim to serve.

OCHS fosters collaboration and celebrations through school events and student clubs. Each month, we host heritage celebrations to learn about and celebrate the diversity of our community. Our students are encouraged to join affinity groups to build a sense of trust and discuss relevant issues impacting them. All of our affinity groups have open membership and we encourage students who are not part of a certain affinity group to become allies.

Throughout the year, OCHS conducts student and family focus groups and collects survey data to identify strengths and areas of opportunity. Our plan is to partner with a consultant to interview students, families and staff and provide recommendations for improving both the cultural responsiveness of our program and our current retention efforts.

Through focused parent meetings and events, our site leadership team has cultivated stronger relationships with our existing Black/African American families. Due to these meetings and relationships, we have been able to identify some areas that we have improved on which are: providing bus passes for transportation assistance, scheduling family meetings at different points in the day to capture parents who might not otherwise attend, offering childcare during meetings, and having more accessible forms of communication with teachers and staff. Students have suggested that we plan a field trip to Historically Black Colleges and Universities (“HBCUs”), provide more support for the Black Student Alliance in the form of guest speakers, programming during Black History Month, and more sports offerings. Our plan is to continue meeting with our Black/African American families and students and put their inputs and suggestions into action. Oakland Charter High School wants our Black/African American families and students to feel seen, heard, and valued at our school so that they can have a great experience and a sense of belonging and pride.

To better support English Learner pupils, redesignated fluent English proficient pupils, and newcomers, Oakland Charter High School has established more community partnerships to be able to provide better resources to students and families. Our newcomer population has increased over the years from 10% to 29% over the charter term. To support with their language acquisition skills, we increased the number of staff to support English Learners throughout the school day. OCHS has

also invested in additional professional development to all instructional staff to share best practices for adding accommodations for English Learners (i.e., ELs, RFEP, and newcomers). To ensure that families feel included in our school's programming, we send communications in multiple languages. OCHS also invests in having interpreters at every town hall, community meeting, and family event. All staff also have access to an interpreting phone service to ensure that they can reach parents who speak a language other than English.

The special education program at Oakland Charter High School is built on the foundation of collaboration. We believe in the power of close collaboration between parents, teachers, and other professionals who are involved in a student's education. This collaborative approach ensures that every voice is heard, and every student's needs are met. Over the years, we have seen an increase in our special education population, from 5% to 11% over the charter term. OCHS believes in fostering a nurturing and inclusive environment that helps students feel accepted and supported, which boosts the student's self-confidence and encourages them to participate actively in their learning journey. We ensure that appropriate accommodations are provided so that we can level the playing field and enable every student to engage with Common Core grade-level learning materials. In addition, OCHS fosters a culture of self-advocacy and problem-solving abilities so that students gain the confidence to navigate life beyond the classroom.

Our plan to improve our special education program is to implement robust, multimodal, multi-tiered effective professional learning opportunities, especially for new teachers. The site leadership team will be conducting bi-weekly department meetings, one-on-one coaching, and easily accessible resources to support with instructional best practices. We are also strengthening our Multi-Tiered Systems of Support and our Coordination of Services Team to better identify and holistically address student needs.

ELEMENT 8: STUDENT ADMISSION POLICIES AND PROCEDURES

“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).

It is the policy of Oakland Charter High School to be nonsectarian in its programs, curriculum, admission policies, employment practices, and all other operations. OCHS shall not charge tuition nor discriminate against any pupil based upon any of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission to the Charter School, except in the case of a public random drawing, shall not be determined according to the student’s place of residence or that of the student’s parent or guardian, within the state of California, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School 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), including 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.

Similarly, in accordance with Section 47605(e)(4)(C), the 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, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described Education Code Section 47605(e)(2)(B)(iii), as listed above.

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

All students will be given equal access to the Charter School, regardless of disabilities, and the Charter School will not discriminate against any students based on their disabilities.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

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.

Admission and Public Random Lottery Process

Formal recruitment of incoming students begins in the Fall semester each year for the following school year. The Charter School requires students who wish to attend the Charter School to complete an application form. The Charter School will have a publicly advertised open application period each year for enrollment in the following school year. 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. Applications are accessible online through a citywide single charter application process. Families can receive direct assistance with the application process either over the phone or in person. The application is comprised of the following:

- Basic contact information
- Grade level
- Eligibility for admission preferences, as detailed below

Applications are due mid-February each year. If the number of applicants exceeds the number of available spaces, a public random drawing is held in accordance with Education Code Section 47605(e)(2)(B). The application materials will specifically identify the application deadline and the proposed lottery date. All applicants are also informed of the date and location of the public random drawing, as detailed below.

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

1. The Charter School participates in Oakland Enrolls. Oakland Enrolls manages a single common application and timeline for charter schools in OUSD. Families apply online via Avela for each child who is interested in attending the Charter School. Oakland Enrolls and Avela organize and oversee the lottery process. The Chief Strategy and Compliance Officer, the Site Director, and the Registrar are responsible for ensuring that the lottery process is followed fairly, accurately, and in a timely manner from start to finish. Monthly meetings between Oakland Enrolls and charter representatives address lottery procedures in detail starting in September and train the employees who will be helping families through the application and enrollment process. Full accounts of the process, procedures, and updates are reported by the Registrar and Site Director to the Chief Strategy and Compliance Officer.
2. Applications will be accepted during a publicly advertised open enrollment period, which occurs from November to mid-February of each year for enrollment in the following school year. The Charter School holds at least one open house and an enrollment parent information session during the open enrollment period. Additionally, comprehensive information on how to apply and the steps in the application and enrollment cycle are available on the school's websites and in the Charter School's front office.
3. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random lottery to determine admission for the impacted grade level(s), with the exception of existing students, who are guaranteed admission in the following school year.
4. Avela is the platform through which OCHS conducts its lottery. The lottery will select names randomly through a computer-generated process, taking into

account admission preferences listed below, under "Admission Preferences." If there are more students in a preference category than there are spaces available, a random drawing will be held within that preference category until all available spaces are filled.

5. Open enrollment and lottery information is communicated through letters sent home, through Avela's phone, text, and email messages, and through the AMPS and OCHS website. Families do not need to attend the school in-person on the day that the lottery is ran in order to secure a spot.
6. All names will be drawn randomly to determine the students who are admitted and those who will be placed on the waitlist. The order of names drawn will determine the order of names on the waitlist.
7. At the conclusion of the lottery, students who were admitted will be notified by the Charter School Registrar, Administrative Assistant, and by Avela messages, phone, email, and/or mail within one week and asked to accept or decline the offer of admission usually within three weeks of notification date; this day is set by Oakland Enrolls (online, in person, by email, fax and any other means that would work for the family and school). All students who were not granted admission due to capacity shall also be contacted and told their number on the waitlist.
8. Once a parent accepts the offer of admission, they are contacted by the Charter School so that they can submit registration materials. The Charter School's Registrar and Administrative Assistant will help any parents who need assistance in accepting the offer of admission and/or completing the registration forms. The Charter School will keep records of the lottery forms, procedures, accepted lists, and wait lists for a period of one year.
9. If a parent declines the offer of admission, that space will be offered to the next person on the waiting list, based on the order of names that was pulled from the lottery.

Admission Preferences

In accordance with Education Code Section 47605(e)(2)(B), in the case of a public random drawing, admission preferences shall be given to the following students in the following order:

1. Siblings of students admitted to or attending the Charter School
2. Students who are enrolled in the immediate prior grade level of another Amethod Public Schools charter school
3. Children of the Charter School's teachers and staff (not to exceed 10% of the

Charter School's enrollment)

4. Residents of the District
5. All other students

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

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

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.

The enrollment system software is programmed with the admission preferences. The enrollment system first fills available spots with students eligible for preference #1. The remaining spots are then filled with students eligible for preference #2. Once all these students have been offered admission, each subsequent preference is filled in the same manner, before moving to fill seats with the next preference.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity will be placed on a waitlist according to their draw in the lottery. This waitlist will allow students the option of enrollment in the case of an opening. As openings become available, the Registrar and Administrative Assistant will offer enrollment to students in the order listed on the waitlist through the online enrollment system. In no circumstance will a "waitlist" carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated on the Charter School's website. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date. Neither student nor other family members are required to be present at the random selection drawing to secure a spot.

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

Enrollment Process

Upon admission to the Charter School and acceptance of the offer of admission by the family, the family will be invited to complete the registration forms. Oakland Charter High School utilizes PowerSchool, an online portal, for registration forms. Some of the forms that parents will be asked to complete are:

- Student Registration Form
- Home Language Survey
- Emergency Medical Information Form
- Technology Agreement Form
- Proof of minimum age requirements
- Proof of Immunization
- Authorization for the school to request and receive student records from schools the student has attended or is currently attending
- A copy of any existing 504 Plan or IEP for the student, if applicable

The Charter School's Registrar and Administrative Assistant will help any parents who need assistance in completing the registration forms. Each form is available in multiple languages. Forms are also available in paper format, as needed.

ELEMENT 9: INDEPENDENT FINANCIAL AUDITS

“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.” - Education Code Section 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(c)(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 AMPS 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 the 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 AMPS 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 10: SUSPENSION AND EXPULSION POLICY AND 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.)

The policies and procedures for suspension and expulsion will be periodically reviewed and modified as necessary to comport with legal requirements. The Charter

School will account for suspended or expelled students in its average daily attendance accounting as provided by law. In accordance with Education Code Section 47605(e)(3), upon expulsion of any student, the Charter School shall notify the district of residence of the district of the pupil's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the education records of the pupil, including report cards or a transcript of grades, and health information.

The Charter School shall ensure that students who are removed from their educational setting pending expulsion hearing are provided access to their curriculum and/or IEP in accordance with applicable provisions of state and federal law and this Policy, until a final decision regarding expulsion is reached.

Students 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.

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.

Positive Behavior Support Systems

AMPS believes in fostering caring and authentic relationships among students and adults that support academic excellence, college readiness, lifelong learning, adaptability and perseverance. We believe that all students are scholars who have unlimited potential. We honor the community, culture, and family background of our students.

We believe that teacher-student relationships are at the core of student learning. Our teachers should feel ownership of their classroom. The following responses have been designed to maintain professional and caring teacher-student relationships,

connect behavior to learning whenever possible, and use logical over punitive thinking.

Multi-Tiered Systems of Supports is an integrated, comprehensive framework that focuses on differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

MTSS consists of three levels of support and the following sections are organized as such:

1. **Tier 1:** 80% of all students should have their needs met with Tier 1 support. Teachers and staff identify students struggling with social or academic success and implement a Tier 1 intervention with a focus on positive behavior interventions. Interventions are implemented with fidelity & provide quantitative data collected consistently. Students who are unsuccessful with Tier 1 support are referred to the COST.
 - a. Teachers are expected to contact students and families regarding student success and struggles regularly.
 - b. Rewarding positive behaviors
 - c. Universal Design for Learning
 - d. Using inclusive language
 - e. Differentiated Instruction
2. **Tier 2:** approximately 15% of students are provided Tier 2 small group and supplemental support determined by COST. Depending on student needs interventions included:
 - a. Check in check out
 - b. Conflict mediation
 - c. Teacher Office Hours
 - d. Trauma informed de-escalation
 - e. Re-teaching
 - f. Bullying prevention

3. **Tier 3:** approximately 5% of students may receive highly individualized support or referral to additional services.
 - a. Crisis intervention
 - b. Individual counseling
 - c. Outside referrals
 - d. Parent support

Positive Behavior Intervention and Support is a proactive and school-wide approach that aims to define, teach and support appropriate student behavior. It emphasizes acknowledging and directly teaching appropriate behavior rather than punishing behavior. It also provides a continuum of supports for students who struggle to meet the school expectations.

At Oakland Charter High School, PBIS is implemented as a schoolwide program so that students learn the same behavioral expectations. Research has shown that the benefits of PBIS include increased attendance, a more positive and calm environment, and reduction in the number of behavioral disruptions. Components for our PBIS within OCHS consist of:

- Clearly defined school wide behavioral expectations
- Explicit teaching on the expectations
- Acknowledge appropriate behaviors
- Data Collection
- Strong relationships with staff and peers
- Alternative to suspension through:
 - Personal Reflection
 - School and/or community service
 - Mentoring
 - Restorative conversations and circles

Social-Emotional Learning

We are dedicated to using social and emotional learning to improve the health and well-being for all our scholars by working to create a positive school climate and

culture. We foster social and emotional growth through adopting an intentional focus on the integration of SEL throughout our entire instructional program and beyond including dedicated mental health and counseling staff to work with ongoing mental and emotional needs.

At AMPS, we strive to provide culturally responsive and equitable practices in our communities of students, families, and teammates to cultivate the following lifelong skills for our students:

- Managing emotions and behaviors through resilience and adaptability
- Feeling and expressing empathy and compassion for others
- Making responsible decisions
- Setting and achieving positive goals
- Self-reflection

Additionally, Oakland Charter High School employs a counseling team who works across different tiers of intervention, not only providing school-based services, but also connecting parents and students to outside resources to help lessen other concerns that may be impeding a student's ability to regulate behavior in school.

These strategies are designed to allow staff to manage student behavior before the behavior escalates to a potential suspension or expulsion.

Suspension and Expulsion Policy and Procedures

The Suspension and Expulsion Policy and Procedures have 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 offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter

so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which 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 this 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/guardians⁹ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon 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 IDEA or who is qualified for services under 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 requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the

⁹ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; an Indian child's tribal social worker and if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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; or
- d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended when it is determined the student:
 - (A) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - (B) Willfully used force or violence upon the person of another, except self-defense.
 - (C) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - (D) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-

11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- (E) Committed or attempted to commit robbery or extortion.
- (F) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- (G) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- (H) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- (I) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (J) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- (K) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- (L) Possessed an imitation firearm, i.e.: a replica of a firearm that is 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) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- (N) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (O) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

- (P) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- (Q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 9 to 12, inclusive.**
- (R) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. **This provision shall apply to students in any of grades 9 to 12, inclusive.**
- (S) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. **This provision shall apply to students in any of grades 9 to 12, inclusive.**

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

(i) "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:

- 1) 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 their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- 2) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- 3) Causing a reasonable student to experience substantial interference with their academic performance.
- 4) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

(ii) "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:

- 1) A message, text, sound, video, or image.
- 2) 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 student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

3) An act of cyber sexual bullying.

- a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 policy, "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.

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

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

(V) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 when it is determined the student:

(A) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device 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.

(B) Brandished a knife at another person.

(C) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*

(D) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

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

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

- (C) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- (D) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- (E) Committed or attempted to commit robbery or extortion.
- (F) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- (G) Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.
- (H) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- (I) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (J) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- (K) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- (L) Possessed an imitation firearm, i.e.: a replica of a firearm that is 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) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- (N) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (O) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- (P) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- (Q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 9 to 12, inclusive.**
- (R) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). **This provision shall apply to students in any of grades 9 to 12, inclusive.**
- (S) Intentionally harassed, threatened or intimidated school personnel

or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. **This provision shall apply to students in any of grades 9 to 12, inclusive.**

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

(i) "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:

- 1) 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 their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- 2) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- 3) Causing a reasonable student to experience substantial interference with their academic performance.
- 4) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

(ii) "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:

- 1) A message, text, sound, video, or image.
- 2) 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 student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- 3) An act of cyber sexual bullying.
 - a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 policy, "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.

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

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

(V) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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's or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

(A) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device 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.

(B) Brandished a knife at another person.

(C) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*

(D) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former

Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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 destructive 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 student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- 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 any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) 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 designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Site Director or designee.

The conference may be omitted if the Site Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both

the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/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 in person, by email, or by telephone. 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(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Site Director or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student 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 student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

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

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

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 student has committed an expellable offense and recommends the student for expulsion.

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 student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student 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 student. 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 student.

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 their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness 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 the complaining witness 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 the complaining witness 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 the complaining witness 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 their discretion to remove a person from the hearing whom they believe 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 student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances 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 student, 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 their testimony heard in a session closed to the public.

I. Expulsion Decision

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 Board of Directors shall make the final determination regarding the expulsion 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, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. 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 and student's 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 chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

K. 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 chartering authority upon request.

L. No Right to Appeal

The student 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.

M. Expelled Students/Alternative Education

Students 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.

N. 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 (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Site Director or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student 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 the Site Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal 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 alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian 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/guardian, 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/guardian 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/guardian, 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/guardian 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/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise. In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

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

5. Special Circumstances

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

6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEA 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 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. The parent/guardian has requested an evaluation of the child.
- b. 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 IDEA-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/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Attached, as Appendix R, please find the Student and Family Handbook.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” - Education. Code Section 47605(c)(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 Charter School. Amethod Public Schools will purchase health, dental, and vision insurance for employees.

Additionally, Amethod Public Schools provides employees’ access to a Flexible Spending Account (FSA), Dependent Care Account, Childcare benefits, and Commuter benefits on a tax-free basis.

Retirement

AMPS believes in investing in and retaining staff and as such has an established 401(k) retirement program with a matching commitment and vesting schedule for every participating employee.

All Amethod Public School employees are covered by federal Social Security. The Payroll and Human Resources departments at AMPS shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees. Payroll services for all of Amethod Public School employees are currently processed by Paylocity in conjunction and coordination with our payroll support team.

ELEMENT 12: PUPIL ATTENDANCE ALTERNATIVES

“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.

No student may be required to attend the Charter School.

ELEMENT 13: EMPLOYEE RIGHTS OF RETURN

“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 individual may be required to work for the Charter School. 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 14: DISPUTE RESOLUTION PROCESS

“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 that 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 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 Oakland Charter High School, c/o Site Director:
Oakland Charter High School
2365 Coolidge Ave
Oakland, CA 94601

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.

Internal Disputes

Amethod Public Schools has established an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Internal Resolutions Services ("IRS") Complaint Form is posted on our website and distributed

to all families and employees at the beginning of the school year. Amethod Public Schools also maintains a Uniform Complaint and Procedures and Title IX Complaint Policy as required by state and federal law. All of these can be found on our website, in multiple languages.

Disputes arising from within the Charter School, including all disputes within and among students, staff, parents, volunteers, advisors, partner organizations and governing board members of the Charter School shall be resolved by policies and processes developed by the Charter School.

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 Chief Executive Officer and the Amethod Public Schools Board Chair.

Attached, as Appendix R, please find the Student and Family Handbook

Attached, as Appendix P, please find the Title IX Complaint Form

ELEMENT 15: PROCEDURES FOR SCHOOL CLOSURE

“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)

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 nonrenewed 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 six consecutive months.

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 requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 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 Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to 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 organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with OCS for the delivery of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to 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.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE 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.

ADDITIONAL PROVISIONS

Facilities

Prior to occupancy or use of any school site or facility, 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 supervisory oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisory 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 supervisory 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, 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
 - 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)

Additionally, Charter School shall notify OCS in writing in a timely manner of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

Term of Charter Renewal Petition

The Charter School's renewal term shall begin on July 1, 2025 and expire five years thereafter on June 30, 2030. Any material revisions to Charter School's charter shall be made by the mutual agreement of the governing board of the Charter School and the District in accordance with Education Code Section 47607. The Charter School may present a petition to renew or materially revise the Charter, and the District agrees to respond to such petitions pursuant to the process, criteria and timelines specified in Education Code Sections 47605, 47607, 47607.2, and applicable provisions of the California Code of Regulations.

Budget and Financial Reporting

Governing Law: *"The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation."* - Education Code Section 47605(h).

Included in the Renewal Financial Packet found in Appendix B, please find the following documents:

- Multi-Year Budget Projections
- FCMAT LCFF Calculator
- Projected Three-Year Cash Flow
- Budget Narrative and Assumptions

These documents are based on the best data available to the petitioners at the time of submission.

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

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education, and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a non-audited at report from the full prior year. The report submitted to the district shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Codes Sections 47604.33 and 57605(m), the School Accountability Report Card, and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code sections 47604.32 and 47606.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial reporting from the District.

Insurance Requirements

Throughout the life of this contract, the Charter School shall pay for and maintain in full force and effect with an insurance company(s) admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/VII", very low, in Best Insurance Rating Guide, the following policies of insurance: the 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 Charter School will obtain quotes from insurance providers yearly as is the practice with the existing school sites. The Charter 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 charter school are to be provided." - Education Code Section 47605(h).

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 to ensure compliance with state financial accounting procedures.

In conjunction with Charter Impact, the organization's back-office accounting service provider, the Chief Executive Officer, Chief Operations Officer, and Director of Finance will prepare financial statements such as a balance sheet, income statement, profit and loss sheets, and statement of cash flow for regular administration and board review. Financial statements will be accessible to the independent auditor, school officers, 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 used by the charter 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(h).

The Charter School is located within the District's boundaries. The Charter School is currently located at 2433 Coolidge Ave, Oakland CA 94601. The facility has a sufficient number of classrooms, office space, and other shared spaces to effectively serve all students at the Charter School. The facility is leased from Patten University.

Transportation

The Charter School will not provide transportation of students to and from school, except as required by law.

Potential Civil Liability Impact

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

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(d), a chartering authority 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.

Appendix Table of Contents

Appendix A: Performance Review	1
Appendix B: Financial Packet	22
Appendix C: Verified Data.....	94
Appendix D: LEA SELPA Letter of Good Standing	265
Appendix E: OCHS LCAP	266
Appendix F: AMPS Home Office Organization Chart	370
Appendix G: Oakland Charter High School Organization Chart	371
Appendix H: Amethod Public Schools' Articles of Incorporation	372
Appendix I: Amethod Public Schools' Bylaws	375
Appendix J: Amethod Public Schools' Tax Exempt Status	402
Appendix K: Amethod Public Schools' Conflict of Interest Code	404
Appendix L: AMPS Board of Directors Bios	407
Appendix M: AMPS Board of Directors Terms.....	409
Appendix N: FST Bylaws	410
Appendix O: AMPS Employee Handbook.....	417
Appendix P: AMPS Uniform Complaint Policy and the Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy	492
Appendix Q: OCHS Comprehensive School Safety Plan	526
Appendix R: Student and Family Handbook	596

Charter Renewal Performance Report

Background

According to Board Policy 0420.4 - Philosophy, Goals and Objective; Charter Schools:

...Any charter granted by the Board shall contain adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal

accountability systems, public governance systems, and multiple measures for evaluating the educational program...

Therefore, in keeping with this policy, the Office of Charter Schools (OCS) asks that charter schools requesting renewal prepare and submit a performance report that includes reporting of key data points and information that may not be available through other sources.

Goals

- Highlight unique areas of success from the charter school's perspective beyond traditional academic measures
- Provide guidance for OCS for further inquiry during the renewal site visit
- Collect additional information related to OCS priority areas that may not be available elsewhere in the petition

Guidelines

The performance report includes requests for descriptive responses as well as data tables. Where descriptive responses are requested, please provide comprehensive yet concise responses. If there are sections where you feel you are not in a position to respond, please elicit responses from more appropriate parties (e.g. governing board president).

A draft of this report needs to be submitted to OCS staff via Epicenter in Word format **at least 2 weeks before** either the renewal site visit or the submission of the charter renewal request, whichever is earlier. **The final draft of this Performance Report needs to be submitted as an Appendix in the Renewal Charter Petition.**

- **Measurable Pupil Outcomes (MPOs):** For the 2024-25 Renewal Cycle (for schools with charters ending in June of 2025), MPOs will be incorporated directly in the District Required Language (available on the Charter Petition Information page of the OCS website). Please note, the District is transitioning away from the Collective MPOs that many charter schools adopted previously.

- **Verified Data:** For the 2024-25 Renewal Cycle, schools submitting Verified Data will need to submit specific data reports depending on the Verified Data source. Schools will include a narrative to this data as part of the Performance Report (See Question 12 on sheet 1). The specific data reports should be submitted separately via Epicenter and should be incorporated as an Appendix in the Renewal Charter Petition, directly after the Performance Report.

1011 Union Street, #947, Oakland, CA 94607
510.879.167

www.ousd.org/officeofcharterschools

SCHNAME	SCHID
Achieve Academy	591
AIMS College Prep High	593
AIMS College Prep Middle	562
AIMS College Prep Elementary (K-8)	534
ARISE	533
ASCEND	185
Aspire Berkeley Maynard	505
Aspire College Academy	510
Aspire Golden State	549
Aspire Lionel Wilson	587
Aspire Monarch	572
Aspire Triumph Tech	522
Bay Area Technology	504
Donwtown Charter Academy	523
East Bay Innovation Academy	524
Francophone Charter	544
KIPP Bridge	537
Learning Without Limits	113
Lighthouse Community Charter High School	508
Lighthouse Community Charter School	574
Lodestar	526
LPS Oakland R&D	551
North Oakland Community Charter School	567
Oakland Charter Academy	560
Oakland Charter HS	559
Oakland Military Institute	589
Oakland School for the Arts	581
Oakland Unity HS	585

Open Responses

<p>1. Instruction</p>	<p>Describe any unique schoolwide instructional practices that have positively impacted student outcomes. Please note any specific practices used in response to the COVID-19 pandemic's impact on student learning.</p>	<p>Our school has implemented several unique instructional practices that have significantly positively impacted student outcomes, both during and after the COVID-19 pandemic.</p> <p>To foster a collaborative and engaging learning environment, we have adopted consistent teaching strategies that prioritize student participation and social-emotional learning. We empower students to take ownership of their education by providing choices in their learning pathways and encouraging classroom decision-making.</p> <p>To address skill gaps and support student success, we have implemented supplemental programs such as:</p> <ul style="list-style-type: none"> - IXL: A digital learning platform that helps students master targeted skills. - STEM-based extracurricular activities: Regular opportunities for hands-on learning and exploration. - Mentorship programs: Pairing students with mentors from diverse backgrounds to foster interest in specialized subjects. - Data-driven instruction: Monthly meetings to monitor student progress and adjust instruction accordingly. - Personalized support: Advisory classes provide students with individual attention and interventions. - Professional development: Ongoing training for teachers to enhance their skills in areas such as standards-aligned instruction, differentiated teaching, and higher-order questioning. <p>To provide additional support during the pandemic, we have increased the number of paraprofessionals in our classrooms to assist students. These measures have helped to ensure that all students have the resources and support they need to succeed.</p>
<p>2. Areas of Success</p>	<p>Describe any unique areas of success beyond traditional academic measures.</p>	<p>According to The Jay Matthews Most Academically Challenging Schools Index, Oakland Charter High School ranked among the most academically challenging public high and charter schools in the nation, with a ranking of 182 out of 300 in 2020, and 233 out of 300, in 2022, by The Washington Post's educational columnist, Jay Matthews. In 2024, OCHS ranked 123 out of 300 charters nationwide, in the same Academically Challenging Schools Index.</p> <p>From 2021-23, OCHS has been recognized by Families In Action For Quality Education, for having achieved 90%+ A–G completion rates for its Latino Students. OCHS was also awarded the Platinum Award from College Board for having high Advanced Placement participation rates and passing rates.</p> <p>As a member of the Bay Area Charter Schools Athletic Conference (BACSAC), OCHS has increased its sports participation rates for students with great success. In 2018, OCHS' s Varsity Boys Basketball team finished 2nd, while its Varsity Girls Basketball team finished 2nd place in 2022. In the following year, the Varsity Girls Basketball team won its first championship, while a member of OCHS's Varsity Girls Cross Country team was named league MVP.</p>

<p>3. Diversity of student enrollment</p>	<p>What are the strategies and processes that you have put in place to ensure your school enrolls a diverse student population (e.g. racial/ethnic balance, representation of English Learners (including newcomers), students with disabilities, or of homeless status)? Where have you seen success and how do you plan to modify these practices for student groups who are underrepresented at your school (While we encourage you to reflect on recruitment practices in this section, we also recommend reflecting on practices at your school site which may impact the school's enrollment of various student groups (I.E. family affinity groups, increased staffing, etc.)?</p>	<p>OCHS is committed to providing a welcoming and inclusive learning environment for all students. To achieve this goal, we have implemented several strategies to ensure our student population reflects the diversity of the community we serve.</p> <p>Recruitment and Outreach:</p> <ul style="list-style-type: none"> - Partnership with Oakland Enrolls: OCHS collaborates with Oakland Enrolls to provide a transparent and accessible enrollment process for families. - Community Engagement: We actively participate in community events and workshops to increase awareness of our school and attract diverse student populations. - Social Media Outreach: Leveraging social media platforms, we promote our school's programs and opportunities to reach a wider audience. <p>Program Offerings and Supports:</p> <ul style="list-style-type: none"> - Diverse Program Options: We offer a variety of academic and extracurricular programs to meet the interests and needs of all students. - Expanded Sports Opportunities: Our expanded sports programs provide opportunities for students to develop athletic skills and build community. - Enhanced Student Retention Efforts: We have implemented strategies to support student retention, including academic advising, mentoring programs, and social-emotional counseling. - Targeted Support for Underrepresented Groups: We provide specific support for underrepresented groups, such as English Language Learners, students with disabilities, and homeless students. This includes adding Paraprofessionals to support in the classroom, increasing professional development opportunities for teachers to implement supports, and revamping our MTSS model. <p>School Culture and Climate:</p> <ul style="list-style-type: none"> - Inclusive School Culture: We strive to create a welcoming and inclusive school culture that values diversity and respects all students. We have heritage month celebrations where we educate and celebrate all cultures. - Affinity Groups: We support student affinity groups, such as the Black Student Alliance, to foster a sense of belonging and community. - Staff Diversity: We are committed to recruiting and retaining a diverse staff to reflect the diversity of our student population. - Community Partnerships: We collaborate with community organizations to provide additional support and resources for students. <p>Key Areas for Improvement:</p> <ul style="list-style-type: none"> - Increasing African-American Student Enrollment: We are continuing to focus on strategies to attract and retain African-American students, including strengthening our partnerships with feeder schools and providing targeted support. - Strengthening Support for Students with Disabilities: We are expanding our staff, enhancing access, and ensuring that our socioemotional counselors are well-trained to meet the needs of students with disabilities. - Improving Outreach to Homeless Students: We are developing targeted outreach strategies to identify and support homeless students and their families. <p>By implementing these strategies, OCHS aims to create a school environment where all students feel valued, supported, and have the opportunity to succeed. We will continue to monitor our progress and make adjustments as needed to ensure that our school remains a diverse and inclusive community.</p>
<p>4. Student Engagement</p>	<p>Are there opportunities for all students to be involved in decision-making and the governance of the school?</p> <p>What is an example of a change you have made to the school based on student feedback?</p>	<p>OCHS offers robust opportunities for all students to be involved in decision-making and the governance of the school through participation in our Student Body Government, responding to surveys, participating in focus groups, class forums and assemblies. Students at all grade levels have the chance to represent their peers and contribute to the overall direction of the school. We also promote and encourage that there is diverse representation at the Student Body Government level to ensure that student government represents a diverse range of student perspectives.</p> <p>One example of a change we've made based on student feedback is the establishment of a dedicated budget for student activities. In response to student requests for more autonomy and reduced fundraising efforts, we implemented this change to empower students to take ownership of their school experiences and make decisions about how to allocate resources.</p> <p>Additionally, we've adjusted our student dress code policy to provide greater flexibility and choice for students and families. This change was made in response to student survey feedback, demonstrating our commitment to listening to and addressing the needs and wants of our student body.</p>

<p>5. Family engagement</p>	<p>How do families voice concerns?</p> <p>Are there opportunities for all families to be involved in decision-making and the governance of the school?</p> <p>What is an example of a change you have made to the school based on family feedback?</p>	<p>At Oakland Charter High School, we believe in strong partnerships with families and creating multiple avenues for them to voice concerns and participate in the school community. Here's how we foster that engagement:</p> <ul style="list-style-type: none"> - Open Communication Channels: We have a dedicated bilingual administrative assistant to address general concerns and answer questions. We also have regular communication through ParentSquare, email, and our website. We also have a bilingual Community Outreach Coordinator who is available for families and addresses concerns. The administrative team at the school have an open door policy for families and are addressing more complex concerns or escalated situations. Our CAO and CEO attend parent town halls and Back to School nights to meet families and ensure that they feel supported, valued, and heard. - Formal Feedback Mechanisms: We conduct family surveys two times per year (one at the end of the first semester and one at the end of the second semester) and hold various parent meetings throughout the year to gather feedback on academics, school culture, and overall satisfaction. Our school team analyzes the results of the surveys and feedback during two formal staff meetings to discuss areas of concern, areas of growth, and modifications or adjustments that will be made during the year. There is also formal channels for making complaints through our Uniform Complaint Policy, as outlined on our website. Our AMPS Board of Directors meetings are open and widely communicated to the public as well. - Family Council: We have a Family Staff Team (FST) composed of elected parent representatives who meet once per month to discuss items, express concerns, and provide recommendations on school policies and programs. The school leadership teams are part of these meetings so that the group works as a team to make progress at the school. <p><u>Opportunities for All Families:</u> We actively work to remove barriers and ensure all families can participate. Here are some ways we achieve this:</p> <ul style="list-style-type: none"> - Translation Services: We offer translation for meetings and documents in multiple languages. - Flexible Meeting Times: We hold meetings at various times throughout the day and evening to accommodate working parents. - Childcare Support: We are working to provide childcare during meetings for families who need it. - Culturally Responsive Engagement: We actively seek input from families from diverse backgrounds and tailor communication and outreach to their needs. <p><u>Example of Change Based on Family Feedback:</u> After receiving feedback from families through the annual survey, we hired an additional College Advisor to be able to provide more individualized support to students. We also contracted with a local non-profit to provide more workshops during the school day and afterschool so that students and families are informed of the college going process, financial aid, and the work force.</p>
<p>6. Teacher engagement</p>	<p>Are there opportunities for teachers to be involved in decision-making and the governance of the school?</p> <p>What is an example of a change you have made to the school based on teacher feedback?</p>	<p>OCHS offers opportunities for teachers to be involved in decision-making and the governance of the school. Our weekly staff meetings provide a platform for teachers to discuss a wide range of topics, including school plans, data analysis, and professional development. Additionally, teachers have the opportunity to participate in departmental meetings and serve on the Family Staff Team (FST), which provides input on school-wide budgets and plans. We also have staff complete anonymous surveys to gather overall feedback. Lastly, we have started to implement various teacher/staff committees such as curriculum committees, technology committees, and safety committees.</p> <p>Some examples of a change we have made based on teacher feedback is the implementation of teacher retention bonuses and an increase to the professional development budget. These changes were made in response to teacher concerns about job satisfaction and professional growth, demonstrating our commitment to valuing and supporting our teaching staff.</p>

<p>7. Performance of key student groups</p>	<p>How is your education program addressing the needs of the below student groups? What is working well? What most needs improvement?</p> <p>(a) English learners (b) students with disabilities (c) students in need of remediation (d) advanced students performing above grade level, and (e) any other student groups you are paying particular attention to</p>	<p>At OCHS we foster a culture of inclusion, where we promote a positive and supportive learning environment where all students feel valued and respected. Our educational program is designed to address the needs of all students and we have identified targeted strategies to meet the needs of specific student groups to ensure academic growth for all students attending OCHS.</p> <p>English Learners: OCHS offers a comprehensive English Language Development program for students who have been identified as English Learners. We are guided by three belief statements: 1. All educators are responsible for the language development of ELLs. 2. English Language Learners can achieve at high-levels and graduate college, career, and community-ready. 3. English Language Learners bring tremendous assets to their learning and that of the community. Our belief statements are designed to both guide and hold accountable all educators as we take collective responsibility for the academic, linguistic, and socio-emotional needs of our ELLs. Our data shows that in 23-24, English Learners made at least a year of growth on the NWEA benchmark assessment. However, when we compare this group to other subgroups and to the general population at OCHS, we see that English Learners are performing lower than others. This year, we have implemented several strategies to ensure that English Learners progress at similar levels as other subgroups. Improvements include, adopting new curriculum, adding professional development for our ELD teachers and all other staff working with English Learners, creating a new data dashboard to monitor progress and implement rapid interventions, and providing more information to students and families on reclassification criteria.</p> <p>Students with Disabilities: We follow research-aligned strategies aimed to providing targeted support that meet the needs of all learners. In order to ensure that all staff are equipped to meet the needs of students with disabilities, we provide professional development and ongoing training opportunities for all of our staff. We believe that it is important to collaborate and partner wih families and this allows us to work closely with parents and guardians to develop individualized education plans that reflect their child's unique needs and goals. By combining multiple strategies, we aim to create a supportive and inclusive learning environment that empowers students with disabilities to reach their full potential. Over the charter term, the percentage of students with disabilities enrolled at our school has increased from 4% to 10%. This past year, students with disabilities are showing at least one year of growth in English and math on NWEA in 23-24. However, our data shows that they are performing lower in math than in English. One of our instructional priorities this year is Math readiness for specific subgroups. We plan to support our students with disabilities by adding additional staff such as our Director of Special Education to ensure that all staff receive the guidance and supports to improve math readiness. We also plan to increase our course offerings and provide individualized supplemental programs such as IXL. With the use of this real-time diagnostic, we identify what students know and what the next steps are to help them improve on targeted skill gaps.</p> <p>Students in Need of Remediation: We ensure high-quality conditions for student learning for all students through a Multi-Tiered System of Support (MTSS). For students who need intervention and support, Oakland Charter High provides MTSS through the creation and meeting of the COST team. This team meets bi-weekly and consists of an integrated, comprehensive framework that focuses on content standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. OCHS's MTSS-COST team provides a systematic change through the intentional use of services and supports that quickly identify and match the needs of all students. We also offer credit recovery for students who are not on track to graduate due to failing prior year courses. We have a designated educator who supports students with their credit recovery coursework. With the use of supplemental instructional programs (IXL and Lexia), students who have skill gaps and are in need of remediation, receive the attention and personalized learning to develop those skills that will allow them to master content.</p> <p>Students Performing Above Grade Level: Oakland Charter High School addresses the needs of advanced students by providing at least one section of almost every course at an honors and AP level. OCHS students are encouraged to take college courses while in high school through concurrent enrollment at the Peralta Community College District. We aim to provide equitable access to tuition-free advancement opportunities through AP exams and classes taken at local community colleges. OCHS covers all costs related to exams and test preparation. To improve and expand our programming, we are developing a dual enrollment partnership with Peralta to provide our students with career technical education pathways leading to college and industry-recognized certifications. Our aim is to get a more robust program up and running in the 25-26 school year.</p>
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<p>8. Governance</p>	<p>Beyond board meetings, how does the governing board interact with students, parents, and/or teachers?</p> <p>Does the governing board evaluate the school leader? If so, how?</p> <p>Provide an example of a recent issue or policy that the board is working on.</p>	<p>Our governing board goes beyond formal meetings to foster open communication and engagement with students, parents, and teachers:</p> <ul style="list-style-type: none"> - School Visits: Board members visit schools and classrooms, at least once every semester, to observe teaching practices and interact with students, teachers, and school staff. - Student Forums: We invite board members to at least one Student Body Government meeting at the school so that board members can hear directly from students about their concerns, ideas, and school experiences. - Parent Coffee Talks: Board members host informal coffee talks throughout the year to answer questions and engage with parents in a relaxed setting. - Teacher Roundtables: We organize roundtables where teachers can discuss challenges and opportunities with the board in a smaller group setting. <p>Evaluating the School Leader</p> <p>Yes, the governing board actively evaluates the school leader through a multi-faceted approach:</p> <ul style="list-style-type: none"> - Annual Performance Review: We conduct a formal performance review using a pre-determined rubric focused on key performance indicators aligned with the school's strategic plan. - Goal Setting: The board works collaboratively with the school leader to set annual goals and track progress throughout the year. - 360-Degree Feedback: We gather feedback from teachers, staff, parents, and students through anonymous surveys to provide a comprehensive evaluation of the school leader's performance. <p>Working on a Recent Issue/Policy:</p> <p>Based on a review of data across the Amethod Public Schools network, the Board identified the need to have a data dashboard that would allow all stakeholder groups to be able to view data in real time. This data dashboard initiative is aiming to address achievement gaps. The board is actively involved in reviewing data and allocating resources to support targeted interventions. Our data dashboard is in the final stages of being rolled out to school sites so that they are able to monitor progress and pivot as needed.</p>
<p>9. Innovation</p>	<p>What are 2-3 innovative practices at your school that would be challenging to implement in a district school setting?</p>	<p>At OCHS, we prioritize innovative practices to empower underserved students and bridge the gap to long-term success. Recognizing the historical challenges faced by these populations, we've developed a comprehensive approach that might be difficult to replicate in larger district settings.</p> <p>1. Personalized College Guidance:</p> <p>As a college preparatory school, OCHS invests heavily in student success. Our dedicated team of college advisors, counselors, and community partners provides individualized support from high school entry to graduation. Due to our investments, every student who graduates from OCHS is able to make informed decisions about their plans after high school. Our staff takes great care in reviewing every student's applications to UCs, CSUs, private colleges, and community colleges. They also review 100% of student's FAFSA and CADAA forms to ensure that they are submitting all required forms to be able to enroll and succeed in college. Throughout the year, students are invited to college fieldtrips and, by the time they graduate, they should have visited at least 8 colleges. As funds allow, OCHS is planning a Southern California college field trip and an HBCU college fieldtrip. In addition, we emphasize the need to have students be involved in activities outside of the classroom. Over the years, we have been able to form partnerships with community organizations and companies where our students can do community service and internships. In the Spring semester, we have an all-day Career Fair so that every student at our school can join and learn from various presenters and guests. The level of individualized attention provided to each student at OCHS enhances students' post-secondary readiness.</p> <p>2. Continuous Professional Development:</p> <p>OCHS fosters a culture of ongoing professional development. Before the school year begins, OCHS staff attend an annual Summit where we offer professional development strands to all staff across the network. Our Summit is special in that it brings all staff together across our six school sites and they are able to immerse themselves in various trainings and workshops that prepare them for a successful school year. Prior workshops have included: Cultural Responsive Teaching Practices, Standards Aligned Lessons, Strong Start, Multi-Tiered Systems of Support, Best Practices for Supporting Students with Learning Disabilities, Leveraging English Learner Success, etc. Throughout the year, we offer additional professional development days to encourage collaboration and best practice sharing across the network. We have found that this type of collaboration is key in developing better teaching practices and retaining new information.</p> <p>3. Instructional Coaching Cycles</p> <p>Our teacher coaching model is a cornerstone of our aim for instructional excellence. At Amethod Public Schools, we place a strong emphasis on teacher coaching. Each teacher receives bi-weekly observations and feedback from an instructional coach, focusing on specific growth areas. The formal observation cycle consists of approximately: a 15-minute classroom observation, a 30-minute debrief conversation, and a subsequent 5-minute classroom observation to look for the action step that the teacher identified as their growth area for that week. This personalized support accelerates teacher development and promotes consistent practices across the network. Additionally, our coaching model enables cross-site observations and collaboration, fostering a shared commitment to student success. Teachers are also held accountable for submitting weekly lesson plans, ensuring alignment with curriculum standards and addressing student needs. Our teachers take great care in planning for student misunderstandings and developing supports for students with learning differences and for English Learners.</p> <p>These practices are effective but require a significant commitment of time, resources, and personnel, which might be difficult to achieve in a larger, more bureaucratic district setting.</p>

<p>10. Special Education Programming</p>	<p>What is your school's plan to support students with extensive/moderate to severe disabilities? What systems are in place and/or are ready to be deployed?</p>	<p>At OCHS, we are committed to providing a comprehensive and inclusive learning environment for all students, including those with extensive/moderate to severe disabilities. Our individualized approach, guided by each student's Individual Education Plan (IEP), ensures that we address their unique needs effectively.</p> <p>Key systems and strategies in place include:</p> <ul style="list-style-type: none"> - Data-Driven Decision Making: We utilize a variety of diagnostic assessments, including standardized tests, observations, and teacher assessments, to identify student strengths and challenges. This data is then used to inform the development of individualized education plans (IEPs) that outline specific goals, accommodations, and supports. - Least Restrictive Environment (LRE): We strive to maintain students in the LRE that best meets their educational needs. This means that students are typically placed in general education classrooms with appropriate supports and accommodations, rather than segregated settings. However, if a student requires more intensive support, we may collaborate with neighboring districts or non-public schools to provide appropriate services. - Expanded Staffing and Resources: Our recent investments in additional special education staff, including a Director of Special Education and Student Services, Assistant Director of Student Services, and SPED Paraprofessionals, have significantly enhanced our ability to support students with disabilities. These dedicated professionals work with our Education Specialists to enhance the individualized attention, support, and accommodations that students receive to help them succeed. - Flexible Placement Options: When the need arises, we are prepared to open a Special Day Class to address the needs of students requiring more intensive support. This specialized setting provides a smaller class size, individualized instruction, and a range of therapeutic services. We will work with our school staff and service providers to ensure availability of services and quality of instruction.
<p>11. English Learner Programming</p>	<p>What is your school's plan to support English Learner students? What systems are in place and/or are ready to be deployed?</p> <p>What is your school's plan to support newcomer students? What systems are in place and/or are ready to be deployed?</p> <p>What is your school's plan to support Long-Term English Learner students? What systems are in place and/or are ready to be deployed?</p>	<p>At Amethod Public Schools, we are committed to providing comprehensive support for English Language Learners (ELLs) at all levels. Our instructional programs are designed to ensure that ELLs develop proficient English language skills while also achieving academic success. Our goal is to ensure ELLs are college, career, and community-ready.</p> <p>Key strategies and systems in place include:</p> <ul style="list-style-type: none"> - Integrated and Designated English Language Development (ELD): We provide both integrated ELD across all content areas and designated ELD instruction to address specific language needs. During designated ELD, our teachers use the California English Language Development Standards to guide their instruction and ensure that ELLs are developing the language skills necessary for academic success. This includes explicit instruction in language functions, vocabulary, grammar, and pronunciation. During integrated ELD instruction, teachers use the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English. - Newcomer Support: Our newcomer courses are designed to provide a strong foundation for new English learners. These courses focus on developing essential language skills, cultural orientation, and academic readiness. We also offer additional support services, such as language tutoring and counseling, to help newcomers transition smoothly into the school environment. In addition, we have partnered with community resource centers to ensure that families of newcomer students have appropriate supports and resources at their disposal. - Long-Term ELL Support: We emphasize cultural capital, equity of voice, and fostering relationships to support long-term ELLs. Our teachers use the power standards to guide their instruction and ensure that these students have access to challenging and relevant learning experiences. We also provide opportunities for long-term ELLs to participate in extracurricular activities and leadership roles to help them develop their social and emotional skills. - Data-Driven Instruction: We use the MTSS early warning system to monitor student progress and identify areas where additional support may be needed. This data informs our instructional adjustments and ensures that we are meeting the needs of all ELLs. We also use diagnostic assessments to identify specific language and academic needs and tailor our instruction accordingly. - Site Coordinated Supports: <ul style="list-style-type: none"> - Ensure instruction for all ELLs is aligned to grade-level standards in all content areas. - Provide complex texts and tasks for ELLs in all content areas that engage ELLs in all four levels of Depths of Knowledge (DOK). - Enrich and amplify instruction so that all students are supported with appropriate levels of scaffolding and rich, multiple entry points into a curriculum that emphasizes depth over breadth. - Ensure ELLs receive both English Language Arts and English Language Development. - Minimize isolation of ELLs; maximize inclusion in mixed fluency-level settings and groupings. - Provide high-quality instructional and support services to ELLs with disabilities in alignment with their IEPs. - Engage ELLs in first-hand experiences that make the path to college and career tangible and achievable. - Ensure ELLs have full access to A-G credit-bearing classes.

12. Verified Data

[For data that meets the Ed Code definition of "verified data" and adheres to the most recently released State Board of Education guidance, please include a summary of the results from your school's verified data. For additional information, please see the CDE's guidance on Verified Data Criteria and Adopted Indicators.](#)

[Please also describe how and to what extent the data shows \(a\) evidence that the school achieved measurable increases in academic achievement \(defined by at least one year's progress for each year in the school\) and/or \(b\) evidence of strong postsecondary outcomes \(defined by college enrollment, persistence, and completion rates equal to similar peers\).](#)

[Note: Specific data reports should be attached depending on the verified data source. Please contact OCS for guidelines regarding these reports.](#)

Academic Progress (NWEA)

Based on the NWEA AB 1505 verified data framework, OCHS achieved significant measurable increases in academic achievement for the 2023-2024 school year. This achievement is evident across all statistically significant student groups, including "All Students," "Socioeconomically Disadvantaged," "Students with Disabilities," "English Learners," "Asian," "Hispanic or Latino," and 9th, 10th, and 12th-grade students.

Note: OCHS strategically chose not to administer the Spring NWEA test to 11th-grade students to prevent testing fatigue and overtesting, given that these students were already taking the SBAC. However, the 11th-grade students did take both the Fall and Winter NWEA assessments, and their performance was consistent with other grade levels, indicating they were on track to achieve one or more years of academic growth within the full school year.

Using both approved methodologies for measuring one or more years of growth with the NWEA Conditional Growth Index (CGI), which includes the Schoolwide and Average Student CGI metrics, OCHS achieved a CGI range of -0.2 to 0.2 or greater. This range is considered equivalent to one or more years of academic growth, demonstrating that OCHS students are growing at a rate comparable to or exceeding national norms.

In accordance with the criteria defined by the State Board of Education, the data from OCHS meets the eligibility requirements, including a participation rate exceeding 95 percent of eligible students. The data is disaggregated to provide insights into various student groups and their academic progress, aligning with the state's emphasis on transparency, multiple measures, and the appropriate use of data for comprehensive and valid evaluation. Additionally, the longitudinal progress of OCHS students was measured by tracking the same students over multiple points in time, ensuring that the data accurately reflects their academic growth. The results are presented in a manner that allows comparisons with similar peers and statewide data, demonstrating the school's effectiveness in fostering academic achievement.

In summary, OCHS has demonstrated verifiable academic progress, as evidenced by the NWEA CGI metrics, and has successfully utilized verified data to showcase its students' achievements in alignment with state guidelines. This data highlights the school's commitment to academic excellence and its ability to achieve measurable increases in student performance.

Postsecondary Success (NSC)

Based on National Student Clearinghouse data, OCHS not only meets but surpasses the criteria for "strong postsecondary outcomes" as defined in AB 1505. These outcomes are measured by college enrollment, persistence, and completion rates comparable to or exceeding those of similar peers.

Throughout the charter term, OCHS has consistently outperformed the Nationwide School Group Averages released by the National Student Clearinghouse. OCHS serves a student population where more than 75% of students qualify for Free and Reduced Lunch, categorizing it as a High Poverty School. Additionally, with over 50% of its students being Black or Hispanic, OCHS is also considered a High Minority School. Historically, these categories tend to have the lowest average performance for postsecondary outcomes. Despite the averages, OCHS has demonstrated remarkable success.

For every year within the charter term, OCHS's postsecondary outcomes have exceeded those of nearly every school group average defined by the National Student Clearinghouse. Notably, OCHS has performed on par with or better than the Low Poverty Schools average, which represents the group of schools with the highest performance.

In the most recent year of comparable data (class of 2022), 76% of OCHS graduates enrolled in college by the following fall. This rate outpaces the averages for High Poverty Schools (50%), High Minority Schools (54%), Urban Schools (59%), Suburban Schools (64%), and even Low Poverty Schools (71%). For the class of 2023, OCHS achieved an even higher college enrollment rate of 85%, a benchmark that surpasses any National Average Group within the charter term.

These exceptional outcomes reflect the efficacy of OCHS's academic programs and support systems, ensuring that students are not only prepared for but also succeed in postsecondary education. The school's commitment to fostering a college-going culture and providing resources and guidance throughout the college application process has been instrumental in these achievements.

In summary, OCHS has demonstrated strong postsecondary outcomes as evidenced by its superior college enrollment, persistence, and completion rates. This success highlights the school's dedication to academic excellence and its ability to provide equitable opportunities for all students, regardless of socioeconomic status or demographic background.

Pupil Mobility

Student Group	Number of Students							Percent of Total Enrollment						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Students who joined the school after the first day of school	28	35	38	8	33	43	21	5.75%	7.38%	8.00%	1.71%	7.22%	9.56%	5.54%
Students who left the school during the school year	22	15	10	13	21	31	30	4.52%	3.16%	2.11%	2.78%	4.60%	6.89%	7.92%

Enrollment (for Fall 2024 of current charter term)

Student Group	Number	Percent of Total
Total Enrollment	330	-
Asian	72	21.82%
Black or African American	10	3.03%
Filipino	0	0.00%
Hispanic or Latino	238	72.12%
Native American or Alaskan Native	0	0.00%
Native Hawaiian or Pacific Islander	0	0.00%
White	5	1.52%
Two or More Races	5	1.52%
Race Not Reported	0	0.00%
Male	156	47.27%
Female	174	52.73%
Homeless Students	2	0.61%
Foster Youth	0	0.00%
FRPM-Eligible/Economically Disadvantaged	278	84.24%
English Learners	116	35.15%
Special Education/Students with IEPs	40	12.12%

Expulsions

Student Group	Number of Students						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Total	1	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Black or African	0	0	0	0	0	0	0
Filipino	0	0	0	0	0	0	0
Hispanic or	1	0	0	0	0	0	0
Native	0	0	0	0	0	0	0
Native	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
Two or More	0	0	0	0	0	0	0
Race Not	0	0	0	0	0	0	0
Male	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0
Homeless	0	0	0	0	0	0	0
Foster Youth	0	0	0	0	0	0	0
FRPM-	0	0	0	0	0	0	0
English Learners	0	0	0	0	0	0	0
Special	0	0	0	0	0	0	0

Graduation Information (High Schools only) - For Spring 2024 of current charter term

If official data is not yet available for Spring 2024, please provide preliminary/unofficial numbers.

5 Year Cohort Graduation	89.47%
Cohort Dropout Rate	8.42%

Post-Graduation Plans (High Schools only, if available)

Data should be from 3-6 months after graduation for each year.

Student Group	Number of Students						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
% attending 4-year college	55%	53%	45%	43%	45%	63%	65%
% attending 2-year college	8%	21%	23%	15%	17%	13%	19%
% attending vocational/ technical training*	8%	5%	7%	6%	10%	4%	5%
% joined military*	2%	1%	0%	10%	0%	2%	1%
% working exclusively*	28%	20%	25%	26%	28%	18%	9%

**This data point is from the week of graduation.*

Teacher Recruitment/Retention (for each year of current charter term)

	Number of Teachers							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Total # of classroom teachers	23	23	20	16	23	21	22	20
# of new classroom teacher hires	7	6	6	0	6	14	4	4
# of classroom teachers retained from prior year	16	17	14	16	17	7	18	13
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	2	0	1	0	7	1	2	0
# of currently vacant classroom teaching positions (FTEs)	3							

Teacher Ethnicity (for Fall 2024 of current charter term)

Group	Number of Teachers
Asian	4
Black or African American	3
Hispanic or Latino	3
White	6
Other Ethnicity or Missing	1
Total Classroom Teachers	17

Demand/Waitlist Information (only for incoming grade levels: TK,K, 6, 9)

Year of Current Charter Term	Date of lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist (as of first day of school)
<i>Example</i>	<i>4/1/2018</i>	<i>TK</i>	<i>75</i>	<i>40</i>	<i>25</i>
		<i>K</i>	<i>180</i>	<i>100</i>	<i>30</i>
		<i>6</i>	<i>115</i>	<i>100</i>	<i>5</i>
		<i>9</i>	<i>90</i>	<i>100</i>	<i>0</i>
Year 1	<i>3/6/2017</i>	TK			
		K			
		6			
		9	250	120	52
Year 2	<i>3/5/2018</i>	TK			
		K			
		6			
		9	535	120	234
Year 3	<i>3/7/2019</i>	TK			
		K			
		6			
		9	552	120	229
Year 4	<i>3/10/2020</i>	TK			
		K			
		6			
		9	470	120	141
Year 5	<i>3/9/2021</i>	TK			
		K			
		6			
		9	424	115	19
Year 6	<i>3/7/2022</i>	TK			
		K			
		6			
		9	422	115	2

Demand/Waitlist Information (only for incoming grade levels: TK,K, 6, 9)

Year of Current Charter Term	Date of lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist (as of first day of school)
Year 7	3/6/2023	TK	328	115	1
		K			
		6			
		9			
Year 8	3/2/2024	TK	248	100	0
		K			
		6			
		9			

Special Education

Instructions: For the table below, please align data with the 2023-24 EOY SELPA 16.6 Report - Students with Disabilities - Student Services - Student List. If you need assistance, please contact the Office of Charter Schools. Please note, OCS may request additional information regarding this data.

OCHS	2022-23	2023-24
# of students with IEPs receiving < 450 service minutes weekly	39	38
# of students with IEPs receiving > 450 service minutes weekly	0	0
# of students with IEPs in NPS placement	0	0
Total SWD enrolled	39	38

Please upload the below CALPADS report to Epicenter. Once uploaded, please certify this item as complete by checking the box to the right.

- **2023-24 End-of-Year SELPA 16.1 Report - Students with Disabilities – Education Plan By Primary Disability (EOY 4)**

FYI - 16.1 has changed into 16.6 and 16.2 which are both given [HERE](#)

Facilities and Proposed Material Revisions/Substantial Changes

<p>Facilities</p>	<p>Please respond to the following:</p>	<p>Does the school’s current lease(s) extend through the end of the requested charter term? If not, please describe your plans for a facility solution.</p> <p>Do you anticipate applying for District facilities through Prop 39 during the course of the upcoming charter term?</p>	<p>The current lease extends through June 30, 2025, aligning with the current charter term. AMPS intends to extend the lease again to align with the upcoming renewal term beginning July 1, 2025. AMPS does not currently intend to apply for District facilities through Prop 39 during the course of the upcoming charter term.</p>
<p>Proposed Material Revisions/Substantial Changes</p>	<p>Note: Material revision requests typically will need to be submitted separately from the renewal petition. Prior to submitting the renewal petition, petitioners should consult with OCS staff regarding any substantial proposed changes to the petition to determine whether these changes constitute a material revision necessitating a separate submission. Please respond to the following:</p>	<p><i>If applicable:</i> Describe any material revisions and/or substantial changes you are proposing for this renewal period, particularly in any of the following areas:</p> <ul style="list-style-type: none"> • Substantial changes to the educational program • Changes in grade levels to be served • Increasing the enrollment cap • Changes to lottery preferences or admission procedures • Changes to the governance structure • Adding or changing school location (with the exception of moving into a District-owned facility) • Entering into or revising a contract with a Charter Management Organization <p>The Office of Charter Schools (OCS) staff may reach out to request additional information related to any proposed material revisions/substantial changes. Please see the OCS Material Revision Handbook for more detailed information.</p>	<p>N/A</p>

Budget Narrative & Cash Flow Statement

Below is the financial information and narrative for the proposal of OAKLAND CHARTER HIGH SCHOOL (“OCHS”). The financial statements include a 4-year pro-forma annual budget and monthly cash flow statement (the current year (2024-25) in progress plus 3 years of projected operations for 2025-26 through 2027-28 inclusive.

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for OCHS will largely depend on the number of students enrolled and their attendance. Average Daily Attendance (ADA) is the aggregate attendance during a reporting period divided by the number of days the school is in session during that period. ADA is used to calculate many of the revenue sources. To allow for conservatism, this budget assumes a 95% attendance rate.

OCHS will continue operations in 2024-25 with enrollment of 331 based on their current enrollment trends and conservatively projected growth each year to grow to 401 students in FY27-28. The following table shows OCHS’s projected enrollment and ADA.

Table A: Enrollment & ADA

	2024-25	2025-26	2026-27	2027-28
	<i>Year 0</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
<i>Projected Enrollment & ADA by Grade</i>				
9th Grade	92	100	108	108
10th Grade	62	90	100	108
11th Grade	100	60	90	100
12th Grade	77	95	55	85
Total Projected Enrollment	331	345	353	401
<i>Average Daily Attendance (ADA)</i>				
ADA %	95%	95%	95%	95%
Total	314.45	327.75	335.35	380.95

Revenues

Factoring in all revenues at the school, per-pupil funding is expected to be between \$22,910/ADA to \$23,719 at OCHS. LCFF state revenue streams provide the largest source of funding, making up an average of 75.7% of OCHS's total revenues during the 4-year projection.

All revenues are monitored throughout the year as various funding estimates are refined and recalculated.

Table B: Summary of Projected Revenues

	2024-25	2025-26	2026-27	2027-28
	<i>Year 0</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
Summary of Revenue Programs				
State Aid - Revenue Limit	\$5,199,130	\$5,537,194	\$5,840,088	\$6,853,006
Federal Revenue	586,544	325,794	334,130	374,758
Other State Revenue	1,592,922	1,726,739	1,423,244	1,579,888
Other Local Revenue	80,000	83,384	85,317	96,918
Total Revenues	\$7,458,596	\$7,673,111	\$7,682,780	\$8,904,571
<i>State Revenues as % of Total</i>	<i>69.7%</i>	<i>72.2%</i>	<i>76.0%</i>	<i>77.0%</i>
<i>Revenues per ADA</i>	<i>\$23,719</i>	<i>\$23,411</i>	<i>\$22,910</i>	<i>\$23,375</i>

State Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of funding dependent upon the annual State budget and the school's student population.

Principal Apportionment

The LCFF FCMAT calculator (FCMAT Version v25.2a released 8/16/24) was used to determine the LCFF projections for each year of the above revenue projections which are based on expected student ADA and the expected unduplicated count of students at OCHS of 79.39%. This rate is consistent with the unduplicated percentage from FY23-24. The LCFF is projected to increase by the current FCMAT COLA guidance each year.

These projections show that in year 1, a total of \$578,059, or \$1,838.32 per ADA, of the principal apportionment ADA funding will be disbursed via the Education Protection Account. Approximately 20.7% of the LCFF revenues (or \$3,696.73 per ADA) are projected to be disbursed via In-Lieu Property Taxes (ILPT). This rate is consistent with the ILPT paid during FY23-24 to OCHS.

Table C: Projected State Revenues

	2024-25	2025-26	2026-27	2027-28
	<i>Year 0</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
State Aid - Revenue Limit				
LCFF State Aid	\$3,458,635	\$3,705,429	\$3,946,303	\$4,677,189
Education Protection Account	578,059	620,162	654,087	767,548
State Aid - Prior Year	-	-	-	-
In Lieu of Property Taxes	1,162,436	1,211,603	1,239,698	1,408,269
Total State Revenue	\$5,199,130	\$5,537,194	\$5,840,088	\$6,853,006

Federal Revenues

Special Education

OCHS provides special education services and will continue to work with the El Dorado County Office of Education (EDCOE) Special Education Local Planning Area (SELPA) to ensure resources are provided to ensure compliant, efficient and effective delivery of services. OCHS’s state special education funding includes general state aid of \$870/ADA, which is \$896/ADA less the 3% SELPA fee. The school’s projected state special education revenue, within the “Other State Revenue” category includes Educational Related Mental Health Services (ERMHS) level 2 funding at \$65/ADA. In addition to state special education funding, the revenue projection for OCHS also assumes \$130/ADA of federal special education funding.

Free and Reduced-Price Meal Eligibility

The federally funded National School Lunch Program provides free and reduced-price meals for lunch and breakfast to eligible students, based on parent/guardian income levels. For this budget, we assume that the percentage of our students eligible to receive state and federal funded reimbursements using a lunch pick-up rate of 75%. Additionally, with the consideration of universal free meals, no additional food revenue has been considered. Food expenses for this program are shown below; serving staff expenses are included in supplies and contracted services.

Title Programs

OCHS has also included the amount of Title funds consistent with prior years.

Other Federal Revenue

COVID-19 federal funding for LEAs from American Rescue Plan Act (ARP Act) Elementary and Secondary School Relief (ESSER III) Fund. This funding will provide local educational agencies (LEAs) with emergency relief funds to address the impact COVID-19 has had, and continues to have, on elementary and secondary schools across the nation. OCHS plans to use \$269,366 in ESSER III funding during FY24-25 before the funding expires on 9/30/2024.

Table D: Projected Federal Revenues

	2024-25	2025-26	2026-27	2027-28
	<i>Year 0</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
Federal Revenue				
Special Education - Entitlement	\$43,824	\$40,879	\$42,608	\$43,596
Federal Child Nutrition	107,051	111,579	114,166	129,690
Title I, Part A - Basic Low Income	138,225	144,071	147,412	167,457
Title II, Part A - Teacher Quality	16,388	17,081	17,477	19,854
Title V	11,690	12,184	12,467	14,162
Other Federal Revenue	269,366	-	-	-
Total Federal Revenue	\$586,544	\$325,794	\$334,130	\$374,758

Other State Revenues

Lottery & Mandated Block Grant

Lottery funding is based upon a projection of \$273 per ADA per year. Lottery funds are mainly allocated for general purpose use with approximately 30% of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at \$55.76/ADA for grades 9-12.

Charter School Facility Grant (SB740)

OCHS is projecting to have a FRPM Eligibility of over the 55% requirement to qualify for the SB740 facility grant. This is consistent with the prior year unduplicated. As a result, the budget does include the SB740 funding based on the lesser of \$ \$1,436 per ADA, as OCHS will not hit the rent cap in any year.

A-G Completion

OCHS received \$342,793 as a part of the A-G Completion Improvement and Implementation Grant award to schools based on their unduplicated count during FY20-21. The full funding is allowable to be spent between FY22-23 all the way through FY25-26. OCHS has already recognized \$85,698 during FY23 and has elected to utilize half of the remaining funding in FY24-25 and the other half in FY 25-26 (\$257,095 total) to improve the results in the A-G steps required for graduating for their students.

California Community Schools Partnership Program (CCSPP)

The California Community Schools Partnership Program (CCSPP) grant has been awarded to OCHS for the next 3-years. Each year, the school will be awarded \$285,000 to support the expansion and continuation of existing community schools in an effort to help the "whole-child" school improvement strategy where the local educational agency and schools work closely with teachers, students, and families. Community school partners with community agencies and local government to align community resources to improve student outcomes.

Arts, Music, and Instructional Materials Discretionary Block Grant (AMIMBG)

OCHS has funds available through the Arts, Music, and Instructional Materials Discretionary Block Grant (AMIMBG). This funding is a part of COVID era relief that was granted to help schools to obtain standards-aligned professional development and instructional materials in specified areas, obtain professional development on improving school culture, develop diverse and culturally relevant book collections, operational costs and COVID personal protective equipment. OCHS has a board approved plan for AMIMBG and plans to spend these funds accordingly. The school was awarded \$268,681 in funding and plans to spend this equally over the next two years (FY24-25 and FY25-26), before the funds expire on 6/30/2026.

Learning Recovery Emergency Block Grant (LREBG)

The Learning Recovery Emergency Block Grant (LREBG) provides funding to OCHS to be used for learning recovery initiatives through the 2027-28 school year that, at a minimum, support academic learning recovery, and staff and pupil social and emotional well-being. OCHS has been awarded \$707,296, which the school plans to spend in equal portions (\$176,824) over the next 4-years.

Table E: Projected Other State Revenues

	2024-25	2025-26	2026-27	2027-28
	Year 0	Year 1	Year 2	Year 3
Other State Revenue				
State Special Education	\$273,446	\$293,362	\$309,410	\$363,082
Child Nutrition	10,133	10,561	10,806	12,276
School Facilities (SB740)	451,550	484,439	510,939	599,569
Mandated Cost	18,797	17,534	18,275	18,699
State Lottery	85,845	89,476	91,551	103,999
Other State Revenue	753,151	831,367	482,263	482,263
Total Other State Revenue	\$1,592,922	\$1,726,739	\$1,423,244	\$1,579,888

Other Local Revenues

OCHS receives approximately \$60,000 in funding through Measure G-1 that is represented under local revenue. Additionally, OCHS has included a small amount of fundraising consistent with the historical amounts the school has raised in the past.

	2024-25	2025-26	2026-27	2027-28
	Year 0	Year 1	Year 2	Year 3
Other Local Revenue				
Contributions, Unrestricted	80,000	83,384	85,317	96,918
Total Federal Revenue	\$80,000	\$83,384	\$85,317	\$96,918

Expenditures

The projected expenditures through 2027-28 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table F: Summary of Projected Expenses

	2024-25	2025-26	2026-27	2027-28
	Year 0	Year 1	Year 2	Year 3
Summary of Projected Expenses				
Certificated Salaries	\$1,931,132	\$1,985,370	\$2,044,055	\$2,344,786
Classified Salaries	925,379	952,493	981,830	1,075,607
Employee Benefits	767,660	789,024	812,139	907,072
Total Compensation	\$3,624,171	\$3,726,887	\$3,838,024	\$4,327,465
Books and Supplies	411,784	419,616	425,520	510,547
Subagreement Services	474,800	474,800	474,800	544,758
Operations and Housekeeping	406,900	420,279	431,467	461,791
Facilities, Repairs and Other Leases	965,564	888,531	912,187	936,552
Professional/Consulting Services	1,303,981	1,313,059	1,324,774	1,501,571
Depreciation	27,100	27,100	27,100	27,100
Interest	-	-	-	-
Total Non-Comp	\$3,591,367	\$3,544,676	\$3,597,168	\$3,983,819
Total Expenses	\$7,214,299	\$7,270,271	\$7,433,871	\$8,309,784

Total Compensation - Salaries and Employee Benefits

Total compensation costs (salary and benefits) remain relatively constant between 52% to 53% of total expenditures. “Compensation” includes the salary costs of all staff, including those who work full-time and part-time, and includes all staff benefits including social security, Medicare, and workers’ compensation.

OCHS’s teacher staffing levels are based upon enrollment projections. Ratios of Students to Certificated Teachers to is expected to be at or below 18:1 over the course of the full 4 years of operations. However, that ratio is even lower, slightly above 14:1, when including all staff who are in Student/Program support roles.

Table G: Instructional Staff Ratio

	2024-25	2025-26	2026-27	2027-28
	<i>Year 0</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
Instructional Staff Ratio				
School Attendance	331.0	345.0	353.0	401.0
Certificated Teacher	20.0	20.0	20.0	23.0
Certificated Pupil Support (including SPED)	1.0	1.0	1.0	2.0
Classified Instructional Aides	4.0	4.0	4.0	4.0
Total Instructional Staff	25.0	25.0	25.0	29.0
<i>Student : Instructional Staff Ratio</i>	<i>13.2</i>	<i>13.8</i>	<i>14.1</i>	<i>13.8</i>

The staffing tables associated with our financial projections are shown below:

Table H: Staffing Summary

	2024-25	2025-26	2026-27	2027-28
	<i>Year 0</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
Total Staffing				
Instructional Staff				
Teachers				
Teachers	20.0	20.0	20.0	23.0
Total Teacher	20.0	20.0	20.0	23.0
Other Instructional Staff				
Certificated Pupil Support (including SPED)	1.0	1.0	1.0	2.0
Classified Instructional Aides	4.0	4.0	4.0	4.0
Total Other Instructional Staff	5.0	5.0	5.0	6.0
Total Instructional Staff	25.0	25.0	25.0	29.0
Administrative Staff - Certified				
Principal	1.0	1.0	1.0	1.0
Dean	2.0	2.0	2.0	2.0
Total Administrative Staff - Certified	3.0	3.0	3.0	3.0
Support and Administrative Staff				
Support Staff - Classified (FTE)	1.0	1.0	2.0	2.0
Administrative - Classified (FTE)	3.0	3.0	3.0	3.0
Clerical Staff - Classified (FTE)	1.0	1.0	1.0	1.0
Other Staff - Classified (FTE)	1.0	1.0	1.0	1.0
Total Classified Staff	6.0	6.0	7.0	7.0
Total Staffing	34.0	34.0	35.0	39.0

The average salary structure for key FTE staff positions is listed in the table below. The budget assumes that all wages will increase for all positions matching the cost-of-living adjustment (COLA) increase received in state funding each year. Note that the projected total salary amounts in Table E also includes support staff costs.

Table I: Average Budgeted Salary by Position

	2024-25	2025-26	2026-27	2027-28
	<i>Year 0</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
Average Budgeted Salary by Position				
Teacher (including SPED)	\$73,461	\$75,614	\$77,942	\$80,270
Administrative Staff - Certified	103,387	106,416	109,694	113,313
Classified Staff (Support and Administrative)	92,538	95,249	89,257	97,782

Table J: Employee Benefits

	2024-25	2025-26	2026-27	2027-28
	<i>Year 0</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
Employee Benefits				
OASDI	177,104	182,148	187,605	212,064
Medicare	41,419	42,599	43,875	49,596
Health and Welfare	283,500	291,807	300,794	330,449
State Unemployment	25,690	25,690	25,690	27,650
Workers' Compensation	39,991	41,130	42,362	47,886
Other Benefits	199,956	205,650	211,812	239,428
Total Benefits	\$767,660	\$789,024	\$812,139	\$907,072

The table above lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Within employee benefits, most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. These benefits differ by whether they are full-time, part-time and/or hourly employees. OCHS's employees participate in Social Security, Medicare, and workers' compensation benefits.

Books and Supplies and Food Services

Many of the core programming cost projections are based upon historical per pupil allotment for instructional supplies, online curricula, project materials and some assessments. OCHS will provide breakfast and lunch for all students and will participate in the National Free and Reduced Lunch Program.

Table K: Books, Supplies, & Food Services

	2024-25	2025-26	2026-27	2027-28
	<i>Year 0</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
Books & Supplies				
Textbooks and Core Curricula	\$147,500	\$150,000	\$150,000	\$175,000
Books and Other Materials	12,500	13,029	13,331	15,144
School Supplies	27,500	28,663	29,328	33,316
Software	17,500	18,240	18,663	21,201
Office Expense	28,000	29,184	29,861	33,921
Business Meals	20,000	15,000	15,000	15,000
Noncapitalized Equipment	41,600	43,360	44,365	75,000
Food Services	117,184	122,140	124,972	141,966
Total Books & Supplies	\$411,784	\$419,616	\$425,520	\$510,547

The purchase of equipment will also be a critical part of the instructional program. The budget accounts for the purchase of this equipment (furniture and technology) on a per pupil and per full time staff member. As these items do wear out over time and need replacement, the budget accounts for the replacement of requisite devices over time in addition to the initial purchase associated with the growth in the student population each year.

Other Expenses

Many of the operating cost projections are also based upon historical averages experienced at OCHS, such as communication costs, utilities, insurance, and copier lease costs.

Table M: Subagreement Services

	2024-25	2025-26	2026-27	2027-28
	<i>Year 0</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
Subagreement Services				
Special Education	200,000	200,000	200,000	231,739
Substitutes	50,000	50,000	50,000	57,935
Transportation	14,800	14,800	14,800	17,149
Security	50,000	50,000	50,000	57,935
Other Educational Consultants	160,000	160,000	160,000	180,000
Total Subagreement Services	\$474,800	\$474,800	\$474,800	\$544,758

SPED Consultants

Special Education Consultant costs include all outside service provider costs estimated at \$200,000 in the current year. The school is working to maintain their SPED costs as they have been rapidly increasing across the state at a much faster pace than funding has been available. OCHS is committed to its special education students and ensures compliance within their IEP needs. This includes psychological, speech language and occupational therapy services to OCHS’s students with IEPs. This cost is in addition to the in-house special education positions are already included in the personnel costs listed in table H.

Substitute Teacher

Substitute teacher costs are based on the number of full-time teachers, the number of expected absent days per year and the daily cost of an external staffing agency. These amounts increase based on the increase in the number of teaching staff.

Table N: Professional Services

	2024-25	2025-26	2026-27	2027-28
	<i>Year 0</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
Professional Services				
IT	\$74,000	\$75,480	\$76,990	\$78,529
Audit & Taxes	19,700	20,094	20,496	20,906
Legal	24,700	25,194	25,698	26,212
Professional Development	74,000	50,000	50,000	50,000
General Consulting	125,000	125,000	125,000	150,000
Special Activities/Field Trips	80,000	80,000	80,000	80,000
Printing	5,000	5,100	5,202	5,306
Management Fee	839,589	866,619	872,583	1,011,476
District Oversight Fee	51,991	55,372	58,401	68,530
Public Relations/Recruitment	10,000	10,200	10,404	10,612
Total Professional Services	\$1,303,981	\$1,313,059	\$1,324,774	\$1,501,571

Expenses shown in the table above are primarily based on existing contracts with current service providers or based on the school's historical norms. We make note of items below as needed to explain our budgeting assumptions.

Management Fee

OCHS is a part of the Amethod Public Schools network and pays a 10% fee of revenue to the network's Charter Management Organization (CMO), which provided services at an economy of scale with 5 other charter schools to save OCHS money. Also included in the Management Fee, OCHS has contracted with Charter Impact to provide financial management services including financial reporting, accounts payable, and general accounting. Fees for these services are budgeted at 1.65% of LCFF revenue. Charter Impact, Inc. also provides support for attendance, payroll processing at a cost of \$20 per employee per month, and CALPADS and other student data needs at a cost of \$24 per student per year. All of these expenses have been included in the Management Fee account within the budget.

Authorizer Oversight Fee

OCHS will continue to pay a fee of 1% of LCFF revenues to OUSD.

Table O: Facilities, Repairs and Other Leases Expenses

	2024-25	2025-26	2026-27	2027-28
	<i>Year 0</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
Facilities, Repairs and Other Leases				
Rent	\$750,564	\$773,081	\$796,273	\$820,162
Real/Personal Property Taxes	15,000	15,450	15,914	16,391
Repairs and Maintenance	200,000	100,000	100,000	100,000
Total Facilities, Repairs and Other Leases	\$965,564	\$888,531	\$912,187	\$936,552

Facilities Rent

OCHS is planning to occupy and lease their current facility through the requested charter extension. The rent is based on the actuals for this year, plus escalators in the lease. In addition to the rent cost, the school budgeted \$200,000 in repairs in the current year to handle needed repairs that will then reduce in FY25-26. As noted above, OCHS will continue participating in the Charter School Facility Grant (SB740) funds for rent reimbursement.

Table P: Operations and Housekeeping

	2024-25	2025-26	2026-27	2027-28
	<i>Year 0</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
<i>Operations and Housekeeping</i>				
Auto and Travel	\$5,900	\$6,018	\$6,281	\$6,406
Dues & Memberships	\$4,600	\$4,795	\$4,906	\$5,573
Insurance	\$86,400	\$91,855	\$95,865	\$111,079
Utilities	\$236,700	\$241,434	\$246,263	\$251,188
Janitorial Services	\$10,000	\$10,200	\$10,645	\$10,858
Communications	\$61,300	\$63,893	\$65,374	\$74,264
Postage and Shipping	\$2,000	\$2,085	\$2,133	\$2,423
Total Operations and Housekeeping	\$406,900	\$420,279	\$431,467	\$461,791

Table Q: Depreciation and Interest

	2024-25	2025-26	2026-27	2027-28
	<i>Year 0</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
<i>Depreciation & Interest</i>				
Depreciation	\$27,100	\$27,100	\$27,100	\$27,100
Interest	-	-	-	-
Total Depreciation & Interest	\$27,100	\$27,100	\$27,100	\$27,100

Other Outgoing and Transfers

OCHS has established cash reserves that will allow the school to operate without the need to borrow in the current year or any future year.

OCHS has depreciable fixed assets with are anticipated to be replaced in an equal proportional amount during each year of operation to keep the expense flat year-over-year.

Ending Cash Balance

The cash balance at the end of 2024-25 through 2027-28 are projected to grow with each year as the school continues to operate at a surplus. OCHS is projected to maintain cash reserves during the projected multi-year period. This puts the school in a good financial position and able to handle any uncertainty such as an economic downturn and/or state deferrals.

Table R: Statement of Activities & Cash Balance

	2024-25	2025-26	2026-27	2027-28
	Year 0	Year 1	Year 2	Year 3
Statement of Activities				
Revenues				
State Aid - Revenue Limit	\$5,199,130	\$5,537,194	\$5,840,088	\$6,853,006
Federal Revenue	586,544	325,794	334,130	374,758
Other State Revenue	1,592,922	1,726,739	1,423,244	1,579,888
Other Local Revenue	80,000	83,384	85,317	96,918
Total Revenues	\$7,458,596	\$7,673,111	\$7,682,780	\$8,904,571
Expenses				
Certificated Salaries	\$1,931,132	\$1,985,370	\$2,044,055	\$2,344,786
Classified Salaries	925,379	952,493	981,830	1,075,607
Employee Benefits	767,660	789,024	812,139	907,072
Books & Supplies	411,784	419,616	425,520	510,547
Subagreement Services	474,800	474,800	474,800	544,758
Operations and Housekeeping	406,900	420,279	431,467	461,791
Facilities, Repairs and Other Leases	965,564	888,531	912,187	936,552
Professional Services	1,303,981	1,313,059	1,324,774	1,501,571
Depreciation and Interest	27,100	27,100	27,100	27,100
Total Expenses	\$7,214,299	\$7,270,271	\$7,433,871	\$8,309,784
Increase/(Decrease) of Net Assets	\$244,297	\$402,840	\$248,908	\$594,787
	3.4%	5.5%	3.3%	7.2%
Beginning Cash Balance	9,797,288	8,643,047	8,750,540	8,870,050
Ending Cash Balance	\$8,643,047	\$8,750,540	\$8,870,050	\$9,098,716
Cash Balance (% of Expenditures)	119.8%	120.4%	119.3%	109.5%

Revenues

State Aid – Revenue Limit

The State Aid – Revenue Limit funds come from a combination of three sources: In Lieu Property Taxes, State Aid, and Education Protection Account. The district where the school is located pays the Charter School an In-Lieu Property Tax amount per ADA by the end of each month. State Aid is due from the state on or before the end of the month and is paid monthly from July to June on a 5-5-9 schedule. Based on the typical timing of funds coming through County Treasurer to a school bank account, we have assumed a one-month delay in the

payments. The Economic Protection Account flows quarterly in September, December, March and June. Again, for conservatism, we have assumed that all receipts will be delayed to the month following their scheduled payment.

Fund Balance

The fund balance is expected to be above the CDE and district minimum-recommended level (4%) in each year of operation.

Table S: Statement of Fund Balance

	2024-25	2025-26	2026-27	2027-28
	Year 0	Year 1	Year 2	Year 3
Fund Balance				
Beginning Fund Balance	\$10,426,149	\$10,670,446	\$11,073,285	\$11,322,194
Increase/(Decrease) in Net Assets	244,297	402,840	248,908	594,787
Ending Fund Balance	\$10,670,446	\$11,073,285	\$11,322,194	\$11,916,981
Fund Balance (% of Expenditures)	147.9%	152.3%	152.3%	143.4%

Restricted Funding and Tracking

The budget for OCHS has been built on a methodology where any and all restricted funding has been balanced with an offsetting expense to encumber expenses in the same year that the restricted revenue is recognized. For any multi-year funding, such as CCSPP, the school plans to recognize and expend funding in full with each award year.

Table T: Compliance Trackers

Year 0: 2024-25

24-25	EPA	SPED	NUTRITION	TITLE I	TITLE II	TITLE IV	ESSER III
Object Code	8012	8181, 8311, 8599	8220, 8520, 8634	8290	8291	8294	8296
Resource Code	1400	3310 6500 6546	5310	3010	4035	4127	3213, 3214
Revenues							
LCFF Sources	578,059	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal	-	43,824	107,051	138,225	16,388	11,690	269,366
Other State	-	293,885	10,133	-	-	-	-
Other Local	-	-	-	-	-	-	-
Total	578,059	337,709	117,184	138,225	16,388	11,690	269,366
Expenses							
Salaries	404,641	127,750	-	96,758	-	8,183	-
Benefits	173,418	30,484	-	41,468	-	3,507	-
Books & Supplies	-	-	117,184	-	-	-	134,683
Subagreements	-	200,000	-	-	-	-	-
Operations	-	-	-	-	-	-	67,342
Facilities	-	-	-	-	-	-	67,342
Prof Services	-	-	-	-	16,388	-	-
Depreciation	-	-	-	-	-	-	-
Interest	-	-	-	-	-	-	-
Total	578,059	358,234	117,184	138,225	16,388	11,690	269,366
Surplus (Deficit)	\$ -	\$ (20,524)	\$ -	\$ -	\$ -	\$ -	\$ -

24-25	SB740	LOTTERY	CCSPP	A-G Completion	EEBG	AMIMBG	LREBG	UNRESTRICTED
Object Code	8545	8560	8599	8599	8599	8599	8599	N/A
Resource Code	6030	1100 6300	6332	7412, 7413	6266	6762	7435	N/A
Revenues								
LCFF Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,621,071
Federal	-	-	-	-	-	-	-	-
Other State	451,550	85,845	285,000	128,548	8,000	134,341	176,824	18,797
Other Local	-	-	-	-	-	-	-	80,000
Total	<u>451,550</u>	<u>85,845</u>	<u>285,000</u>	<u>128,548</u>	<u>8,000</u>	<u>134,341</u>	<u>176,824</u>	<u>4,719,868</u>
Expenses								
Salaries	-	25,785	134,160	29,994	-	-	123,777	1,905,463
Benefits	-	-	26,523	12,855	-	-	53,047	426,359
Books & Supplies	-	60,060	-	-	-	44,780	-	55,077
Subagreements	-	-	74,317	38,564	-	44,780	-	117,138
Operations	-	-	-	-	-	-	-	339,559
Facilities	451,550	-	-	-	-	-	-	446,672
Prof Services	-	-	50,000	47,134	8,000	44,780	-	1,137,678
Depreciation	-	-	-	-	-	-	-	27,100
Interest	-	-	-	-	-	-	-	-
Total	<u>451,550</u>	<u>85,845</u>	<u>285,000</u>	<u>128,548</u>	<u>8,000</u>	<u>134,341</u>	<u>176,824</u>	<u>4,455,047</u>
Surplus (Deficit)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 264,821

Year 1: 2025-26

25-26	EPA	SPED	NUTRITION	TITLE I	TITLE II	TITLE IV	SB740
Object Code	8012	8181, 8311, 8599	8220, 8520, 8634	8290	8291	8294	8545
Resource Code	1400	3310 6500 6546	5310	3010	4035	4127	6030
Revenues							
LCFF Sources	620,162	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal	-	40,879	111,579	144,071	17,081	12,184	-
Other State	-	313,801	10,561	-	-	-	484,439
Other Local	-	-	-	-	-	-	-
Total	<u>620,162</u>	<u>354,680</u>	<u>122,140</u>	<u>144,071</u>	<u>17,081</u>	<u>12,184</u>	<u>484,439</u>
Expenses							
Salaries	434,113	131,493	-	100,850	-	8,529	-
Benefits	186,049	31,377	-	43,221	-	3,655	-
Books & Supplies	-	-	122,140	-	-	-	-
Subagreements	-	200,000	-	-	-	-	-
Operations	-	-	-	-	-	-	-
Facilities	-	-	-	-	-	-	484,439
Prof Services	-	-	-	-	17,081	-	-
Depreciation	-	-	-	-	-	-	-
Interest	-	-	-	-	-	-	-
Total	<u>620,162</u>	<u>362,870</u>	<u>122,140</u>	<u>144,071</u>	<u>17,081</u>	<u>12,184</u>	<u>484,439</u>
Surplus (Deficit)	\$ -	\$ (8,190)	\$ -	\$ -	\$ -	\$ -	\$ -

25-26	LOTTERY	CCSPP	A-G Completion	EEBG	AMIMBG	LREBG	UNRESTRICTED
Object Code	8560	8599	8599	8599	8599	8599	N/A
Resource Code	1100 6300	6332	7412, 7413	6266	6762	7435	N/A
Revenues							
LCFF Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,917,032
Federal	-	-	-	-	-	-	-
Other State	89,476	285,000	128,548	86,216	134,341	176,824	17,534
Other Local	-	-	-	-	-	-	83,384
Total	89,476	285,000	128,548	86,216	134,341	176,824	5,017,949
Expenses							
Salaries	26,876	134,160	29,994	-	-	123,777	1,948,071
Benefits	-	26,523	12,855	-	44,780	53,047	387,516
Books & Supplies	62,600	-	-	-	44,780	-	190,095
Subagreements	-	74,317	38,564	-	-	-	161,918
Operations	-	-	-	-	-	-	420,279
Facilities	-	-	-	-	-	-	404,092
Prof Services	-	50,000	47,134	86,216	44,780	-	1,067,847
Depreciation	-	-	-	-	-	-	27,100
Interest	-	-	-	-	-	-	-
Total	89,476	285,000	128,548	86,216	134,341	176,824	4,606,920
Surplus (Deficit)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 411,029

Year 2: 2026-27

26-27	EPA	SPED	NUTRITION	TITLE I	TITLE II	TITLE IV	SB740	LOTTERY	CCSPP	LREBG	UNRESTRICTED
Object Code	8012	8181, 8311, 8599	8220, 8520, 8634	8290	8291	8294	8545	8560	Object Code	Object Code	N/A
Resource Code-->	1400	3310 6500 6546	5310	3010	4035	4127	6030	1100 6300	6332	7435	N/A
Revenues											
LCFF Sources	654,087	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,186,001
Federal	-	42,608	114,166	147,412	17,477	12,467	-	-	-	-	-
Other State	-	329,849	10,806	-	-	-	510,939	91,551	285,000	176,824	18,275
Other Local	-	-	-	-	-	-	-	-	-	-	85,317
Total	654,087	372,457	124,972	147,412	17,477	12,467	510,939	91,551	285,000	176,824	5,289,594
Expenses											
Salaries	457,861	191,543	-	103,189	-	8,727	-	27,499	134,160	123,777	1,979,131
Benefits	196,226	46,321	-	44,224	-	3,740	-	-	26,523	53,047	442,058
Books & Supplies	-	-	124,972	-	-	-	-	64,052	-	-	236,496
Subagreements	-	200,000	-	-	-	-	-	-	74,317	-	200,483
Operations	-	-	-	-	-	-	-	-	-	-	431,467
Facilities	-	-	-	-	-	-	510,939	-	-	-	401,248
Prof Services	-	-	-	17,477	-	-	-	-	50,000	-	1,257,296
Depreciation	-	-	-	-	-	-	-	-	-	-	27,100
Interest	-	-	-	-	-	-	-	-	-	-	-
Total	654,087	437,864	124,972	147,412	17,477	12,467	510,939	91,551	285,000	176,824	4,975,278
Surplus (Deficit)	\$ -	\$ (65,408)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 314,316

Year 3: 2027-28

27-28	EPA	SPED	NUTRITION	TITLE I	TITLE II	TITLE IV	SB740	LOTTERY	CCSPP	LREBG	UNRESTRICTED
Object Code	8012	8181, 8311, 8599	8220, 8520, 8634	8290	8291	8294	8545	8560	Object Code	Object Code	N/A
Resource Code-->	1400	3310 6500 6546	5310	3010	4035	4127	6030	1100 6300	6332	7435	N/A
Revenues											
LCFF Sources	767,548	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,085,458
Federal	-	43,596	129,690	167,457	19,854	14,162	-	-	-	-	-
Other State	-	383,521	12,276	-	-	-	599,569	103,999	285,000	176,824	18,699
Other Local	-	-	-	-	-	-	-	-	-	-	96,918
Total	767,548	427,116	141,966	167,457	19,854	14,162	599,569	103,999	285,000	176,824	6,201,076
Expenses											
Salaries	537,284	259,241	-	117,220	-	9,914	-	31,238	134,160	123,777	2,207,561
Benefits	230,264	63,129	-	50,237	-	4,249	-	-	26,523	53,047	479,622
Books & Supplies	-	-	141,966	-	-	-	-	72,761	-	-	295,820
Subagreements	-	200,000	-	-	-	-	-	-	74,317	-	270,440
Operations	-	-	-	-	-	-	-	-	-	-	461,791
Facilities	-	-	-	-	-	-	599,569	-	-	-	336,984
Prof Services	-	-	-	19,854	-	-	-	-	50,000	-	1,431,717
Depreciation	-	-	-	-	-	-	-	-	-	-	27,100
Interest	-	-	-	-	-	-	-	-	-	-	-
Total	767,548	522,370	141,966	167,457	19,854	14,162	599,569	103,999	285,000	176,824	5,511,035
Surplus (Deficit)	\$ -	\$ (95,254)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 690,041

Oakland Charter High School - FY25 Renewal Petition

Multi-Year Forecast

Revised 11/5/24



	2024-25	2025-26	2026-27	2027-28
	Forecast	Forecast	Forecast	Forecast
Assumptions				
LCFF COLA	1.07%	2.93%	3.08%	3.30%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%	2.00%
Enrollment	331.00	345.00	353.00	401.00
Average Daily Attendance	314.45	327.75	335.35	380.95
Revenues				
State Aid - Revenue Limit				
8011 LCFF State Aid	\$ 3,458,635	3,705,429	3,946,303	4,677,189
8012 Education Protection Account	578,059	620,162	654,087	767,548
8096 In Lieu of Property Taxes	1,162,436	1,211,603	1,239,698	1,408,269
	<u>5,199,130</u>	<u>5,537,194</u>	<u>5,840,088</u>	<u>6,853,006</u>
Federal Revenue				
8181 Special Education - Entitlement	43,824	40,879	42,608	43,596
8220 Federal Child Nutrition	107,051	111,579	114,166	129,690
8290 Title I, Part A - Basic Low Income	138,225	144,071	147,412	167,457
8291 Title II, Part A - Teacher Quality	16,388	17,081	17,477	19,854
8294 Title IV	11,690	12,184	12,467	14,162
8296 Other Federal Revenue	269,366	-	-	-
	<u>586,544</u>	<u>325,794</u>	<u>334,130</u>	<u>374,758</u>
Other State Revenue				
8311 State Special Education	273,446	293,362	309,410	363,082
8520 Child Nutrition	10,133	10,561	10,806	12,276
8545 School Facilities (SB740)	451,550	484,439	510,939	599,569
8550 Mandated Cost	18,797	17,534	18,275	18,699
8560 State Lottery	85,845	89,476	91,551	103,999
8599 Other State Revenue	753,151	831,367	482,263	482,263
	<u>1,592,922</u>	<u>1,726,739</u>	<u>1,423,244</u>	<u>1,579,888</u>
Other Local Revenue				
8980 Contributions, Unrestricted	80,000	83,384	85,317	96,918
	<u>80,000</u>	<u>83,384</u>	<u>85,317</u>	<u>96,918</u>
Total Revenue	\$ 7,458,596	7,673,111	7,682,780	8,904,571
Expenses				
Certificated Salaries				
1100 Teachers' Salaries	1,469,222	1,512,270	1,558,848	1,846,207
1175 Teachers' Extra Duty/Stipends	80,000	80,000	80,000	80,000
1200 Pupil Support Salaries	71,750	73,852	76,127	78,639
1300 Administrators' Salaries	310,160	319,248	329,081	339,940
1900 Other Certificated Salaries	-	-	-	-
	<u>1,931,132</u>	<u>1,985,370</u>	<u>2,044,055</u>	<u>2,344,786</u>

Oakland Charter High School - FY25 Renewal Petition

Multi-Year Forecast

Revised 11/5/24



	2024-25	2025-26	2026-27	2027-28
	Forecast	Forecast	Forecast	Forecast
Classified Salaries				
2100 Instructional Salaries	223,274	229,816	236,894	306,089
2200 Support Salaries	378,355	389,441	401,435	414,683
2300 Classified Administrators' Salaries	104,412	107,471	110,781	114,437
2400 Clerical and Office Staff Salaries	219,339	225,765	232,719	240,399
2900 Other Classified Salaries	-	-	-	-
	<u>925,379</u>	<u>952,493</u>	<u>981,830</u>	<u>1,075,607</u>
Benefits				
3301 OASDI	177,104	182,148	187,605	212,064
3311 Medicare	41,419	42,599	43,875	49,596
3401 Health and Welfare	283,500	291,807	300,794	330,449
3501 State Unemployment	25,690	25,690	25,690	27,650
3601 Workers' Compensation	39,991	41,130	42,362	47,886
3901 Other Benefits	199,956	205,650	211,812	239,428
	<u>767,660</u>	<u>789,024</u>	<u>812,139</u>	<u>907,072</u>
Books and Supplies				
4100 Textbooks and Core Curricula	147,500	150,000	150,000	175,000
4200 Books and Other Materials	12,500	13,029	13,331	15,144
4302 School Supplies	27,500	28,663	29,328	33,316
4305 Software	17,500	18,240	18,663	21,201
4310 Office Expense	28,000	29,184	29,861	33,921
4311 Business Meals	20,000	15,000	15,000	15,000
4400 Noncapitalized Equipment	41,600	43,360	44,365	75,000
4700 Food Services	117,184	122,140	124,972	141,966
	<u>411,784</u>	<u>419,616</u>	<u>425,520</u>	<u>510,547</u>
Subagreement Services				
5102 Special Education	200,000	200,000	200,000	231,739
5103 Substitute Teacher	50,000	50,000	50,000	57,935
5104 Transportation	14,800	14,800	14,800	17,149
5105 Security	50,000	50,000	50,000	57,935
5106 Other Educational Consultants	160,000	160,000	160,000	180,000
	<u>474,800</u>	<u>474,800</u>	<u>474,800</u>	<u>544,758</u>
Operations and Housekeeping				
5201 Auto and Travel	5,900	6,018	6,281	6,406
5300 Dues & Memberships	4,600	4,795	4,906	5,573
5400 Insurance	86,400	91,855	95,865	111,079
5501 Utilities	236,700	241,434	246,263	251,188
5502 Janitorial Services	10,000	10,200	10,645	10,858
5900 Communications	61,300	63,893	65,374	74,264
5901 Postage and Shipping	2,000	2,085	2,133	2,423
	<u>406,900</u>	<u>420,279</u>	<u>431,467</u>	<u>461,791</u>
Facilities, Repairs and Other Leases				
5601 Rent	750,564	773,081	796,273	820,162
5605 Real/Personal Property Taxes	15,000	15,450	15,914	16,391
5610 Repairs and Maintenance	200,000	100,000	100,000	100,000
	<u>965,564</u>	<u>888,531</u>	<u>912,187</u>	<u>936,552</u>

Oakland Charter High School - FY25 Renewal Petition

Multi-Year Forecast

Revised 11/5/24



	2024-25	2025-26	2026-27	2027-28
	Forecast	Forecast	Forecast	Forecast
Professional/Consulting Services				
5801 IT	74,000	75,480	76,990	78,529
5802 Audit & Taxes	19,700	20,094	20,496	20,906
5803 Legal	24,700	25,194	25,698	26,212
5804 Professional Development	74,000	50,000	50,000	50,000
5805 General Consulting	125,000	125,000	125,000	150,000
5806 Special Activities/Field Trips	80,000	80,000	80,000	80,000
5808 Printing	5,000	5,100	5,202	5,306
5811 Management Fee	839,589	866,619	872,583	1,011,476
5812 District Oversight Fee	51,991	55,372	58,401	68,530
5815 Public Relations/Recruitment	10,000	10,200	10,404	10,612
	<u>1,303,981</u>	<u>1,313,059</u>	<u>1,324,774</u>	<u>1,501,571</u>
Depreciation				
6900 Depreciation Expense	27,100	27,100	27,100	27,100
	<u>27,100</u>	<u>27,100</u>	<u>27,100</u>	<u>27,100</u>
Interest				
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Expenses	\$ 7,214,299	7,270,271	7,433,871	8,309,784
Surplus (Deficit)	\$ 244,297	402,840	248,908	594,787
Fund Balance, Beginning of Year	\$ 10,426,149	10,670,446	11,073,285	11,322,194
Fund Balance, End of Year	\$ 10,670,446	11,073,285	11,322,194	11,916,981

Oakland Charter High School - FY25 Renewal Petition

Monthly Cash Flow/Forecast FY24-25

Revised 11/5/24

ADA = 314.45



	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash, Beginning of Month	9,797,288	9,576,891	9,229,630	9,102,709	8,976,876	8,784,053	8,898,188	9,092,864	8,921,429	8,907,470	8,801,298	8,683,723				
Cash, End of Month	9,576,891	9,229,630	9,102,709	8,976,876	8,784,053	8,898,188	9,092,864	8,921,429	8,907,470	8,801,298	8,683,723	8,643,047				

Oakland Charter High School - FY25 Renewal Petition



Monthly Cash Flow/Forecast FY25-6

Revised 11/5/24

ADA = 327.75

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash, Beginning of Month	8,643,047	8,931,780	8,567,907	8,475,950	8,249,648	8,689,133	8,616,144	8,862,942	8,655,648	8,615,484	8,722,301	8,703,052				
Cash, End of Month	<u>8,931,780</u>	<u>8,567,907</u>	<u>8,475,950</u>	<u>8,249,648</u>	<u>8,689,133</u>	<u>8,616,144</u>	<u>8,862,942</u>	<u>8,655,648</u>	<u>8,615,484</u>	<u>8,722,301</u>	<u>8,703,052</u>	<u>8,750,539</u>				

Oakland Charter High School - FY25 Renewal Petition

Monthly Cash Flow/Forecast FY26-27

Revised 11/5/24

ADA = 335.35



	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash, Beginning of Month	8,750,539	9,111,990	8,872,291	8,645,916	8,519,032	8,635,236	8,540,007	8,921,435	8,730,052	8,697,312	8,820,787	8,812,615				
Cash, End of Month	<u>9,111,990</u>	<u>8,872,291</u>	<u>8,645,916</u>	<u>8,519,032</u>	<u>8,635,236</u>	<u>8,540,007</u>	<u>8,921,435</u>	<u>8,730,052</u>	<u>8,697,312</u>	<u>8,820,787</u>	<u>8,812,615</u>	<u>8,870,049</u>				

Oakland Charter High School - FY25 Renewal Petition

Monthly Cash Flow/Forecast FY27-28

Revised 11/5/24

ADA = 380.95



	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash, Beginning of Month	8,870,049	9,216,031	8,926,692	8,657,522	8,491,606	8,564,523	8,438,649	8,813,549	8,588,084	8,635,065	8,870,723	8,946,698				
Cash, End of Month	<u>9,216,031</u>	<u>8,926,692</u>	<u>8,657,522</u>	<u>8,491,606</u>	<u>8,564,523</u>	<u>8,438,649</u>	<u>8,813,549</u>	<u>8,588,084</u>	<u>8,635,065</u>	<u>8,870,723</u>	<u>8,946,698</u>	<u>9,098,715</u>				

LCFF Calculator Navigation

v.25.2a 8/16/2024

Structure:

- 1 The LCFF Calculator structure has been built to maintain a standard eight-year structure that includes two historical years, one current year and five projection years.
- 2 The Data Entry tab was designed to cluster data entry sections by projection type (charter school or school district). Charter school data entry sections are intentionally placed at the top of the page due to the limited amount of data required to complete a projection.
- 3 The workbook contains conditional formatting to guide users through data entry. Once a projection type is identified and all basic questions are answered, only the highlighted sections require data entry; all remaining sections not applicable to the projection will remain grayed out. **No data should be entered in sections that are not highlighted**

Projection Type Not Identified	Charter School Projection	School District Projection
	Data Entry Sections	Data Entry Sections

- 4 A separate calculation must be prepared for each LEA, either district or charter school.

Data entry cells: prepopulated with the most current certified data; all data entry cells are unlocked for user edit. Prepopulated data cannot be restored after user override.

Tab Navigation Key:

Information tabs: provide important projection information and should be reviewed with each update.

Data Entry tab: single data entry tab for ALL LCFF calculations. Sections to be completed are identified through highlighting upon entry of CDS code and responses to required questions.

Primary calculation results tabs: provide calculations and results summaries only. **No data is entered on these tabs.**

Secondary support calculation tabs: provide details of supporting calculations for components that do not apply to all LEA calculations. **No data is entered on these tabs.**

User editable tabs: preformatted graphs and blank worksheet tabs.

LCFF Calculator Navigation

v.25.2a 8/16/2024

Instructions:

- Review Caveats:** Important details that may affect LEA calculations are noted in this tab. **This tab should be reviewed with each update.**
- Data Entry tab:** Data for all calculation types is entered into the Data Entry tab.
 - Start a calculation by entering the five-digit code for a school district calculation or seven-digit school code for a charter school calculation. Once the LEA code is entered, the LEA type (district or charter) will be identified and the applicable data entry sections will be highlighted for completion.
 - New charter schools that do not yet have a CDS code should select "Yes" from the drop-down list following the question below the CDS code box.

Section (1) Universal Assumptions: Prepopulated assumptions are based on the most current data released by the Department of Finance and the California Department of Education. COLA and EPA assumptions should be reviewed and updated to match percentage updates published after the version release.

Section (2) Charter School Data Elements Required to Calculate the LCFF: Enter charter school data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

Section (3) School District Data Elements Required to Calculate the LCFF: Enter school district data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

- **In Lieu of Taxes:** School districts that are the sponsoring LEA for a charter school or are otherwise required to transfer property taxes to a charter school should answer "YES" to the applicable question in this section, then complete section (5) School District In-Lieu of Property Tax Calculation for Charter Schools.
- **Necessary Small Schools:** School districts that have necessary small schools should answer "YES" to the applicable question in this section, then complete section (4) Necessary Small Schools ADA.
- **TK Add-on Funding:** ADA for TK students must be entered in this section for the add-on to calculate. TK ADA should also be included in the ADA section to properly calculate the Base, Supplemental and Concentration grants.
- **Charter Shift ADA:** Prior year ADA used in the determination of school district funding calculations is based on the greater of current year, prior year and, beginning with 2022-23 fiscal year, three-prior year average. The prior year ADA must be adjusted by the net ADA of students who "shifted" between district schools and district sponsored charter schools. Sponsoring school districts should enter the total prior year ADA by grade span for those students who attended district sponsored charter schools in the prior year and returned to attend district schools in the current year in the first section. Total prior year ADA by grade span for students who attended district schools in the prior year, then left to attend a district sponsored charter school should be entered in the second section.

Section (4) Necessary Small Schools ADA: School districts that have necessary small schools must complete section (4) on the Data Entry tab. **Prior year data must be entered for each year including historical years, even when the school is funded under LCFF.**

- **NSS Supporting Calculations:** details related to NSS funding determination are located in the NSS Calculation tabs.

Section (5) In-Lieu of Property Tax Calculation for Charter Schools: School districts required to transfer in-lieu taxes to charter schools should select "Yes" from the drop-down list in section (3), then complete either section (a) or (b).

- **Section (a):** To be completed only by districts that use an alternative rate for in-lieu tax transfers or calculates the in-lieu transfers outside of this tool. Carefully review and follow the instructions located in the In-lieu tax section.
- **Section (b):** To be completed by districts that follow the traditional allocation of funding for in-lieu tax transfers. The tool has been designed to support basic aid district calculations, which require charter school ADA to be entered by grade span. Non basic aid districts can enter the total charter school ADA for each school in any single grade span, it is not necessary to enter ADA by grade span or separately for each charter school. Consolidating all charter school ADA into a single section will calculate a similar result.
- **In-Lieu of Property Taxes Results:** The supporting calculations and in-lieu of property tax transfer amounts for each charter school are located in the District In-Lieu Taxes tab.

- Review LCFF Calculation and EPA Results:** Detailed calculations and results can be viewed on the Calculator, EPA and Summary tabs. No data entry is required on these tabs.
- Supporting Calculations:** details related to NSS funding determination and in-lieu tax transfer amounts for each charter school are located in the NSS Calculation and District In-Lieu Taxes tabs.

Resources:

- FCMAT LCFF help desk and calculator updates: www.fcmat.org/lcff
- CDE PASE exhibits: www.cde.ca.gov/fg/aa/pa/exhibitguides.asp
- CDE Exhibit Guide: www.cde.ca.gov/fg/aa/pa/exhibitguides.asp
- CDE Funding Rates and Information: www.cde.ca.gov/fg/aa/pa/lcffcola.asp

LCFF CALCULATOR	
114868	5 digit District code or 7 digit School code <i>(from the CDS code)</i>
NO	Is this calculation for a new charter school? (select from drop down list)
Charter	Projection Type
10/1/2024	Projection Date
LEA: Oakland Charter High	Projection Title: OCHS FY25 Budget Petition Renewal
Created by: Jason Sitomer	Email: jsitomer@charterimpact.com
Phone: 323-570-0602	

	PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
Oakland Charter High (114868)	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29

(1) UNIVERSAL ASSUMPTIONS								
Supplemental Grant %	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%
Concentration Grant (>55% population)	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%
Statutory COLA & Augmentation/Suspension <small><i>(prefilled as calculated by the Department of Finance, DOF)</i></small>	5.07%	13.26%	8.22%	1.07%	2.93%	3.08%	3.30%	3.29%
Statutory COLA	1.70%	6.56%	8.22%	1.07%	2.93%	3.08%	3.30%	3.29%
Augmentation/(COLA Suspension)	3.37%	6.70%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Base Grant Proration Factor (deficit)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Transitional Kindergarten Add-on (2022-23 forward)	\$ -	\$ 2,813	\$ 3,044	\$ 3,077	\$ 3,167	\$ 3,265	\$ 3,373	\$ 3,484
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)	73.31789035%	12.74780911%	21.98880689%	21.98880689%	21.98880689%	21.98880689%	21.98880689%	21.98880689%
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)	75.37156903%	12.84814107%	21.98880689%	21.98880689%	21.98880689%	21.98880689%	21.98880689%	21.98880689%
Local EPA Accrual	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Oakland Charter High (114868)	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF									
NEW CHARTER SCHOOLS									
New Charter School Name:									
Year that charter starts operation (select from drop down list):			2022-23						
(a) TRANSFER OF IN-LIEU PROPERTY TAX									
Note: Charter schools should contact sponsoring district(s) for In-lieu estimate									
I-4	F-6 / F-7 In-Lieu of Property Tax	1,322,507	1,325,622	1,220,438	1,162,436	1,211,603	1,239,698	1,408,269	
(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)									
A-1.2, A-2.2, A-3.2	Enrollment (second prior year)	461	459						
A-1.1, A-2.1, A-3.1	Enrollment (first prior year)	459	453						
A-1, A-2, A-3	Enrollment	453	417	359	331	345	353	401	
B-1.2, B-2.2, B-3.2	Unduplicated Pupil Count (second prior year)	391	375						
B-1.1, B-2.1, B-3.1	Unduplicated Pupil Count (first prior year)	375	365						
B-1, B-2, B-3	Unduplicated Pupil Count	365	359	285	263	274	280	318	
		<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	
	Single Year Unduplicated Pupil Percentage	80.57%	86.09%	79.39%	79.39%	79.39%	79.39%	79.39%	0.00%
C-1	Unduplicated Pupil Percentage (%)	82.37%	82.69%	82.10%	81.91%	79.39%	79.39%	79.39%	0.00%
(c) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location									
Enter the unduplicated pupil percentage (UPP) of the district where the charter school is physically located. If the charter school has a physical location within the boundaries of more than one district, enter the highest district UPP of all locations.									
D-3	Unduplicated Pupil Percentage (%)	76.61%	77.95%	80.10%	80.10%	80.10%	80.10%	80.10%	
	Unduplicated Pupil Percentage: Supplemental Grant	82.37%	82.69%	82.10%	81.91%	79.39%	79.39%	79.39%	0.00%
	Unduplicated Pupil Percentage: Concentration Grant	76.61%	77.95%	80.10%	80.10%	79.39%	79.39%	79.39%	0.00%
(d) AVERAGE DAILY ATTENDANCE (ADA)									
ADA used for the Transitional Kindergarten Add-on ONLY:									
G-4	TK (NEW beginning 2022-23)	-	-	-	-	-	-	-	
ADA used for Base, Supplemental and Concentration Grant Calculations: Enter P2 Data - Note: Charter School ADA is always funded on current year									
B-1	Grades TK-3	-	-	-	-	-	-	-	
B-2	Grades 4-6	-	-	-	-	-	-	-	
B-3	Grades 7-8	-	-	-	-	-	-	-	
B-4	Grades 9-12	436.54	394.48	330.14	314.45	327.75	335.35	380.95	
	SUBTOTAL ADA	436.54	394.48	330.14	314.45	327.75	335.35	380.95	-
	RATIO: ADA to Enrollment	0.96	0.95	0.92	0.95	0.95	0.95	0.95	-
(e) OTHER LCFF ADJUSTMENTS									
Miscellaneous Adjustments (line H-2), include adjustments for audit penalties and special legislation. Adjustments can be positive or negative.									
Minimum State Aid Adjustments (Line J-5), captures adjustments for audit penalties and special legislation. Adjustments can be positive or negative.									
H-2	Miscellaneous Adjustments	\$ -	\$ -	\$ -					
J-5	Minimum State Aid Adjustments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal									10/1/2024
DETAILED ADA CALCULATION	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2018-19 ADA	2019-20 ADA	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	
Grades TK-3	Non Applicable Until 2022-23 Certification	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	-	-	
LCFF Subtotal	-	-	-	-	-	-	-	-	
NSS	-	-	-	-	-	-	-	-	
Combined Subtotal	-	-	-	-	-	-	-	-	
Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2019-20 ADA	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	
Grades TK-3	Non Applicable Until 2022-23 Certification	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	-	-	
LCFF Subtotal	-	-	-	-	-	-	-	-	
NSS	-	-	-	-	-	-	-	-	
Combined Subtotal	-	-	-	-	-	-	-	-	
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA	
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	-	-	
LCFF Subtotal	-	-	-	-	-	-	-	-	
NSS	-	-	-	-	-	-	-	-	
Combined Subtotal	-	-	-	-	-	-	-	-	
Net Adjustment to Prior Year ADA for Charter Shift									
Second Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-	-	-	-	-	
Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-	-	-	-	-	
Second prior year charter school shift percentage	Non Applicable Until 2022-23	0%	0%	0%	0%	0%	0%	0%	
Prior year charter school shift percentage	-	-	-	-	-	-	-	-	
Prior 3-Year Average ADA (if charter shift percentage > -50%, adjusted for +/- current year charter shift) - Effective beginning in 2022-23									
Grades TK-3	Non Applicable Until 2022-23	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	-	-	
LCFF Subtotal	-	-	-	-	-	-	-	-	
NSS	-	-	-	-	-	-	-	-	
Combined Subtotal	-	-	-	-	-	-	-	-	
Current Year Charter Shift ADA for the Hold Harmless and 3-prior year average	-	-	-	-	-	-	-	-	
Current Year ADA									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	436.54	394.48	330.14	314.45	327.75	335.35	380.95	-	
LCFF Subtotal	436.54	394.48	330.14	314.45	327.75	335.35	380.95	-	
NSS	-	-	-	-	-	-	-	-	
Combined Subtotal	436.54	394.48	330.14	314.45	327.75	335.35	380.95	-	
Change in LCFF ADA (excludes NSS ADA)	436.54	394.48	330.14	314.45	327.75	335.35	380.95	-	
	Increase	Increase	Increase	Increase	Increase	Increase	Increase	No Change	

Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal		10/1/2024							
DETAILED ADA CALCULATION	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	436.54	394.48	330.14	314.45	327.75	335.35	380.95	-	
Subtotal	436.54	394.48	330.14	314.45	327.75	335.35	380.95	-	
	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	
Funded NSS ADA									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	-	-	
Subtotal	-	-	-	-	-	-	-	-	
NPS, CDS, & COE Operated									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	-	-	
Subtotal	-	-	-	-	-	-	-	-	
ACTUAL ADA (Current Year Only)									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	436.54	394.48	330.14	314.45	327.75	335.35	380.95	-	
Total Actual ADA	436.54	394.48	330.14	314.45	327.75	335.35	380.95	-	
TOTAL FUNDED ADA, LCFF & NSS									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	436.54	394.48	330.14	314.45	327.75	335.35	380.95	-	
Total Funded ADA	436.54	394.48	330.14	314.45	327.75	335.35	380.95	-	
<i>Funded Difference (Funded ADA less Actual ADA)</i>									
	-	-	-	-	-	-	-	-	
FUNDED ADA for the Transitional Kindergarten Add-on									
Current Year TK ADA	-	-	-	-	-	-	-	-	

Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal		v.25.2a	10/1/2024	CY	v.25.2a	CY1	
LOCAL CONTROL FUNDING FORMULA				2024-25	2025-26		
LCFF ENTITLEMENT CALCULATION							
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage	COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage
Calculation Factors		1.07%	0.00%	81.91% 80.10%	2.93%	0.00%	79.39% 79.39%
	Current Year				Current Year		
	ADA	Base	Grade Span	Supplemental	Concentration	Total	
Grades TK-3	-	\$ 10,025	\$ 1,043	\$ 1,813	\$ 1,806	\$ -	
Grades 4-6	-	10,177		1,667	1,660	-	
Grades 7-8	-	10,478		1,717	1,709	-	
Grades 9-12	314.45	12,144	316	2,041	2,033	5,199,130	
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-	
Total Base, Supplemental, and Concentration Grant		\$ 3,818,681	\$ 99,366	\$ 641,854	\$ 639,229	\$ 5,199,130	
NSS Allowance	-	-	-	-	-	-	
TOTAL BASE	314.45	\$ 3,818,681	\$ 99,366	\$ 641,854	\$ 639,229	\$ 5,199,130	
ADD ONS:							
Targeted Instructional Improvement Block Grant					\$ -	\$ -	
Home-to-School Transportation (COLA added commencing 2023-24)					-	-	
Small School District Bus Replacement Program (COLA added commencing 2023-24)					-	-	
Transitional Kindergarten (commencing 2022-23)	TK ADA	-	TK Add-on rate	\$ 3,077.00	-	-	
ECONOMIC RECOVERY TARGET PAYMENT							
LCFF Entitlement Before Adjustments							
Miscellaneous Adjustments					\$ 5,199,130	\$ 5,537,194	
ADJUSTED LCFF ENTITLEMENT					\$ 5,199,130	\$ 5,537,194	
Local Revenue (including RDA)					(1,162,436)	(1,211,603)	
Gross State Aid					\$ 4,036,694	\$ 4,325,591	
Education Protection Account Entitlement					(578,059)	(620,162)	
Net State Aid					\$ 3,458,635	\$ 3,705,429	
MINIMUM STATE AID CALCULATION							
		12-13 Rate	2024-25 ADA		12-13 Rate	2025-26 ADA	
2012-13 RL/Charter Gen BG adjusted for ADA		\$ 6,185.00	314.45	N/A	\$ 6,185.00	327.75	N/A
2012-13 NSS Allowance (deficited)		\$ -		\$ 1,944,873	\$ -		\$ 2,027,134
Minimum State Aid Adjustments				-			-
Less Current Year Property Taxes/In-Lieu				(1,162,436)			(1,211,603)
Less Education Protection Account Entitlement				(578,059)			(620,162)
Subtotal State Aid for Historical RL/Charter General BG				\$ 204,378			\$ 195,369
Categorical Minimum State Aid				-			-
Charter School Categorical Block Grant adjusted for ADA			603.80	314.45	603.80	327.75	197,895
Minimum State Aid Guarantee Before Proration Factor				\$ 394,243			\$ 393,264
Proration Factor				0.00%			0.00%
Minimum State Aid Guarantee				\$ 394,243			\$ 393,264
CHARTER SCHOOL MINIMUM STATE AID OFFSET							
LCFF Entitlement				5,199,130			5,537,194
Minimum State Aid plus Property Taxes including RDA				1,556,679			1,604,867
Offset				-			-
Minimum State Aid Prior to Offset				394,243			393,264
Total Minimum State Aid with Offset				394,243			393,264
State Aid Before Additional State Aid				\$ 3,458,635			\$ 3,705,429
ADDITIONAL STATE AID							
				\$ -			\$ -
LCFF State Aid, Adjusted for Minimum State Aid Guarantee				\$ 3,458,635			\$ 3,705,429
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental							
Change Over Prior Year		-3.75%	(202,701)		6.50%	338,064	
LCFF Entitlement Per ADA (excluding Categorical MSA)				16,534			16,895
Per-ADA Change Over Prior Year		1.05%	172		2.18%	361	
Basic Aid Status (school districts only)				-			-
LCFF SOURCES INCLUDING EXCESS TAXES							
		Increase		2024-25	Increase		2025-26
State Aid		-3.41%	(122,281)	\$ 3,458,635	7.14%	246,794	\$ 3,705,429
Education Protection Account				578,059			620,162
Property Taxes Net of In-Lieu Transfers		0.00%	-	-	0.00%	-	-
Charter In-Lieu Taxes		-4.75%	(58,002)	1,162,436	4.23%	49,166	1,211,603
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)		-3.34%	(180,283)	\$ 5,199,130	5.69%	295,960	\$ 5,537,194

Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal		v.25.2a		CY2		v.25.2a		CY3					
LOCAL CONTROL FUNDING FORMULA						2026-27		2027-28					
LCFF ENTITLEMENT CALCULATION													
		COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage		COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage	
Calculation Factors		3.08%		0.00%		79.39%		3.30%		0.00%		79.39%	
		Current Year		Current Year		Current Year		Current Year		Current Year		Current Year	
		ADA	Base	Grade Span	Supplemental	Concentration	Total	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3		-	\$ 10,637	\$ 1,106	\$ 1,865	\$ 1,862	\$ -	-	\$ 10,988	\$ 1,143	\$ 1,926	\$ 1,923	\$ -
Grades 4-6		-	10,798		1,715	1,712	-	-	11,154		1,771	1,768	-
Grades 7-8		-	11,117		1,765	1,762	-	-	11,484		1,823	1,821	-
Grades 9-12		335.35	12,885	335	2,099	2,096	5,840,088	380.95	13,310	346	2,168	2,165	6,853,006
Subtract Necessary Small School ADA and Funding		-	-	-	-	-	-	-	-	-	-	-	-
Total Base, Supplemental, and Concentration Grant			\$ 4,320,985	\$ 112,342	\$ 703,924	\$ 702,837	\$ 5,840,088		\$ 5,070,445	\$ 131,808	\$ 826,014	\$ 824,739	\$ 6,853,006
NSS Allowance			-	-	-	-	-		-	-	-	-	-
TOTAL BASE		335.35	\$ 4,320,985	\$ 112,342	\$ 703,924	\$ 702,837	\$ 5,840,088	380.95	\$ 5,070,445	\$ 131,808	\$ 826,014	\$ 824,739	\$ 6,853,006
ADD ONS:													
Targeted Instructional Improvement Block Grant							\$ -						\$ -
Home-to-School Transportation (COLA added commencing 2023-24)							-						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)							-						-
Transitional Kindergarten (commencing 2022-23)	TK ADA	-	TK Add-on rate	\$ 3,265.00			-	TK ADA	-	TK Add-on rate	\$ 3,373.00		-
ECONOMIC RECOVERY TARGET PAYMENT							-						-
LCFF Entitlement Before Adjustments							\$ 5,840,088						\$ 6,853,006
Miscellaneous Adjustments							-						-
ADJUSTED LCFF ENTITLEMENT							\$ 5,840,088						\$ 6,853,006
Local Revenue (including RDA)							(1,239,698)						(1,408,269)
Gross State Aid							\$ 4,600,390						\$ 5,444,737
Education Protection Account Entitlement							(654,087)						(767,548)
Net State Aid							\$ 3,946,303						\$ 4,677,189
MINIMUM STATE AID CALCULATION													
			12-13 Rate	2026-27 ADA		N/A			12-13 Rate	2027-28 ADA		N/A	
2012-13 RL/Charter Gen BG adjusted for ADA			\$ 6,185.00	335.35		\$ 2,074,140		\$ 6,185.00	380.95			\$ 2,356,176	
2012-13 NSS Allowance (deficit)			\$ -			-		\$ -				-	
Minimum State Aid Adjustments						-						-	
Less Current Year Property Taxes/In-Lieu						(1,239,698)						(1,408,269)	
Less Education Protection Account Entitlement						(654,087)						(767,548)	
Subtotal State Aid for Historical RL/Charter General BG						\$ 180,355						\$ 180,359	
Categorical Minimum State Aid						-						-	
Charter School Categorical Block Grant adjusted for ADA			603.80	335.35		202,484		603.80	380.95			230,018	
Minimum State Aid Guarantee Before Proration Factor						\$ 382,839						\$ 410,377	
Proration Factor						0.00%						0.00%	
Minimum State Aid Guarantee						\$ 382,839						\$ 410,377	
CHARTER SCHOOL MINIMUM STATE AID OFFSET													
LCFF Entitlement						5,840,088						6,853,006	
Minimum State Aid plus Property Taxes including RDA						1,622,537						1,818,646	
Offset						-						-	
Minimum State Aid Prior to Offset						382,839						410,377	
Total Minimum State Aid with Offset						382,839						410,377	
State Aid Before Additional State Aid						\$ 3,946,303						\$ 4,677,189	
ADDITIONAL STATE AID													
						\$ -						\$ -	
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						\$ 3,946,303						\$ 4,677,189	
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental													
Change Over Prior Year			5.47%	302,894					17.34%	1,012,918			
LCFF Entitlement Per ADA (excluding Categorical MSA)						17,415							17,989
Per-ADA Change Over Prior Year			3.08%	520					3.30%	574			
Basic Aid Status (school districts only)						-							-
LCFF SOURCES INCLUDING EXCESS TAXES													
			Increase	2026-27		Increase	2027-28		Increase	2027-28		Increase	2027-28
State Aid			6.50%	240,874		\$ 3,946,303		18.52%	730,886			\$ 4,677,189	
Education Protection Account						654,087						767,548	
Property Taxes Net of In-Lieu Transfers			0.00%	-		-		0.00%	-			-	
Charter In-Lieu Taxes			2.32%	28,095		1,239,698		13.60%	168,571			1,408,269	
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			4.86%	268,969		\$ 5,840,088		15.40%	899,457			\$ 6,853,006	

Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal		v.25.2a		CY4		
LOCAL CONTROL FUNDING FORMULA			2028-29			
LCFF ENTITLEMENT CALCULATION						
Calculation Factors	COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage		
	3.29%		0.00%	0.00%	0.00%	
	Current Year					
	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	-	\$ 11,350	\$ 1,180	\$ -	\$ -	\$ -
Grades 4-6	-	11,521		-	-	-
Grades 7-8	-	11,862		-	-	-
Grades 9-12	-	13,748	357	-	-	-
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-
Total Base, Supplemental, and Concentration Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
NSS Allowance	-	-	-	-	-	-
TOTAL BASE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADD ONS:						
Targeted Instructional Improvement Block Grant						\$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	-	TK Add-on rate	\$ 3,484.00		-
ECONOMIC RECOVERY TARGET PAYMENT						
LCFF Entitlement Before Adjustments						\$ -
Miscellaneous Adjustments						-
ADJUSTED LCFF ENTITLEMENT						\$ -
Local Revenue (including RDA)						-
Gross State Aid						\$ -
Education Protection Account Entitlement						-
Net State Aid						\$ -
MINIMUM STATE AID CALCULATION						
			12-13 Rate	2028-29 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			\$ 6,185.00	-		\$ -
2012-13 NSS Allowance (deficit)			\$ -	-		-
Minimum State Aid Adjustments						-
Less Current Year Property Taxes/In-Lieu						-
Less Education Protection Account Entitlement						-
Subtotal State Aid for Historical RL/Charter General BG						\$ -
Categorical Minimum State Aid						-
Charter School Categorical Block Grant adjusted for ADA			603.80	-		-
Minimum State Aid Guarantee Before Proration Factor						\$ -
Proration Factor						0.00%
Minimum State Aid Guarantee						\$ -
CHARTER SCHOOL MINIMUM STATE AID OFFSET						
LCFF Entitlement						-
Minimum State Aid plus Property Taxes including RDA						-
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						-
State Aid Before Additional State Aid						\$ -
ADDITIONAL STATE AID						
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						\$ -
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplement						
Change Over Prior Year			-100.00%	(6,853,006)		-
LCFF Entitlement Per ADA (excluding Categorical MSA)						-
Per-ADA Change Over Prior Year			-100.00%	(17,989)		-
Basic Aid Status (school districts only)						-
LCFF SOURCES INCLUDING EXCESS TAXES						
			Increase			2028-29
State Aid			-100.00%	(4,677,189)		\$ -
Education Protection Account						-
Property Taxes Net of In-Lieu Transfers			0.00%	-		-
Charter In-Lieu Taxes			-100.00%	(1,408,269)		-
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			-109.90%	(6,085,458)		\$ -

Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal

10/1/24

EDUCATION PROTECTION ACCOUNT

	Calculated* 2021-22	CDE P-2 Certification* 2022-23	Calculated* 2022-23	CDE P-2 Certification* 2023-24	Calculated* 2023-24	2024-25	2025-26	2026-27	2027-28
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT									
A-1 Total ADA for EPA Minimum	436.54	394.48	394.48	330.14	330.14	314.45	327.75	335.35	380.95
A-2 Minimum Funding per ADA	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200
A-3 EPA Minimum Funding (A-1 * A-2)	\$ 87,308	\$ 78,896	\$ 78,896	\$ 66,028	\$ 66,028	\$ 62,890	\$ 65,550	\$ 67,070	\$ 76,190
EPA PROPORTIONATE SHARE CAP									
B3,B7 2012-13 Deficited Base RL/Charter Rate (adjusted for COLA eff. 21/22)	\$ 7,172.90		\$ 7,643.44	\$ 8,271.73	\$ 8,271.73	\$ 8,360.24	\$ 8,605.20	\$ 8,870.24	\$ 9,162.96
B4, B8 Current Year Funded ADA, excluding NSS	436.54		394.48	-	330.14	314.45	327.75	335.35	380.95
B-11 2012-13 Deficited Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)	-		-	-	-	-	-	-	-
B-12 Current Year Funded ADA, including NSS	436.54		394.48	-	330.14	314.45	327.75	335.35	380.95
B9+B13 Adjusted Total Revenue Limit	\$ 3,131,258		\$ 3,015,184	\$ -	\$ 2,730,829	\$ 2,628,877	\$ 2,820,354	\$ 2,974,635	\$ 3,490,630
B10,B14 Current Year Adjusted NSS Allowance	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
B-16 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$ 3,131,258	\$ 3,015,184	\$ 3,015,184	\$ 2,730,829	\$ 2,730,829	\$ 2,628,877	\$ 2,820,354	\$ 2,974,635	\$ 3,490,630
B-17 Local Revenue/In-Lieu of Property Taxes	\$ 1,322,507	\$ 1,325,717	\$ 1,325,622	\$ 1,220,438	\$ 1,220,438	\$ 1,162,436	\$ 1,211,603	\$ 1,239,698	\$ 1,408,269
B-18 EPA Proportionate Share Cap (B-16 - B-17; If less than 0, B-18 = 0)	\$ 1,808,751	\$ 1,689,467	\$ 1,689,562	\$ 1,510,391	\$ 1,510,391	\$ 1,466,441	\$ 1,608,751	\$ 1,734,937	\$ 2,082,361
EPA PROPORTIONATE SHARE									
C-1 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$3,131,258	\$ 3,015,184	\$3,015,184	\$2,730,829	\$2,730,829	\$2,628,877	\$2,820,354	\$2,974,635	\$3,490,630
C-2 Statewide EPA Proportionate Share Ratio (as of P-2 certification)		12.74780911%		21.98880689%		21.98880689%	21.98880689%	21.98880689%	21.98880689%
C-3 EPA Proportionate Share (C-1 * C-2)	\$ 2,360,078	\$ 384,370	\$ 387,395	\$ 600,477	\$ 600,477	\$ 578,059	\$ 620,162	\$ 654,087	\$ 767,548
EPA ENTITLEMENT									
D-1 EPA Entitlement (If C-3 < B-18, then C-3; else B-18); (If C-3 and B-18 < A-3, then A-3)	\$ 1,808,751	\$ 384,370	\$ 387,395	\$ 600,477	\$ 600,477	\$ 578,059	\$ 620,162	\$ 654,087	\$ 767,548
D-2 Miscellaneous Adjustments**	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
D-3 Adjusted EPA Entitlement (D-1 + D-2)	1,808,751	384,370	387,395	600,477	600,477	578,059	620,162	654,087	767,548
D-4 Prior Year Annual Adjustment	13,013	\$ 117,885	117,885	\$ 3,025	3,025	-	-	-	-
D-5 P2 Entitlement Net of PY Adjustment	1,821,764	\$ 502,255	505,280	\$ 603,502	603,502	578,059	620,162	654,087	767,548
C-2 Statewide EPA Proportionate Share Ratio (as of Annual certification)	75.37156903%	12.84814107%	12.84814107%	21.98880689%	21.98880689%	21.98880689%	21.98880689%	21.98880689%	21.98880689%
Adjusted EPA Allocation (used to calculate LCFF Revenue)		\$ 387,395		\$ 600,477		578,059	620,162	654,087	767,548

*CDE P-2 Certification and Calculated columns can be compared to determine accruals or ts. Enter accrual information on Data Entry tab.

**A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of issuan LEA when it is overpaid. EPA State Aid offsets LCFF State Aid (object 8011). It is calculated a single time at P2.

Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal		
EDUCATION PROTECTION ACCOUNT		
		2028-29
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT		
A-1	Total ADA for EPA Minimum	-
A-2	Minimum Funding per ADA	\$ 200
A-3	EPA Minimum Funding (A-1 * A-2)	\$ -
EPA PROPORTIONATE SHARE CAP		
B3,B7	2012-13 Deficited Base RL/Charter Rate (adjusted for COLA eff. 21/22)	\$ 9,464
B4, B8	Current Year Funded ADA, excluding NSS	-
B-11	2012-13 Deficited Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)	-
B-12	Current Year Funded ADA, including NSS	-
B9+B13	Adjusted Total Revenue Limit	\$ -
B10,B14	Current Year Adjusted NSS Allowance	\$ -
B-16	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$ -
B-17	Local Revenue/In-Lieu of Property Taxes	\$ -
B-18	EPA Proportionate Share Cap (B-16 - B-17; If less than 0, B-18 = 0)	\$ -
EPA PROPORTIONATE SHARE		
C-1	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$-
C-2	Statewide EPA Proportionate Share Ratio (as of P-2 certification)	21.98880689%
C-3	EPA Proportionate Share (C-1 * C-2)	\$ -
EPA ENTITLEMENT		
D-1	EPA Entitlement (If C-3 < B-18, then C-3; else B-18); (If C-3 and B-18 < A-3, then A-3)	\$ -
D-2	Miscellaneous Adjustments**	\$-
D-3	Adjusted EPA Entitlement (D-1 + D-2)	-
D-4	Prior Year Annual Adjustment	
D-5	P2 Entitlement Net of PY Adjustment	-
C-2	Statewide EPA Proportionate Share Ratio (as of Annual certification)	21.98880689%
	Adjusted EPA Allocation (used to calculate LCFF Revenue)	-

*CDE P-2 Certification and Calculated columns can be compared to determine accruals or
 **A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of issu

Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal		10/1/2024				
	2024-25	2025-26	2026-27	2027-28	2028-29	
General Assumptions						
COLA & Augmentation	1.07%	2.93%	3.08%	3.30%	3.29%	
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	
Student Assumptions:						
Enrollment Count	331	345	353	401	-	
Unduplicated Pupil Count (UPC)	263	274	280	318	-	
Unduplicated Pupil Percentage (UPP)	81.91%	79.39%	79.39%	79.39%	0.00%	
Current Year LCFF Average Daily Attendance (ADA)	314.45	327.75	335.35	380.95	-	
Funded LCFF ADA	314.45	327.75	335.35	380.95	-	
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year	
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	
Funded NSS ADA	-	-	-	-	-	
NSS ADA Funding Method(s)						
LCFF Entitlement Summary						
Base Grant	\$3,818,681	\$4,096,875	\$4,320,985	\$5,070,445	\$-	
Grade Span Adjustment	99,366	106,519	112,342	131,808	-	
<i>Adjusted Base Grant</i>	\$3,918,047	\$4,203,394	\$4,433,327	\$5,202,253	\$-	
Supplemental Grant	641,854	667,415	703,924	826,014	-	
Concentration Grant	639,229	666,385	702,837	824,739	-	
Total Base, Supplemental and Concentration Grant	\$5,199,130	\$5,537,194	\$5,840,088	\$6,853,006	\$-	
Allowance: Necessary Small School	-	-	-	-	-	
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	
Add-on: Home-to-School Transportation	-	-	-	-	-	
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	
Add-on: Economic Recovery Target	-	-	-	-	-	
Add-on: Transitional Kindergarten	-	-	-	-	-	
Total Allowance and Add-On Amounts	\$-	\$-	\$-	\$-	\$-	
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	\$5,199,130	\$5,537,194	\$5,840,088	\$6,853,006	\$-	
Miscellaneous Adjustments	-	-	-	-	-	
Total LCFF Entitlement (excludes Additional State Aid)	\$ 5,199,130	\$ 5,537,194	\$ 5,840,088	\$ 6,853,006	\$ -	
LCFF Entitlement Per ADA (excludes Categorical MSA)	\$ 16,534	\$ 16,895	\$ 17,415	\$ 17,989	\$ -	
Additional State Aid	-	-	-	-	-	
Total LCFF Entitlement with Additional State Aid	5,199,130	5,537,194	5,840,088	6,853,006	-	
LCFF Sources Summary						
Funding Source Summary						
Local Revenue and In-Lieu of Property Taxes (net for school districts)	\$ 1,162,436	\$ 1,211,603	\$ 1,239,698	\$ 1,408,269	\$ -	
Education Protection Account Entitlement (includes \$200/minimum per ADA)	\$ 578,059	\$ 620,162	\$ 654,087	\$ 767,548	\$ -	
Net State Aid (excludes Additional State Aid)	\$ 3,458,635	\$ 3,705,429	\$ 3,946,303	\$ 4,677,189	\$ -	
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Funding Sources	\$ 5,199,130	\$ 5,537,194	\$ 5,840,088	\$ 6,853,006	\$ -	
Funding Source by Resource-Object						
State Aid (Resource Code 0000, Object Code 8011)	\$ 3,458,635	\$ 3,705,429	\$ 3,946,303	\$ 4,677,189	\$ -	
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	\$ 578,059	\$ 620,162	\$ 654,087	\$ 767,548	\$ -	
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	\$ -	\$ -	\$ -	\$ -	\$ -	
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -	
In-Lieu of Property Taxes (Object Code 8096)	1,162,436	1,211,603	1,239,698	1,408,269	-	
Entitlement and Source Reconciliation						
Basic Aid/Excess Tax District Status	\$ -	\$ -	\$ -	\$ -	\$ -	
Total LCFF Entitlement	\$ 5,199,130	\$ 5,537,194	\$ 5,840,088	\$ 6,853,006	\$ -	
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	\$ -	\$ -	\$ -	\$ -	\$ -	
Excess Taxes before Minimum State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Funding Sources	\$ 5,199,130	\$ 5,537,194	\$ 5,840,088	\$ 6,853,006	\$ -	
LCAP Percentage to Increase or Improve Services Calculation						
Base Grant (Excludes add-ons for TIIG & Transportation)	\$ 3,918,047	\$ 4,203,394	\$ 4,433,327	\$ 5,202,253	\$ -	
Supplemental and Concentration Grant funding in the LCAP year	\$ 1,281,083	\$ 1,333,800	\$ 1,406,761	\$ 1,650,753	\$ -	
Projected Additional 15% Concentration Grant funding in the LCAP year	\$ 147,514	\$ 153,781	\$ 162,193	\$ 190,324	\$ -	
Percentage to Increase or Improve Services	32.70%	31.73%	31.73%	31.73%	0.00%	

Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal		10/1/2024				
		2024-25	2025-26	2026-27	2027-28	2028-29
PER-ADA FUNDING LEVELS						
Base, Supplemental and Concentration Rate per ADA						
Grades TK-3	\$	14,686.90	\$ 15,006.85	\$ 15,469.23	\$ 15,980.35	\$ 12,530.00
Grades 4-6	\$	13,504.57	\$ 13,798.87	\$ 14,224.37	\$ 14,693.33	\$ 11,521.00
Grades 7-8	\$	13,903.99	\$ 14,207.24	\$ 14,644.59	\$ 15,128.05	\$ 11,862.00
Grades 9-12	\$	16,534.05	\$ 16,894.56	\$ 17,414.90	\$ 17,989.25	\$ 14,105.00
Base Grants						
Grades TK-3	\$	10,025	\$ 10,319	\$ 10,637	\$ 10,988	\$ 11,350
Grades 4-6	\$	10,177	\$ 10,475	\$ 10,798	\$ 11,154	\$ 11,521
Grades 7-8	\$	10,478	\$ 10,785	\$ 11,117	\$ 11,484	\$ 11,862
Grades 9-12	\$	12,144	\$ 12,500	\$ 12,885	\$ 13,310	\$ 13,748
Grade Span Adjustment						
Grades TK-3	\$	1,043	\$ 1,073	\$ 1,106	\$ 1,143	\$ 1,180
Grades 9-12	\$	316	\$ 325	\$ 335	\$ 346	\$ 357
Supplemental Grant						
Maximum - 1.00 ADA, 100% UPP		20%	20%	20%	20%	20%
Actual - 1.00 ADA, Local UPP as follows:						
Grades TK-3	\$	2,214	\$ 2,278	\$ 2,349	\$ 2,426	\$ 2,506
Grades 4-6	\$	2,035	\$ 2,095	\$ 2,160	\$ 2,231	\$ 2,304
Grades 7-8	\$	2,096	\$ 2,157	\$ 2,223	\$ 2,297	\$ 2,372
Grades 9-12	\$	2,492	\$ 2,565	\$ 2,644	\$ 2,731	\$ 2,821
Actual - 1.00 ADA, Local UPP as follows:		81.91%	79.39%	79.39%	79.39%	0.00%
Grades TK-3	\$	1,813	\$ 1,809	\$ 1,865	\$ 1,926	\$ -
Grades 4-6	\$	1,667	\$ 1,663	\$ 1,715	\$ 1,771	\$ -
Grades 7-8	\$	1,717	\$ 1,712	\$ 1,765	\$ 1,823	\$ -
Grades 9-12	\$	2,041	\$ 2,036	\$ 2,099	\$ 2,168	\$ -
Concentration Grant (>55% population)						
Maximum - 1.00 ADA, 100% UPP		65%	65%	65%	65%	65%
Actual - 1.00 ADA, Local UPP >55% as follows:						
Grades TK-3	\$	7,194	\$ 7,405	\$ 7,633	\$ 7,885	\$ 8,145
Grades 4-6	\$	6,615	\$ 6,809	\$ 7,019	\$ 7,250	\$ 7,489
Grades 7-8	\$	6,811	\$ 7,010	\$ 7,226	\$ 7,465	\$ 7,710
Grades 9-12	\$	8,099	\$ 8,336	\$ 8,593	\$ 8,876	\$ 9,168
Actual - 1.00 ADA, Local UPP >55% as follows:		25.1000%	24.3900%	24.3900%	24.3900%	0.0000%
Grades TK-3	\$	1,806	\$ 1,806	\$ 1,862	\$ 1,923	\$ -
Grades 4-6	\$	1,660	\$ 1,661	\$ 1,712	\$ 1,768	\$ -
Grades 7-8	\$	1,709	\$ 1,710	\$ 1,762	\$ 1,821	\$ -
Grades 9-12	\$	2,033	\$ 2,033	\$ 2,096	\$ 2,165	\$ -

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA

- 1. Property Taxes per ADA
- 2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.

- 1. Property taxes per ADA x District of Residence ADA
- 2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Local Property Taxes (w/out RDA)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District LCFF ADA	-	-	-	-	-	-	-	-
Total Charter LCFF ADA	-	-	-	-	-	-	-	-
Total LCFF ADA	-	-	-	-	-	-	-	-
Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Funding Method:								
Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF Funding per ADA	-	-	-	-	-	-	-	-
Alternative Calculation	-	-	-	-	-	-	-	-
Certified In-Lieu Taxes	-	-	-	-	-	-	-	-
In-Lieu of Property Tax Transfer Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Prior Year Basic Aid Status

1	<input type="text" value="-"/>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2	<input type="text" value="-"/>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3	<input type="text" value="-"/>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4	<input type="text" value="-"/>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5	<input type="text" value="-"/>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>	<u>2027-28</u>	<u>2028-29</u>
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
7	RATES 2021-22												
8	ADA	Level / # FTE	Allowance	12/13 deficated rate									
9	Elementary				<i>The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.</i>								
10	1 - 24	1	172,200	131,300									
11	25 - 48	2	344,400	262,600									
12	49 - 72	3	516,600	393,900									
13	73 - 96	4	688,800	525,200									
14	High School												
15	1 - 19	1	139,795	106,575									
16	1 - 19	2	279,590	213,150									
17	1 - 19	3	621,060	473,400									
18	20 - 38	4	760,855	579,975									
19	39 - 57	5	900,650	686,550									
20	58 - 71	6	1,040,445	793,125									
21	72 - 86	7	1,180,240	899,700									
22	87 - 100	8	1,320,035	1,006,275									
23	101 - 114	9	1,459,830	1,112,850									
24	115 - 129	10	1,599,625	1,219,425									
25	130 - 143	11	1,739,420	1,326,000									
26	144 - 171	12	1,879,215	1,432,575									
27	172 - 210	13	2,019,010	1,539,150									
28	211 - 248	14	2,158,805	1,645,725									
29	249 - 286	15	2,298,600	1,752,300									
30	NSS Add-on per ADA												
31													
32	ADA & NSS FTE				2021-22					NPS, CDS, & COE operated			
33					DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5			
34	Third PY ADA (net of charter shift)												
35	2018-19	Grades TK-3											
36		Grades 4-6											
37		Grades 7-8											
38		Grades 9-12											
39		Third PRIOR YEAR ADA											
40	Third PY NUMBER OF FTE												
41	Second PY ADA (net of charter shift)												
42	2019-20	Grades TK-3											
43		Grades 4-6											
44		Grades 7-8											
45		Grades 9-12											
46		Second PRIOR YEAR ADA											
47	Second PY NUMBER OF FTE												
48	PRIOR YEAR ADA (net of charter shift)												
49	A-1	Grades TK-3	-	-	-	-	-	-	-	-	-	-	
50	A-2	Grades 4-6	-	-	-	-	-	-	-	-	-	-	
51	A-3	Grades 7-8	-	-	-	-	-	-	-	-	-	-	
52	A-4, B-1	Grades 9-12	-	-	-	-	-	-	-	-	-	-	
53		PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	
54	A-5, B-2	PRIOR YEAR NUMBER OF FTE	-	-	-	-	-	-	-	-	-	-	
55	THREE PRIOR YEAR AVERAGE (net of charter shift)												
56		Grades TK-3	-	-	-	-	-	-	-	-	-	-	
57		Grades 4-6	-	-	-	-	-	-	-	-	-	-	
58		Grades 7-8	-	-	-	-	-	-	-	-	-	-	
59		Grades 9-12	-	-	-	-	-	-	-	-	-	-	
60		3 PY AVERAGE ADA	-	-	-	-	-	-	-	-	-	-	
61	3 PRIOR YEAR NUMBER OF FTE												
62	CURRENT YEAR ADA (before charter shift)												
63	2021-22	Grades TK-3	-	-	-	-	-	-	-	-	-	-	
64		Grades 4-6	-	-	-	-	-	-	-	-	-	-	
65		Grades 7-8	-	-	-	-	-	-	-	-	-	-	
66		Grades 9-12	-	-	-	-	-	-	-	-	-	-	
67		CURRENT YEAR ADA	-	-	-	-	-	-	-	-	-	-	
68		CURRENT YEAR NUMBER OF FTE	-	-	-	-	-	-	-	-	-	-	

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
69	NSS FUNDING CALCULATIONS												
70	Eligibility as a NSS			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5					
71	Type of NSS school			Eligible	Eligible	Eligible	Eligible	Eligible					
72	NSS Allowance if funded as NSS & on prior year			Not NSS	Not NSS	Not NSS	Not NSS	Not NSS					
73	NSS allowance level			-	-	-	-	-					
74	NSS Allowance using PY			-	-	-	-	-					
75	NSS Add-on using PY			-	-	-	-	-					
76	Total NSS Allowance using PY			-	-	-	-	-					
77	NSS Allowance if funded as NSS & on 3 PY average			-	-	-	-	-					
78	NSS allowance level			-	-	-	-	-					
79	NSS Allowance using 3 PY average			To be used starting in 22/23 calculations					-	-	-	-	-
80	NSS Add-on using 3 PY average			To be used starting in 22/23 calculations					-	-	-	-	-
81	Total NSS Allowance using 3 PY average			To be used starting in 22/23 calculations					-	-	-	-	-
82	NSS Allowance if funded as NSS & on current year			-	-	-	-	-					
83	NSS allowance level			-	-	-	-	-					
84	NSS Allowance using CY			-	-	-	-	-					
85	NSS Add-on using CY			-	-	-	-	-					
86	Total NSS Allowance using CY			-	-	-	-	-					
87	NSS allowance level >0?			NO	NO	NO	NO	NO					
88	NSS Allowance if funded as NSS is based on			Current Yr	Current Yr	Current Yr	Current Yr	Current Yr					
89	NSS Funding			-	-	-	-	-					
90	NSS ADA Grades TK-3			-	-	-	-	-					
91	Grades 4-6			To be used starting in 22/23 calculations					-	-	-	-	-
92	Grades 7-8			To be used starting in 22/23 calculations					-	-	-	-	-
93	Grades 9-12			To be used starting in 22/23 calculations					-	-	-	-	-
94	Total			-	-	-	-	-					
95	NSS allowance Level			-	-	-	-	-					
96													
97													
98													
99	2021-22			2021-22									
100	Funded P2 NSS ADA and NSS Allowances			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL				
101	Best funding option calculated is:			LCFF	LCFF	LCFF	LCFF	LCFF					
102	Selected funding method:			LCFF	LCFF	LCFF	LCFF	LCFF					
103	NSS Allowance												
104	Third Prior Year 2018-19												
105	NSS ADA												
106	Grades TK-3			-	-	-	-	-	-	-	-	-	
107	Grades 4-6			-	-	-	-	-	-	-	-	-	
108	Grades 7-8			-	-	-	-	-	-	-	-	-	
109	Grades 9-12			-	-	-	-	-	-	-	-	-	
110	P2 NSS ADA			To be used starting in 22/23 calculations									
111	Second Prior Year 2019-20												
112	NSS ADA												
113	Grades TK-3			-	-	-	-	-	-	-	-	-	
114	Grades 4-6			-	-	-	-	-	-	-	-	-	
115	Grades 7-8			-	-	-	-	-	-	-	-	-	
116	Grades 9-12			-	-	-	-	-	-	-	-	-	
117	P2 NSS ADA			-	-	-	-	-	-	-	-	-	
118	Prior Year 2020-21												
119	NSS ADA												
120	Grades TK-3			-	-	-	-	-	-	-	-	-	
121	Grades 4-6			-	-	-	-	-	-	-	-	-	
122	Grades 7-8			-	-	-	-	-	-	-	-	-	
123	Grades 9-12			-	-	-	-	-	-	-	-	-	
124	P2 NSS ADA			-	-	-	-	-	-	-	-	-	
125	NSS Allowances			-	-	-	-	-	-	-	-	-	
126	Current Year 2021-22												
127	NSS ADA												
128	Grades TK-3			-	-	-	-	-	-	-	-	-	
129	Grades 4-6			-	-	-	-	-	-	-	-	-	
130	Grades 7-8			-	-	-	-	-	-	-	-	-	
131	Grades 9-12			-	-	-	-	-	-	-	-	-	
132	P2 NSS ADA			-	-	-	-	-	-	-	-	-	
133	NSS Allowances			-	-	-	-	-	-	-	-	-	

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
134	Funded	NSS allowance Level											
135		NSS ADA											
136		Grades TK-3											
137		Grades 4-6											
138		Grades 7-8											
139		Grades 9-12											
140		P2 NSS ADA											
141		NSS Allowances											
142													
143	<i>Funding based on</i>											<i>Current Yr</i>	
144	TOTAL Funded ADA											0	
145	Total NSS Allowance											-	
146	Exclude: LCFF Adjusted Base Funding for NSS ADA		NSS ADA	Rates		Amounts						Total	
147				Base	Grade Span	Base	Grade Span						
148		Grades TK-3	-	8,093	842	-	-					-	
149		Grades 4-6	-	8,215	-	-	-					-	
150		Grades 7-8	-	8,458	-	-	-					-	
151		Grades 9-12	-	9,802	255	-	-					-	
152	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA		-			-	-					-	
153	Adjusted NSS Allowance (Deficited) for EPA												
154	Funding at 12-13 levels (deficited)												
155	NSS Allowances												
156	NSS Add-on												
157	NSS Add-on per ADA												
158	Funded ADA												
159	NSS Add-on												
160	TOTAL Adjusted NSS Allowance (Deficited) for EPA												
161													
162													
163													

To be used starting in 22/23 calculations

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
164	RATES 2022-23				12/13 deficated rate								
165	ADA	Level / # FTE	Allowance			<i>The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.</i>							
166	Elementary												
167	1 - 24	1	247,965	139,913									
168	25 - 48	2	490,709	279,827									
169	49 - 72	3	733,666	419,740									
170	73 - 96	4	976,409	559,653									
171	High School												
172	1 - 19	1	208,964	113,566		Funded COLA 2021-22 6.56%							
173	1 - 19	2	297,931	227,133		Proration Factor 0.00%							
174	1 - 19	3	661,802	504,455									
175	20 - 38	4	810,767	618,021									
176	39 - 57	5	959,733	731,588									
177	58 - 71	6	1,108,698	845,154									
178	72 - 86	7	1,257,664	958,720									
179	87 - 100	8	1,406,629	1,072,287									
180	101 - 114	9	1,555,595	1,185,853									
181	115 - 129	10	1,704,560	1,299,419									
182	130 - 143	11	1,853,526	1,412,986									
183	144 - 171	12	2,002,492	1,526,552									
184	172 - 210	13	2,397,701	1,640,118									
185	211 - 248	14	2,830,601	1,753,685									
186	249 - 286	15	3,263,507	1,867,251									
187													
188	NSS Add-on per ADA			-	-								

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
189	ADA & NSS FTE												
190	2022-23												
191		DISTRICT		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5				NPS, CDS, & COE operated	
192	Third PY ADA (net of charter shift)												
193	2019-20	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
194		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
195		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
196		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
197		Third PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
198	Third PY NUMBER OF FTE												
199	Second PY ADA (net of charter shift)												
200	2020-21	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
201		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
202		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
203		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
204		Second PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
205	Second PY NUMBER OF FTE												
206	PRIOR YEAR ADA (net of charter shift)												
207	2021-22	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
208		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
209		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
210		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
211		PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
212	PRIOR YEAR NUMBER OF FTE												
213	THREE PRIOR YEAR AVERAGE (net of charter shift)												
214		Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
215		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
216		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
217		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
218		3 PY AVERAGE ADA	-	-	-	-	-	-	-	-	-	-	-
219	3 PRIOR YEAR NUMBER OF FTE												
220	CURRENT YEAR ADA (before charter shift)												
221	2022-23	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
222		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
223		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
224		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
225		CURRENT YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
226	CURRENT YEAR NUMBER OF FTE												
227	NSS FUNDING CALCULATIONS			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5					
228	Eligibility as a NSS			Eligible	Eligible	Eligible	Eligible	Eligible					
229	Type of NSS school			Not NSS	Not NSS	Not NSS	Not NSS	Not NSS					
230	NSS Allowance if funded as NSS & on prior year												
231	NSS allowance level			-	-	-	-	-					
232	NSS Allowance using PY			-	-	-	-	-					
233	NSS Add-on using PY			-	-	-	-	-					
234	Total NSS Allowance using PY			-	-	-	-	-					
235	NSS Allowance if funded as NSS & on 3 PY average												
236	NSS allowance level			-	-	-	-	-					
237	NSS Allowance using 3 PY average			-	-	-	-	-					
238	NSS Add-on using 3 PY average			-	-	-	-	-					
239	Total NSS Allowance using 3 PY average			-	-	-	-	-					
240	NSS Allowance if funded as NSS & on current year												
241	NSS allowance level			-	-	-	-	-					
242	NSS Allowance using CY			-	-	-	-	-					
243	NSS Add-on using CY			-	-	-	-	-					
244	Total NSS Allowance using CY			-	-	-	-	-					
245	NSS allowance level >0?			NO	NO	NO	NO	NO					
246	NSS Allowance if funded as NSS is based on			Current Yr	Current Yr	Current Yr	Current Yr	Current Yr					
247	NSS Funding			-	-	-	-	-					
248	NSS ADA Grades TK-3			-	-	-	-	-					
249	Grades 4-6			-	-	-	-	-					
250	Grades 7-8			-	-	-	-	-					
251	Grades 9-12			-	-	-	-	-					
252	Total			-	-	-	-	-					
253	NSS allowance Level			-	-	-	-	-					

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
254													
255													

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal												
2	NECESSARY SMALL SCHOOLS (NSS)												
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4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
256	2022-23	2022-23											
257	Funded P2 NSS ADA and NSS Allowances	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL						
258	Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF							
259	Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF							
260	NSS Allowance												
261	Third Prior Year	2019-20											
262	NSS ADA												
263	Grades TK-3	-	-	-	-	-	-						
264	Grades 4-6	-	-	-	-	-	-						
265	Grades 7-8	-	-	-	-	-	-						
266	Grades 9-12	-	-	-	-	-	-						
267	P2 NSS ADA	-	-	-	-	-	-						
268	Second Prior Year	2020-21											
269	NSS ADA												
270	Grades TK-3	-	-	-	-	-	-						
271	Grades 4-6	-	-	-	-	-	-						
272	Grades 7-8	-	-	-	-	-	-						
273	Grades 9-12	-	-	-	-	-	-						
274	P2 NSS ADA	-	-	-	-	-	-						
275	Prior Year	2021-22											
276	NSS ADA												
277	Grades TK-3	-	-	-	-	-	-						
278	Grades 4-6	-	-	-	-	-	-						
279	Grades 7-8	-	-	-	-	-	-						
280	Grades 9-12	-	-	-	-	-	-						
281	P2 NSS ADA	-	-	-	-	-	-						
282	NSS Allowances												
283	Current Year	2022-23											
284	NSS ADA												
285	Grades TK-3	-	-	-	-	-	-						
286	Grades 4-6	-	-	-	-	-	-						
287	Grades 7-8	-	-	-	-	-	-						
288	Grades 9-12	-	-	-	-	-	-						
289	P2 NSS ADA	-	-	-	-	-	-						
290	NSS Allowances												
291	Funded	NSS allowance Level											
292	NSS ADA												
293	Grades TK-3	-	-	-	-	-	-						
294	Grades 4-6	-	-	-	-	-	-						
295	Grades 7-8	-	-	-	-	-	-						
296	Grades 9-12	-	-	-	-	-	-						
297	P2 NSS ADA	-	-	-	-	-	-						
298	NSS Allowances												
299	Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total						
300			Base	Grade Span	Base	Grade Span							
301	Grades TK-3	-	9,166	953	-	-	-						
302	Grades 4-6	-	9,304	-	-	-	-						
303	Grades 7-8	-	9,580	-	-	-	-						
304	Grades 9-12	-	11,102	289	-	-	-						
305	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-	-	-	-	-	-						
306	Adjusted NSS Allowance (Deficited) for EPA												
307	Funding at 12-13 levels (deficited)												
308	NSS Allowances	-	-	-	-	-	-						
309	NSS Add-on	-	-	-	-	-	-						
310	NSS Add-on per ADA	-	-	-	-	-	-						
311	Funded ADA	-	-	-	-	-	-						
312	NSS Add-on	-	-	-	-	-	-						
313	TOTAL Adjusted NSS Allowance (Deficited) for EPA	-	-	-	-	-	-						
314													
315													

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal												
2	NECESSARY SMALL SCHOOLS (NSS)												
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4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
316													
317	RATES	2023-24			12/13 deficated rate								
318	ADA	Level / # FTE	Allowance	(adj. for COLA)									
319	Elementary												
320	1 - 24	1	268,348	151,414		<i>The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.</i>							
321	25 - 48	2	531,045	302,829									
322	49 - 72	3	793,973	454,243									
323	73 - 96	4	1,056,670	605,656									
324	High School												
325	1 - 19	1	226,141	122,901		COLA 8.22%							
326	1 - 19	2	322,421	245,803		Proration Factor 0.00%							
327	1 - 19	3	716,202	545,921		LCFF Rates per ADA							
328	20 - 38	4	877,412	668,822		Base Gr Span Supp Concen							
329	39 - 57	5	1,038,623	791,725		Grades TK-3 9,919 1,032 1,798 1,787							
330	58 - 71	6	1,199,833	914,626		Grades 4-6 10,069 - 1,653 1,643							
331	72 - 86	7	1,361,044	1,037,527		Grades 7-8 10,367 - 1,702 1,691							
332	87 - 100	8	1,522,254	1,160,429		Grades 9-12 12,015 312 2,024 2,011							
333	101 - 114	9	1,683,465	1,283,330									
334	115 - 129	10	1,844,675	1,406,231									
335	130 - 143	11	2,005,886	1,529,133									
336	144 - 171	12	2,167,097	1,652,035									
337	172 - 210	13	2,594,792	1,774,936									
338	211 - 248	14	3,063,276	1,897,838									
339	249 - 286	15	3,531,767	2,020,739									
340													
341	NSS Add-on per ADA			-	-								

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal												
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4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
342	ADA & NSS FTE												
	2023-24												
343				DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated			
344	Third PY ADA (net of charter shift)												
345	2020-21	Grades TK-3		-	-	-	-	-	-	-	-	-	-
346		Grades 4-6		-	-	-	-	-	-	-	-	-	-
347		Grades 7-8		-	-	-	-	-	-	-	-	-	-
348		Grades 9-12		-	-	-	-	-	-	-	-	-	-
349		Third PRIOR YEAR ADA		-	-	-	-	-	-	-	-	-	-
350	Third PY NUMBER OF FTE												
351	Second PY ADA (net of charter shift)												
352	2021-22	Grades TK-3		-	-	-	-	-	-	-	-	-	-
353		Grades 4-6		-	-	-	-	-	-	-	-	-	-
354		Grades 7-8		-	-	-	-	-	-	-	-	-	-
355		Grades 9-12		-	-	-	-	-	-	-	-	-	-
356		Second PRIOR YEAR ADA		-	-	-	-	-	-	-	-	-	-
357	Second PY NUMBER OF FTE												
358	PRIOR YEAR ADA (net of charter shift)												
359	2022-23	Grades TK-3		-	-	-	-	-	-	-	-	-	-
360		Grades 4-6		-	-	-	-	-	-	-	-	-	-
361		Grades 7-8		-	-	-	-	-	-	-	-	-	-
362		Grades 9-12		-	-	-	-	-	-	-	-	-	-
363		PRIOR YEAR ADA		-	-	-	-	-	-	-	-	-	-
364	PRIOR YEAR NUMBER OF FTE												
365	THREE PRIOR YEAR AVERAGE (net of charter shift)												
366		Grades TK-3		-	-	-	-	-	-	-	-	-	-
367		Grades 4-6		-	-	-	-	-	-	-	-	-	-
368		Grades 7-8		-	-	-	-	-	-	-	-	-	-
369		Grades 9-12		-	-	-	-	-	-	-	-	-	-
370		3 PY AVERAGE ADA		-	-	-	-	-	-	-	-	-	-
371	3 PRIOR YEAR NUMBER OF FTE												
372	CURRENT YEAR ADA (before charter shift)												
373	2023-24	Grades TK-3		-	-	-	-	-	-	-	-	-	-
374		Grades 4-6		-	-	-	-	-	-	-	-	-	-
375		Grades 7-8		-	-	-	-	-	-	-	-	-	-
376		Grades 9-12		-	-	-	-	-	-	-	-	-	-
377		CURRENT YEAR ADA		-	-	-	-	-	-	-	-	-	-
378	CURRENT YEAR NUMBER OF FTE												
379	NSS FUNDING CALCULATIONS												
380	Eligibility as a NSS				NSS 1	NSS 2	NSS 3	NSS 4	NSS 5				
381	Type of NSS school				Eligible	Eligible	Eligible	Eligible	Eligible				
382	NSS Allowance if funded as NSS & on prior year				Not NSS	Not NSS	Not NSS	Not NSS	Not NSS				
383	NSS allowance level				-	-	-	-	-				
384	NSS Allowance using PY				-	-	-	-	-				
385	NSS Add-on using PY				-	-	-	-	-				
386	Total NSS Allowance using PY				-	-	-	-	-				
387	NSS Allowance if funded as NSS & on 3 PY average				-	-	-	-	-				
388	NSS allowance level				-	-	-	-	-				
389	NSS Allowance using 3 PY average				-	-	-	-	-				
390	NSS Add-on using 3 PY average				-	-	-	-	-				
391	Total NSS Allowance using 3 PY average				-	-	-	-	-				
392	NSS Allowance if funded as NSS & on current year				-	-	-	-	-				
393	NSS allowance level				-	-	-	-	-				
394	NSS Allowance using CY				-	-	-	-	-				
395	NSS Add-on using CY				-	-	-	-	-				
396	Total NSS Allowance using CY				-	-	-	-	-				
397	NSS allowance level >0?				NO	NO	NO	NO	NO				
398	NSS Allowance if funded as NSS is based on				Current Yr	Current Yr	Current Yr	Current Yr	Current Yr				
399	NSS Funding				-	-	-	-	-				
400	NSS ADA Grades TK-3				-	-	-	-	-				
401	Grades 4-6				-	-	-	-	-				
402	Grades 7-8				-	-	-	-	-				
403	Grades 9-12				-	-	-	-	-				
404	Total				-	-	-	-	-				
405	NSS allowance Level				-	-	-	-	-				

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal												
2	NECESSARY SMALL SCHOOLS (NSS)												
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4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
406													
407													
408													

	A	B	C	D	E	F	G	H	I	J	K	L	M	
1	Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal													
2	NECESSARY SMALL SCHOOLS (NSS)													
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4														
5														
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING													
409	2023-24													
410	Funded P2 NSS ADA and NSS Allowances													
411							NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL		
412	Best funding option calculated is:						LCFF	LCFF	LCFF	LCFF	LCFF			
413	Selected funding method:						LCFF	LCFF	LCFF	LCFF	LCFF			
414	NSS Allowance													
415	Third Prior Year 2020-21													
416	NSS ADA													
417	Grades TK-3						-	-	-	-	-	-	-	
418	Grades 4-6						-	-	-	-	-	-	-	
419	Grades 7-8						-	-	-	-	-	-	-	
420	Grades 9-12						-	-	-	-	-	-	-	
421	P2 NSS ADA													
422	Second Prior Year 2021-22													
423	NSS ADA													
424	Grades TK-3						-	-	-	-	-	-	-	
425	Grades 4-6						-	-	-	-	-	-	-	
426	Grades 7-8						-	-	-	-	-	-	-	
427	Grades 9-12						-	-	-	-	-	-	-	
428	P2 NSS ADA													
429	Prior Year 2022-23													
430	NSS ADA													
431	Grades TK-3						-	-	-	-	-	-	-	
432	Grades 4-6						-	-	-	-	-	-	-	
433	Grades 7-8						-	-	-	-	-	-	-	
434	Grades 9-12						-	-	-	-	-	-	-	
435	P2 NSS ADA													
436	NSS Allowances													
437	Current Year 2023-24													
438	NSS ADA													
439	Grades TK-3						-	-	-	-	-	-	-	
440	Grades 4-6						-	-	-	-	-	-	-	
441	Grades 7-8						-	-	-	-	-	-	-	
442	Grades 9-12						-	-	-	-	-	-	-	
443	P2 NSS ADA													
444	NSS Allowances													
445	Funded NSS allowance Level													
446	NSS ADA													
447	Grades TK-3						-	-	-	-	-	-	-	
448	Grades 4-6						-	-	-	-	-	-	-	
449	Grades 7-8						-	-	-	-	-	-	-	
450	Grades 9-12						-	-	-	-	-	-	-	
451	P2 NSS ADA													
452	NSS Allowances													
453	Exclude: LCFF Adjusted Base Funding for NSS ADA						NSS ADA	Rates		Amounts			Total	
454								Base	Grade Span	Base	Grade Span			
455	Grades TK-3						-	9,919	1,032	-	-	-	-	
456	Grades 4-6						-	10,069	-	-	-	-	-	
457	Grades 7-8						-	10,367	-	-	-	-	-	
458	Grades 9-12						-	12,015	312	-	-	-	-	
459	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA													
460	Adjusted NSS Allowance (Deficited) for EPA													
461	Funding at 12-13 levels (deficited)													
462	NSS Allowances						-	-	-	-	-	-	-	
463	NSS Add-on						-	-	-	-	-	-	-	
464	NSS Add-on per ADA						-	-	-	-	-	-	-	
465	Funded ADA						-	-	-	-	-	-	-	
466	NSS Add-on						-	-	-	-	-	-	-	
467	TOTAL Adjusted NSS Allowance (Deficited) for EPA													
468														

	A	B	C	D	E	F	G	H	I	J	K	L	M																												
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4																																									
5																																									
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING																																								
469																																									
470	RATES	2024-25			12/13 def. rate +																																				
471	ADA	Level / # FTE	Allowance	COLA for EPA																																					
472	Elementary																																								
473	1 - 24	1	271,219	153,034		<i>The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.</i>																																			
474	25 - 48	2	536,727	306,069																																					
475	49 - 72	3	802,469	459,103																																					
476	73 - 96	4	1,067,976	612,137																																					
477	High School																																								
478	1 - 19	1	228,561	124,216								COLA 1.07%																													
479	1 - 19	2	325,871	248,433								Proration Factor 0.00%																													
480	1 - 19	3	723,865	551,762																																					
481	20 - 38	4	886,800	675,978								LCFF Rates per ADA																													
482	39 - 57	5	1,049,736	800,196								<table border="1"> <thead> <tr> <th></th> <th>Base</th> <th>Gr Span</th> <th>Supp</th> <th>Concen</th> </tr> </thead> <tbody> <tr> <td>Grades TK-3</td> <td>10,025</td> <td>1,043</td> <td>1,813</td> <td>1,806</td> </tr> <tr> <td>Grades 4-6</td> <td>10,177</td> <td>-</td> <td>1,667</td> <td>1,660</td> </tr> <tr> <td>Grades 7-8</td> <td>10,478</td> <td>-</td> <td>1,717</td> <td>1,709</td> </tr> <tr> <td>Grades 9-12</td> <td>12,144</td> <td>316</td> <td>2,041</td> <td>2,033</td> </tr> </tbody> </table>						Base	Gr Span	Supp	Concen	Grades TK-3	10,025	1,043	1,813	1,806	Grades 4-6	10,177	-	1,667	1,660	Grades 7-8	10,478	-	1,717	1,709	Grades 9-12	12,144	316	2,041	2,033
	Base	Gr Span	Supp	Concen																																					
Grades TK-3	10,025	1,043	1,813	1,806																																					
Grades 4-6	10,177	-	1,667	1,660																																					
Grades 7-8	10,478	-	1,717	1,709																																					
Grades 9-12	12,144	316	2,041	2,033																																					
483	58 - 71	6	1,212,671	924,412																																					
484	72 - 86	7	1,375,607	1,048,629																																					
485	87 - 100	8	1,375,607	1,172,846																																					
486	101 - 114	9	1,701,478	1,297,062																																					
487	115 - 129	10	1,864,413	1,421,278																																					
488	130 - 143	11	2,027,349	1,545,495																																					
489	144 - 171	12	2,190,285	1,669,712																																					
490	172 - 210	13	2,622,556	1,793,928																																					
491	211 - 248	14	3,096,053	1,918,145																																					
492	249 - 286	15	3,569,557	2,042,361																																					
493																																									
494	NSS Add-on per ADA			-	-																																				

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
495	ADA & NSS FTE												
496							2024-25						
497				DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated			
498	Third PY ADA (net of charter shift)												
499	2021-22	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
500		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
501		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
502		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
503		Third PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
504	Third PY NUMBER OF FTE												
505	Second PY ADA (net of charter shift)												
506	2022-23	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
507		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
508		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
509		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
510		Second PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
511	Second PY NUMBER OF FTE												
512	PRIOR YEAR ADA (net of charter shift)												
513	2023-24	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
514		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
515		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
516		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
517		PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
518	PRIOR YEAR NUMBER OF FTE												
519	THREE PRIOR YEAR AVERAGE (net of charter shift)												
520		Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
521		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
522		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
523		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
524		3 PY AVERAGE ADA	-	-	-	-	-	-	-	-	-	-	-
525	3 PRIOR YEAR NUMBER OF FTE												
526	CURRENT YEAR ADA (before charter shift)												
527	2024-25	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
528		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
529		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
530		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
531		CURRENT YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
532	CURRENT YEAR NUMBER OF FTE												
533	NSS FUNDING CALCULATIONS												
534	Eligibility as a NSS				NSS 1	NSS 2	NSS 3	NSS 4	NSS 5				
535	Type of NSS school				Eligible	Eligible	Eligible	Eligible	Eligible				
536	NSS Allowance if funded as NSS & on prior year				Not NSS	Not NSS	Not NSS	Not NSS	Not NSS				
537	NSS allowance level				-	-	-	-	-				
538	NSS Allowance using PY				-	-	-	-	-				
539	NSS Add-on using PY				-	-	-	-	-				
540	Total NSS Allowance using PY				-	-	-	-	-				
541	NSS Allowance if funded as NSS & on 3 PY average				-	-	-	-	-				
542	NSS allowance level				-	-	-	-	-				
543	NSS Allowance using 3 PY average				-	-	-	-	-				
544	NSS Add-on using 3 PY average				-	-	-	-	-				
545	Total NSS Allowance using 3 PY average				-	-	-	-	-				
546	NSS Allowance if funded as NSS & on current year				-	-	-	-	-				
547	NSS allowance level				-	-	-	-	-				
548	NSS Allowance using CY				-	-	-	-	-				
549	NSS Add-on using CY				-	-	-	-	-				
550	Total NSS Allowance using CY				-	-	-	-	-				
551	NSS allowance level >0?				NO	NO	NO	NO	NO				
552	NSS Allowance if funded as NSS is based on				Current Yr	Current Yr	Current Yr	Current Yr	Current Yr				
553	NSS Funding				-	-	-	-	-				
554	NSS ADA Grades TK-3				-	-	-	-	-				
555	Grades 4-6				-	-	-	-	-				
556	Grades 7-8				-	-	-	-	-				
557	Grades 9-12				-	-	-	-	-				
558	Total				-	-	-	-	-				
559	NSS allowance Level				-	-	-	-	-				

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal												
2	NECESSARY SMALL SCHOOLS (NSS)												
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4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
560													
561													

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal												
2	NECESSARY SMALL SCHOOLS (NSS)												
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4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
562	2024-25												
563	Funded P2 NSS ADA and NSS Allowances												
564	Best funding option calculated is:												
565	Selected funding method:												
566	NSS Allowance												
567	Third Prior Year 2021-22												
568	NSS ADA												
569	Grades TK-3												
570	Grades 4-6												
571	Grades 7-8												
572	Grades 9-12												
573	P2 NSS ADA												
574	Second Prior Year 2022-23												
575	NSS ADA												
576	Grades TK-3												
577	Grades 4-6												
578	Grades 7-8												
579	Grades 9-12												
580	P2 NSS ADA												
581	Prior Year 2023-24												
582	NSS ADA												
583	Grades TK-3												
584	Grades 4-6												
585	Grades 7-8												
586	Grades 9-12												
587	P2 NSS ADA												
588	NSS Allowances												
589	Current Year 2024-25												
590	NSS ADA												
591	Grades TK-3												
592	Grades 4-6												
593	Grades 7-8												
594	Grades 9-12												
595	P2 NSS ADA												
596	NSS Allowances												
597	Funded NSS allowance Level												
598	NSS ADA												
599	Grades TK-3												
600	Grades 4-6												
601	Grades 7-8												
602	Grades 9-12												
603	P2 NSS ADA												
604	NSS Allowances												
605	Exclude: LCFF Adjusted Base Funding for NSS ADA												
606	NSS ADA Rates Amounts Total												
607	Grades TK-3 Base Grade Span Base Grade Span												
608	Grades 4-6												
609	Grades 7-8												
610	Grades 9-12												
611	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA												
612	Adjusted NSS Allowance (Deficited) for EPA												
613	Funding at 12-13 levels (deficited)												
614	NSS Allowances												
615	NSS Add-on												
616	NSS Add-on per ADA												
617	Funded ADA												
618	NSS Add-on												
619	TOTAL Adjusted NSS Allowance (Deficited) for EPA												
620													
621													

	A	B	C	D	E	F	G	H	I	J	K	L	M																							
1	Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal																																			
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4																																				
5																																				
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING																																			
622																																				
623	RATES	2025-26			12/13 def. rate +																															
624	ADA	Level / # FTE	Allowance	COLA for EPA																																
625	Elementary																																			
626	1 - 24	1	279,166	157,518		<i>The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.</i>																														
627	25 - 48	2	552,453	315,037																																
628	49 - 72	3	825,981	472,555																																
629	73 - 96	4	1,099,268	630,073																																
630	High School																																			
631	1 - 19	1	235,258	127,856		COLA 2.93%																														
632	1 - 19	2	335,419	255,712		Proration Factor 0.00%																														
633	1 - 19	3	745,074	567,929																																
634	20 - 38	4	912,783	695,784		LCFF Rates per ADA																														
635	39 - 57	5	1,080,493	823,642		<table border="1"> <thead> <tr> <th></th> <th>Base</th> <th>Gr Span</th> <th>Supp</th> <th>Concen</th> </tr> </thead> <tbody> <tr> <td>Grades TK-3</td> <td>10,319</td> <td>1,073</td> <td>1,809</td> <td>1,806</td> </tr> <tr> <td>Grades 4-6</td> <td>10,475</td> <td>-</td> <td>1,663</td> <td>1,661</td> </tr> <tr> <td>Grades 7-8</td> <td>10,785</td> <td>-</td> <td>1,712</td> <td>1,710</td> </tr> <tr> <td>Grades 9-12</td> <td>12,500</td> <td>325</td> <td>2,036</td> <td>2,033</td> </tr> </tbody> </table>							Base	Gr Span	Supp	Concen	Grades TK-3	10,319	1,073	1,809	1,806	Grades 4-6	10,475	-	1,663	1,661	Grades 7-8	10,785	-	1,712	1,710	Grades 9-12	12,500	325	2,036	2,033
	Base	Gr Span	Supp	Concen																																
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Grades 9-12	12,500	325	2,036	2,033																																
636	58 - 71	6	1,248,202	951,497																																
637	72 - 86	7	1,415,912	1,079,354																																
638	87 - 100	8	1,415,912	1,207,210																																
639	101 - 114	9	1,751,331	1,335,066																																
640	115 - 129	10	1,919,040	1,462,921																																
641	130 - 143	11	2,086,750	1,590,778																																
642	144 - 171	12	2,254,460	1,718,635																																
643	172 - 210	13	2,699,397	1,846,490																																
644	211 - 248	14	3,186,767	1,974,347																																
645	249 - 286	15	3,674,145	2,102,202																																
646																																				
647	NSS Add-on per ADA			-	-																															

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal												
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4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
648	ADA & NSS FTE												
649	2025-26												
650		DISTRICT		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5				NPS, CDS, & COE operated	
651	Third PY ADA (net of charter shift)												
652	2022-23	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
653		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
654		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
655		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
656		Third PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
657	Third PY NUMBER OF FTE												
658	Second PY ADA (net of charter shift)												
659	2023-24	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
660		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
661		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
662		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
663		Second PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
664	Second PY NUMBER OF FTE												
665	PRIOR YEAR ADA (net of charter shift)												
666	2024-25	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
667		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
668		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
669		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
670		PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
671	PRIOR YEAR NUMBER OF FTE												
672	THREE PRIOR YEAR AVERAGE (net of charter shift)												
673		Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
674		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
675		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
676		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
677		3 PY AVERAGE ADA	-	-	-	-	-	-	-	-	-	-	-
678	3 PRIOR YEAR NUMBER OF FTE												
679	CURRENT YEAR ADA (before charter shift)												
680	2025-26	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
681		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
682		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
683		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
684		CURRENT YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
685	CURRENT YEAR NUMBER OF FTE												
686	NSS FUNDING CALCULATIONS												
687				NSS 1	NSS 2	NSS 3	NSS 4	NSS 5					
688	Eligibility as a NSS			Eligible	Eligible	Eligible	Eligible	Eligible					
689	Type of NSS school			Not NSS	Not NSS	Not NSS	Not NSS	Not NSS					
690	NSS Allowance if funded as NSS & on prior year												
691	NSS allowance level			-	-	-	-	-					
692	NSS Allowance using PY			-	-	-	-	-					
693	NSS Add-on using PY			-	-	-	-	-					
694	Total NSS Allowance using PY			-	-	-	-	-					
695	NSS Allowance if funded as NSS & on 3 PY average												
696	NSS allowance level			-	-	-	-	-					
697	NSS Allowance using 3 PY average			-	-	-	-	-					
698	NSS Add-on using 3 PY average			-	-	-	-	-					
699	Total NSS Allowance using 3 PY average			-	-	-	-	-					
700	NSS Allowance if funded as NSS & on current year												
701	NSS allowance level			-	-	-	-	-					
702	NSS Allowance using CY			-	-	-	-	-					
703	NSS Add-on using CY			-	-	-	-	-					
704	Total NSS Allowance using CY			-	-	-	-	-					
705	NSS allowance level >0?			NO	NO	NO	NO	NO					
706	NSS Allowance if funded as NSS is based on			Current Yr	Current Yr	Current Yr	Current Yr	Current Yr					
707	NSS Funding			-	-	-	-	-					
708	NSS ADA Grades TK-3			-	-	-	-	-					
709	Grades 4-6			-	-	-	-	-					
710	Grades 7-8			-	-	-	-	-					
711	Grades 9-12			-	-	-	-	-					
712	Total			-	-	-	-	-					
713	NSS allowance Level			-	-	-	-	-					

	A	B	C	D	E	F	G	H	I	J	K	L	M
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4													
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713													
714													

	A	B	C	D	E	F	G	H	I	J	K	L	M
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4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
715	2025-26												
716	Funded P2 NSS ADA and NSS Allowances												
717	Best funding option calculated is:												
718	Selected funding method:												
719	NSS Allowance												
720	Third Prior Year 2022-23												
721	NSS ADA												
722	Grades TK-3												
723	Grades 4-6												
724	Grades 7-8												
725	Grades 9-12												
726	P2 NSS ADA												
727	Second Prior Year 2023-24												
728	NSS ADA												
729	Grades TK-3												
730	Grades 4-6												
731	Grades 7-8												
732	Grades 9-12												
733	P2 NSS ADA												
734	Prior Year 2024-25												
735	NSS ADA												
736	Grades TK-3												
737	Grades 4-6												
738	Grades 7-8												
739	Grades 9-12												
740	P2 NSS ADA												
741	NSS Allowances												
742	Current Year 2025-26												
743	NSS ADA												
744	Grades TK-3												
745	Grades 4-6												
746	Grades 7-8												
747	Grades 9-12												
748	P2 NSS ADA												
749	NSS Allowances												
750	Funded NSS allowance Level												
751	NSS ADA												
752	Grades TK-3												
753	Grades 4-6												
754	Grades 7-8												
755	Grades 9-12												
756	P2 NSS ADA												
757	NSS Allowances												
758	Exclude: LCFF Adjusted Base Funding for NSS ADA												
759	NSS ADA Rates Amounts Total												
760	Grades TK-3 Base Grade Span Base Grade Span												
761	Grades 4-6												
762	Grades 7-8												
763	Grades 9-12												
764	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA												
765	Adjusted NSS Allowance (Deficited) for EPA												
766	Funding at 12-13 levels (deficited)												
767	NSS Allowances												
768	NSS Add-on												
769	NSS Add-on per ADA												
770	Funded ADA												
771	NSS Add-on												
772	TOTAL Adjusted NSS Allowance (Deficited) for EPA												
773													
774													

	A	B	C	D	E	F	G	H	I	J	K	L	M																							
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5																																				
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING																																			
775																																				
776	RATES	2026-27			12/13 def. rate +																															
777	ADA	Level / # FTE	Allowance	COLA for EPA																																
778	Elementary																																			
779	1 - 24	1	287,764	162,370		<i>The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.</i>																														
780	25 - 48	2	569,469	324,740																																
781	49 - 72	3	851,421	487,110																																
782	73 - 96	4	1,133,125	649,479																																
783	High School																																			
784	1 - 19	1	242,504	131,794		COLA 3.08%																														
785	1 - 19	2	345,750	263,588		Proration Factor 0.00%																														
786	1 - 19	3	768,022	585,421		LCFF Rates per ADA																														
787	20 - 38	4	940,897	717,214		<table border="1"> <thead> <tr> <th></th> <th>Base</th> <th>Gr Span</th> <th>Supp</th> <th>Concen</th> </tr> </thead> <tbody> <tr> <td>Grades TK-3</td> <td>10,637</td> <td>1,106</td> <td>1,865</td> <td>1,862</td> </tr> <tr> <td>Grades 4-6</td> <td>10,798</td> <td>-</td> <td>1,715</td> <td>1,712</td> </tr> <tr> <td>Grades 7-8</td> <td>11,117</td> <td>-</td> <td>1,765</td> <td>1,762</td> </tr> <tr> <td>Grades 9-12</td> <td>12,885</td> <td>335</td> <td>2,099</td> <td>2,096</td> </tr> </tbody> </table>							Base	Gr Span	Supp	Concen	Grades TK-3	10,637	1,106	1,865	1,862	Grades 4-6	10,798	-	1,715	1,712	Grades 7-8	11,117	-	1,765	1,762	Grades 9-12	12,885	335	2,099	2,096
	Base	Gr Span	Supp	Concen																																
Grades TK-3	10,637	1,106	1,865	1,862																																
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Grades 7-8	11,117	-	1,765	1,762																																
Grades 9-12	12,885	335	2,099	2,096																																
788	39 - 57	5	1,113,772	849,010																																
789	58 - 71	6	1,286,647	980,803																																
790	72 - 86	7	1,459,522	1,112,598																																
791	87 - 100	8	1,459,522	1,244,392																																
792	101 - 114	9	1,805,272	1,376,186																																
793	115 - 129	10	1,978,146	1,507,979																																
794	130 - 143	11	2,151,022	1,639,774																																
795	144 - 171	12	2,323,897	1,771,569																																
796	172 - 210	13	2,782,538	1,903,362																																
797	211 - 248	14	3,284,919	2,035,157																																
798	249 - 286	15	3,787,309	2,166,950																																
799	NSS Add-on per ADA			-	-																															
800																																				

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
801	ADA & NSS FTE												
802	2026-27												
803		DISTRICT		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated				
804	Third PY ADA (net of charter shift)												
805	2023-24	Grades TK-3	-	-	-	-	-	-					
806		Grades 4-6	-	-	-	-	-	-					
807		Grades 7-8	-	-	-	-	-	-					
808		Grades 9-12	-	-	-	-	-	-					
809		Third PRIOR YEAR ADA	-	-	-	-	-	-					
810	Third PY NUMBER OF FTE												
811	Second PY ADA (net of charter shift)												
812	2024-25	Grades TK-3	-	-	-	-	-	-					
813		Grades 4-6	-	-	-	-	-	-					
814		Grades 7-8	-	-	-	-	-	-					
815		Grades 9-12	-	-	-	-	-	-					
816		Second PRIOR YEAR ADA	-	-	-	-	-	-					
817	Second PY NUMBER OF FTE												
818	PRIOR YEAR ADA (net of charter shift)												
819	2025-26	Grades TK-3	-	-	-	-	-	-					
820		Grades 4-6	-	-	-	-	-	-					
821		Grades 7-8	-	-	-	-	-	-					
822		Grades 9-12	-	-	-	-	-	-					
823		PRIOR YEAR ADA	-	-	-	-	-	-					
824	PRIOR YEAR NUMBER OF FTE												
825	THREE PRIOR YEAR AVERAGE (net of charter shift)												
826		Grades TK-3	-	-	-	-	-	-					
827		Grades 4-6	-	-	-	-	-	-					
828		Grades 7-8	-	-	-	-	-	-					
829		Grades 9-12	-	-	-	-	-	-					
830		3 PY AVERAGE ADA	-	-	-	-	-	-					
831	3 PRIOR YEAR NUMBER OF FTE												
832	CURRENT YEAR ADA (before charter shift)												
833	2026-27	Grades TK-3	-	-	-	-	-	-					
834		Grades 4-6	-	-	-	-	-	-					
835		Grades 7-8	-	-	-	-	-	-					
836		Grades 9-12	-	-	-	-	-	-					
837		CURRENT YEAR ADA	-	-	-	-	-	-					
838	CURRENT YEAR NUMBER OF FTE												
839	NSS FUNDING CALCULATIONS												
840	Eligibility as a NSS			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5					
841	Type of NSS school			Eligible	Eligible	Eligible	Eligible	Eligible					
842	NSS Allowance if funded as NSS & on prior year			Not NSS	Not NSS	Not NSS	Not NSS	Not NSS					
843	NSS allowance level			-	-	-	-	-					
844	NSS Allowance using PY			-	-	-	-	-					
845	NSS Add-on using PY			-	-	-	-	-					
846	Total NSS Allowance using PY			-	-	-	-	-					
847	NSS Allowance if funded as NSS & on 3 PY average			-	-	-	-	-					
848	NSS allowance level			-	-	-	-	-					
849	NSS Allowance using 3 PY average			-	-	-	-	-					
850	NSS Add-on using 3 PY average			-	-	-	-	-					
851	Total NSS Allowance using 3 PY average			-	-	-	-	-					
852	NSS Allowance if funded as NSS & on current year			-	-	-	-	-					
853	NSS allowance level			-	-	-	-	-					
854	NSS Allowance using CY			-	-	-	-	-					
855	NSS Add-on using CY			-	-	-	-	-					
856	Total NSS Allowance using CY			-	-	-	-	-					
857	NSS allowance level >0?			NO	NO	NO	NO	NO					
858	NSS Allowance if funded as NSS is based on			Current Yr	Current Yr	Current Yr	Current Yr	Current Yr					
859	NSS Funding			-	-	-	-	-					
860	NSS ADA Grades TK-3			-	-	-	-	-					
861	Grades 4-6			-	-	-	-	-					
862	Grades 7-8			-	-	-	-	-					
863	Grades 9-12			-	-	-	-	-					
864	Total			-	-	-	-	-					
865	NSS allowance Level			-	-	-	-	-					

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal												
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4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
866													
867													

Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal

Charts and Graphs

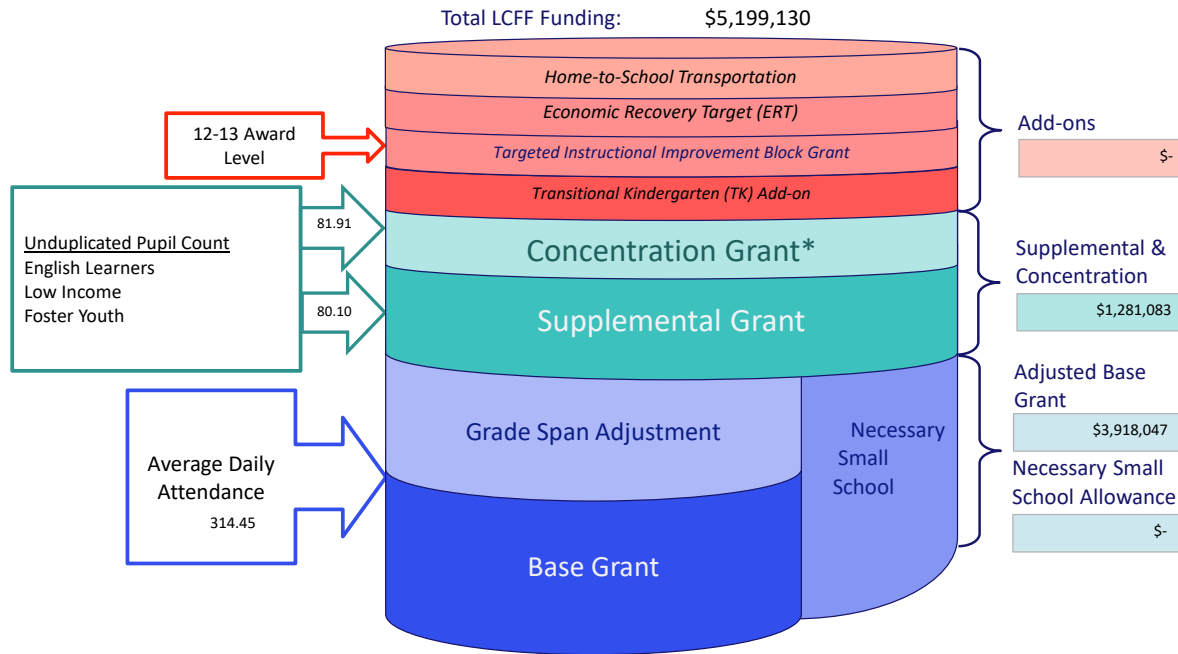
Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). The Graphs tab remains unprotected to allow editing for local standards.

2024-25

Change the fiscal year here to update all of the charts and graphics on this page that only display one fiscal year.

Components of LCFF Entitlement

	2024-25	
Base Grant	\$ 3,818,681	314.45 ADA
Grade Span Adjustment	\$ 99,366	\$ 3,918,047 Adjusted Base Grant
Supplemental Grant	\$ 641,854 81.91%	
Concentration Grant	\$ 639,229 80.10%	\$ 1,281,083 Supplemental & Concentration
Allowance: Necessary Small School	\$ -	\$ - Allowance
Add-on: Targeted Instructional Improvement Block Grant	\$ -	
Add-on: Home-to-School Transportation	\$ -	
Add-on: Small School District Bus Replacement Program	\$ -	\$ - Add-ons
Add-on Economic Recovery Target	\$ -	
Add-on: Transitional Kindergarten	\$ -	
Total	\$ 5,199,130	\$ 5,199,130



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal

Charts and Graphs

Supplemental Grant Calculation-EC 42238.02 (e)

2024-25	Base Grant	Grade Span Adjustment	Supplemental Grant Factor	Maximum Supplemental Grant Rate per ADA (100% UPP)	Unduplicated Pupil Percentage	Effective Supplemental Grant Rate	ADA	Supplemental Grant
	<i>a</i>	<i>b</i>	<i>c</i>	$d = (a+b) \times c$	<i>e</i>	$f = (a+b) \times c \times e$	<i>g</i>	$h = f \times g$
*Grades TK-3	\$ 10,025	\$ 1,043	20.00%	\$ 2,213.60	81.91%	\$ 1,813.16	-	-
Grades 4-6	\$ 10,177	\$ -	20.00%	\$ 2,035.40	81.91%	\$ 1,667.20	-	-
Grades 7-8	\$ 10,478	\$ -	20.00%	\$ 2,095.60	81.91%	\$ 1,716.51	-	-
*Grades 9-12	\$ 12,144	\$ 316	20.00%	\$ 2,492.00	81.91%	\$ 2,041.20	314.45	641,854
<i>*Base Grant + Grade Span</i>								\$ 641,854

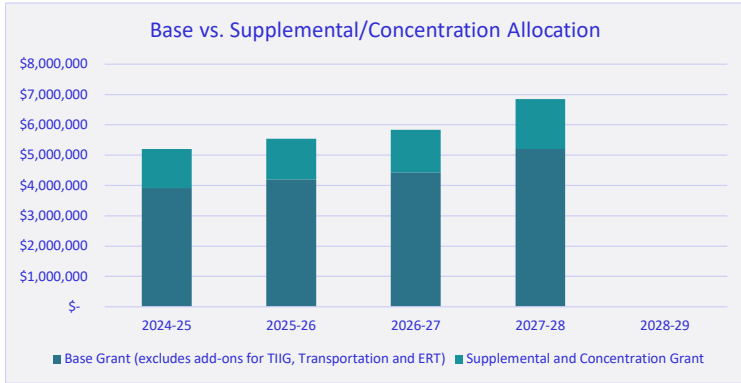
Concentration Grant Calculation-EC 42238.02 (f)

2024-25	Base Grant	Grade Span Adjustment	Concentration Grant Factor	Maximum Concentration Grant Rate per ADA (100% UPP)	Unduplicated Pupil Percentage greater than 55%	Effective Concentration Grant Rate	ADA	Concentration Grant
	<i>a</i>	<i>b</i>	<i>c</i>	$d = (a+b) \times c \times 45\%$	$e = UPP - 55\%$	$f = (a+b) \times c \times e$	<i>g</i>	$h = f \times g$
*Grades TK-3	\$ 10,025	\$ 1,043	65.00%	\$ 3,237.39	25.10%	\$ 1,805.74	-	-
Grades 4-6	\$ 10,177	\$ -	65.00%	\$ 2,976.77	25.10%	\$ 1,660.38	-	-
Grades 7-8	\$ 10,478	\$ -	65.00%	\$ 3,064.82	25.10%	\$ 1,709.49	-	-
*Grades 9-12	\$ 12,144	\$ 316	65.00%	\$ 3,644.55	25.10%	\$ 2,032.85	314.45	639,229
<i>*Base Grant + Grade Span</i>								\$ 639,229

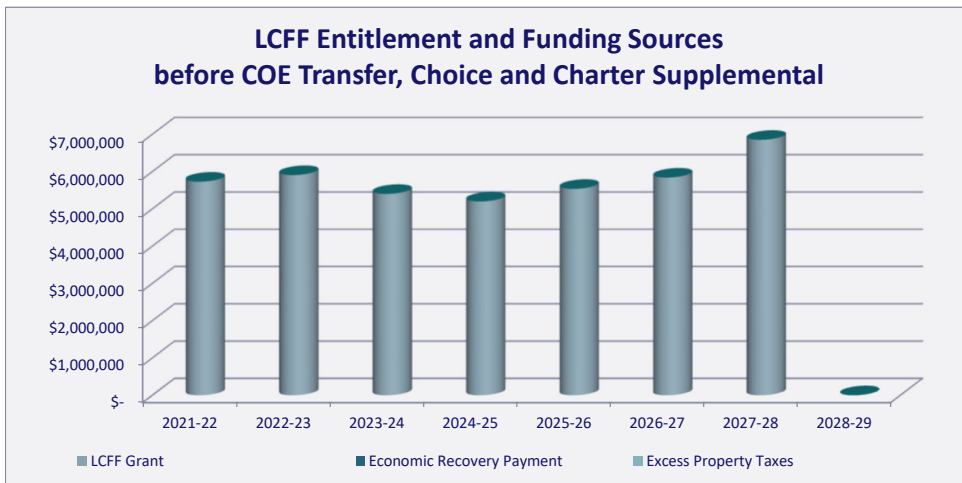
Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal

Charts and Graphs

Minimum Proportionality Analysis						
	2024-25	2025-26	2026-27	2027-28	2028-29	
Base Grant (excludes add-ons for TIIG, Transportation and ERT)	\$ 3,918,047	\$ 4,203,394	\$ 4,433,327	\$ 5,202,253	\$ -	
Supplemental and Concentration Grant	1,281,083	1,333,800	1,406,761	1,650,753	-	
Total	\$ 5,199,130	\$ 5,537,194	\$ 5,840,088	\$ 6,853,006	\$ -	



Funding Sources										
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29		
Excess Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Additional State Aid to meet Minimum	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA in Excess to LCFF	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Economic Recovery Payment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF Grant	\$ 5,730,219	\$ 5,906,982	\$ 5,401,831	\$ 5,199,130	\$ 5,537,194	\$ 5,840,088	\$ 6,853,006	\$ -		
Total General Purpose Funding	\$ 5,730,219	\$ 5,906,982	\$ 5,401,831	\$ 5,199,130	\$ 5,537,194	\$ 5,840,088	\$ 6,853,006	\$ -		

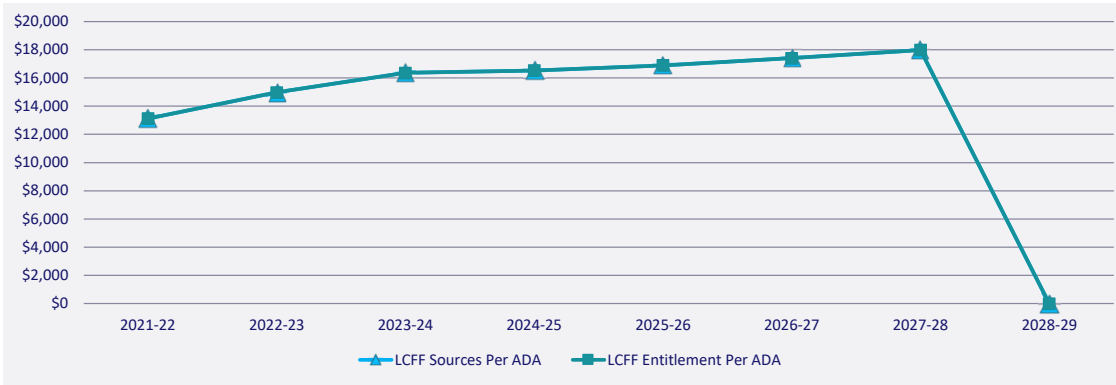


Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal

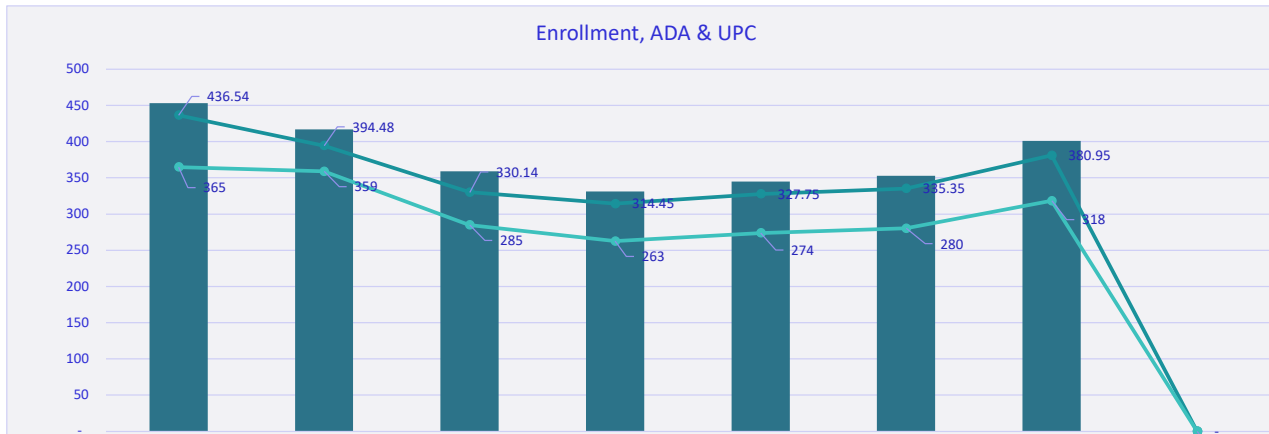
Charts and Graphs

■ Additional State Aid to meet Minimum ■ EPA in Excess to LCFF

LCFF Entitlement per ADA									
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
Funded ADA (LCFF & NSS)	436.54	394.48	330.14	314.45	327.75	335.35	380.95	-	
LCFF Sources per ADA, including NSS	\$ 13,126.45	\$ 14,974.10	\$ 16,362.24	\$ 16,534.04	\$ 16,894.57	\$ 17,414.90	\$ 17,989.25	\$ -	
Net Dollar Change per ADA		\$ 1,847.65	\$ 1,388.15	\$ 171.80	\$ 360.52	\$ 520.34	\$ 574.35	\$ (17,989.25)	
Net Percent Change		14.08%	9.27%	1.05%	2.18%	3.08%	3.30%	-100.00%	
Estimated LCFF Entitlement per ADA (excludes minimum state aid)	\$ 13,126.45	\$ 14,974.10	\$ 16,362.24	\$ 16,534.04	\$ 16,894.57	\$ 17,414.90	\$ 17,989.25	\$ -	
Net Change per ADA		\$ 1,847.65	\$ 1,388.15	\$ 171.80	\$ 360.52	\$ 520.34	\$ 574.35	\$ (17,989.25)	
Net Percent Change		14.08%	9.27%	1.05%	2.18%	3.08%	3.30%	-100.00%	

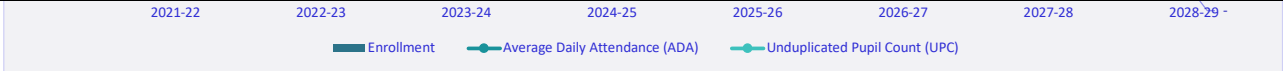


Student Summary, excluding COE									
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
Enrollment	453	417	359	331	345	353	401	-	
Unduplicated Pupil Count (UPC)	365	359	285	263	274	280	318	-	
Average Daily Attendance (ADA)	436.54	394.48	330.14	314.45	327.75	335.35	380.95	-	



Oakland Charter High (114868) - OCHS FY25 Budget Petition Renewal

Charts and Graphs



Instructions

NWEA MAP Combined Raw (xx-xx) Tab

1. Copy and paste your NWEA MAP Combined Data File into the tab labeled 'NWEA MAP Combined Raw (xx-xx)' (For instructions on downloading the NWEA MAP Combined Data File, please refer to the NWEA MAP one-pager)
2. Rename the 'NWEA MAP Combined Raw (xx-xx)' tab to include the relevant school year. (e.g. 'NWEA MAP Combined Raw (23-24)')
3. Duplicate the 'NWEA MAP Combined Raw (xx-xx)' tab if you wish to include multiple school years of data and repeat steps 1-2 for each school year appropriately.

Note: Raw data should be student-level data but may be anonymized for privacy

NWEA MAP Summary Table Tab

1. Delete the example row and populate the summary table for all indicators, all grades tested, and all appropriate student groups.

Note: a) In cases where student group data cannot be disaggregated at the grade level, please specify the grade span.

b) Please only report the "School Conditional Growth Index" for the 'All' student groups at the grade-level.

School Participation Table

1. After completing the data tabs, fill in the open response on the School Participation Tab.
2. Please be sure each school year you are submitting NWEA MAP Growth data is accounted for.

Indicator	School year	Student Group	Grade	School Conditional Growth Index	Percent Met Fall to Spring Projected Growth (CGI value of -0.2 or higher)
Math	2023-2024	All	9	0.26	58
Math	2023-2024	All	10	0.51	54
Math	2023-2024	All	11		
Math	2023-2024	All	12	2.16	59
Reading	2023-2024	All	9	0.45	60
Reading	2023-2024	All	10	0.08	49
Reading	2023-2024	All	11		
Reading	2023-2024	All	12	2.89	67

Spring 2023-2024	Amethod Public Schools	Oakland Charter High School	9901	4/11/2008	Asian	Asian	F	10
Spring 2023-2024	Amethod Public Schools	Oakland Charter High School	9910	9/19/2007	Hispanic or Latino	Hispanic or Latino	M	10
Spring 2023-2024	Amethod Public Schools	Oakland Charter High School	9910	9/19/2007	Hispanic or Latino	Hispanic or Latino	M	10
Spring 2023-2024	Amethod Public Schools	Oakland Charter High School	9911	4/13/2008	Asian	Asian	M	10
Spring 2023-2024	Amethod Public Schools	Oakland Charter High School	9911	4/13/2008	Asian	Asian	M	10
Spring 2023-2024	Amethod Public Schools	Oakland Charter High School	9912	4/19/2008	Hispanic or Latino	Hispanic or Latino	M	10
Spring 2023-2024	Amethod Public Schools	Oakland Charter High School	9912	4/19/2008	Hispanic or Latino	Hispanic or Latino	M	10
Spring 2023-2024	Amethod Public Schools	Oakland Charter High School	9926	8/5/2008	Hispanic or Latino	Hispanic or Latino	F	10
Spring 2023-2024	Amethod Public Schools	Oakland Charter High School	9926	8/5/2008	Hispanic or Latino	Hispanic or Latino	F	10
Spring 2023-2024	Amethod Public Schools	Oakland Charter High School	9929	9/12/2008	Hispanic or Latino	Hispanic or Latino	F	10
Spring 2023-2024	Amethod Public Schools	Oakland Charter High School	9929	9/12/2008	Hispanic or Latino	Hispanic or Latino	F	10
Spring 2023-2024	Amethod Public Schools	Oakland Charter High School	9931	9/12/2008	Hispanic or Latino	Hispanic or Latino	F	10
Spring 2023-2024	Amethod Public Schools	Oakland Charter High School	9931	9/12/2008	Hispanic or Latino	Hispanic or Latino	F	10
Spring 2023-2024	Amethod Public Schools	Oakland Charter High School	9936	1/6/2008	Hispanic or Latino	Hispanic or Latino	F	10
Spring 2023-2024	Amethod Public Schools	Oakland Charter High School	9936	1/6/2008	Hispanic or Latino	Hispanic or Latino	F	10
Spring 2023-2024	Amethod Public Schools	Oakland Charter High School	9956	8/2/2006	Hispanic or Latino	Hispanic or Latino	M	12
Spring 2023-2024	Amethod Public Schools	Oakland Charter High School	9956	8/2/2006	Hispanic or Latino	Hispanic or Latino	M	12

10	Language Arts	Reading	2020	4	20	32	32	Survey With Goals
10	Mathematics	Math K-12	2020	4	20	32	32	Survey With Goals
10	Language Arts	Reading	2020	4	20	32	32	Survey With Goals
10	Mathematics	Math K-12	2020	4	20	32	32	Survey With Goals
10	Language Arts	Reading	2020	4	20	32	32	Survey With Goals
10	Mathematics	Math K-12	2020	4	20	32	32	Survey With Goals
10	Language Arts	Reading	2020	4	20	32	32	Survey With Goals
10	Mathematics	Math K-12	2020	4	20	32	32	Survey With Goals
10	Language Arts	Reading	2020	4	20	32	32	Survey With Goals
10	Mathematics	Math K-12	2020	4	20	32	32	Survey With Goals
10	Language Arts	Reading	2020	4	20	32	32	Survey With Goals
10	Mathematics	Math K-12	2020	4	20	32	32	Survey With Goals
10	Language Arts	Reading	2020	4	20	32	32	Survey With Goals
10	Mathematics	Math K-12	2020	4	20	32	32	Survey With Goals
12	Mathematics	Math K-12	2020	4	20	32	32	Survey With Goals
12	Language Arts	Reading	2020	4	20	32	32	Survey With Goals

TestName	TestStartDate	TestStartTime	TestDurationMinutes	TestRITScore	TestStandardError	TestPercentile	AchievementQuintile	PercentCorrect	RapidGuessingPercentage	FallToFallProjectedGrowth
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:13:53		22	204	3.27	9 Low		44	4.6512
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:26		71	213	3.47	28 LoAvg		30	27.907
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:35:36		67	263	3.3	92 High		58	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	8:36:09		70	241	3.36	83 High		58	0
Growth: Math 6+ CA 2010 1.1	4/24/2024	9:16:27		73	216	3.27	22 LoAvg		53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:41:45		59	217	3.29	23 LoAvg		49	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:16:40		75	218	3.42	38 LoAvg		55	2.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:41:47		99	191	3.42	3 Low		35	20.9302
Growth: Reading 6+ CA 2010 1.1	4/29/2024	9:23:01		12	181	3.77	1 Low		28	69.7674
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:43:07		69	199	3.41	6 Low		42	18.6047
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:16:44		20	196	3.67	7 Low		28	25.5814
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:13		52	230	3.27	50 Avg		60	2.3256
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:19:03		72	215	3.36	37 LoAvg		43	5
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:54:38		61	227	3.26	39 LoAvg		54	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:54		64	228	3.31	56 Avg		48	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:37:39		97	268	3.49	95 High		49	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:19:55		140	244	3.29	87 High		58	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:05:50		47	206	3.43	11 Low		40	11.6279
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:03:21		100	213	3.39	28 LoAvg		38	10
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:49:39		50	262	3.28	87 High		48	2.5
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:14		50	242	3.42	78 HiAvg		58	2.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:05:43		53	194	3.29	5 Low		44	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:03:22		70	201	3.45	16 Low		38	15
Growth: Math 6+ CA 2010 1.1	4/25/2024	9:09:26		53	213	3.27	18 Low		50	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:43		52	212	3.34	26 LoAvg		45	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:51:02		105	255	3.26	86 High		58	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:17:47		70	231	3.35	66 HiAvg		45	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:53:46		46	195	3.55	4 Low		49	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:46		55	200	3.5	10 Low		38	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:50:58		45	209	3.3	14 Low		44	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:00		92	214	3.41	30 LoAvg		48	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:50:13		30	211	3.28	16 Low		47	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:53:27		37	209	3.28	14 Low		50	0
Growth: Reading 6+ CA 2010 1.1	4/29/2024	9:15:10		138	231	3.35	66 HiAvg		53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:06:16		98	189	3.58	2 Low		42	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:17:20		60	200	3.46	13 Low		43	15
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:05:46		64	195	3.48	5 Low		42	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:42		54	170	4.37	1 Low		16	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:05:48		43	210	3.25	17 Low		50	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:20		66	210	3.36	27 LoAvg		43	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:22		81	191	3.27	3 Low		40	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:48		77	200	3.29	6 Low		45	2.381
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:52		52	198	3.56	8 Low		30	20.9302
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:44:47		60	208	3.3	13 Low		52	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:44		56	206	3.4	17 Low		40	2.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:05:03		29	196	3.26	5 Low		43	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:25		46	179	3.7	1 Low		28	13.9535
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:46		37	216	3.26	25 LoAvg		49	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:22:58		42	200	3.29	7 Low		48	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:18		51	189	3.54	4 Low		33	13.9535
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:54:55		53	234	3.26	53 Avg		56	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:18		79	233	3.3	70 HiAvg		53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:37		62	204	3.39	10 Low		47	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:48		40	181	3.8	2 Low		26	0
Growth: Math 6+ CA 2010 1.1	4/25/2024	9:07:01		61	275	3.27	95 High		52	2.381
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:22:08		58	237	3.29	71 HiAvg		55	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:54:51		54	229	3.28	44 Avg		56	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:47		61	222	3.25	47 Avg		48	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:56		80	238	3.33	60 Avg		56	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:19:44		110	224	3.26	51 Avg		48	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:05:01		52	212	3.27	17 Low		50	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:19:03		37	202	3.68	12 Low		35	16.2791
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:44:20		77	211	3.27	16 Low		45	2.381
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:40		75	213	3.42	28 LoAvg		50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:36:06		57	230	3.26	45 Avg		56	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	8:36:31		74	215	3.33	32 LoAvg		48	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:33		46	247	3.35	79 HiAvg		58	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:16:31		70	226	3.25	60 Avg		53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:17:23		62	258	3.29	91 High		55	0

Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:45	73	239	3.31	82 High	55	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:18	83	251	3.28	84 High	51	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:19	72	237	3.3	79 HiAvg	50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:02:16	58	251	3.28	84 High	59	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:03:57	55	228	3.38	64 HiAvg	50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:17:58	43	237	3.25	63 HiAvg	56	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:40	62	216	3.28	39 LoAvg	50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:17	53	265	3.27	95 High	60	2.381
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:16:31	119	239	3.32	82 High	48	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:18:25	43	234	3.25	58 Avg	53	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:19	71	232	3.31	71 HiAvg	55	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:17:30	28	244	3.3	75 HiAvg	53	4.6512
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:42	49	226	3.36	60 Avg	50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:06:00	75	235	3.5	59 Avg	67	2.3256
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:03:07	119	215	3.31	37 LoAvg	50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:50	64	238	3.29	65 HiAvg	52	4.7619
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:26	57	213	3.34	33 LoAvg	50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:23	67	243	3.28	73 HiAvg	49	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:16:34	76	225	3.33	57 Avg	45	5
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:23:25	41	243	3.28	73 HiAvg	58	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:27	62	228	3.28	64 HiAvg	50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:17:43	67	268	3.29	97 High	53	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:16:32	52	240	3.27	84 High	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:48	47	266	3.49	96 High	63	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:33	73	235	3.27	76 HiAvg	50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:17:25	53	258	3.3	91 High	55	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:05:33	99	204	3.28	10 Low	45	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:03:17	76	218	3.27	43 Avg	48	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:17	64	259	3.32	92 High	49	2.3256
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:21	51	226	3.27	60 Avg	50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:34:23	40	251	3.28	75 HiAvg	53	13.9535
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:16:22	83	243	3.37	79 HiAvg	55	5
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:57	66	254	3.31	88 High	53	0
Growth: Reading 6+ CA 2010 1.1	4/29/2024	9:15:21	40	236	3.26	78 HiAvg	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:02:31	77	222	3.28	31 LoAvg	56	0
Growth: Reading 6+ CA 2010 1.1	4/29/2024	12:49:14	68	220	3.3	43 Avg	48	2.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:57:44	40	213	3.28	20 Low	46	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:41	55	210	3.41	27 LoAvg	35	7.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:09:46	71	218	3.26	28 LoAvg	54	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:04:35	126	227	3.43	62 HiAvg	45	2.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:17:30	59	232	3.37	54 Avg	60	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:16:05	106	221	3.3	49 Avg	50	2.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:56	66	242	3.28	72 HiAvg	59	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:40	72	226	3.28	60 Avg	50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:17:44	58	214	3.36	22 LoAvg	47	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:16:28	71	227	3.32	62 HiAvg	55	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:19:31	111	252	3.3	86 High	53	5
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:19:26	111	244	3.34	88 High	55	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:05:39	52	181	3.48	2 Low	35	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:03:16	22	188	3.47	6 Low	37	14.6341
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:01:10	64	232	3.34	46 Avg	63	2.3256
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:22:00	81	239	3.46	74 HiAvg	58	4.6512
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:30:29	43	218	3.3	26 LoAvg	55	7.1429
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:30	58	214	3.35	33 LoAvg	38	0
Growth: Math 6+ CA 2010 1.1	4/25/2024	9:48:03	38	230	3.3	43 Avg	59	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:33:20	96	236	3.38	69 HiAvg	55	0
Growth: Math 6+ CA 2010 1.1	4/25/2024	10:19:26	57	246	3.3	68 HiAvg	56	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:41:49	49	225	3.41	35 LoAvg	49	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:13:52	42	209	3.58	25 LoAvg	35	2.3256
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:56	22	203	3.29	10 Low	43	9.5238
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:36	45	214	3.33	35 LoAvg	43	20
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:09:46	49	204	3.31	10 Low	49	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:03:23	42	188	3.5	4 Low	33	6.9767
Growth: Math 6+ CA 2010 1.1	4/25/2024	10:05:44	39	215	3.27	23 LoAvg	48	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:41	52	223	3.36	53 Avg	48	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:05:11	66	233	3.27	56 Avg	58	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:39	107	230	3.34	67 HiAvg	45	2.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:55	43	213	3.26	20 Low	51	4.878
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:42	58	210	3.37	27 LoAvg	45	15
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:53:32	41	221	3.28	30 LoAvg	52	2.381

Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:16:39	53	224	3.4	51 Avg	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:21:12	33	198	3.34	6 Low	42	4.6512
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:57:21	33	233	3.59	48 Avg	63	9.3023
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:58	41	248	3.35	85 High	60	2.5
Growth: Math 6+ CA 2010 1.1	4/25/2024	10:57:48	35	227	3.28	39 LoAvg	56	2.439
Growth: Reading 6+ CA 2010 1.1	4/29/2024	9:32:51	36	193	3.66	9 Low	28	16.2791
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:15:49	123	281	3.29	99 High	53	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:19:46	61	230	3.48	64 HiAvg	50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:17:30	40	250	3.29	83 High	58	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:47:47	76	233	3.37	73 HiAvg	48	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:54:54	52	237	3.57	55 Avg	67	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:20:06	66	253	3.5	89 High	67	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:41:40	84	184	3.43	1 Low	40	4.6512
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:18	93	254	3.38	88 High	49	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:19:49	128	235	3.29	76 HiAvg	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:15:42	64	243	3.38	73 HiAvg	53	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:17:34	189	242	3.3	86 High	55	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:17:24	47	196	3.27	5 Low	50	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:51	71	213	3.27	33 LoAvg	48	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:18:20	44	220	3.27	31 LoAvg	52	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:26	69	213	3.28	33 LoAvg	48	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:05:29	63	207	3.29	13 Low	45	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:06:42	43	207	3.35	22 LoAvg	40	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:19	82	217	3.32	26 LoAvg	56	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:39	61	219	3.25	45 Avg	50	5
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:26	73	247	3.25	79 HiAvg	56	0
Growth: Reading 6+ CA 2010 1.1	4/29/2024	9:17:47	89	232	3.35	71 HiAvg	50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:17:24	57	225	3.43	40 LoAvg	44	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:19	93	232	3.31	71 HiAvg	50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:05:37	79	244	3.43	75 HiAvg	63	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:20:35	70	235	3.29	76 HiAvg	45	2.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:09:52	69	195	3.32	5 Low	47	9.3023
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:05:37	116	196	3.61	9 Low	33	23.2558
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:21:07	85	222	3.27	29 LoAvg	55	0
Growth: Math 6+ CA 2010 1.1	4/25/2024	9:08:09	46	219	3.27	24 LoAvg	48	4.7619
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:16:08	44	209	3.24	15 Low	45	7.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:54:57	62	218	3.29	26 LoAvg	51	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:59	61	215	3.38	34 LoAvg	45	0
Growth: Math 6+ CA 2010 1.1	4/25/2024	10:47:24	25	200	3.3	6 Low	40	18.6047
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:51:02	46	198	3.38	5 Low	42	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:05:04	52	223	3.29	37 LoAvg	56	2.439
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:59	58	205	3.44	19 Low	40	12.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:05:53	42	200	3.35	6 Low	49	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:03:00	39	195	3.62	6 Low	30	9.3023
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:36:09	43	250	3.57	79 HiAvg	67	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	8:36:20	65	234	3.25	72 HiAvg	50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:50:55	31	244	3.29	71 HiAvg	53	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:17:48	68	241	3.29	83 High	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:53	27	225	3.34	40 LoAvg	58	4.6512
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:38	71	219	3.5	45 Avg	44	2.439
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:07:04	73	176	3.89	1 Low	28	4.6512
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:05:15	80	202	3.47	12 Low	35	15
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:41:49	62	212	3.44	17 Low	37	4.6512
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:41	118	215	3.4	32 LoAvg	45	10
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:41:51	98	197	3.49	5 Low	33	13.9535
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:28:27	144	214	3.33	30 LoAvg	43	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:35:42	36	248	3.37	77 HiAvg	60	2.3256
Growth: Reading 6+ CA 2010 1.1	4/24/2024	8:36:17	41	232	3.33	68 HiAvg	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:58:29	67	241	3.68	61 HiAvg	67	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:52	89	238	3.28	72 HiAvg	48	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:51:05	78	227	3.29	40 LoAvg	56	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:15	121	224	3.22	51 Avg	48	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:48:58	70	207	3.28	12 Low	49	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:16:47	112	221	3.29	45 Avg	45	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:56:12	86	204	3.4	9 Low	44	6.9767
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:08	65	211	3.36	25 LoAvg	43	5
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:01:36	41	218	3.45	25 LoAvg	44	2.3256
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:44	57	207	3.37	18 Low	38	2.5
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:56	92	223	3.31	49 Avg	53	2.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:54:49	41	229	3.37	44 Avg	56	2.3256

Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:41	102	230	3.25	64 HiAvg	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:41:49	51	230	3.3	45 Avg	60	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:47	123	226	3.35	55 Avg	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:00:04	70	210	3.28	15 Low	50	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:40	120	208	3.43	20 Low	40	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:05:48	50	219	3.28	30 LoAvg	48	4.7619
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:03:02	95	221	3.35	49 Avg	48	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:54:54	57	226	3.3	38 LoAvg	53	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:20:10	89	222	3.26	47 Avg	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:54	63	230	3.33	43 Avg	63	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:37	61	224	3.32	49 Avg	43	12.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:45:25	60	215	3.28	21 LoAvg	53	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:39	74	228	3.28	60 Avg	48	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:41	75	216	3.3	22 LoAvg	44	2.439
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:20:58	63	179	3.94	1 Low	21	4.6512
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:05:40	48	197	3.33	5 Low	44	2.3256
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:03:10	65	206	3.68	17 Low	33	11.6279
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:18	82	241	3.3	70 HiAvg	58	2.3256
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:21	51	219	3.27	45 Avg	48	2.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:09	73	204	3.29	10 Low	50	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:28	70	209	3.48	26 LoAvg	37	14.6341
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:05:39	54	214	3.27	22 LoAvg	56	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:59	122	225	3.28	57 Avg	55	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:21	25	197	3.38	6 Low	40	16.2791
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:48	61	204	3.42	18 Low	48	15
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:10	34	221	3.28	33 LoAvg	55	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:25	46	227	3.42	62 HiAvg	48	0
Growth: Math 6+ CA 2010 1.1	4/25/2024	10:32:41	38	208	3.28	13 Low	47	2.3256
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:35	68	215	3.31	32 LoAvg	45	15
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:05:04	50	231	3.29	52 Avg	58	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:19:38	128	232	3.34	71 HiAvg	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:32	42	251	3.29	84 High	58	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:48	43	236	3.37	78 HiAvg	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	10:00:15	23	197	3.29	6 Low	44	9.3023
Growth: Reading 6+ CA 2010 1.1	4/16/2024	9:05:46	128	216	3.34	39 LoAvg	50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:05:46	66	191	3.55	3 Low	35	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:43	96	216	3.35	39 LoAvg	45	5
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:05:03	69	198	3.31	6 Low	40	9.3023
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:21	83	186	3.73	3 Low	28	13.9535
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:09:50	65	194	3.27	4 Low	47	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:03:33	67	197	3.5	10 Low	35	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:05:41	80	241	3.33	70 HiAvg	56	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:42	52	221	3.32	49 Avg	50	15
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:56	58	224	3.3	39 LoAvg	49	2.3256
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:16:32	71	221	3.23	49 Avg	50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:09:41	20	223	3.29	37 LoAvg	48	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:04:30	61	226	3.31	60 Avg	50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:39	51	216	3.3	25 LoAvg	56	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:36	51	204	3.42	18 Low	40	0
Growth: Math 6+ CA 2010 1.1	4/25/2024	9:05:58	28	232	3.26	54 Avg	50	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:17:51	24	226	3.29	60 Avg	48	15
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:17:24	65	221	3.28	33 LoAvg	52	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:41	74	209	3.47	26 LoAvg	41	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:17:30	28	222	3.29	35 LoAvg	53	2.5
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:24	48	212	3.32	31 LoAvg	45	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:46	69	256	3.29	81 High	60	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:20:23	121	225	3.25	51 Avg	50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:49:52	55	283	3.27	98 High	49	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:58	36	244	3.3	80 HiAvg	58	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:49:15	81	229	3.32	42 Avg	58	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:53	68	226	3.3	53 Avg	43	2.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:22:59	86	268	3.59	91 High	53	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:15	76	237	3.39	71 HiAvg	48	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:55:15	68	241	3.29	61 HiAvg	53	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:47	85	242	3.31	78 HiAvg	53	2.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:57:22	41	263	3.37	88 High	63	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:20:12	69	251	3.43	88 High	60	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:02:11	80	224	3.28	34 LoAvg	43	14.2857
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:38	49	216	3.32	36 LoAvg	43	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:54:34	80	190	3.26	4 Low	43	23.8095

Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:15	42	194	3.55	9 Low	30	27.907
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:49:47	91	236	3.37	53 Avg	63	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:57	75	218	3.27	39 LoAvg	45	0
Growth: Math 6+ CA 2010 1.1	4/25/2024	9:08:36	29	218	3.29	26 LoAvg	45	2.381
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:14:49	65	209	3.48	25 LoAvg	35	7.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:54:56	66	210	3.31	16 Low	47	2.3256
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:20:12	118	221	3.48	44 Avg	40	7.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:54:55	42	245	3.3	67 HiAvg	58	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:20:07	78	235	3.47	68 HiAvg	45	2.381
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:54:29	75	247	3.27	70 HiAvg	58	4.6512
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:10	70	235	3.46	68 HiAvg	53	2.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:41:48	47	234	3.28	50 Avg	59	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:24:38	65	236	3.33	69 HiAvg	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:49:00	44	247	3.29	70 HiAvg	52	9.5238
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:46	52	240	3.46	75 HiAvg	53	2.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:34:48	28	222	3.29	31 LoAvg	50	23.8095
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:14:33	38	219	3.47	41 Avg	35	45
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:57:40	73	245	3.3	67 HiAvg	56	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:30	79	238	3.35	72 HiAvg	50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:13:42	118	270	3.27	93 High	58	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	10:04:26	88	236	3.35	69 HiAvg	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:56:39	75	240	3.46	59 Avg	65	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:32:00	89	232	3.43	63 HiAvg	58	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:48:55	35	229	3.27	42 Avg	54	7.3171
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:44	40	226	3.37	53 Avg	45	7.5
Growth: Math 6+ CA 2010 1.1	4/25/2024	9:59:59	56	238	3.3	56 Avg	56	0
Growth: Reading 6+ CA 2010 1.1	4/29/2024	9:15:08	126	230	3.4	60 Avg	55	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:48:48	29	196	3.29	6 Low	44	2.3256
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:02:24	50	205	3.31	12 Low	47	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:04:51	105	209	3.4	25 LoAvg	40	0
Growth: Math 6+ CA 2010 1.1	4/24/2024	9:03:02	41	186	3.44	3 Low	35	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:27:02	68	183	3.56	4 Low	33	9.3023
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:49:59	51	215	3.38	22 LoAvg	58	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:33	51	208	3.66	24 LoAvg	37	4.6512
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:51:33	39	226	3.28	37 LoAvg	55	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:57	71	227	3.36	55 Avg	53	15
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:53:38	68	235	3.44	51 Avg	63	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:30	69	227	3.39	55 Avg	58	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:49:49	44	256	3.56	81 High	70	2.3256
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:25	36	237	3.32	71 HiAvg	55	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:03:09	46	250	3.32	74 HiAvg	63	2.3256
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:22:01	39	231	3.33	61 HiAvg	50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:49:38	33	256	3.34	81 High	58	9.3023
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:18	21	220	3.4	43 Avg	50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:01:44	46	244	3.26	65 HiAvg	60	9.5238
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:55	41	230	3.44	60 Avg	53	5
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:49:38	53	249	3.3	73 HiAvg	60	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:11	37	235	3.39	68 HiAvg	58	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:54:47	19	275	3.3	95 High	56	4.878
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:34:18	45	250	3.29	74 HiAvg	50	7.5
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:14:03	29	227	3.44	55 Avg	55	5
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:02:29	33	257	3.65	82 High	63	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:49:33	23	243	3.81	64 HiAvg	67	4.6512
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:22:05	13	218	3.5	39 LoAvg	53	4.6512
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:48:54	57	241	3.55	61 HiAvg	65	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:56	71	225	3.34	51 Avg	45	10
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:03:27	64	238	3.3	56 Avg	52	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:39	52	238	3.35	72 HiAvg	50	0
Growth: Math 6+ CA 2010 1.1	4/25/2024	9:06:00	12	260	3.26	85 High	51	17.0732
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:04	18	235	3.27	68 HiAvg	53	7.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:03:05	77	276	3.27	95 High	51	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:19:41	57	239	3.47	74 HiAvg	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:56:28	56	258	3.25	83 High	58	2.3256
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:23:02	57	237	3.3	71 HiAvg	55	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:54:54	59	262	3.28	87 High	52	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:34:17	43	238	3.29	56 Avg	56	2.439
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:13:08	38	230	3.26	60 Avg	50	7.5
Growth: Math 6+ CA 2010 1.1	4/25/2024	9:06:00	10	194	3.64	5 Low	40	6.9767
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:03:13	49	238	3.27	56 Avg	55	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:06	38	223	3.36	48 Avg	50	0

Growth: Math 6+ CA 2010 1.1	4/16/2024	8:57:27	54	217	3.29	24 LoAvg	51	2.439
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:43	72	220	3.29	43 Avg	43	5
Growth: Math 6+ CA 2010 1.1	4/25/2024	9:06:08	48	241	3.27	61 HiAvg	59	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:20:18	70	235	3.31	68 HiAvg	48	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:54:51	66	262	3.3	87 High	55	2.5
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:08	62	228	3.32	56 Avg	48	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:02:05	29	247	3.26	70 HiAvg	56	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:33	57	227	3.46	55 Avg	43	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:54:56	65	279	3.34	97 High	60	2.3256
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:15	61	234	3.33	66 HiAvg	48	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:03:51	36	244	3.26	65 HiAvg	54	9.7561
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:10	32	242	3.28	78 HiAvg	48	10
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:32:39	62	273	3.28	94 High	54	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:13:13	52	243	3.32	79 HiAvg	55	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:06:12	71	301	3.83	99 High	74	0
Growth: Reading 6+ CA 2010 1.1	4/29/2024	9:15:09	89	246	3.34	83 High	55	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:02:10	60	251	3.26	75 HiAvg	51	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:31	65	241	3.39	76 HiAvg	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:59:13	46	207	3.27	14 Low	48	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:46	63	217	3.32	38 LoAvg	40	2.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:48:59	57	286	3.41	98 High	56	4.6512
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:54	42	235	3.36	68 HiAvg	48	2.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:02:52	71	263	3.4	88 High	47	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:06	57	214	3.38	33 LoAvg	45	0
Growth: Math 6+ CA 2010 1.1	4/25/2024	10:12:24	66	215	3.28	21 LoAvg	48	2.381
Growth: Reading 6+ CA 2010 1.1	4/30/2024	9:59:12	71	207	3.49	18 Low	40	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:53:08	15	246	3.27	68 HiAvg	59	9.7561
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:56	19	233	3.4	65 HiAvg	48	7.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:35:54	46	231	3.27	45 Avg	58	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:13:04	68	221	3.49	44 Avg	43	2.381
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:34:29	49	235	3.27	51 Avg	54	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:42	53	217	3.3	38 LoAvg	43	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:42	49	242	3.25	67 HiAvg	57	0
Growth: Reading 6+ CA 2010 1.1	4/29/2024	11:28:45	65	221	3.47	45 Avg	54	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:52:07	61	211	3.26	14 Low	51	0
Growth: Reading 6+ CA 2010 1.1	4/16/2024	8:35:19	66	230	3.28	43 Avg	54	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:16:20	62	228	3.33	56 Avg	48	5
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:49:15	76	278	3.33	96 High	58	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:48	56	249	3.49	86 High	63	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:17:47	55	269	3.27	96 High	51	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:19:40	110	228	3.27	60 Avg	50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:05:33	62	259	3.54	89 High	63	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:05:40	90	233	3.32	70 HiAvg	48	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:50:53	68	270	3.29	96 High	55	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:10	116	229	3.28	62 HiAvg	50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:36:08	76	269	3.28	96 High	56	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	8:36:05	102	240	3.29	82 High	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:05:33	29	245	3.3	72 HiAvg	58	9.3023
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:03:26	45	229	3.28	62 HiAvg	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:02:10	77	242	3.29	67 HiAvg	53	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:04:37	122	215	3.33	32 LoAvg	43	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:44:21	47	233	3.25	51 Avg	60	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:47	62	232	3.25	68 HiAvg	50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:51:17	37	273	3.3	97 High	60	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:17:49	95	232	3.27	68 HiAvg	55	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:50:25	91	268	3.29	95 High	55	2.5
Growth: Reading 6+ CA 2010 1.1	4/29/2024	9:30:34	94	220	3.24	42 Avg	50	2.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:35:47	105	286	3.24	99 High	53	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	8:36:47	120	242	3.37	85 High	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:44:18	66	258	3.3	89 High	59	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:39	70	231	3.3	66 HiAvg	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:36:35	47	244	3.28	71 HiAvg	59	2.439
Growth: Reading 6+ CA 2010 1.1	4/24/2024	8:37:06	44	231	3.34	66 HiAvg	55	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:35:38	68	233	3.27	51 Avg	52	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	8:37:09	63	215	3.38	32 LoAvg	45	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:44:56	105	276	3.29	98 High	57	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:43	88	249	3.45	92 High	65	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:15:44	44	257	3.29	88 High	57	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:48	64	232	3.49	68 HiAvg	56	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:51:03	94	272	3.3	97 High	50	0

Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:17:46	114	245	3.33	88 High	58	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:50:56	51	249	3.3	78 HiAvg	58	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:17:57	86	235	3.38	74 HiAvg	55	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:54:53	57	267	3.3	95 High	56	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:20:10	71	242	3.29	85 High	55	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:50:58	74	255	3.27	86 High	52	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:16	149	245	3.28	88 High	58	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:44:28	95	226	3.29	38 LoAvg	60	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:16:39	132	221	3.27	45 Avg	48	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:57	81	252	3.26	82 High	56	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:50	74	229	3.25	62 HiAvg	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:52	46	276	3.27	98 High	60	4,6512
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:49	52	239	3.26	80 HiAvg	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:02:43	58	227	3.3	40 LoAvg	50	2,381
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:03:19	102	212	3.36	26 LoAvg	43	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:38	72	257	3.42	88 High	58	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:19:48	118	233	3.31	70 HiAvg	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:50:57	61	271	3.29	96 High	56	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:17:43	81	245	3.31	88 High	60	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:54:53	51	261	3.56	91 High	63	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:20:09	116	245	3.39	88 High	55	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:23:51	42	222	3.27	31 LoAvg	49	11,6279
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:19:40	33	215	3.53	32 LoAvg	28	48,8372
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:02:10	73	225	3.27	36 LoAvg	54	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:05:39	79	217	3.29	36 LoAvg	45	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:36	73	220	3.51	28 LoAvg	37	9,3023
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:19:40	29	195	3.56	6 Low	30	37,2093
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:00:10	83	224	3.29	35 LoAvg	50	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:48	135	223	3.32	49 Avg	48	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:53	71	252	3.49	82 High	58	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:48	72	232	3.24	68 HiAvg	50	0
Growth: Math 6+ CA 2010 1.1	4/25/2024	10:11:20	64	241	3.34	66 HiAvg	51	13,9535
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:43	41	208	3.43	20 Low	40	15
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:50:36	61	229	3.3	44 Avg	53	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:16:38	92	220	3.29	42 Avg	45	5
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:35:41	93	247	3.25	75 HiAvg	57	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	8:39:08	135	227	3.28	58 Avg	48	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:51:15	57	238	3.28	60 Avg	57	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:17:46	109	222	3.29	47 Avg	48	2.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:50:53	47	256	3.26	87 High	51	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:17:50	66	245	3.3	88 High	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:48:55	87	237	3.29	59 Avg	59	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:49	122	220	3.39	42 Avg	45	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:51:23	61	212	3.3	17 Low	52	9,5238
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:22:22	44	217	3.39	36 LoAvg	40	7.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:49:07	70	196	3.29	4 Low	40	2,3256
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:16:46	66	207	3.41	18 Low	40	2.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:54:52	69	251	3.29	81 High	58	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:21:48	82	228	3.31	60 Avg	55	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:44:24	80	212	3.38	17 Low	53	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:48	112	209	3.39	21 LoAvg	43	2.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:31	80	242	3.32	67 HiAvg	56	2,3256
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:19:47	111	214	3.34	30 LoAvg	48	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:49:02	78	230	3.27	45 Avg	54	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:16:39	115	210	3.42	23 LoAvg	40	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:41:47	81	272	3.26	97 High	56	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:16:32	69	245	3.29	88 High	55	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:50:35	43	234	3.26	53 Avg	50	2,381
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:44	75	219	3.27	40 LoAvg	43	10
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:50:52	73	259	3.29	89 High	51	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:17:54	103	236	3.25	75 HiAvg	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:41:48	58	189	3.49	2 Low	40	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:54	114	214	3.27	30 LoAvg	48	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:41:41	75	253	3.28	83 High	59	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:16:32	62	217	3.29	36 LoAvg	45	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:44:31	86	219	3.29	26 LoAvg	55	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:51	121	218	3.27	38 LoAvg	48	7.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:59	73	271	3.3	96 High	53	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:19:54	99	239	3.32	80 HiAvg	58	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:04:33	40	254	3.29	84 High	60	0

Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:18:43	73	243	3.31	86 High	50	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	9:02:15	40	229	3.28	44 Avg	56	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:03:00	58	215	3.32	32 LoAvg	45	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:41:40	65	272	3.26	97 High	55	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:16:00	58	244	3.37	87 High	58	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:41:40	138	221	3.32	30 LoAvg	51	2.3256
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:54:13	82	214	3.41	30 LoAvg	45	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:43:45	81	215	3.29	21 LoAvg	50	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:15:38	105	218	3.32	38 LoAvg	43	17.5
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:35:45	75	268	3.28	95 High	55	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	8:37:09	129	244	3.38	87 High	60	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:36:05	116	269	3.25	96 High	55	0
Growth: Reading 6+ CA 2010 1.1	4/24/2024	8:38:26	155	248	3.46	91 High	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:54:49	77	241	3.28	66 HiAvg	59	0
Growth: Reading 6+ CA 2010 1.1	4/29/2024	9:15:01	97	240	3.27	82 High	53	0
Growth: Math 6+ CA 2010 1.1	4/16/2024	8:35:15	52	192	3.42	4 Low	44	6.9767
Growth: Reading 6+ CA 2010 1.1	4/24/2024	9:40:14	34	198	3.49	13 Low	35	13.9535

FallToFallObservedGrowth

FallToFallObservedGrowthSE

FallToFallMetProjectedGrowth

FallToFallConditionalGrowthIndex

FallToFallConditionalGrowthPercentile

FallToFallGrowthQuintile

FallToWinterProjectedGrowth

FallToWinterObservedGrowth FallToWinterObservedGrowthSE FallToWinterMetProjectedGrowth FallToWinterConditionalGrowthIndex FallToWinterConditionalGrowthPercentile FallToWinterGrowthQuintile FallToSpringProjectedGrowth

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FallToSpringObservedGrowth	FallToSpringObservedGrowthSE	FallToSpringMetProjectedGrowth	FallToSpringConditionalGrowthIndex	FallToSpringConditionalGrowthPercentile	FallToSpringGrowthQuintile	WinterToWinterProjectedGrowth
-17		4.74 No		-2.68	1 Low	
6		4.92 Yes*		0.35	64 HiAvg	
12		4.7 Yes		1.19	88 High	
7		4.84 Yes		0.77	78 HiAvg	
11		4.67 Yes		0.95	83 High	
35		5.02 Yes		3.77	99 High	
-2		4.73 No		-0.79	22 LoAvg	
2		5.49 No*		-0.49	31 LoAvg	
-7		4.77 No		-1.41	8 Low	
-21		5.04 No		-2.97	1 Low	
2		4.62 No*		-0.2	42 Avg	
5		4.82 Yes*		0.2	58 Avg	
7		4.7 Yes		0.75	77 HiAvg	
9		4.81 Yes		1.02	85 High	
1		4.82 No*		-0.21	42 Avg	
-1		4.8 No*		-0.14	44 Avg	
13		4.87 Yes		1.14	87 High	
5		4.86 Yes*		0.24	59 Avg	
12		4.73 Yes		1.1	86 High	
8		4.89 Yes		0.73	77 HiAvg	
4		4.7 Yes*		0.63	73 HiAvg	
-4		4.97 No		-0.3	38 LoAvg	
-3		4.63 No		-0.87	19 Low	
-5		4.8 No		-0.96	17 Low	
12		4.75 Yes		1.17	88 High	
1		4.81 No*		-0.04	48 Avg	
2		4.82 No*		-0.26	40 LoAvg	
12		5.26 Yes		0.86	81 High	
-2		4.67 No		-0.75	23 LoAvg	
5		4.88 Yes*		0.25	60 Avg	
1		4.65 No*		-0.36	36 LoAvg	
-2		4.62 No		-0.75	23 LoAvg	
4		4.84 Yes*		0.31	62 HiAvg	
15		5.07 Yes		1.19	88 High	
-2		4.94 No		-0.75	23 LoAvg	
-1		4.79 No		-0.73	23 LoAvg	
-11		6.34 No		-2	2 Low	
5		4.62 Yes*		0.09	54 Avg	
7		4.82 Yes*		0.37	64 HiAvg	
17		4.96 Yes		1.45	93 High	
-2		5.09 No		-0.78	22 LoAvg	
-12		5.1 No		-1.9	3 Low	
1		4.67 No*		-0.31	38 LoAvg	
1		4.77 No*		-0.09	46 Avg	
3		4.68 Yes*		-0.05	48 Avg	
7		4.75 Yes*		0.57	72 HiAvg	
-4		4.75 No		-0.92	18 Low	
-14		4.78 No		-1.9	3 Low	
-2		4.68 No		-0.74	23 LoAvg	
-9		5.08 No		-1.5	7 Low	
6		4.63 Yes*		0.29	61 HiAvg	
1		4.88 No*		-0.23	41 Avg	
1		4.62 No*		-0.31	38 LoAvg	
-1		4.81 No*		-0.45	33 LoAvg	
10		4.7 Yes		0.88	81 High	
-1		4.75 No*		-0.34	37 LoAvg	
2		4.75 No*		-0.07	47 Avg	

3	4.82 Yes*	0.26	60 Avg
4	4.65 Yes*	0.14	56 Avg
1	4.75 No*	0.02	51 Avg
5	4.67 Yes*	0.27	61 HiAvg
-2	4.83 No*	-0.42	34 LoAvg
4	4.75 Yes*	0.08	53 Avg
6	4.77 Yes*	0.33	63 HiAvg
11	4.67 Yes	1.09	86 High
-3	4.8 No	-0.41	34 LoAvg
0	4.62 No*	-0.44	33 LoAvg
8	4.75 Yes	0.74	77 HiAvg
3	4.96 Yes*	0	50 Avg
13	4.85 Yes	1.22	89 High
8	4.79 Yes*	0.57	72 HiAvg
12	4.83 Yes	0.98	84 High
1	4.87 No*	-0.28	39 LoAvg
8	4.81 Yes*	0.51	70 HiAvg
-5	4.78 No	-1.02	15 Low
4	4.81 Yes*	0.21	58 Avg
-4	5.01 No	-0.86	19 Low
-8	4.75 No	-1.1	14 Low
1	4.71 No*	-0.16	44 Avg
-4	4.76 No	-0.51	31 LoAvg
11	4.87 Yes	1.08	86 High
7	4.81 Yes	0.66	75 HiAvg
9	4.68 Yes	0.81	79 HiAvg
-4	4.65 No	-1.08	14 Low
4	4.76 Yes*	0.13	55 Avg
15	4.67 Yes	1.57	94 High
3	4.73 Yes*	0.11	54 Avg
-5	4.66 No	-0.86	19 Low
-3	4.84 No	-0.66	25 LoAvg
13	4.67 Yes	1.3	90 High
6	4.74 Yes*	0.56	71 HiAvg
11	4.63 Yes	1.27	90 High
5	4.8 Yes*	0.61	73 HiAvg
14	4.64 Yes	1.7	96 High
15	5 Yes	1.95	97 High
6	4.63 Yes*	0.25	60 Avg
2	4.83 Yes*	0.01	50 Avg
15	4.67 Yes	1.45	93 High
9	4.79 Yes	0.72	76 HiAvg
10	4.68 Yes	0.86	81 High
7	4.76 Yes	0.56	71 HiAvg
-3	4.7 No	-0.9	18 Low
11	4.8 Yes	1.02	84 High
-3	4.83 No	-0.72	24 LoAvg
-1	4.8 No*	-0.12	45 Avg
11	5.17 Yes	1.46	93 High
-10	5.11 No	-0.89	19 Low
16	4.68 Yes	1.8	96 High
28	4.9 Yes	3.26	99 High
5	4.88 Yes*	0.56	71 HiAvg
9	4.87 Yes	1.18	88 High
-6	4.7 No	-0.83	20 Low
16	4.82 Yes	1.81	96 High
3	4.7 Yes*	0.13	55 Avg
7	4.72 Yes	0.77	78 HiAvg
-9	4.99 No	-1.01	16 Low
-15	4.66 No	-2.48	1 Low
0	4.81 No*	-0.37	36 LoAvg
6	4.65 Yes*	0.19	58 Avg
-3	4.93 No	-1	16 Low
5	4.65 Yes*	0.11	54 Avg
7	4.79 Yes*	0.52	70 HiAvg
8	4.65 Yes*	0.57	72 HiAvg
18	4.9 Yes	1.82	97 High
3	4.65 No*	-0.15	44 Avg
3	4.86 No*	-0.08	47 Avg
-1	4.65 No*	-0.59	28 LoAvg

-2	4.86 No*	-0.47	32 LoAvg
4	4.67 No*	-0.09	47 Avg
27	4.9 Yes	3.07	99 High
44	4.92 Yes	5.14	99 High
5	5.21 Yes*	0.48	68 HiAvg
-16	5.06 No	-1.68	5 Low
26	4.73 Yes	3.03	99 High
-2	4.87 No*	-0.41	34 LoAvg
4	4.66 Yes*	0.14	55 Avg
5	4.85 Yes*	0.41	66 HiAvg
18	4.87 Yes	1.98	98 High
46	4.93 Yes	5.34	99 High
-16	4.74 No	-2.6	1 Low
8	4.75 Yes	0.66	75 HiAvg
-7	4.79 No	-0.9	18 Low
7	4.72 Yes*	0.49	69 HiAvg
2	4.8 Yes*	0.19	57 Avg
-12	4.63 No	-2.13	2 Low
29	5.36 Yes	2.7	99 High
22	4.65 Yes	2.29	99 High
16	4.9 Yes	1.39	92 High
9	4.65 Yes*	0.59	72 HiAvg
10	4.8 Yes	0.67	75 HiAvg
5	4.77 Yes*	0.25	60 Avg
10	4.65 Yes	0.89	81 High
3	4.8 Yes*	0.18	57 Avg
2	4.74 No*	-0.22	41 Avg
1	4.82 No*	-0.04	48 Avg
4	4.77 Yes*	0.11	54 Avg
-4	4.8 No	-0.56	29 LoAvg
5	4.65 Yes*	0.03	51 Avg
13	5.12 Yes	0.84	80 HiAvg
-8	4.62 No	-1.24	11 Low
-1	4.65 No*	-0.46	32 LoAvg
4	4.61 Yes*	0.52	70 HiAvg
1	4.64 No*	0.1	54 Avg
-4	4.83 No	-0.46	32 LoAvg
3	4.76 No*	-0.14	45 Avg
3	4.71 No*	-0.13	45 Avg
8	4.66 Yes*	0.53	70 HiAvg
16	5.27 Yes	1.24	89 High
-2	4.69 No	-0.77	22 LoAvg
-9	5.12 No	-1.58	6 Low
-1	4.92 No*	-0.5	31 LoAvg
8	4.75 Yes	0.82	79 HiAvg
4	4.73 Yes*	0.11	55 Avg
7	4.78 Yes	0.78	78 HiAvg
8	4.68 Yes*	0.54	70 HiAvg
4	4.94 Yes*	0.14	55 Avg
-12	5.21 No	-2.04	2 Low
19	5.06 Yes	1.73	96 High
-2	4.79 No	-0.73	23 LoAvg
16	4.89 Yes	1.55	94 High
-13	4.8 No	-2.17	1 Low
-6	4.85 No	-1.05	15 Low
2	4.74 No*	-0.13	45 Avg
-9	4.79 No	-1.22	11 Low
6	4.96 Yes*	0.52	70 HiAvg
4	4.78 Yes*	0.28	61 HiAvg
2	4.64 No*	-0.19	43 Avg
0	4.72 No*	-0.24	41 Avg
-5	4.7 No	-1.14	13 Low
15	4.81 Yes	1.51	93 High
-2	4.84 No	-0.76	22 LoAvg
-5	4.84 No	-0.96	17 Low
13	4.75 Yes	1.2	88 High
4	4.92 Yes*	0.05	52 Avg
15	4.85 Yes	1.52	94 High
-12	4.79 No	-1.97	2 Low

-3	4.7 No	-0.53	30 LoAvg
-13	4.75 No	-2.1	2 Low
7	4.81 Yes	0.61	73 HiAvg
7	4.62 Yes*	0.42	66 HiAvg
7	4.97 Yes*	0.41	66 HiAvg
6	4.72 Yes*	0.25	60 Avg
5	4.82 Yes*	0.27	61 HiAvg
2	4.65 No*	-0.19	42 Avg
-1	4.78 No*	-0.38	35 LoAvg
8	4.71 Yes	0.85	80 HiAvg
12	4.82 Yes	1.44	93 High
-6	4.64 No	-1.25	11 Low
-3	4.72 No	-0.55	29 LoAvg
17	4.67 Yes	1.72	96 High
-17	5.26 No	-2.63	1 Low
20	4.96 Yes	1.97	98 High
1	5.06 No*	-0.3	38 LoAvg
18	4.67 Yes	1.87	97 High
-3	4.75 No	-0.65	26 LoAvg
-15	4.72 No	-2.46	1 Low
-2	4.91 No	-0.64	26 LoAvg
-3	4.6 No	-0.91	18 Low
20	4.91 Yes	1.98	98 High
0	5.11 No*	-0.61	27 LoAvg
16	5.24 Yes	1.23	89 High
10	4.64 Yes	0.77	78 HiAvg
8	4.95 Yes	0.67	75 HiAvg
2	5 No*	-0.25	40 LoAvg
16	4.93 Yes	1.54	94 High
-9	4.7 No	-1.59	6 Low
1	4.81 No*	-0.04	48 Avg
15	4.7 Yes	1.53	94 High
2	4.8 Yes*	0.12	55 Avg
-10	4.65 No	-1.87	3 Low
-7	4.82 No	-1.12	13 Low
7	5.3 Yes*	0.19	58 Avg
21	5.16 Yes	1.93	97 High
15	4.83 Yes	1.27	90 High
-13	5.12 No	-2.1	2 Low
-16	4.64 No	-2.65	1 Low
-10	4.92 No	-1.67	5 Low
-2	4.86 No	-0.64	26 LoAvg
4	4.8 Yes*	0.16	56 Avg
14	4.65 Yes	1.29	90 High
13	4.75 Yes	1.17	88 High
1	4.65 No*	-0.36	36 LoAvg
5	4.75 Yes*	0.33	63 HiAvg
-3	4.66 No	-0.9	18 Low
-16	5.04 No	-2.24	1 Low
2	4.64 No*	-0.19	42 Avg
-6	4.77 No	-0.9	18 Low
5	4.64 Yes*	0.14	56 Avg
-9	5.04 No	-1.41	8 Low
-1	4.64 No	-0.62	27 LoAvg
-8	4.8 No	-1.28	10 Low
24	4.68 Yes	2.58	99 High
8	4.77 Yes	0.93	82 High
33	4.63 Yes	3.48	99 High
29	4.81 Yes	3.35	99 High
28	4.88 Yes	3.2	99 High
21	5.01 Yes	2.5	99 High
21	4.97 Yes	2.1	98 High
17	4.83 Yes	1.92	97 High
10	4.62 Yes	1.01	84 High
17	4.8 Yes	1.86	97 High
29	4.78 Yes	3.11	99 High
23	4.88 Yes	2.5	99 High
2	4.76 Yes*	0.17	57 Avg
0	4.8 No*	0.03	51 Avg
-25	4.75 No	-2.81	1 Low

-27	4.99 No	-3.07	1 Low
22	4.8 Yes	2.46	99 High
13	4.78 Yes	1.65	95 High
0	4.66 No*	-0.02	49 Avg
-4	4.96 No	-0.39	35 LoAvg
-5	4.65 No	-0.57	29 LoAvg
7	4.94 Yes	0.85	80 HiAvg
7	4.77 Yes	0.62	73 HiAvg
3	4.92 Yes*	0.18	57 Avg
5	4.67 Yes*	0.37	64 HiAvg
-5	4.9 No	-0.82	21 LoAvg
11	4.65 Yes	1.18	88 High
27	4.81 Yes	3.19	99 High
-8	4.77 No	-1.18	12 Low
0	4.89 No*	-0.25	40 LoAvg
7	4.65 Yes	0.79	79 HiAvg
11	4.93 Yes	1.37	91 High
22	4.72 Yes	2.41	99 High
8	4.81 Yes	0.78	78 HiAvg
6	4.62 Yes*	0.32	63 HiAvg
-4	4.84 No	-0.7	24 LoAvg
53	4.77 Yes	6.15	99 High
34	4.97 Yes	4.07	99 High
-1	4.66 No*	-0.22	41 Avg
9	4.82 Yes	1.05	85 High
5	4.65 Yes*	0.43	67 HiAvg
-2	4.87 No*	-0.38	35 LoAvg
3	4.66 Yes*	0.5	69 HiAvg
0	4.68 No*	0.07	53 Avg
10	4.97 Yes	1.35	91 High
9	4.96 Yes	1.24	89 High
2	5.16 Yes*	0.63	74 HiAvg
-3	4.71 No	-0.36	36 LoAvg
2	5.04 Yes*	0.37	65 HiAvg
11	4.64 Yes	1.24	89 High
20	4.9 Yes	2.4	99 High
7	4.78 Yes	0.69	75 HiAvg
29	4.9 Yes	3.52	99 High
-21	4.87 No	-2.79	1 Low
2	4.8 Yes*	0.04	51 Avg
2	4.72 Yes*	-0.01	49 Avg
1	4.78 No*	-0.02	49 Avg
26	4.85 Yes	2.79	99 High
9	4.86 Yes	1.11	87 High
6	4.64 Yes*	0.51	69 HiAvg
7	4.89 Yes	0.74	77 HiAvg
14	4.7 Yes	1.43	92 High
22	4.87 Yes	2.57	99 High
-15	4.76 No	-2.21	1 Low
-8	4.67 No	-1.22	11 Low
-10	4.89 No	-1.35	9 Low
1	4.94 No*	-0.18	43 Avg
9	5.69 Yes	0.82	79 HiAvg
-2	4.94 No*	-0.24	40 LoAvg
3	4.89 Yes*	0.17	57 Avg
6	4.83 Yes*	0.68	75 HiAvg
-9	4.75 No	-1.24	11 Low
0	4.82 No*	-0.23	41 Avg
1	4.64 No*	-0.21	42 Avg
-7	4.78 No	-1.07	14 Low
0	4.65 No*	-0.44	33 LoAvg
-6	4.9 No	-0.99	16 Low
0	4.72 No*	-0.31	38 LoAvg
1	4.8 No*	-0.09	46 Avg
3	4.7 Yes*	0.02	51 Avg
-2	4.73 No*	-0.41	34 LoAvg
0	4.76 No*	-0.13	45 Avg
2	5.06 Yes*	0.36	64 HiAvg
1	4.8 No*	-0.05	48 Avg
3	4.84 Yes*	0.33	63 HiAvg

-5	4.66 No	-0.62	27 LoAvg
4	4.79 Yes*	0.49	69 HiAvg
15	4.64 Yes	1.62	95 High
8	4.78 Yes	0.82	79 HiAvg
2	4.93 No*	-0.08	47 Avg
9	4.82 Yes	1.02	85 High
-2	4.67 No*	-0.47	32 LoAvg
-5	4.89 No	-0.72	23 LoAvg
2	4.71 No*	-0.22	41 Avg
6	4.79 Yes*	0.58	72 HiAvg
8	4.67 Yes	0.75	77 HiAvg
10	4.79 Yes	0.98	84 High
3	4.65 No*	-0.06	48 Avg
4	4.8 Yes*	0.22	59 Avg
-3	5.41 No	-0.88	19 Low
9	4.82 Yes	0.81	79 HiAvg
1	4.68 No*	-0.14	44 Avg
7	4.84 Yes	0.62	73 HiAvg
-13	4.72 No	-1.5	7 Low
20	4.89 Yes	2.51	99 High
-1	4.79 No	-0.63	27 LoAvg
3	4.91 Yes*	0.19	57 Avg
26	4.94 Yes	2.73	99 High
7	4.92 Yes	0.93	82 High
0	4.63 No*	-0.48	32 LoAvg
4	5.01 Yes*	0.05	52 Avg
-5	4.75 No	-0.82	21 LoAvg
3	4.85 Yes*	0.21	58 Avg
6	4.66 Yes*	0.6	73 HiAvg
-1	4.92 No*	-0.15	44 Avg
-2	4.64 No*	-0.39	35 LoAvg
5	4.78 Yes*	0.65	74 HiAvg
-3	4.62 No	-0.8	21 LoAvg
-2	4.91 No*	-0.5	31 LoAvg
-5	4.67 No	-0.94	17 Low
-1	4.65 No*	-0.23	41 Avg
9	4.82 Yes	1.02	85 High
21	4.97 Yes	2.04	98 High
11	4.91 Yes	1.02	85 High
16	4.79 Yes	1.72	96 High
11	4.79 Yes	1.11	87 High
6	5 Yes*	0.41	66 HiAvg
9	4.79 Yes	0.93	82 High
10	4.7 Yes	0.95	83 High
-4	4.79 No	-0.66	26 LoAvg
18	4.7 Yes	1.98	98 High
15	4.79 Yes	1.71	96 High
15	4.66 Yes	1.53	94 High
2	4.74 Yes*	0.05	52 Avg
25	4.7 Yes	2.8	99 High
-6	4.81 No	-1.04	15 Low
0	4.65 No*	-0.43	33 LoAvg
4	4.76 Yes*	0.32	63 HiAvg
20	4.71 Yes	2.24	99 High
5	4.78 Yes*	0.44	67 HiAvg
7	4.65 Yes*	0.56	71 HiAvg
-4	4.77 No	-0.75	23 LoAvg
13	4.64 Yes	1.38	92 High
-1	4.81 No*	-0.16	43 Avg
7	4.71 Yes*	0.54	70 HiAvg
6	4.82 Yes*	0.55	71 HiAvg
5	4.69 Yes*	0.24	60 Avg
1	4.81 No*	-0.04	48 Avg
17	4.62 Yes	1.77	96 High
6	4.87 Yes*	0.38	65 HiAvg
8	4.77 Yes	0.72	76 HiAvg
-1	4.9 No*	-0.09	47 Avg
9	4.77 Yes	0.79	79 HiAvg
1	4.91 No*	-0.03	49 Avg
6	4.69 Yes*	0.44	67 HiAvg

9	4.79 Yes	1.05	85 High
0	4.74 No*	-0.38	35 LoAvg
0	4.84 No*	-0.12	45 Avg
16	4.72 Yes	1.71	96 High
-4	4.76 No	-0.52	30 LoAvg
6	4.68 Yes*	0.4	66 HiAvg
-4	4.78 No	-0.49	31 LoAvg
7	4.64 Yes*	0.46	68 HiAvg
7	4.78 Yes*	0.56	71 HiAvg
10	4.86 Yes	0.9	82 High
4	4.76 Yes*	0.29	61 HiAvg
12	4.75 Yes	1.23	89 High
-6	4.78 No	-0.79	22 LoAvg
7	4.65 Yes*	0.46	68 HiAvg
-2	4.83 No	-0.6	27 LoAvg
2	4.88 No*	-0.1	46 Avg
5	4.77 Yes*	0.45	67 HiAvg
13	4.66 Yes	1.34	91 High
0	4.82 No*	-0.01	50 Avg
15	5 Yes	1.54	94 High
5	4.84 Yes*	0.58	72 HiAvg
-3	4.68 No	-0.84	20 Low
-14	4.8 No	-1.97	2 Low
7	4.79 Yes*	0.44	67 HiAvg
-11	4.99 No	-1.82	3 Low
10	4.65 Yes	0.84	80 HiAvg
23	4.84 Yes	2.47	99 High
12	4.87 Yes	1.15	87 High
6	4.73 Yes*	0.56	71 HiAvg
15	4.88 Yes	1.5	93 High
9	5.01 Yes*	0.64	74 HiAvg
2	4.67 No*	-0.18	43 Avg
11	4.85 Yes	1.02	85 High
7	4.89 Yes*	0.51	69 HiAvg
-8	4.77 No	-1.16	12 Low
11	4.69 Yes	1	84 High
8	4.75 Yes	0.69	76 HiAvg
7	4.74 Yes*	0.53	70 HiAvg
9	4.75 Yes	1.06	85 High
1	4.7 No*	-0.29	39 LoAvg
1	4.82 No*	-0.16	44 Avg
-17	4.67 No	-2.67	1 Low
-7	4.79 No	-1.14	13 Low
-22	4.68 No	-3.36	1 Low
-5	4.94 No	-1	16 Low
-1	4.82 No*	-0.5	31 LoAvg
-4	4.79 No	-0.67	25 LoAvg
12	4.7 Yes	1.06	86 High
5	4.87 Yes*	0.19	58 Avg
12	4.66 Yes	1.14	87 High
-8	4.89 No	-1.28	10 Low
-3	4.67 No	-0.82	21 LoAvg
-3	4.84 No	-0.74	23 LoAvg
9	4.64 Yes	0.83	80 HiAvg
11	4.79 Yes	1.29	90 High
10	4.67 Yes	0.86	80 HiAvg
11	4.92 Yes	1	84 High
7	4.7 Yes*	0.54	70 HiAvg
2	4.82 Yes*	0.13	55 Avg
-1	4.78 No	-0.66	25 LoAvg
16	4.8 Yes	1.55	94 High
4	4.65 Yes*	0.14	55 Avg
-7	4.83 No	-1.14	13 Low
7	4.65 Yes*	0.44	67 HiAvg
-1	4.72 No*	-0.42	34 LoAvg
11	4.81 Yes	1.08	86 High
5	4.8 Yes*	0.52	70 HiAvg
9	4.7 Yes	0.78	78 HiAvg

9	4.8 Yes	1.03	85 High
-1	4.64 No*	-0.57	28 LoAvg
-2	4.77 No*	-0.57	28 LoAvg
12	4.65 Yes	1.22	89 High
-1	4.85 No*	-0.14	44 Avg
9	4.68 Yes	0.7	76 HiAvg
1	4.86 No*	-0.22	41 Avg
-3	4.65 No	-0.86	19 Low
7	4.8 Yes*	0.53	70 HiAvg
2	4.68 No*	-0.08	47 Avg
2	4.83 Yes*	0.21	58 Avg
20	4.77 Yes	2.23	99 High
5	4.91 Yes*	0.61	73 HiAvg
4	4.68 Yes*	0.11	54 Avg
8	4.75 Yes	0.89	81 High
-7	4.77 No	-0.67	25 LoAvg
-11	4.99 No	-1.13	13 Low

WinterToWinterObservedGrowth

WinterToWinterObservedGrowthSE

WinterToWinterMetProjectedGrowth

WinterToWinterConditionalGrowthIndex

WinterToWinterConditionalGrowthPercentile

WinterToWinterGrowthQuintile

WinterToSpringProjectedGrowth	WinterToSpringObservedGrowth	WinterToSpringObservedGrowthSE	WinterToSpringMetProjectedGrowth	WinterToSpringConditionalGrowthIndex	WinterToSpringConditionalGrowthPercentile
1	1	-19	4.63 No	-3.81	1
	1	1	4.74 Yes*	-0.02	49
	1	-2	4.84 No*	-0.37	36
	1	8	4.65 Yes	1.27	90
	2	39	5.23 Yes	6.29	99
	2	0	4.99 No*	-0.27	39
	2	3	5.56 Yes*	0.09	54
	1	-21	4.73 No	-4.12	1
	1	-2	5.2 No*	-0.58	28
	1	0	4.69 No*	-0.25	40
	1	10	4.63 Yes	1.74	96
	1	11	4.67 Yes	1.96	97
	1	9	4.88 Yes	1.38	92
	1	1	4.79 Yes*	0.02	51
	2	0	4.72 No*	-0.35	36
	1	30	4.79 Yes	5.32	99
	1	-11	4.79 No	-1.89	3
	1	-6	4.91 No	-0.96	17
	1	-7	4.69 No	-1.54	6
	1	-7	4.82 No	-1.4	8
	1	17	4.67 Yes	2.96	99
	1	-1	4.88 No*	-0.24	40
	1	0	4.87 No*	-0.23	41
	1	-6	4.91 No	-1.27	10
	1	3	4.7 Yes*	0.32	63
	1	9	4.87 Yes	1.43	92
	1	-6	4.7 No	-1.35	9
	1	1	4.66 Yes*	-0.05	48
	1	14	4.85 Yes	2.4	99
	3	19	5.38 Yes	2.76	99
	3	28	5.57 Yes	3.98	99
	2	-2	4.85 No*	-0.66	26
	2	-27	5.59 No	-4.56	1
	1	-6	4.62 No	-1.41	8
	1	-1	4.82 No*	-0.39	35
	2	2	4.63 Yes*	0.07	53
	1	-6	4.76 No	-1.35	9
	1	-10	4.94 No	-1.96	2
	1	-8	4.75 No	-1.71	4
	1	-5	4.84 No	-1.07	14
	1	-19	4.77 No	-3.78	1
	2	-3	5.23 No*	-0.88	19
	1	3	4.65 Yes*	0.29	61
	2	-12	4.77 No	-2.49	1
	2	-5	4.96 No	-1.17	12
	1	0	4.65 No*	-0.23	41
	2	1	4.62 No*	-0.27	40
	2	-7	4.71 No	-1.53	6
	1	-3	4.67 No*	-0.79	21
	1	5	4.74 Yes*	0.7	76
	1	-7	4.68 No	-1.54	6
	1	-3	5 No*	-0.72	24
	1	7	4.62 Yes	1.09	86
	1	1	4.86 Yes*	0.02	51
	1	1	4.63 Yes*	-0.04	48
	1	-13	4.79 No	-2.46	1
	1	1	4.79 Yes*	-0.04	48
	1	3	4.65 Yes*	0.34	63

1	-1	4.8 No*	-0.23	41
1	-1	4.65 No*	-0.41	34
1	1	4.81 Yes*	0.11	54
1	14	4.85 Yes	2.32	99
1	0	4.86 No*	-0.12	45
1	1	4.7 Yes*	-0.06	48
1	2	4.72 Yes*	0.17	57
1	14	4.62 Yes	2.41	99
1	-10	4.66 No	-2.11	2
1	3	4.78 Yes*	0.43	66
1	5	4.7 Yes*	0.69	76
1	15	4.79 Yes	2.48	99
1	7	4.89 Yes	1.02	85
1	3	4.81 Yes*	0.33	63
1	10	4.65 Yes	1.62	95
1	10	4.8 Yes	1.54	94
1	0	4.65 No*	-0.24	41
1	5	4.64 Yes*	0.7	76
1	3	4.75 Yes*	0.41	66
1	-4	4.65 No	-0.95	17
1	-6	4.78 No	-1.1	14
1	7	4.87 Yes	1.07	86
1	-2	4.77 No*	-0.43	33
1	4	4.7 Yes*	0.53	70
2	10	4.67 Yes	1.57	94
1	3	4.73 Yes*	0.35	64
1	-8	4.73 No	-1.68	5
1	1	4.77 Yes*	0.05	52
1	6	4.63 Yes	0.83	80
2	-1	4.77 No*	-0.45	32
1	6	4.82 Yes	0.88	81
1	7	4.76 Yes	1.15	87
1	7	4.7 Yes	1.2	89
1	28	4.81 Yes	5.12	99
1	-4	4.76 No	-0.75	23
1	-4	4.8 No	-0.69	24
2	11	4.63 Yes	1.79	96
1	4	4.77 Yes*	0.48	69
1	11	4.71 Yes	1.8	96
1	9	4.77 Yes	1.44	93
1	-13	4.71 No	-2.67	1
1	2	4.88 Yes*	0.54	71
1	0	5.09 No*	0.21	58
1	14	4.76 Yes	2.4	99
1	32	4.85 Yes	5.66	99
1	2	4.67 Yes*	0.32	63
1	2	4.77 Yes*	0.38	65
1	-3	4.76 No*	-0.68	25
1	31	4.84 Yes	5.5	99
2	-7	4.7 No	-1.52	6
1	-2	4.72 No*	-0.46	32
1	-2	4.83 No*	-0.54	29
2	-3	4.7 No	-0.84	20
1	-14	4.94 No	-2.71	1
1	1	4.7 Yes*	-0.09	46
1	-3	4.82 No*	-0.66	25
1	13	4.65 Yes	2.18	99
1	9	4.79 Yes	1.46	93
1	-5	4.75 No	-1.19	12
1	3	4.82 Yes*	0.31	62

2	-5	4.73 No	-1.22	11
1	-15	5.2 No	-2.68	1
2	4	4.77 Yes*	0.43	67
1	8	4.65 Yes	1.37	91
1	0	4.66 No*	-0.21	42
1	6	4.72 Yes	0.88	81
1	3	4.81 Yes*	0.43	67
1	37	4.87 Yes	6.45	99
1	47	4.95 Yes	8.15	99
1	-2	4.79 No*	-0.61	27
1	-2	4.75 No*	-0.58	28
2	10	4.84 Yes	1.48	93
2	20	4.79 Yes	3.28	99
1	7	4.68 Yes	1.03	85
1	4	4.7 Yes*	0.51	69
2	7	4.7 Yes	1.01	84
1	8	4.79 Yes	1.22	89
1	3	4.62 Yes*	0.33	63
1	3	4.79 Yes*	0.42	66
1	3	4.74 Yes*	0.3	62
1	5	4.8 Yes*	0.77	78
1	9	4.79 Yes	1.41	92
2	22	4.76 Yes	3.72	99
1	-10	4.7 No	-1.91	3
1	-1	4.63 No*	-0.31	38
1	-7	4.6 No	-1.29	10
1	3	4.68 Yes*	0.5	69
1	-8	4.73 No	-1.5	7
1	2	4.68 Yes*	0.14	55
1	11	4.78 Yes	1.78	96
2	19	4.66 Yes	3.27	99
1	-10	4.74 No	-2.09	2
1	-19	4.94 No	-3.54	1
1	14	5.08 Yes	2.25	99
1	2	4.75 Yes*	0.3	62
1	-6	4.67 No	-1.34	9
1	7	4.62 Yes	1.25	89
1	-4	4.73 No	-0.99	16
1	14	4.84 Yes	2.26	99
1	3	4.77 Yes*	0.32	63
2	28	5.34 Yes	4.37	99
1	-3	4.8 No*	-0.78	22
1	6	4.86 Yes	0.9	82
1	-8	4.77 No	-1.68	5
1	-4	4.82 No	-0.77	22
1	5	5 Yes*	0.68	75
1	8	4.67 Yes	1.29	90
1	-2	4.65 No*	-0.6	27
1	11	4.74 Yes	1.79	96
1	11	4.87 Yes	1.74	96
1	-1	4.84 No*	-0.41	34
1	-7	4.82 No	-1.43	8
1	8	4.71 Yes	1.26	90

1	6	4.75 Yes	1	84
1	4	4.67 Yes*	0.52	70
1	4	4.77 Yes*	0.62	73
1	19	4.75 Yes	3.26	99
2	21	4.89 Yes	3.49	99
1	8	4.65 Yes	1.22	89
1	3	4.84 Yes*	0.36	64
1	-5	4.74 No	-1.15	12
1	5	4.78 Yes*	0.78	78
1	7	4.67 Yes	1.16	88
1	9	4.74 Yes	1.6	94
1	-3	4.65 No*	-0.8	21
1	-12	4.77 No	-2.23	1
1	3	4.65 Yes*	0.33	63
1	-27	5.2 No	-4.81	1
1	0	4.89 No*	-0.26	40
2	13	5.32 Yes	1.91	97
1	8	4.72 Yes	1.24	89
1	-22	4.8 No	-4.28	1
1	-8	4.85 No	-1.6	6
1	-1	4.67 No*	-0.46	32
2	11	4.92 Yes	1.64	95
2	10	5.02 Yes	1.42	92
1	5	4.72 Yes*	0.66	74
1	4	4.86 Yes*	0.57	71
1	-8	4.72 No	-1.72	4
1	18	4.82 Yes	3.04	99
1	-4	4.65 No	-1	16
1	12	4.72 Yes	2.01	98
1	0	4.75 No*	-0.21	41
1	3	4.82 Yes*	0.44	67
2	-5	4.68 No	-1.23	11
1	6	4.77 Yes	0.87	81
2	-24	5.06 No	-4.49	1
1	7	4.75 Yes	1.04	85
2	-4	4.67 No	-1.04	15
2	-11	5.1 No	-2.16	2
2	13	4.65 Yes	2.12	98
2	0	4.96 No*	-0.28	39
1	4	4.77 Yes*	0.54	71
1	9	4.66 Yes	1.41	92
1	-12	4.68 No	-2.49	1
1	-3	4.67 No*	-0.83	20
1	4	4.63 Yes*	0.5	69
1	0	4.77 No*	-0.13	45
1	13	4.63 Yes	2.17	98
1	-6	4.89 No	-1.24	11
1	-1	4.66 No*	-0.45	33
1	2	4.8 Yes*	0.14	56
1	15	4.65 Yes	2.46	99
1	6	4.68 Yes	1.04	85
3	-10	4.82 No	-2.26	1
2	-2	4.86 No*	-0.63	27
1	22	4.71 Yes	3.91	99
1	6	4.65 Yes	1.03	85
2	12	4.91 Yes	1.76	96
1	17	4.87 Yes	2.91	99
1	15	4.65 Yes	2.57	99
1	17	4.71 Yes	2.93	99
1	22	4.82 Yes	3.62	99
1	22	4.78 Yes	3.75	99
1	-9	4.67 No	-1.75	4
1	3	4.74 Yes*	0.55	71
1	-16	4.67 No	-2.81	1

1	4	5.45 Yes*	0.78	78
1	34	4.83 Yes	5.94	99
1	12	4.75 Yes	2.21	99
1	-6	4.66 No	-1.16	12
1	3	4.91 Yes*	0.6	73
1	-2	4.65 No*	-0.36	36
1	6	4.84 Yes	1.05	85
1	2	4.76 Yes*	0.13	55
1	0	4.83 No*	-0.19	42
1	11	4.92 Yes	1.71	96
1	45	5.82 Yes	6.86	99
1	1	4.64 Yes*	0.02	51
1	12	4.7 Yes	2.06	98
1	8	4.73 Yes	1.21	89
1	9	4.81 Yes	1.43	92
1	4	4.67 Yes*	0.66	75
1	10	4.87 Yes	1.8	96
1	13	4.77 Yes	2.12	98
1	14	4.76 Yes	2.39	99
2	0	4.63 No*	-0.42	34
1	0	4.79 No*	-0.2	42
1	26	4.82 Yes	4.49	99
1	41	4.82 Yes	7.42	99
1	18	4.67 Yes	3.19	99
1	9	4.78 Yes	1.57	94
1	2	4.7 Yes*	0.47	68
1	-4	4.7 No	-0.7	24
1	7	4.79 Yes	1.44	92
1	-2	4.71 No*	-0.39	35
1	6	5.16 Yes*	1.1	86
1	11	4.67 Yes	1.92	97
1	33	4.92 Yes	5.87	99
1	27	4.8 Yes	4.72	99
1	52	5.84 Yes	7.95	99
1	25	5.61 Yes	3.74	99
1	6	4.68 Yes	0.83	80
1	-8	4.82 No	-1.62	5
1	27	4.68 Yes	4.66	99
1	37	5.61 Yes	5.89	99
1	23	4.62 Yes	4.04	99
1	5	4.79 Yes*	0.79	78
1	28	4.65 Yes	4.91	99
1	33	4.86 Yes	5.86	99
3	-4	4.74 No	-1.16	12
2	-5	4.67 No	-1.19	12
1	2	4.79 Yes*	0.26	60
2	5	5 Yes*	0.58	72
1	62	5.75 Yes	9.46	99
1	54	6.1 Yes	7.96	99
1	15	4.93 Yes	2.46	99
1	3	4.68 Yes*	0.47	68
1	-5	4.69 No	-1.11	13
1	0	4.77 No*	-0.22	41
2	-6	4.67 No	-1.44	7
1	13	4.85 Yes	2.2	99
3	-8	4.62 No	-1.95	3
2	-9	4.91 No	-1.85	3
2	6	4.74 Yes*	0.78	78
1	-2	4.67 No*	-0.59	28
2	8	4.72 Yes	1.11	87
1	-4	4.65 No	-0.93	18
1	-4	4.72 No	-0.89	19
1	7	4.97 Yes	1.34	91
1	3	4.66 Yes*	0.37	64
1	0	4.69 No*	-0.08	47

1	-7	4.73 No	-1.32	9
1	9	4.78 Yes	1.62	95
1	11	4.66 Yes	1.82	97
1	2	4.7 Yes*	0.18	57
2	7	4.67 Yes	0.94	83
2	-8	4.66 No	-1.73	4
1	-5	4.78 No	-1.05	15
2	19	4.7 Yes	3.02	99
1	6	4.72 Yes	0.94	83
1	13	4.64 Yes	2.18	99
1	9	4.68 Yes	1.44	92
2	4	4.64 Yes*	0.31	62
2	0	4.75 No*	-0.27	39
3	-5	5.72 No	-1.18	12
1	11	4.7 Yes	1.77	96
1	6	4.62 Yes	0.83	80
1	2	4.79 Yes*	0.12	55
1	-6	4.63 No	-1.08	14
1	11	4.79 Yes	2.02	98
3	-10	4.93 No	-2.24	1
1	2	4.82 Yes*	0.18	57
2	0	4.82 No*	-0.35	36
1	45	5.72 Yes	7.06	99
1	2	4.68 Yes*	0.14	56
2	-4	4.67 No	-0.98	16
1	-1	4.72 No*	-0.36	36
1	-1	4.87 No*	-0.24	41
1	-2	4.75 No*	-0.53	30
1	-3	4.75 No*	-0.58	28
1	-2	4.76 No*	-0.58	28
1	5	4.85 Yes*	0.76	78
1	-8	4.61 No	-1.58	6
1	-4	4.72 No	-0.86	19
1	5	4.69 Yes*	0.82	79
2	18	4.66 Yes	2.86	99
2	-3	4.93 No	-0.85	20
1	2	4.86 Yes*	0.18	57
1	15	5.01 Yes	2.46	99
1	5	4.65 Yes*	0.72	76
1	0	4.62 No*	-0.22	41
1	-1	4.77 No*	-0.2	42
1	16	4.77 Yes	2.73	99
1	11	5.01 Yes	1.81	96
1	-7	4.72 No	-1.52	6
1	10	4.63 Yes	1.65	95
1	-2	4.73 No*	-0.43	33
1	9	4.63 Yes	1.47	93
1	18	4.78 Yes	3.14	99
1	-3	4.65 No*	-0.78	22
1	-10	4.75 No	-1.92	3
1	5	4.62 Yes*	0.73	77
1	4	4.77 Yes*	0.53	70
1	-1	4.78 No*	-0.25	40
1	9	4.65 Yes	1.46	93
1	3	4.77 Yes*	0.46	68
1	-6	4.8 No	-1.31	9
1	-3	4.79 No*	-0.68	25
1	4	4.66 Yes*	0.54	70
1	8	4.64 Yes	1.28	90
1	-7	4.99 No	-1.26	10
1	3	4.73 Yes*	0.35	64

1	0	4.79 No*	0	50
1	16	4.64 Yes	2.79	99
1	9	4.82 Yes	1.54	94
1	15	4.66 Yes	2.59	99
1	4	4.76 Yes*	0.7	76
1	1	4.63 Yes*	-0.03	49
1	9	4.65 Yes	1.46	93
1	14	4.75 Yes	2.37	99
1	9	4.76 Yes	1.53	94
1	5	4.62 Yes*	0.72	77
1	-6	4.75 No	-1.1	13
1	9	4.97 Yes	1.37	91
1	-5	4.8 No	-1.05	15
1	13	4.8 Yes	2.17	98
1	2	4.65 Yes*	0.16	56
1	-1	4.8 No*	-0.18	43
1	1	4.98 Yes*	-0.01	49
1	5	4.84 Yes*	0.88	81
1	3	4.68 Yes*	0.33	63
1	-7	4.79 No	-1.51	7
1	-2	4.77 No*	-0.5	31
1	4	4.83 Yes*	0.5	69
1	-6	4.95 No	-1.28	10
1	10	4.7 Yes	1.63	95
1	19	4.8 Yes	3.27	99
1	7	4.87 Yes	1.06	86
1	-1	4.76 No*	-0.24	40
1	28	4.7 Yes	4.99	99
2	31	5.13 Yes	5	99
1	8	4.66 Yes	1.27	90
1	3	4.75 Yes*	0.34	63
1	13	4.66 Yes	2.21	99
1	10	4.77 Yes	1.67	95
1	7	4.72 Yes	1.09	86
1	7	4.79 Yes	1.25	89
1	4	4.65 Yes*	0.52	70
1	-1	4.84 No*	-0.3	38
1	34	4.8 Yes	5.98	99
1	-5	4.88 No	-1.02	15
1	-18	4.68 No	-3.6	1
1	12	4.72 Yes	2.01	98
1	20	4.79 Yes	3.43	99
2	20	4.87 Yes	3.33	99
1	3	4.77 Yes*	0.33	63
1	-1	4.83 No*	-0.33	37
1	-3	4.64 No*	-0.79	21
1	5	4.81 Yes*	0.73	77
1	-5	4.73 No	-1.15	13
1	3	4.72 Yes*	0.41	66
1	0	4.69 No*	-0.21	42
1	0	4.73 No*	-0.05	48
1	-8	4.82 No	-1.7	4
1	18	4.85 Yes	3.01	99
1	7	4.71 Yes	1.09	86
1	6	4.68 Yes	0.89	81
1	16	4.79 Yes	2.71	99
1	2	4.71 Yes*	0.17	57
1	8	4.83 Yes	1.25	90

1	1	4.8 Yes*	0.17	57
1	1	4.73 Yes*	-0.04	48
1	-8	4.8 No	-1.57	6
1	3	4.6 Yes*	0.35	64
1	7	4.81 Yes	1.23	89
1	15	4.74 Yes	2.54	99
1	11	4.69 Yes	1.82	97
1	16	4.8 Yes	2.71	99
1	6	4.65 Yes	0.91	82
1	8	4.65 Yes	1.29	90
1	10	4.67 Yes	1.65	95
1	14	4.86 Yes	2.44	99
1	-8	4.89 No	-1.3	10

WinterToSpringGrowthQuintile	SpringToSpringProjectedGrowth	SpringToSpringObservedGrowth	SpringToSpringObservedGrowthSE	SpringToSpringMetProjectedGrowth	SpringToSpringConditionalGrowthIndex
Low		3	-12	4.56 No	-1.95
		3	-6	4.82 No	-1.15
Avg		2	15	4.61 Yes	1.67
LoAvg		2	-3	4.81 No	-0.34
		3	-2	4.6 No	-0.65
High		4	12	4.61 Yes	1.09
High		7	31	4.83 Yes	3.05
LoAvg		4	-4	4.68 No	-1
Avg		10	12	5.17 Yes*	0.29
Low		3	-12	4.78 No	-1.95
LoAvg		3	-21	4.94 No	-3.07
LoAvg		4	14	4.59 Yes	1.25
		10	33	4.83 Yes	3.15
High		2	15	4.57 Yes	1.36
High		2	9	4.65 Yes	0.84
		2	2	4.71 Yes*	0.08
		2	-1	4.77 No*	-0.06
High		4	20	4.71 Yes	2.01
Avg		5	8	4.83 Yes*	0.41
LoAvg		2	35	4.79 Yes	3.12
High		2	2	4.75 Yes*	0
Low		2	1	4.69 No*	0.14
Low		2	10	4.75 Yes	1.18
Low					
High		3	34	4.55 Yes	4
LoAvg		2	2	4.68 Yes*	0.05
Avg		4	-6	4.76 No	-1.22
Low		5	-4	4.8 No	-1.14
HiAvg		3	-3	4.65 No	-0.8
High		5	12	4.82 Yes	0.87
Low		4	11	4.63 Yes	0.93
Avg		3	-3	4.67 No	-0.81
High		3	9	4.84 Yes	0.83
High					
High					
LoAvg					
Low					
Low					
LoAvg					
Avg					
Low					
Low					
Low					
Low					
Low					
HiAvg					
Low					
Low					
Avg					
LoAvg		3	1	4.52 No*	-0.21
Low		2	-9	4.83 No	-1.06
LoAvg		3	8	4.55 Yes	0.65
		3	7	4.65 Yes*	0.46
HiAvg		3	6	4.73 Yes*	0.44
		2	-3	4.62 No	-0.64
Low		4	8	4.6 Yes*	0.57
LoAvg		5	2	4.99 No*	-0.44
High		4	8	4.56 Yes*	0.57
Avg		5	6	4.82 Yes*	0.19
Avg		3	15	4.63 Yes	1.52
Low		3	0	4.67 No*	-0.45
Avg		3	17	4.59 Yes	1.83
		3	9	4.71 Yes	0.79
HiAvg		2	14	4.6 Yes	1.62

Avg	2	4	4.74 Yes*	0.6
LoAvg	2	9	4.67 Yes	0.94
Avg	2	-1	4.72 No*	-0.02
High	2	10	4.64 Yes	1.06
Avg	4	12	4.83 Yes	1.18
Avg	3	10	4.62 Yes	0.87
Avg	3	-1	4.7 No*	-0.61
High	2	10	4.63 Yes	1.25
	2	13	4.82 Yes	1.6
Low	3	0	4.52 No*	-0.35
HiAvg	2	-1	4.79 No*	-0.16
HiAvg	2	2	4.57 Yes*	0.02
High	2	-1	4.84 No*	-0.33
High	4	10	4.77 Yes	0.83
HiAvg	4	1	4.82 No*	-0.42
High	3	11	4.55 Yes	1
High	6	7	4.7 Yes*	0.2
Avg	3	8	4.71 Yes	0.71
	2	-4	4.75 No	-0.69
HiAvg	3	12	4.52 Yes	1.19
HiAvg	2	-5	4.75 No	-0.72
Low	2	7	4.54 Yes	0.93
Low	2	8	4.72 Yes	1.08
High	2	10	4.8 Yes	1.24
LoAvg	2	-5	4.71 No	-0.53
HiAvg	2	4	4.69 Yes*	0.45
High	6	4	4.76 No*	-0.29
HiAvg	4	5	4.72 Yes*	0.12
Low	2	22	4.59 Yes	2.58
Avg	2	3	4.72 Yes*	0.12
HiAvg	2	-3	4.56 No	-0.49
LoAvg	3	-3	4.79 No	-0.52
High	2	12	4.7 Yes	1.33
High	2	3	4.76 Yes*	0.4
High	2	39	4.81 Yes	3.65
High	2	32	4.7 Yes	3.26
LoAvg	2	13	4.67 Yes	1.22
LoAvg	2	35	4.86 Yes	3.62
High	5	2	4.67 No*	-0.33
	2	4	4.79 Yes*	0.26
HiAvg	4	11	4.63 Yes	0.92
	5	13	4.67 Yes	1.1
High	4	19	4.53 Yes	2.01
High	2	2	4.62 Yes*	0
Low	4	-5	4.73 No	-1.2
	5	16	4.93 Yes	1.58
	2	7	4.65 Yes	0.72
	2	-5	4.83 No	-0.26
HiAvg	2	1	4.81 No*	0.19
Avg	2	-7	4.82 No	-0.44
High	2	1	4.73 No*	-0.02
High	2	28	4.86 Yes	2.66
HiAvg	2	-22	4.67 No	-2.17
HiAvg	2	6	4.83 Yes*	0.65
LoAvg	2	-6	4.56 No	-0.69
High	2	30	4.84 Yes	2.89
Low	2	6	4.66 Yes*	0.41
LoAvg	2	1	4.77 No*	0.01
	2	-11	4.87 No	-1.03
	4	-18	4.64 No	-2.88
LoAvg	4	-2	4.77 No	-0.78
Low	7	14	4.64 Yes	0.9
Low	8	-7	4.83 No	-2.05
Avg	4	-7	4.58 No	-1.43
LoAvg	3	5	4.78 Yes*	0.26
High	4	9	4.61 Yes	0.7
High	2	-1	4.73 No*	-0.22
Low	6	11	4.71 Yes	0.66
HiAvg	4	-6	4.68 No	-1.35
	3	5	4.7 Yes*	0.23

	2	-5	4.87 No	-0.85
Low	6	-8	4.65 No	-1.77
Low	2	-7	4.85 No	-0.79
HiAvg	2	31	4.82 Yes	2.89
High	2	19	4.57 Yes	1.75
	2	22	5 Yes	2.44
Avg	2	11	4.54 Yes	1.25
	2	-11	4.82 No	-1.42
High	2	8	4.6 Yes	0.81
HiAvg	2	-3	4.86 No	-0.35
High	2	1	4.81 No*	-0.04
High	2	51	4.98 Yes	4.84
LoAvg	4	-13	4.66 No	-2.14
LoAvg	2	6	4.66 Yes*	0.71
	2	-4	4.7 No	-0.7
	2	3	4.77 Yes*	0.57
High	5	-13	4.66 No	-2.39
High	4	1	4.66 No*	-0.48
High	6	16	4.6 Yes	1.35
HiAvg	9	24	4.77 Yes	2.1
High	6	4	4.58 No*	-0.24
	6	4	4.68 No*	-0.3
	6	17	4.55 Yes	1.44
High	3	-1	4.68 No*	-0.53
HiAvg	2	5	4.55 Yes*	0.41
HiAvg	2	3	4.79 Yes*	0.29
HiAvg	4	3	4.75 No*	-0.12
HiAvg	3	11	4.8 Yes	1.18
High	2	-4	4.7 No	-0.68
	2	-1	4.77 No*	-0.07
High	6	-7	4.59 No	-1.7
	8	1	4.88 No	-0.93
Low	2	-6	4.64 No	-0.98
LoAvg	3	5	4.54 Yes*	0.22
Low	2	5	4.56 Yes*	0.47
HiAvg	2	-4	4.6 No	-0.44
Low	2	-6	4.8 No	-0.58
Avg	3	-12	4.63 No	-1.96
High	4	-7	4.72 No	-1.34
High	4	6	4.7 Yes*	0.21
	10	21	4.78 Yes	1.54
Low	4	0	4.72 No*	-0.48
Low	6	2	4.93 No*	-0.55
High	2	5	4.76 Yes*	0.36
HiAvg	2	6	4.67 Yes*	0.55
Low	2	-1	4.56 No*	-0.4
High	2	8	4.69 Yes	0.89
Low	5	12	4.64 Yes	0.94
High	2	-8	4.79 No	-1.31
	4	-11	5.09 No	-1.88
	10	32	5.18 Yes	2.78
HiAvg	3	0	4.82 No*	-0.42
High	6	16	4.77 Yes	1.34
LoAvg	4	8	4.68 Yes*	0.51
High	5	8	4.65 Yes*	0.44
Low				
LoAvg				
HiAvg	2	11	4.87 Yes	0.9
High	2	14	4.64 Yes	1.27
LoAvg				
High	4	5	4.6 Yes*	0.18
	3	6	4.73 Yes*	0.33
High	4	3	4.68 No*	-0.08
	6	13	4.72 Yes	0.94
LoAvg	3	4	4.75 Yes*	0.1
Low	5	7	4.7 Yes*	0.2
High	3	2	4.67 No*	-0.09

High	2	0	4.7 No*	-0.19
HiAvg	3	14	4.67 Yes	1.39
HiAvg	2	0	4.67 No*	-0.26
High	4	11	4.67 Yes	0.92
High	6	14	4.75 Yes	1
High	6	20	4.55 Yes	1.82
HiAvg	4	7	4.72 Yes*	0.43
Low	3	0	4.6 No*	-0.36
HiAvg	3	3	4.61 Yes*	0.01
High	2	32	4.57 Yes	3
High	2	19	4.8 Yes	1.88
LoAvg	3	0	4.62 No*	-0.41
Low	2	-2	4.66 No*	-0.46
HiAvg	4	13	4.65 Yes	1.2
Low	9	8	5.22 No*	-0.16
LoAvg				
High				
Low				
Low				
LoAvg				
High				
High				
HiAvg				
HiAvg				
Low				
High				
Low				
High				
Avg				
HiAvg				
Low				
High				
Low				
High				
Low				
Low				
High				
LoAvg				
HiAvg				
High				
Low				
Low				
HiAvg				
Avg				
High				
Low				
LoAvg				
Avg				
High	2	14	4.54 Yes	1.14
High	2	16	4.64 Yes	1.59
Low	3	11	4.57 Yes	0.73
LoAvg	2	26	4.64 Yes	2.44
High	2	0	4.67 No*	-0.1
High	2	19	4.65 Yes	1.89
High	2	24	4.79 Yes	2.04
High	2	14	4.77 Yes	1.27
High	2	7	4.67 Yes	0.52
High	2	33	4.81 Yes	3.15
High	2	43	4.64 Yes	3.91
High	2	13	4.76 Yes	1.04
Low	2	-9	4.58 No	-0.95
HiAvg	2	6	4.82 Yes*	0.63
Low	2	-22	4.53 No	-2.07

HiAvg	2	8	4.94 Yes	1.02
High	2	15	4.6 Yes	1.32
High	2	10	4.78 Yes	1.02
Low	2	10	4.56 Yes	0.92
HiAvg	2	12	4.82 Yes	1.31
LoAvg	2	-5	4.58 No	-0.5
High	2	10	4.85 Yes	1
Avg	2	14	4.71 Yes	1.18
Avg	2	-2	4.84 No*	-0.34
High	2	18	4.82 Yes	1.55
High	2	-9	4.89 No	-1.05
Avg	2	21	4.69 Yes	1.9
High	2	35	4.8 Yes	3.4
High	2	-2	4.65 No*	-0.37
High	2	5	4.77 Yes*	0.32
HiAvg	2	-4	4.73 No	-0.46
High	2	13	4.79 Yes	1.32
High	2	20	4.85 Yes	1.74
High	2	13	4.67 Yes	1.16
LoAvg	3	4	4.57 Yes*	0.11
Avg	2	-7	4.71 No	-0.87
High	2	76	5.76 Yes	6.7
High	2	57	4.92 Yes	5.64
High	2	-2	4.55 No*	-0.29
High	2	13	4.74 Yes	1.26
	2	-4	4.58 No	-0.53
	2	1	4.78 No*	0
HiAvg	2	19	4.7 Yes	1.86
LoAvg	2	-2	4.59 No*	-0.19
	2	11	4.79 Yes	1.2
High	2	-6	4.83 No	-0.5
	2	12	5.05 Yes	1.49
LoAvg	2	21	4.77 Yes	1.97
High	2	12	5.06 Yes	1.29
High	2	-4	4.7 No	-0.47
High	2	27	4.84 Yes	2.66
High	2	9	4.85 Yes	0.74
High	2	60	5.14 Yes	5.87
High	3	-11	4.75 No	-1.28
	2	7	4.65 Yes	0.56
HiAvg	2	6	4.7 Yes*	0.39
Low	2	-8	4.71 No	-0.93
High	2	2	4.65 Yes*	-0.02
High	2	4	4.82 Yes*	0.39
High	2	6	4.55 Yes*	0.42
HiAvg	2	25	4.8 Yes	2.45
High	2	12	4.7 Yes	0.97
High	2	18	4.7 Yes	1.7
Low	3	1	4.7 No*	-0.19
Low	2	4	4.54 Yes*	0.2
Avg	2	4	4.85 Yes*	0.33
HiAvg	3	-4	4.87 No	-0.6
High	2	-1	5.24 No*	-0.24
High	2	-2	4.9 No*	-0.2
High	2	7	4.79 Yes	0.52
HiAvg	2	21	4.7 Yes	2.09
Low	2	-3	4.57 No	-0.43
Avg	2	-2	4.7 No*	-0.38
Low	2	10	4.83 Yes	0.74
High	2	5	4.62 Yes*	0.37
Low	3	-1	4.6 No*	-0.4
Low	2	-3	4.85 No	-0.48
HiAvg	2	18	4.74 Yes	1.51
LoAvg	2	2	4.65 Yes*	0.04
High	2	3	4.57 Yes*	0.05
Low	2	2	4.7 Yes*	0.06
Low	2	-7	4.62 No	-0.82
High	2	-41	4.92 No	-3.87
HiAvg	2	4	4.59 Yes*	0.25
Avg	2	-3	4.74 No	-0.34

Low	2	-8	4.59 No	-0.82
High	2	0	4.7 No*	-0.01
High	2	7	4.61 Yes	0.53
Avg	2	8	4.66 Yes	0.68
High	3	0	4.6 No*	-0.24
	2	-4	4.7 No	-0.49
Low	2	2	4.54 Yes*	0.02
Low	2	-13	4.77 No	-1.4
High	3	11	4.62 Yes	0.75
High	2	-4	4.74 No	-0.54
High	2	9	4.6 Yes	0.71
High	2	10	4.73 Yes	0.82
HiAvg	3	1	4.61 No*	-0.19
LoAvg	2	5	4.71 Yes*	0.3
Low	3	0	5.7 No*	-0.29
High	2	4	4.79 Yes*	0.17
HiAvg	2	3	4.51 Yes*	0.09
Avg	2	2	4.76 Yes*	0.01
Low	2	13	4.75 Yes	1.23
High	2	41	4.82 Yes	4.17
Low	3	-2	4.99 No	-0.49
Avg	2	-6	4.74 No	-0.75
LoAvg	2	17	4.79 Yes	1.39
High	2	11	4.79 Yes	1.16
Avg	3	4	4.57 Yes*	0.09
	5	2	4.86 No*	-0.36
Low	2	-8	4.54 No	-0.95
LoAvg	2	-11	4.77 No	-1.25
	2	0	4.57 No*	-0.11
Avg	2	-7	4.76 No	-0.73
LoAvg	2	-8	4.57 No	-0.9
LoAvg	2	3	4.7 Yes*	0.32
LoAvg	2	1	4.53 No*	-0.16
HiAvg	2	-3	4.8 No	-0.68
Low	3	-2	4.62 No	-0.61
Low	2	-6	4.6 No	-0.68
HiAvg	2	-1	4.7 No*	-0.18
High	4	-18	4.88 No	-1.99
Low	2	10	4.88 Yes	0.75
Avg	2	13	4.66 Yes	1.45
	4	16	4.63 Yes	1.58
High	2	20	4.96 Yes	2.22
	2	0	4.69 No*	-0.15
HiAvg	2	12	4.6 Yes	1.33
	2	1	4.66 No*	-0.1
Avg	2	18	4.53 Yes	2.08
Avg	2	2	4.67 Yes*	0.2
High	2	11	4.6 Yes	1.09
High	2	3	4.65 Yes*	0.12
Low	3	19	4.67 Yes	2.06
	5	14	4.74 Yes	1.12
High	3	6	4.54 Yes*	0.42
LoAvg	2	0	4.67 No*	-0.16
High	2	20	4.64 Yes	2.33
High	2	-1	4.72 No*	-0.27
LoAvg	2	6	4.55 Yes*	0.57
Low	3	1	4.67 No*	-0.25
HiAvg	2	15	4.51 Yes	1.78
	2	2	4.72 Yes*	0.23
HiAvg	2	9	4.65 Yes	0.9
LoAvg	2	7	4.67 Yes	0.61
High	2	10	4.58 Yes	0.97
HiAvg	2	-1	4.66 No*	-0.29
Low	3	18	4.64 Yes	1.9
LoAvg	3	-3	4.74 No	-0.78
HiAvg	2	8	4.6 Yes	0.86
	2	-5	5.22 No	-0.38
High	2	10	4.71 Yes	1.02
Low	2	-4	4.83 No	-0.6
HiAvg	2	12	4.62 Yes	1.34

Avg	2	10	4.7 Yes	1.18
High	2	10	4.67 Yes	0.98
High	2	10	4.77 Yes	1.01
High	2	23	4.66 Yes	2.67
HiAvg	2	1	4.7 No*	0.12
Avg	2	3	4.55 Yes*	0.14
	2	2	4.67 Yes*	0.28
High	3	-5	4.74 No	-0.97
	4	8	4.72 Yes*	0.55
High	2	18	4.6 Yes	1.99
High	2	-4	4.67 No	-0.66
HiAvg	2	25	4.55 Yes	2.98
Low	2	-2	4.74 No*	-0.26
High	2	-9	4.62 No	-1.47
Low	3	-6	4.75 No	-1.17
High	2	7	4.66 Yes	0.65
	2	6	4.66 Yes*	0.53
Avg	2	13	4.54 Yes	1.46
Avg	2	1	4.72 No*	0.17
Avg	2	15	4.9 Yes	1.63
High	2	5	4.74 Yes*	0.62
HiAvg				
Low	3	-6	4.62 No	-1.1
LoAvg	3	-5	4.71 No	-0.98
HiAvg	3	9	4.73 Yes	0.73
Low	6	2	4.99 No*	-0.56
High	3	-4	4.75 No	-0.85
High	8	39	4.8 Yes	4.03
High	3	23	4.69 Yes	2.59
LoAvg	2	4	4.65 Yes*	0.29
High	3	18	4.68 Yes	1.93
High	5	1	4.9 No*	-0.45
High	3	-3	4.62 No	-0.71
	3	3	4.71 Yes*	-0.03
HiAvg	3	15	4.53 Yes	1.61
	2	-6	4.7 No	-0.92
High	3	10	4.55 Yes	0.94
High	2	-3	4.69 No	-0.67
High	2	6	4.56 Yes*	0.52
High	2	10	4.65 Yes	1.18
HiAvg	3	10	4.63 Yes	0.93
LoAvg	3	0	4.69 No*	-0.36
High	3	-14	4.66 No	-2.15
Low	2	-9	4.7 No	-1.43
Low	4	-6	4.58 No	-1.24
	5	6	4.73 Yes*	0.09
High	2	13	4.6 Yes	1.37
	2	3	4.7 Yes*	0.11
High	4	18	4.61 Yes	1.82
High	7	20	4.77 Yes	1.69
HiAvg	2	3	4.62 Yes*	0.09
LoAvg	2	-11	4.67 No	-1.7
LoAvg	3	-1	4.63 No*	-0.46
	3	-12	4.77 No	-1.87
HiAvg	2	8	4.58 Yes	0.84
	2	8	4.64 Yes	0.96
Low	3	9	4.59 Yes	0.8
HiAvg	3	-2	4.72 No	-0.61
Avg	2	12	4.54 Yes	1.28
Avg	2	7	4.66 Yes	0.69
Low	4	-4	4.89 No	-1.01
High	7	25	4.66 Yes	2.35
High	2	11	4.58 Yes	1.13
	2	-9	4.77 No	-1.42
High	3	7	4.64 Yes*	0.48
High	3	2	4.65 No*	-0.17
Avg	2	1	4.58 No*	-0.03
	2	2	4.72 Yes*	0.18
High	2	11	4.71 Yes	1.13

Avg	2	4	4.68 Yes*	0.47
Avg	3	4	4.55 Yes*	0.15
Low	3	-2	4.67 No	-0.67
HiAvg	2	15	4.53 Yes	1.72
High	2	6	4.75 Yes*	0.71
High	3	7	4.63 Yes*	0.49
	5	9	4.82 Yes*	0.54
High	3	7	4.55 Yes*	0.47
High	3	0	4.69 No*	-0.4
High	2	8	4.53 Yes	0.82
	2	-2	4.86 No*	-0.17
High	2	14	4.59 Yes	1.58
	2	7	4.8 Yes	0.89
High	2	5	4.55 Yes*	0.33
High	2	9	4.68 Yes	0.99
	2	-13	4.94 No	-1.2
Low	2	-9	4.87 No	-0.73

SpringToSpringConditionalGrowthPercentile	SpringToSpringGrowthQuintile	LexileScore	LexileMin	LexileMax	QuantileScore	QuantileMin	QuantileMax	Goal1Name	Goal1RitScore	Goal1StdErr	Goal1Range
	3 Low				540Q	490Q	590Q	Operations and Algebraic Thinking	206	5.8	200-212
	13 Low	940L	840L	990L				Literary Text	217	5.1	212-222
	95 High				1560Q	1510Q	1610Q	Operations and Algebraic Thinking	281	10.6	270-292
	37 LoAvg	1480L	1380L	1530L				Literary Text	243	5.6	237-249
	26 LoAvg				745Q	695Q	795Q	Operations and Algebraic Thinking	217	5.6	211-223
	86 High				765Q	715Q	815Q	Operations and Algebraic Thinking	210	6.1	204-216
	99 High	1035L	935L	1085L				Literary Text	218	6.2	212-224
	16 Low				315Q	265Q	365Q	Operations and Algebraic Thinking	169	10.7	158-180
	61 HiAvg	325L	225L	375L				Literary Text	182	6.6	175-189
	3 Low				455Q	405Q	505Q	Operations and Algebraic Thinking	198	5.9	192-204
	1 Low	615L	515L	665L				Literary Text	193	6.9	186-200
	89 High				990Q	940Q	1040Q	Operations and Algebraic Thinking	235	6.2	229-241
	99 High	980L	880L	1030L				Literary Text	223	5.5	218-229
	91 High				935Q	885Q	985Q	Operations and Algebraic Thinking	220	5.9	214-226
	80 HiAvg	1230L	1130L	1280L				Literary Text	225	6.1	219-231
	53 Avg				1645Q	1595Q	1650Q	Operations and Algebraic Thinking	261	6.1	255-267
	47 Avg	1540L	1440L	1590L				Literary Text	240	5.7	234-246
	98 High				575Q	525Q	625Q	Operations and Algebraic Thinking	209	5.9	203-215
	66 HiAvg	940L	840L	990L				Literary Text	216	5.2	211-221
	99 High				1540Q	1490Q	1590Q	Operations and Algebraic Thinking	259	5.7	253-265
	50 Avg	1500L	1400L	1550L				Literary Text	231	6.7	224-238
	56 Avg				365Q	315Q	415Q	Operations and Algebraic Thinking	179	7.9	171-187
	88 High	710L	610L	760L				Literary Text	202	6.8	195-209
					695Q	645Q	745Q	Operations and Algebraic Thinking	214	5.8	208-220
		920L	820L	970L				Literary Text	206	6.6	199-213
	99 High				1420Q	1370Q	1470Q	Operations and Algebraic Thinking	265	6.8	258-272
	52 Avg	1285L	1185L	1335L				Literary Text	238	6.6	231-245
	11 Low				385Q	335Q	435Q	Operations and Algebraic Thinking	189	6.7	182-196
	13 Low	690L	590L	740L				Literary Text	208	6	202-214
	21 LoAvg				625Q	575Q	675Q	Operations and Algebraic Thinking	218	5.5	213-223
	81 High	960L	860L	1010L				Literary Text	221	5.9	215-227
	82 High				660Q	610Q	710Q	Operations and Algebraic Thinking	215	6.1	209-221
	21 LoAvg				625Q	575Q	675Q	Operations and Algebraic Thinking	199	6.8	192-206
	80 HiAvg	1285L	1185L	1335L				Literary Text	235	5.7	229-241
					280Q	230Q	330Q	Operations and Algebraic Thinking	205	6	199-211
		690L	590L	740L				Literary Text	201	7.6	193-209
					385Q	335Q	435Q	Operations and Algebraic Thinking	178	7	171-185
								Literary Text	177	7.1	170-184
					645Q	595Q	695Q	Operations and Algebraic Thinking	206	5.9	200-212
		880L	780L	930L				Literary Text	213	7.8	205-221
					315Q	265Q	365Q	Operations and Algebraic Thinking	195	5.7	189-201
					470Q	420Q	520Q	Operations and Algebraic Thinking	201	5.8	195-207
		650L	550L	700L				Literary Text	192	7.8	184-200
					610Q	560Q	660Q	Operations and Algebraic Thinking	216	6.3	210-222
		805L	705L	855L				Literary Text	206	6.4	200-212
					400Q	350Q	450Q	Operations and Algebraic Thinking	200	6.1	194-206
		285L	185L	335L				Literary Text	182	7.2	175-189
					745Q	695Q	795Q	Operations and Algebraic Thinking	216	6	210-222
					470Q	420Q	520Q	Operations and Algebraic Thinking	197	5.9	191-203
		480L	380L	530L				Literary Text	192	5.6	186-198
					1055Q	1005Q	1105Q	Operations and Algebraic Thinking	236	5.8	230-242
		1325L	1225L	1375L				Literary Text	262	15.7	246-278
					540Q	490Q	590Q	Operations and Algebraic Thinking	209	5.9	203-215
		325L	225L	375L				Literary Text	190	6.4	184-196
	42 Avg				1650Q	1650Q	1650Q	Operations and Algebraic Thinking	273	5.6	267-279
	14 Low	1405L	1305L	1455L				Literary Text	235	6.9	228-242
	74 HiAvg				970Q	920Q	1020Q	Operations and Algebraic Thinking	233	6.2	227-239
	68 HiAvg	1115L	1015L	1165L				Literary Text	225	5.7	219-231
	67 HiAvg				1125Q	1075Q	1175Q	Operations and Algebraic Thinking	228	6.6	221-235
	26 LoAvg	1150L	1050L	1200L				Literary Text	224	5.1	219-229
	72 HiAvg				675Q	625Q	725Q	Operations and Algebraic Thinking	215	5.8	209-221
	33 LoAvg	730L	630L	780L				Literary Text	190	6.5	183-197
	72 HiAvg				660Q	610Q	710Q	Operations and Algebraic Thinking	219	6.1	213-225
	57 Avg	940L	840L	990L				Literary Text	218	7	211-225
	94 High				990Q	940Q	1040Q	Operations and Algebraic Thinking	230	5.5	225-235
	33 LoAvg	980L	880L	1030L				Literary Text	213	5.7	207-219
	97 High				1280Q	1230Q	1330Q	Operations and Algebraic Thinking	261	7.8	253-269
	79 HiAvg	1190L	1090L	1240L				Literary Text	224	5.6	218-230
	95 High				1470Q	1420Q	1520Q	Operations and Algebraic Thinking	261	6.3	255-267

72 HiAvg	1440L	1340L	1490L				Literary Text	241	5.9 235-247
83 High				1350Q	1300Q	1400Q	Operations and Algebraic Thinking	247	5.8 241-253
49 Avg	1405L	1305L	1455L				Literary Text	237	6 231-243
85 High				1350Q	1300Q	1400Q	Operations and Algebraic Thinking	251	5.6 245-257
88 High	1230L	1130L	1280L				Literary Text	228	6.3 222-234
81 High				1110Q	1060Q	1160Q	Operations and Algebraic Thinking	241	5.7 235-247
27 LoAvg	1000L	900L	1050L				Literary Text	215	6.9 208-222
89 High				1595Q	1545Q	1645Q	Operations and Algebraic Thinking	265	6.2 259-271
95 High	1440L	1340L	1490L				Literary Text	222	7.9 214-230
36 LoAvg				1055Q	1005Q	1105Q	Operations and Algebraic Thinking	227	5.8 221-233
44 Avg	1305L	1205L	1355L				Literary Text	236	5.7 230-242
51 Avg				1230Q	1180Q	1280Q	Operations and Algebraic Thinking	242	5.8 236-248
37 LoAvg	1190L	1090L	1240L				Literary Text	217	7.2 210-224
80 HiAvg				1075Q	1025Q	1125Q	Operations and Algebraic Thinking	234	6.2 228-240
34 LoAvg	980L	880L	1030L				Literary Text	218	5.8 212-224
84 High				1125Q	1075Q	1175Q	Operations and Algebraic Thinking	242	5.7 236-248
58 Avg	940L	840L	990L				Literary Text	212	6.1 206-218
76 HiAvg				1215Q	1165Q	1265Q	Operations and Algebraic Thinking	249	5.8 243-255
24 LoAvg	1170L	1070L	1220L				Literary Text	218	8.5 210-226
88 High				1215Q	1165Q	1265Q	Operations and Algebraic Thinking	245	5.8 239-251
24 LoAvg	1230L	1130L	1280L				Literary Text	223	5.8 217-229
82 High				1645Q	1595Q	1650Q	Operations and Algebraic Thinking	274	6.2 268-280
86 High	1460L	1360L	1510L				Literary Text	241	5.6 235-247
89 High				1610Q	1560Q	1650Q	Operations and Algebraic Thinking	277	7 270-284
30 LoAvg	1365L	1265L	1415L				Literary Text	232	6.2 226-238
67 HiAvg				1470Q	1420Q	1520Q	Operations and Algebraic Thinking	262	6.6 255-269
39 LoAvg				540Q	490Q	590Q	Operations and Algebraic Thinking	203	5.7 197-209
55 Avg	1035L	935L	1085L				Literary Text	218	5.5 213-223
99 High				1490Q	1440Q	1540Q	Operations and Algebraic Thinking	261	6 255-267
55 Avg	1190L	1090L	1240L				Literary Text	223	6.1 217-229
31 LoAvg				1350Q	1300Q	1400Q	Operations and Algebraic Thinking	238	6 232-244
30 LoAvg	1520L	1420L	1570L				Literary Text	235	7.9 227-243
91 High				1405Q	1355Q	1455Q	Operations and Algebraic Thinking	251	5.5 245-257
66 HiAvg	1385L	1285L	1435L				Literary Text	237	6.8 230-244
99 High				850Q	800Q	900Q	Operations and Algebraic Thinking	217	5.9 211-223
99 High	1075L	975L	1125L				Literary Text	209	8.1 201-217
89 High				695Q	645Q	745Q	Operations and Algebraic Thinking	217	5.9 211-223
99 High	880L	780L	930L				Literary Text	205	6.8 198-212
37 LoAvg				780Q	730Q	830Q	Operations and Algebraic Thinking	219	5.8 213-225
60 Avg	1210L	1110L	1260L				Literary Text	224	5.6 218-230
82 High				1025Q	975Q	1075Q	Operations and Algebraic Thinking	236	5.8 230-242
87 High	1095L	995L	1145L				Literary Text	213	5.9 207-219
98 High				1195Q	1145Q	1245Q	Operations and Algebraic Thinking	245	5.7 239-251
50 Avg	1190L	1090L	1240L				Literary Text	223	5.1 218-228
12 Low				710Q	660Q	760Q	Operations and Algebraic Thinking	216	5.8 210-222
94 High	1210L	1110L	1260L				Literary Text	222	6.7 215-229
76 HiAvg				1370Q	1320Q	1420Q	Operations and Algebraic Thinking	251	5.5 245-257
40 LoAvg	1540L	1440L	1590L				Literary Text	230	7 223-237
58 Avg				140Q	90Q	190Q	Operations and Algebraic Thinking	187	6 181-193
33 LoAvg	460L	360L	510L				Literary Text	171	8 163-179
49 Avg				1025Q	975Q	1075Q	Operations and Algebraic Thinking	237	6 231-243
99 High	1440L	1340L	1490L				Literary Text	263	10.7 252-274
1 Low				780Q	730Q	830Q	Operations and Algebraic Thinking	219	6 213-225
74 HiAvg	960L	860L	1010L				Literary Text	211	7 204-218
25 LoAvg				990Q	940Q	1040Q	Operations and Algebraic Thinking	231	5.9 225-237
99 High	1385L	1285L	1435L				Literary Text	241	8 233-249
66 HiAvg				1265Q	1215Q	1315Q	Operations and Algebraic Thinking	244	5.8 238-250
51 Avg				900Q	850Q	950Q	Operations and Algebraic Thinking	218	6 212-224
15 Low	865L	765L	915L				Literary Text	213	7.9 205-221
1 Low				520Q	470Q	570Q	Operations and Algebraic Thinking	200	5.9 194-206
22 LoAvg	960L	860L	1010L				Literary Text	221	5.8 215-227
82 High				540Q	490Q	590Q	Operations and Algebraic Thinking	195	6.4 189-201
2 Low	460L	360L	510L				Literary Text	185	7 178-192
8 Low				730Q	680Q	780Q	Operations and Algebraic Thinking	213	6.3 207-219
60 Avg	1135L	1035L	1185L				Literary Text	226	5.5 220-232
76 HiAvg				1040Q	990Q	1090Q	Operations and Algebraic Thinking	230	5.7 224-236
41 Avg	1270L	1170L	1320L				Literary Text	233	5.7 227-239
74 HiAvg				695Q	645Q	745Q	Operations and Algebraic Thinking	205	6.8 198-212
9 Low	880L	780L	930L				Literary Text	207	6.2 201-213
59 Avg				835Q	785Q	885Q	Operations and Algebraic Thinking	220	5.6 214-226

20 Low	1150L	1050L	1200L				Literary Text	223	5.9 217-229
4 Low				435Q	385Q	485Q	Operations and Algebraic Thinking	198	5.9 192-204
22 LoAvg				1040Q	990Q	1090Q	Operations and Algebraic Thinking	232	6 226-238
99 High	1615L	1515L	1665L				Literary Text	245	5.6 239-251
96 High				935Q	885Q	985Q	Operations and Algebraic Thinking	228	5.8 222-234
99 High	555L	455L	605L				Literary Text	175	11 164-186
90 High				1650Q	1650Q	1650Q	Operations and Algebraic Thinking	281	5.8 275-287
8 Low	1270L	1170L	1320L				Literary Text	230	5.4 225-235
79 HiAvg				1335Q	1285Q	1385Q	Operations and Algebraic Thinking	256	6.1 250-262
36 LoAvg	1325L	1225L	1375L				Literary Text	225	6.4 219-231
49 Avg				1110Q	1060Q	1160Q	Operations and Algebraic Thinking	244	6.9 237-251
99 High	1710L	1610L	1760L				Literary Text	256	6.1 250-262
2 Low				195Q	145Q	245Q	Operations and Algebraic Thinking	169	8.5 161-177
				1405Q	1355Q	1455Q	Operations and Algebraic Thinking	260	6.5 253-267
76 HiAvg	1365L	1265L	1415L				Literary Text	238	6 232-244
24 LoAvg				1215Q	1165Q	1265Q	Operations and Algebraic Thinking	246	6.1 240-252
72 HiAvg	1500L	1400L	1550L				Literary Text	249	6.3 243-255
1 Low				400Q	350Q	450Q	Operations and Algebraic Thinking	183	6.8 176-190
32 LoAvg	940L	840L	990L				Literary Text	224	7 217-231
91 High				815Q	765Q	865Q	Operations and Algebraic Thinking	218	5.7 212-224
98 High	940L	840L	990L				Literary Text	218	6.3 212-224
41 Avg				590Q	540Q	640Q	Operations and Algebraic Thinking	211	5.7 205-217
38 LoAvg	825L	725L	875L				Literary Text	203	6.1 197-209
92 High				765Q	715Q	815Q	Operations and Algebraic Thinking	215	5.6 209-221
30 LoAvg	1055L	955L	1105L				Literary Text	222	6 216-228
66 HiAvg				1280Q	1230Q	1330Q	Operations and Algebraic Thinking	256	6.7 249-263
61 HiAvg	1305L	1205L	1355L				Literary Text	233	5.7 227-239
45 Avg				900Q	850Q	950Q	Operations and Algebraic Thinking	228	5.8 222-234
88 High	1305L	1205L	1355L				Literary Text	232	5.3 227-237
25 LoAvg				1230Q	1180Q	1280Q	Operations and Algebraic Thinking	246	6.1 240-252
47 Avg	1365L	1265L	1415L				Literary Text	234	6.3 228-240
4 Low				385Q	335Q	435Q	Operations and Algebraic Thinking	188	6.3 182-194
17 Low	615L	515L	665L				Literary Text	195	6.4 189-201
16 Low				850Q	800Q	900Q	Operations and Algebraic Thinking	220	5.9 214-226
59 Avg				800Q	750Q	850Q	Operations and Algebraic Thinking	216	5.6 210-222
68 HiAvg				625Q	575Q	675Q	Operations and Algebraic Thinking	214	5.6 208-220
33 LoAvg				780Q	730Q	830Q	Operations and Algebraic Thinking	224	6 218-230
28 LoAvg	980L	880L	1030L				Literary Text	218	7.4 211-225
3 Low				470Q	420Q	520Q	Operations and Algebraic Thinking	204	5.9 198-210
9 Low				435Q	385Q	485Q	Operations and Algebraic Thinking	178	10.7 167-189
58 Avg				865Q	815Q	915Q	Operations and Algebraic Thinking	216	6 210-222
94 High	785L	685L	835L				Literary Text	204	5.9 198-210
32 LoAvg				470Q	420Q	520Q	Operations and Algebraic Thinking	198	6.3 192-204
29 LoAvg	595L	495L	645L				Literary Text	187	7.2 180-194
64 HiAvg				1335Q	1285Q	1385Q	Operations and Algebraic Thinking	246	5.9 240-252
71 HiAvg	1345L	1245L	1395L				Literary Text	238	6 232-244
34 LoAvg				1230Q	1180Q	1280Q	Operations and Algebraic Thinking	243	5.7 237-249
81 High	1480L	1380L	1530L				Literary Text	243	5.9 237-249
83 High				900Q	850Q	950Q	Operations and Algebraic Thinking	224	5.7 218-230
10 Low	1055L	955L	1105L				Literary Text	209	6.2 203-215
3 Low				55Q	5Q	105Q	Operations and Algebraic Thinking	176	7.1 169-183
99 High	730L	630L	780L				Literary Text	196	7 189-203
34 LoAvg				675Q	625Q	725Q	Operations and Algebraic Thinking	206	6.8 199-213
91 High	980L	880L	1030L				Literary Text	204	7.1 197-211
69 HiAvg				420Q	370Q	470Q	Operations and Algebraic Thinking	190	6.4 184-196
67 HiAvg	960L	860L	1010L				Literary Text	213	8.9 204-222
				1300Q	1250Q	1350Q	Operations and Algebraic Thinking	244	5.7 238-250
	1305L	1205L	1355L				Literary Text	240	6.2 234-246
82 High				1180Q	1130Q	1230Q	Operations and Algebraic Thinking	246	7.1 239-253
90 High	1420L	1320L	1470L				Literary Text	241	6 235-247
				935Q	885Q	985Q	Operations and Algebraic Thinking	225	5.7 219-231
	1150L	1050L	1200L				Literary Text	224	5.5 219-229
57 Avg				590Q	540Q	640Q	Operations and Algebraic Thinking	206	5.9 200-212
63 HiAvg	1095L	995L	1145L				Literary Text	217	5.6 211-223
47 Avg				540Q	490Q	590Q	Operations and Algebraic Thinking	201	6.2 195-207
83 High	900L	800L	950L				Literary Text	214	5.2 209-219
54 Avg				780Q	730Q	830Q	Operations and Algebraic Thinking	218	6.1 212-224
58 Avg	825L	725L	875L				Literary Text	209	5.9 203-215
	1135L	1035L	1185L				Literary Text	227	6.7 220-234
46 Avg				970Q	920Q	1020Q	Operations and Algebraic Thinking	234	6.4 228-240

42 Avg	1270L	1170L	1320L				Literary Text	225	6.7 218-232
92 High				990Q	940Q	1040Q	Operations and Algebraic Thinking	229	5.6 223-235
40 LoAvg	1190L	1090L	1240L				Literary Text	227	6.3 221-233
82 High				645Q	595Q	695Q	Operations and Algebraic Thinking	203	6.5 196-210
84 High	845L	745L	895L				Literary Text	212	6.1 206-218
97 High				800Q	750Q	850Q	Operations and Algebraic Thinking	213	5.9 207-219
67 HiAvg	1095L	995L	1145L				Literary Text	217	6.2 211-223
36 LoAvg				920Q	870Q	970Q	Operations and Algebraic Thinking	229	5.9 223-235
50 Avg	1115L	1015L	1165L				Literary Text	221	6.5 214-228
99 High				990Q	940Q	1040Q	Operations and Algebraic Thinking	231	5.6 225-237
97 High	1150L	1050L	1200L				Literary Text	223	6.4 217-229
34 LoAvg				730Q	680Q	780Q	Operations and Algebraic Thinking	214	5.7 208-220
32 LoAvg	1230L	1130L	1280L				Literary Text	228	6.2 222-234
89 High				745Q	695Q	795Q	Operations and Algebraic Thinking	203	6.9 196-210
44 Avg	285L	185L	335L				Literary Text	180	6.8 173-187
				420Q	370Q	470Q	Operations and Algebraic Thinking	188	6.9 181-195
	805L	705L	855L				Literary Text	215	5.4 210-220
				1180Q	1130Q	1230Q	Operations and Algebraic Thinking	239	5.3 234-244
	1055L	955L	1105L				Literary Text	219	5.3 214-224
				540Q	490Q	590Q	Operations and Algebraic Thinking	213	6.3 207-219
	865L	765L	915L				Literary Text	201	8.7 192-210
				710Q	660Q	760Q	Operations and Algebraic Thinking	228	7 221-235
	1170L	1070L	1220L				Literary Text	221	5.8 215-227
				420Q	370Q	470Q	Operations and Algebraic Thinking	189	6.4 183-195
	765L	665L	815L				Literary Text	206	6.1 200-212
				835Q	785Q	885Q	Operations and Algebraic Thinking	226	5.8 220-232
	1210L	1110L	1260L				Literary Text	217	6 211-223
				610Q	560Q	660Q	Operations and Algebraic Thinking	214	5.5 208-220
	980L	880L	1030L				Literary Text	218	5.7 212-224
				1005Q	955Q	1055Q	Operations and Algebraic Thinking	236	6.1 230-242
	1305L	1205L	1355L				Literary Text	232	5.6 226-238
				1350Q	1300Q	1400Q	Operations and Algebraic Thinking	262	7.7 254-270
	1385L	1285L	1435L				Literary Text	241	8 233-249
				420Q	370Q	470Q	Operations and Algebraic Thinking	196	6.2 190-202
	1000L	900L	1050L				Literary Text	213	5.6 207-219
				315Q	265Q	365Q	Operations and Algebraic Thinking	185	7 178-192
	1000L	900L	1050L				Literary Text	213	6.4 207-219
				435Q	385Q	485Q	Operations and Algebraic Thinking	194	6.2 188-200
	420L	320L	470L				Literary Text	200	5.2 195-205
				365Q	315Q	415Q	Operations and Algebraic Thinking	183	6.3 177-189
	630L	530L	680L				Literary Text	202	6.1 196-208
				1180Q	1130Q	1230Q	Operations and Algebraic Thinking	250	6.7 243-257
	1095L	995L	1145L				Literary Text	209	8 201-217
				885Q	835Q	935Q	Operations and Algebraic Thinking	230	5.7 224-236
	1095L	995L	1145L				Literary Text	221	5.3 216-226
				865Q	815Q	915Q	Operations and Algebraic Thinking	228	5.6 222-234
	1190L	1090L	1240L				Literary Text	228	5.5 222-234
				745Q	695Q	795Q	Operations and Algebraic Thinking	229	6.8 222-236
	765L	665L	815L				Literary Text	204	6.3 198-210
				1025Q	975Q	1075Q	Operations and Algebraic Thinking	234	5.7 228-240
	1190L	1090L	1240L				Literary Text	228	7 221-235
				835Q	785Q	885Q	Operations and Algebraic Thinking	229	5.8 223-235
	865L	765L	915L				Literary Text	213	6.2 207-219
				850Q	800Q	900Q	Operations and Algebraic Thinking	226	5.7 220-232
	920L	820L	970L				Literary Text	220	5.4 215-225
				1440Q	1390Q	1490Q	Operations and Algebraic Thinking	265	6.6 258-272
87 High							Literary Text	228	6.3 222-234
94 High	1170L	1070L	1220L				Operations and Algebraic Thinking	287	5.8 281-293
77 HiAvg				1650Q	1650Q	1650Q	Literary Text	251	7 244-258
99 High	1540L	1440L	1590L				Operations and Algebraic Thinking	232	5.5 227-237
46 Avg				970Q	920Q	1020Q	Literary Text	222	6.3 216-228
97 High	1190L	1090L	1240L				Operations and Algebraic Thinking	251	6.1 245-257
98 High				1645Q	1595Q	1650Q	Literary Text	230	5.9 224-236
90 High	1405L	1305L	1455L				Operations and Algebraic Thinking	237	5.7 231-243
70 HiAvg				1180Q	1130Q	1230Q	Literary Text	245	5.7 239-251
99 High	1500L	1400L	1550L				Operations and Algebraic Thinking	261	6 255-267
99 High				1560Q	1510Q	1610Q	Literary Text	250	6.1 244-256
85 High	1675L	1575L	1725L				Operations and Algebraic Thinking	228	5.6 222-234
17 Low				885Q	835Q	935Q	Literary Text	213	7.6 205-221
74 HiAvg	1000L	900L	1050L				Operations and Algebraic Thinking	187	6.2 181-193
2 Low				295Q	245Q	345Q			

85 High	575L	475L	625L				Literary Text	177	11.2 166-188
91 High				1090Q	1040Q	1140Q	Operations and Algebraic Thinking	243	6.7 236-250
85 High	1035L	935L	1085L				Literary Text	215	5.7 209-221
82 High				780Q	730Q	830Q	Operations and Algebraic Thinking	224	5.5 219-229
90 High	865L	765L	915L				Literary Text	207	7.5 200-214
31 LoAvg				645Q	595Q	695Q	Operations and Algebraic Thinking	208	5.9 202-214
84 High	1095L	995L	1145L				Literary Text	232	7.7 224-240
88 High				1245Q	1195Q	1295Q	Operations and Algebraic Thinking	250	6.1 244-256
37 LoAvg	1365L	1265L	1415L				Literary Text	236	7.9 228-244
94 High				1280Q	1230Q	1330Q	Operations and Algebraic Thinking	236	5.8 230-242
15 Low	1365L	1265L	1415L				Literary Text	230	5.9 224-236
97 High				1055Q	1005Q	1105Q	Operations and Algebraic Thinking	234	5.5 228-240
99 High	1385L	1285L	1435L				Literary Text	233	5.7 227-239
36 LoAvg				1280Q	1230Q	1330Q	Operations and Algebraic Thinking	243	5.5 237-249
63 HiAvg	1460L	1360L	1510L				Literary Text	243	7.8 235-251
32 LoAvg				850Q	800Q	900Q	Operations and Algebraic Thinking	233	6 227-239
91 High	1055L	955L	1105L				Literary Text	216	8.3 208-224
96 High				1245Q	1195Q	1295Q	Operations and Algebraic Thinking	233	5.9 227-239
88 High	1420L	1320L	1470L				Literary Text	231	6.2 225-237
54 Avg				1650Q	1630Q	1650Q	Operations and Algebraic Thinking	265	5.7 259-271
19 Low	1385L	1285L	1435L				Literary Text	235	6.2 229-241
99 High				1160Q	1110Q	1210Q	Operations and Algebraic Thinking	245	6.9 238-252
99 High	1305L	1205L	1355L				Literary Text	226	5.9 220-232
38 LoAvg				970Q	920Q	1020Q	Operations and Algebraic Thinking	235	5.9 229-241
90 High	1190L	1090L	1240L				Literary Text	220	6.5 214-226
30 LoAvg				1125Q	1075Q	1175Q	Operations and Algebraic Thinking	233	5.4 228-238
50 Avg	1270L	1170L	1320L				Literary Text	228	5.7 222-234
97 High				400Q	350Q	450Q	Operations and Algebraic Thinking	198	5.7 192-204
42 Avg				555Q	505Q	605Q	Operations and Algebraic Thinking	207	5.8 201-213
89 High	865L	765L	915L				Literary Text	213	5.5 208-219
31 LoAvg				230Q	180Q	280Q	Operations and Algebraic Thinking	181	6.5 174-188
93 High	360L	260L	410L				Literary Text	190	6 184-196
98 High				730Q	680Q	780Q	Operations and Algebraic Thinking	217	6 211-223
90 High	845L	745L	895L				Literary Text	209	7.2 202-216
32 LoAvg				920Q	870Q	970Q	Operations and Algebraic Thinking	227	5.7 221-233
99 High	1210L	1110L	1260L				Literary Text	222	6.9 215-229
77 HiAvg				1075Q	1025Q	1125Q	Operations and Algebraic Thinking	242	6.3 236-248
99 High	1210L	1110L	1260L				Literary Text	225	5.9 219-231
10 Low				1440Q	1390Q	1490Q	Operations and Algebraic Thinking	262	6.8 255-269
71 HiAvg	1405L	1305L	1455L				Literary Text	241	6.4 235-247
65 HiAvg				1335Q	1285Q	1385Q	Operations and Algebraic Thinking	255	5.9 249-261
18 Low	1285L	1185L	1335L				Literary Text	245	8.1 237-253
49 Avg				1440Q	1390Q	1490Q	Operations and Algebraic Thinking	266	7.9 258-274
65 HiAvg	1075L	975L	1125L				Literary Text	212	6.7 205-219
66 HiAvg				1230Q	1180Q	1280Q	Operations and Algebraic Thinking	249	6 243-255
99 High	1270L	1170L	1320L				Literary Text	228	7.3 221-235
83 High				1315Q	1265Q	1365Q	Operations and Algebraic Thinking	253	6.1 247-259
96 High	1365L	1265L	1415L				Literary Text	242	7.4 235-249
42 Avg				1650Q	1650Q	1650Q	Operations and Algebraic Thinking	279	6.2 273-285
58 Avg				1335Q	1285Q	1385Q	Operations and Algebraic Thinking	264	7.8 256-272
63 HiAvg	1210L	1110L	1260L				Literary Text	220	7.4 213-227
27 LoAvg				1455Q	1405Q	1505Q	Operations and Algebraic Thinking	263	6.4 257-269
40 LoAvg				1215Q	1165Q	1265Q	Operations and Algebraic Thinking	242	6.3 236-248
42 Avg	1035L	935L	1085L				Literary Text	214	6.4 208-220
70 HiAvg				1180Q	1130Q	1230Q	Operations and Algebraic Thinking	255	7.9 247-263
98 High	1170L	1070L	1220L				Literary Text	227	8.1 219-235
33 LoAvg				1125Q	1075Q	1175Q	Operations and Algebraic Thinking	245	6.4 239-251
35 LoAvg	1420L	1320L	1470L				Literary Text	227	6.5 221-234
77 HiAvg				1505Q	1455Q	1555Q	Operations and Algebraic Thinking	258	5.8 252-264
64 HiAvg	1365L	1265L	1415L				Literary Text	235	6.3 229-241
35 LoAvg				1650Q	1650Q	1650Q	Operations and Algebraic Thinking	274	5.8 268-280
32 LoAvg	1440L	1340L	1490L				Literary Text	249	8.5 240-258
93 High				1470Q	1420Q	1520Q	Operations and Algebraic Thinking	259	5.7 253-265
52 Avg	1405L	1305L	1455L				Literary Text	240	6.3 234-246
52 Avg				1540Q	1490Q	1590Q	Operations and Algebraic Thinking	265	6.4 259-271
52 Avg				1125Q	1075Q	1175Q	Operations and Algebraic Thinking	242	6.1 236-248
21 LoAvg	1270L	1170L	1320L				Literary Text	217	7 210-224
1 Low				365Q	315Q	415Q	Operations and Algebraic Thinking	203	6.1 197-209
60 Avg				1125Q	1075Q	1175Q	Operations and Algebraic Thinking	235	5.7 229-241
37 LoAvg	1135L	1035L	1185L				Literary Text	220	6 214-226

21	LoAvg				765Q	715Q	815Q	Operations and Algebraic Thinking	213	6	207-219
50	Avg	1075L	975L	1125L				Literary Text	224	5.9	218-230
70	HiAvg				1180Q	1130Q	1230Q	Operations and Algebraic Thinking	250	6.6	243-257
75	HiAvg	1365L	1265L	1415L				Literary Text	228	7.2	221-235
40	LoAvg				1540Q	1490Q	1590Q	Operations and Algebraic Thinking	263	5.9	257-269
31	LoAvg	1230L	1130L	1280L				Literary Text	224	7.2	217-231
51	Avg				1280Q	1230Q	1330Q	Operations and Algebraic Thinking	244	5.8	238-250
8	Low	1210L	1110L	1260L				Literary Text	221	6.1	215-227
77	HiAvg				1650Q	1650Q	1650Q	Operations and Algebraic Thinking	277	6.1	271-283
29	LoAvg	1345L	1245L	1395L				Literary Text	257	10.7	246-268
76	HiAvg				1230Q	1180Q	1280Q	Operations and Algebraic Thinking	240	5.7	234-246
79	HiAvg	1500L	1400L	1550L				Literary Text	261	11.2	250-272
42	Avg				1650Q	1650Q	1650Q	Operations and Algebraic Thinking	272	6	266-278
62	HiAvg	1520L	1420L	1570L				Literary Text	247	6.3	241-253
39	LoAvg				1650Q	1650Q	1650Q	Operations and Algebraic Thinking	307	6.8	300-314
57	Avg	1575L	1475L	1625L				Literary Text	239	5.9	233-245
54	Avg				1350Q	1300Q	1400Q	Operations and Algebraic Thinking	260	6.8	253-267
50	Avg	1480L	1380L	1530L				Literary Text	231	6	225-237
89	High				590Q	540Q	640Q	Operations and Algebraic Thinking	208	5.7	202-214
99	High	1015L	915L	1065L				Literary Text	209	6.8	202-216
31	LoAvg				1650Q	1650Q	1650Q	Operations and Algebraic Thinking	290	5.6	284-296
23	LoAvg	1365L	1265L	1415L				Literary Text	228	6.6	221-235
92	High				1560Q	1510Q	1610Q	Operations and Algebraic Thinking	260	6.1	254-266
88	High	960L	860L	1010L				Literary Text	206	7.2	199-213
54	Avg				730Q	680Q	780Q	Operations and Algebraic Thinking	207	6.3	201-213
36	LoAvg	825L	725L	875L				Literary Text	205	7	198-212
17	Low				1265Q	1215Q	1315Q	Operations and Algebraic Thinking	233	6.1	227-239
11	Low	1325L	1225L	1375L				Literary Text	220	6.7	213-227
46	Avg				1005Q	955Q	1055Q	Operations and Algebraic Thinking	231	5.7	225-237
23	LoAvg	1095L	995L	1145L				Literary Text	215	7.9	207-223
18	Low				1075Q	1025Q	1125Q	Operations and Algebraic Thinking	237	5.6	231-243
63	HiAvg	1015L	915L	1065L				Literary Text	224	6.3	218-230
44	Avg				1195Q	1145Q	1245Q	Operations and Algebraic Thinking	239	5.5	234-245
25	LoAvg	1095L	995L	1145L				Literary Text	222	6.4	216-228
27	LoAvg				660Q	610Q	710Q	Operations and Algebraic Thinking	203	6.1	197-209
25	LoAvg				990Q	940Q	1040Q	Operations and Algebraic Thinking	224	5.8	218-230
43	Avg	1230L	1130L	1280L				Literary Text	234	7	227-241
2	Low				1650Q	1650Q	1650Q	Operations and Algebraic Thinking	272	5.6	266-278
77	HiAvg	1635L	1535L	1685L				Literary Text	255	8.5	247-263
93	High				1650Q	1610Q	1650Q	Operations and Algebraic Thinking	269	5.7	263-275
94	High	1230L	1130L	1280L				Literary Text	229	6.2	223-235
99	High				1490Q	1440Q	1540Q	Operations and Algebraic Thinking	266	6.9	259-273
44	Avg	1325L	1225L	1375L				Literary Text	224	6.3	218-230
91	High				1650Q	1630Q	1650Q	Operations and Algebraic Thinking	269	5.7	263-275
46	Avg	1250L	1150L	1300L				Literary Text	226	5.8	220-232
98	High				1650Q	1610Q	1650Q	Operations and Algebraic Thinking	276	6.2	270-282
58	Avg	1460L	1360L	1510L				Literary Text	239	7.4	232-246
86	High				1245Q	1195Q	1295Q	Operations and Algebraic Thinking	236	5.6	230-242
55	Avg	1250L	1150L	1300L				Literary Text	230	5.4	225-235
98	High				1195Q	1145Q	1245Q	Operations and Algebraic Thinking	241	5.7	235-247
87	High	980L	880L	1030L				Literary Text	206	6.9	199-213
66	HiAvg				1040Q	990Q	1090Q	Operations and Algebraic Thinking	235	5.8	229-241
44	Avg	1305L	1205L	1355L				Literary Text	231	6.6	224-238
99	High				1650Q	1650Q	1650Q	Operations and Algebraic Thinking	277	6.3	271-283
39	LoAvg	1305L	1205L	1355L				Literary Text	232	6.6	225-239
72	HiAvg				1645Q	1595Q	1650Q	Operations and Algebraic Thinking	267	5.8	261-273
40	LoAvg	1075L	975L	1125L				Literary Text	216	5.7	210-222
96	High				1650Q	1650Q	1650Q	Operations and Algebraic Thinking	291	5.7	285-297
59	Avg	1500L	1400L	1550L				Literary Text	232	6	226-238
82	High				1470Q	1420Q	1520Q	Operations and Algebraic Thinking	269	7.7	261-277
73	HiAvg	1285L	1185L	1335L				Literary Text	233	6	227-239
83	High				1230Q	1180Q	1280Q	Operations and Algebraic Thinking	247	5.6	241-253
38	LoAvg	1285L	1185L	1335L				Literary Text	222	6.6	215-229
97	High				1040Q	990Q	1090Q	Operations and Algebraic Thinking	228	5.9	222-234
22	LoAvg	980L	880L	1030L				Literary Text	211	6.3	205-217
81	High				1650Q	1650Q	1650Q	Operations and Algebraic Thinking	274	6	268-280
35	LoAvg	1635L	1535L	1685L				Literary Text	245	6.1	239-251
85	High				1455Q	1405Q	1505Q	Operations and Algebraic Thinking	253	5.9	247-259
27	LoAvg	1305L	1205L	1355L				Literary Text	241	6.3	235-247
91	High				1650Q	1650Q	1650Q	Operations and Algebraic Thinking	281	6.3	275-287

88 High	1555L	1455L	1605L				Literary Text	255	7.8 247-263
84 High				1315Q	1265Q	1365Q	Operations and Algebraic Thinking	252	5.9 246-258
84 High	1365L	1265L	1415L				Literary Text	232	5.7 226-238
99 High				1630Q	1580Q	1650Q	Operations and Algebraic Thinking	261	5.5 256-266
55 Avg	1500L	1400L	1550L				Literary Text	235	7.5 228-242
56 Avg				1420Q	1370Q	1470Q	Operations and Algebraic Thinking	253	5.4 248-258
61 HiAvg	1555L	1455L	1605L				Literary Text	245	6 239-251
17 Low				920Q	870Q	970Q	Operations and Algebraic Thinking	226	5.7 220-232
71 HiAvg	1095L	995L	1145L				Literary Text	220	5.6 214-226
98 High				1370Q	1320Q	1420Q	Operations and Algebraic Thinking	257	6.1 251-263
25 LoAvg	1250L	1150L	1300L				Literary Text	228	5.3 223-233
99 High				1650Q	1650Q	1650Q	Operations and Algebraic Thinking	272	5.7 266-278
40 LoAvg	1440L	1340L	1490L				Literary Text	241	5.7 235-247
7 Low				935Q	885Q	985Q	Operations and Algebraic Thinking	224	5.6 218-230
12 Low	920L	820L	970L				Literary Text	213	7.1 206-220
74 HiAvg				1455Q	1405Q	1505Q	Operations and Algebraic Thinking	249	5.9 243-255
70 HiAvg	1325L	1225L	1375L				Literary Text	233	5.5 228-238
93 High				1650Q	1645Q	1650Q	Operations and Algebraic Thinking	272	5.7 266-278
57 Avg	1555L	1455L	1605L				Literary Text	241	5.4 236-246
95 High				1525Q	1475Q	1575Q	Operations and Algebraic Thinking	267	6.9 260-274
73 HiAvg	1555L	1455L	1605L				Literary Text	239	5.2 234-244
				850Q	800Q	900Q	Operations and Algebraic Thinking	220	5.4 215-225
				900Q	850Q	950Q	Literary Text	215	5.5 210-220
13 Low				1030L			Operations and Algebraic Thinking	225	5.8 219-231
16 Low	1015L	915L	1065L				Literary Text	222	5.4 217-227
77 HiAvg				815Q	765Q	865Q	Operations and Algebraic Thinking	223	6.3 217-229
29 LoAvg	595L	495L	645L				Literary Text	189	7.3 182-196
20 Low				885Q	835Q	935Q	Operations and Algebraic Thinking	220	5.8 214-226
99 High	1135L	1035L	1185L				Literary Text	223	6 217-229
99 High				1370Q	1320Q	1420Q	Operations and Algebraic Thinking	252	6.4 246-258
61 HiAvg	1305L	1205L	1355L				Literary Text	235	5.1 230-240
97 High				1180Q	1130Q	1230Q	Operations and Algebraic Thinking	240	5.6 234-246
33 LoAvg	845L	745L	895L				Literary Text	203	7.6 195-211
24 LoAvg				970Q	920Q	1020Q	Operations and Algebraic Thinking	225	5.7 219-231
49 Avg	1075L	975L	1125L				Literary Text	224	5.7 218-230
95 High				1280Q	1230Q	1330Q	Operations and Algebraic Thinking	249	5.8 243-255
18 Low	1210L	1110L	1260L				Literary Text	235	7.2 228-242
83 High				1125Q	1075Q	1175Q	Operations and Algebraic Thinking	239	5.7 233-245
25 LoAvg	1115L	1015L	1165L				Literary Text	218	5.4 213-223
70 HiAvg				1440Q	1390Q	1490Q	Operations and Algebraic Thinking	267	7.7 259-275
88 High	1555L	1455L	1605L				Literary Text	247	5.9 241-253
82 High				1110Q	1060Q	1160Q	Operations and Algebraic Thinking	229	5.8 223-235
36 LoAvg	1075L	975L	1125L				Literary Text	228	6.5 222-234
2 Low				675Q	625Q	725Q	Operations and Algebraic Thinking	212	5.6 206-218
8 Low	1015L	915L	1065L				Literary Text	216	5.7 210-222
11 Low				400Q	350Q	450Q	Operations and Algebraic Thinking	195	5.8 189-201
54 Avg	825L	725L	875L				Literary Text	207	6.1 201-213
91 High				1350Q	1300Q	1400Q	Operations and Algebraic Thinking	257	6.7 250-264
54 Avg	1230L	1130L	1280L				Literary Text	229	5.4 224-234
97 High				675Q	625Q	725Q	Operations and Algebraic Thinking	208	6.3 202-214
95 High	865L	765L	915L				Literary Text	206	5.9 200-212
53 Avg				1195Q	1145Q	1245Q	Operations and Algebraic Thinking	232	6.2 226-238
4 Low	960L	860L	1010L				Literary Text	219	6.1 213-225
32 LoAvg				990Q	940Q	1040Q	Operations and Algebraic Thinking	218	6.1 212-224
3 Low	880L	780L	930L				Literary Text	207	6.4 201-213
80 HiAvg				1650Q	1650Q	1650Q	Operations and Algebraic Thinking	279	6.8 272-286
83 High	1555L	1455L	1605L				Literary Text	245	7 238-252
79 HiAvg				1055Q	1005Q	1105Q	Operations and Algebraic Thinking	229	5.5 223-235
27 LoAvg	1055L	955L	1105L				Literary Text	217	5.2 212-222
90 High				1490Q	1440Q	1540Q	Operations and Algebraic Thinking	256	5.7 250-262
76 HiAvg	1385L	1285L	1435L				Literary Text	230	6 224-236
16 Low				280Q	230Q	330Q	Operations and Algebraic Thinking	187	5.7 181-193
99 High	960L	860L	1010L				Literary Text	218	5.2 213-223
87 High				1385Q	1335Q	1435Q	Operations and Algebraic Thinking	254	6.1 248-260
8 Low	1015L	915L	1065L				Literary Text	212	6.4 206-218
68 HiAvg				800Q	750Q	850Q	Operations and Algebraic Thinking	221	6 215-227
43 Avg	1035L	935L	1085L				Literary Text	219	5.6 213-225
49 Avg				1650Q	1645Q	1650Q	Operations and Algebraic Thinking	266	5.8 260-272
57 Avg	1440L	1340L	1490L				Literary Text	235	5.7 229-241
87 High				1405Q	1355Q	1455Q	Operations and Algebraic Thinking	255	5.6 249-261

68 HiAvg	1520L	1420L	1570L				Literary Text	237	5.4 232-242
56 Avg				970Q	920Q	1020Q	Operations and Algebraic Thinking	243	7.9 235-251
25 LoAvg	980L	880L	1030L				Literary Text	209	6.2 203-215
96 High				1650Q	1650Q	1650Q	Operations and Algebraic Thinking	266	5.7 260-272
76 HiAvg	1540L	1440L	1590L				Literary Text	248	6.3 242-254
69 HiAvg				835Q	785Q	885Q	Operations and Algebraic Thinking	216	6.4 210-222
71 HiAvg	960L	860L	1010L				Literary Text	211	6.4 205-217
68 HiAvg				730Q	680Q	780Q	Operations and Algebraic Thinking	209	5.6 203-215
35 LoAvg	1035L	935L	1085L				Literary Text	222	5.6 216-228
79 HiAvg				1645Q	1595Q	1650Q	Operations and Algebraic Thinking	268	5.9 262-274
43 Avg	1540L	1440L	1590L				Literary Text	246	6.5 240-252
94 High				1650Q	1610Q	1650Q	Operations and Algebraic Thinking	278	6.8 271-285
81 High	1615L	1515L	1665L				Literary Text	239	5.7 233-245
63 HiAvg				1180Q	1130Q	1230Q	Operations and Algebraic Thinking	241	5.7 235-247
84 High	1460L	1360L	1510L				Literary Text	242	6 236-248
12 Low				330Q	280Q	380Q	Operations and Algebraic Thinking	194	6.4 188-200
23 LoAvg	650L	550L	700L				Literary Text	186	11.1 175-197

Goal1Adjective	Goal2Name	Goal2RitScore	Goal2StdErr	Goal2Range	Goal2Adjective	Goal3Name	Goal3RitScore	Goal3StdErr	Goal3Range	Goal3Adjective	Goal4Name	Goal4RitScore
Low	The Real and Complex Number Systems	194	6.3	188-200	Low	Geometry	209	6.2	203-215	Low	Statistics and Probability	211
LoAvg	Informational Text	206	8	198-214	Low	Vocabulary	214	6	208-220	LoAvg		
High	The Real and Complex Number Systems	265	6.6	258-272	High	Geometry	253	6.9	246-260	High	Statistics and Probability	253
High	Informational Text	232	5.6	226-238	HiAvg	Vocabulary	251	8	243-259	High		
LoAvg	The Real and Complex Number Systems	213	6.1	207-219	Low	Geometry	222	6.7	215-229	LoAvg	Statistics and Probability	213
Low	The Real and Complex Number Systems	219	6.5	213-225	LoAvg	Geometry	222	6.5	215-229	LoAvg	Statistics and Probability	220
LoAvg	Informational Text	218	5.2	213-223	LoAvg	Vocabulary	219	6.9	212-226	Avg		
Low	The Real and Complex Number Systems	199	5.9	193-205	Low	Geometry	203	6.9	196-210	Low	Statistics and Probability	187
Low	Informational Text	180	7.1	173-187	Low	Vocabulary	182	6	176-188	Low		
Low	The Real and Complex Number Systems	196	6.4	190-202	Low	Geometry	205	6.6	198-212	Low	Statistics and Probability	196
Low	Informational Text	194	7.4	187-201	Low	Vocabulary	201	5.5	195-207	Low		
Avg	The Real and Complex Number Systems	223	6.1	217-229	LoAvg	Geometry	237	7.1	230-244	HiAvg	Statistics and Probability	221
Avg	Informational Text	201	7.9	193-209	Low	Vocabulary	216	5.9	210-222	LoAvg		
LoAvg	The Real and Complex Number Systems	224	6.2	218-230	LoAvg	Geometry	232	6.2	226-238	Avg	Statistics and Probability	245
Avg	Informational Text	225	5.3	220-230	Avg	Vocabulary	235	6.5	229-241	HiAvg		
High	The Real and Complex Number Systems	294	8	286-302	High	Geometry	256	7	249-263	High	Statistics and Probability	259
High	Informational Text	250	5.5	245-255	High	Vocabulary	240	6.2	234-246	High		
Low	The Real and Complex Number Systems	206	6.3	200-212	Low	Geometry	204	7.2	197-211	Low	Statistics and Probability	201
LoAvg	Informational Text	202	7.8	194-210	Low	Vocabulary	220	6.6	213-227	Avg		
High	The Real and Complex Number Systems	259	6.3	253-265	High	Geometry	269	6.7	262-276	High	Statistics and Probability	259
HiAvg	Informational Text	252	6	246-258	High	Vocabulary	240	6.6	233-247	HiAvg		
Low	The Real and Complex Number Systems	194	6	188-200	Low	Geometry	205	6.8	198-212	Low	Statistics and Probability	203
Low	Informational Text	190	6.7	183-197	Low	Vocabulary	210	5.7	204-216	LoAvg		
Low	The Real and Complex Number Systems	207	6.2	201-213	Low	Geometry	218	6.7	211-225	LoAvg	Statistics and Probability	216
Low	Informational Text	208	5.6	202-214	Low	Vocabulary	223	6.2	217-229	Avg		
High	The Real and Complex Number Systems	249	6.6	242-256	HiAvg	Geometry	259	6.4	253-265	High	Statistics and Probability	240
HiAvg	Informational Text	226	5.3	221-231	Avg	Vocabulary	230	6.1	224-236	HiAvg		
Low	The Real and Complex Number Systems	203	6	197-209	Low	Geometry	186	7.1	179-193	Low	Statistics and Probability	201
LoAvg	Informational Text	200	6.2	194-206	Low	Vocabulary	191	6.8	184-198	Low		
LoAvg	The Real and Complex Number Systems	203	6.2	197-209	Low	Geometry	177	15.1	162-192	Low	Statistics and Probability	223
Avg	Informational Text	225	6.3	219-231	Avg	Vocabulary	199	6.2	193-205	Low		
LoAvg	The Real and Complex Number Systems	207	6	201-213	Low	Geometry	209	7	202-216	Low	Statistics and Probability	214
Low	The Real and Complex Number Systems	211	6.4	205-217	Low	Geometry	213	6.6	206-220	Low	Statistics and Probability	214
HiAvg	Informational Text	231	5.5	225-237	HiAvg	Vocabulary	226	6.5	220-232	Avg		
Low	The Real and Complex Number Systems	182	6.5	175-189	Low	Geometry	192	7.3	185-199	Low	Statistics and Probability	154
Low	Informational Text	203	5.1	198-208	Low	Vocabulary	197	5.9	191-203	Low		
Low	The Real and Complex Number Systems	210	6.9	203-217	Low	Geometry	199	7.6	191-207	Low	Statistics and Probability	194
Low	Informational Text	149	14.6	134-164	Low	Vocabulary	174	6.2	168-180	Low		
Low	The Real and Complex Number Systems	217	6.8	210-224	LoAvg	Geometry	212	6.6	205-219	Low	Statistics and Probability	204
LoAvg	Informational Text	208	5.3	203-213	LoAvg	Vocabulary	212	5.4	207-217	LoAvg		
Low	The Real and Complex Number Systems	172	10.5	162-182	Low	Geometry	195	6.8	188-202	Low	Statistics and Probability	204
Low	The Real and Complex Number Systems	205	6.3	199-211	Low	Geometry	190	8.2	182-198	Low	Statistics and Probability	202
Low	Informational Text	196	6.7	189-203	Low	Vocabulary	203	5.6	197-209	Low		
LoAvg	The Real and Complex Number Systems	206	6.2	200-212	Low	Geometry	203	6.9	196-210	Low	Statistics and Probability	203
Low	Informational Text	204	6.8	197-211	Low	Vocabulary	208	5.2	203-213	Low		
Low	The Real and Complex Number Systems	188	6.9	181-195	Low	Geometry	204	6.6	197-211	Low	Statistics and Probability	194
Low	Informational Text	180	6.4	174-186	Low	Vocabulary	176	5.7	170-182	Low		
LoAvg	The Real and Complex Number Systems	205	6.2	199-211	Low	Geometry	227	7.1	220-234	Avg	Statistics and Probability	218
Low	The Real and Complex Number Systems	203	6.4	197-209	Low	Geometry	197	6.6	190-204	Low	Statistics and Probability	204
Low	Informational Text	194	5.9	188-200	Low	Vocabulary	175	10.5	164-186	Low		
Avg	The Real and Complex Number Systems	233	6.4	227-239	Avg	Geometry	230	6.8	223-237	Avg	Statistics and Probability	237
High	Informational Text	230	4.9	225-235	HiAvg	Vocabulary	230	5.2	225-235	HiAvg		
Low	The Real and Complex Number Systems	198	6.4	192-204	Low	Geometry	200	7.5	192-208	Low	Statistics and Probability	209
Low	Informational Text	181	7	174-188	Low	Vocabulary	172	6.8	165-179	Low		
High	The Real and Complex Number Systems	282	6.7	275-289	High	Geometry	268	7.2	261-275	High	Statistics and Probability	277
HiAvg	Informational Text	238	5.2	233-243	HiAvg	Vocabulary	237	5.4	232-242	HiAvg		
Avg	The Real and Complex Number Systems	226	6.3	220-232	LoAvg	Geometry	233	6.3	227-239	Avg	Statistics and Probability	220
Avg	Informational Text	223	5.9	217-229	Avg	Vocabulary	220	5.3	215-225	Avg		
Avg	The Real and Complex Number Systems	236	6.3	230-242	Avg	Geometry	248	7.3	241-255	HiAvg	Statistics and Probability	245
Avg	Informational Text	231	6.7	224-238	HiAvg	Vocabulary	218	5.7	212-224	LoAvg		
LoAvg	The Real and Complex Number Systems	204	6.4	198-210	Low	Geometry	219	6.8	212-226	LoAvg	Statistics and Probability	211
Low	Informational Text	212	6.3	206-218	LoAvg	Vocabulary	203	5.9	197-209	Low		
LoAvg	The Real and Complex Number Systems	194	7.9	186-202	Low	Geometry	214	6.1	208-220	Low	Statistics and Probability	219
LoAvg	Informational Text	216	5.7	210-222	LoAvg	Vocabulary	207	5.4	202-212	Low		
Avg	The Real and Complex Number Systems	222	6.3	216-228	LoAvg	Geometry	239	7.1	232-246	HiAvg	Statistics and Probability	227
LoAvg	Informational Text	213	6.2	207-219	LoAvg	Vocabulary	217	5.6	211-223	LoAvg		
High	The Real and Complex Number Systems	252	6.8	245-259	High	Geometry	238	6.7	231-245	HiAvg	Statistics and Probability	234
Avg	Informational Text	228	5.2	223-233	HiAvg	Vocabulary	227	6.2	221-233	HiAvg		
High	The Real and Complex Number Systems	245	7	238-252	HiAvg	Geometry	259	6.5	253-266	High	Statistics and Probability	269

High	Informational Text	238	4.9 233-243	HiAvg	Vocabulary	239	7 232-246	High		
HiAvg	The Real and Complex Number Systems	251	6.3 245-257	High	Geometry	253	6.2 247-259	High	Statistics and Probability	255
HiAvg	Informational Text	235	5.5 230-241	HiAvg	Vocabulary	235	5.8 232-244	HiAvg		
High	The Real and Complex Number Systems	248	6.4 242-254	HiAvg	Geometry	254	6.6 247-261	High	Statistics and Probability	250
HiAvg	Informational Text	226	5.1 221-231	Avg	Vocabulary	231	6.8 224-238	HiAvg		
HiAvg	The Real and Complex Number Systems	226	6.2 220-232	Avg	Geometry	243	6.4 237-249	HiAvg	Statistics and Probability	236
LoAvg	Informational Text	210	5.4 205-215	LoAvg	Vocabulary	225	6.6 218-232	Avg		
High	The Real and Complex Number Systems	272	6.2 266-278	High	Geometry	263	6.3 257-269	High	Statistics and Probability	256
Avg	Informational Text	244	5.1 239-249	High	Vocabulary	247	6.6 240-254	High		
Avg	The Real and Complex Number Systems	240	6.9 233-247	HiAvg	Geometry	236	6.5 230-242	HiAvg	Statistics and Probability	233
HiAvg	Informational Text	230	5.4 225-235	HiAvg	Vocabulary	228	6.5 221-235	HiAvg		
HiAvg	The Real and Complex Number Systems	246	7 239-253	HiAvg	Geometry	242	6.4 236-248	HiAvg	Statistics and Probability	248
Avg	Informational Text	223	5.6 217-229	Avg	Vocabulary	236	6.2 230-242	HiAvg		
Avg	The Real and Complex Number Systems	243	6.8 236-250	HiAvg	Geometry	228	7.2 221-235	Avg	Statistics and Probability	229
Avg	Informational Text	212	5.5 207-217	LoAvg	Vocabulary	215	6.2 209-221	LoAvg		
HiAvg	The Real and Complex Number Systems	232	6.4 226-238	Avg	Geometry	227	8.1 219-235	Avg	Statistics and Probability	256
LoAvg	Informational Text	211	6.2 205-217	LoAvg	Vocabulary	215	5.4 210-220	LoAvg		
High	The Real and Complex Number Systems	236	6.4 230-242	HiAvg	Geometry	239	7.2 232-246	HiAvg	Statistics and Probability	252
Avg	Informational Text	225	5.1 220-230	Avg	Vocabulary	228	5.3 223-233	HiAvg		
HiAvg	The Real and Complex Number Systems	244	6.4 238-250	HiAvg	Geometry	246	6.7 239-253	HiAvg	Statistics and Probability	232
Avg	Informational Text	223	5.6 217-229	Avg	Vocabulary	239	6.8 232-246	High		
High	The Real and Complex Number Systems	274	6.4 268-280	High	Geometry	266	6.8 259-273	High	Statistics and Probability	250
High	Informational Text	240	5.5 235-246	High	Vocabulary	238	5.9 232-244	HiAvg		
High	The Real and Complex Number Systems	267	6.8 260-274	High	Geometry	255	6.6 248-262	High	Statistics and Probability	264
HiAvg	Informational Text	233	4.9 228-238	HiAvg	Vocabulary	240	6.4 234-246	High		
High	The Real and Complex Number Systems	256	6.1 250-262	High	Geometry	254	6.7 247-261	High	Statistics and Probability	259
Low	The Real and Complex Number Systems	214	6.8 207-221	LoAvg	Geometry	195	7.5 187-203	Low	Statistics and Probability	203
Avg	Informational Text	212	5.7 206-218	LoAvg	Vocabulary	224	6.4 218-230	Avg		
High	The Real and Complex Number Systems	263	6 257-269	High	Geometry	249	7.5 242-256	High	Statistics and Probability	262
Avg	Informational Text	220	6.2 214-226	Avg	Vocabulary	233	5.6 227-239	HiAvg		
Avg	The Real and Complex Number Systems	265	7.2 258-272	High	Geometry	252	6.6 245-259	HiAvg	Statistics and Probability	256
HiAvg	Informational Text	245	5.3 240-250	High	Vocabulary	245	5.4 240-250	High		
High	The Real and Complex Number Systems	261	6.7 254-268	High	Geometry	249	6.5 243-255	High	Statistics and Probability	261
HiAvg	Informational Text	234	5.3 229-239	HiAvg	Vocabulary	237	5.2 232-242	HiAvg		
LoAvg	The Real and Complex Number Systems	227	6.7 220-234	LoAvg	Geometry	222	6.5 215-229	LoAvg	Statistics and Probability	229
LoAvg	Informational Text	221	5.5 216-226	Avg	Vocabulary	224	5.4 219-229	Avg		
LoAvg	The Real and Complex Number Systems	211	6.4 205-217	Low	Geometry	210	6.7 203-217	Low	Statistics and Probability	212
LoAvg	Informational Text	211	5.8 205-217	LoAvg	Vocabulary	213	5.6 207-219	LoAvg		
LoAvg	The Real and Complex Number Systems	223	6.7 216-230	LoAvg	Geometry	215	6.6 208-222	LoAvg	Statistics and Probability	212
Avg	Informational Text	232	6.2 226-238	HiAvg	Vocabulary	226	6 220-232	Avg		
HiAvg	The Real and Complex Number Systems	226	6.6 219-233	Avg	Geometry	233	6.5 227-239	Avg	Statistics and Probability	229
LoAvg	Informational Text	225	6.4 219-231	Avg	Vocabulary	225	5.9 219-231	Avg		
HiAvg	The Real and Complex Number Systems	238	6.3 232-244	HiAvg	Geometry	239	6.6 232-246	HiAvg	Statistics and Probability	251
Avg	Informational Text	225	5.9 219-231	Avg	Vocabulary	231	6.5 224-238	HiAvg		
LoAvg	The Real and Complex Number Systems	207	6.3 201-213	Low	Geometry	214	6.5 207-221	LoAvg	Statistics and Probability	224
Avg	Informational Text	228	5.6 222-234	HiAvg	Vocabulary	230	5.5 225-235	HiAvg		
High	The Real and Complex Number Systems	250	6.4 244-256	High	Geometry	256	7 249-263	High	Statistics and Probability	250
HiAvg	Informational Text	244	5.2 239-249	High	Vocabulary	259	8.1 251-267	High		
Low	The Real and Complex Number Systems	174	7.4 167-181	Low	Geometry	177	8.7 168-186	Low	Statistics and Probability	183
Low	Informational Text	195	7.1 188-202	Low	Vocabulary	195	5.1 190-200	Low		
Avg	The Real and Complex Number Systems	231	7 224-238	Avg	Geometry	225	6.8 218-232	LoAvg	Statistics and Probability	232
High	Informational Text	232	5.4 227-237	HiAvg	Vocabulary	231	6.4 225-237	HiAvg		
LoAvg	The Real and Complex Number Systems	219	6.4 213-225	LoAvg	Geometry	219	6.5 213-225	LoAvg	Statistics and Probability	210
LoAvg	Informational Text	216	5.1 211-221	LoAvg	Vocabulary	215	5.9 209-221	LoAvg		
Avg	The Real and Complex Number Systems	231	6.3 225-237	Avg	Geometry	230	6.5 223-237	Avg	Statistics and Probability	231
HiAvg	Informational Text	234	5.1 229-239	HiAvg	Vocabulary	235	5.5 230-240	HiAvg		
HiAvg	The Real and Complex Number Systems	249	6.6 242-256	HiAvg	Geometry	245	6.3 239-251	HiAvg	Statistics and Probability	247
LoAvg	The Real and Complex Number Systems	220	6.5 214-226	LoAvg	Geometry	226	6.5 219-233	LoAvg	Statistics and Probability	253
LoAvg	Informational Text	206	5.8 200-212	LoAvg	Vocabulary	210	5.7 204-216	LoAvg		
Low	The Real and Complex Number Systems	200	6 194-206	Low	Geometry	218	6.6 211-225	LoAvg	Statistics and Probability	191
Avg	Informational Text	204	6.7 197-211	Low	Vocabulary	216	5.6 210-222	LoAvg		
Low	The Real and Complex Number Systems	205	6.7 198-212	Low	Geometry	212	6.3 206-218	Low	Statistics and Probability	206
Low	Informational Text	181	6.3 175-187	Low	Vocabulary	195	5.5 189-201	Low		
LoAvg	The Real and Complex Number Systems	215	6.1 209-221	LoAvg	Geometry	224	6.6 217-231	LoAvg	Statistics and Probability	206
Avg	Informational Text	224	5.5 219-229	Avg	Vocabulary	219	6.9 212-226	Avg		
Avg	The Real and Complex Number Systems	234	7.2 227-241	Avg	Geometry	237	6.1 231-243	HiAvg	Statistics and Probability	230
HiAvg	Informational Text	224	5.8 218-230	Avg	Vocabulary	232	6.2 226-238	HiAvg		
Low	The Real and Complex Number Systems	210	6.2 204-216	Low	Geometry	218	6.8 211-225	LoAvg	Statistics and Probability	223
LoAvg	Informational Text	210	5 205-215	LoAvg	Vocabulary	215	7.3 208-222	LoAvg		
LoAvg	The Real and Complex Number Systems	225	6.4 219-231	LoAvg	Geometry	222	7 215-229	LoAvg	Statistics and Probability	214

Avg	Informational Text	221	5.7 215-227	Avg	Vocabulary	230	6.5 224-236	HiAvg			
Low	The Real and Complex Number Systems	202	6.3 196-208	Low	Geometry	198	6.8 191-205	Low	Statistics and Probability		192
Avg	The Real and Complex Number Systems	241	8.9 232-250	Avg	Geometry	218	7.6 210-226	LoAvg	Statistics and Probability		268
High	Informational Text	243	5.1 238-248	HiAvg	Vocabulary	277	14.6 262-292	High			
LoAvg	The Real and Complex Number Systems	224	6.1 218-230	LoAvg	Geometry	227	6.6 220-234	LoAvg	Statistics and Probability		232
Low	Informational Text	192	6.3 186-198	Low	Vocabulary	202	5.3 197-207	Low			
High	The Real and Complex Number Systems	291	7 284-298	High	Geometry	271	7.2 264-278	High	Statistics and Probability		277
HiAvg	Informational Text	223	6.1 217-229	Avg	Vocabulary	240	7.6 232-248	HiAvg			
High	The Real and Complex Number Systems	250	6.9 243-257	High	Geometry	248	6.4 242-254	HiAvg	Statistics and Probability		244
Avg	Informational Text	231	5.6 225-237	HiAvg	Vocabulary	242	6.4 236-248	High			
HiAvg	The Real and Complex Number Systems	231	7.4 224-238	Avg	Geometry	229	6.5 222-236	Avg	Statistics and Probability		248
High	Informational Text	246	4.9 241-251	High	Vocabulary	287	18.1 269-305	High			
Low	The Real and Complex Number Systems	189	6.2 183-195	Low	Geometry	200	7.7 192-208	Low	Statistics and Probability		175
High	The Real and Complex Number Systems	256	6.4 250-262	High	Geometry	250	7.3 243-257	High	Statistics and Probability		245
HiAvg	Informational Text	235	5.2 230-240	HiAvg	Vocabulary	232	6.1 226-238	HiAvg			
HiAvg	The Real and Complex Number Systems	246	7.5 239-253	HiAvg	Geometry	244	6.1 238-250	HiAvg	Statistics and Probability		233
High	Informational Text	240	5.3 235-245	High	Vocabulary	237	5.9 231-243	HiAvg			
Low	The Real and Complex Number Systems	199	5.8 193-205	Low	Geometry	204	7.2 197-211	Low	Statistics and Probability		204
Avg	Informational Text	204	5.5 199-209	Low	Vocabulary	214	6 208-220	LoAvg			
LoAvg	The Real and Complex Number Systems	214	6.2 208-220	LoAvg	Geometry	227	6.9 220-234	Avg	Statistics and Probability		223
Avg	Informational Text	212	5.2 207-217	LoAvg	Vocabulary	209	5.7 203-215	LoAvg			
Low	The Real and Complex Number Systems	200	6.4 194-206	Low	Geometry	209	6.6 202-216	Low	Statistics and Probability		210
Low	Informational Text	208	5.1 203-213	LoAvg	Vocabulary	209	6.9 202-216	LoAvg			
LoAvg	The Real and Complex Number Systems	217	6.3 211-223	LoAvg	Geometry	217	7.4 210-224	LoAvg	Statistics and Probability		221
Avg	Informational Text	212	5.8 206-218	LoAvg	Vocabulary	225	5.8 219-231	Avg			
High	The Real and Complex Number Systems	246	6.3 240-252	HiAvg	Geometry	237	7.1 230-244	HiAvg	Statistics and Probability		247
HiAvg	Informational Text	229	5.8 223-235	HiAvg	Vocabulary	234	6.1 228-240	HiAvg			
Avg	The Real and Complex Number Systems	214	6.5 207-221	LoAvg	Geometry	230	6.4 224-236	Avg	Statistics and Probability		234
HiAvg	Informational Text	233	5.5 228-238	HiAvg	Vocabulary	230	6.9 223-237	HiAvg			
HiAvg	The Real and Complex Number Systems	242	6.9 235-249	HiAvg	Geometry	240	6.2 234-246	HiAvg	Statistics and Probability		252
HiAvg	Informational Text	233	5.2 228-238	HiAvg	Vocabulary	237	5.9 231-243	HiAvg			
Low	The Real and Complex Number Systems	204	7.2 197-211	Low	Geometry	196	7.1 189-203	Low	Statistics and Probability		196
Low	Informational Text	193	6.9 186-200	Low	Vocabulary	199	5.7 193-205	Low			
LoAvg	The Real and Complex Number Systems	222	6.1 216-228	LoAvg	Geometry	232	7.1 225-239	Avg	Statistics and Probability		210
LoAvg	The Real and Complex Number Systems	225	6.3 219-231	LoAvg	Geometry	220	7.1 213-227	LoAvg	Statistics and Probability		214
LoAvg	The Real and Complex Number Systems	215	6.3 209-221	LoAvg	Geometry	197	8 189-205	Low	Statistics and Probability		202
LoAvg	The Real and Complex Number Systems	204	6.3 198-210	Low	Geometry	220	6.4 214-226	LoAvg	Statistics and Probability		228
LoAvg	Informational Text	212	5.2 207-217	LoAvg	Vocabulary	217	5.7 211-223	LoAvg			
Low	The Real and Complex Number Systems	200	6 194-206	Low	Geometry	206	6.8 199-213	Low	Statistics and Probability		184
Low	The Real and Complex Number Systems	202	6.8 195-209	Low	Geometry	209	6.6 202-216	Low	Statistics and Probability		198
LoAvg	The Real and Complex Number Systems	222	6.4 216-228	LoAvg	Geometry	233	7 226-240	Avg	Statistics and Probability		225
Low	Informational Text	204	5.7 198-210	Low	Vocabulary	209	6.7 202-216	LoAvg			
Low	The Real and Complex Number Systems	182	7.9 174-190	Low	Geometry	207	6.8 200-214	Low	Statistics and Probability		219
Low	Informational Text	199	6.3 193-205	Low	Vocabulary	198	5.5 192-204	Low			
HiAvg	The Real and Complex Number Systems	266	11.1 255-277	High	Geometry	263	8.3 255-271	High	Statistics and Probability		226
HiAvg	Informational Text	235	5.1 230-240	HiAvg	Vocabulary	230	6 224-236	HiAvg			
HiAvg	The Real and Complex Number Systems	243	6.2 237-249	HiAvg	Geometry	248	6.8 241-255	HiAvg	Statistics and Probability		239
High	Informational Text	238	5.3 233-243	HiAvg	Vocabulary	243	6.2 237-249	High			
LoAvg	The Real and Complex Number Systems	230	7 223-237	Avg	Geometry	231	6.7 224-238	Avg	Statistics and Probability		202
LoAvg	Informational Text	224	5.5 218-230	Avg	Vocabulary	227	7.2 220-234	HiAvg			
Low	The Real and Complex Number Systems	169	7.7 161-177	Low	Geometry	197	6.9 190-204	Low	Statistics and Probability		150
Low	Informational Text	208	5.1 203-213	Low	Vocabulary	199	7 192-206	Low			
Low	The Real and Complex Number Systems	205	5.9 199-211	Low	Geometry	216	6.9 209-223	LoAvg	Statistics and Probability		238
Low	Informational Text	222	5.2 217-227	Avg	Vocabulary	216	6.7 209-223	LoAvg			
Low	The Real and Complex Number Systems	200	6 194-206	Low	Geometry	201	7.1 194-208	Low	Statistics and Probability		200
LoAvg	Informational Text	206	5.7 200-212	Low	Vocabulary	225	6 219-231	Avg			
HiAvg	The Real and Complex Number Systems	259	7.1 252-266	High	Geometry	245	6.7 238-252	HiAvg	Statistics and Probability		244
High	Informational Text	230	5.5 224-236	HiAvg	Vocabulary	225	6.5 219-231	Avg			
HiAvg	The Real and Complex Number Systems	241	7.5 233-249	Avg	Geometry	248	7.1 241-255	HiAvg	Statistics and Probability		220
HiAvg	Informational Text	236	5.5 230-242	HiAvg	Vocabulary	239	5.6 233-245	HiAvg			
LoAvg	The Real and Complex Number Systems	223	6.3 217-229	LoAvg	Geometry	232	6.6 225-239	Avg	Statistics and Probability		229
Avg	Informational Text	226	5.2 221-231	Avg	Vocabulary	221	6.4 215-227	Avg			
Low	The Real and Complex Number Systems	206	5.9 200-212	Low	Geometry	202	7.3 195-209	Low	Statistics and Probability		221
LoAvg	Informational Text	224	5.1 219-229	Avg	Vocabulary	222	6.9 215-229	Avg			
Low	The Real and Complex Number Systems	212	6.4 206-218	Low	Geometry	206	6.4 200-212	Low	Statistics and Probability		171
LoAvg	Informational Text	209	5.9 203-215	LoAvg	Vocabulary	210	6.5 204-216	LoAvg			
LoAvg	The Real and Complex Number Systems	213	6.3 207-219	Low	Geometry	219	7.4 212-226	LoAvg	Statistics and Probability		228
LoAvg	Informational Text	201	7.9 193-209	Low	Vocabulary	210	5.1 205-215	LoAvg			
Avg	Informational Text	219	5.6 213-225	LoAvg	Vocabulary	224	5.3 219-229	Avg			
Avg	The Real and Complex Number Systems	224	5.9 218-230	LoAvg	Geometry	236	7.1 229-243	Avg	Statistics and Probability		223

Avg	Informational Text	231	5.1 226-236	HiAvg	Vocabulary	231	5.5 225-237	HiAvg		
Avg	The Real and Complex Number Systems	234	6.9 227-241	Avg	Geometry	239	7 232-246	HiAvg	Statistics and Probability	206
Avg	Informational Text	230	5.8 224-236	HiAvg	Vocabulary	220	5.7 214-226	Avg		
Low	The Real and Complex Number Systems	208	6.1 202-214	Low	Geometry	211	6.5 205-218	Low	Statistics and Probability	226
LoAvg	Informational Text	207	5.3 202-212	Low	Vocabulary	204	6.9 197-211	Low		
LoAvg	The Real and Complex Number Systems	221	6.4 215-227	LoAvg	Geometry	220	6.9 213-227	LoAvg	Statistics and Probability	225
Avg	Informational Text	221	5.4 216-226	Avg	Vocabulary	223	6 217-229	Avg		
Avg	The Real and Complex Number Systems	224	6.2 218-230	LoAvg	Geometry	232	6.7 225-239	Avg	Statistics and Probability	214
Avg	Informational Text	224	5.2 219-229	Avg	Vocabulary	221	5.5 215-227	Avg		
Avg	The Real and Complex Number Systems	239	7.9 231-247	Avg	Geometry	232	6.7 225-239	Avg	Statistics and Probability	214
Avg	Informational Text	219	5.1 214-224	Avg	Vocabulary	235	7.1 228-242	HiAvg		
Low	The Real and Complex Number Systems	220	6.9 213-227	LoAvg	Geometry	212	6.7 205-219	Low	Statistics and Probability	214
Avg	Informational Text	229	5.1 224-234	HiAvg	Vocabulary	226	6.1 220-232	Avg		
Low	The Real and Complex Number Systems	227	6.9 220-234	LoAvg	Geometry	223	6.6 216-230	LoAvg	Statistics and Probability	210
Low	Informational Text	180	6.7 173-187	Low	Vocabulary	176	6.9 169-183	Low		
Low	The Real and Complex Number Systems	202	5.8 196-208	Low	Geometry	208	8 200-216	Low	Statistics and Probability	191
LoAvg	Informational Text	194	8.4 186-202	Low	Vocabulary	203	6.6 196-210	Low		
HiAvg	The Real and Complex Number Systems	236	6.6 229-243	HiAvg	Geometry	247	7.2 240-254	HiAvg	Statistics and Probability	244
Avg	Informational Text	219	5.5 214-224	Avg	Vocabulary	222	6.7 215-229	Avg		
LoAvg	The Real and Complex Number Systems	195	6.5 188-202	Low	Geometry	202	6.8 195-209	Low	Statistics and Probability	207
Low	Informational Text	209	5.2 204-214	LoAvg	Vocabulary	212	5.6 206-218	LoAvg		
Avg	The Real and Complex Number Systems	211	5.8 205-217	Low	Geometry	208	6.8 201-215	Low	Statistics and Probability	204
Avg	Informational Text	229	6 223-235	HiAvg	Vocabulary	226	5.4 221-231	Avg		
Low	The Real and Complex Number Systems	201	6.3 195-207	Low	Geometry	207	6.7 200-214	Low	Statistics and Probability	192
LoAvg	Informational Text	210	6.2 204-216	LoAvg	Vocabulary	199	5.3 194-204	Low		
Avg	The Real and Complex Number Systems	223	6.5 217-229	LoAvg	Geometry	221	6.7 214-228	LoAvg	Statistics and Probability	204
Avg	Informational Text	239	5.8 233-245	High	Vocabulary	223	6.6 216-230	Avg		
Low	The Real and Complex Number Systems	205	6.3 199-211	Low	Geometry	207	7.2 200-214	Low	Statistics and Probability	200
LoAvg	Informational Text	213	5.4 208-218	LoAvg	Vocabulary	214	6.4 208-220	LoAvg		
HiAvg	The Real and Complex Number Systems	228	6.2 222-234	Avg	Geometry	225	6.6 218-232	Avg	Statistics and Probability	235
HiAvg	Informational Text	234	5.4 229-239	HiAvg	Vocabulary	229	6.5 222-236	HiAvg		
High	The Real and Complex Number Systems	248	6.4 242-254	HiAvg	Geometry	250	6.4 244-256	High	Statistics and Probability	241
High	Informational Text	233	5.3 228-238	HiAvg	Vocabulary	237	5.3 232-242	HiAvg		
Low	The Real and Complex Number Systems	198	5.7 192-204	Low	Geometry	198	6.9 191-205	Low	Statistics and Probability	197
LoAvg	Informational Text	217	5.3 212-222	Avg	Vocabulary	217	6.7 210-224	Avg		
Low	The Real and Complex Number Systems	186	6 180-192	Low	Geometry	189	8.5 181-197	Low	Statistics and Probability	218
LoAvg	Informational Text	216	6 210-222	LoAvg	Vocabulary	217	5.3 212-222	Avg		
Low	The Real and Complex Number Systems	198	6.1 192-204	Low	Geometry	205	6.5 199-212	Low	Statistics and Probability	194
Low	Informational Text	166	10.9 155-177	Low	Vocabulary	179	8.2 171-187	Low		
Low	The Real and Complex Number Systems	191	6.2 185-197	Low	Geometry	196	7.4 189-203	Low	Statistics and Probability	219
Low	Informational Text	190	8.2 182-198	Low	Vocabulary	198	5.2 193-203	Low		
High	The Real and Complex Number Systems	239	6.5 232-246	HiAvg	Geometry	237	6.5 230-244	HiAvg	Statistics and Probability	236
LoAvg	Informational Text	232	6.7 225-239	HiAvg	Vocabulary	219	5.4 214-224	Avg		
Avg	The Real and Complex Number Systems	214	6.7 207-221	LoAvg	Geometry	213	8.1 205-221	LoAvg	Statistics and Probability	235
Avg	Informational Text	222	7.2 215-229	Avg	Vocabulary	220	5 215-225	Avg		
Avg	The Real and Complex Number Systems	208	6.9 201-215	Low	Geometry	228	6.7 221-235	Avg	Statistics and Probability	229
HiAvg	Informational Text	221	5.7 215-227	Avg	Vocabulary	232	6.6 225-239	HiAvg		
Avg	The Real and Complex Number Systems	212	6.4 206-218	Low	Geometry	209	6.3 203-215	Low	Statistics and Probability	212
Low	Informational Text	208	5.6 202-214	LoAvg	Vocabulary	199	5.9 193-205	Low		
Avg	The Real and Complex Number Systems	232	6.4 226-238	Avg	Geometry	227	7.1 220-234	Avg	Statistics and Probability	237
HiAvg	Informational Text	229	5.2 224-234	HiAvg	Vocabulary	223	5.4 218-228	Avg		
Avg	The Real and Complex Number Systems	217	5.8 211-223	LoAvg	Geometry	220	6.9 213-227	LoAvg	Statistics and Probability	215
LoAvg	Informational Text	206	6.6 199-213	LoAvg	Vocabulary	208	5.5 203-213	LoAvg		
Avg	The Real and Complex Number Systems	218	6.3 212-224	LoAvg	Geometry	230	7.1 223-237	Avg	Statistics and Probability	203
Avg	Informational Text	209	6.6 202-216	LoAvg	Vocabulary	205	5.7 199-211	Low		
High	The Real and Complex Number Systems	262	7.1 255-269	High	Geometry	246	6.9 239-253	HiAvg	Statistics and Probability	246
Avg	Informational Text	228	5.5 222-234	Avg	Vocabulary	219	5.4 214-224	Avg		
High	The Real and Complex Number Systems	290	6.8 283-297	High	Geometry	264	10.7 253-275	High	Statistics and Probability	284
High	Informational Text	232	5.5 226-238	HiAvg	Vocabulary	257	7.8 249-265	High		
Avg	The Real and Complex Number Systems	232	8 224-240	Avg	Geometry	222	7.1 215-229	LoAvg	Statistics and Probability	232
Avg	Informational Text	222	5.5 217-227	Avg	Vocabulary	236	6.4 230-242	HiAvg		
HiAvg	The Real and Complex Number Systems	278	6.3 272-284	High	Geometry	272	6.5 266-278	High	Statistics and Probability	270
Avg	Informational Text	241	5.5 236-246	HiAvg	Vocabulary	240	6.7 233-249	HiAvg		
Avg	The Real and Complex Number Systems	238	6.6 231-245	Avg	Geometry	250	6.6 243-257	HiAvg	Statistics and Probability	240
High	Informational Text	242	5.3 237-247	HiAvg	Vocabulary	239	6.3 233-245	HiAvg		
High	The Real and Complex Number Systems	270	6.3 264-276	High	Geometry	270	8.5 262-278	High	Statistics and Probability	248
High	Informational Text	245	5.3 240-250	High	Vocabulary	264	8.4 256-272	High		
LoAvg	The Real and Complex Number Systems	226	6.1 220-232	LoAvg	Geometry	220	6.7 213-227	LoAvg	Statistics and Probability	215
LoAvg	Informational Text	209	5.9 203-215	LoAvg	Vocabulary	224	5.4 219-229	Avg		
Low	The Real and Complex Number Systems	178	7.9 170-186	Low	Geometry	216	10.8 205-227	LoAvg	Statistics and Probability	182

Low	Informational Text	193	6.1 187-199	Low	Vocabulary	201	5.1 196-206	Low		
HiAvg	The Real and Complex Number Systems	221	6.2 215-227	LoAvg	Geometry	239	6.5 233-245	Avg	Statistics and Probability	249
LoAvg	Informational Text	217	5.8 211-223	LoAvg	Vocabulary	223	5.8 217-229	Avg		
LoAvg	The Real and Complex Number Systems	213	6.1 207-219	Low	Geometry	219	7.3 212-226	LoAvg	Statistics and Probability	213
LoAvg	Informational Text	214	5.5 209-220	LoAvg	Vocabulary	205	5.6 199-211	LoAvg		
Low	The Real and Complex Number Systems	213	6.5 207-219	Low	Geometry	214	6.6 207-221	LoAvg	Statistics and Probability	204
HiAvg	Informational Text	226	5.2 221-231	Avg	Vocabulary	207	6.8 200-214	LoAvg		
HiAvg	The Real and Complex Number Systems	239	6.6 232-246	Avg	Geometry	241	6.4 235-247	HiAvg	Statistics and Probability	251
HiAvg	Informational Text	237	5.4 232-242	HiAvg	Vocabulary	233	5.4 228-238	HiAvg		
Avg	The Real and Complex Number Systems	250	7.1 243-257	HiAvg	Geometry	254	6.9 247-261	HiAvg	Statistics and Probability	252
Avg	Informational Text	239	5.3 234-244	HiAvg	Vocabulary	232	7.8 224-240	HiAvg		
Avg	The Real and Complex Number Systems	231	6.3 225-237	Avg	Geometry	238	6.6 231-245	Avg	Statistics and Probability	234
HiAvg	Informational Text	230	5.2 225-235	Avg	Vocabulary	258	10.8 247-269	High		
HiAvg	The Real and Complex Number Systems	261	8.1 253-269	High	Geometry	245	6.3 239-251	HiAvg	Statistics and Probability	232
HiAvg	Informational Text	238	5.2 233-243	HiAvg	Vocabulary	239	5.9 233-245	HiAvg		
Avg	The Real and Complex Number Systems	214	6.1 208-220	LoAvg	Geometry	229	7 222-236	Avg	Statistics and Probability	197
LoAvg	Informational Text	218	5.6 212-224	LoAvg	Vocabulary	221	5.4 216-226	Avg		
Avg	The Real and Complex Number Systems	246	6.6 239-253	HiAvg	Geometry	249	6.6 242-256	HiAvg	Statistics and Probability	265
HiAvg	Informational Text	248	7 241-255	High	Vocabulary	237	5.4 232-242	HiAvg		
High	The Real and Complex Number Systems	272	5.8 266-278	High	Geometry	269	6.6 262-276	High	Statistics and Probability	276
HiAvg	Informational Text	238	5.5 233-243	HiAvg	Vocabulary	236	5.9 230-242	HiAvg		
HiAvg	The Real and Complex Number Systems	246	8.2 238-254	HiAvg	Geometry	228	7.1 221-235	LoAvg	Statistics and Probability	243
Avg	Informational Text	240	5.9 234-246	HiAvg	Vocabulary	230	7.1 223-237	Avg		
Avg	The Real and Complex Number Systems	230	6.5 224-236	Avg	Geometry	232	6.1 226-238	Avg	Statistics and Probability	205
Avg	Informational Text	232	5.5 227-237	HiAvg	Vocabulary	223	6.1 217-229	Avg		
Avg	The Real and Complex Number Systems	239	6.6 232-246	Avg	Geometry	248	8.1 240-256	HiAvg	Statistics and Probability	237
Avg	Informational Text	230	5.1 225-235	Avg	Vocabulary	233	7.6 225-241	HiAvg		
Low	The Real and Complex Number Systems	197	6.2 191-203	Low	Geometry	192	7.2 185-199	Low	Statistics and Probability	193
Low	The Real and Complex Number Systems	198	6.3 192-204	Low	Geometry	208	6.2 202-214	Low	Statistics and Probability	204
LoAvg	Informational Text	207	5.6 201-213	LoAvg	Vocabulary	207	6.9 200-214	LoAvg		
Low	The Real and Complex Number Systems	177	7.9 169-185	Low	Geometry	212	8.5 204-221	Low	Statistics and Probability	173
Low	Informational Text	176	6.9 169-183	Low	Vocabulary	182	6 176-188	Low		
LoAvg	The Real and Complex Number Systems	219	7.1 212-226	LoAvg	Geometry	226	7.4 219-233	LoAvg	Statistics and Probability	188
LoAvg	Informational Text	211	6.1 205-217	LoAvg	Vocabulary	204	5.6 198-210	Low		
LoAvg	The Real and Complex Number Systems	223	6.3 217-229	LoAvg	Geometry	227	6.4 221-233	LoAvg	Statistics and Probability	224
Avg	Informational Text	231	5.6 225-237	HiAvg	Vocabulary	226	5.4 221-231	Avg		
HiAvg	The Real and Complex Number Systems	237	6.7 230-244	Avg	Geometry	223	6.6 216-230	LoAvg	Statistics and Probability	249
Avg	Informational Text	225	5.2 220-230	Avg	Vocabulary	232	7.3 225-239	HiAvg		
High	The Real and Complex Number Systems	249	7 242-256	HiAvg	Geometry	252	6.4 246-258	HiAvg	Statistics and Probability	263
HiAvg	Informational Text	226	6.9 219-233	Avg	Vocabulary	241	5.3 236-246	HiAvg		
HiAvg	The Real and Complex Number Systems	252	8.2 244-260	HiAvg	Geometry	244	6.5 238-251	HiAvg	Statistics and Probability	248
HiAvg	Informational Text	230	5.7 224-236	Avg	Vocabulary	225	5.4 220-230	Avg		
High	The Real and Complex Number Systems	259	6.2 253-265	High	Geometry	247	6.4 241-253	HiAvg	Statistics and Probability	248
LoAvg	Informational Text	227	5.5 222-232	Avg	Vocabulary	217	5.9 211-223	LoAvg		
HiAvg	The Real and Complex Number Systems	254	8 246-262	HiAvg	Geometry	232	7.5 224-240	Avg	Statistics and Probability	239
Avg	Informational Text	224	5.6 218-230	Avg	Vocabulary	238	6.1 232-244	HiAvg		
HiAvg	The Real and Complex Number Systems	246	6.2 240-252	HiAvg	Geometry	250	6.8 243-257	HiAvg	Statistics and Probability	244
HiAvg	Informational Text	234	5.4 229-239	HiAvg	Vocabulary	232	5.5 227-237	HiAvg		
High	The Real and Complex Number Systems	281	6.8 274-288	High	Geometry	274	6.5 267-281	High	Statistics and Probability	256
High	The Real and Complex Number Systems	243	7.1 236-250	HiAvg	Geometry	240	7 233-247	Avg	Statistics and Probability	254
Avg	Informational Text	229	5.9 223-235	Avg	Vocabulary	228	5.2 223-233	Avg		
High	The Real and Complex Number Systems	266	6.6 259-273	High	Geometry	249	7.3 242-256	HiAvg	Statistics and Probability	238
HiAvg	The Real and Complex Number Systems	249	9 240-258	HiAvg	Geometry	246	7.4 239-253	HiAvg	Statistics and Probability	233
LoAvg	Informational Text	219	5.7 213-225	Avg	Vocabulary	222	6.3 216-228	Avg		
HiAvg	The Real and Complex Number Systems	242	7.3 235-249	HiAvg	Geometry	236	7.4 229-243	Avg	Statistics and Probability	225
Avg	Informational Text	223	5.2 218-228	Avg	Vocabulary	228	5.4 223-233	Avg		
HiAvg	The Real and Complex Number Systems	232	6.6 225-239	Avg	Geometry	232	6.6 225-239	Avg	Statistics and Probability	250
Avg	Informational Text	241	5.5 235-247	HiAvg	Vocabulary	244	5.9 238-250	HiAvg		
High	The Real and Complex Number Systems	271	7 264-278	High	Geometry	260	6.3 254-266	High	Statistics and Probability	245
HiAvg	Informational Text	237	5.8 231-243	HiAvg	Vocabulary	233	5.1 228-238	HiAvg		
High	The Real and Complex Number Systems	281	6.4 275-287	High	Geometry	279	6.4 273-285	High	Statistics and Probability	259
High	Informational Text	242	5.3 237-247	HiAvg	Vocabulary	231	5.4 226-236	HiAvg		
High	The Real and Complex Number Systems	256	6.6 249-263	High	Geometry	251	6.1 245-257	HiAvg	Statistics and Probability	284
HiAvg	Informational Text	235	5.6 229-241	HiAvg	Vocabulary	237	5.5 232-242	HiAvg		
High	The Real and Complex Number Systems	262	5.9 256-268	High	Geometry	253	7 246-260	HiAvg	Statistics and Probability	270
HiAvg	The Real and Complex Number Systems	244	6.9 237-251	HiAvg	Geometry	228	7.1 221-235	LoAvg	Statistics and Probability	235
LoAvg	Informational Text	235	4.8 230-240	HiAvg	Vocabulary	235	6.6 228-242	HiAvg		
Low	The Real and Complex Number Systems	189	6.9 182-196	Low	Geometry	198	7 191-205	Low	Statistics and Probability	160
Avg	The Real and Complex Number Systems	232	6.2 226-238	Avg	Geometry	244	7.1 237-251	HiAvg	Statistics and Probability	246
Avg	Informational Text	224	4.9 219-229	Avg	Vocabulary	227	7.9 219-235	Avg		

Low	The Real and Complex Number Systems	228	7.9 220-236	LoAvg	Geometry	210	7.1 203-217	Low	Statistics and Probability	224
Avg	Informational Text	217	5.1 212-222	LoAvg	Vocabulary	219	6.5 213-225	Avg		
HiAvg	The Real and Complex Number Systems	237	6.3 231-243	Avg	Geometry	237	6.6 230-244	Avg	Statistics and Probability	239
Avg	Informational Text	237	5.7 231-243	HiAvg	Vocabulary	236	5.2 231-241	HiAvg		
High	The Real and Complex Number Systems	264	6.5 258-270	High	Geometry	257	6.7 250-264	High	Statistics and Probability	265
Avg	Informational Text	216	6.8 209-223	LoAvg	Vocabulary	239	6 233-245	HiAvg		
HiAvg	The Real and Complex Number Systems	260	8.2 252-268	High	Geometry	239	6.4 233-245	Avg	Statistics and Probability	253
Avg	Informational Text	226	5.4 221-231	Avg	Vocabulary	236	6.9 229-243	HiAvg		
High	The Real and Complex Number Systems	280	6.1 274-286	High	Geometry	284	7.1 277-291	High	Statistics and Probability	272
High	Informational Text	210	10.5 200-221	LoAvg	Vocabulary	237	5.3 232-242	HiAvg		
Avg	The Real and Complex Number Systems	246	6.1 240-252	HiAvg	Geometry	244	6.6 237-251	HiAvg	Statistics and Probability	248
High	Informational Text	230	6.5 224-236	Avg	Vocabulary	245	5 240-250	High		
High	The Real and Complex Number Systems	307	14.7 292-322	High	Geometry	261	6.9 254-268	High	Statistics and Probability	260
High	Informational Text	237	5.7 231-243	HiAvg	Vocabulary	246	5.9 240-252	High		
High	The Real and Complex Number Systems	300	10.6 289-311	High	Geometry	306	7.5 299-313	High	Statistics and Probability	287
HiAvg	Informational Text	250	5.2 245-255	High	Vocabulary	251	7.2 244-258	High		
High	The Real and Complex Number Systems	245	6.5 239-251	HiAvg	Geometry	247	6.7 240-254	HiAvg	Statistics and Probability	249
HiAvg	Informational Text	252	5.3 247-257	High	Vocabulary	236	7.4 229-243	HiAvg		
Low	The Real and Complex Number Systems	204	6.1 198-210	Low	Geometry	215	6.8 208-222	LoAvg	Statistics and Probability	195
LoAvg	Informational Text	215	5.6 209-221	LoAvg	Vocabulary	227	6.3 221-233	Avg		
High	The Real and Complex Number Systems	291	8.1 283-299	High	Geometry	275	6.9 268-282	High	Statistics and Probability	288
Avg	Informational Text	242	5.9 236-248	HiAvg	Vocabulary	235	5.3 230-240	HiAvg		
High	The Real and Complex Number Systems	283	7.2 276-290	High	Geometry	247	8.2 239-255	HiAvg	Statistics and Probability	259
LoAvg	Informational Text	217	5.9 211-223	LoAvg	Vocabulary	217	5.3 212-222	LoAvg		
Low	The Real and Complex Number Systems	220	5.8 214-226	LoAvg	Geometry	226	7 219-233	LoAvg	Statistics and Probability	203
Low	Informational Text	211	6 205-217	LoAvg	Vocabulary	205	5.5 200-210	Low		
Avg	The Real and Complex Number Systems	263	10.6 252-274	High	Geometry	249	6.7 242-256	HiAvg	Statistics and Probability	246
Avg	Informational Text	230	6.6 223-237	Avg	Vocabulary	243	5.6 237-249	HiAvg		
Avg	The Real and Complex Number Systems	226	6.2 220-232	LoAvg	Geometry	229	6.4 223-235	Avg	Statistics and Probability	245
LoAvg	Informational Text	223	5.6 217-229	Avg	Vocabulary	223	5.5 218-228	Avg		
Avg	The Real and Complex Number Systems	223	6.7 216-230	LoAvg	Geometry	238	6.7 231-245	Avg	Statistics and Probability	242
Avg	Informational Text	222	5.6 216-228	Avg	Vocabulary	208	5.9 202-214	LoAvg		
HiAvg	The Real and Complex Number Systems	252	8.2 244-260	High	Geometry	240	6.3 234-246	HiAvg	Statistics and Probability	239
Avg	Informational Text	217	5.6 211-223	LoAvg	Vocabulary	224	6.2 218-230	Avg		
Low	The Real and Complex Number Systems	207	6 201-213	Low	Geometry	219	7.1 212-226	LoAvg	Statistics and Probability	219
LoAvg	The Real and Complex Number Systems	227	6.2 221-233	LoAvg	Geometry	234	6.5 228-240	Avg	Statistics and Probability	242
HiAvg	Informational Text	222	5.4 217-227	Avg	Vocabulary	231	5.6 225-237	HiAvg		
High	The Real and Complex Number Systems	290	6.9 283-297	High	Geometry	274	6.9 267-281	High	Statistics and Probability	272
High	Informational Text	242	5 237-247	HiAvg	Vocabulary	256	7.2 249-263	High		
High	The Real and Complex Number Systems	277	6.5 270-284	High	Geometry	263	6.6 256-270	High	Statistics and Probability	262
HiAvg	Informational Text	226	5.2 221-231	Avg	Vocabulary	228	5.8 222-234	Avg		
High	The Real and Complex Number Systems	273	7.3 266-280	High	Geometry	242	6.5 236-248	HiAvg	Statistics and Probability	252
Avg	Informational Text	238	5 233-243	HiAvg	Vocabulary	237	6.8 230-244	HiAvg		
High	The Real and Complex Number Systems	277	7 270-284	High	Geometry	267	7.1 260-274	High	Statistics and Probability	267
Avg	Informational Text	226	5.4 221-231	Avg	Vocabulary	235	6.4 229-241	HiAvg		
High	The Real and Complex Number Systems	268	6.3 262-274	High	Geometry	261	6.6 254-268	High	Statistics and Probability	267
HiAvg	Informational Text	240	5 235-245	High	Vocabulary	241	5.5 236-246	High		
Avg	The Real and Complex Number Systems	249	7.2 242-256	HiAvg	Geometry	251	6.6 244-258	HiAvg	Statistics and Probability	249
HiAvg	Informational Text	222	5.7 216-228	Avg	Vocabulary	236	7 229-243	HiAvg		
HiAvg	The Real and Complex Number Systems	247	6.6 240-254	HiAvg	Geometry	245	6.7 238-252	HiAvg	Statistics and Probability	229
Low	Informational Text	221	5.2 216-226	Avg	Vocabulary	216	5.8 210-222	LoAvg		
Avg	The Real and Complex Number Systems	231	6.4 225-237	Avg	Geometry	232	6.4 226-238	Avg	Statistics and Probability	233
HiAvg	Informational Text	233	5.1 228-238	HiAvg	Vocabulary	232	5.5 227-237	HiAvg		
High	The Real and Complex Number Systems	287	7.9 279-295	High	Geometry	263	6.8 256-270	High	Statistics and Probability	262
HiAvg	Informational Text	231	5.3 226-236	HiAvg	Vocabulary	233	5.3 228-238	HiAvg		
High	The Real and Complex Number Systems	271	6.3 265-277	High	Geometry	269	6.6 262-276	High	Statistics and Probability	265
LoAvg	Informational Text	223	6 217-229	Avg	Vocabulary	223	5.6 217-229	Avg		
High	The Real and Complex Number Systems	289	6.5 283-295	High	Geometry	280	6.6 273-287	High	Statistics and Probability	278
HiAvg	Informational Text	242	5 237-247	High	Vocabulary	257	9 248-266	High		
High	The Real and Complex Number Systems	254	6.5 248-260	High	Geometry	261	7 254-268	High	Statistics and Probability	239
HiAvg	Informational Text	225	5.8 219-231	Avg	Vocabulary	234	5.8 228-240	HiAvg		
HiAvg	The Real and Complex Number Systems	249	7 242-256	HiAvg	Geometry	234	6.9 227-241	Avg	Statistics and Probability	244
Avg	Informational Text	235	4.9 230-240	HiAvg	Vocabulary	234	6.5 227-241	HiAvg		
Avg	The Real and Complex Number Systems	235	6.3 229-241	Avg	Geometry	235	6.8 228-242	Avg	Statistics and Probability	240
LoAvg	Informational Text	214	5.7 208-220	LoAvg	Vocabulary	218	5.7 212-224	LoAvg		
High	The Real and Complex Number Systems	276	6.4 270-282	High	Geometry	280	6.5 274-286	High	Statistics and Probability	274
High	Informational Text	253	5.5 248-258	High	Vocabulary	249	6.5 243-256	High		
High	The Real and Complex Number Systems	263	6.3 257-269	High	Geometry	258	7 251-265	High	Statistics and Probability	251
High	Informational Text	225	5.9 219-231	Avg	Vocabulary	230	6.3 224-236	HiAvg		
High	The Real and Complex Number Systems	272	6.1 266-278	High	Geometry	266	7 259-273	High	Statistics and Probability	264

High	Informational Text	237	5.6 231-243	HiAvg	Vocabulary	247	6.4 241-253	High		
High	The Real and Complex Number Systems	253	6.2 247-259	High	Geometry	251	7.1 244-258	HiAvg	Statistics and Probability	232
HiAvg	Informational Text	234	5.8 228-240	HiAvg	Vocabulary	240	6.3 234-246	High		
High	The Real and Complex Number Systems	269	6.4 263-275	High	Geometry	286	10.8 275-297	High	Statistics and Probability	257
HiAvg	Informational Text	252	5.9 246-258	High	Vocabulary	236	5.5 231-241	HiAvg		
High	The Real and Complex Number Systems	266	7.1 259-273	High	Geometry	253	6.5 247-259	High	Statistics and Probability	243
High	Informational Text	246	5.2 241-251	High	Vocabulary	244	5.9 238-250	High		
LoAvg	The Real and Complex Number Systems	221	6.2 215-227	LoAvg	Geometry	231	6.6 224-238	Avg	Statistics and Probability	230
Avg	Informational Text	232	6.9 225-239	HiAvg	Vocabulary	214	5.7 208-220	LoAvg		
High	The Real and Complex Number Systems	255	6.2 249-261	High	Geometry	246	6.2 240-252	HiAvg	Statistics and Probability	248
Avg	Informational Text	232	5.5 227-237	HiAvg	Vocabulary	228	6.2 222-234	Avg		
High	The Real and Complex Number Systems	283	7.1 276-290	High	Geometry	269	6.5 262-276	High	Statistics and Probability	283
High	Informational Text	233	5.5 228-239	HiAvg	Vocabulary	246	7 239-253	High		
LoAvg	The Real and Complex Number Systems	228	6.5 222-234	Avg	Geometry	227	7 220-234	LoAvg	Statistics and Probability	234
LoAvg	Informational Text	214	5.6 208-220	LoAvg	Vocabulary	210	5.2 205-215	LoAvg		
HiAvg	The Real and Complex Number Systems	258	6.7 251-265	High	Geometry	272	8.1 264-280	High	Statistics and Probability	251
HiAvg	Informational Text	232	5.6 226-238	HiAvg	Vocabulary	236	6.5 230-242	HiAvg		
High	The Real and Complex Number Systems	273	6.6 266-280	High	Geometry	270	6.7 263-277	High	Statistics and Probability	265
High	Informational Text	249	6.2 243-255	High	Vocabulary	245	5.8 239-251	High		
High	The Real and Complex Number Systems	267	7.2 260-274	High	Geometry	249	6.5 243-255	HiAvg	Statistics and Probability	259
HiAvg	Informational Text	253	6.5 247-259	High	Vocabulary	247	6.1 241-253	High		
LoAvg	The Real and Complex Number Systems	221	6.2 215-227	LoAvg	Geometry	222	7.4 215-229	LoAvg	Statistics and Probability	231
LoAvg	Informational Text	206	7.8 198-214	Low	Vocabulary	222	6.3 216-228	Avg		
LoAvg	The Real and Complex Number Systems	223	6 217-229	LoAvg	Geometry	219	6.8 212-226	LoAvg	Statistics and Probability	241
Avg	Informational Text	216	6.6 209-223	LoAvg	Vocabulary	213	5.4 208-218	LoAvg		
LoAvg	The Real and Complex Number Systems	220	6.5 213-227	LoAvg	Geometry	212	6.7 205-219	Low	Statistics and Probability	227
Low	Informational Text	196	5.8 190-202	Low	Vocabulary	199	5.8 193-205	Low		
LoAvg	The Real and Complex Number Systems	224	6.5 217-231	LoAvg	Geometry	226	6.4 220-232	LoAvg	Statistics and Probability	226
Avg	Informational Text	224	4.9 219-229	Avg	Vocabulary	221	6.9 214-228	Avg		
High	The Real and Complex Number Systems	254	7.1 247-261	High	Geometry	257	7.1 250-264	High	Statistics and Probability	239
HiAvg	Informational Text	229	5.9 223-235	HiAvg	Vocabulary	233	6.2 227-239	HiAvg		
HiAvg	The Real and Complex Number Systems	237	6.4 231-243	Avg	Geometry	260	8.3 252-268	High	Statistics and Probability	220
Low	Informational Text	211	5.3 206-216	LoAvg	Vocabulary	209	5.7 203-215	LoAvg		
LoAvg	The Real and Complex Number Systems	237	8 229-245	Avg	Geometry	230	6.5 224-236	Avg	Statistics and Probability	223
Avg	Informational Text	216	5 211-221	LoAvg	Vocabulary	222	7.4 215-229	Avg		
HiAvg	The Real and Complex Number Systems	246	6.2 240-252	HiAvg	Geometry	249	6.5 243-255	HiAvg	Statistics and Probability	242
HiAvg	Informational Text	227	5.2 222-232	Avg	Vocabulary	223	5.7 217-229	Avg		
HiAvg	The Real and Complex Number Systems	253	10.6 242-264	High	Geometry	230	6.6 223-237	Avg	Statistics and Probability	231
LoAvg	Informational Text	221	5.3 216-226	Avg	Vocabulary	229	7.3 222-236	HiAvg		
High	The Real and Complex Number Systems	252	6.2 246-258	High	Geometry	249	7 242-256	HiAvg	Statistics and Probability	254
High	Informational Text	249	5.3 244-254	High	Vocabulary	236	6.4 230-242	HiAvg		
Avg	The Real and Complex Number Systems	240	7 233-247	HiAvg	Geometry	245	7.1 238-252	HiAvg	Statistics and Probability	235
Avg	Informational Text	210	6.9 203-217	LoAvg	Vocabulary	223	5.8 217-229	Avg		
Low	The Real and Complex Number Systems	207	5.6 201-213	Low	Geometry	222	7.2 215-229	LoAvg	Statistics and Probability	207
LoAvg	Informational Text	209	6 203-215	LoAvg	Vocabulary	234	8.4 226-242	HiAvg		
Low	The Real and Complex Number Systems	190	6.2 184-196	Low	Geometry	197	7.1 190-204	Low	Statistics and Probability	208
Low	Informational Text	199	8.2 191-207	Low	Vocabulary	210	5.1 205-215	LoAvg		
High	The Real and Complex Number Systems	248	6.6 241-255	HiAvg	Geometry	254	6.8 247-261	High	Statistics and Probability	243
HiAvg	Informational Text	227	5.7 221-233	Avg	Vocabulary	229	6.3 223-235	HiAvg		
Low	The Real and Complex Number Systems	196	7.3 189-203	Low	Geometry	225	7.3 218-232	LoAvg	Statistics and Probability	228
Low	Informational Text	208	5.9 202-214	LoAvg	Vocabulary	214	6.1 208-220	LoAvg		
Avg	The Real and Complex Number Systems	252	8.6 243-261	High	Geometry	249	7.2 242-256	HiAvg	Statistics and Probability	237
Avg	Informational Text	208	5.3 203-213	Low	Vocabulary	219	6.9 212-226	Avg		
LoAvg	The Real and Complex Number Systems	231	6.5 225-237	Avg	Geometry	243	7.1 236-250	HiAvg	Statistics and Probability	237
Low	Informational Text	211	6.5 205-217	LoAvg	Vocabulary	210	5.2 205-215	LoAvg		
High	The Real and Complex Number Systems	273	6.4 267-279	High	Geometry	266	6.5 259-273	High	Statistics and Probability	269
High	Informational Text	247	5.1 242-252	High	Vocabulary	241	5.6 235-247	High		
Avg	The Real and Complex Number Systems	233	6.1 227-239	Avg	Geometry	236	6.3 230-242	Avg	Statistics and Probability	244
LoAvg	Informational Text	220	6.8 213-227	Avg	Vocabulary	221	5.5 216-226	Avg		
High	The Real and Complex Number Systems	261	6.5 255-268	High	Geometry	269	7.1 262-276	High	Statistics and Probability	242
HiAvg	Informational Text	240	5.1 235-245	High	Vocabulary	238	6.1 232-244	HiAvg		
Low	The Real and Complex Number Systems	180	8.4 172-188	Low	Geometry	201	7.5 193-209	Low	Statistics and Probability	189
LoAvg	Informational Text	213	6.6 206-220	LoAvg	Vocabulary	211	5.6 205-217	LoAvg		
High	The Real and Complex Number Systems	259	7 252-266	High	Geometry	244	6.8 237-251	HiAvg	Statistics and Probability	260
LoAvg	Informational Text	221	6 215-227	Avg	Vocabulary	217	5 212-222	LoAvg		
LoAvg	The Real and Complex Number Systems	203	6.9 196-210	Low	Geometry	230	6.4 224-236	Avg	Statistics and Probability	222
LoAvg	Informational Text	217	5.2 212-222	LoAvg	Vocabulary	216	6.4 210-222	LoAvg		
High	The Real and Complex Number Systems	276	6.5 269-283	High	Geometry	277	6.8 270-284	High	Statistics and Probability	265
HiAvg	Informational Text	239	5.3 234-244	HiAvg	Vocabulary	245	7 238-252	High		
High	The Real and Complex Number Systems	251	6.8 244-258	HiAvg	Geometry	265	8 257-273	High	Statistics and Probability	241

HiAvg	Informational Text	247	5	242-252	High	Vocabulary	242	7.3	235-249	High		
HiAvg	The Real and Complex Number Systems	221	6.2	215-227	LoAvg	Geometry	223	6.6	216-230	LoAvg	Statistics and Probability	229
LoAvg	Informational Text	218	5.8	212-224	LoAvg	Vocabulary	218	5.6	212-224	LoAvg		
High	The Real and Complex Number Systems	270	5.9	264-276	High	Geometry	273	6.6	266-280	High	Statistics and Probability	285
High	Informational Text	244	5.3	239-249	High	Vocabulary	242	5.9	236-248	High		
LoAvg	The Real and Complex Number Systems	227	7.1	220-234	LoAvg	Geometry	232	6.7	225-239	Avg	Statistics and Probability	202
LoAvg	Informational Text	220	5	215-225	Avg	Vocabulary	208	6.4	202-214	LoAvg		
Low	The Real and Complex Number Systems	214	6.3	208-220	Low	Geometry	216	6.8	209-223	LoAvg	Statistics and Probability	227
Avg	Informational Text	227	6.1	221-233	Avg	Vocabulary	208	6	202-214	LoAvg		
High	The Real and Complex Number Systems	276	6.9	269-283	High	Geometry	263	6.6	256-270	High	Statistics and Probability	262
High	Informational Text	252	6	246-258	High	Vocabulary	232	6.4	226-238	HiAvg		
High	The Real and Complex Number Systems	272	6.4	266-278	High	Geometry	267	6.4	261-273	High	Statistics and Probability	239
HiAvg	Informational Text	252	5.3	247-257	High	Vocabulary	258	8.3	250-266	High		
HiAvg	The Real and Complex Number Systems	236	6.2	230-242	Avg	Geometry	248	7	241-255	HiAvg	Statistics and Probability	237
High	Informational Text	236	5.6	230-242	HiAvg	Vocabulary	242	5.6	236-248	High		
Low	The Real and Complex Number Systems	198	6.5	191-205	Low	Geometry	192	6.9	185-199	Low	Statistics and Probability	173
Low	Informational Text	191	6.1	185-197	Low	Vocabulary	210	5.8	204-216	LoAvg		

Goal4StdErr	Goal4Range	Goal4Adjective	Goal5Name	Goal5RitScore	Goal5StdErr	Goal5Range	Goal5Adjective	Goal6Name	Goal6RitScore	Goal6StdErr	Goal6Range	Goal6Adjective	Goal7Name	Goal7RitScore
8.8	202-220	Low												
9	244-262	High												
8.4	205-221	Low												
8.7	211-229	LoAvg												
9.3	178-196	Low												
12.4	184-208	Low												
9	212-230	LoAvg												
11.4	234-256	HiAvg												
11.3	248-270	High												
8.9	192-210	Low												
8.7	250-268	High												
9.1	194-212	Low												
7.9	208-224	LoAvg												
9.2	231-249	HiAvg												
9	192-210	Low												
8.9	214-232	LoAvg												
7.4	207-221	Low												
9	205-223	LoAvg												
12.4	142-166	Low												
9.2	185-203	Low												
8.8	195-213	Low												
8.6	195-213	Low												
7.9	194-210	Low												
8.9	194-212	Low												
7	187-201	Low												
8.6	209-227	LoAvg												
8	196-212	Low												
7.8	229-245	Avg												
9	200-218	Low												
7.9	269-285	High												
9	211-229	LoAvg												
7.6	237-253	HiAvg												
8.2	203-219	Low												
8.9	210-228	LoAvg												
8.6	218-236	Avg												
8.5	226-242	Avg												
8.8	260-278	High												

8.6 246-264	High
8.3 242-258	High
8.2 228-244	HiAvg
8.6 247-265	High
8.3 225-241	Avg
8.1 240-256	HiAvg
8.8 220-238	Avg
11.3 245-267	High
9.3 243-261	High
8.8 223-241	Avg
11.1 239-261	HiAvg
8.6 255-273	High
8.4 251-267	High
8.9 194-212	Low
8.2 254-270	High
9.2 247-265	HiAvg
8.3 253-269	High
11 218-240	Avg
7.9 204-220	Low
8.8 203-221	LoAvg
8.4 221-237	Avg
11 240-262	High
8.8 215-233	LoAvg
8.3 242-258	High
7.4 176-190	Low
8.9 223-241	Avg
8.1 202-218	Low
8.3 223-239	Avg
8.6 238-256	HiAvg
11.4 242-264	HiAvg
11.3 180-202	Low
7.5 199-213	Low
8.6 197-215	Low
8 222-238	Avg
8.4 215-231	LoAvg
9.3 205-223	LoAvg

9.2 183-201	Low
19.2 249-287	High
8.8 223-241	Avg
8.3 269-285	High
8 236-252	HiAvg
11.5 237-259	HiAvg
8.7 166-184	Low
7.9 237-253	HiAvg
9.2 224-242	Avg
9 195-213	Low
7.7 215-231	LoAvg
8.7 201-219	Low
8.1 213-229	LoAvg
8.1 239-255	HiAvg
9.2 225-243	Avg
11.1 241-263	High
7.4 189-203	Low
8.9 201-219	Low
9 205-223	Low
9.1 193-211	Low
8.9 219-237	Avg
10.8 173-195	Low
7.7 190-206	Low
8.1 217-233	Avg
8.8 210-228	LoAvg
11.1 215-237	LoAvg
8.7 230-248	HiAvg
11.5 190-214	Low
15.6 134-166	Low
9.6 228-248	Avg
9.5 190-210	Low
8.4 236-252	HiAvg
8.9 211-229	LoAvg
8.6 220-238	Avg
11.1 210-232	LoAvg
18.2 153-189	Low
8.3 220-236	Avg
8 215-231	LoAvg

11.6	194-218	Low
11	215-237	LoAvg
7.6	217-233	Avg
11.2	203-225	LoAvg
9	205-223	LoAvg
8.4	206-222	LoAvg
8.8	201-219	Low
8.6	182-200	Low
8.5	235-253	HiAvg
7.7	199-215	Low
9	195-213	Low
9.3	183-201	Low
11.1	193-215	Low
8.8	191-209	Low
9.1	226-244	Avg
8.8	232-250	HiAvg
8.3	189-205	Low
8.9	209-227	LoAvg
8.6	185-203	Low
10.9	208-230	LoAvg
9.2	227-245	HiAvg
8.6	226-244	Avg
8.4	221-237	Avg
9.6	202-222	LoAvg
8.2	229-245	HiAvg
8.9	206-224	LoAvg
11.1	192-214	Low
8.7	237-255	HiAvg
8.4	276-292	High
8.2	224-240	Avg
9.3	261-279	High
7.9	232-248	Avg
8.8	239-257	HiAvg
11.4	204-226	LoAvg
8.8	173-191	Low

11.7	237-261	HiAvg
9.1	204-222	LoAvg
7.8	196-212	Low
8.8	242-260	HiAvg
8.7	243-261	HiAvg
8.4	226-242	Avg
12.2	220-244	Avg
11.3	186-208	Low
11.4	254-276	High
9.1	267-285	High
9	234-252	HiAvg
11.8	193-217	Low
8.9	228-246	Avg
8	185-201	Low
7.9	196-212	Low
10.8	162-184	Low
11.3	177-199	Low
8.3	216-232	LoAvg
15.5	234-264	HiAvg
11.2	252-274	High
8.4	240-256	HiAvg
10.4	238-258	HiAvg
8.1	231-247	Avg
8.1	236-252	HiAvg
11	245-267	HiAvg
8.2	246-262	HiAvg
8.3	230-246	Avg
9.1	224-242	Avg
9.1	216-234	LoAvg
8.9	241-259	HiAvg
11.2	234-256	HiAvg
11.3	248-270	High
15.6	268-300	High
8.5	262-278	High
9.1	226-244	Avg
19.2	141-179	Low
8.8	237-255	HiAvg

9.3	215-233	LoAvg
8.2	231-247	Avg
8.2	257-273	High
8.8	244-262	HiAvg
8	264-280	High
9.1	239-257	HiAvg
11.2	249-271	High
7.7	279-295	High
8	241-257	HiAvg
11.1	184-206	Low
7.8	280-296	High
9.2	250-268	High
8.9	194-212	Low
7.9	238-254	HiAvg
11.1	234-256	HiAvg
8.9	233-251	HiAvg
8.2	231-247	HiAvg
8.6	210-228	LoAvg
11.1	231-253	HiAvg
7.8	264-280	High
9	253-271	High
8.6	243-261	High
7.8	259-275	High
8.7	258-276	High
8.2	241-257	HiAvg
11.2	218-240	Avg
8.1	225-241	Avg
8.5	253-271	High
8.7	256-274	High
9	269-287	High
11	228-250	HiAvg
8.5	235-253	HiAvg
9	231-249	HiAvg
8	266-282	High
8.2	243-259	HiAvg
8.4	256-272	High

8.6 223-241	Avg
9 248-266	High
11.3 232-254	HiAvg
8.9 221-239	Avg
8.3 240-256	HiAvg
8.5 275-291	High
8.1 226-242	Avg
8.2 243-259	HiAvg
8.3 257-273	High
9.2 250-268	High
8 223-239	Avg
11.1 230-252	HiAvg
9.5 217-237	Avg
8.8 217-235	LoAvg
9.7 229-249	HiAvg
11.9 208-232	LoAvg
8.6 214-232	LoAvg
8.4 234-250	HiAvg
8.6 222-240	Avg
8.8 245-263	High
8.3 227-243	Avg
11.9 195-219	Low
8.8 199-217	Low
7.7 235-251	HiAvg
10.9 217-239	Avg
8 229-245	Avg
8.9 228-246	Avg
7.8 261-277	High
9.8 234-254	HiAvg
11 231-253	HiAvg
8.3 181-197	Low
8.7 251-269	High
8.9 213-231	LoAvg
8.7 256-274	High
8.9 232-250	HiAvg

8.3	221-237	Avg
8.8	276-294	High
9.3	193-211	Low
8.9	218-236	Avg
8.9	253-271	High
14.8	224-254	Avg
8.8	228-246	Avg
11.4	162-184	Low

Goal7StdErr	Goal7Range	Goal7Adjective	Goal8Name	Goal8RitScore	Goal8StdErr	Goal8Range	Goal8Adjective	AccommodationCategories	Accommodations
								Universal Features; Universal Features; Accommodations Universal Features; Universal Features; Accommodations	Breaks; Scratch paper; Extended time Breaks; Scratch paper; Extended time
								Universal Features; Universal Features; Accommodations Universal Features; Universal Features; Accommodations	Breaks; Scratch paper; Extended time Breaks; Scratch paper; Extended time
								Universal Features; Universal Features; Accommodations Universal Features; Universal Features	Breaks; Scratch paper; Extended time Breaks; Scratch paper
								Universal Features; Universal Features; Accommodations	Breaks; Scratch paper; Extended time

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Breaks; Scratch paper; Calculator use; Extended time
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TypicalFallToFallGrowth	TypicalFallToWinterGrowth	TypicalFallToSpringGrowth	TypicalWinterToWinterGrowth	TypicalWinterToSpringGrowth	TypicalSpringToSpringGrowth	ProjectedProficiencyStudyI	ProjectedProficiencyLevelI
						4 ACT College Readiness	Not On Track
						3 ACT College Readiness	Not On Track
						2 ACT College Readiness	On Track 24
						2 ACT College Readiness	On Track 24
						3 ACT College Readiness	Not On Track
						3 ACT College Readiness	Not On Track
						3 ACT College Readiness	Not On Track
						4 ACT College Readiness	Not On Track
						8 ACT College Readiness	Not On Track
						4 ACT College Readiness	Not On Track
						6 ACT College Readiness	Not On Track
						3 ACT College Readiness	Not On Track
						3 ACT College Readiness	Not On Track
						2 ACT College Readiness	On Track 24
						2 ACT College Readiness	On Track 24
						4 ACT College Readiness	Not On Track
						3 ACT College Readiness	Not On Track
						3 ACT College Readiness	Not On Track
						3 ACT College Readiness	Not On Track
						2 ACT College Readiness	On Track 24
						2 ACT College Readiness	Not On Track
						4 ACT College Readiness	Not On Track
						5 ACT College Readiness	Not On Track
						3 ACT College Readiness	Not On Track
						3 ACT College Readiness	Not On Track
						3 ACT College Readiness	Not On Track
						3 ACT College Readiness	Not On Track
						2 ACT College Readiness	Not On Track
						4 ACT College Readiness	Not On Track
						5 ACT College Readiness	Not On Track
						4 ACT College Readiness	Not On Track
						10 ACT College Readiness	Not On Track
						3 ACT College Readiness	Not On Track
						4 ACT College Readiness	Not On Track
						4 ACT College Readiness	Not On Track
						4 ACT College Readiness	Not On Track
						4 ACT College Readiness	Not On Track
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						4 ACT College Readiness	Not On Track
						8 ACT College Readiness	Not On Track
						3 ACT College Readiness	Not On Track
						4 ACT College Readiness	Not On Track
						7 ACT College Readiness	Not On Track
						2 ACT College Readiness	Not On Track
						2 ACT College Readiness	On Track 22
						4 ACT College Readiness	Not On Track
						8 ACT College Readiness	Not On Track
						2 ACT College Readiness	Not On Track
						2 ACT College Readiness	Not On Track
						2 ACT College Readiness	Not On Track
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						3 ACT College Readiness	Not On Track
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						2 ACT College Readiness	Not On Track
						3 ACT College Readiness	Not On Track
						2 ACT College Readiness	On Track 22
						2 ACT College Readiness	Not On Track
						2 ACT College Readiness	On Track 24

3	ACT College Readiness	Not On Track
4	ACT College Readiness	Not On Track

2	ACT College Readiness	Not On Track
2	ACT College Readiness	Not On Track
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2	ACT College Readiness	On Track 24
2	ACT College Readiness	Not On Track
2	ACT College Readiness	On Track 24
2	ACT College Readiness	On Track 22
2	ACT College Readiness	On Track 24
2	ACT College Readiness	Not On Track
2	ACT College Readiness	On Track 24
2	ACT College Readiness	On Track 24
2	ACT College Readiness	Not On Track
2	ACT College Readiness	Not On Track
2	ACT College Readiness	Not On Track
2	ACT College Readiness	Not On Track
3	ACT College Readiness	Not On Track
2	ACT College Readiness	Not On Track
2	ACT College Readiness	On Track 22
2	ACT College Readiness	On Track 24
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ProjectedProficiencyStudy2

ProjectedProficiencyLevel2

ProjectedProficiencyStudy3

ProjectedProficiencyLevel3

ProjectedProficiencyStudy4

ProjectedProficiencyLevel4

ProjectedProficiencyStudy5

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CA-Smarter Balanced Assessment Consortia Not Met

ProjectedProficiencyLevel5

ProjectedProficiencyStudy6

ProjectedProficiencyLevel6

ProjectedProficiencyStudy7

ProjectedProficiencyLevel7

ProjectedProficiencyStudy8

ProjectedProficiencyLevel8

ProjectedProficiencyStudy9

ProjectedProficiencyLevel9	ProjectedProficiencyStudy10	ProjectedProficiencyLevel10	StudentswithDisabilities	EnglishLearner	SocioEconomicallyDisadvantaged
			Y	Y	Y
			Y	Y	Y
			N	N	Y
			N	N	Y
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			N	Y	Y
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School Participation

To be eligible for inclusion as verified data, a data source (assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Note: Consistent with the U.S. Department of Education's flexibility that was afforded to states in 2019–20 and 2020–21, the 95 percent participation rate requirement should not apply in those years. For additional information, please see the CDE's guidance on Verified Data Criteria and Data Use Procedures.

1. Please demonstrate in the space provided, that your charter school has administered the assessment to, and included the results of, at least 95 percent of pupils for whom the assessment is appropriate.

98% of 9th, 10th, and 12th graders participated in Fall testing, and 96% of 9th, 10th, and 12th graders participated in Spring testing. The school chose not to test 11th grade due to concerns about overtesting (with SBAC, APs, etc.).

2. (Optional) Delete the example row then fill in the tables below to contextualize school administration of the NWEA MAP assessments.

School Participation Table

School year	Grade	Number of	Number of	Percent of	Number of students	Number of students	Percent of students
2023-2024 Math	9	76	73	96.1%	70	70	100.0%
2023-2024 Math	10	106	105	99.1%	108	106	98.1%
2023-2024 Math	11	89	87	97.8%			
2023-2024 Math	12	86	85	98.8%	84	83	98.8%
2023-2024 ELA	9	76	74	97.4%	70	66	94.3%
2023-2024 ELA	10	106	105	99.1%	108	102	94.4%
2023-2024 ELA	11	89	87	97.8%			
2023-2024 ELA	12	86	83	96.5%	84	76	90.5%
2023-2024 Combined	-	714	699	97.9%	524	503	96.0%

Students Not Tested (Please list students who were enrolled during the Fall and Spring administrations and not tested)

School year	Grade	Ethnicity	English Learner	Foster	Free or Reduced-	SpEd/IEP
2023-2024 Fall Math	9	Asian	N	N	Y	N
2023-2024 Fall Math	10	Asian	N	N	Y	N
2023-2024 Fall Math	9	Multiple	N	N	Y	N
2023-2024 Fall Math	11	Hispanic	N	N	Y	N
2023-2024 Fall Math	9	White	N	N	N	N
2023-2024 Fall Math	9	Asian	N	N	Y	N
2023-2024 Fall Math	11	Hispanic	Y	N	Y	N
2023-2024 Fall Math	12	Hispanic	Y	N	Y	N
2023-2024 Fall ELA	9	Asian	N	N	Y	N
2023-2024 Fall ELA	12	Hispanic	N	N	N	N
2023-2024 Fall ELA	10	Asian	N	N	Y	N
2023-2024 Fall ELA	9	Multiple	N	N	Y	N
2023-2024 Fall ELA	11	Hispanic	N	N	Y	N
2023-2024 Fall ELA	12	Hispanic	N	N	Y	N
2023-2024 Fall ELA	9	Asian	N	N	Y	N
2023-2024 Fall ELA	11	Hispanic	Y	N	Y	N
2023-2024 Fall ELA	12	Hispanic	Y	N	Y	N
2023-2024 Spring Math	10	Asian	N	N	Y	N
2023-2024 Spring Math	12	Asian	Y	N	Y	N
2023-2024 Spring Math	10	Hispanic	N	N	Y	N
2023-2024 Spring ELA	12	Hispanic	N	N	N	N
2023-2024 Spring ELA	12	Asian	N	N	N	N
2023-2024 Spring ELA	10	Asian	N	N	Y	N
2023-2024 Spring ELA	12	Hispanic	N	N	Y	N
2023-2024 Spring ELA	10	Black/African Am	N	N	N	N
2023-2024 Spring ELA	10	Hispanic	Y	N	N	N
2023-2024 Spring ELA	12	Asian	Y	N	Y	N
2023-2024 Spring ELA	9	Asian	N	N	Y	N
2023-2024 Spring ELA	9	Hispanic	N	N	Y	Y
2023-2024 Spring ELA	10	Hispanic	Y	N	Y	N
2023-2024 Spring ELA	12	Asian	N	N	Y	N
2023-2024 Spring ELA	10	Multiple	N	N	N	N
2023-2024 Spring ELA	9	Hispanic	Y	N	Y	N
2023-2024 Spring ELA	12	Black/African Am	N	N	Y	N
2023-2024 Spring ELA	10	Hispanic	Y	N	Y	N
2023-2024 Spring ELA	12	Hispanic	Y	N	Y	N
2023-2024 Spring ELA	12	Black/African Am	N	N	N	N
2023-2024 Spring ELA	9	Hispanic	N	N	Y	N

NATIONAL STUDENT CLEARINGHOUSE®

StudentTracker® for High Schools Demographics Report

Prepared for
Oakland Charter High School
ACT Code: 054303

Oakland Charter High School

Report Run Date: 08/30/2024 02:05 PM

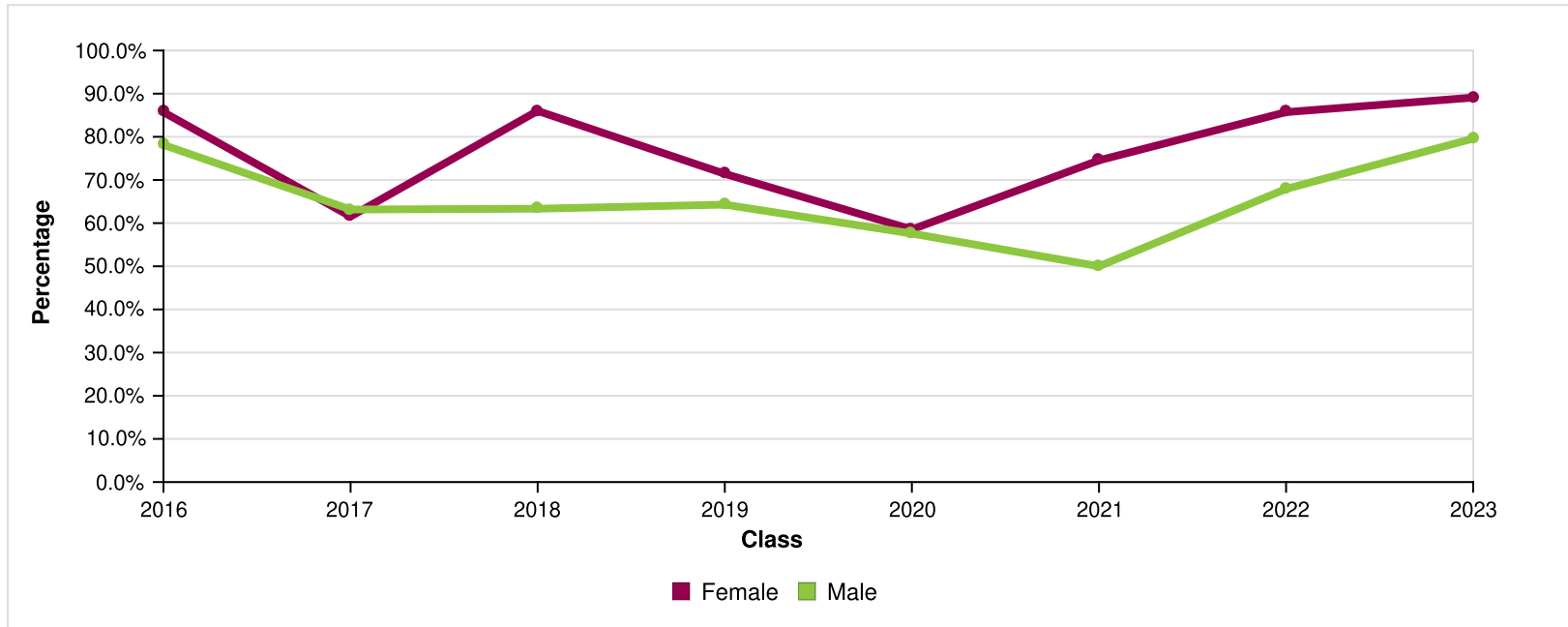
Page 1 of 31

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StudentTracker Demographics Report

Enrollment During First Fall Immediately After High School by Gender
Effective as of : August 21, 2024



	2016	2017	2018	2019	2020	2021	2022	2023
Total Number of Students in Class	67	77	110	105	107	117	95	104

Female	# of students in cohort	35	39	50	49	41	55	42	55
	# of students meeting outcome	30	24	43	35	24	41	36	49
	% of students meeting outcome	85.7%	61.5%	86.0%	71.4%	58.5%	74.5%	85.7%	89.1%
Male	# of students in cohort	32	38	60	56	66	62	53	49
	# of students meeting outcome	25	24	38	36	38	31	36	39
	% of students meeting outcome	78.1%	63.2%	63.3%	64.3%	57.6%	50.0%	67.9%	79.6%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Oakland Charter High School

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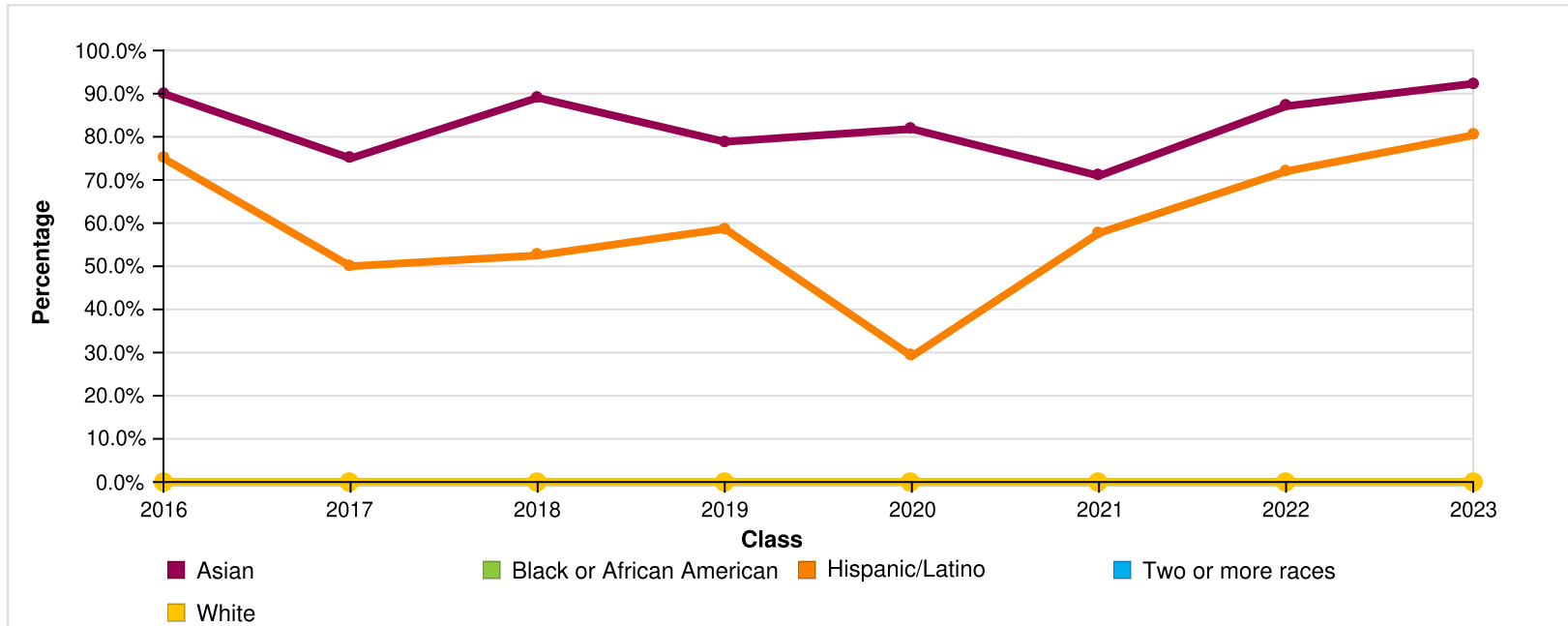
Page 2 of 31

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StudentTracker Demographics Report

Enrollment During First Fall Immediately After High School by Race/Ethnicity
Effective as of : August 21, 2024



	2016	2017	2018	2019	2020	2021	2022	2023
Total Number of Students in Class	67	77	110	105	107	117	95	104

Asian	# of students in cohort	30	36	64	52	55	31	31	39
	# of students meeting outcome	27	27	57	41	45	22	27	36
	% of students meeting outcome	90.0%	75.0%	89.1%	78.8%	81.8%	71.0%	87.1%	92.3%
Black or African American	# of students in cohort	1	5	5	5	3	7	7	7
	# of students meeting outcome	*	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*	*
Hispanic/Latino	# of students in cohort	36	36	40	46	48	78	50	56
	# of students meeting outcome	27	18	21	27	14	45	36	45
	% of students meeting outcome	75.0%	50.0%	52.5%	58.7%	29.2%	57.7%	72.0%	80.4%

Oakland Charter High School

Report Run Date: 08/30/2024 02:05 PM

Page 3 of 31

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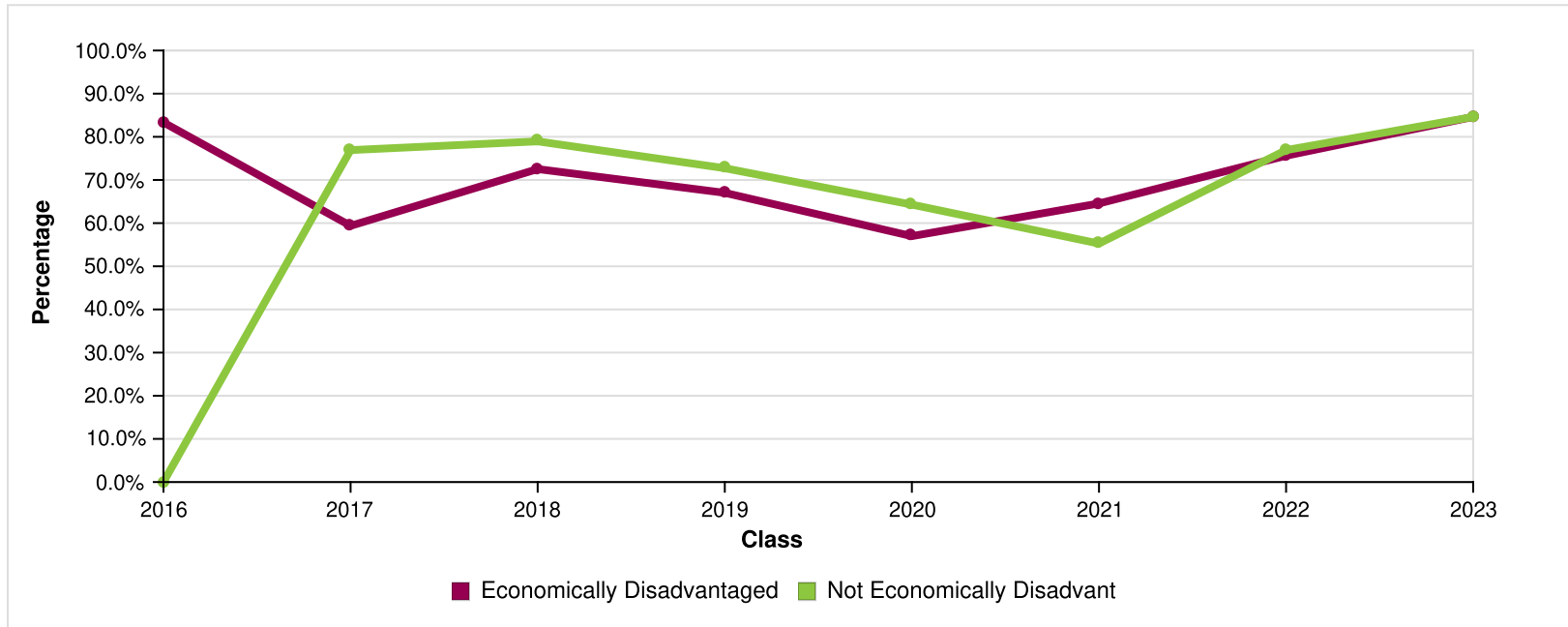
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Two or more races	# of students in cohort	0	0	0	1	0	0	0	0
	# of students meeting outcome	*	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*	*
White	# of students in cohort	0	0	1	1	1	1	7	2
	# of students meeting outcome	*	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*	*

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment During First Fall Immediately After High School by Economic Disadvantage
Effective as of : August 21, 2024



	2016	2017	2018	2019	2020	2021	2022	2023
Total Number of Students in Class	67	77	110	105	107	117	95	104

Economically Disadvantaged	# of students in cohort	60	64	91	94	93	79	82	91
	# of students meeting outcome	50	38	66	63	53	51	62	77
	% of students meeting outcome	83.3%	59.4%	72.5%	67.0%	57.0%	64.6%	75.6%	84.6%
Not Economically Disadvantaged	# of students in cohort	7	13	19	11	14	38	13	13
	# of students meeting outcome	*	10	15	8	9	21	10	11
	% of students meeting outcome	*	76.9%	78.9%	72.7%	64.3%	55.3%	76.9%	84.6%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Oakland Charter High School

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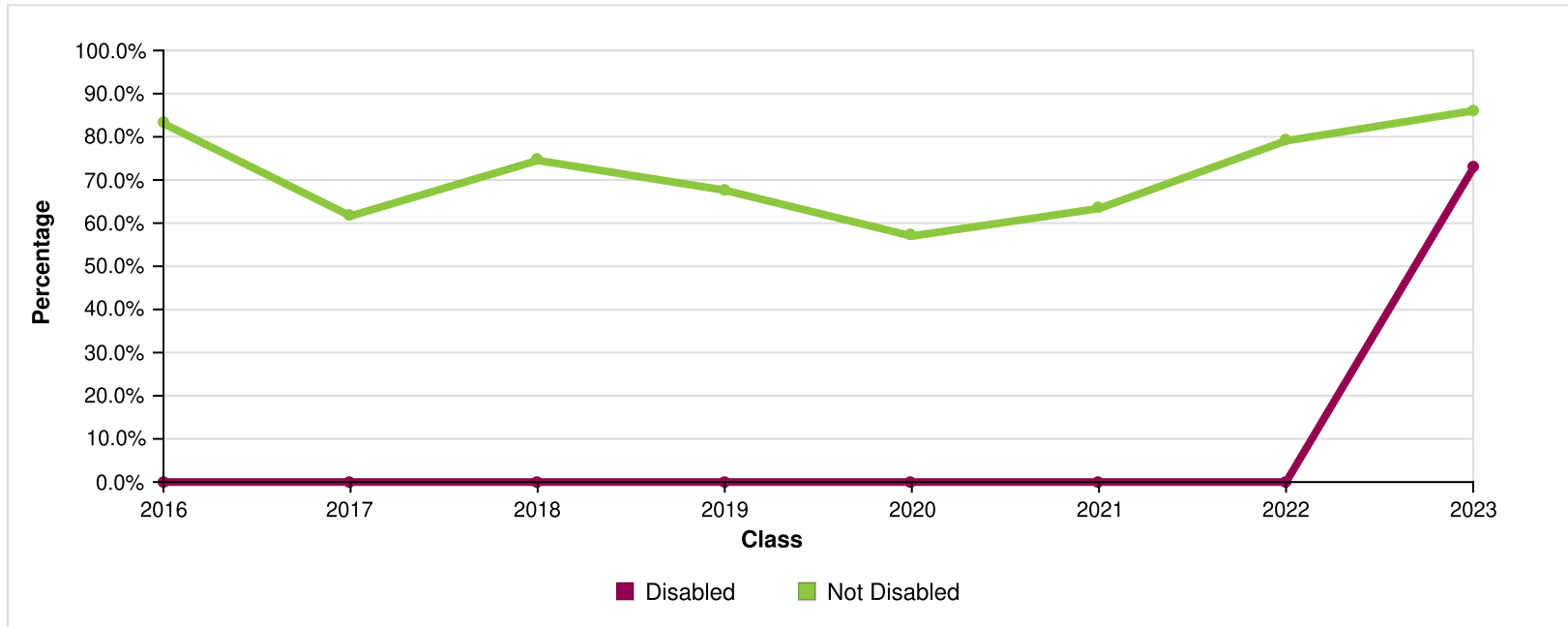
Page 5 of 31

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StudentTracker Demographics Report

Enrollment During First Fall Immediately After High School by Disability
Effective as of : August 21, 2024



	2016	2017	2018	2019	2020	2021	2022	2023
Total Number of Students in Class	67	77	110	105	107	117	95	104

Disabled	# of students in cohort	2	4	4	0	7	5	9	11
	# of students meeting outcome	*	*	*	*	*	*	*	8
	% of students meeting outcome	*	*	*	*	*	*	*	72.7%
Not Disabled	# of students in cohort	65	73	106	105	100	112	86	93
	# of students meeting outcome	54	45	79	71	57	71	68	80
	% of students meeting outcome	83.1%	61.6%	74.5%	67.6%	57.0%	63.4%	79.1%	86.0%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Oakland Charter High School

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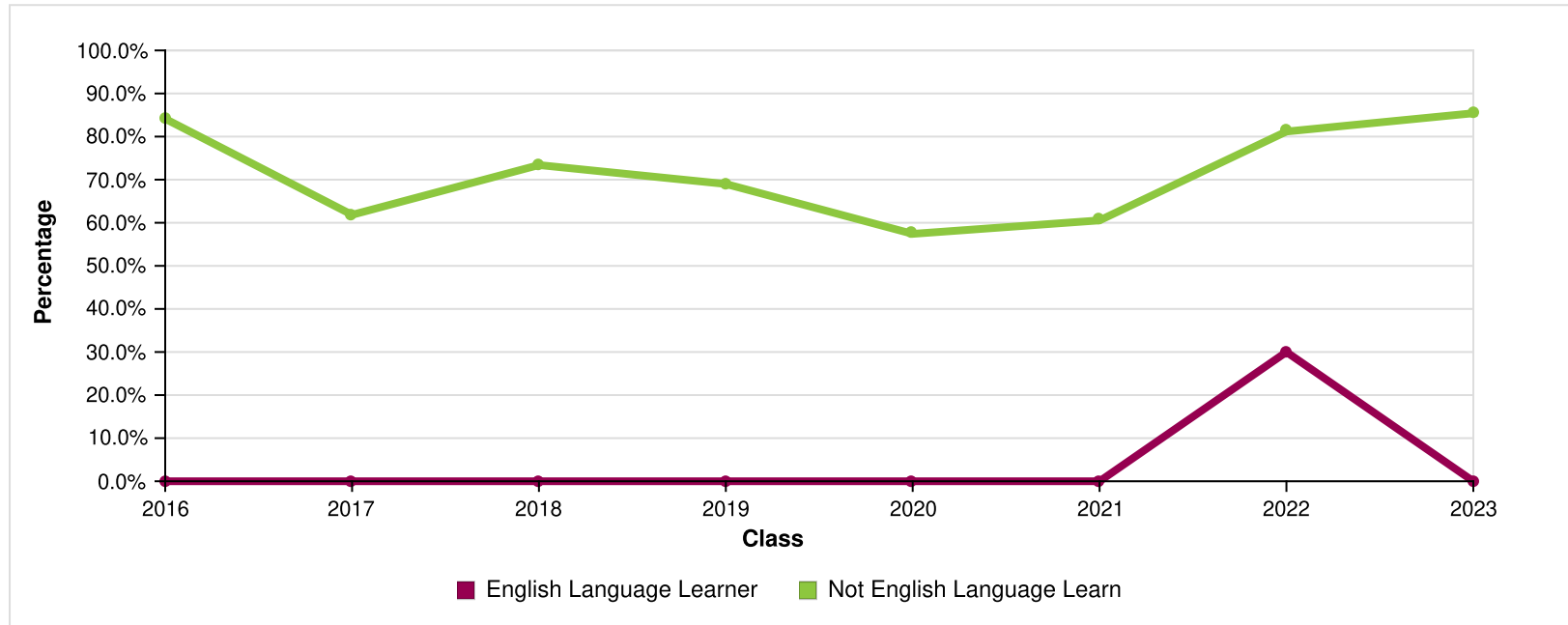
Page 6 of 31

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StudentTracker Demographics Report

Enrollment During First Fall Immediately After High School by English Language Learner
Effective as of : August 21, 2024



	2016	2017	2018	2019	2020	2021	2022	2023
Total Number of Students in Class	67	77	110	105	107	117	95	104

English Language Learner	# of students in cohort	4	1	1	5	6	8	10	8
	# of students meeting outcome	*	*	*	*	*	*	3	*
	% of students meeting outcome	*	*	*	*	*	*	30.0%	*
Not English Language Learner	# of students in cohort	63	76	109	100	101	109	85	96
	# of students meeting outcome	53	47	80	69	58	66	69	82
	% of students meeting outcome	84.1%	61.8%	73.4%	69.0%	57.4%	60.6%	81.2%	85.4%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Oakland Charter High School

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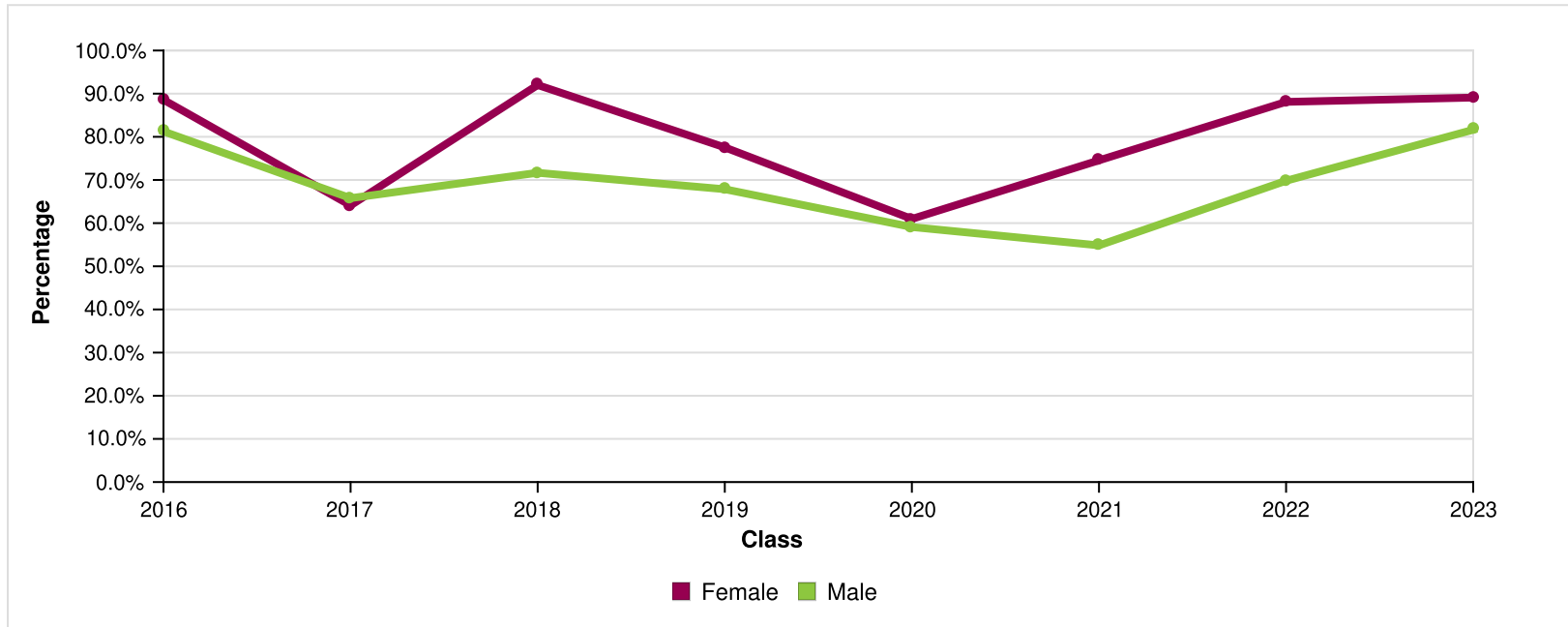
Page 7 of 31

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StudentTracker Demographics Report

Enrollment Any Time During the First Year After High School by Gender
Effective as of : August 21, 2024



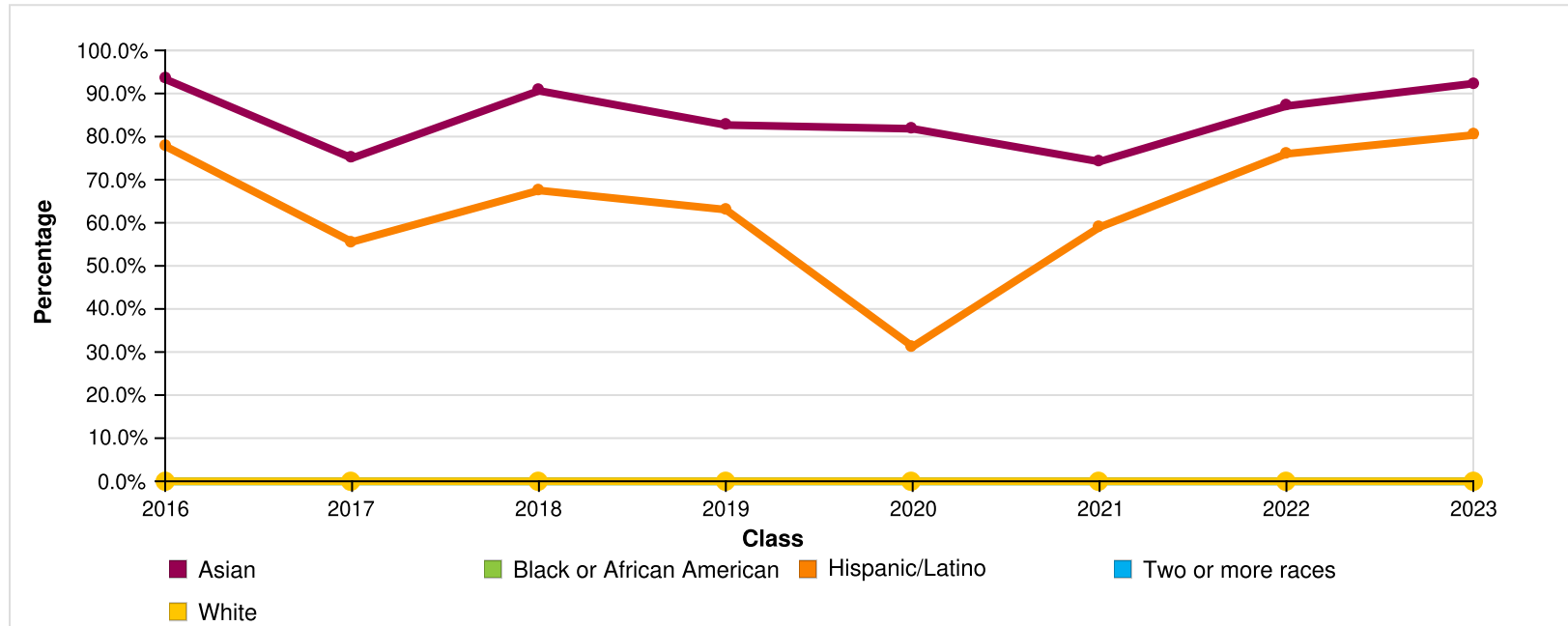
	2016	2017	2018	2019	2020	2021	2022	2023
Total Number of Students in Class	67	77	110	105	107	117	95	104

Female	# of students in cohort	35	39	50	49	41	55	42	55
	# of students meeting outcome	31	25	46	38	25	41	37	49
	% of students meeting outcome	88.6%	64.1%	92.0%	77.6%	61.0%	74.5%	88.1%	89.1%
Male	# of students in cohort	32	38	60	56	66	62	53	49
	# of students meeting outcome	26	25	43	38	39	34	37	40
	% of students meeting outcome	81.2%	65.8%	71.7%	67.9%	59.1%	54.8%	69.8%	81.6%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment Any Time During the First Year After High School by Race/Ethnicity
Effective as of : August 21, 2024



	2016	2017	2018	2019	2020	2021	2022	2023
Total Number of Students in Class	67	77	110	105	107	117	95	104

Asian	# of students in cohort	30	36	64	52	55	31	31	39
	# of students meeting outcome	28	27	58	43	45	23	27	36
	% of students meeting outcome	93.3%	75.0%	90.6%	82.7%	81.8%	74.2%	87.1%	92.3%
Black or African American	# of students in cohort	1	5	5	5	3	7	7	7
	# of students meeting outcome	*	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*	*
Hispanic/Latino	# of students in cohort	36	36	40	46	48	78	50	56
	# of students meeting outcome	28	20	27	29	15	46	38	45
	% of students meeting outcome	77.8%	55.6%	67.5%	63.0%	31.2%	59.0%	76.0%	80.4%

Oakland Charter High School

Report Run Date: 08/30/2024 02:05 PM

Page 9 of 31

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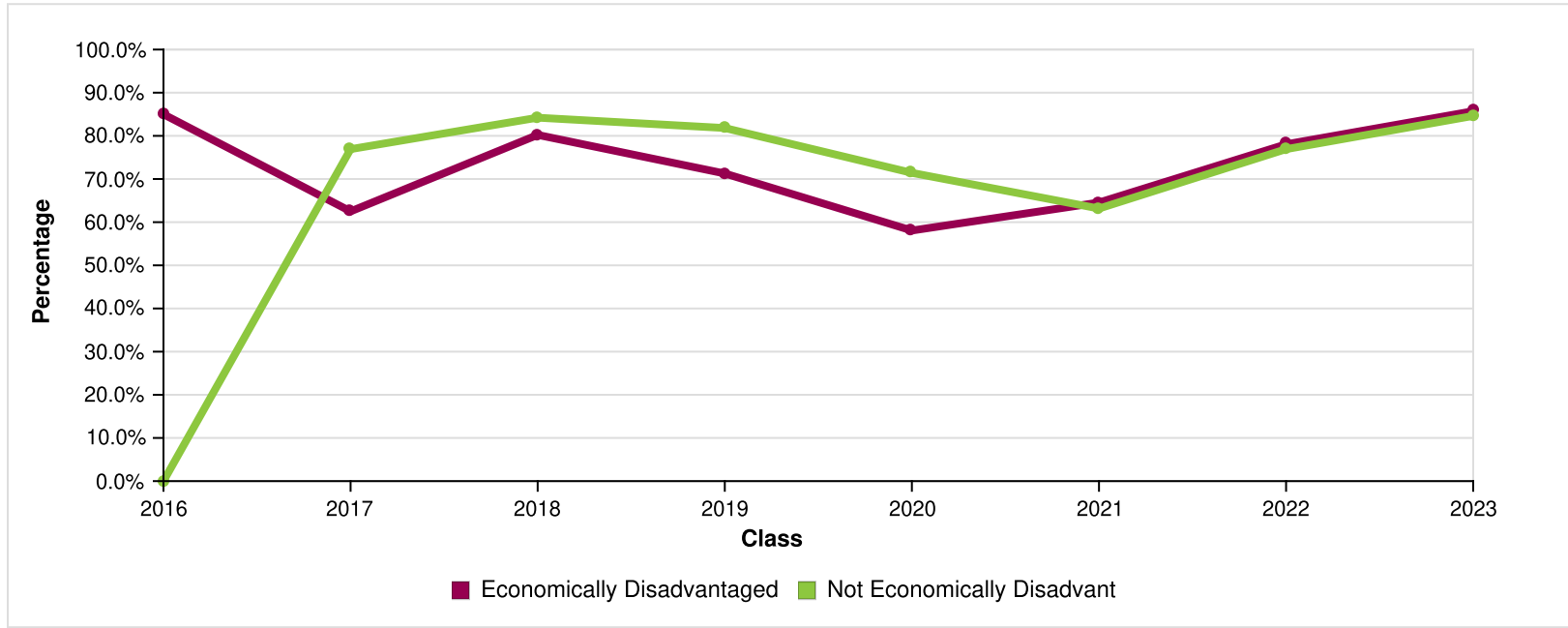
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Two or more races	# of students in cohort	0	0	0	1	0	0	0	0
	# of students meeting outcome	*	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*	*
White	# of students in cohort	0	0	1	1	1	1	7	2
	# of students meeting outcome	*	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*	*

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment Any Time During the First Year After High School by Economic Disadvantage
Effective as of : August 21, 2024



	2016	2017	2018	2019	2020	2021	2022	2023
Total Number of Students in Class	67	77	110	105	107	117	95	104

Economically Disadvantaged	# of students in cohort	60	64	91	94	93	79	82	91
	# of students meeting outcome	51	40	73	67	54	51	64	78
	% of students meeting outcome	85.0%	62.5%	80.2%	71.3%	58.1%	64.6%	78.0%	85.7%
Not Economically Disadvantaged	# of students in cohort	7	13	19	11	14	38	13	13
	# of students meeting outcome	*	10	16	9	10	24	10	11
	% of students meeting outcome	*	76.9%	84.2%	81.8%	71.4%	63.2%	76.9%	84.6%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Oakland Charter High School

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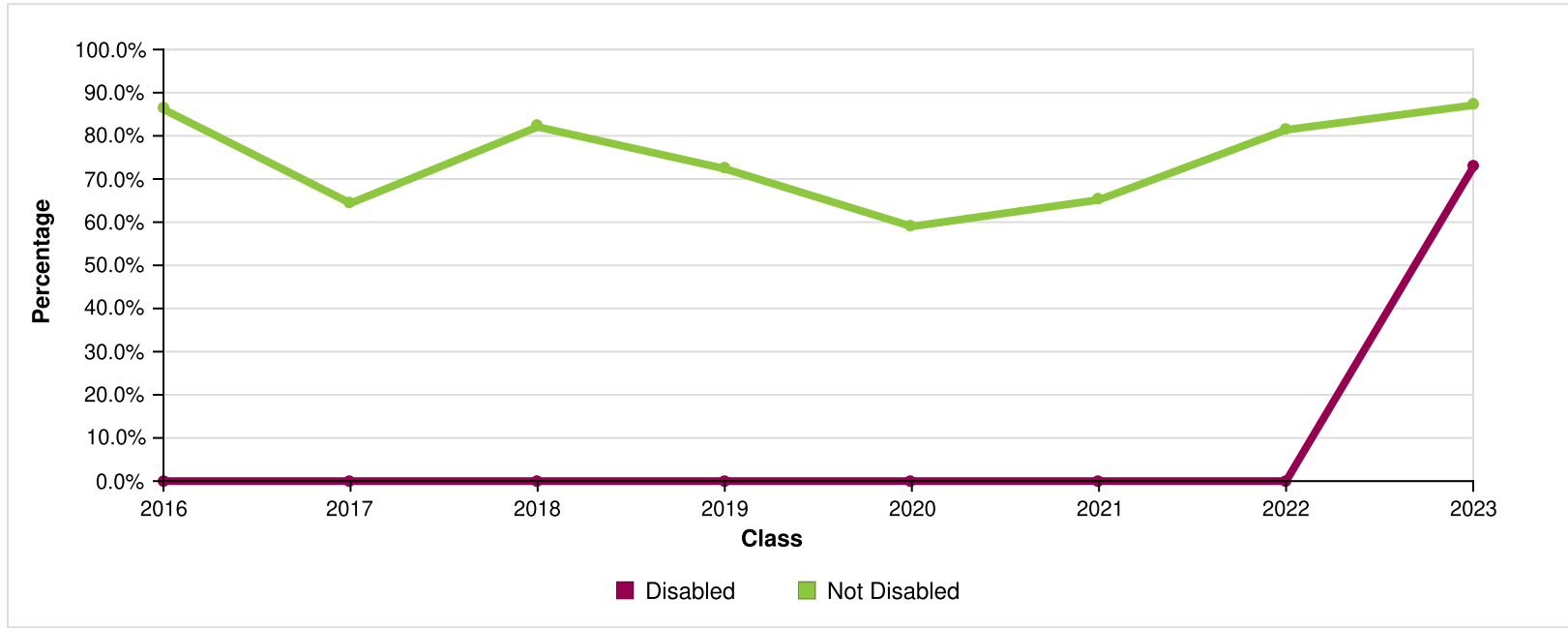
Page 11 of 31

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StudentTracker Demographics Report

Enrollment Any Time During the First Year After High School by Disability
Effective as of : August 21, 2024



	2016	2017	2018	2019	2020	2021	2022	2023
Total Number of Students in Class	67	77	110	105	107	117	95	104

Disabled	# of students in cohort	2	4	4	0	7	5	9	11
	# of students meeting outcome	*	*	*	*	*	*	*	8
	% of students meeting outcome	*	*	*	*	*	*	*	72.7%
Not Disabled	# of students in cohort	65	73	106	105	100	112	86	93
	# of students meeting outcome	56	47	87	76	59	73	70	81
	% of students meeting outcome	86.2%	64.4%	82.1%	72.4%	59.0%	65.2%	81.4%	87.1%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Oakland Charter High School

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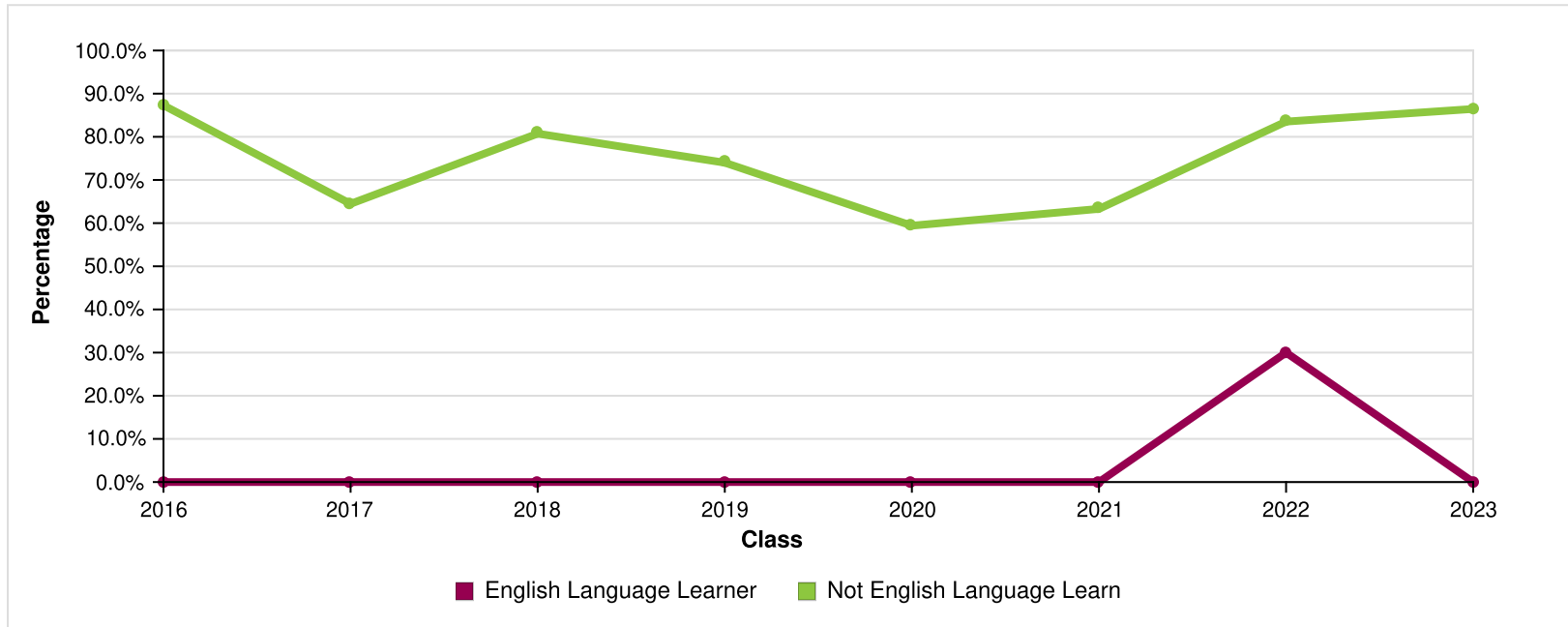
Page 12 of 31

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StudentTracker Demographics Report

Enrollment Any Time During the First Year After High School by English Language Learner
Effective as of : August 21, 2024



	2016	2017	2018	2019	2020	2021	2022	2023
Total Number of Students in Class	67	77	110	105	107	117	95	104

English Language Learner	# of students in cohort	4	1	1	5	6	8	10	8
	# of students meeting outcome	*	*	*	*	*	*	3	*
	% of students meeting outcome	*	*	*	*	*	*	30.0%	*
Not English Language Learner	# of students in cohort	63	76	109	100	101	109	85	96
	# of students meeting outcome	55	49	88	74	60	69	71	83
	% of students meeting outcome	87.3%	64.5%	80.7%	74.0%	59.4%	63.3%	83.5%	86.5%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Oakland Charter High School

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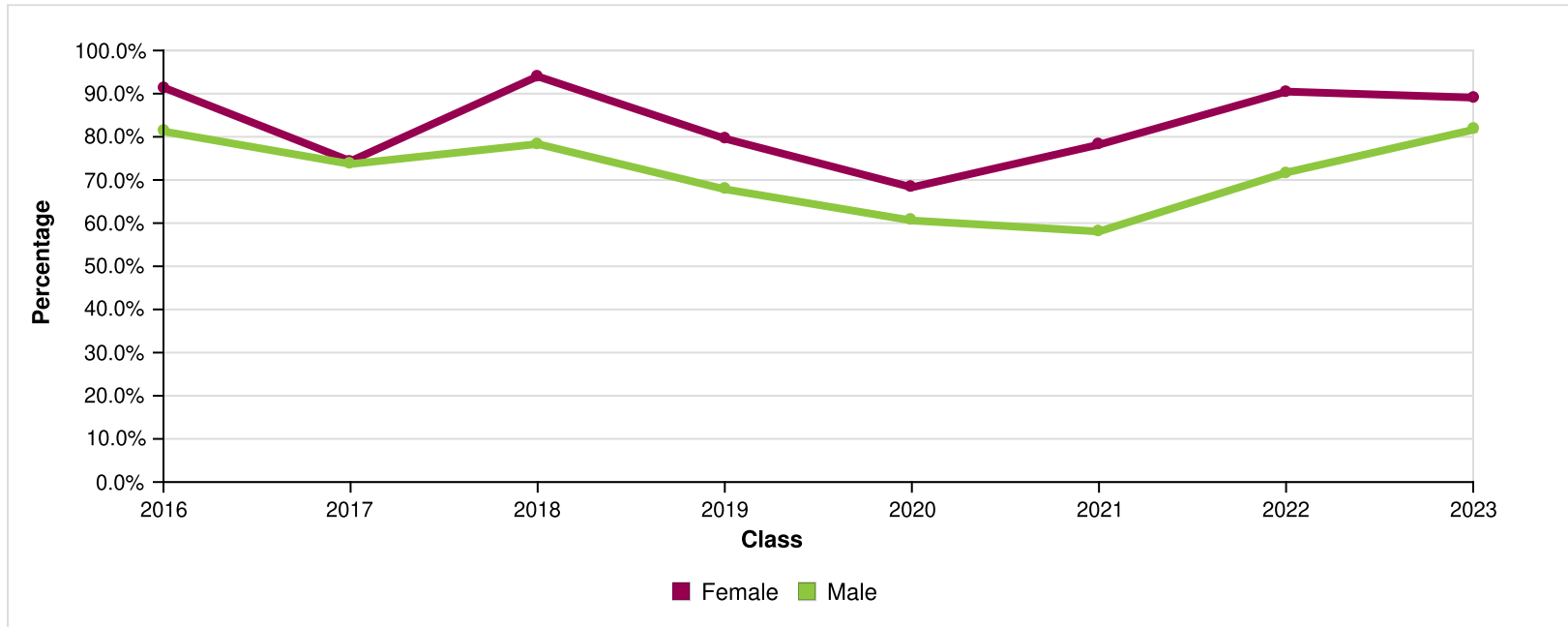
Page 13 of 31

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StudentTracker Demographics Report

Enrollment Any Time During the First Two Years After High School by Gender
Effective as of : August 21, 2024



	2016	2017	2018	2019	2020	2021	2022	2023
Total Number of Students in Class	67	77	110	105	107	117	95	104

Female	# of students in cohort	35	39	50	49	41	55	42	55
	# of students meeting outcome	32	29	47	39	28	43	38	49
	% of students meeting outcome	91.4%	74.4%	94.0%	79.6%	68.3%	78.2%	90.5%	89.1%
Male	# of students in cohort	32	38	60	56	66	62	53	49
	# of students meeting outcome	26	28	47	38	40	36	38	40
	% of students meeting outcome	81.2%	73.7%	78.3%	67.9%	60.6%	58.1%	71.7%	81.6%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Oakland Charter High School

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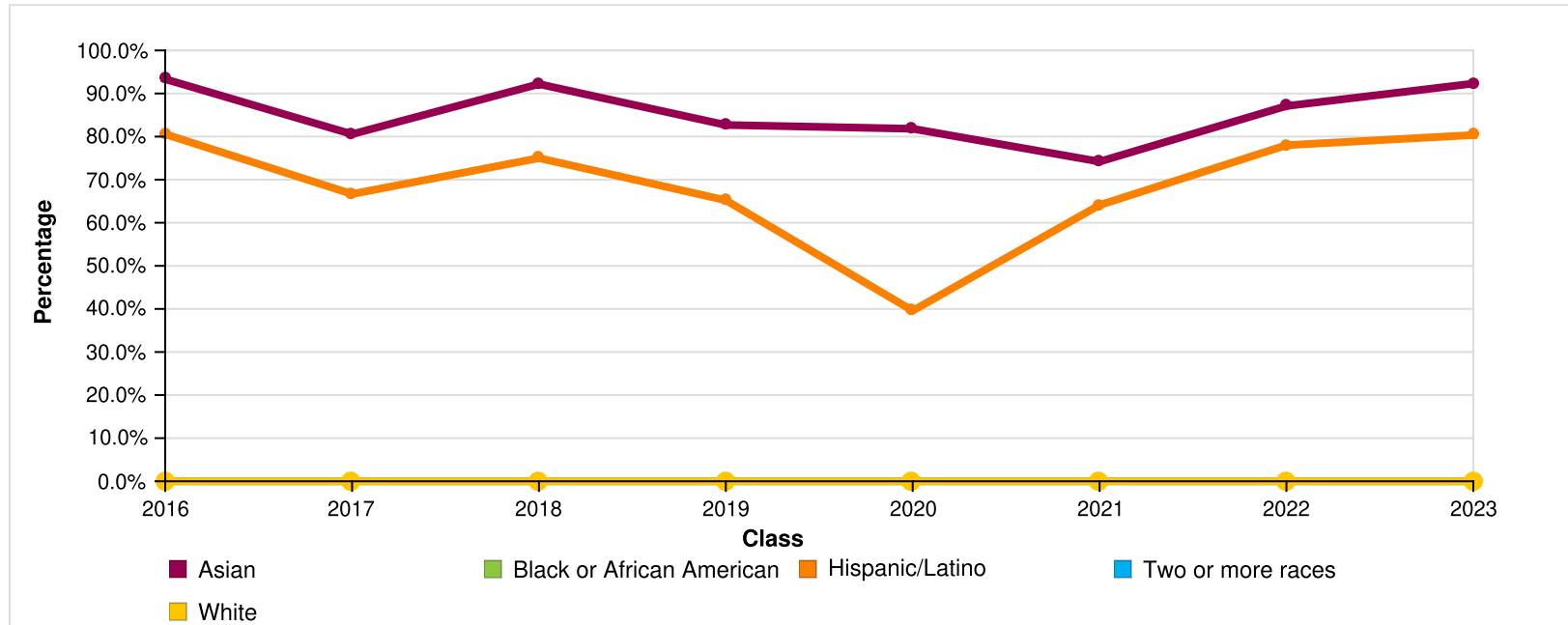
Page 14 of 31

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StudentTracker Demographics Report

Enrollment Any Time During the First Two Years After High School by Race/Ethnicity
Effective as of : August 21, 2024



	2016	2017	2018	2019	2020	2021	2022	2023
Total Number of Students in Class	67	77	110	105	107	117	95	104

Asian	# of students in cohort	30	36	64	52	55	31	31	39
	# of students meeting outcome	28	29	59	43	45	23	27	36
	% of students meeting outcome	93.3%	80.6%	92.2%	82.7%	81.8%	74.2%	87.1%	92.3%
Black or African American	# of students in cohort	1	5	5	5	3	7	7	7
	# of students meeting outcome	*	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*	*
Hispanic/Latino	# of students in cohort	36	36	40	46	48	78	50	56
	# of students meeting outcome	29	24	30	30	19	50	39	45
	% of students meeting outcome	80.6%	66.7%	75.0%	65.2%	39.6%	64.1%	78.0%	80.4%

Oakland Charter High School

Report Run Date: 08/30/2024 02:05 PM

Page 15 of 31

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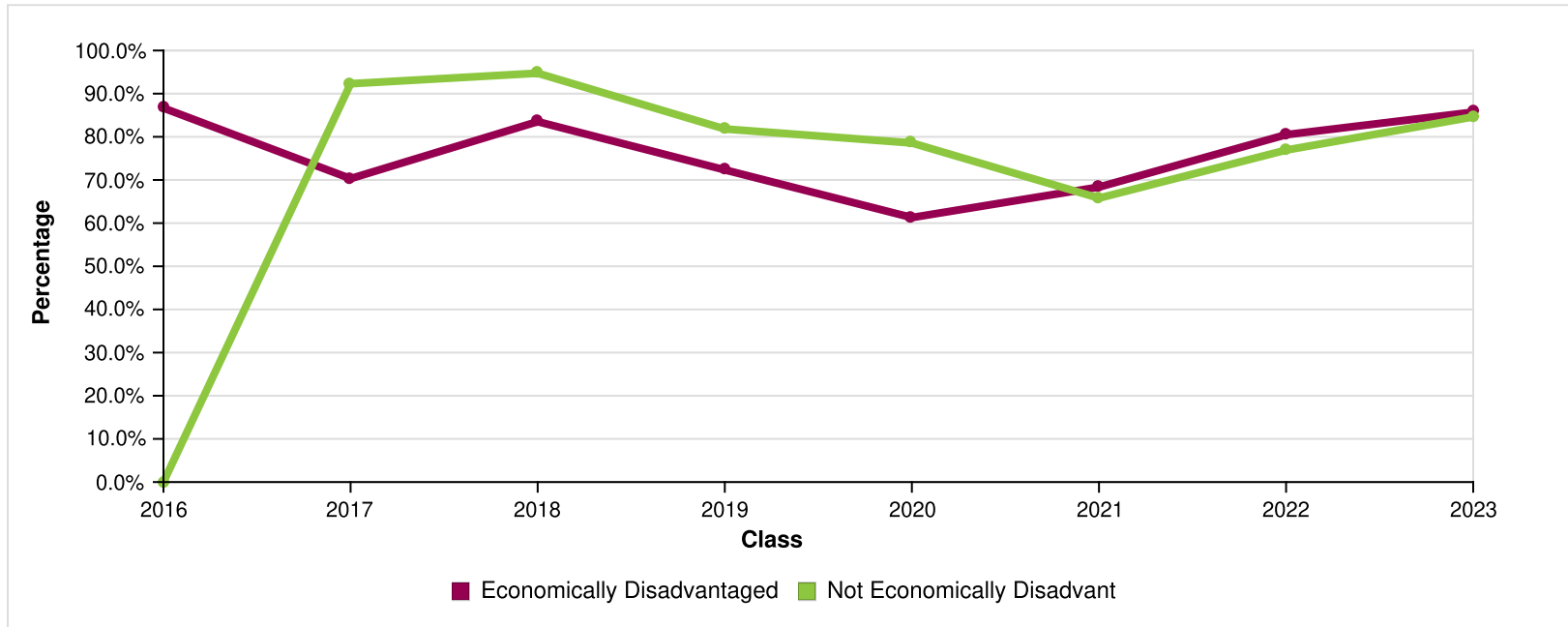
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Two or more races	# of students in cohort	0	0	0	1	0	0	0	0
	# of students meeting outcome	*	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*	*
White	# of students in cohort	0	0	1	1	1	1	7	2
	# of students meeting outcome	*	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*	*

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment Any Time During the First Two Years After High School by Economic Disadvantage
Effective as of : August 21, 2024



	2016	2017	2018	2019	2020	2021	2022	2023
Total Number of Students in Class	67	77	110	105	107	117	95	104

Economically Disadvantaged	# of students in cohort	60	64	91	94	93	79	82	91
	# of students meeting outcome	52	45	76	68	57	54	66	78
	% of students meeting outcome	86.7%	70.3%	83.5%	72.3%	61.3%	68.4%	80.5%	85.7%
Not Economically Disadvantaged	# of students in cohort	7	13	19	11	14	38	13	13
	# of students meeting outcome	*	12	18	9	11	25	10	11
	% of students meeting outcome	*	92.3%	94.7%	81.8%	78.6%	65.8%	76.9%	84.6%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Oakland Charter High School

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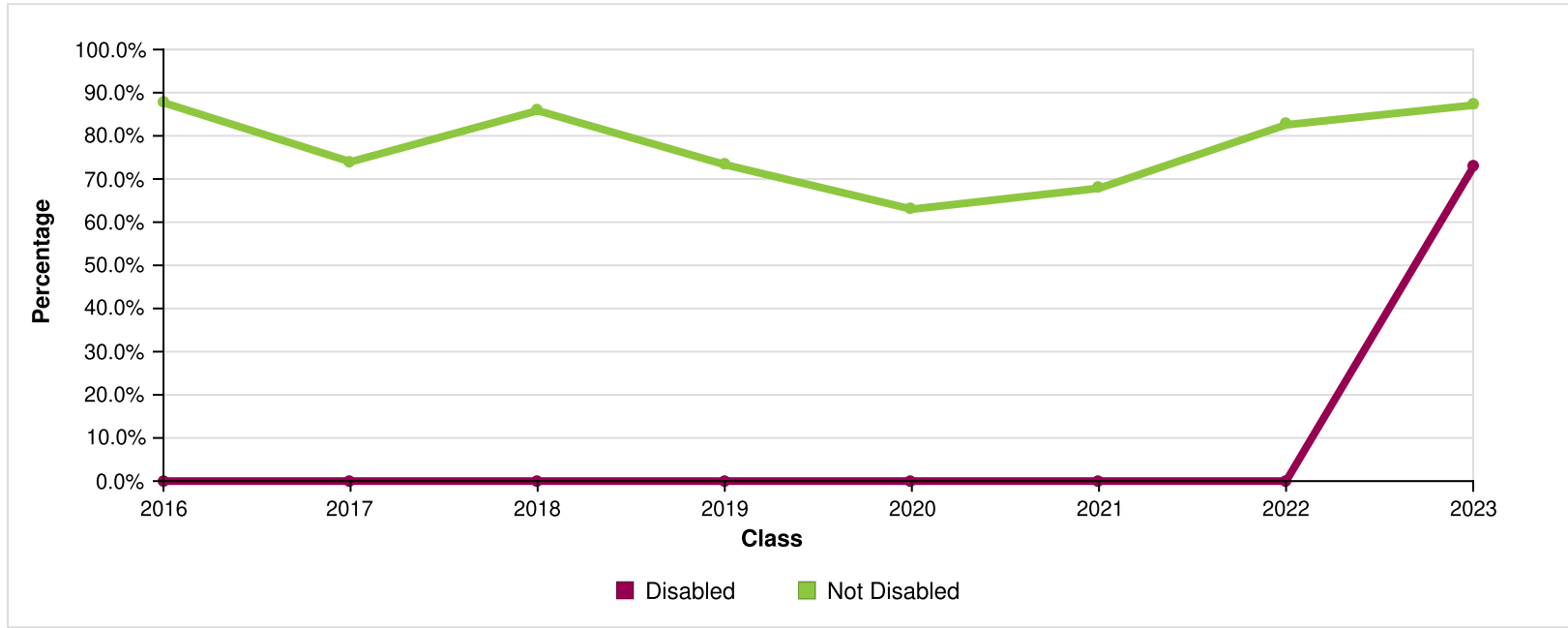
Page 17 of 31

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StudentTracker Demographics Report

Enrollment Any Time During the First Two Years After High School by Disability
Effective as of : August 21, 2024



	2016	2017	2018	2019	2020	2021	2022	2023
Total Number of Students in Class	67	77	110	105	107	117	95	104

Disabled	# of students in cohort	2	4	4	0	7	5	9	11
	# of students meeting outcome	*	*	*	*	*	*	*	8
	% of students meeting outcome	*	*	*	*	*	*	*	72.7%
Not Disabled	# of students in cohort	65	73	106	105	100	112	86	93
	# of students meeting outcome	57	54	91	77	63	76	71	81
	% of students meeting outcome	87.7%	74.0%	85.8%	73.3%	63.0%	67.9%	82.6%	87.1%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Oakland Charter High School

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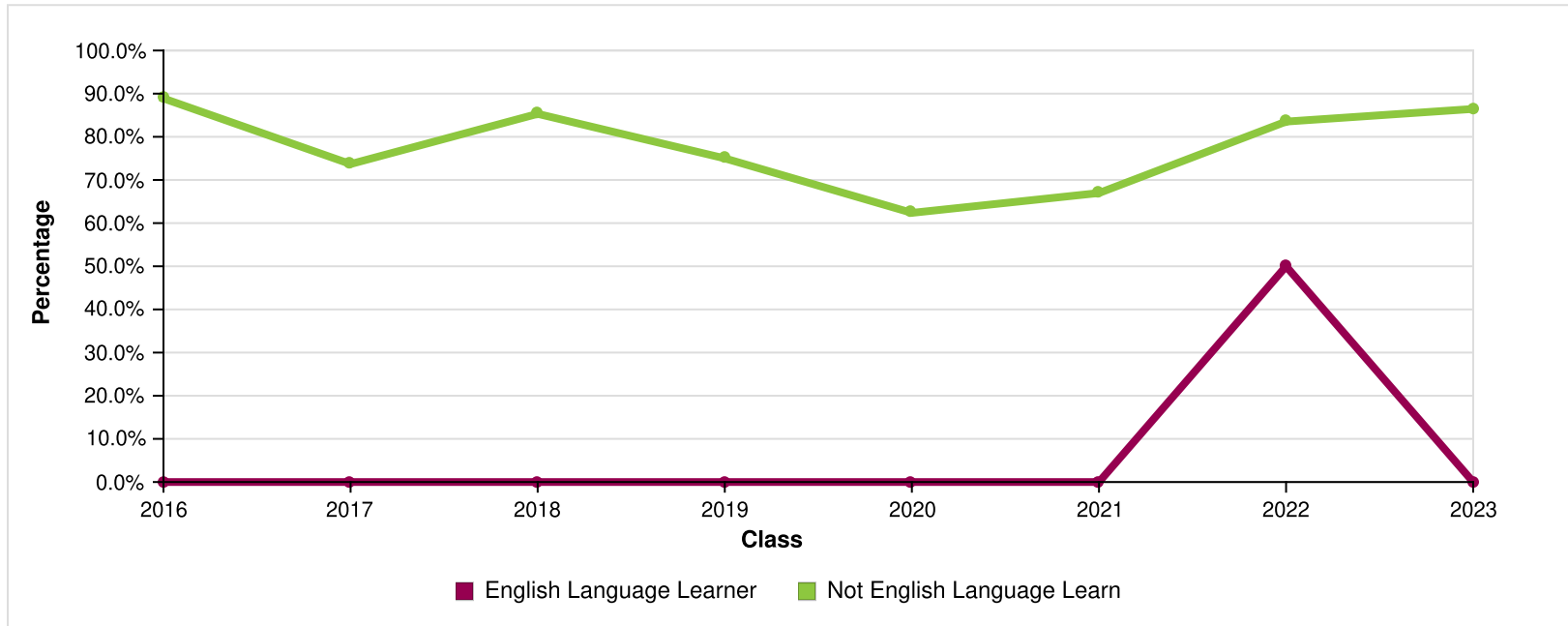
Page 18 of 31

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StudentTracker Demographics Report

Enrollment Any Time During the First Two Years After High School by English Language Learner
Effective as of : August 21, 2024



	2016	2017	2018	2019	2020	2021	2022	2023
Total Number of Students in Class	67	77	110	105	107	117	95	104

English Language Learner	# of students in cohort	4	1	1	5	6	8	10	8
	# of students meeting outcome	*	*	*	*	*	*	5	*
	% of students meeting outcome	*	*	*	*	*	*	50.0%	*
Not English Language Learner	# of students in cohort	63	76	109	100	101	109	85	96
	# of students meeting outcome	56	56	93	75	63	73	71	83
	% of students meeting outcome	88.9%	73.7%	85.3%	75.0%	62.4%	67.0%	83.5%	86.5%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Oakland Charter High School

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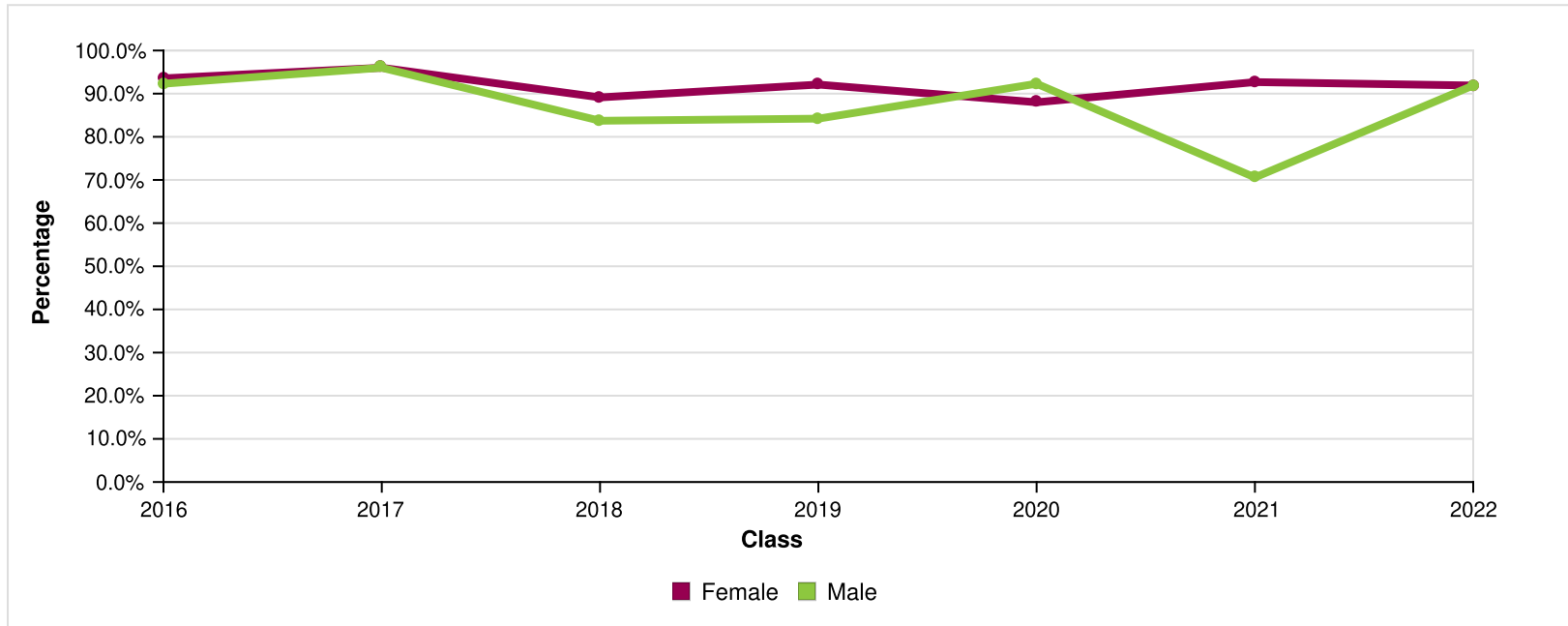
Page 19 of 31

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StudentTracker Demographics Report

Enrollment during First Year After High School Who Returned for a Second Year by Gender
Effective as of : August 21, 2024



	2016	2017	2018	2019	2020	2021	2022
Number of Students Enrolled 1st Year	57	50	89	76	64	75	74

Female	# of students in cohort	31	25	46	38	25	41	37
	# of students meeting outcome	29	24	41	35	22	38	34
	% of students meeting outcome	93.5%	96.0%	89.1%	92.1%	88.0%	92.7%	91.9%
Male	# of students in cohort	26	25	43	38	39	34	37
	# of students meeting outcome	24	24	36	32	36	24	34
	% of students meeting outcome	92.3%	96.0%	83.7%	84.2%	92.3%	70.6%	91.9%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Oakland Charter High School

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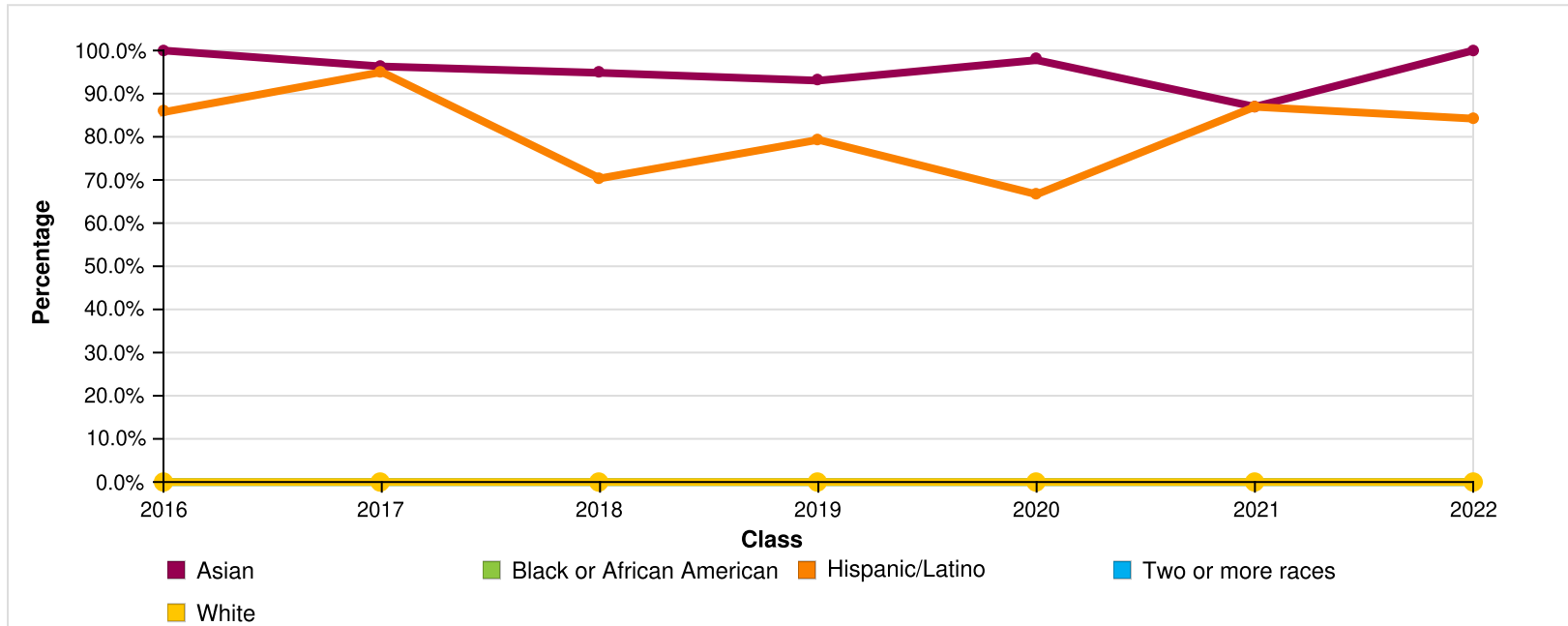
Page 20 of 31

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StudentTracker Demographics Report

Enrollment during First Year After High School Who Returned for a Second Year by Race/Ethnicity
Effective as of : August 21, 2024



	2016	2017	2018	2019	2020	2021	2022
Number of Students Enrolled 1st Year	57	50	89	76	64	75	74

Asian	# of students in cohort	28	27	58	43	45	23	27
	# of students meeting outcome	28	26	55	40	44	20	27
	% of students meeting outcome	100.0%	96.3%	94.8%	93.0%	97.8%	87.0%	100.0%
Black or African American	# of students in cohort	1	3	3	3	3	5	6
	# of students meeting outcome	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*
Hispanic/Latino	# of students in cohort	28	20	27	29	15	46	38
	# of students meeting outcome	24	19	19	23	10	40	32
	% of students meeting outcome	85.7%	95.0%	70.4%	79.3%	66.7%	87.0%	84.2%

Oakland Charter High School

Report Run Date: 08/30/2024 02:05 PM

Page 21 of 31

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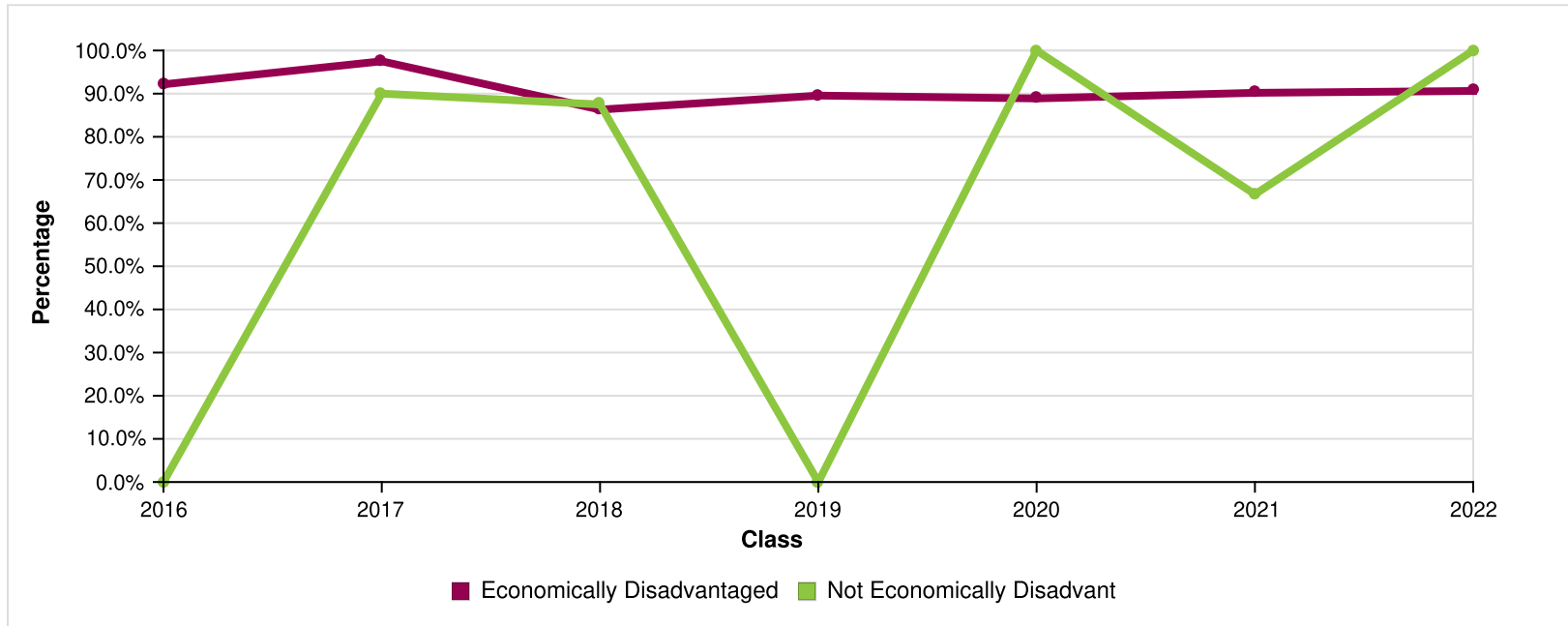
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Two or more races	# of students in cohort	0	0	0	0	0	0	0
	# of students meeting outcome	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*
White	# of students in cohort	0	0	1	1	1	1	3
	# of students meeting outcome	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment during First Year After High School Who Returned for a Second Year by Economic Disadvantage
Effective as of : August 21, 2024



	2016	2017	2018	2019	2020	2021	2022
Number of Students Enrolled 1st Year	57	50	89	76	64	75	74

Economically Disadvantaged	# of students in cohort	51	40	73	67	54	51	64
	# of students meeting outcome	47	39	63	60	48	46	58
	% of students meeting outcome	92.2%	97.5%	86.3%	89.6%	88.9%	90.2%	90.6%
Not Economically Disadvantaged	# of students in cohort	6	10	16	9	10	24	10
	# of students meeting outcome	*	9	14	*	10	16	10
	% of students meeting outcome	*	90.0%	87.5%	*	100.0%	66.7%	100.0%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Oakland Charter High School

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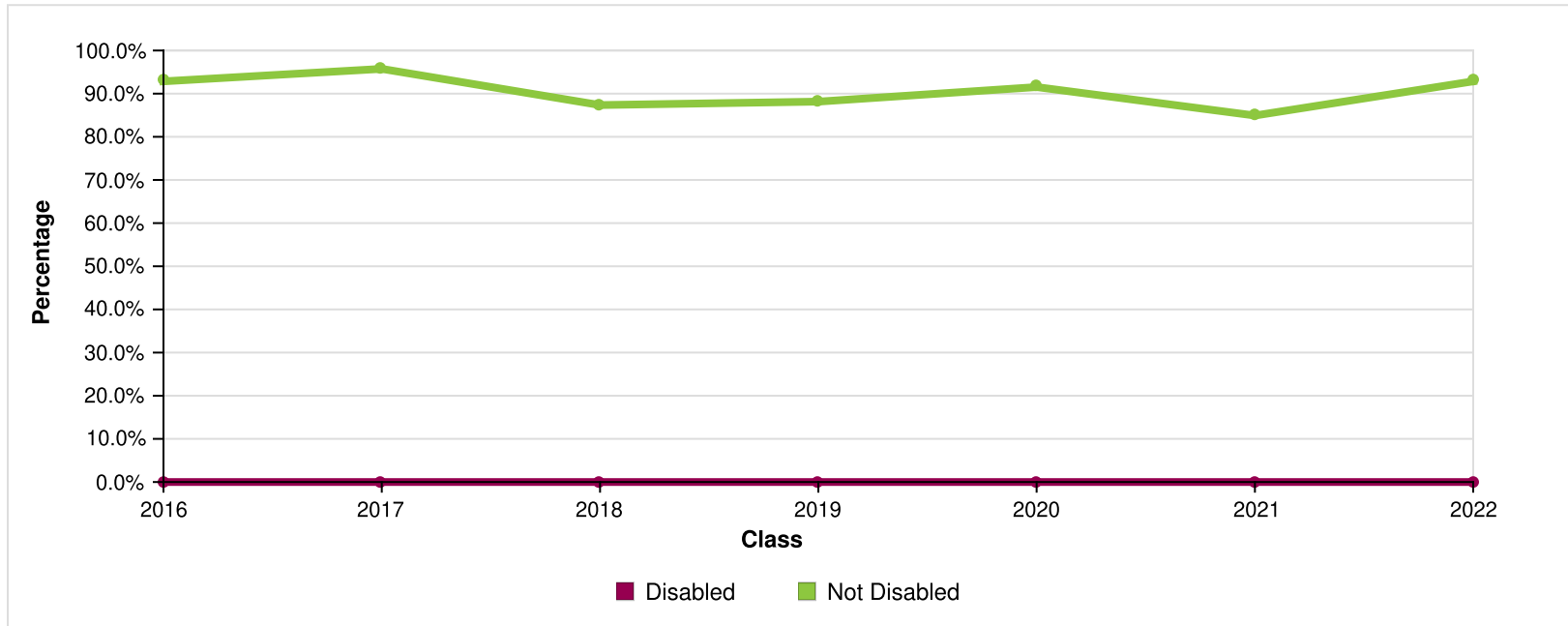
Page 23 of 31

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StudentTracker Demographics Report

Enrollment during First Year After High School Who Returned for a Second Year by Disability
Effective as of : August 21, 2024



	2016	2017	2018	2019	2020	2021	2022
Number of Students Enrolled 1st Year	57	50	89	76	64	75	74

Disabled	# of students in cohort	1	3	2	0	5	2	4
	# of students meeting outcome	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*
Not Disabled	# of students in cohort	56	47	87	76	59	73	70
	# of students meeting outcome	52	45	76	67	54	62	65
	% of students meeting outcome	92.9%	95.7%	87.4%	88.2%	91.5%	84.9%	92.9%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Oakland Charter High School

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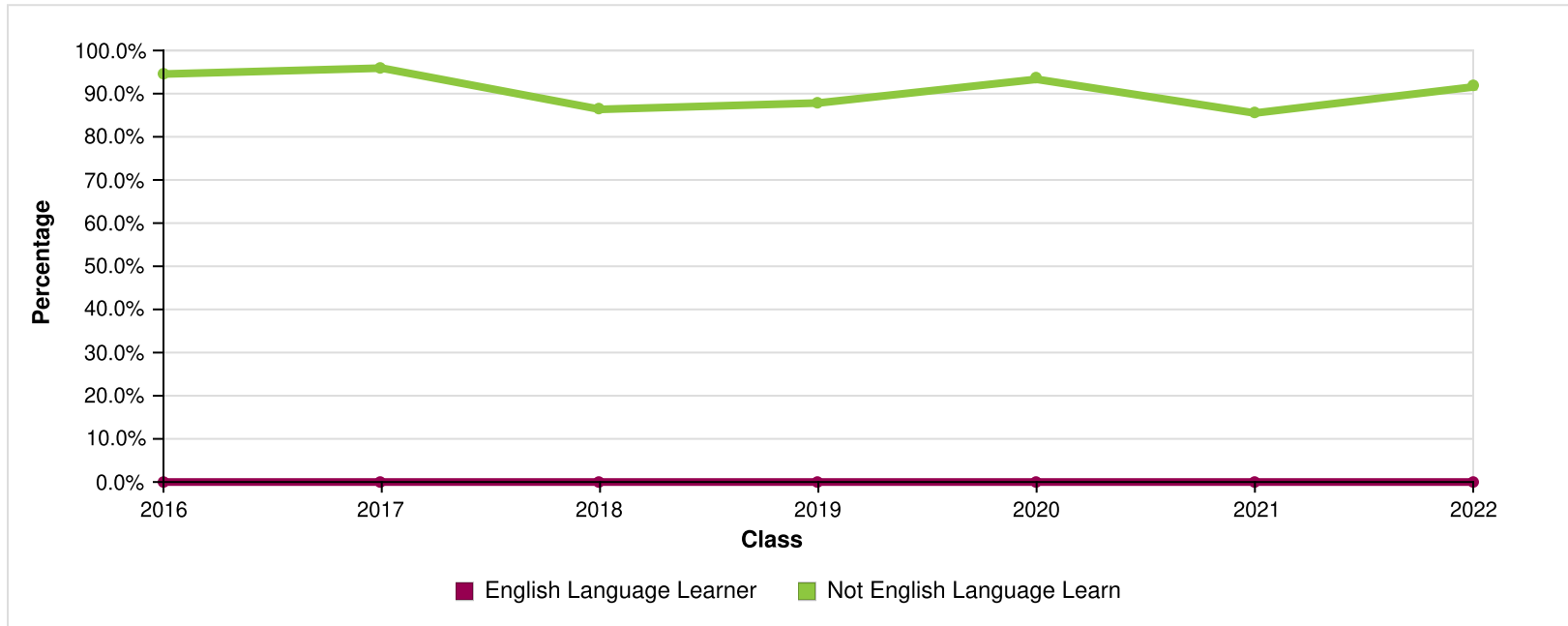
Page 24 of 31

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StudentTracker Demographics Report

Enrollment during First Year After High School Who Returned for a Second Year by English Language Learner
Effective as of : August 21, 2024



	2016	2017	2018	2019	2020	2021	2022
Number of Students Enrolled 1st Year	57	50	89	76	64	75	74

English Language Learner	# of students in cohort	2	1	1	2	4	6	3
	# of students meeting outcome	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*
Not English Language Learner	# of students in cohort	55	49	88	74	60	69	71
	# of students meeting outcome	52	47	76	65	56	59	65
	% of students meeting outcome	94.5%	95.9%	86.4%	87.8%	93.3%	85.5%	91.5%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Oakland Charter High School

Report Run Date: 08/30/2024 02:05 PM

Page 25 of 31

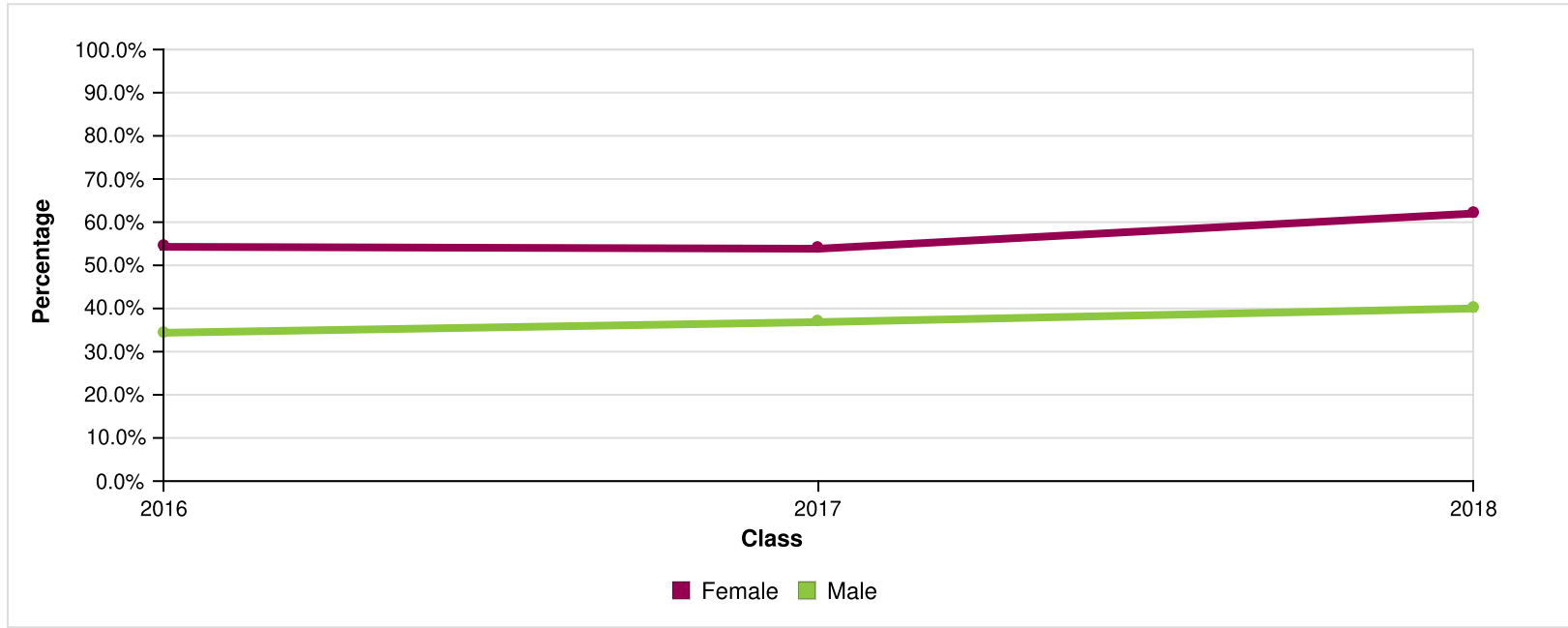
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StudentTracker Demographics Report

Students Who Have Completed a Degree Within Six Years by Gender

Effective as of : August 21, 2024



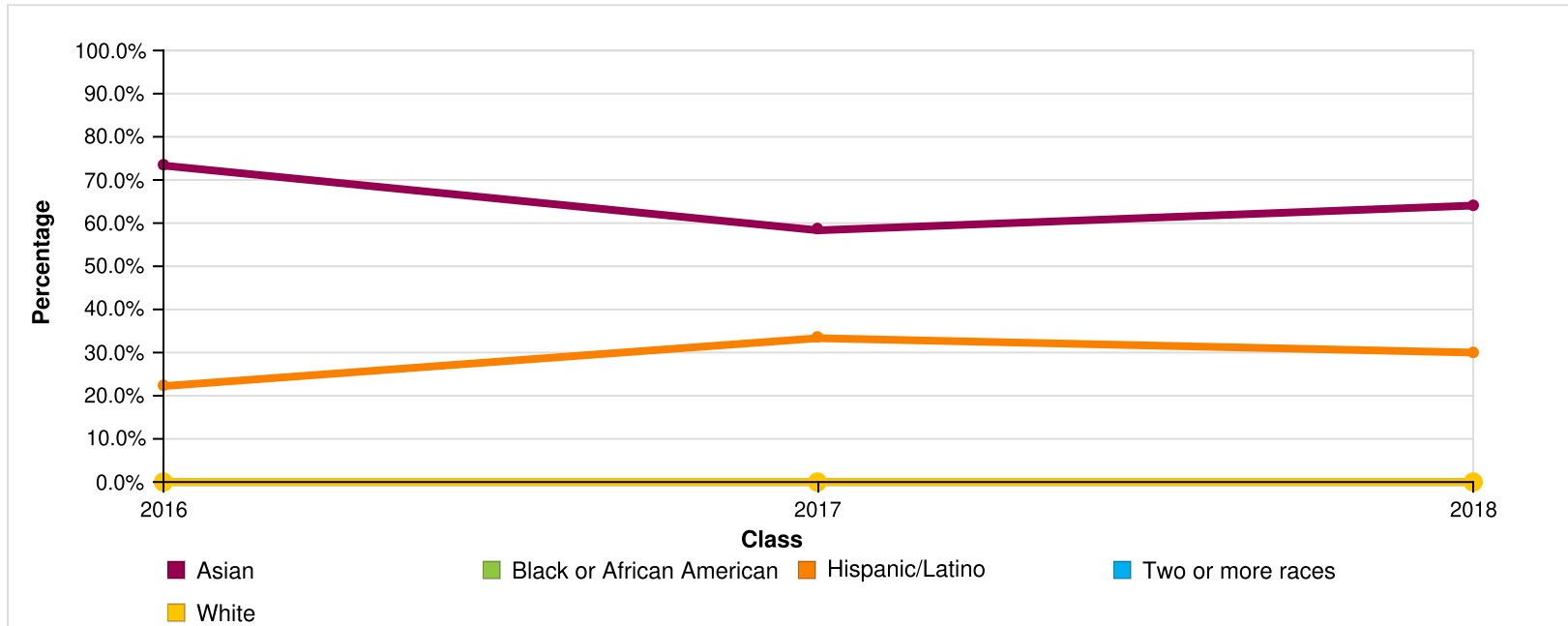
	2016	2017	2018
Total Number of Students in Class	67	77	110

Female	# of students in cohort	35	39	50
	# of students meeting outcome	19	21	31
	% of students meeting outcome	54.3%	53.8%	62.0%
Male	# of students in cohort	32	38	60
	# of students meeting outcome	11	14	24
	% of students meeting outcome	34.4%	36.8%	40.0%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Students Who Have Completed a Degree Within Six Years by Race/Ethnicity
Effective as of : August 21, 2024



	2016	2017	2018
Total Number of Students in Class	67	77	110

Asian	# of students in cohort	30	36	64
	# of students meeting outcome	22	21	41
	% of students meeting outcome	73.3%	58.3%	64.1%
Black or African American	# of students in cohort	1	5	5
	# of students meeting outcome	*	*	*
	% of students meeting outcome	*	*	*
Hispanic/Latino	# of students in cohort	36	36	40
	# of students meeting outcome	8	12	12
	% of students meeting outcome	22.2%	33.3%	30.0%

Oakland Charter High School

Report Run Date: 08/30/2024 02:05 PM

Page 27 of 31

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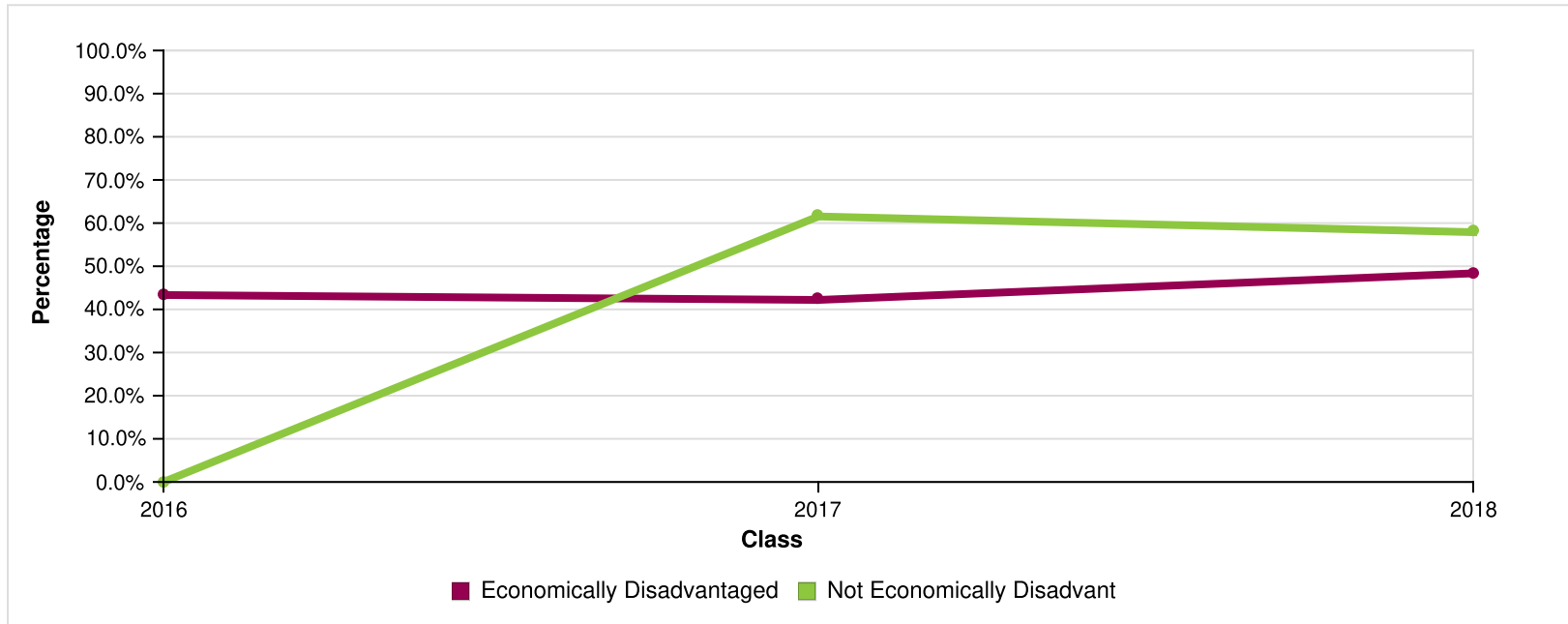
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Two or more races	# of students in cohort	0	0	0
	# of students meeting outcome	*	*	*
	% of students meeting outcome	*	*	*
White	# of students in cohort	0	0	1
	# of students meeting outcome	*	*	*
	% of students meeting outcome	*	*	*

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Students Who Have Completed a Degree Within Six Years by Economic Disadvantage
Effective as of : August 21, 2024



	2016	2017	2018
Total Number of Students in Class	67	77	110

Economically Disadvantaged	# of students in cohort	60	64	91
	# of students meeting outcome	26	27	44
	% of students meeting outcome	43.3%	42.2%	48.4%
Not Economically Disadvantaged	# of students in cohort	7	13	19
	# of students meeting outcome	*	8	11
	% of students meeting outcome	*	61.5%	57.9%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Oakland Charter High School

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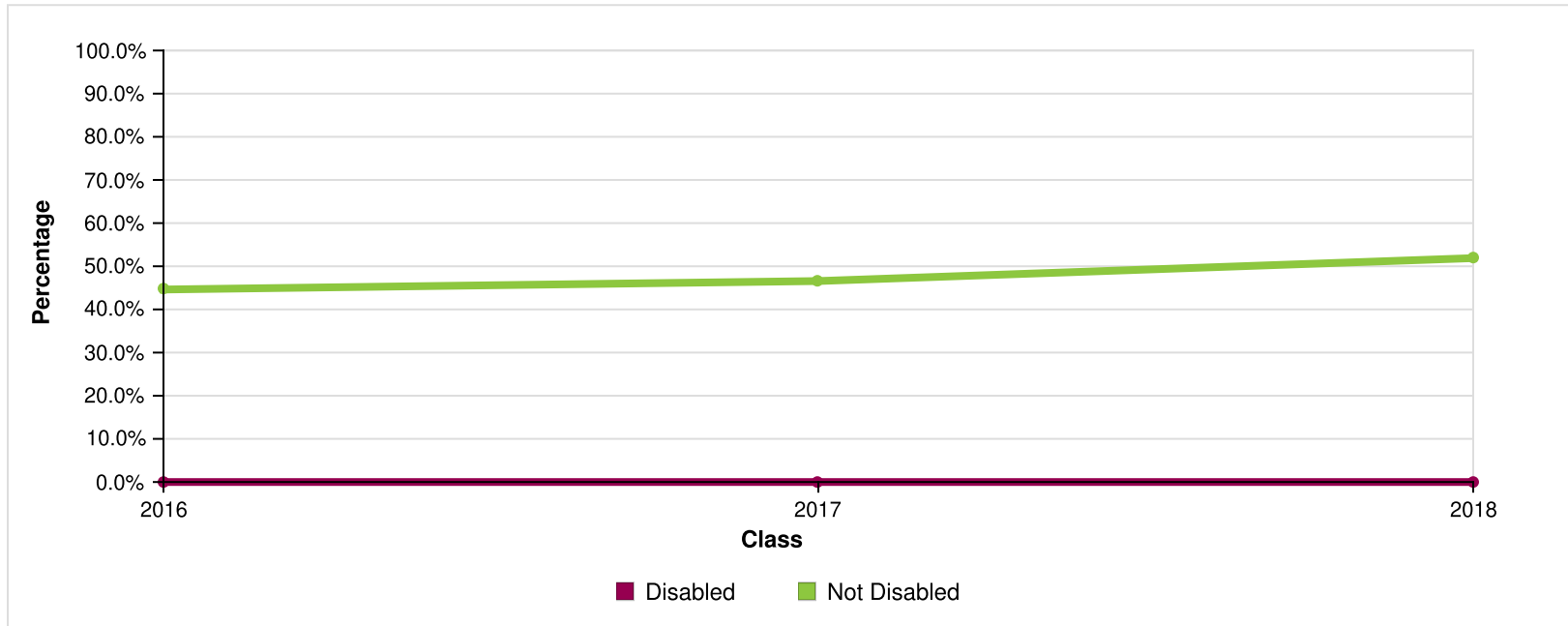
Page 29 of 31

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StudentTracker Demographics Report

Students Who Have Completed a Degree Within Six Years by Disability
Effective as of : August 21, 2024



	2016	2017	2018
Total Number of Students in Class	67	77	110

Disabled	# of students in cohort	2	4	4
	# of students meeting outcome	*	*	*
	% of students meeting outcome	*	*	*
Not Disabled	# of students in cohort	65	73	106
	# of students meeting outcome	29	34	55
	% of students meeting outcome	44.6%	46.6%	51.9%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Oakland Charter High School

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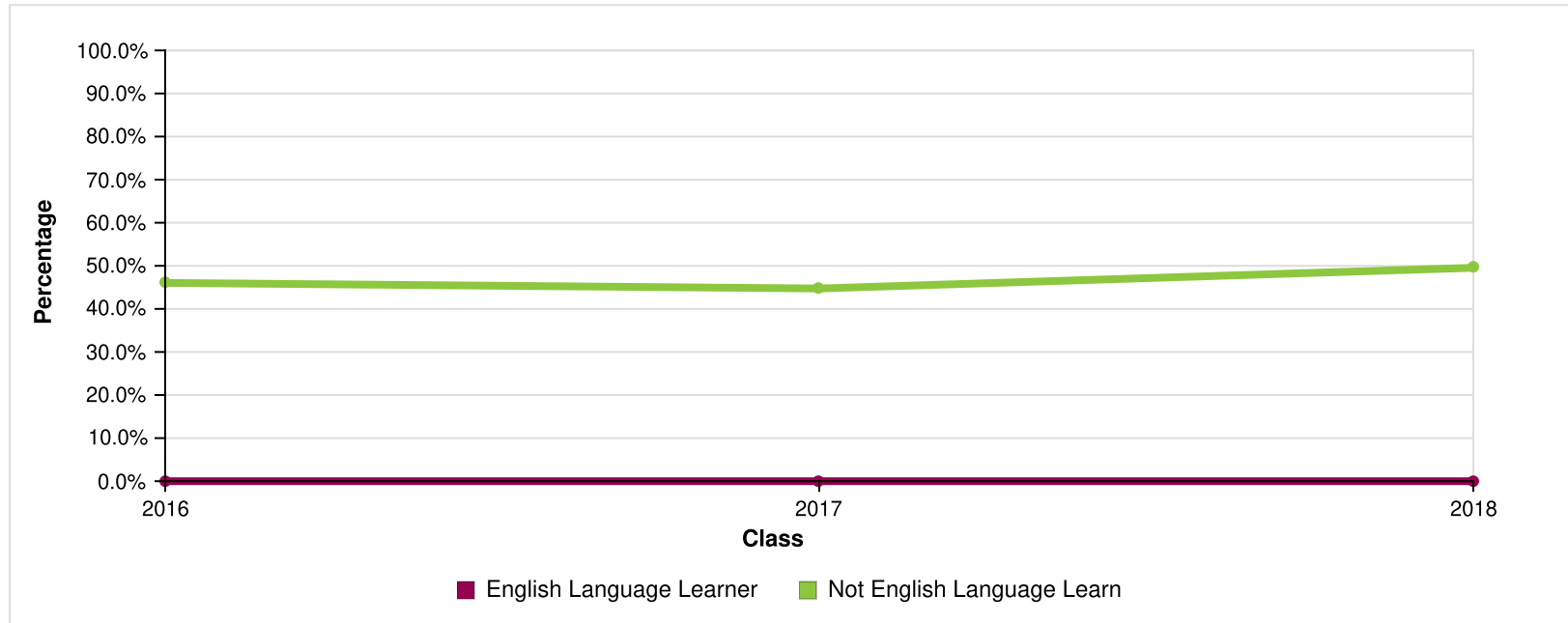
Page 30 of 31

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StudentTracker Demographics Report

Students Who Have Completed a Degree Within Six Years by English Language Learner
Effective as of : August 21, 2024



	2016	2017	2018
Total Number of Students in Class	67	77	110

English Language Learner	# of students in cohort	4	1	1
	# of students meeting outcome	*	*	*
	% of students meeting outcome	*	*	*
Not English Language Learner	# of students in cohort	63	76	109
	# of students meeting outcome	29	34	54
	% of students meeting outcome	46.0%	44.7%	49.5%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Oakland Charter High School

Report Run Date: 08/30/2024 02:05 PM

Page 31 of 31

**NATIONAL STUDENT
CLEARINGHOUSE**

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October 11, 2024

Sylvia Flores
Interim CEO
Amethod Public Schools
2101 Livingston Street
Oakland, CA 94606

Sent via Email

Re: Amethod Public Schools

To whom it may concern,

Amethod Public Schools, which includes Downtown Charter Academy, John Henry High, Oakland Charter Academy, Oakland Charter High, Richmond Charter Academy, and Richmond Charter Elementary-Benito Juarez, has been a member of the El Dorado County Charter SELPA since July 2015. Amethod Public Schools is an organizational member in good standing and has demonstrated the commitment and capacity to function as LEAs for special education services.

Please contact me if you have any questions.

Sincerely,



Ginese Quann
Executive Director

GQ:af

cc: Mary Busby, Interim Chief Academic Officer, Amethod Public Schools

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Oakland Charter High School

CDS Code: 01-61259-114868

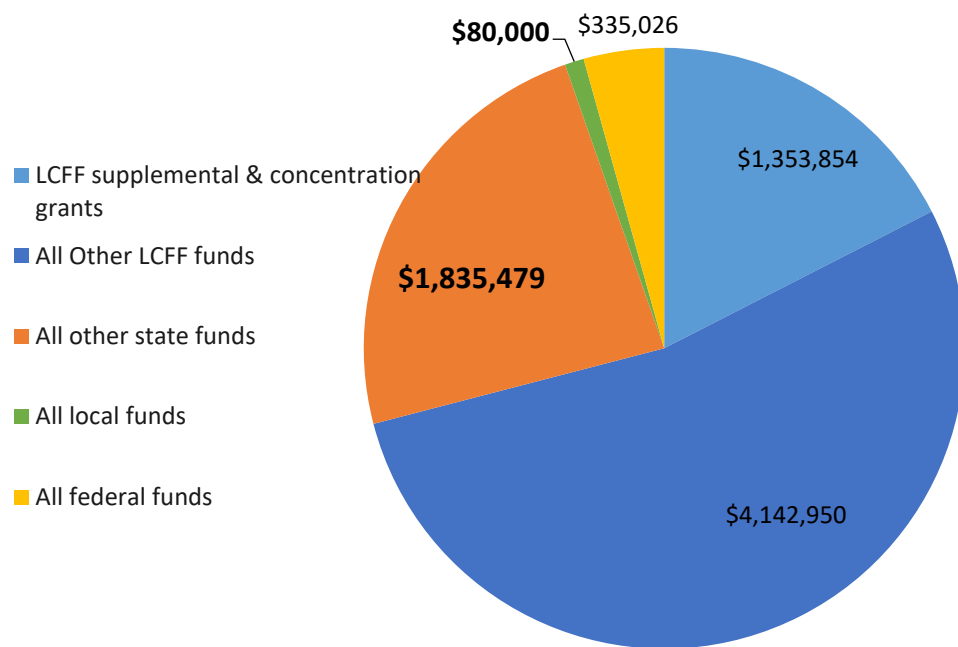
School Year: 2024-2025

LEA contact information: Jasmine Nash, jnash@amethodschools.org, 510-436-0101

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 2024-2025 School Year

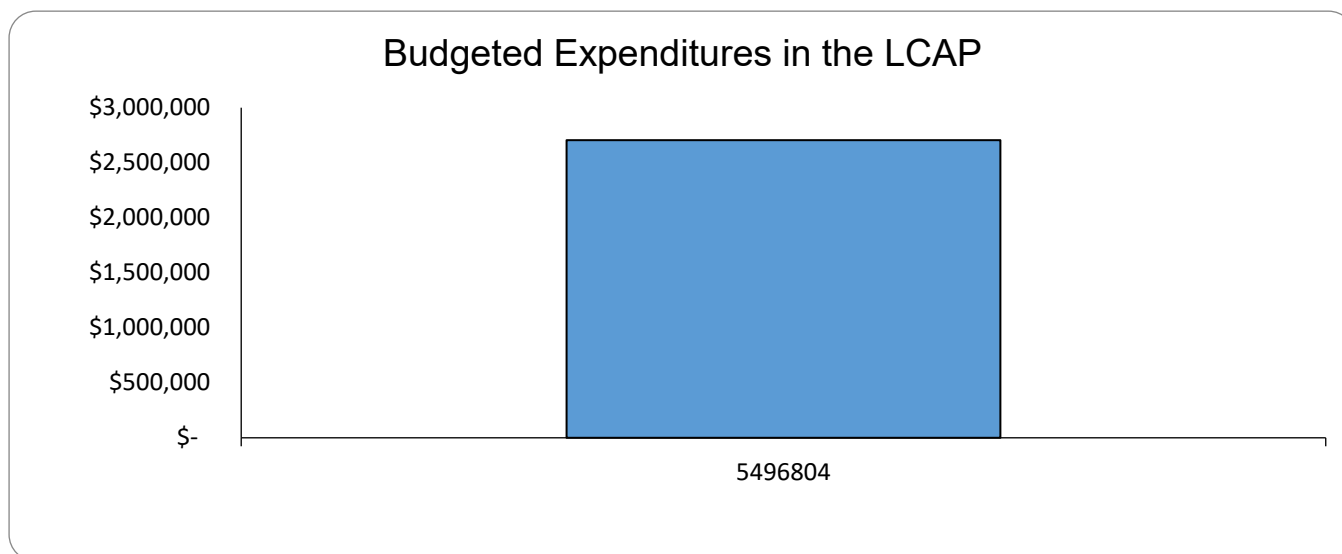
Projected Revenue by Fund Source



This chart shows the total general purpose revenue Oakland Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oakland Charter High School is \$7,747,309.00, of which \$5,496,804.00 is Local Control Funding Formula (LCFF), \$1,835,479.00 is other state funds, \$80,000.00 is local funds, and \$335,026.00 is federal funds. Of the \$5,496,804.00 in LCFF Funds, \$1,353,854.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 Oakland Charter High School plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

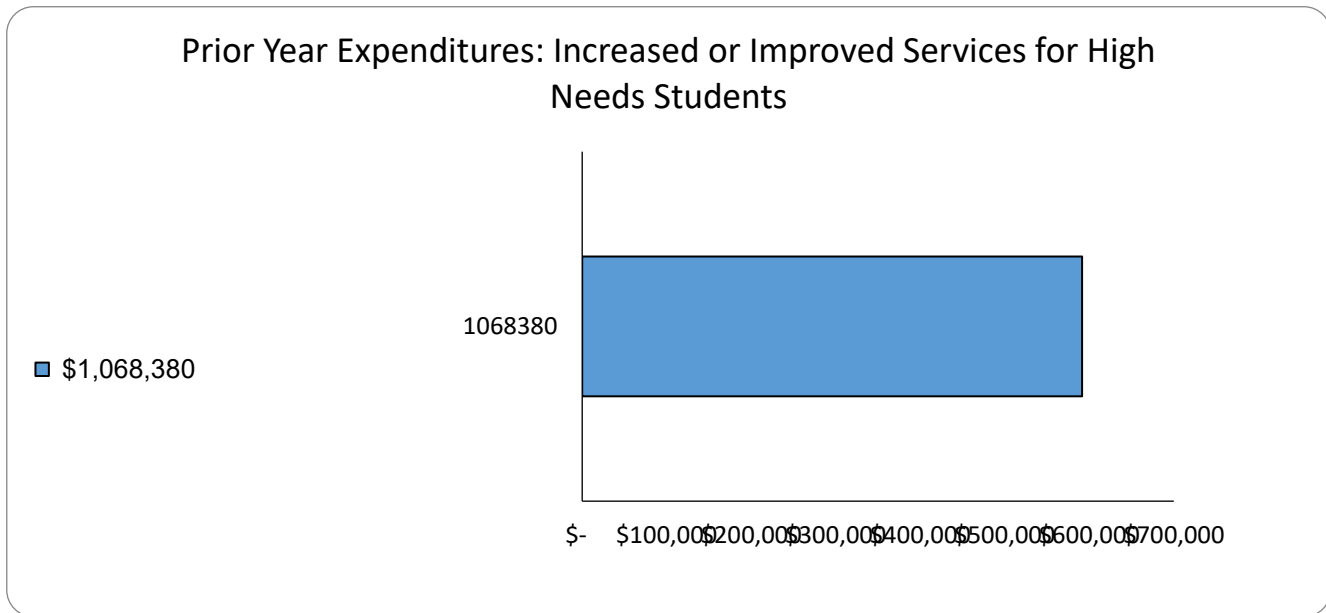
The text description of the above chart is as follows: Oakland Charter High School plans to spend \$5,496,804.00 for the 2024-2025 school year. Of that amount, \$2,704,886.53 is tied to actions/services in the LCAP and \$2,791,917.47 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Some of the General Fund Budget Expenditures for next year that are not described in the LCAP include: rent for facilities, vendors and staff that are not directly tied to actions in the LCAP, expenditures put towards the school's 5% reserves, and the fund balance.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Oakland Charter High School is projecting it will receive \$1,353,854.00 based on the enrollment of foster youth, English learner, and low-income students. Oakland Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Oakland Charter High School plans to spend \$1,466,794.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-2024



This chart compares what Oakland Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Oakland Charter High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-2024, Oakland Charter High School's LCAP budgeted \$591,500.00 for planned actions to increase or improve services for high needs students. Oakland Charter High School actually spent \$1,068,380.00 for actions to increase or improve services for high needs students in 2023-2024.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Charter High School	Jasmine Nash, Site Director	jnash@amethodschools.org , 510-436-0101

Goals and Actions

Goal 1

Goal 1	Description
1	Provide High Quality Curriculum, Assessment, and Intervention Systems that Promote College and Career Readiness and the Acquisition of 21st Century Skills.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCSS Aligned Instructional Materials	2020-2021: 100% of applicable courses with CCSS/ NGSS aligned Instructional Materials were published within the past 10 years	2021-2022: 100% of applicable courses with CCSS/ NGSS aligned Instructional Materials were published within the past 10 years	2022-2023: 100% of applicable courses with CCSS/ NGSS aligned Instructional Materials were published within the past 10 years	2023–2024 TBD Summer 2024	100% of applicable courses with CCSS/ NGSS aligned Instructional Materials published within the past 10 years
Percentage of students participating in advanced placement exams achieving a score of “3” or higher	2019-2020 52% of students who took an advanced placement exam received a score of “3” or higher	2020-2021 33% of students who took an advanced placement exam received a score of “3” or higher	2021-2022 38% of students who took an advanced placement exam received a score of “3” or higher	2022-2023 33% of students who took an advanced placement exam received a score of “3” or higher	60% of students who take an advanced placement exam receive a score of “3” or higher
Percent of EL students making progress toward proficiency as measured by the CA School Dashboard	2019-2020 Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard	2020-2021 There is no data available for this report per 2022 CA School Dashboard	2021-2022 46.3% (High ranking) of English Learners making progress toward English proficiency as reported on the 2022 CA School Dashboard	2022-2023 37.6% of English Learners making progress toward English proficiency as reported on the 2023 CA School Dashboard	Increase to 65% (Very High Ranking) of English Learners making progress toward English proficiency as measured by the CA School Dashboard
Percent of EL students reclassifying each year	2020-2021 Reclassification Rate: 22.3%	2021-2022 Reclassification Rate: -----	2022-2023 Reclassification Rate: 8.26%	2023–2024 TBD Summer 2025	At least 25% reclassification rate
Percent of students maintaining proficiency or moving up at least 1 quintile, as measured through NWEA’s MAP	2020-2021 Math: 51.9% Reading: 42.3%	2021-2022 Math: ----- Reading: -----	2022-2023 Math: 35% Reading: 28%	2023–2024 TBD Summer 2024	At least 70% for each subject
College and Career Indicator as measured by the CA School Dashboard	2019 CA School Dashboard: All Students: 65% Prepared Hispanic: 50% FRL: 60% Asian: 80% EL: 40%	2020-2021 CCI: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard per 2021 CA School Dashboard	2021-2022 CCI: Not Reported In 2022 per 2022 CA School Dashboard	2022-2023 CCI: All Students - 62.3% Asian - 83.8% Hispanic - 55.6% SED - 62.6%	At least 60% of student identified as Prepared for College and Career as identified by the CA School Dashboard
A-G completion as a percentage	2019-2020 98% of graduating seniors have met A-G requirements	2020-2021 97% of graduating seniors have met A-G requirements	2022-2023 97% of graduating seniors have met A-G requirements	2023–2024 TBD Summer 2024	95% of graduating seniors will have completed all A-G requirements

Implementation of CCSS/NGSS curriculum	100% of courses are using CCSS/NGSS aligned curriculum	100% of courses are using CCSS/NGSS aligned curriculum	100% of courses are using CCSS/NGSS aligned curriculum	100% of courses are using CCSS/NGSS aligned curriculum	Maintain 100% of courses using CCSS/ NGSS aligned curriculum
SBAC ELA Meeting or Exceeding the State Standard	2019-2020 Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard per 2021 CA School Dashboard	2020-2021 53.06% Meeting or Exceeding the State Standard	2021-2022 67.59% Meeting or Exceeding the State Standard	2022-2023 46.39% Meeting or Exceeding the State Standard	60% or more proficient
SBAC Math Meeting or Exceeding the State Standard	2019-2020 Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard per 2021 CA School Dashboard	2020-2021 8.33% Meeting or Exceeding the State Standard	2021-2022 8.96% Meeting or Exceeding the State Standard	2022-2023 25.77% Meeting or Exceeding the State Standard	40% or more proficient

Goal 1 Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actual implementation of the actions within Goal 1 closely matched the plan. OCHS implements intensive professional development utilized by faculty and staff for curriculum design, data analysis, student and parent engagement, and technology resources. As a result, teachers use assessment data within the framework of the professional learning communities to drive their instruction and interventions. Campus administration is responsible for meeting implementation goals based on performance reports.

Targeted intervention has occurred through small group and individual instruction based on performance indicators and ability within class lessons and activities. In lesson planning templates, there is a section on how the lesson can be delivered utilizing small groups, and teachers must explain how they give differentiated instruction. Teachers hold office hours weekly after school for students to receive personalized instruction.

The school continues to focus on improving SBAC and ELPAC results as professional development is consistently provided in Advanced Placement instruction and student academic progress. Formative/summative assessments drive instructional planning necessary to increase student achievement and performance. Common Core State Standards are used to develop pacing guides for core content departments and EL Core Standards. This allowed teachers to provide daily feedback to students and communicate results to parents/guardians.

We implemented technology updates in all classrooms to increase students' ability to experience real-world applications within lessons. Our 1:1 student-technology programs enable students to explore and research content beyond the school setting and increase progress monitoring measures by teachers for scaffolding, intervention monitoring, and goal setting.

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.

Due to a misunderstanding of the instructions for last year's LCAP Action Tables, some of the budgeted expenditures from last year's approved LCAP did not accurately reflect the actual planned expenditures at the school site during the 2023-24 school year. In some cases the amount budgeted was too low, resulting in the school's actual expenditures (provided in this Annual Update) to appear much higher than the budgeted. However, they are in line with the amount received from the state and reflect the actual expenses at the school site.

This is resulting in carryover for the upcoming 24-25 school year, but we have corrected the mistake for future years. We have developed the planned expenditures for the 2024-25 school year with a much better understanding of the Action Tables instructions and they describe the school's planned expenditures in a much clearer way, including marking the appropriate actions as "contributing."

This goal's planned, budgeted expenditures align with the actual expenditures with the exception of staff salaries. The original planned expenditure budget did not include funds spent on staff salaries (such as paraprofessionals or teachers) for Actions 1.3 and 1.6. The estimated actuals include this information. Decreased enrollment and/or changes in state funding account for non-material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, the actions were partially effective in making progress towards the goal. We met our goals for providing standards-aligned materials, CCI, and A-G graduation rate. We faced challenges in achieving our desired academic outcomes and EL metrics. The primary activity to address academic progress for students is professional development. OCHS hosts professional development every Friday for staff focused on academic rigor and the use of supplemental materials and programs to support the Common Core implementation. Academic rigor is not limited to standards-aligned lessons and assessments; it includes differentiated instruction, DOK levels, higher-order questioning techniques, and mastery of academic vocabulary. Additionally, it is closely aligned with Advanced Placement Professional Development and classroom standards. The overall effectiveness of these actions/services will increase instructional time, streamline lesson planning, and support campus data-driven collaborations. Oakland Unified SELPA providers ensure compliance in holding all IEPs on time and hold teachers accountable for submitting present levels data for each IEP, SST/MTSS, or Section 504 Plan meeting. Throughout the SST/MTSS, the Intervention plan, progress monitoring, and special education referral process allow information to be shared and stored more efficiently. District staff works with staff assisting in modifying lessons for special education students and proceeding with teaching and the curriculum accordingly.

The English Learner reclassification rate went down in Year 3 because there was inconsistent student participation in English Language Development courses. OCHS is seeking ways to provide English Learners more targeted supports and will provide parents with information through meetings including ELAC.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In response to our decreased English learner reclassification rate, OCHS has added a paraprofessional to support English Learner students in small group instruction and one-on-one support. In response to our decreased SBAC math scores, we are working on securing additional professional development opportunities for Math and Science Teachers addressing immediate intervention strategies for students not achieving mastery and we have contracted with IXL as a supplemental program to increase student mastery on targeted 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.

Goal 2

Goal 2	Description
2	Hire and retain a High-Quality Teaching Staff who are developed, supported and cultivate a shared sense of community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Instructional staff retention from previous school year	95% of teachers retained from 19-20 to 20-21	70% of teachers retained from 20-21 to 21-22	40% of teachers retained from 21-22 to 22-23	59% of teachers retained from 22-23 to 23-24	At least 75% retention from the previous year
Quantity and retention of paraprofessionals	Paraprofessionals, 70% retention from previous years	Paraprofessionals, 80% retention from previous year	Paraprofessionals, 90% retention from previous year	2023-2024 TBD Fall 2023	At least 75% retention from the previous year
Staff expressing satisfaction with professional support and development	2020-2021 98% of staff expressed satisfaction with professional support and development	2021-2022 78% of staff expressed satisfaction with professional support and development	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	At least 90% report being “satisfied” or “very satisfied” with the scope and depth of provided professional development and support
Teacher credentials	2020-2021 SARC: 90 % Fully credentialed	2021-2022 SARC: 90 % Fully credentialed	2022-2023 SARC: 70.35% Fully credentialed	2023-2024 SARC: TBD Summer 2024	100% of teachers considered fully credentialed, as reported on SARC
Teacher Sense of Safety and School Connectedness as a Percentage	2020-2021 98% of staff report feeling safe from harm while at school and 96% of staff report that they work in a cooperative and team-oriented environment	2021-2022 85% of staff report feeling safe from harm while at school and 80% of staff report that they work in a cooperative and team-oriented environment	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	At least 90% report feeling safe and at least 85% report feeling a sense of belonging

Goal 2 Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The school did not experience any substantive differences in the planned actions and actual implementation of the actions for this goal. We are using Ed-Join, Linked In, Indeed and other hiring platforms to increase our networking program to attract prospective employees to apply for different positions. Highly Qualified Teachers (HQT) teacher interviews ensure that teachers are fully credentialed and experts in their content. Professional development occurs throughout the year through content-specific training, workshops, and meetings to improve instruction and elevate lesson creativity. To ensure that all staff continue to grow, OCHS offered Leader In Me training to build staff's leadership, culture, and academic instructional skills.

Our Family, Student, and Teacher (FST)/ELAC meetings provide parents/guardians opportunities to give input and stay informed regarding the school's English Learner program and services. Teachers are provided professional development to support language and academic support, as determined by ELPAC proficiency, and standardized and formative assessment results are enrolled in English Language Development (ELD) courses. The ELD program offers intensive English language reading, comprehension, listening, speaking, and writing instruction to prepare for the upcoming ELPAC examination. Continuous training is provided on ELPAC, and we have revised our Lesson Plan template to reflect how these students are supported in the classroom to ensure student success.

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.

The planned, budgeted expenditures mirror the actual expenditures for this goal. Decreased enrollment and/or changes in state funding would account for non-material differences. The original planned expenditure budget did not include funds spent on staff salaries to support Action 2.3, however the estimated actuals include this information.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, the school had some success in meeting this goal and some of the actions proved to be effective. The school was consistently successful in retaining paraprofessional staff, although we did not meet our teacher retention desired outcome. Given the turnover of leadership to a new school director, the former school director did not administer surveys in their last year of leading the school. The new school director is building strong relationships with all staff and is implementing a new survey for teacher satisfaction and teacher engagement that will be administered moving forward.

However, we have a lot of confidence in the actions that we are using to attract and retain High-Quality Teachers for the future. We are using Teacher Recruitment Fairs and a High-Quality Interview Process because we had a high number of teachers leave from 2021-2022, and from 2022-2023 we are still looking to recruit Highly Teacher applicants.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In response to our continued need for high-quality teacher applicants, we plan to conduct more on the ground teacher recruitment efforts. We will host a job fair for potential teachers. We will also build partnerships with local teacher training programs to recruit graduates. We will also explore using educational certification services for creative pathways to teacher credentialing.

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.

Goal 3

Goal 3	Description
3	Create an engaged parent community that is invested in and connected to the school culture and academic program.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation of families at events and/or meetings throughout the school year	2020-2021 85% of families have participated in an event and/or meeting at least once this year	2021-2022 70% of families have participated in an event and/or meeting at least once this year	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	100% of families participate in at least one event and/or meeting throughout the year
Parents/ guardians responding to annual YouthTruth survey	2020-2021 60% of parents responded to annual YouthTruth survey	2021-2022 40% of parents responded to annual YouthTruth survey	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	70% of parents/ guardians responding to annual YouthTruth survey
Parents reporting that they feel valued by the school	2020-2021 85% of families who responded to survey reported that they feel valued by the school	2021-2022 74% of families who responded to survey reported that they feel valued by the school	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	90% of families reporting that they feel valued by the school
Rate of families reporting that they feel empowered to play a role in decision-making at the school	2020-2021 82% of parents who responded to survey reported that they feel empowered to play a role in decision-making at the school	2021-2022 71% of parents who responded to survey reported that they feel empowered to play a role in decision-making at the school	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	80% of parents reporting that they feel empowered to play a role in decision-making at the school
Parents sense of representation and involvement in parent/family groups such as FST, ELAC, and other committees	2020-2021 85% of families who responded to survey reported that they feel represented by parent/family groups such as the FST, ELAC, and other committees	2021-2022 74% of families who responded to survey reported that they feel represented by parent/family groups such as the FST, ELAC, and other committees	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	95% of families reporting that they feel represented by parent/family groups such as the FST, ELAC, and other committees
Percentage of families feeling safe and a sense of school connectedness	2020-2021 82% of families who responded to survey said that their child’s learning environment is safe 75% of parents who responded to survey reported that they feel engaged with the school	2021-2022 71% of families who responded to survey said that their child’s learning environment is safe 62% of parents who responded to survey reported that they feel engaged with the school	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	95% of families responding that their child’s learning environment is safe 90% of parents responding that they feel engaged with the school

Goal 3 Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actual implementation of the actions within Goal 3 closely matched the plan. Oakland Charter High School, in combination with families and the community, has committed to meaningful partnerships that enhance student achievement, necessary to become successful members of society. Oakland Charter High School created a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation to support developing leadership at all levels. Family, Staff, and Teacher meetings have been held online and in person. Parent Square, our district-wide communication system, continues to be a powerful tool, with families reporting easy access to information through the portal.

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.

This goal's planned, budgeted expenditures align with the actual expenditures. Decreased enrollment and/or changes in state funding would account for non-material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Oakland Charter High School is continuously pursuing the improvement of systems of communication with parents, the community, and stakeholders. Meaningful efforts and use of phone calls, conferences, and online communication platforms are consistently used. Parent/Teacher meetings are always vital for the success of our students. Clubs, extracurriculars, and student activities are also very important for student morale, and thus these actions were very successful.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes to be made. Current strategies and actions will continue to be implemented.

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.

Goal 4

Goal 4	Description
4	Create a safe, inclusive, and welcoming school climate where students are engaged and supported by staff who are committed to the academic and socio-emotional well-being of all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students expressing a sense of belonging and support at the school	2020-2021 96% of students who responded to annual survey reported that they feel part of the school's community 80% of students who responded to annual survey reported that teachers are willing to give extra help on schoolwork if they need it	2021-2022 76% of students who responded to annual survey reported that they feel part of the school's community 74% of students who responded to annual survey reported that teachers are willing to give extra help on schoolwork if they need it	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	80% of students reporting that they feel part of the school's community 90% of students reporting that teachers are willing to give extra help on schoolwork if they need it
Students expressing a belief that respect is commonplace at the school	2020-2021 92% of students who responded to annual survey reported that adults in the school treat students with respect 86% of students who responded to annual survey reported that most students at the school are friendly	2021-2022 76% of students who responded to annual survey reported that adults in the school treat students with respect 74% of students who responded to annual survey reported that most students at the school are friendly	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	90% of students reporting that adults in the school treat students with respect 80% of students reporting that most students at the school are friendly
Students expressing that they enjoy coming to school on a regular basis	2020-2021 90% of students who responded to annual survey reported that they enjoy school most of the time	2021-2022 88% of students who responded to annual survey reported that they enjoy school most of the time	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	70% of students reporting that they enjoy school most of the time
Percent of students responding to YouthTruth survey	2020-2021 94% of students submitted responses to YouthTruth survey	2021-2022 90% of students submitted responses to YouthTruth survey	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	98% of students submitting responses to YouthTruth survey
Percent of students reporting they feel safe at school	2020-2021 94% of students who responded to annual survey reported feeling safe during school	2021-2022 86% of students who responded to annual survey reported feeling safe during school	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	90% of students reporting feeling safe during school

Suspension rate as a percentage	2019-2020 Suspension Rate: 3.2%	2020-2021 Suspension Rate: 0.2%	2021-2022 Suspension Rate: 1.97%	2022-2023 Suspension Rate: 2.4%	Maintain below 3%
Expulsion rate as a percentage	2019-2020 Expulsion rate: 0.0%	2020-2021 Expulsion rate: 0.0%	2021-2022 Expulsion rate: 0.0%	2022-2023 Expulsion rate: 0%	Maintain less than 1%
Attendance Rate as a percentage	2019-2020 98% attendance rate as measured by annual report	2020-2021 94% attendance rate as measured by annual report	2021-2022 93% attendance rate as measured by annual report	2022-2023 attendance rate as measured by annual report 93.46%	96% attendance rate as measured by annual report
4-year Adjusted Cohort Graduation Rate as a percentage	2019-2020 92.7% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest (94.5% 5-year Cohort Graduation Rate)	2020-2021 92.6% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest (96.3% 5-year Cohort Graduation Rate)	2021-2022 92.2% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest (96.3% 5-year Cohort Graduation Rate)	2022-2023 90.3% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest (90.4% 5-year Cohort Graduation Rate)	90% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest
Graduation Rate as a percentage	2020-2021: 99%	2021-2022: 97%	2022-2023: 90%	2023-2024 TBD Summer 2024	Maintain 96% or above
Graduating seniors accepted into a 4-year college/ university as a percentage	2019-2020 96.4% of graduating seniors admitted to a 4-year college/ university	2020-2021 97% of graduating seniors admitted to a 4-year college/ university	2021-2022 97 of graduating seniors admitted to a 4- year college/ university	2022-2023 TBD Summer 2023	95% of graduating seniors admitted to a 4-year college/ university
High School dropout rate	2019-2020 4.6%	2020-2021 5.8%	2021-2022 3.9%	2022-2023 8.8%	Maintain less than 5
Chronic Absenteeism Rate as a percentage	2019-2020 Not calculated by CA Dataquest	2020-2021 3.1% Chronic Absenteeism Rate as measured by CA Dataquest	2021-2022 17.9% Chronic Absenteeism Rate as measured by CA Dataquest	2022-2023 23.2% Chronic Absenteeism Rate as measured by CA Dataquest	Less than 10% Chronic Absenteeism Rate as measured by CA Dataquest
Facilities in good repair	2020 SARC: Good Status	2021 SARC: Good Status	2022 SARC: Good Status	2023 SARC: Good Status	Maintain Good Status or above as reported on SARC

Goal 4 Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The school did not experience substantive differences in the planned actions and actual implementation of the actions for this goal. At Oakland Charter High School, we practice restorative justice, which includes a Student Support Team, and students are offered the opportunity to speak about the incidents brought against them by staff. Our Support Support Team includes our Education Specialists, School Wellness Counselor, Academic Counselors, Campus Prevention, and the Administration team. Our team works with families diligently to help close the gap between home and school. Students receive community service and /or detention depending on the level of the incident in an effort to get them back on track positively and effectively. We are still working to lessen the utilization of the behavioral management strategies stated above.

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.

This goal's planned, budgeted expenditures align with the actual expenditures. Decreased enrollment and/or changes in state funding would account for non-material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The overall effectiveness of the actions/services to ensure that students continue to have a safe and welcoming home at Oakland Charter High School. Staff and students participate in Social, Emotional, and Learner lessons during advisory classes. We plan to continue to work with all stakeholders to ensure that their voices are always heard. Our Student Support Team works with our students to ensure they have a strong character development program that entails a multifaceted system of support with academic, behavioral, social, and emotional needs. Professional Development in Social Emotional Learning promotes faculty and staff's abilities to recognize opportunities for success for all students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Oakland Charter High School will continue to decrease the absenteeism and tardiness of students. We will continue to work alongside families to increase communication.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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
Oakland Charter High School	Jasmine Nash, Site Director	jnash@amethodschools.org, 510-436-0101

Plan Summary 2024-2025

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Oakland Charter High School (OCHS) works with students to meet high expectations, develop creativity, critical thinking, and problem-solving skills, achieve a deep understanding of complex subjects, and acquire a love of learning and a strong sense of community and character. 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 in 1993, is the oldest charter school in the City of Oakland, and the 14th school chartered in the state of California. For thirty years, AMPS has been serving thousands of Bay Area families through a small-scale school model focused on equipping students with the skills of diligence and personal responsibility. AMPS demonstrates through strong academic results that any child can be successful if they receive a high-quality, personalized education.

OCHS was established in 2007 in Oakland, California and currently serves 417 students in grades 9-12. OCHS builds strong, independent, and curious students who advocate for themselves and their communities. We believe that every child deserves a world-class education. OCHS is open to all students who wish to attend, but seeks to serve families that have an income below the federal poverty line in Oakland. OCHS families take pride in their communities and strive to improve those around them. Education is a top priority for our families as many of our scholars are first generation high school graduates. In the 2022-23 school year, OCHS served 86.1% socioeconomically disadvantaged students, 24.0% English learners, and 9.6% students with disabilities. Almost all students identify as students of color, including 62.4% that identify as Hispanic/Latino, 29.3% as Asian, and 5.0% as African-American/Black.

OCHS’s educational program provides a space that is safe, joyful, affirming, and academically rigorous. We understand that for each student to achieve success, their individual needs must be addressed in collaboration with all stakeholders. OCHS supports student excellence through our Multi-Tiered System of Supports (MTSS), which ensures that students are met at their current level and provided with the personalized academic, behavioral, health, and other supports they need. OCHS has a network of paraprofessional educators and tutors who offer individualized academic support and keep in touch with families to provide regular support, encouragement, and feedback. Student progress is measured continually, with grade-level meetings held monthly to share best practices, discuss possible intervention methods,

and create action plans for teachers and students.

OCHS is well-known in our community for having a strong college-going culture. All students are put on an A-G course pathway, and OCHS offers a variety of elective and AP courses that are A-G aligned. We provide robust, one-on-one college application assistance to all seniors, and help students and their families navigate the complex financial assistance programs to ensure that college is a real possibility. For example, we hold Cash for College evening events and assist our families with filling out FAFSA and Dream Act applications.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

OCHS is proud to have achieved our A-G graduation goal, with 97% of students graduating meeting the requirements for acceptance to a California 4-year college. In addition, 62.3% of students qualified as “prepared” on the California College and Career Indicator on the Dashboard. We supplement our rigorous A-G course schedule with other college-focused opportunities, for example college tours and a college and career day that exposes students to new career options. This accomplishment, and the programmatic offerings, reflect our continuing commitment to preparing our graduates for college.

OCHS continues to focus on improving our students’ academic proficiency. Many of our students enter OCHS behind grade level, particularly in math. To support those students’ needs, we utilized IXL as a supplemental instructional program to increase student mastery on targeted skills. Additionally, we provided robust professional development to math and science teachers. OCHS hosts professional development every Friday for staff focused on academic rigor and the use of supplemental materials and programs to support the Common Core implementation. Academic rigor is not limited to standards-aligned lessons and assessments; it includes differentiated instruction, DOK levels, higher-order questioning techniques, and mastery of academic vocabulary. Finally, in recognition that inspiration and engagement leads to improved academic results, we are building a calendar of STEM-based extracurricular activities, and bringing in mentors and role models from all backgrounds who will help foster student interest in math. Student progress is monitored in monthly data meetings where our leadership team works with staff to ensure continued student progress.

OCHS continues to focus on providing intensive support to English Learner students. In year 3 of the last LCAP, the reclassification rate went down. The new school administration is enforcing strict participation in ELD courses during the 2023-24 school year, and OCHS is seeking ways to provide English Learners more targeted support.

OCHS’s Student Support Team has been successful at designing MTSS interventions to meet student needs. As a universal intervention, staff and students participate in social, emotional, and learner lessons during advisory classes. We work with all stakeholders to ensure that their voices are always heard and integrated into decision-making. Additionally, all staff participate in professional development to promote social and emotional learning and build positive relationships.

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	<p>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.</p> <p>In February 2024, 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. In addition, a Public Hearing was held for the LCAP during the May 2024 board meeting, in order to solicit further input from educational partners regarding the new 3-year LCAP.</p>
Teachers, administrators, and other school personnel	<p>In spring 2024, the school consulted with teachers and staff during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP.</p> <p>Staff development occurs every Friday afternoon. During these staff meetings, we discuss a range of topics, including but not limited to attendance data, specific professional development, data meetings on different assessments, any behavior notes, school plans (including LCAP), and/or general housekeeping items as well to keep staff aware of what is occurring on campus. Each week, we have a different focus to ensure that all staff members are prepared to help students succeed in every way possible. In addition to our weekly staff meetings, staff has weekly department meetings where they can receive instructional support and the opportunity to discuss student concerns or any additional support needed. We use these methods to engage school staff across all levels.</p>
Parents, including parents of English learners, other unduplicated pupils, and students with disabilities	<p>In spring 2024, the school consulted with parents during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP, as well as the English Learner Parent Advisory Committee, and via a survey on the school’s overall performance, activities, and programs, which informed the final version of the new 3-year LCAP and will inform next year’s LCAP.</p> <p>We regularly engage with parents and families through Parent Square, an online communication system. We can 100% of parents when we need to send out information. Using this, parents can receive not only an email but a text and phone call as well. In addition to using Parent Square, we utilize our annual survey, and we host quarterly FST meetings and meetings of the parent committee for English learners to ensure that all parents and families can get accurate information about what is going on at Oakland Charter High School and ensure that they have a voice to communicate their concerns. We have seen great success with our monthly “Coffee with the Principal” meetings, where parents can come in and share any concerns, and meet with the administrative team. We sit down and problem-solve any current issues that may be arising. We use these methods to engage parents of all students.</p>

Students	<p>In spring 2024, the school consulted with students during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP.</p> <p>Our annual survey is very helpful in acquiring data from students to ensure everyone is involved in the decision-making process. We also have a strong student government that works closely with the administration to decide on student issues. We utilize Google Forms to receive student input about important issues and events on campus. We want everyone to know that they have a voice and that it is heard at Oakland Charter High School. We meet quarterly for FST/parent committee for English learners meetings and then we meet bi-monthly for “Coffee with the Principal” events. Both of these are great ways of getting parent engagement and feedback. We use these methods to engage our student body.</p>
SELPA	<p>In spring 2024, the school share the LCAP with our SELPA to collect feedback in the development of the new 3-year LCAP. For details on our program and supports for students with disabilities, you can find the SELPA local plan available on the school website.</p>

Insert or delete rows, as necessary.

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:

When speaking with staff, many asked about our building space because they want to have their own classroom and currently we are somewhat limited in our space. Specifically, our physical education teachers do not have a gym and/or space for many of their activities, which causes them to have to be very creative in their methods when developing lesson plans. While we do not currently have access to another building, and do not expect to in the near future, our goal is to continue supporting the staff by minimizing the number of classrooms they are assigned to and working with our physical education staff to help with the space constraints and overall use of the facility to ensure their needs are met (Action 1.5).

Many parents have acknowledged seeing a change in their children and academics post-COVID. We are working to ensure that all students receive a rigorous and well-balanced education here at Oakland Charter High School. Additionally, many speak highly of our dress code and the OCHS expectations and want to ensure that we are upholding those because that is why they chose Oakland Charter High School to educate their students. As a result of the feedback, we ensure that all students receive the necessary support and are appropriately dressed upon entering OCHS.

In the past year, students have asked for participation in a few other athletics that we do not currently offer at OCHS, including football. We are looking to partner with local community organizations to see if we can offer sports in that way (Action 3.1).

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.

Priorities 1, 2, 4, 7, & 8

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 prepare 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 <i>(from 2022-23 unless otherwise indicated)</i>	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1a	Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1) Source: Internal credential tracking	65.3% <i>From the 2023-24 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	100% appropriately credentialed and assigned, and/or permitted on their way to the appropriate credential	<i>Will be completed in 2025.</i>
1b	Students have access to standards-aligned instructional materials. (SP 1.2) Source: SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials.	100.0% <i>From the 2023-24 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	100% of students have access to standards-aligned instructional materials	<i>Will be completed in 2025.</i>
1c	School facilities are in good repair as measured by overall facilities survey. (SP 1.3) Source: SARC Facilities - "Overall Facilities Rating"	Good	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	School facilities are in good or exemplar repair	<i>Will be completed in 2025.</i>

1d	<p>Teachers participate in a 5-Day Annual Summit where one day is spent learning how to utilize curriculum and other academic content aligned to state performance standards. (SP 2.1)</p> <p>Source: Internally tracked</p>	<p>Summit was offered</p> <p><i>From the 2023-24 school year.</i></p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	The Annual Summit is Offered	<i>Will be completed in 2025.</i>
1e	<p>English learners have access to English Language Development courses that are based on state standards. (SP 2.2)</p> <p>Source: PowerSchool</p>	<p>76.2%</p> <p><i>From the 2023-24 school year.</i></p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	100% of EL students are enrolled in ELD courses.	<i>Will be completed in 2025.</i>
1f	<p>Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year. (SP 4.1)</p> <p>Source: CAASPP reporting website</p>	<p>All: 46.4%</p> <p>SED: 43.7%</p> <p>Hispanic: 37.7%</p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 46.66%.	<i>Will be completed in 2025.</i>

1g	<p>Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year. (SP 4.1)</p> <p>Source: CAASPP reporting website</p>	<p>All: 25.8% SED: 25.3% Hispanic: 13.1%</p>	<p><i>Will be completed in 2025.</i></p>	<p><i>Will be completed in 2026.</i></p>	<p>Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 34.62%</p>	<p><i>Will be completed in 2025.</i></p>
1h	<p>Increase percentage of students scoring Proficient and above on CAST assessment or meet the overall state average for baseline year (SP 4.1)</p> <p>Source: CAASPP Reporting Website</p>	<p>ALL: 22.0% SED: 21.3% Asian: 46.2% Hispanic: 10.5%</p>	<p><i>Will be completed in 2025.</i></p>	<p><i>Will be completed in 2026.</i></p>	<p>Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 30.18%.</p>	<p><i>Will be completed in 2025.</i></p>

1i	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: 37.6%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	English learners will grow at least 2 percentage points annually or meet the 2022-2023 state average, 48.7%.	<i>Will be completed in 2025.</i>
1j	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)	9.4%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	English learners will grow at least 2 percentage points annually or meet the 2019-2020 state average, 13.8%.	<i>Will be completed in 2025.</i>
1k	Students have access to a broad course of study (SP 7.1) Source: PowerSchool master schedule	Standard Met <i>From the 2023-24 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Students have access to a broad course of study - Local Indicator "Standard Met"	<i>Will be completed in 2025.</i>

1l	<p>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)</p> <p>Source: Paylocity (HR source)</p>	<p>1 paraprofessional for EL and 1 for SWD</p> <p><i>From the 2023-24 school year.</i></p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	1 paraprofessional for EL and 1 for SWD	<i>Will be completed in 2025.</i>
1m	<p>Schoolwide and subgroup medians achieve at least one year's progress in ELA, as defined by internal assessment. (SP 8.1)</p> <p>Source: NWEA or iReady</p>	<p>ALL: 40th Hispanic: 43rd Asian: 38th</p> <p><i>Source for baseline year is NWEA.</i></p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	NWEA Map: 41st+ Median Growth Percentile	<i>Will be completed in 2025.</i>
1n	<p>Schoolwide and subgroup medians achieve at least one year's progress in Math, as defined by internal assessment. (SP 8.1)</p> <p>Source: NWEA or iReady</p>	<p>ALL: 64th Hispanic: 63rd Asian: 70th</p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	NWEA Map: 41st+ Median Growth Percentile	<i>Will be completed in 2025.</i>

1o	<p>Increase the percent of graduates who successfully meet UC/CSU course requirements or meet the overall state average for baseline year. (SP 4.2)</p> <p>Source: DataQuest Four-Year Adjusted Cohort Graduation Rate</p>	<p>All: 100.0% SED: 100.0% Asian: 100.0% Hispanic: 100.0%</p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 52.4%.	<i>Will be completed in 2025.</i>
1p	Increase the CTE Completion rate. (SP 4.3)	N/A - School offers CTE courses, but not a complete CTE program	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	N/A - School offers CTE courses, but not a complete CTE program	<i>Will be completed in 2025.</i>
1q	Increase the A-G & CTE Completion rate. (SP 4.4)	N/A - School offers CTE courses, but not a complete CTE program	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	N/A - School offers CTE courses, but not a complete CTE program	<i>Will be completed in 2025.</i>
1r	<p>Of students participating in advanced placement exams, increase the percentage achieving a score of “3” or higher, or meet 60% (SP 4.7)</p> <p>Source: College Board AP chart</p>	All: 32.7%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Overall, the AP rate will grow at least 3 percentage points annually or meet 60%	<i>Will be completed in 2025.</i>

1s	<p>Increase the percent of students considered "prepared" on the College/Career Indicator (CCI) or meet the overall state average for baseline year. (SP 4.8)</p> <p>Source: CA Dashboard</p>	<p>All: 62.3% SED: 62.6% Asian: 83.8% Hispanic: 55.6%</p>	<p><i>Will be completed in 2025.</i></p>	<p><i>Will be completed in 2026.</i></p>	<p>Each student subgroup will grow at least 2 percentage points annually or meet the 2022-2023 overall state average, 43.9%.</p>	<p><i>Will be completed in 2025.No Data</i></p>
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Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

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.	\$ 100,740	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. 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 math dashboard indicator for the Hispanic subgroup. As a result, our leadership will specifically monitor this subgroup's growth rates throughout the year (via internal metrics) in order to provide targeted interventions.	\$ 453,775	Yes
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.	\$ 279,616	No

1.4	Professional Development to Promote Academic Excellence	<p>Offer ongoing professional development opportunities for staff, including:</p> <ul style="list-style-type: none"> - 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 	\$ 118,697	Yes
1.5	Safe and Secure Facilities	<p>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.</p>	\$ 211,475	No
1.6	Supports for English Learners	<p>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.</p>	\$ 134,644	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.	\$ 39,908	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 - Maintain a Director of Special Education to support in training educators to provide accommodations and supports to students with disabilities.	\$ 563,614	No
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.	\$ 19,330	Yes
1.10	College & Career Readiness	Provide a range of comprehensive college and career readiness supports, including: - Offer two college advisors to directly support students' college and career readiness - Host adult skills workshops (and other topics driven by student/parent interest) - Hire an assistant director of student services to support school staff in developing systems to increase our student A-G, Career and Technical Education, and high school graduation rates - Provide career fairs and college field trips to engage students with various fields and post-secondary opportunities	\$ 121,202	Yes

Insert or delete rows, as necessary.

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 Goal

State Priorities addressed by this goal.

Priority 3

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
2a	<p>Parents will be provided regular opportunities to participate in school site decision making. (SP 3.1)</p> <p>Source: Internal Google Drive - Meeting Agendas</p>	<p>Scheduled at least 3 FST meetings and at least 3 Parent Committee for English Learners meetings, inviting all parents to participate.</p> <p><i>From the 2023-24 school year.</i></p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	<p>Schedule at least 3 Family, Student, and Teacher (FST) meetings annually and at least 3 English Learner Advisory Council (Parent Committee for English Learners) meetings annually, inviting all parents to participate.</p>	<i>Will be completed in 2025.</i>
2b	<p>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)</p> <p>Source: ParentSquare messaging/invitations, school calendar</p>	<p>Parents invited to at least 4 events</p> <p><i>From the 2022-23 school year.</i></p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	<p>Parents invited to at least 4 events</p>	<i>Will be completed in 2025.</i>

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

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.	\$ 30,940	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.	\$ 45,801	Yes

Insert or delete rows, as necessary.

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.

Priorities 5 & 6

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 <i>(from 2022-23 unless otherwise indicated)</i>	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3a	90% or greater Average Daily Attendance (“ADA”) (SP 5.1) Source: CALPADS 14.1	ALL: 92.4% Asian: 94.6% Hispanic: 91.7% EL: 90.9% SED: 92.4% SWD: 91.1%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will achieve 90% or greater ADA.	<i>Will be completed in 2025.</i>
3b	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: 23.2% SED: 23.0% Asian: 10.6% Hispanic: 28.4% EL: 26.2% SWD: 20.9%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will decrease at least 0.5 percentage points annually or meet the overall 2022-2023 state average, 24.9%.	<i>Will be completed in 2025.</i>
3c	Decrease suspension rate or meet the overall state average for baseline year (SP 6.1) Source: CA Dashboard	All: 2.4% SED: 2.6% Asian: 0.0% Hispanic: 2.9% EL: 2.7% SWD: 2.3%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will decrease at least 0.5 percentage points annually or meet the 2022-2023 overall state average, 3.5%	<i>Will be completed in 2025.</i>

3d	<p>Maintain a very low expulsion rate (SP 6.2)</p> <p>Source: DataQuest Expulsion Rate</p>	<p>All: 0.0% SED: 0.0% Asian: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%</p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will have 0.5% or lower expulsion rate	<i>Will be completed in 2025.</i>
3e	<p>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)</p> <p>Source: YouthTruth survey</p>	<p>39.0%</p> <p><i>From the 21-22 school year.</i></p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	<i>Will be completed in 2025.</i>
3f	<p>Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school." (SP 6.3)</p> <p>Source: YouthTruth survey</p>	<p>55.7%</p> <p><i>From the 21-22 school year.</i></p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	<i>Will be completed in 2025.</i>

3g	Decrease the 5 year cohort dropout rate or meet the state average for baseline year (SP 5.4) Source: DataQuest Five-Year Cohort Outcomes	All: 5.9% SED: 5.9% Asian: 5.4% Hispanic: 7.7%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will decrease at least 1 percentage point annually or meet the 2022-2023 overall state average, 9.3%	<i>Will be completed in 2025.</i>
3h	Increase the 5 year cohort graduation rate or meet the overall state average for baseline year (SP 5.5) Source: CA Dashboard	All: 90.4% SED: 90.7% Asian: 92.1% Hispanic: 90.5%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will grow at least 1 percentage point annually or meet the 2022-2023 overall state average, 86.4%	<i>Will be completed in 2025.</i>

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

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.	\$ 78,387	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: <ul style="list-style-type: none"> - 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. 	\$ 148,747	Yes
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.	\$ 42,124	Yes

3.4	Supports for Student Behavior and Wellbeing	<p>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.</p> <p>Implement Positive Behavior Intervention Systems and restorative justice practices at the school which emphasize school values and reward positive student behaviors, including:</p> <ul style="list-style-type: none"> - 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 	\$ 225,505	Yes
3.5	Supports for Graduation	<p>On an ongoing basis throughout each school year, assess student data on grades and course completion to evaluate individual students' progress to graduation. Regularly conduct an analysis to identify any student subgroups with a red dashboard indicator for graduation.</p> <p>Based on the data, provide interventions such as:</p> <ul style="list-style-type: none"> - Offer credit recovery program during the academic year and over the summer to provide multiple avenues for students to meet graduation requirements - Offer workshops for students and families to educate them about graduation requirements early on in the high school career - College advisors and school counselor will meet with families to establish a graduation plan and check in at least 2 times per year regarding that plan 	\$ 90,381	Yes

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,353,854	\$155,920

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
33.529%	7.201%	\$291,670.95	40.73%

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 #(s)	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
Goal 1, Actions 1.1, 1.2, and 1.4	<p>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 (86.1% 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.</p>	<p>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.</p>	<p>We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports.</p> <p>Metric 1m: Schoolwide and subgroup averages achieve at least one year’s progress in ELA, as defined by internal assessment.</p> <p>Metric 1n: Schoolwide and subgroup averages achieve at least one year’s progress in Math, as defined by internal assessment.</p>

<p>Goal 1, Action 1.9</p>	<p>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 speaker as many of our families speak Spanish in their homes.</p>	<p>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.</p>	<p>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.</p> <p>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.</p>
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<p>Goal 2, Actions 2.1 and 2.2</p>	<p>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 how to 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.</p>	<p>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 low income, 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.</p>	<p>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.</p> <p>Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making.</p> <p>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.</p>
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<p>Goal 3, Actions 3.1, 3.2, 3.3, and 3.4</p>	<p>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 grow outside 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 39.0% of students indicated they "really feel like a part of my school's community."</p>	<p>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 Review Team 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.</p>	<p>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 FST meetings 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.</p> <p>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 "strongly agree" to "I really feel like a part of my school's community."</p>
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Goal 1, Action 1.10	<p>Statewide, low income/SED students have a lower graduation rate (71.6%) compared to their non-SED peers (86.4%). In addition, the rate of CCI prepared students is 35.4% for SED students compared to 43.9% for non-SED. Lastly, rates of second year college persistence are lower for SED students compared to their more affluent peers. Although our school's graduation and CCI rates are similar across subgroups, there is still a need for support in the areas of graduation, college, and career supports. In speaking with our community partners, we've identified that access to quality information and supportive guidance is key for first generation college students and low SED students, as are opportunities for exposure to different careers and college options. Parents emphasized that having their students gain life skills and career readiness is important to them.</p>	<p>To address these needs, we are providing a range of comprehensive college, career readiness, and graduation supports. To provide students and families with quality information and guidance, we have two college advisors to directly support students with the college and career transition. They also monitor students' progress to graduation throughout high school and meet with families and students at least twice annually to discuss the student's progress and plans for postsecondary success. We will analyze student data and offer interventions such as our credit recovery program and workshops for students and families on graduation requirements and how to meet them. Lastly, we host career fairs and college field trips to expose students to a wide range of opportunities, and host adult skills workshops as well to improve student outcomes by providing knowledge, creating individualized plans, and following through with close data monitoring and communication. These actions are being provided on an LEA-wide basis because a majority of our students are SED and/or would be first generation college students. In addition, all of our students can benefit from the supports for graduation and college and career readiness.</p>	<p>We will monitor progress in increasing or maintaining high graduation rates and CCI preparedness. Feedback from students and families will shape the work of the College Advisors.</p> <p>1s: Increase the percent of students considered "prepared" on the College/Career Indicator (CCI) or meet the overall state average for baseline year.</p> <p>3f: Increase the 5-year cohort graduation rate or meet the overall state average for baseline year.</p>
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Insert or delete rows, as necessary.

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
Goal 1, Action 1.6 Goal 1, Action 1.7	Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they tend to perform worse on these assessments in both ELA and math compared to the averages for all students (46.4% in ELA and 25.8% in math). 2023 dashboard data for EL proficiency rates are not reportable due to the low number of students but internal data analysis supports this need. 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.	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 1i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. Metric 1L: Provide at least one paraprofessional to work with English learners.

Insert or delete rows, as necessary.

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.

Not applicable. All limited actions contributing to meeting the increased or improved services requirement are associated with an expenditure of LCFF funds.

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). Lastly, the funds also are used for the college advisors, who support students with graduation and postsecondary success (Goal 1, Action 1.10 and Goal 3, Action 3.5).

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	<i>Not applicable for charter schools.</i>	<i>Not applicable for charter schools.</i>
Staff-to-student ratio of certificated staff providing direct services to students	<i>Not applicable for charter schools.</i>	<i>Not applicable for charter schools.</i>

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.

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.

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.
- 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.

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

School districts and COEs: *EC sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information)* 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) (California Legislative Information) 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 (California Legislative Information);
 - **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 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.
- 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.

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.

- Concluding 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 of 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 2023

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-2025	\$ 4,037,880	\$ 1,353,854	33.529%	7.201%	40.730%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,873,304	\$ 643,162	\$ -	\$ 103,840	\$ 2,704,886.53	\$ 1,519,585	\$ 1,185,302

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	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	\$58,625.00	\$ 42,115	\$ 63,372	\$ 37,368	\$ -	\$ -	\$ 100,740	0.000%
1	1.2	Academic Supports	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	\$ 453,775	\$ -	\$ 395,535	\$ 58,240	\$ -	\$ -	\$ 453,775	0.000%
1	1.3	Materials, Curriculum, & Supplies	All students	No	LEA-wide		The charter school/LEA	Ongoing	\$ -	\$ 279,616	\$ 279,616	\$ -	\$ -	\$ -	\$ 279,616	0.000%
1	1.4	Professional Development to Promote Academic Excellence	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	\$ 78,697	\$ 40,000	\$ 118,697	\$ -	\$ -	\$ -	\$ 118,697	0.000%
1	1.5	Safe and Secure Facilities	All students	No	LEA-wide		The charter school/LEA	Ongoing	\$ 148,475	\$ 63,000	\$ 211,475	\$ -	\$ -	\$ -	\$ 211,475	0.000%
1	1.6	Supports for English Learners	English learners	Yes	Limited	English Learners	The charter school/LEA	Ongoing	\$ 119,644	\$ 15,000	\$ 76,404	\$ -	\$ -	\$ 58,240	\$ 134,644	0.000%
1	1.7	Additional Supports for Long-term English Learners	English learners	Yes	Limited	English Learners	The charter school/LEA	Ongoing	\$ 26,908	\$ 13,000	\$ 39,908	\$ -	\$ -	\$ -	\$ 39,908	0.000%
1	1.8	Supports for Students with Disabilities	Students with disabilities	No	LEA-wide		The charter school/LEA	Ongoing	\$ -	\$ 563,614	\$ -	\$ 518,014	\$ -	\$ 45,600	\$ 563,614	0.000%
1	1.9	Supports for Homeless and/or Foster Youth	Homeless & foster youth English learners	Yes	LEA-wide	English Learners and Foster Youth	The charter school/LEA	Ongoing	\$ 13,330	\$ 6,000	\$ 13,330	\$ 6,000	\$ -	\$ -	\$ 19,330	0.000%
1	1.10	College & Career Readiness	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	\$ 96,202	\$ 25,000	\$ 113,462	\$ 7,740	\$ -	\$ -	\$ 121,202	0.000%
2	2.1	Parent Engagement Activities	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	\$ 23,940	\$ 7,000	\$ 30,940	\$ -	\$ -	\$ -	\$ 30,940	0.000%
2	2.2	Parent Communication Activities	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	\$ 20,801	\$ 25,000	\$ 45,801	\$ -	\$ -	\$ -	\$ 45,801	0.000%
3	3.1	Community Engagement	All students	Yes	LEA-wide	Low-Income	The charter school/LEA	Ongoing	\$ 23,940	\$ 54,447	\$ 78,387	\$ -	\$ -	\$ -	\$ 78,387	0.000%
3	3.2	School Culture Activities	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	\$ 117,565	\$ 31,182	\$ 138,747	\$ 10,000	\$ -	\$ -	\$ 148,747	0.000%
3	3.3	Supports for Student Attendance and Engagement	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	\$ 40,024	\$ 2,100	\$ 42,124	\$ -	\$ -	\$ -	\$ 42,124	0.000%
3	3.4	Supports for Student Behavior and Wellbeing	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	\$ 213,078	\$ 12,427	\$ 225,505	\$ -	\$ -	\$ -	\$ 225,505	0.000%
3	3.5	Supports for Graduation	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	\$ 84,581	\$ 5,800	\$ 84,581	\$ 5,800	\$ -	\$ -	\$ 90,381	0.000%

2024-2025 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 4,037,880	\$ 1,353,854	33.529%	7.201%	40.730%	\$ 1,466,794	0.000%	36.326%	Total:	\$ 1,466,794
								LEA-wide Total:	\$ 1,350,482
								Limited Total:	\$ 116,312
								Schoolwide Total:	\$ 1,350,482

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 Monit	Yes	LEA-wide	0	The charter school/LEA	\$ 63,372	0.000%
1	1.2	Academic Supports	Yes	LEA-wide	All	The charter school/LEA	\$ 395,535	0.000%
1	1.4	Professional Development to Promote Aca	Yes	LEA-wide	All	The charter school/LEA	\$ 118,697	0.000%
1	1.6	Supports for English Learners	Yes	Limited	English Learners	The charter school/LEA	\$ 76,404	0.000%
1	1.7	Additional Supports for Long-term English L	Yes	Limited	English Learners	The charter school/LEA	\$ 39,908	0.000%
1	1.9	Supports for Homeless and/or Foster Youth	Yes	LEA-wide	English Learners and Foster Youth	The charter school/LEA	\$ 13,330	0.000%
1	1.10	College & Career Readiness	Yes	LEA-wide	All	The charter school/LEA	\$ 113,462	0.000%
2	2.1	Parent Engagement Activities	Yes	LEA-wide	0	The charter school/LEA	\$ 30,940	0.000%
2	2.2	Parent Communication Activities	Yes	LEA-wide	0	The charter school/LEA	\$ 45,801	0.000%
3	3.1	Community Engagement	Yes	LEA-wide	Low-Income	The charter school/LEA	\$ 78,387	0.000%
3	3.2	School Culture Activities	Yes	LEA-wide	0	The charter school/LEA	\$ 138,747	0.000%
3	3.3	Supports for Student Attendance and Enga	Yes	LEA-wide	All	The charter school/LEA	\$ 42,124	0.000%
3	3.5	Supports for Graduation	Yes	LEA-wide	All	The charter school/LEA	\$ 84,581	0.000%
3	3.4	Supports for Student Behavior and Wellbei	Yes	LEA-wide	All	The charter school/LEA	\$ 225,505	0.000%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,193,000.00	\$ 1,635,482.95

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	Textbook and curriculum	No	\$ 200,000	\$ 74,280
1	2	CCSS aligned assessments	No	\$ 7,000	\$ 5,000
1	3	Academic Supports and Interventions	Yes	\$ 250,000	\$ 471,386
1	4	Course Offerings	No	\$ 45,000	\$ 84,578
1	5	English Language Development	Yes	\$ 50,000	\$ 89,647
1	6	Special Education	No	\$ 85,000	\$ 210,459
1	7	Personnel	Yes	\$ 110,000	\$ 137,977
1	8	Technology	No	\$ 45,000	\$ 45,195
2	1	Teacher Retention	No	\$ 20,000	\$ 14,592
2	2	Professional Development	No	\$ 25,000	\$ 18,478
2	3	EL Focus Professional Development	Yes	\$ 6,000	\$ 145,279
2	4	Staff Workshops	No	\$ 25,000	\$ 24,378
3	1	Post Secondary Parent Engagement	No	\$ 2,500	\$ 2,500
3	2	Parent Survey	No	\$ 2,000	\$ 2,500
3	3	Parent Orientations	No	\$ 5,000	\$ 5,799
3	4	Outreach Coordinator	No	\$ 30,000	\$ 30,303
3	5	Technology	No	\$ 12,000	\$ 10,000
3	6	EL and SPED Parent Engagement	Yes	\$ 2,500	\$ 4,033
4	1	Counselor	Yes	\$ 98,000	\$ 88,000
4	2	Assemblies	No	\$ 3,000	\$ 3,700
4	3	School Supplies	No	\$ 50,000	\$ 16,266
4	4	2 College Advisors	Yes	\$ 75,000	\$ 132,057
4	5	Youth Truth Survey	No	\$ 5,000	\$ 4,076
4	6	Field Trips & college and career readiness student activities	No	\$ 40,000	\$ 15,000

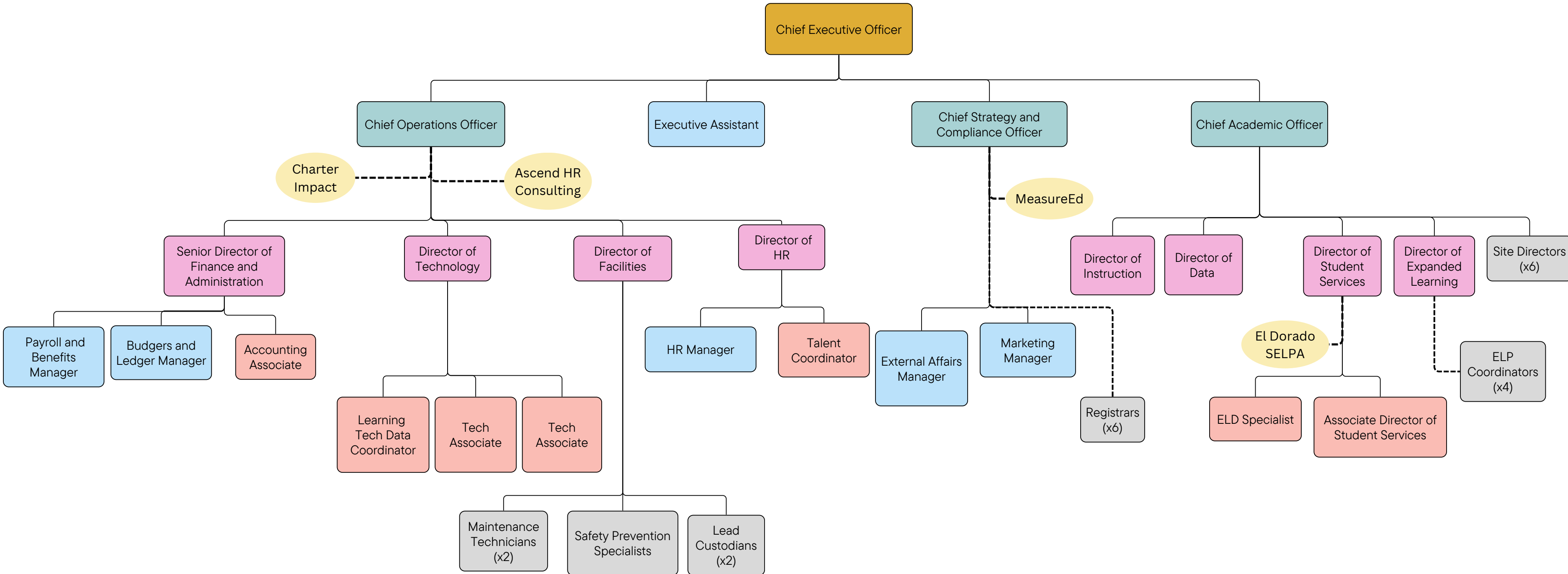
2023-2024 Contributing Actions Annual Update Table

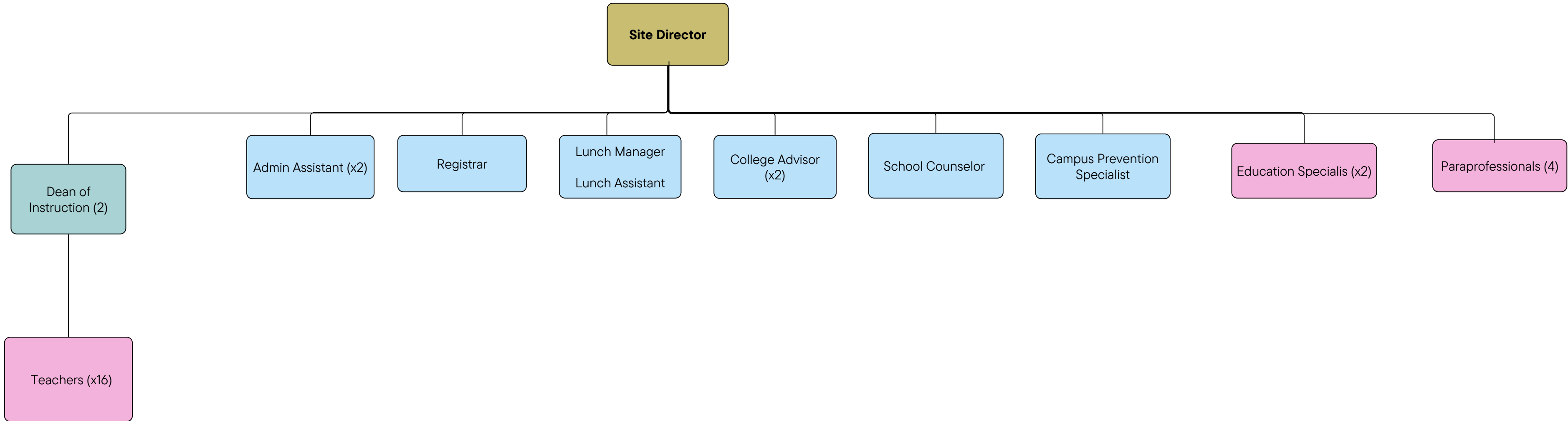
6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,360,051	\$ 591,500	\$ 1,068,380	\$ (476,880)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	3	Academic Supports and Interventions	Yes	\$ 250,000	\$ 471,386	0.000%	0.000%
1	5	English Language Development	Yes	\$ 50,000	\$ 89,647	0.000%	0.000%
1	7	Personnel	Yes	\$ 110,000	\$ 137,977	0.000%	0.000%
2	3	EL Focus Professional Development	Yes	\$ 6,000	\$ 145,279	0.000%	0.000%
3	6	EL and SPED Parent Engagement	Yes	\$ 2,500	\$ 4,033	0.000%	0.000%
4	1	Counselor	Yes	\$ 98,000	\$ 88,000	0.000%	0.000%
4	4	2 College Advisors	Yes	\$ 75,000	\$ 132,057	0.000%	0.000%

2023-2024 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)
\$ 4,050,377	\$ 1,360,051	0.000%	33.578%	\$ 1,068,380	0.000%	26.377%	\$ 291,670.95	7.201%





**RESTATED ARTICLES OF INCORPORATION
OF
OAKLAND CHARTER ACADEMY, INC.**

The undersigned certify that:

1. They are the President and the Secretary of Oakland Charter Academy, Inc., a California nonprofit public benefit corporation (the "Corporation").
2. The Articles of Incorporation of the Corporation are amended and restated to read in full as follows:

I.

The name of the Corporation shall be Amethod Public Schools.

II.

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 Public Benefit Corporation Law 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.

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.

III.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its

directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

IV.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.


V.

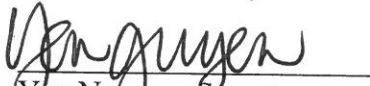
Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

3. The foregoing amendment to and restatement of the Articles of Incorporation have been duly approved by the Board of Directors.
4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Dated: 8/5/10


David Banuelos, President


Ven Nguyen, Secretary

AMPS

HONOR HARD WORK

**(AMENDED)
BYLAWS OF
AMETHOD PUBLIC SCHOOLS
(Formerly Oakland Charter Academy)
A California Nonprofit Public Benefit Corporation**

Amended by
The Board of Directors
January 18, 2023

Adopted by
The Board of Directors
June 16, 2006

TABLE OF CONTENTS

ARTICLE I - NAME

Section 1 NAME	5
----------------	---

ARTICLE II - PRINCIPAL OFFICE OF THE CORPORATION

Section 1 PRINCIPAL OFFICE OF THE CORPORATION	5
Section 2 OTHER OFFICES OF THE CORPORATION	5

ARTICLE III - GENERAL PURPOSE AND SPECIFIC PURPOSE

Section 1 GENERAL AND SPECIFIC PURPOSES	5-6
---	-----

ARTICLE IV - DEDICATION AND DISTRIBUTION OF ASSETS

Section 1 DEDICATION OF ASSETS	6
Section 2 DISTRIBUTION OF ASSETS UPON DISSOLUTION	6

ARTICLE V - CORPORATION WITHOUT MEMBERS

Section 1 CORPORATION WITHOUT MEMBERS	6
---------------------------------------	---

ARTICLE VI - BOARD OF DIRECTORS

Section 1 GENERAL POWERS	6
Section 2 SPECIFIC POWERS	6-7
Section 3 DELEGATION OF MANAGEMENT	7
Section 4 NUMBER OF DIRECTORS	7
Section 5 RESTRICTION ON INTERESTED PERSONS AS DIRECTORS	8
Section 6 NOMINATIONS BY COMMITTEE	8
Section 7 TERM OF OFFICE	8
Section 8 BOARD ROSTER	8-9
Section 9 EVENTS CAUSING VACANCIES ON BOARD	9
Section 10 RESIGNATION OF DIRECTORS	9
Section 11 DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS	9
Section 12 NO REMOVAL ON REDUCTION OF NUMBER OF DIRECTORS	9
Section 13 REMOVAL OF DIRECTORS	9-10
Section 14 VACANCIES FILLED BY BOARD	10
Section 15 COMPENSATION AND REIMBURSEMENT	10
Section 16 NON-LIABILITY OF DIRECTORS	10
Section 17 COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS	10

ARTICLE VII - MEETINGS OF THE BOARD OF DIRECTORS

Section 1 LOCATION OF BOARD OF DIRECTORS MEETINGS	10-11
Section 2 ANNUAL MEETINGS	11
Section 3 REGULAR MEETINGS	11
Section 4 SPECIAL MEETINGS	11
Section 5 NOTICE OF MEETINGS	11-13
Section 6 EMERGENCY MEETINGS	13

AMPS

HONOR HARD WORK

Section 7 QUORUM AND ACTION OF THE BOARD	13
Section 8 WAIVER OF NOTICE	14
Section 9 ADJOURNMENT	14
Section 10 CONFLICT OF INTEREST	13-14
Section 11 STANDARD OF CARE	14
Section 12 CONDUCT OF MEETING	14
Section 13 RULES OF PROCEDURE	15
Section 14 LOANS TO DIRECTORS AND OFFICERS	15
Section 15 TRAINING	16

ARTICLE VIII - COMMITTEES

Section 1 CREATION AND COMPOSITION OF COMMITTEES	15-16
Section 2 MEETINGS AND ACTIONS OF COMMITTEES	16
Section 3 QUORUM RULES FOR COMMITTEES	16-17
Section 4 REVOCATION OF DELEGATED AUTHORITY	17
Section 5 ADVISORY COMMITTEES	17

ARTICLE IX - OFFICERS OF THE CORPORATION

Section 1 OFFICERS OF THE CORPORATION	17
Section 2 DUPLICATION OF THE OFFICE HOLDERS	17
Section 3 ELECTION OFFICERS	17
Section 4 TERM OF CHAIR AND VICE CHAIR	17
Section 5 REMOVAL OF OFFICERS	18
Section 6 RESIGNATION OF OFFICERS	18
Section 7 VACANCIES IN OFFICE	18
Section 8 RESPONSIBILITIES OF OFFICERS	18-19
Section 9 COMPENSATION OF OFFICERS	19-20

ARTICLE X- INDEMNIFICATION

Section 1 DEFINITIONS	20
Section 2 APPLICABILITY OF INDEMNIFICATION PROVISIONS	20
Section 3 ACTIONS BROUGHT BY PERSONS OTHER THAN THE CORPORATION	20-21
Section 4 ACTION BROUGHT BY OR ON BEHALF OF THE CORPORATION	21-22
Section 5 DETERMINATION OF AGENT'S GOOD FAITH CONDUCT	22
Section 6 LIMITATIONS	22
Section 7 ADVANCE OF EXPENSES	22-23
Section 8 CONTRACTUAL RIGHTS OF NON-DIRECTORS AND NON-OFFICERS	23
Section 9 INSURANCE	23

ARTICLE XI - MAINTENANCE OF CORPORATE RECORDS

Section 1 MAINTENANCE OF CORPORATE RECORDS	23
Section 2 INSPECTION BY DIRECTORS	23
Section 3 ACCOUNTING RECORDS AND MINUTES	24

AMPS

HONOR HARD WORK

Section 4 MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS

24

AMPS

HONOR HARD WORK

ARTICLE XII - ENDORSEMENT OF DOCUMENTS; CONTRACTS

Section 1 ENDORSEMENT OF DOCUMENTS; CONTRACTS 24

ARTICLE XIII - REQUIRED REPORTS

Section 1 ANNUAL REPORTS 24-25

Section 2 ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS 25

ARTICLE XIV - OTHER PROVISIONS

Section 1 CONSTRUCTION AND DEFINITIONS 25

Section 2 AMENDMENT OF BYLAWS 25

Section 3 VALIDITY OF INSTRUMENTS 25-26

Section 4 FISCAL YEAR 26

CERTIFICATE OF SECRETARY

26

AMPS

HONOR HARD WORK

BYLAWS OF

AMETHOD PUBLIC SCHOOLS

(Amendment Date: January 18, 2023)
A California Nonprofit Public Benefit Corporation

ARTICLE I

NAME

Section 1. NAME. The name of this corporation is Amethod Public Schools, a California Nonprofit Public Benefit Corporation ("Corporation"), (formerly Oakland Charter Academy, Inc.).

ARTICLE II

PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation shall be within the City of Oakland, Alameda County, California. The Board of Directors of the Corporation ("Board") may change the location of the principal office. Any such change of location must be noted by the Secretary of the Board; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board may, at any time, establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

ARTICLE III

GENERAL AND SPECIFIC PURPOSES

Section 1. GENERAL PURPOSE AND SPECIFIC PURPOSES. The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Corporation law of California for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools ("Charter Schools").

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501 (c) (3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 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 its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for public purposes. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for educational, public or charitable purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such educational, public or charitable purposes.

ARTICLE V **CORPORATION WITHOUT MEMBERS**

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no "members" as that term is used in the California Nonprofit Public Benefit Corporation Law. All rights, which would otherwise vest in the members, shall vest in the Board.

ARTICLE VI BOARD **OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law, the Articles of Incorporation of the Corporation, these Bylaws, the Charter Schools Act of 1992, and any other applicable laws, the Corporation's activities, business, and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board, except as provided in Section 3 hereof. The Board may not delegate the responsibilities of budget approval or approval of fiscal and performance audits.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 above, but subject to the same limitations, the Board shall have the power to:

- a. To select and remove, at the pleasure of the Board, the Chief Executive Officer ("CEO"), and

his/her subordinates, prescribe powers and duties for him/her, as may be consistent with law, the Articles of Incorporation, and these Bylaws; to fix his/her compensation and to require from her/him security for faithful performance.

- b. To conduct, manage, and control the affairs and activities of the Corporation and to make such rules and regulations for this purpose, consistent with law, the Articles of Incorporation, and these Bylaws, as it deems best;
- c. Fix the compensation for corporate officers and employees; and to require from them security for faithful service;
- d. To adopt, make and use a corporate seal, and alter the form of the seal from time to time, as it deems best;
- e. To borrow money and incur indebtedness on behalf of the Corporation, and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, debentures, bonds, deeds of trust, mortgages, hypothecations, pledges, and other evidence of debt or securities;
- f. To act as trustee under any trust incidental to the principal object of the Corporation, and to receive, hold, administer, exchange and expend funds and property to such trust;
- g. To acquire by purchase, exchange, lease, gift, devise, bequest, and to hold, improve, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real personal property;
- h. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose.
1. To carry out such other duties as are described in the Charter of each school.

Section 3. DELEGATION OF MANAGEMENT. The Board may delegate the management of the Corporation's activities to any person or persons, management company, or committees, however composed, provided the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral, or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the Corporation's activities, and the Board may rescind any such assignment, referral, or delegation at any time.

Section 4. NUMBER OF DIRECTORS. The authorized number of Directors shall be no less than five (5) and no more than eleven (11), with the exact number to be fixed by the Board by resolution from time to time.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board may be interested persons. An interested person is:

- a. Any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director; and/or
- b. Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

The Board may adopt other policies circumscribing potential conflicts of interest.

Section 6. NOMINATIONS BY COMMITTEE. In the event that there is a vacancy pursuant to Section 9 below, the Chair, will appoint an ad hoc advisory committee to nominate qualified candidates for election to the Board ("Nominating Committee"), which in turn will select a Chairman of the committee. The Nominating Committee's shall not be less than three (3) members and its duties are as follows:

- (1) Identify a need/priority for the Corporation based on the Board composition and the expertise need described in Section 4 herein;
- (2) Review every candidate(s) thoroughly, including meeting the candidate(s) in person, at which meeting a majority of the Nominating Committee is present;
- (3) Vote as a majority to move the candidate(s) forward; if there is no majority then the candidate(s) cannot move forward.
- (4) Schedule a meeting between the candidate(s) and the CEO; the meeting shall occur no later than thirty (30) days after the candidate(s) meets with the Nominating Committee;
- (5) The candidate(s) who is voted to move forward shall attend a board meeting and meet the current Board Members;
- (6) The Nominating Committee shall make an oral presentation on the candidate(s) to the Board at a regularly scheduled meeting.

Section 7. TERM OF OFFICE. Each Director shall hold office for a term of four (4) years or until the Director's death, removal, or resignation, and until a successor Director has been designated and qualified. Upon completion of an initial four (4) year term, each Director may serve one (1) additional four (4) term, subject to approval by a majority of the Board of Directors. No Directors shall serve in excess of two (2) consecutive terms, except as set forth herein. Nothing shall prevent a former Director from rejoining the Board as long as that Director has not been a member of the Board with the preceding twelve months.

Section 8. BOARD ROSTER. The Secretary shall maintain and update the Board roster as necessary after each election. Any director who is elected on or before June 30 shall be treated as though elected January

l of that year for the purpose of term limits. Any Director who is elected after June 30 of a given year shall be treated as though elected in January of the following year, effectively giving that Director up to an additional six months during the Director's first term.

Section 9. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of:

The death, resignation, or removal of any Director;

The declaration by Board resolution of a vacancy of the office of a Director who has been declared of unsound mind by an order of court or convicted of a felony or found by final order or judgment of any court to have breached a duty under California Non -Profit Public Benefit Corporation Law, Chapter 2, Article 3; or found to have neglected or violated his or her duties and responsibilities provided that notice of that meeting at which vote is taken and of the removal questions are given to each member of the Board and to the Director subject to the removal questions are given at least 10 days prior to the meeting. Any vacancy caused by the removal of a Director shall be filled as provided in these Bylaws.

Any Director who does not attend three (3) successive board meetings will automatically be removed from the Board without Board resolution unless the Director suffers from an illness or disability that prevents him or her from attending meetings and the Board adopts a resolution waiving the automatic removal procedure of this subsection. A Director that has been removed from the Board pursuant to this subsection may be reinstated as a Director by resolution of the Board if the Director's seat on the Board remains vacant.

Section 10. RESIGNATION OF DIRECTORS. Except as provided below, any Director may resign by giving oral or written notice to the Chairman of the Board, or to the Secretary of the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If oral notice is given, confirmation of the resignation will be confirmed in writing by the Chairman of the Board within 72 hours of receiving oral notice. If a Director's resignation is effective at a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective.

Section 11. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no Director may resign if the Corporation would be left without a duly elected director or directors.

Section 12. NO REMOVAL ON REDUCTION OF NUMBER OF DIRECTORS. No reduction of the authorized number of Directors shall have the effect of removing any Director before that Director's term of office expires unless the reduction also provides for the removal of that specified Director in accordance with these Bylaws and California Nonprofit Corporation Law.

Section 13. REMOVAL OF DIRECTORS. Any Director, other than a representative chosen by a chartering authority, may be removed, with or without cause, by the vote of the majority of the members of the entire Board at a special meeting called for that purpose, or at a regular meeting, provided that notice of that

meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 [commencing with Section 54950] of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a Director shall be filled as provided by the Bylaws. If a chartering authority has appointed a representative to the Board pursuant to Education Code Section 47604(c), the governing Board of the chartering authority may remove that Director at any time, with or without cause.

Section 14. VACANCIES FILLED BY BOARD. Vacancies on the Board may be filled by approval of the Board of Directors or, if the number of Directors then in office is less than a quorum, by:

- (a) the unanimous consent of the Directors then in office;
- (b) the affirmative vote of a majority of the Directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211; or
- (c) a sole remaining Director.

Section 15. COMPENSATION AND REIMBURSEMENT. Directors shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of actual reasonable expenses incurred in carrying out his or her duties. Directors shall not otherwise be compensated.

Section 16. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 17. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.

The Corporation and the Board shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VII **MEETINGS OF THE BOARD OF DIRECTORS**

Section 1. LOCATION OF BOARD OF DIRECTORS MEETINGS. The Board may designate that a meeting be held at any place within the physical boundaries of the county in which the greatest number of pupils enrolled in Amethod Public Schools reside. All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, *et seq.*, as said chapter may be modified by subsequent legislation and Education Code Section 47604.1.

1.1. Meetings by Telephone or Similar Communication Equipment. A teleconference meeting is a meeting in which one or more Directors attend the meeting from a remote location via telephone or other electronic means, transmitting audio or audio/video. Any meeting may be held by conference telephone or other communications equipment permitted by California Nonprofit Corporation Law, and all

Directors shall be deemed to be present in person at such meetings as long as all Directors participating in the meeting can communicate with one another and all other requirements of California Nonprofit Corporation Law are satisfied. Such meeting must also be noticed and conducted in compliance with Section 54953(b) of the Brown Act, including without limitation the following:

- (a) At a minimum, a quorum of the Board shall participate in the teleconference meeting from within the physical boundaries of the county in which the greatest number of pupils enrolled in Amethod Public Schools reside;
- (b) All votes taken during a teleconference meeting shall be by roll call;
- (c) The Board shall post agendas at all teleconference locations with each such location being identified in the notice and agenda of the meeting;
- (d) All locations where a Director participates in a teleconference meeting must be fully accessible to members of the public and shall be listed on the agenda .
- (e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and
- (f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 2. ANNUAL MEETINGS. Pursuant to sufficient notice, the Board shall hold an annual meeting for the purposes of organization, selection of directors and officers, and the transaction of other business.

Section 3. REGULAR MEETINGS. Regular meetings of the Board shall be held at regularly scheduled times as established by the majority of the Board, unless otherwise noted. Such meeting shall comply with the notice and open meeting requirements of the Brow Act (Govt. Code section 5490, *et seq.*) and Education Code Section 47604.1.

Section 4. SPECIAL MEETINGS. Special meetings of the Board for any purpose may be called at any time by the Chair of the Board, if there is such an officer, the Vice-Chair, the Secretary, or any two Directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 5. NOTICE OF MEETINGS.

5.1. Notice of Regular or Annual Meetings. At least seventy-two (72) hours before an annual meeting or a regular meeting, the Board, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed

in closed session. A brief general description of an item generally need not exceed twenty (20) words. The agenda shall specify the time and location of the meeting and shall be posted in a location that is freely accessible to members of the public, as well as on either the Corporation's or the charter school's website homepage with a prominent and direct link. The posting of the agenda and the contents of the agenda shall be in accordance with Section 54954.2 of the Brown Act. No action or discussion shall be undertaken at any annual or regular meeting on any item not appearing on the posted agenda, except as set forth in Section 54954.2 of the Brown Act.

5.2. Notice of Special Meetings.

5.2.1 Manner of Giving Notice. Notice of the time and place of all regular and special meetings shall be given to each Director by one of the following methods:

- (a) Personal Delivery of written notice;
- (b) First-class mail, postage paid;
- (c) Telephone, including a voice messaging system or other system or technology designed to record and communicate messages; or
- (d) Facsimile, electronic mail ("e-mail") or other means of electronic transmission if the recipient has consented to accept notices in this manner.

All such notices shall be given or sent to the Director's address, phone number, facsimile number or e-mail address as shown on the records of the Corporation.

Notice of the time and place of all regular and special meetings shall be given to members of the public in the following ways:

- (a) Posting on the Corporation's website homepage with a prominent and direct link;
- (b) Posting in a location freely accessible location within the charter schools' jurisdiction to members of the public .

5.2.2. Time Requirements. Notices of special meetings of the Board sent by first-class mail shall be deposited in the United States mail at least 72 hours before the time set for the meeting. Notices given by personal delivery, telephone, or electronic transmission shall be delivered, telephoned, or transmitted at least twenty four (24) hours before the time set for the meeting. In addition to the foregoing, notice of the meeting shall comply with Section 54956 of the Brown Act, and the call of the meeting and notice shall also be posted at least twenty four (24) hours prior to the special meeting in a location within the charter schools' jurisdiction that is freely accessible to members of the public and on the Corporation's website homepage with a prominent and direct link.

5.2.3. Notice of Content. The call and notice of a special meeting of the Board shall state the time and place of the special meeting and the business to be transacted or discussed. No other business

shall be considered at the special meeting. The notice of a special meeting shall comply with the requirements for special meetings set forth in The Brown Act.

Section 6. EMERGENCY MEETINGS. If there is an "emergency situation," as defined in Section 54956.5 of the Brown Act, involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with either the 24 hour posting requirement of Section 54956 of the Brown Act or both of the notice and posting requirements. The emergency meeting must be noticed and held in compliance with Section 54956.5 of the Brown Act.

Section 7. QUORUM AND ACTION OF THE BOARD.

7.1. **Quorum.** A majority of the voting Directors then in office shall constitute a quorum for the transaction of business, except adjournment.

7.2. **Minimum Vote Requirements for Valid Board Action.** Every action taken or decision made by a majority vote of the Directors then in office at a duly held meeting at which a quorum is present shall be the act of the Board, unless a greater number is expressly required by California Nonprofit Corporation Law, the Articles of Incorporation or these Bylaws. A meeting at which a quorum is initially present but due to the withdrawal of Directors, is no longer present, may not transact business; those Directors present may either: (a) elect to continue as a committee; or (b) adjourn to a future date. Directors may not vote by proxy.

Section 8. WAIVER OF NOTICE. Notice of a meeting need not be given to any Director who, either before or after the meeting, signs a waiver of notice, a written consent to the holding of the meeting, or an approval of the minutes of the meeting. The waiver or notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings. Notice of a meeting need not be given to any Director who attends the meeting and does not protest, before or at the commencement of the meeting, the lack of notice to him or her.

Section 9. ADJOURNMENT. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 10. CONFLICT OF INTEREST.

- a) **Contracts with Directors:** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Resolute Academy enter not any contract or transaction with any other corporation, firm association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest.)

- b) **Contracts with Non-Director Designated Employees:** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest in compliance with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

Section 11. STANDARD OF CARE. A Director shall perform all duties of a Director, including duties as a member of any committee of the Board on which the Director may serve, in good faith, in a manner the Director believes to be in the best interests of the Corporation and with such care, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.

In performing the duties of a Director, a Director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- a. One or more officers or employees of the Corporation whom the Director believes to be reliable and competent in the matters presented;
- b. Legal counsel, independent accountants or other persons as to matters that the Director believes to be within such person's professional or expert competence; or
- c. A committee of the Board upon which the Director does not serve as to matters within its designated authority, provided the Director believes that the committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Except with respect to assets that are directly related to the Corporation's charitable programs, the Board shall avoid speculation in investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the Corporation's investments. Instead, the Board is to consider the permanent disposition of funds, the probable income, the probable safety of the Corporation's capital, and is to comply with the express terms of the instrument or agreement, if any, pursuant to which the assets were contributed to the Corporation.

Section 12. CONDUCT OF MEETINGS. Meetings of the Board shall be presided over by the Chair, or, if there is no Chair or the Chair is absent, the Vice-Chair or, in the absence of each of these persons, by a chair of the meeting, chosen by a majority of the Directors present at the meeting. The Secretary shall act as secretary of all meetings of the Board, provided that, if the Secretary is absent, the presiding officer shall appoint another person to act as secretary of the meeting. Meetings shall be governed by rules of procedure as may be determined by the Board from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles, or with any provisions of law applicable to the Corporation.

Section 13. RULES OF PROCEDURE. All meetings of the Board and of the committees shall be conducted in accordance with Robert's Rules of Order.

Section 14. LOANS TO DIRECTORS 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 15. TRAINING. Every Director who has not previously served on the Corporation's Board must commence attendance at a comprehensive, authorized training(s) regarding Board governance within 12 months of joining the Board as a Director.

ARTICLE VIII **COMMITTEES**

Section 1. CREATION AND COMPOSITION OF COMMITTEES. The Board may, by resolution adopted by a majority of the Directors then in office, create one or more Board Committees ("Committees"), each consisting of two or more Directors, and no persons who are not Directors, to serve at the discretion of the Board. Any two Committees or any particular duties of a Committee may be combined, in the interest of efficiency or management. Unless otherwise directed by the Board, Committees are empowered only to consider and make recommendations upon matters referred to them by the Board. All Committees shall be composed of at least one board member. By majority vote of the Committee members, each committee shall elect one of its members who are also Board members to act as chair of the committee. Any Committee, to the extent provided in the resolution of the Board and allowed by law, may be given the authority of the Board except that no Committee may:

- (a) approve any action for which the California Nonprofit Corporation Law also requires approval of the members or approval of a majority of all members;
- (b) fill vacancies on the Board or in any Committee which has the authority of the Board;
- (c) fix compensation of the Director for serving on the Board or on any Committee;
- (d) amend or repeal any resolution of the board which by its express terms is not so amendable or repealable;
- (e) appoint any other Committees or the members of these Committees;
- (f) expend corporate funds to support a nominee for Director after more person have been nominated than can be elected; or
- (g) approve any transaction (i) between the Corporation and one or more of its Director or

between the Corporation and any entity in which one or more of its directors have a material financial interest.

To facilitate the consideration and management of the Corporation under the Charter and as a corporate legal entity, the following Committee may be created as set forth within this section:

a. Executive Committee. The Executive Committee shall have the power to act in all matters pertaining to the Corporation, as directed by the Board, and working in concert with the goals established by the committees, shall determine the Corporation's short-range and long-range goals. The Executive Committee shall review annually the conditions of employment of the Chief Executive Officer or Principal. The Executive Committee shall be composed of the Chair, Vice- Chair and such other members of the Board as the Board may elect.

b. Audit Committee: The Corporation shall have an audit committee consisting of at least one Director and may include nonvoting advisors. Directors who are employees or officers of the Corporation or who receive, directly or indirectly in any consulting, advisory or other compensatory fee from the Corporation (other than for service as a Director) may not serve on audit committee. The audit committee shall perform the duties and adhere to the guidelines set forth in the audit committee description as amended from time to time by the board. Such duties include:

(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; a defined purpose and a time frame to accomplish that purpose; and is advisory.

ARTICLE IX **OFFICERS OF THE CORPORATION**

Section 1. OFFICERS OF THE CORPORATION. The officers of the Corporation ("Officers") shall be a Chair, Vice-Chair, Chief Executive Officer ("CEO"), Secretary and Treasurer. The Corporation may also have, at the Board's discretion, one or more assistant secretaries, one or more assistant treasurers and such other officers as the Board may appoint. Other than the Chair and Vice-Chair, these persons may, but need not be, selected from among the Directors.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary, nor the Treasurer, may serve concurrently as the Chair of the Board.

Section 3. ELECTION OF OFFICERS. The Officers shall be chosen annually by the Board during the first meeting of the fiscal year, and shall serve at the discretion of the Board until his or her successor shall be elected, or his or her earlier resignation or removal.

Section 4. TERM OF CHAIR AND VICE-CHAIR. The Chair and the Vice-Chair shall serve for a term of one (1) year. The Chair and Vice-chair may serve a maximum of two (2) consecutive terms in the same office. Any officer may be removed at any time, with or without cause, by the affirmative vote of a majority of the Board.

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 expenses reasonably incurred in establishing a right to indemnification under this Article XII.

Section 2. APPLICABILITY OF INDEMNIFICATION PROVISIONS.

2.1. Successful Defense by Agent. To the extent that an Agent has been successful on the merits in the defense of any proceeding referred to in this Article XII, or in the defense of any claim, issue, or matter therein, the Agent shall be indemnified against expenses actually and reasonably incurred by the Agent in connection with the claim.

2.2. Settlement or Unsuccessful Defense by Agent. If an Agent either settles any proceeding referred to in this Article XII, or any claim, issue, or matter therein, or sustains a judgment rendered against him, then the provisions of Section 3 through Section 7 shall determine whether the Agent is entitled to indemnification.

Section 3. ACTIONS BROUGHT BY PERSONS OTHER THAN THE CORPORATION. This Section 3 applies to any proceeding other than an action "by or on behalf of the Corporation" as defined in Section 4 below. Such proceedings that are not brought by or on behalf of the

Corporation are referred to in this Section 3 as "Third Party proceedings."

3.1. Scope of Indemnification in Third Party Proceedings.

Subject to the required findings to be made pursuant to Section 3.2 the Corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any Third Party proceeding, by reason of the fact that such person is or was an Agent, for all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with the proceeding.

3.2. Required Standard Of Conduct For Indemnification in Third Party Proceedings.

Any indemnification granted to an Agent in Section 3.1 above is conditioned on the following: the Board must determine, in the manner provided hereof, that the Agent seeking reimbursement acted in good faith, in a manner he or she reasonably believed to be in the best interest of the Corporation, and, in the case of a criminal proceeding, he or she must have had no reasonable cause to believe that his or her conduct was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or on a plea of *nolo contendere* or its equivalent shall not, of itself, create a presumption that the person did not act in good faith or in a manner he or she reasonably believed to be in the best interest of the Corporation or that he or she had reasonable cause to believe that his or her conduct was unlawful.

Section 4. ACTION BROUGHT BY OR ON BEHALF OF THE CORPORATION.

This Section 4 applies to any proceeding brought (i) by or in the right of the Corporation, or (ii) by an Officer, Director or person granted relator status by the Attorney General, or by the Attorney General, on the ground that the defendant Director was or is engaging in self-dealing within the meaning of section 5233 of the California Nonprofit Corporation Law, or (iii) by the Attorney General or person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust (any such proceeding is referred to in these Bylaws as a proceeding "by or on behalf of the Corporation").

4.1. Scope Of Indemnification In Proceeding By Or On Behalf Of The Corporation.

Subject to the required findings to be made pursuant to Section 4.2 and except as provided in Sections 4.3 and 4.4, the Corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any proceeding by or on behalf of the Corporation, by reason of the fact that such person is or was an Agent, for all expenses actually and reasonably incurred in connection with the defense or settlement of such action.

4.2. Required Standard Of Conduct For Indemnification In Proceeding By Or On Behalf Of The Corporation.

Any indemnification granted to an Agent in Section 4.1 is conditioned on the following. The Board must determine, in the manner provided in Section 5 hereof, that the Agent seeking reimbursement acted in good faith, in a manner he or she believed to be in the best interest of the Corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances.

4.3. Claims Settled Out Of Court. If any Agent settles or otherwise disposes of a threatened or pending action brought by or on behalf of the Corporation, with or without court approval, the Agent shall receive no indemnification for amounts paid pursuant to the terms of the settlement or other disposition. Also, in cases settled or otherwise disposed of without court approval, the Agent shall receive no indemnification for expenses reasonably incurred in defending against the proceeding, unless the proceeding is settled with the

approval of the Attorney General.

4.4. Claims And Suits Awarded Against Agent. If any Agent is adjudged to be liable to the Corporation in the performance of the Agent's duty to the Corporation, the Agent shall receive no indemnification for amounts paid pursuant to the judgment, and any indemnification of such Agent under Section 4.1 for expenses actually and reasonably incurred in connection with the defense of that action shall be made only if both of the following conditions are met:

- (a) the determination of good faith conduct required by Section 4.2 must be made in the manner provided for in Section 5 hereof; and
- (b) upon application, the court in which the action was brought must determine that, in view of all of the circumstances of the case, the Agent is fairly and reasonably entitled to indemnity for the expenses incurred. If the Agent is found to be so entitled, the court shall determine the appropriate amount of expenses to be reimbursed.

Section 5. DETERMINATION OF AGENT'S GOOD FAITH CONDUCT. The indemnification granted to an Agent in Section 3 and Section 4, hereof, is conditioned on the findings required by those Sections being made by:

- (a) the Board by a majority vote of the Directors then in office, not counting any vote of parties to the proceeding; or
- (b) the court in which the proceeding is or was pending. Such determination may be made on application brought by the Corporation or the Agent or the attorney or other person rendering a defense to the Agent, whether or not the application by the Agent, attorney, or other person is opposed by the Corporation.

Section 6. LIMITATIONS. No indemnification or advance shall be made under this Article XII, except as provided in Section 2 or Section 7(b), in any circumstances when it appears:

- (a) that the indemnification or advance would be inconsistent with a provision of the Articles of Incorporation, as amended, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or
- (b) that the indemnification would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 7. ADVANCE OF EXPENSES. Expenses incurred in defending any proceeding may be advanced by the Corporation before the final disposition of the proceeding on receipt of an undertaking by or on behalf of the Agent to repay the amount of the advance unless it is determined ultimately that the Agent is entitled

to be indemnified as authorized in this Article XII.

Section 8. CONTRACTUAL RIGHTS OF NON-DIRECTORS AND NON-OFFICERS. Nothing contained in this Article XII shall affect any right to indemnification to which persons other than Directors and Officers of the Corporation, or any of its subsidiaries, may be entitled by contract or otherwise.

Section 9. INSURANCE. The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Agent, as defined in this Article XII, against any liability asserted against or incurred by any Agent in such capacity or arising out of the Agent's status as such, whether or not the Corporation would have the power to indemnify the Agent against the liability under the provisions of this Article XII.

Pursuant to the purchase and maintenance of such insurance, any indemnification under this Article shall be made by the Corporation only if authorized in the specific case, upon a determination that indemnification of the Agent is proper in the circumstances because the Agent has met the applicable standard of conduct set forth in Section 7 of this Article XII, by:

a majority vote of the Directors then in office, not counting any vote of parties to such proceeding; or

the court in which such proceeding is or was pending upon application made by the Corporation or

the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by the Corporation.

ARTICLE XI MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of its members, Board, and committees of the Board; and
- c. Such reports and records as required by law.

Section 2. INSPECTION BY DIRECTORS. Every Director shall have the absolute right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, if any, as permitted by California and federal law. The inspection may be made in person or by the Director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

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 bylaws, unless the indemnification has already been approved by the Directors under Corporation' Code Section 5238(d)(2).

ARTICLE XIV **OTHER PROVISIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Law shall govern the construction of these Bylaws. Without limiting the generality of foregoing, words in these Bylaws shall be read as the masculine or feminine gender and as the singular or plural, as the context requires. The term "person" includes both a legal entity and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

Section 2. AMENDMENT OF BYLAWS. The Board may adopt, amend, or repeal these Bylaws by a majority vote of the Directors then in office at a meeting duly held at which a quorum is present.

Section 3. VALIDITY OF INSTRUMENTS. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or

endorsement thereof executed or entered into between the Corporation and any other person, shall be valid and binding on the Corporation when signed by the Chair, Vice-Chair, CEO, Chief Financial Officer, Secretary or Treasurer of the Corporation unless the other person has actual knowledge that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

Section 4. FISCAL YEAR. The fiscal year of the Corporation shall be will be July 1, through June 30 or as set by the Board.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Amethod Public Schools, a California Nonprofit Public Benefit Corporation; that these Bylaws, are the Bylaws of this Corporation as adopted by the Board of Directors on June 6, 2006, and amended on

Executed on January 18, 2023 at Richmond, California.

Secretary, Board of Directors



Cincinnati Service Center
CINCINNATI OH 45999-0038

In reply refer to: 0256410411
Aug. 25, 2020 LTR 4168C 0
94-3185735 000000 00

00015245
BODC: TE

AMETHOD PUBLIC SCHOOLS
% CLICKBOOKS COM INC
2101 LIVINGSTON ST
OAKLAND CA 94606-5218

029700

Employer ID number: 94-3185735
Form 990 required: Yes

Dear Taxpayer:

We're responding to your request dated Aug. 18, 2020, about your tax-exempt status.

We issued you a determination letter in December 1997, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(03).

We also show you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(ii).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If you're required to file a return, you must file one of the following by the 15th day of the 5th month after the end of your annual accounting period:

- Form 990, Return of Organization Exempt From Income Tax
- Form 990EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations Not Required to File Form 990 or Form 990-EZ
- Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation

According to IRC Section 6033(j), if you don't file a required annual information return or notice for 3 consecutive years, we'll revoke your tax-exempt status on the due date of the 3rd required return or notice.

You can get IRS forms or publications you need from our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions, call 877-829-5500 between 8 a.m. and 5 p.m.,



Revised: November 2020

**CONFLICT OF INTEREST CODE FOR
AMETHOD PUBLIC SCHOOLS**

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission (“FPPC”) has adopted a regulation (2 Cal. Code of Regs. Sec. 18730) which contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency’s code. After public notice and hearing, it may be amended by the FPPC to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the FPPC are hereby incorporated by reference. This regulation and the attached Appendices, designating officials and employees and establishing disclosure categories, shall constitute the conflict of interest code of **Amethod Public Schools**.

Individuals holding designated positions shall file their statements of economic interest with **Amethod Public Schools**, which will make the statements available for public inspection and reproduction. (Gov. Code Section 81008.) All statements will be retained by **Amethod Public Schools**.

Amethod Public Schools



Revised: November 2020

CONFLICT OF INTEREST CODE FOR
AMETHOD PUBLIC SCHOOLS

APPENDIX A

DESIGNATED POSITIONS

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Board Members	1, 2, 4
Chief Executive Officer	1, 2
Chief Operating Officer	1, 2
Chief Academic Officer	1, 2
Senior Director of Finance	1, 2
Director of Technology	1, 2
Site Director	3
Consultants/New Positions	*

* The Chief Executive Officer may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements described in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code. (Gov. Code Sec. 81008.)



Revised: November 2020

APPENDIX B

DISCLOSURE CATEGORIES

Category 1. Designated positions assigned to this category must report:

Interests in real property of the type and legal designation that can be utilized for public school use within the jurisdiction.

Category 2. Designated positions assigned to this category must report:

Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) that are from business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment, of the type utilized by Amethod Public Schools.

Category 3. Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are from business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment, of the type utilized by the designated position's department. For the purposes of this category, a Site Director's department is his or her entire school.

Category 4. Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) from sources of the type that provide financial accounting auditing services.

AMPS Board Member Bios

Board Chair, Gilbert "Gil" Lopez, Jr.

Gil is a retired police lieutenant who was raised in West Contra Costa County. He is married and has four children and two grandchildren. Gil earned an M.A. in Organizational Leadership, as well as a strategic management certificate from the Senior Management Institute for Police at Boston, MA. Gil's more than 29-year public service career allowed him to positively influence and guide youth and young adults. He believes education is the foundation of a productive society, and believes all students deserve access to quality education.

Board Vice Chair, Edgar Quiroz

Edgar serves as Partner and Vice President, Strategic Partnerships for & ACE Home Health Care & Hospice, Inc. in Orinda, CA. A native of San Francisco, Edgar has over 30 years of experience in working with Bay Area hospitals and health services organizations. Edgar has a Master's Degree in Public Health Planning, Policy & Administration from the University of California at Berkeley. He earned his BA degree from SF State University, majoring in Ethnic Studies & Social Welfare, including a year of studies abroad at La Universidad Ibero-Americana in Mexico City. He graduated with honors, Magna Cum Laude. He has also completed an Executive Leadership Program at the Harvard Business School.

Board Member, Fr Andres Emmanuelli

Fr Andrés is originally from Caracas, Venezuela, and has had an extensive educational journey achieving several master's degrees and certifications. He currently works at Cristo Rey de La Salle East Bay High School as a priest, advancement and as a part of the management team.

Being a first-generation Latino in the US, Fr Andres is a firm believer and promoter of inclusive values that uphold accessibility, equity, and the dignity of every person regardless of their culture, race, education, or economic status. Fr Andres currently serves in several volunteer opportunities in order to incentivize a culture of belonging and give back to the community, such as, the Oakland Latino Chamber of Commerce board of directors.

Fr Andres is convinced that education should be a basic right for all, especially for communities that have been traditionally underserved and underrepresented. He actively works to create transformational opportunities for students in order to set them on a path to succeed in securing higher education to and through college.

AMPS Board Member Bios

He is excited for the opportunity to serve at the Amethod Public Schools board of directors in order to continue the work of creating alternative wholesome educational opportunities for the community.

Board Member, Elisa Gallegos

My name is Elisa Gallegos proud to be born and raised in San Mateo County, daughter of immigrant parents and the youngest of 5 children. I have lived in Richmond for the last 25 years. I am the mother of 3 young adults, a blended family and partnered with wonderful spirit. I am an alumni of the University of San Francisco School of Nursing. I have been a nurse for over 30 years and in public health for 17 of those years. I started working at Clinica de La Raza , moved to San Mateo County with Nuestro Canto de Salud and now with the City of Berkeley Public Health Department . Simultaneous to my other jobs I also worked with Kaiser Richmond doing health education classes in Spanish for 5 years. I continue to be involved in community and volunteer conducting community health and wellness platicas with various community organizations.

Our family has been rooted in community advocacy. My role models include my mother and sisters que le hechan ganas a todo lo que hacen and find a way to make things happen. My work always has community in mind and heart when I navigate any system whether it be healthcare, education, public health, environmental etc. My passion and commitment is being of service, supporting for our community to heal from "dis- ease" , reconnecting to mind, body, spirit and the outdoors . Responding to the pandemic for the last 2 1/2 years has clearly shown me this is needed now more than ever to restore balance within ourselves and our community.

Board Member, Monica Moncada

I'm Monica Moncada, an Operations Manager at a leading Electric Vehicle company in the San Francisco Bay Area. With a career spanning 27 years, I've accumulated extensive experience in High School Security, Global Security/Loss Prevention, and Operations Management across several major companies.

Family is at the heart of everything I do. I'm married and a proud mom to two wonderful children, Lucca (10) and Gianna (7). Our family loves making the most of our time together, whether we're enjoying the beach, playing mini-golf, or hosting lively dinner parties and BBQs with friends and family.

I'm deeply passionate about the environment and education, and these interests drive me both personally and professionally. I'm always seeking ways to contribute positively to these areas. Additionally, I make it a point to give back to the community and teach my kids the importance of volunteering and helping others, just as I was raised.



HONOR HARD WORK

2024 - 2025 AMPS Board of Directors

Name	Start of Member's Term	End of Member's Term	Officer / Board Role
Gilbert Lopez Jr	1/17/2024	1/17/2028	Board President
Edgar Quiroz	01/18/2023	01/18/2027	Board Vice - President
Andres Emmanuelli	2/15/2023	2/15/2027	Board Member at Large
Elisa Gallegos	10/19/2022	10/19/2026	Board Secretary
Monica Moncada	8/14/2024	08/14/2028	Board Member at Large

BYLAWS OF THE AMPS FAMILY STAFF TEAM (FST)

Contents

- Introduction
- Article I – Duties of School Family Staff Team
- Article II – Members of School Family Staff Team
- Article III – Officers of School Family Staff Team
- Article IV– Committees
- Article V – Meetings of School Family Staff Team
- Article VI – Amendments

Introduction

One might be asking what The Family Staff Team (FST) exactly means? At AMPS we believe that true parent and school partnership should be viewed as a team concept rather than one of consultation only. A charter school community that leans on each other when its needed, and debates in healthy approach and without hidden agendas helps families, students, and educators become more invested not only in their children’s education, but it also helps to build a local leadership model so necessary for charter schools that are often in the middle of local, state and even nationwide political circumstances.

The Family Staff Team, consisting of the families and staff representation meets quarterly, at minimum, to provide suggestions and recommendations on issues including, but not limited to, budgeting, LCFF, LCAP eight state priorities, curriculum, school policies, community participation, and the general direction of the specific school and/or region. The FST will make recommendations for topics to address for the general stakeholders of the school including families and AMPS Board Members.

** Although members of the FST are an Advisory body, Members will be held by fellow FST members to the duty of loyalty which requires members to operate in the interest of a nonprofit organization. Individuals serving as FST members are not to use the FST position to further personal agendas and will maintain a professional approach and conduct towards participation among members and community as they support the mission and vision of AMPS schools and the organization.*

Questions to consider at the FST Nominating Meeting:

- a) In what ways does the candidate help our schools?
- b) What are the strengths and needs of your school and community and how will the person support to improve the needs of the school?
- c) What can schools, parents/families, and the community do to work together more successfully?

Article I – Duties of School FST

The Family Staff Team (FST) of all current AMPS schools will carry out the following duties:

- Develop, review and approve Local Control Accountability Plans (LCAP) discussions, process and vote.
- Recommend required plans to the Board of Directors for review and vote.
- Provide ongoing review of the implementation of the plans with site administration teams.
- Assist with planning of specific school speakers, assemblies, and instructional or social events.
- Assist the School Administration and the AMPS Community Outreach Staff in organizing and executing community action events as needed.
- Act as the English Learner Advisory Committee (ELAC) and fulfill all duties of this committee as required by law.
- Carry out all other duties as necessary under state, charter authorities, and federal law.

Article II – Members of FST

A. Composition of the FST

The Family Staff Team (FST) shall be composed of a number no less than three (3) and up to eleven (11) members at maximum. Post(s) will be given to parents of EL students in a percentage proportionate to the percentage of EL students enrolled at the school site. Members must exhibit professionalism and loyalty to the organization’s mission, vision and organization itself by oath.

Membership:

1. One (1) School Site Director or School Administration Designee;
2. Up to two (2) certificated staff members employed by AMPS;
3. One (1) non-certificated staff member employed by AMPS;
4. Up to five (5) parent members who have children in the specific school;
5. *If applicable*, one (1) AMPS high school student representative from the respective school.

B. Membership & Terms:

Site Director or Administrative Designee

All Site Directors of AMPS are members of the FST. An Administrative Designee identified by the Site Director and approved by the CEO may attend an FST meeting in place of an absent Site Director, as needed. Site directors or designees do not vote unless there is a tie vote and the Site Director or Designee’s vote is needed to break the tie.

Certificated Staff Members

Nominated certificated members shall be appointed by the Site Director in consultation with the Chief Academic Officer. The terms of office for the teacher members shall be one (1) year. The selection of new teacher members shall take place no later than October 30 of each school year.

Non-certificated Staff Member

Nominated non-certificated staff members shall be appointed by the Site Director in consultation with the Chief Academic Officer. The term of office for the non-certificated staff member is one (1) year. The selection of the non-certificated staff members shall take place no later than October 30 of each school year.

Parent Members

The parent members shall be elected by a vote of AMPS family members from their respective school at the FST Nominating Meeting. The term of office for the parent members shall be one (1) year. The election of new parent members shall take place no later than October 30 of each school year. Enrollment in an AMPS school will be verified by using the student information system.

English Learner (EL) Parent Members

Nominated EL parent member(s) shall be verified by a school staff. EL parent members will be elected at the FST Nominating Meeting. The terms of office for the parent EL members shall be one (1) year. The selection of new EL parent members shall take place no later than October 30 of each school year.

AMPS High School Student Member

Candidates for the high school student member seat shall be nominated by current high school juniors and seniors no later than October 30 of each school year. The term of office for the student member shall be one (1) year.

C. Nomination and Election of Parent Members:

FST elections are usually held in September, and no later than October 30, however some exceptions may apply. Vacancies on the FST will be announced annually through email, phone call, text messaging, social media, and/or family newsletters.

At the FST Nominating Meeting, parents can nominate themselves or receive a nomination by another parents. Nominated parents can accept or decline the nomination. Nominated parents will be invited to give a speech at the Nomination Meeting regarding their qualifications and interest in being part of the FST. The speech should be no longer than two (2) minutes.

Each parent in attendance at the FST Nominating Meeting will receive a ballot listing the nominated parents. *Rank Choice* voting will be utilized requiring each voter to rank candidates from most favorite to least favorite. Total votes will be added and parents with the most votes will be elected as FST members. Site directors or designees do not vote unless there is a tie vote in which the Site Director or Designee's vote will break the tie.

D. Meetings

FST meetings will be held quarterly (a minimum of 4) per year.

E. Termination of FST Membership

Any FST member or officer may be removed, suspended, or censured with or without cause, by an affirmative vote of two thirds (2/3) of the FST voting body, see details below:

1. Any elected FST member who misses two (2) meetings without communication to the FST Secretary shall be removed.
2. Members who exhibit personal agendas or concerns that place the school or organization in regulatory jeopardy due to personal interests rather than the school's mission.
3. Any other reason for removal shall be approved by 2/3 of voting members. Written notice of removal shall be given to the member or officer after voting has taken place.
4. Any FST member or officer may resign by submitting a signed letter of resignation to the FST Chairperson.
5. The AMPS Chief Executive Officer has the authority to remove any FST member that places the mission and objective of the AMPS organization and/or any of its affiliate schools and programs in jeopardy.

F. Transfer of Membership

FST membership may not be assigned or transferred to another individual.

G. Voting

Each FST member is entitled to one (1) vote and may cast that vote on any matter submitted to a vote of the FST. Absentee ballots or proxies shall not be permitted. A deadlock occurs when a vote on any matter results in an identical number of votes in support of and against the matter. In the event of a documented deadlock, the Chairperson of the FST may elect to re-open discussion on the matter followed by another vote. The Site Director or designee can vote if there is a tie vote, and the Site Director or Designee's vote is needed to break the tie. In the alternative, the Chairperson may elect to end a deadlock by counting only the votes of the FST's officers (Chairperson, or Vice- Chairperson) on a particular matter.

H. Vacancy

Any vacancy shall be filled by the Chairperson by selecting the candidate with the next highest number of votes in the initial school year election.

Article III – Officers of School FST

A. Officers

The FST will elect officers at the first FST meeting of the school year. Candidates may be nominated or may be self-nominated. FST members may nominate more than one (1) person for an officer role. The officers of the FST shall be: Chairperson, Vice Chairperson, and Secretary:

The Chairperson shall:

- Preside at all of the FST meetings and ensure compliance with parliamentary rules.
- Work with staff and FST in setting the agenda and topics.
- Sign all letters, reports and other communications on behalf of the FST as needed.
- Perform all duties incident to the office of the Chairperson.
- Perform other such duties as assigned by the FST.

The Vice-Chairperson shall:

- Vice-Chairperson will be a non-Amethod School staff member.
- Represent the Chairperson in assigned duties.
- Substitute for the Chairperson in his or her absence.
- Perform other such duties as assigned by the Council.

Secretary shall:

- Confirm and/or maintain notes, minutes, sign in sheets, and handouts from all meetings.
- Submits minutes to the Chairperson and Vice Chairperson for recording.
- Records minutes in log.

B. Election and Terms of Office

The term of each officer shall be for one (1) year expiring at the last meeting or until a successor has been elected.

C. Voting Process (For Officer Roles)

Each FST member is entitled to one (1) vote per officer position. Absentee ballots or proxies shall not be permitted.

In the event of a documented deadlock, the Site Director and/or Designee may break the tie or the Chairperson of the FST may elect to re-open discussion on the matter followed by another vote.

D. Removal of Officers

Any officer may be removed from their office by a two-thirds vote of the FST members with

or without cause.

E. Vacancy

Vacancies shall be filled at the earliest opportunity by a special election of the FST, for the remaining portion of the term of office. Should the appointed person wish to seek reelection, they will have to go through the regular nomination process and vote.

Article IV – Committees

A. Sub-committees

All sub-committees serve in an advisory capacity to the FST. The FST Chairperson may establish sub-committees to perform duties as shall be prescribed by the FST. No sub-committee may exceed the authority of the FST. The FST Chair has authority to terminate sub-committees.

B. Membership

Unless otherwise determined by the FST, the FST Chairperson shall appoint members of the committees. A vacancy shall be filled by appointment made by the Chairperson. Membership of committees may include non-members of the FST who are members of the AMPS community.

C. Quorum

A majority of the members of a committee shall constitute a quorum. The act of the majority of the members shall be the act of the committee, provided a majority is in attendance.

Article V – Meetings of the School Site FST

A. Meetings

Regular FST meetings will occur as described in Article II (D) of these bylaws. Special meetings may be called by the Chairperson as needed. Special meetings and other Ad Hoc meetings may occur through the year as needed.

B. Place of Meetings

The FST shall hold its regular meetings at a facility provided by AMPS.

C. Quorum

All acts or decisions of the FST, except as otherwise indicated in these bylaws, will be by majority vote of the members in attendance based on the present of a quorum. The act of a majority of the members present shall be the act of the FST, provided a quorum is in attendance. A majority of the members of the FST shall constitute a quorum.

D. Conduct of Meetings

Minutes of proceedings will be maintained at the school office and on the school servers.

Article VI- Amendments

The AMPS Chief Executive Officer may adopt, amend or repeal any of these bylaws as needed and to ensure that the FST remains in alignment with the mission and objectives of the Family Staff Team.

AMPS



HONOR HARD WORK

AMETHOD PUBLIC SCHOOLS

EMPLOYEE HANDBOOK

TABLE OF CONTENTS

INTRODUCTION TO HANDBOOK	5
DIVERSITY AND INCLUSION	6
GENERAL POLICIES	7
A. Equal Employment Opportunity (Discrimination)	7
B. Unlawful Harassment	8
C. Whistleblower Policy	13
D. Employment “At- Will”	13
E. Eligibility for Employment	13
F. Employment Classifications	15
G. Employment Status	16
H. Job Duties	17
I. Work Location	17
J. Open Door Policy	17
K. Workplace Anti-Violence Policy	17
L. Employee Child(ren) at Work Policy	19
WAGES, ATTENDANCE, TIMEKEEPING AND RELATED PRACTICES	20
A. Payment of Wages	20
B. Overtime Pay	20
C. Expense Reimbursement	21
D. Attendance and Tardiness	21
E. School Social Activities	21
F. Timekeeping Requirements	22
G. Work Schedules	22
H. Rest Breaks and Meal Breaks	22
I. Lactation Breaks	23
STANDARDS OF CONDUCT	25
A. Professional Boundaries: Staff/Student Interaction Policy	25
B. Confidential Information	29
C. Rules of Conduct	30
D. Employment References	31
OPERATIONAL CONSIDERATIONS	32
A. Computer Usage and Privacy	32
B. Social Media Policy	34
C. Personal Business	37
D. News Media Contacts	37
E. Notice Posting	37

F.	Conflict of Interest	37
G.	Cameras and Video Surveillance	39
H.	Employer Property	40
I.	Employee Property	40
J.	Dress Code and Other Personal Standards	40
T.	Parking	41
U.	Solicitation and Distribution of Literature	41
V.	Health and Safety Policy	42
W.	Communicable Diseases	42
X.	Drug and Alcohol Abuse Policy	44
Y.	Smoking	45
Z.	Security Protocols	46
AA.	Safety and Incident Reporting	46
BB.	Driving on AMPS Business	46
	EMPLOYEE LEAVES AND BENEFITS	48
A.	Holidays	48
B.	Vacation Policy	48
C.	Paid Sick Leave	49
D.	Unpaid Leave of Absence (Medical)	50
E.	Discretionary Unpaid Leave of Absence (Non-Medical)	51
F.	Family and Medical Leave Act (FMLA)	51
G.	Pregnancy Disability Leave	55
H.	Military and Military Spousal Leave of Absence	58
I.	Jury Duty/Witness Duty	60
J.	Time-Off for Voting	60
K.	Emergency Duty/Training Leave	60
L.	Suspended Pupil/Child Leave	61
M.	Leave for Victims of Crime and Abuse	61
N.	School Appearance and Activities Leave	62
O.	Adult Literacy Leave	62
P.	Alcohol and Drug Rehabilitation Leave	63
Q.	Civil Air Patrol Leave	63
R.	Leave for Bone Marrow and Organ Donors	63
S.	Bereavement Leave	64
	INSURANCE BENEFITS	65
A.	Health Benefits	65
B.	Industrial Injury Leave I (Workers' Compensation Insurance)	66
	PERSONNEL EVALUATION AND RECORD KEEPING	67
A.	Performance Evaluations	67

B. Personnel Files	67
INTERNAL COMPLAINT REVIEW	69
A. Internal Complaints	69
B. Policy for Complaints Against Employees	69
C. General Requirements	70
AMENDMENT TO EMPLOYEE HANDBOOK	71
AMPS EMPLOYEE HANDBOOK ACKNOWLEDGMENT AND AT-WILL AGREEMENT	72
APPENDIX A: HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM	73
APPENDIX B: INTERNAL COMPLAINT FORM	75

INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with Amethod Public Schools (“AMPS”). It explains some of our philosophies and beliefs, and describes in general terms, some of our employment guidelines. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at AMPS. It is not intended to create any expectations of continued employment, or an employment contract, express or implied. In no way does the Handbook replace or modify any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts.

This Handbook supersedes any previously issued handbooks and any policies or other written or verbal statements that are inconsistent with the policies described herein. Employees must sign the acknowledgment form at the end of this Handbook and return it to Human Resources. It is important that all employees read, understand, and follow the provisions of the Handbook. If you need further information, or if you wish to discuss any policy in this Handbook, please feel free to contact your supervisor, Human Resources or the CEO.

AMPS reserves full discretion to add, change, amend, supplement, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. No one other than the CEO or the Board of Directors has the authority to enter into any employment agreement or other agreement that modifies AMPS policy, the arbitration agreement, or the employee’s at-will employment with AMPS, and any such modification *must* be in writing and approved by the Board of Directors in writing.

Failure to comply with this handbook may result in disciplinary action, up to and including termination.

DIVERSITY AND INCLUSION

We believe diverse perspectives lead to stronger ideas, striking innovation, and effective practices, accelerating our progress toward our mission. AMPS prioritizes building diverse teams that reflect the experiences of our employees to ensure everyone shapes our approach. Additionally, we cultivate an inclusive environment and culture of belonging for our employees—a critical step in our pursuit of equity.

AMPS welcomes and reveres the spectrum of human diversity, and stands against bigotry, racism, sexism, heteronormativity, and other biases that seek to undermine the dignity of all people. The barriers our employees face are deeply entrenched in our society. Therefore, we regularly examine the impact of our policies, processes, and procedures and refine them to build a more equitable workplace.

How We Define Diversity: A wide range of intersecting identities, including people with different perspectives, abilities, and lived experiences. At AMPS, we value and seek the perspectives of people with proximity to our employees' identities and lived experiences.

How We Define Inclusion: A continuous effort to create an environment that reveres the spectrum of human diversity, where all employees feel a sense of belonging. At AMPS, we stand against all forms of bigotry—including racism, sexism, heteronormativity, and other biases that undermine human dignity.

How We Define Equity: A state wherein we disrupt the ways of bigotry, historic injustice, and systemic oppression manifest in our systems. At AMPS, we work to tailor our approach to achieve equity.

GENERAL POLICIES

A. *Equal Employment Opportunity (Discrimination)*

Covered Individuals

This policy protects all employees of AMPS as well as interns, volunteers, and potential employees (applicants). All employees of AMPS are required to abide by this policy, regardless of position or status, including supervisors, management, and co-workers.

Discrimination

As used in this policy, “discrimination” means taking any adverse employment action against an employee or applicant in any aspect of employment, solely or in part based on the individual’s protected category. Discrimination may include, but is not necessarily limited to, factoring an individual’s protected category in hiring, promotion, compensation, or other terms and conditions of employment unless otherwise permitted by law.

Adverse Employment Action

As used in this policy, “adverse employment action” may include, but is not necessarily limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusal to promote or consider for promotion; denial of employment opportunities; change of an employee’s work assignments; failure to provide a workplace accommodation when required (i.e., disability, pregnancy, religion, transgender); failure to provide a leave of absence when required (i.e., medical, pregnancy, workers’ compensation, military, domestic violence); or any other unequal treatment based on the individual’s protected category resulting in an adverse employment action.

Protected Categories

AMPS’ policy prohibits discrimination based on race (which includes historically associated traits, such as hair styles and protective hairstyles, e.g., braids, locks, and twists), religious creed (which includes religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), genetic information, marital status (including registered domestic partnership status), sex and gender (which includes reproductive health decision making, pregnancy, childbirth, breastfeeding, and related medical conditions), gender identity and gender expression (including transgender individuals who are transitioning, have transitioned, or are perceived to be transitioning to the gender with which they identify), sex stereotype (including an assumption about a person’s appearance or behavior, gender roles, gender expression, or gender identity, or about an individual’s ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual’s sex), age (forty (40) and over), sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

For purposes of this policy, discrimination on the basis of "national origin" also includes discrimination

against an individual because that person holds or presents the California driver's license issued to those who cannot document their lawful presence in the United States, as well as discrimination based upon any of the following: an individual's or individual's ancestors' actual or perceived physical, cultural or linguistic characteristics associated with a national origin group; marriage to or association with individuals of a national origin group; tribal affiliation; membership in or association with an organization identified with or seeking to promote the interests of a national origin group; attendance or participation in schools, churches, temples, mosques or other religious institutions generally used by persons of a national origin group; or a name that is associated with a national origin group. An employee's or applicant for employment's immigration status will not be considered for any employment purpose except as necessary to comply with federal, state or local law.

AMPS allows employees to self-identify their gender, name and/or pronoun, including gender- neutral pronouns. AMPS will use an employee's gender or legal name as indicated on a government-issued identification document, only as necessary to meet an obligation mandated by law. Otherwise, AMPS will identify the employee in accordance with the employee's current gender identity and preferred name.

AMPS will not tolerate discrimination or harassment based upon these characteristics or any other characteristic protected by applicable federal, state or local law.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. AMPS will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. AMPS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

Scope of Policy

AMPS is an equal employment opportunity employer and is committed to complying with all applicable laws providing equal employment opportunities. As such, AMPS makes employment decisions, including, but not limited to, hiring, recruiting, firing, promotion, demotion, training, compensation, qualifications/job requirements, on the basis of merit and/or business necessity. Employment decisions are based on an individual's qualifications as they relate to the job under consideration pursuant to legitimate business purposes.

If you believe you have been subjected to, witnessed, or have knowledge about discrimination, please follow the complaint procedure outlined below.

B. Unlawful Harassment

Covered Individuals

This policy protects all employees of AMPS as well as interns, volunteers, independent contractors, and potential employees (applicants). All employees of AMPS are required to abide by this policy, regardless of position or status, including supervisors, management, and co-workers. In addition, this policy prohibits unlawful harassment by any third parties. AMPS will take all reasonable steps to prevent or eliminate

unlawful harassment by non-employees, including students, parents, and anyone else who has workplace contact with our employees.

Protected Categories

AMPS' policy prohibits harassment based on race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), religious creed (which includes religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), genetic information, marital status (including registered domestic partnership status), sex and gender (which includes reproductive health decision making, pregnancy, childbirth, breastfeeding, and related medical conditions), gender identity and gender expression (including transgender individuals who are transitioning, have transitioned, or are perceived to be transitioning to the gender with which they identify), sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex), age (forty (40) and over), sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations.

For purposes of this policy, discrimination on the basis of "national origin" also includes harassment against an individual because that person holds or presents the California driver's license issued to those who cannot document their lawful presence in the United States and based on any of the following: an individual's or individual's ancestors' actual or perceived physical, cultural or linguistic characteristics associated with a national origin group; marriage to or association with individuals of a national origin group; tribal affiliation; membership in or association with an organization identified with or seeking to promote the interests of a national origin group; attendance or participation in schools, churches, temples, mosques or other religious institutions generally used by persons of a national origin group; or a name that is associated with a national origin group. All such harassment is prohibited.

Unlawful Harassment

Prohibited unlawful harassment may include, but is not necessarily limited to, the following behavior pertaining to **any of the above protected categories**:

1. **Verbal conduct** such as flirting, epithets, derogatory jokes or comments, voicemails, slurs or unwanted sexual advances, sexually suggestive innuendos, conversations regarding sexual activities, invitations, or comments (including, but not limited to, threats of deportation against applicants and employees and family members of applicants and employees, derogatory comments about immigration status or disability, or mockery of an accent or a language or its speakers) ("hostile work environment" harassment).
2. Disrespectful or unprofessional conduct based on any of the protected categories listed above ("hostile work environment" harassment).
3. Comments or conduct that consistently target one gender, even if the content is not sexual ("hostile work environment" harassment).
4. **Visual conduct** such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, gestures, text messages, social media, instant messages, e-mails, letters, pictures, or gifts ("hostile work environment" harassment).
5. **Physical conduct** such as assault, unwanted touching, blocking normal movement, or

- interfering with work because of any protected basis (“hostile work environment” harassment).
6. Threats and demands to submit to sexual requests as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors (“quid pro quo” harassment).
 7. **Sexual harassment** consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual’s employment; (2) an employment decision is based upon an individual’s acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual’s work performance or creates an intimidating, hostile or offensive working environment.

Abusive Conduct Prevention

AMPS does not condone and will not tolerate unlawful harassment or abusive conduct on the part of any employee (including supervisors and managers) or third party (including independent contractors or other persons with which the School does business). Examples of abusive conduct include repeated infliction of verbal abuse, such as the use of malicious, derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the intentional sabotage or undermining of a person’s work performance.

Scope of Policy

This policy applies to all phases of employment, including, but not limited to, recruiting, testing, hiring, upgrading, promotion, demotion, transfer, layoff, termination, rates of pay, benefits, and selection for training. In addition, this policy extends to conduct with a connection to an employee’s work, even when the conduct takes place away from AMPS’ premises, such as a business trip, School- related social function, or social media activity (depending on the circumstances).

If you believe you have been subjected to, witnessed, or have knowledge about unlawful harassment, please follow the complaint procedure outlined below.

Retaliation Covered Individuals

This policy protects all employees of AMPS as well as interns, volunteers, independent contractors, and potential employees (applicants). All employees of AMPS are required to abide by this policy, regardless of position or status, including supervisors, management, and co-workers.

As used in this policy, “retaliation” means taking any adverse employment action against an employee because he or she engaged in protected activity pursuant to this policy. Protected activity may include, but is not limited to, opposing a practice or conduct the employee reasonably believes to be unlawful; reporting or assisting in reporting suspected violations of AMPS’ anti-discrimination, harassment, or retaliation policies; cooperating or participating in investigations or proceedings arising out of a violation of these policies; or engaging in any other activity protected by applicable law.

Adverse Employment Action

As used in this policy, “adverse employment action” means conduct or an action that materially affects the terms and conditions of the employee’s employment status or is reasonably likely to deter the employee from engaging in further protected activity. Adverse employment actions may include, but are not limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusing to promote or consider for promotion because of reporting a violation of this policy; harassing another employee for filing a complaint; denying employment

opportunities because of making a complaint or for cooperating in an investigation; changing an employee's work assignments for identifying harassment or other forms of discrimination in the workplace; treating an employee differently such as denying an accommodation; not talking to an employee (the "cold shoulder") when otherwise required by job duties; or otherwise excluding the employee from job-related activities because of engagement in activities protected under this policy.

Any retaliatory adverse action because of protected activity may be unlawful and will not be tolerated. If you believe you have been subjected to, witnessed, or have knowledge about retaliation, please follow the complaint procedure outlined below.

Complaint Procedure—Discrimination, Unlawful Harassment, Retaliation

Duty to Report

All employees who believe they have been subjected to discrimination, unlawful harassment, and/or retaliation are strongly encouraged to promptly report the alleged violation(s) in accordance with the procedures set forth below. Supervisors and managers are required to report any complaints of unlawful harassment, discrimination, or retaliation in accordance with the procedures set forth below. Immediate reporting allows AMPS to quickly and fairly resolve any complaints in the workplace.

In addition to reporting, any employee who experiences or witnesses conduct that the individual believes is unlawful is encouraged to tell the offending individual that the behavior is inappropriate and must be stopped, if the employee is comfortable doing so.

Where to Report Complaint to AMPS

Submit a complaint to your supervisor, Human Resources (hrsupport@amethodschools.org), any other supervisor within AMPS, or the Board of Directors. There is no requirement to report your complaint to any designated supervisor within AMPS. Select the individual with whom you feel the most comfortable discussing your complaint. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint.

Supervisors must report all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to the CEO, Human Resources Manager, Board of Directors, or other upper-level administrators, as appropriate. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination.

Contents of Complaint

All complaints submitted pursuant to this policy can be done in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously. However, employees may be required to disclose their identity to AMPS in order for the School to sufficiently investigate the complaint. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Response to Complaint (Investigation)

Upon notice of conduct requiring an investigation, AMPS will investigate the facts and circumstances of the alleged violation, as appropriate. AMPS will attempt to resolve the situation by promptly undertaking an effective, thorough, and objective investigation through the use of qualified personnel and using methods that provide all parties with appropriate due process. AMPS' investigation methods will vary

depending on the nature of the complaint, the allegations, the witnesses, and other factors. All complaints will be handled as confidentially as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter.

AMPS may investigate conduct in the absence of a formal complaint if AMPS has reason to believe that an individual has engaged in conduct that violates School policies or applicable law. Further, AMPS may continue its investigation even if the original complainant withdraws his or her complaint during the course of the investigation.

All employees are required to fully cooperate with AMPS' investigation, which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of confidentiality regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

During the investigation, AMPS will provide regular progress updates, as appropriate, to those directly involved. AMPS will strive to complete its investigation as efficiently as possible and will reach any conclusions based on the evidence collected and credibility of the witnesses. At the completion of its investigation, AMPS will inform the complainant(s) and the accused of its findings and decisions to the extent permitted by applicable law.

No Retaliation

There will be no retaliation against any employee who brings a complaint in good faith or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. Please refer to AMPS' Retaliation Policy above for further information.

How to Report Complaint to Government Agencies

Employees who believe that they have experienced unlawful conduct under these policies may also file a complaint with the local office of the California Civil Rights Department ("CRD") or the Equal Employment Opportunity Commission ("EEOC"). The DFEH and the California Fair Employment and Housing Council ("FEHC") as well as the EEOC can also order an employer to hire, reinstate, or promote a victim of discrimination, unlawful harassment, and/or retaliation or make other changes in School policies. The address and phone number of the local CRD and EEOC offices can be found online or dialing 800-FREE-411.

Sexual Harassment Training Requirements

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

C. Whistleblower Policy

AMPS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

D. Employment “At- Will”

It is the policy of AMPS that all employees are considered “*at-will*” employees of AMPS. Accordingly, either AMPS or the employee can terminate this employment relationship at any time, for any reason or no reason at all, with or without cause, and with or without advance notice. Similarly, your status (for example, position, duties, salary, promotions, demotions, etc.) may be changed at-will, with or without cause, and with or without notice at any time.

Nothing contained in this Handbook, employment applications, AMPS memoranda or other materials provided to employees in connection with their employment shall require AMPS to have “cause” to terminate an employee or otherwise restrict AMPS’ right to terminate an employee from his or her at-will employment with AMPS. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict AMPS’ right to terminate at-will.

No representative of AMPS, other than the Board of Directors, is authorized to modify this at-will employment policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with AMPS that are not consistent with AMPS’ policy regarding “at-will” employment. Any agreement that alters the “at-will” nature of employment must be approved by the Board of Directors and must be in writing and signed by the Board of Directors, and the affected employee. This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda or other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create neither an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

E. Eligibility for Employment

Immigration Compliance

AMPS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, AMPS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the School will give employees notice of the inspection both before and after it has occurred as required by law.

Certification

AMPS' teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in public schools would be required to hold by law. If you are a credentialed staff member, you must provide copies of your credential, certificate of clearance, transcripts, and test scores prior to your first day of actual work and if already employed, prior to the start of the academic year if applicable. Failure to provide these documents may delay your ability to begin or or continue working at AMPS.

Tuberculosis Testing

No person shall be employed by AMPS unless he or she provides proof of having submitted to a tuberculosis (TB) risk assessment within the past 60 days and that no risk factors have been identified. If TB risk factors are identified, or as an alternative to the assessment, the applicant must submit proof that a qualified professional has determined he or she is free of infectious TB following testing and examination. The examination, if required, shall consist of an approved intra-dermal tuberculin test that, if positive, shall be followed by an X-ray of the lungs. Each employee shall provide the School with a certificate from a qualified professional showing the employee was assessed or examined and found free of risk factors or of infectious TB (as applicable). A person who transfers employment from another school can meet these requirements by providing a certificate from a qualified professional, or a verification form from the prior school employer, that shows he or she was found to be free of infectious TB within 60 days of initial hire.

An employee who has no identified risk factors or who tests negative for TB shall undergo the TB risk assessment and, if risk factors are identified, the examination, at least once every four years or more often if recommended by the local health officer.

The risk assessment, and examination if necessary, is a condition of initial employment, and the expense incident thereto shall be borne by the applicant. AMPS shall reimburse current employees for the cost, if any, of the tuberculosis risk assessment and the examination.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the

supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee be arrested for, charged with, or convicted of any offense during his/her employment with the School, the employee must immediately report as much to the CEO.

F. Employment Classifications

For purposes of salary administration and eligibility for overtime payments and employee benefits, AMPS classifies its employees as defined below. Please direct any questions you may have regarding your employment classification or status to Human Resources or your direct supervisor.

Non-exempt Employees

Non-exempt employees are entitled to overtime pay in accordance with federal and state law. Non-exempt employees are required to take meal periods and are authorized and permitted to take rest periods in the manner described in this Handbook. Non-exempt employees may be scheduled for full-time or part-time shifts, as assigned by his or her supervisor or the CEO.

Employees who are classified as non-exempt must accurately record the time they work each day, including arrival, departure, and meal breaks.

When employees receive their paychecks, they should verify immediately that their working time was recorded accurately and that they were paid correctly for all hours worked.

Non-exempt employees are prohibited from working any time that is not authorized by their supervisors. This means non-exempt employees must not start work early, finish work late, work during a meal break, or perform any other extra or overtime work unless directed to do so. Employees who have questions about when or how many hours they are expected to work should contact their supervisor or Human Resources.

It is a violation of AMPS' policy for anyone to instruct or encourage another employee to work "off the clock," to incorrectly report hours worked, or to alter another employee's time records. If any employee is directed or encouraged to incorrectly report hours worked, or to alter another employee's time records, they should report the incident immediately to a supervisor.

Exempt Employees

AMPS may choose to designate as exempt an employee whose job duties and salary qualify for exemption under applicable law. Exempt employees are not eligible to receive overtime pay.

Employees who are classified as exempt must record absences from work for reasons such as leaves of absence, sick leave, or vacation.

Exempt employees are paid on a salary basis. This means the employee regularly receives a predetermined amount of compensation each pay period, which cannot be reduced because of variations in the quality or quantity of the employee's work. In general, an exempt employee will receive their salary for any week in which the employee performs any work, regardless of the number of days or hours worked. However, the School may make a deduction from an exempt employee's pay as permitted by law, including in the following circumstances:

1. When an exempt employee takes one or more full days off for personal reasons other than sickness or disability, the employee will not be paid for such day(s) of absence, but the employee may use available vacation to make up for the reduction in salary;
2. When an exempt employee takes one or more full days off from work due to sickness or disability, the employee will not be paid for such day(s) of absence, but the employee may use available sick time to make up for the reduction in salary;
3. When an exempt employee works only part of the week during their first and last week with AMPS, the employee will be paid only for the days actually worked; and
4. When an exempt employee takes unpaid leave under the Family and Medical Leave Act or corresponding laws, AMPS will not pay for such days/hours of absence.

AMPS may require an exempt employee to use available vacation or sick time, as a replacement for salary, when the employee takes less than a full-day off from work.

An exempt employee's salary will not be reduced when the employee works part of a week and misses part of a week due to service as a juror, witness or in the military or for lack of work, though deductions may be made to offset amounts an employee receives as jury or witness fees, or for military pay.

It is School policy to comply with the salary basis requirements of the Fair Labor Standards Act (FLSA) and applicable state law. AMPS prohibits any deductions from pay that violate the FLSA or applicable state law.

If an exempt employee believes that an improper deduction has been made to their salary, the employee should immediately report this information to Human Resources or a supervisor. Reports of improper deductions will be promptly investigated. If it is determined that an improper deduction has occurred, the employee will be promptly reimbursed for any improper deduction made.

G. Employment Status

Regular Full-time Employees

Employees who work 30 hours or more per workweek on a regular basis. Such employees may be "exempt" or "nonexempt" and are eligible for employee benefits as described in this Handbook as well as those benefits required by law.

Regular Part-time Employees

Employees who work fewer than 30 hours per workweek on a regular basis. Part-time employees may be assigned a work schedule in advance or may work on an as-needed basis. Such employees may be "exempt" or "nonexempt". Part-time employees are not eligible for benefits except as required by law.

Temporary/Seasonal/Intern Employees

Temporary employees are those employed on a temporary basis for short-term assignments. Short-term assignments will generally be periods of three months or less; however, such assignments may be

extended. Temporary employees are not eligible for any benefits except where mandated by law. A temporary employee may be offered and may accept a new temporary assignment with AMPS and still retain temporary status.

Individuals assigned by temporary employment agencies are employees of the agency and not of AMPS.

H. Job Duties

Your supervisor(s) will explain your job responsibilities. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects or to assist with other work necessary or important to the operation of your department or AMPS. Your cooperation and assistance in performing such additional work is expected. AMPS reserves the right, at any time, with or without notice, to alter or change job responsibilities, reassign or transfer job positions or assign additional job responsibilities.

I. Work Location

At the time an employee is hired, the employee is usually assigned to a work location. Some employees may be assigned to permanent remote work. However, even employees who are permanently remote do have a location that is their home base. Employees, including those assigned to a permanent location as well as those working remotely, are not permitted to complete their job duties outside of the state, or country, where they are assigned to work, without prior management authorization. AMPS reserves the right in its sole discretion to prohibit out-of-state work due to business necessity or for any other business reason. Work outside the state where an employee is hired to work has payroll tax, business license, benefit and legal compliance implications. Failure to receive advanced permission to work from another state, or country, may lead to disciplinary action, up to and including termination.

J. Open Door Policy

At some time or another, you may have a suggestion, complaint, or question about AMPS, your job, your working conditions, or the treatment you are receiving. We welcome your suggestions, complaints, or questions. For issues other than prohibited harassment, discrimination, or retaliation, we ask that you take your concerns first to your supervisor, who will investigate and provide a solution or explanation. If the problem is still not resolved, you may present it to Human Resources, preferably in writing, who will address your concerns.

K. Workplace Anti-Violence Policy

AMPS recognizes that violence in the workplace is a growing nationwide problem necessitating a firm, considered response. The costs of such violence are great, both in human and financial terms. We believe that the safety and security of employees and students is paramount. Therefore, AMPS has adopted this Zero Tolerance Policy regarding workplace violence to help maintain a secure workplace.

Acts or threats of physical violence, including intimidation, harassment, and/or coercion, that involve or affect AMPS, occur on School property, or occur in the conduct of School business off property will not be tolerated. This prohibition against threats and acts of violence applies to all persons involved in School operations, including, but not limited to, School students, parents, employees, independent contractors, temporary employees, vendors and anyone else on School property or conducting School business off property. Violations of this policy, by any individual, may result in disciplinary action, up to and including termination and/or legal action as appropriate.

Employees must always ensure that all visitors have signed in the visitor log and are wearing appropriate

visitor tags/badges. Suspicious persons or activities must be reported to Human Resources. Employees must secure their desk or office at the end of the day.

Workplace Violence Defined

Workplace violence includes, but is not limited to, threats of any kind; threatening, physically aggressive, or violent behavior, such as intimidation or attempts to instill fear in others; other behavior that suggests a propensity toward violence, including belligerent speech, excessive arguing or swearing, sabotage, threats of sabotage of School property; defacing School property or causing physical damage to the School's facilities; and bringing weapons or firearms of any kind on School premises or while conducting School business.

Weapons Prohibited in the Workplace

AMPS strictly prohibits employees, or any person providing services to AMPS, visiting AMPS, or located on AMPS' premises from possessing weapons of any kind at the workplace. The workplace includes any property owned or leased by AMPS or occupied by groups of School employees or persons providing services to AMPS. Unless such prohibition is contrary to local law, this specifically includes School parking areas and School vehicles. Employees are not permitted to transport or store weapons in vehicles owned or leased by AMPS and used by the employee for work purposes, unless the employee is required to transport or store a weapon as part of the employee's duties, and s/he has written permission from AMPS' CEO. This policy prohibits the possession of concealed weapons as well as weapons carried openly, regardless of whether the person has a legal permit to carry a weapon.

The prohibition explicitly includes guns, rifles and firearms of any type, including those for which the holder has a legal permit. Other examples of prohibited weapons include, but are not limited to, knives, ammunition, bombs, bows and arrows, clubs, slingshot, black jack, metal knuckles and similar devices that by their design or intended use are capable of inflicting serious bodily injury or lethal force.

Former Employees Prohibited on Premises

Due to safety concerns, an employee who is no longer employed by AMPS may not enter the workplace or be on School premises at any time, absent a legal reason or permission from the School to do so. Therefore, no employee should hold doors open for former employees, or otherwise admit former employees into the workplace. Further, if an employee sees a former employee on School premises or is contacted by a former employee seeking access to AMPS' premises without a legal reason for doing so, the employee must immediately alert Human Resources, the CEO, or any other member of AMPS' management team.

If an employee who no longer is employed by AMPS would like to visit, that person must first contact the Human Resources Department and request written permission to visit. A visit can be scheduled only if advance written permission is obtained. If written permission is granted, the former employee must, upon arrival to AMPS' premises on the scheduled date/time, report to the reception area, be greeted by the current employee s/he is visiting and be escorted at all times while on School premises.

Searches and Inspections

An investigation into a report or threat of workplace violence may require, with or without notice, an inspection of an employee's work area and/or personal property located in the workplace, including without limitation a vehicle. As a condition of continued employment, all employees are expected to fully cooperate in any lawful inspection required as a result of a report or threat of workplace violence. Failure to cooperate with AMPS' investigation of a report or threat of workplace violence may result in disciplinary action, up to and including termination of employment.

Enforcement/Complaint Procedure

Any person who violates this policy on School property may be removed from the premises as quickly and safely as possible, at AMPS' discretion, and may be required to remain off School premises pending the outcome of an investigation of the incident.

If any employee observes or becomes aware of any of the above-listed actions or behavior by an employee, student, parent, visitor, or anyone else, he or she must immediately notify his or her supervisor, Human Resources, or the Site Director. Furthermore, employees should notify Human Resources or the Site Director if any restraining order is in effect or if a potentially violent non-work-related situation exists that could result in violence in the workplace.

All reports of workplace violence will be taken seriously and will be investigated promptly and thoroughly. In appropriate circumstances, AMPS will inform the reporting individual of the results of the investigation. To the extent feasible, AMPS will maintain the confidentiality of the reporting employee. However, AMPS may need to disclose information in appropriate circumstances (for example, in order to protect individual safety). AMPS will not tolerate retaliation against any employee who in good faith reports workplace violence.

If AMPS determines that workplace violence has occurred, AMPS will take appropriate corrective action and may impose disciplinary action, up to and including termination.

In certain circumstances, AMPS may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.

L. *Employee Child(ren) at Work Policy*

The presence of an employee's child(ren) in the workplace during the employee's work hours is to be avoided except in emergency situations. If the employee's child(ren) are students at AMPS, they cannot be under the employee's direct supervision during work hours unless the child is assigned to the employee's class roster. Consideration will not be given to allow a child with an illness to come to work with the employee. This policy is established to avoid disruptions in job duties of the employee and co-workers, reduce liability, and help maintain AMPS's professional and educational work environment.

If bringing a child to work is unavoidable, the employee must contact their supervisor or Human Resources as soon as possible to discuss the situation and obtain instructions regarding the best course of action.

WAGES, ATTENDANCE, TIMEKEEPING AND RELATED PRACTICES

A. *Payment of Wages*

Employees are paid on an established payroll schedule that will be provided by AMPS. If a regular payday falls on a Saturday, Sunday, or holiday, employees will generally be paid on the previous business day and if not, then the following business day. Paychecks are normally available by 12:00 p.m. and must be picked up from your supervisor or designee, unless you have authorized direct payroll deposit. If employees observe an error on their check, employees must report it immediately to Payroll support at prsupport@amethodschools.org.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period where it will go into effect.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Payroll Team at prsupport@amethodschools.org to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by updating their W-4 form in Paylocity.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Payroll Team at prsupport@amethodschools.org and to update their W-4 form in Paylocity.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

B. *Overtime Pay*

AMPS provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

When operating requirements or other needs cannot be met during regular working hours, nonexempt employees may be required to work overtime. Overtime pay is based on actual hours worked. All overtime work must be authorized in advance by the Site Director or immediate supervisor. Failure to obtain such approval may subject an employee to discipline, up to and including termination. No overtime

compensation will be paid to exempt employees. Failure to work scheduled overtime, or working overtime without prior authorization from management may result in disciplinary action, up to and including termination of employment. The School will never ask an employee to work off the clock. All non-exempt employees are to be paid for all hours worked. If you are asked to work off the clock, or if you are asked by anyone not to record your time working, you must notify Human Resources immediately.

C. *Expense Reimbursement*

Employees will be reimbursed for reasonable business expenses incurred while performing their duties or attending pre-approved workshops or other employment-related functions in accordance with AMPS' policy on expense reimbursements. Please follow the procedure set forth in the Finance and Operations Manual to submit expense requests for approval.

D. *Attendance and Tardiness*

All employees, whether exempt or non-exempt, are expected to arrive at work consistently, on time and prepared to start work. Absenteeism and tardiness negatively affects AMPS' ability to implement its educational program and disrupts consistency in students' learning.

You are expected to notify your direct supervisor at least two (2) hours prior to the start of your scheduled time. In the event of an unforeseen emergency where you are unable to do so, please notify them as soon as possible. Because voicemail messages may go unheard for significant periods of time, leaving a voice mail message is not a sufficient method of notification—you must personally contact your supervisor or the Site Director in a timely manner. If you are unable to reach your supervisor or the Site Director by phone, you may send an email and/or text message, but you must attempt to reach the appropriate parties by phone call first. If you are required to leave work early, you must also personally contact your supervisor or the Site Director and obtain their permission. Employees are not allowed to relay messages to the direct supervisor or the Site Director through co-workers that they will be absent or tardy. If you are absent from work longer than one day, you are expected to keep your supervisor sufficiently informed of your situation and when you will return to work. You must get approval from your direct supervisor for any planned absences. Under certain circumstances, AMPS may require documentation from a healthcare provider verifying your need to be absent from work due to illness or other medical reasons if such absence lasts three (3) or more consecutive work days.

Employees also are expected to remain at work for their entire work schedule, except for meal and rest periods when appropriate, when required to leave on authorized School business, or when otherwise permitted by AMPS. Late arrival, early departure, or other absences from scheduled hours are disruptive and must be avoided. Employees also must inform their supervisor of the expected duration of any absence. Excessive or unexcused absences or tardiness may result in disciplinary action up to and including termination from employment with AMPS to the extent authorized by law.

Absences protected by local, state and federal law, including paid sick time, do not count as a violation of the punctuality and attendance policy. Except as otherwise provided by law, if you fail to report for work without any notification to your supervisor and your absence continues for a period of three (3) consecutively scheduled workdays, AMPS will consider that you have abandoned your employment and your employment will be terminated.

E. *School Social Activities*

Employees may attend school-sponsored events not required by their job duties on a voluntary basis unless otherwise directed by AMPS. An employee's attendance at such social and recreational activities is completely voluntary and at the employee's own risk and AMPS disclaims any and all liability arising out of the employee's participation in these activities. Because an employee who chooses to attend

school events is doing so on a voluntary basis, such participation will not be compensated by AMPS.

F. Timekeeping Requirements

It is AMPS' policy to pay its employees for all time worked. Accordingly, it is every nonexempt employee's responsibility to accurately record time worked, and to examine his or her paycheck and wage statement to ensure that he or she is being properly paid for all work time and that the paycheck and wage statement are accurate. If an employee believes he or she is not being properly paid for all of his or her work, the employee must immediately inform Human Resources.

Federal and state laws require the School to keep an accurate record of time worked in order to calculate employee pay and benefits. Time worked is all the time actually spent on the job performing assigned duties. To ensure compliance with all applicable laws, non-exempt employees must accurately record all hours worked using AMPS' timekeeping system. This means they must clock in and out whenever they begin, cease, or resume working during the course of a workday. Employees must clock out and in for their meal periods, but are not required to clock out and in for rest periods. Under no circumstances may one employee clock in or out for another employee. Exempt employees may also be expected to record their total time worked and report absences from work due to personal needs or illness.

Employees are prohibited from doing the following:

1. Recording inaccurate hours worked.
2. Recording hours worked on behalf of another employee.
3. Working "off the clock." This includes, but is not limited to, working before or after a shift without recording that time or conducting School business on personal cell phones after hours. Employees are prohibited from using their personal cell phones to conduct School business.
4. Failing to record all hours worked.
5. Falsifying any time record.

Violations of this policy may result in disciplinary action, up to and including termination.

G. Work Schedules

Your work schedule depends, first, on the AMPS site where you are located. AMPS Schools are generally open for business between the hours of 7:00 a.m. and 6:00 p.m., Monday through Friday. Your supervisor will assign your individual work schedule. All employees are expected to be at their classrooms or workstations at the start of their scheduled shifts, ready to work. For purposes of calculating overtime, the workweek begins at 12:01 a.m. Monday and ends at midnight on Sunday. AMPS' standard workday is 12:01 a.m. to 12:00 a.m. (midnight) each day. AMPS reserves the right to change work schedules and assign employees to special schedules as deemed necessary for effective operations. When a change in work schedule is necessary, every effort will be made to provide reasonable advance notice to the employees. Any request to change work hours must be approved in advance by the employee's supervisor.

H. Rest Breaks and Meal Breaks

Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and AMPS mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked

which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Any employee who misses a meal or rest period or who experiences a late, short, or interrupted meal period—for any reason—must immediately report this issue to his or her supervisor and HR. Any supervisor who knows or should reasonably know that a meal or rest period was not provided in accordance with this Policy should notify Payroll at prsupport@amethodschools.org to arrange for a premium to issue to the employee.

If an employee voluntarily chooses to miss a meal or rest period or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an "authorized" meal period at the time provided by AMPS), the employee is not entitled to premium pay (one additional hour of pay). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor asked me to handle a client call or meeting that caused me to miss or take a late meal period), the employee is entitled to premium pay. Employees must report the reason for the non-compliant meal or rest period on the Daily Meal Period and Rest Period Form.

Responsibilities

Non-exempt employees are required to take their meal and rest periods in accordance with this policy. If you encounter any challenges with taking meal or rest periods in accordance with this policy, please immediately contact your supervisor or Human Resources.

Discipline

Failure to comply with AMPS' policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

I. Lactation Breaks

AMPS supports the needs of nursing mothers in the workplace and will comply with applicable law. AMPS encourages employees and management to have a positive, accepting attitude toward working women and breastfeeding. AMPS supports breastfeeding and the expression of breast milk by employees who are breastfeeding when they return to work.

AMPS will provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's infant child each time the employee has need to express milk. If possible, the lactation break time should run concurrently with scheduled meal and rest breaks already provided to the employee. If the lactation break time cannot run concurrently with meal and rest breaks already provided or additional time is needed, the lactation break time will be unpaid for non-exempt employees.

A private location to express breast milk will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom; be free from intrusion; be shielded from view; be safe, clean, and free of hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to

electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, AMPS shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, AMPS may provide another cooling device suitable for storing milk, such as a School-provided cooler. To request the above, please contact Human Resources.

If any employee believes that he or she has experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with his or her supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office or visit a local office by finding the nearest one on our website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

STANDARDS OF CONDUCT

A. **Professional Boundaries: Staff/Student Interaction Policy**

Amethod Public Schools (“AMPS” or “Charter School”) recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning conducive environment possible.

Corporal Punishment

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 this 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 property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member’s obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, “Would I be engaged in this conduct if my family or colleagues were standing next to me?”

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by

staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- A. Giving gifts to an individual student that are of a personal and intimate nature.
- B. Kissing of any kind.
- C. Any type of sexual contact
- D. Massage (Note: massages are prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down.
- E. Any type of unnecessary physical contact with a student in a private situation.
- F. Full frontal or rear hugs and lengthy embraces
- G. Sitting students on one's lap
- H. Wrestling with students or other staff member except in the context of a formal wrestling program
- I. Tickling or piggyback rides
- J. Intentionally being alone with a student away from the school.
- K. Making or participating in sexually inappropriate comments.
- L. Sexual jokes or jokes/comments with sexual double entendre.
- M. Seeking emotional involvement with a student for your benefit.
- N. Listening to or telling stories that are sexually oriented.
- O. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- P. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Q. Furnishing alcohol, tobacco products, or drugs or failing to report knowledge of such
- R. "Dating" or "going out with" a student

- S. Remarks about the physical attributes or development of anyone. This includes comments such as “Looking fine!” or “Check out that [body part].”
- T. Being alone in a room with a student at school with the door closed.
- U. Taking photographs or videos of students for personal use or posting online
- V. Leaving campus alone with a student for lunch
- W. Undressing in front of a student
- X. Sharing a bed, mat, or sleeping bag with a student
- Y. Using profanity with or to a student
- Z. Being “friends” with a student on any personal or non-School social media website
- AA. Engaging in inappropriate and/or unprofessional communications with students on School social media
- BB. Communicating with students or parents/guardians in violation of the School’s Social Media Policy
- CC. Excessive attention toward a particular student.
- DD. Being alone in a room with a student at school with the door closed.
- EE. Involving students in non-educational or non-school related issues, including, but not limited to, the employee’s employment issues

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- A. Giving students a ride to/from school or school activities.
- B. Allowing students in your home without signed parent permission for a preplanned and precommunicated educational activity that must include the presence of another educator, parent, or other responsible adult.

Cautionary Staff/Student Behaviors

These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.

- A. Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- A. Getting parents’ written consent for any after-school activity.
- B. Obtaining formal approval from the Charter School and parents/guardians to take students off school property for activities such as field trips or competitions.
- C. Emails, text, phone and social media messages or letters to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology and in alignment with the Charter School’s Social Media Policy).
- D. Keeping the door open when alone with a student.
- E. Keeping reasonable space between you and your students.
- F. Stopping and correcting students if they cross your own personal boundaries.
- G. Keeping parents informed when a significant issue develops about a student.
- H. Keeping after-class discussions with a student professional and brief.
- I. Asking for advice from fellow staff or administrators such as Human Resources or the CEO) if you find yourself in a difficult situation related to boundaries.
- J. Involving your supervisor if conflict arises with the student.
- K. Informing the Principal about situations that have the potential to become more severe.

- L. Making detailed notes about an incident that could evolve into a more serious situation later.
- M. Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- N. Asking another staff member to be present if you will be alone with any type of special needs student.
- O. Asking another staff member to be present when you must be alone with a student after regular school hours.
- P. Giving students praise and recognition without touching them.
- Q. Pats on the back, high fives and handshakes are acceptable.
- R. Keeping your professional conduct a high priority.
- S. Asking yourself if any of your actions that are contrary to this policy are worth you sacrificing your job, your career, and the reputation of the Charter School.

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (“CPR”) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one’s self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Reporting Violations

When an employee becomes aware of another employee having crossed the Boundaries specified in this policy, the employee must promptly report the suspicion to Human Resources or the Chief Academic Officer. All reports shall be kept as confidential as possible. Prompt reporting is essential to protect students, the suspected employee, any witnesses, and the Charter School as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses Boundaries or any situation in which a student appears to be at risk for sexual abuse.

Child Abuse & Neglect Reporting

California Penal Code section 11166 requires any mandated reporter (including teachers, instructional aides and “classified” employees of a public school) who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse or neglect to report the known or suspected instance of child abuse or neglect to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. Employees may, but are not required to, report such incidents to Human Resources and the CEO. Reporting such incidents to Human Resources and the CEO does not relieve the employee of responsibility to also immediately report such incidents to the appropriate child protective agency by telephone and to send a written report thereof within thirty-six (36) hours. However, employees may work cooperatively to report the incidents and to file one written report. Employees who have any questions about these reporting requirements should contact Human Resources.

“Child” is defined as a person under the age of 18 years. The term “child abuse or neglect” includes sexual abuse; neglect defined as the negligent treatment or the maltreatment of a child by a person responsible for the child’s welfare under circumstances indicating harm or threatened harm to the child’s health or welfare including both acts and omissions on the part of the responsible person; willful cruelty or unjustifiable pain or suffering; unlawful corporal punishment or injury; and abuse or neglect in out-of-home care. Child abuse or neglect does not include a mutual affray between minors or an injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment as a peace officer.

Employees shall not contact the child's family or any other persons to determine or investigate the cause of the suspected abuse or neglect.

AMPS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Investigating

AMPS will investigate any allegation of a violation of the Employee-Student Relations Policy, using such support staff or outside assistance as AMPS deems necessary and appropriate under the circumstances, unless the allegation also constitutes a reportable allegation under California Penal Code section 11166. In the event the allegation also constitutes such a reportable allegation, AMPS shall comply with the legal requirements of immediately reporting the allegation to a child protective agency and shall follow up such report with a written report within thirty-six (36) hours.

If the allegation is only a violation of the Professional Boundaries: Staff/Student Interaction Policy, but not a violation of California Penal Code section 11166, AMPS shall conduct an investigation as set forth above. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, will protect the privacy interests of any affected student(s) and/or employee(s), including any potential witnesses, to the fullest extent possible.

Violations

Violations of this policy may result in disciplinary action, up to and including termination. When appropriate, violations of this policy may also be reported to authorities for potential legal action.

B. Confidential Information

All information relating to students, including personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

It is important to AMPS to protect and preserve its trade secrets and confidential information. Confidential information includes, but is not limited to, parent and student lists, lesson plans, techniques and concepts, marketing plans, strategies, forecasts, bid plans, bid strategies, bid information, contract prices, new products, software, computer programs, writings, and all know-how and show-how whether or not protected by patent, copyright, or trade secret law. Personal, private information about other employees and personnel matters are also confidential. AMPS devotes significant time, energy, and expense to

develop and acquire its trade secrets and confidential information. As an employee of AMPS you will, during the course of your employment, have access to and become familiar with various trade secrets and confidential information that are owned by AMPS. An employee shall not, directly or indirectly, disclose or use any of the foregoing information other than as authorized for the sole benefit of AMPS, either during the term of your employment or at any other time thereafter. Confidential information shall not be disclosed except through normal channels and with prior authorization. Any and all trade secrets or confidential information shall be returned to AMPS during extended leaves of absence or upon termination of employment.

AMPS prohibits audio or video recordings in the workplace, during working hours, without authorization of AMPS due to privacy and confidentiality concerns and protections.

Failure to maintain confidentiality consistent with this policy may result in disciplinary action, up to and including termination.

C. Rules of Conduct

The following conduct is prohibited and will not be tolerated by AMPS. This list of prohibited conduct is illustrative only and applies to all employees of AMPS; other types of conduct that threaten security, student safety, personal safety, employee welfare and AMPS' operations are also prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of AMPS. If an employee is working under a contract with AMPS which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

This list of prohibited conduct is illustrative only and not meant to be exhaustive:

1. *Insubordination* - refusing to perform a task or duty assigned or act in accordance with instructions and / or policies provided by an employee's supervisor, AMPS' policies, or proper authority.
2. *Inefficiency* - including deliberate restriction of output, carelessness or unnecessary waste of time or material, neglect of job, duties or responsibilities.
3. *Unauthorized soliciting*: collecting of contributions, distribution of literature, or written or printed material that is not directly related to AMPS is strictly prohibited in work areas during work times (see Solicitation and Distribution Policy, below) by both non- employees and by employees. However, nothing in this provision is intended to limit the rights of employees to organize, or otherwise engage in conduct expressly permitted under the National Labor Relations Act.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of AMPS property.
5. Fighting or instigating a fight on AMPS premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on AMPS premises.
8. Gambling on AMPS premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, applications for employment, payroll information, timesheets, and time cards.
10. Recording the timesheets of another employee or permitting or arranging for another employee to record your timesheet.
11. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
12. Excessive absenteeism or tardiness excused or unexcused except to the extent permitted by law.
13. Posting any notices on AMPS premises without prior written approval of management, unless

- posting is on an AMPS bulletin board designated for such employee postings.
14. Engaging in sabotage or espionage (industrial or otherwise)
 15. Violations of the discrimination, harassment and retaliation prevention policy.
 16. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
 17. Sleeping during work hours.
 18. Release of confidential information without authorization.
 19. Refusal to speak to supervisors or other employees.
 20. Unauthorized use of cameras or other recording devices on School premises.
 21. Intentionally supplying false information in order to obtain a leave of absence or other benefits from AMPS.
 22. Poor attendance, including, but not limited to, habitual tardiness and/or absenteeism, leaving early without permission, absence from work without permission, and abuse of time during work hours, to the extent permitted by law.
 23. Unsatisfactory work performance.
 24. Unprofessional conduct.
 25. Failure to possess or maintain the credential/certificate required of the position.
 26. Dishonesty.
 27. Any other conduct detrimental to other employees or the School's interests or its efficient operations.

This statement of prohibited conduct does not alter AMPS' policy of at-will employment. AMPS and you retain the right to terminate the employment relationship at any time, with or without reason or advance notice.

D. Employment References

All requests for references must be directed to Human Resources. No other manager, supervisor, or employee is authorized to release references for current or former employees. AMPS' policy as to references for employees who have left AMPS is to disclose only the dates of employment and the title of the last position held. If you authorize disclosure in writing, AMPS will also provide a prospective employer with the information on the amount of salary or wage you last earned.

OPERATIONAL CONSIDERATIONS

A. *Computer Usage and Privacy*

Every user who is provided access to AMPS' Communications Systems is responsible for using the Communications Systems in accordance with this policy, and agrees to be bound by this policy by using AMPS' Communications Systems. Any questions about this policy should be addressed to Human Resources.

Definitions

AMPS' electronic communications systems ("Communications Systems") includes, but is not limited to, computers, laptops, e-mail, telephones, cellular phones, tablets, PDAs, text messaging, instant messaging, video conferencing, voice mail, facsimiles, and connections to the Internet and other internal or external networks.

Ownership and Conditions of Use

The Communications Systems is the property of AMPS. It has been provided by AMPS for the sole purpose of conducting School-related business as well as other business that is approved by the CEO of AMPS. All communications and information transmitted by, received from, or stored in these systems are School records and the property of AMPS.

Electronic communications are a means of business communication. AMPS requires all users to conduct themselves in a professional manner. Users should conduct all electronic communications with the same care, judgment, and responsibility that they would use when sending letters or memoranda written on School letterhead. Special care must be taken when posting any information on the Internet because of the potentially broad distribution of and access to such information.

To protect the integrity of AMPS' Communications Systems and the users thereof against unauthorized or improper use of these systems, AMPS reserves the right, without notice, to limit or restrict any individual's use, and to inspect, copy, remove, or delete any unauthorized use of its Communications Systems upon authorization of the CEO or his or her designee. AMPS also reserves the right periodically to monitor the use of its Communications Systems and to access users' voice mail, Internet access, and e-mail for that purpose or any other business-related purpose upon authorization of the CEO or his or her designee.

Erasing an e-mail message from a mailbox does not necessarily erase all copies of the message on the network. Archived copies may be stored for substantial periods of time and are subject to the provisions of this policy regarding content, review, access, and disclosure.

Confidentiality and Privileges

Information stored on the Communications Systems is intended to be kept confidential within AMPS. AMPS has taken all reasonable steps to assure confidentiality and security of information related to AMPS's operations. Like other means of communication, however, it is not possible to guarantee complete security of electronic communications either within or outside AMPS, and care should be exercised when sending or receiving sensitive, privileged, or confidential information electronically. For example, information sent through the Internet can be monitored by external systems en route to its final destination. All users must keep this in mind when forwarding sensitive, confidential, and/or privileged information. Where appropriate, this fact should be disclosed to outside contacts.

Prohibited Use

Users are prohibited from using the Communications Systems for any unauthorized or unlawful purpose, including, but not limited to, the following:

1. Users of the Communications Systems are strictly prohibited from using the Communications Systems to deliver a message that is harassing or offensive on the basis of any characteristic protected by law as set forth in AMPS' policies against discrimination, harassment, and retaliation. Those policies apply to all aspects of employment, including the use of the Communications Systems.
2. Users are prohibited from using the Communications Systems for transmitting or making accessible annoying, offensive, defamatory, or harassing material or intentionally damaging or violating the privacy of information of others.
3. Users are prohibited from using the Communications Systems to transmit, display, store, publish, or purposely receive any pornographic, obscene, or sexually explicit material.
4. Users must respect all copyrights and licenses to software and other online information, and may not upload, download, or copy software or other material through the Communications Systems without the prior written authorization of the CEO of AMPS.
5. Users must not alter, copy, transmit, or remove School information, proprietary software, or other files without proper authorization from AMPS.
6. Users are prohibited from reading, copying, recording, or listening to messages and information delivered to another person's e-mail and voice mail mailboxes without proper authorization, based on legitimate business reasons, from the Board or CEO or his/her/its designee. Anyone who receives an electronic communication for which he or she is not the intended recipient must immediately inform the sender that the message was sent improperly and must delete the message from their e-mail and voice mail mailboxes.

Access and Disclosure

The Communications Systems is provided solely for the purpose of conducting AMPS business. Incidental and occasional personal use of the Communications Systems is permitted, but such communications must not disrupt School business, and users do not have any expectation of personal privacy in any matters stored in, created, received, or sent over the Communications Systems.

AMPS, as owner of the Communications Systems, to protect the integrity of its systems from unauthorized or improper use, reserves the right for legitimate business reasons, upon authorization of the Board or CEO or his/her/its designee, to monitor, access, retrieve, download, copy, listen to, or delete anything stored in, created, received, or sent over its Communications Systems without the permission of or prior notice to any user.

Although AMPS entrusts employees with the use of voice mail, e-mail, computer files, software, or similar School property, employees should keep in mind that these items have been installed and maintained at great expense to AMPS and are only intended for business purposes. At all times, they remain School property. Likewise, all records, files, software, and electronic communications contained in these systems also are School property. Employees are advised that electronic files, records, and communications on School computer systems, electronic communication systems, or through the use of School telecommunications equipment are not private. Although they are a confidential part of School property, employees should not use this equipment or these systems for confidential messages. The use of passwords to limit access to these systems is only intended to prevent unauthorized access to voice mail, e-mail, and computer systems, files, and records. Additionally, these systems are subject to inspection, search, and/or monitoring by School personnel for any number of business reasons. As a result, employees do not have an expectation of privacy in this regard. Accordingly, these systems and equipment should not be used to transmit personal messages, except in necessary situations or when

exceptions are specifically sanctioned by management. Voice mail messages and e-mail messages should be routinely deleted when no longer needed. AMPS is not responsible for costs incurred when employees use School telephones or e-mail systems for personal matters.

Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's email account.

Employees should be advised to use voice mail and e-mail as cautiously as employees would use any more permanent communication medium such as a memorandum or letter. Employees should realize that e-mail messages:

1. May be saved and read by third parties.
2. May be retrieved even after "deletion."
3. May be accessed by authorized service personnel.
4. May be examined by management without notice for business purposes.

There will be times when AMPS, in order to conduct business, will utilize its ability to access an employee's e-mail, voice mail, computer files, software, or other School property. AMPS also may inspect the contents of an employee's voice mail, e-mail, computers, computer files, or software to monitor job performance, for training or quality control purposes, or when AMPS suspects that School property is being used in an unauthorized manner.

AMPS reserves the right to use and disclose any electronic non-privileged communication on its Communications Systems without the permission of or any prior notice to any user, including disclosure to law enforcement officials.

Retention in the Event of Litigation, Subpoena, or Regulatory Inquiry

In the event of any subpoena, regulatory inquiry, or litigation, employees are prohibited from deleting, discarding, or destroying any emails or other Communications Systems relating in any way to the subpoena, regulatory inquiry, or litigation. Employees will be notified if this occurs.

Discipline for Violations of Policy

Any person who discovers misuse of the Internet access or any of AMPS' Communications Systems should immediately contact Human Resources or the CEO of AMPS. Any user who violates any part of this policy will be subject to discipline, up to and including immediate termination.

Policy May Be Amended at Any Time

The pace of technological change and growth in electronic communications is rapid. This policy applies to all present and future electronic communications systems and devices and to improvements and innovations to existing systems and devices and to completely new technologies, devices, and systems. AMPS reserves the right to amend this policy at any time through an authorized writing from an authorized School representative.

B. Social Media Policy

In light of the explosive growth and popularity of social media technology in today's society, AMPS has developed the following policy to establish rules and guidelines regarding the appropriate use of social media by employees. This policy applies to situations when you: (1) make a post to a social media

platform that is related to AMPS; (2) engage in social media activities during working hours; (3) use School equipment or resources while engaging in social media activities; (4) use your School e-mail address to make a post to a social media platform; (5) post in a manner that reveals your affiliation with AMPS; or (6) interact with School students or parents/guardians of School students (regarding School-related business) on the Internet and on social media sites.

For the purposes of this policy, the phrase “social media” refers to the use of a website or other electronic application to connect with other people, including, but not limited to, Facebook, Instagram, Twitter, Pinterest, LinkedIn, TikTok, and YouTube, as well as related web-based media, such as blogs, wikis, and any other form of user-generated media or web-based discussion forums.

This policy is intended to supplement, not replace, AMPS’ other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with all School policies whenever your social media activities may involve or implicate AMPS in any way, including, but not limited to, the policies contained in this Handbook.

Standards of Conduct

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

1. Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
2. Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.
3. Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
4. Maintain the confidentiality of AMPS’ trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with AMPS.
5. Do not post confidential information (as defined in this Handbook) about AMPS, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.
6. While it is acceptable to engage in limited and incidental social media activities at work, such social media activities may not interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.
7. Be knowledgeable about and comply with AMPS’ background check procedures. Do not “research” job candidates on the Internet or social media websites without prior approval from Human Resources.
8. We encourage you to be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of AMPS. We also encourage you to avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of AMPS, or that might constitute harassment or bullying.

9. Do not post any information or rumors that you know to be false about AMPS, fellow employees, students, parents, vendors, customers, suppliers, people working on behalf of AMPS, or competitors.
10. Express only your personal opinions. Never represent yourself as a spokesperson for AMPS unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with AMPS, make it clear that you are not speaking on behalf of AMPS and that your views do not represent those of AMPS, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of AMPS. It is best to use a disclaimer such as “The postings on this site are my own and do not necessarily reflect the views of AMPS.”
11. Never be false or misleading with respect to your professional credentials.

Creating and Using School Social Media

Employees are only permitted to communicate and connect with students and students’ parents or guardians regarding School-related matters on social media that is owned and operated by AMPS. All communications with parents or guardians regarding School-related matters on non-School or personal social media may result in disciplinary action, up to and including termination. Any communication whatsoever with students on non-School or personal social media may result in disciplinary action, up to and including termination.

The CEO/designee and IT Department, in addition to Human Resources and members of AMPS’ administration, are responsible for approving requests for School social media, monitoring School social media for inappropriate and unprofessional content, and maintaining the social media account information (including, but not limited to, username and password). AMPS has final approval over all content posted to School accounts and reserves the right to close School social media accounts at any time, with or without notice.

To set up social media that is owned and operated by AMPS in compliance with this policy, employees must adhere to the following procedures:

1. Request and obtain permission to create School social media from the CEO/designee.
2. Contact the CEO/designee to set up the social media. Provide the CEO/designee with the username and password that you would like assigned to the account. If you change the username and/or password, you must immediately update this information with the CEO/designee and the IT Department. Failure to do so may result in disciplinary action, up to and including termination.

Any social media created and/or used in violation of this policy may result in disciplinary action, up to and including termination.

Access

Employees are reminded that AMPS’ various electronic communications systems, including, but not limited to, its electronic devices, computers, telephones, e-mail accounts, video conferencing, voice mail, facsimiles, internal and external networks, computers, cell phones, smart phones, PDAs, tablets, and other similar devices, are the property of AMPS. All communications and information transmitted by, received from, or stored in these systems are School records.

As a result, AMPS may, and does, monitor its employees’ use of these electronic communication systems, including for social media activities, from time to time. AMPS may monitor such activities randomly, periodically, and/or in situations when there is reason to believe that someone associated with AMPS has engaged in a violation of this, or any other, School policy. As a result, employees do not have

a reasonable expectation of privacy in their use of or access to AMPS' various electronic communications systems.

Discipline

Any violation of this Social Media Policy may result in disciplinary action, up to and including immediate termination.

Retaliation Is Prohibited

AMPS prohibits retaliation against any employee for reporting a possible violation of this policy or for cooperating in an investigation of a potential violation of this policy. Any employee who retaliates against another employee for reporting a possible violation of this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

Questions

In the event you have any questions about whether a particular social media activity may involve or implicate AMPS, or may violate this policy, please contact Human Resources.

Social media is in a state of constant evolution, and AMPS recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking guidance, clarification, or authorization *before* engaging in social media activities that may implicate this policy.

C. Personal Business

AMPS facilities for handling mail and telephone calls are designed to accommodate School business. Please have your personal mail directed to your home address and limit personal telephone calls to an absolute minimum. Personal calls that would result in additional fees to AMPS are not permitted. **Do not use School material, time or equipment for personal projects.**

D. News Media Contacts

Employees occasionally may be approached for interviews or comments by the news media. Only employees designated by the CEO, who is the identified principal point of contact, may comment to news reporters on behalf of AMPS.

E. Notice Posting

AMPS notices and notices required by law will be regularly posted on our bulletin board(s) or designated area(s). Employees should make it a practice to review them frequently so that they can keep current regarding news about AMPS. Employees may not post or remove items on the bulletin board(s) or designated area(s) without approval by their supervisor. The same restrictions apply to bulletin boards located in employee break areas. Employees who wish to post on the bulletin board should obtain approval from their supervisor.

F. Conflict of Interest

While employed by AMPS, all employees owe a duty of loyalty to AMPS and must avoid situations involving an actual or potential conflict of interest. An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee

or for a relative as a result of AMPS' business dealings. For purposes of this policy, "relatives" are defined to include spouses, registered domestic partners, children, siblings, parents, in-laws, and step-relatives. Instances where an actual or potential conflict of interest may arise include, but are not limited to, the acceptance of gifts, engaging in outside activities, and personal and familial relationships.

An employee involved in any relationships or situations which may constitute a conflict of interest must immediately and fully disclose the relevant circumstances to his or her immediate supervisor, Human Resources or the CEO or designee, who will determine whether a potential or actual conflict exists. If an actual or potential conflict is determined to exist, AMPS may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts of an actual or potential conflict of interest will constitute grounds for disciplinary action.

Notwithstanding this policy, if an employee is a "designated employee" under the AMPS' Conflicts of Interest Code (adopted pursuant to the Political Reform Act), then the employee must comply with those provisions in addition to this policy.

Personal and Familial Relationships With Co-Workers

Relatives of employees may be eligible for employment with AMPS only if the individuals involved do not work in a direct supervisory relationship or in job positions in which an actual or potential conflict of interest could arise. Current employees who marry will be permitted to continue working in the same job positions held only if they do not work in a supervisory relationship with one another or in job positions involving conflicts of interest.

Gifts

Improper personal gain may result not only where an employee or relative has a significant ownership interest in a vendor with which AMPS does business but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving AMPS. The receipt of occasional flowers, candy, or gifts worth less than \$100.00 from parents, students, or vendors fall outside the intent of this policy and acceptance of such items is permissible. However, employees must obtain written approval from the CEO before accepting any item worth more than \$100.00 from students, parents, or vendors. Under no circumstances shall a School employee accept monetary gifts consisting of, but not limited to, gift certificates, coupons, entertainment tickets, etc.

Gifts and Fundraising funds or items that an employee may receive or raise from events, donors or donor websites i.e. (Donors Choose, etc.) for use by AMPS, its students or at a specific AMPS school site will be considered property of the School. Such donations will remain with the School to continue to benefit the intended student population.

Outside Activities

AMPS recognizes the right of employees to engage in activities outside of their employment that are of a private nature and unrelated to AMPS' business. However, employees may not engage in any outside activity, including outside employment, which presents an actual or potential conflict of interest. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

1. Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
2. Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
3. Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
4. Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
5. Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to Human Resources explaining the details of the additional employment. If the additional employment is authorized, AMPS assumes no responsibility for it. AMPS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Employees also may not use AMPS' name, logo, supplies, equipment, or other property in connection with any outside activities.

G. *Cameras and Video Surveillance*

For purposes of workplace safety and security and to prevent theft and other misconduct AMPS has installed video surveillance cameras in and around work areas.

If there is any reported incident of theft, trespass, workplace violence, employee misconduct or any type of safety violation (hereafter collectively referred to as "security incidents"), AMPS will utilize its surveillance equipment as an investigatory tool. AMPS will also make use of its surveillance equipment to deter any future security incidents.

AMPS also reserves the right to actively monitor, through its surveillance cameras, any areas for safety reasons (to protect against equipment failure, breakage, or accident) or confidentiality reasons (to protect documents or other proprietary information).

Although the video surveillance described in this policy is intended to monitor for security incidents and other safety reasons at AMPS, it is possible that such surveillance may monitor activities not related to AMPS' business.

AMPS respects the privacy of its employees. Accordingly, no video cameras will be installed in AMPS' restrooms or in any lactation or changing areas.

The surveillance video cameras and any video footage from the surveillance are to be used solely for the purposes of this video surveillance policy. Any unauthorized use of these video cameras and/or videotapes is strictly forbidden and may result in discipline, up to and including termination of employment.

H. Employer Property

Lockers, computers, desks, bookshelves, and other employer-owned property are AMPS property and must be maintained according to AMPS rules and regulations. They must be kept clean and are to be used only for work-related purposes. AMPS reserves the right to inspect all AMPS property to ensure compliance with its rules and regulations, without notice to the employee and at any time, not necessarily in the employee's presence. Prior authorization must be obtained before any School property may be removed from the premises. Materials developed by an employee for purposes of his or her employment with AMPS are considered School property. All School property must be immediately returned upon termination of the employment relationship.

Employees are prohibited from deliberately performing acts that waste any of the resources of AMPS or unfairly monopolize any of the resources to the exclusion of others. These acts include, but are not limited to, using the e-mail system for other than business-related communications, sending multiple pictures using the e-mail system (unless specifically authorized to do so and business-related), sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, engaging in on-line chat groups, printing multiple copies of large documents, wasting paper frivolously, undertaking excessively large OCR scanning projects, or otherwise creating unnecessary network traffic.

I. Employee Property

For security reasons, employees should not leave personal belongings of value in the workplace (i.e. desks, bookshelves, counter, etc.). Terminated employees must remove as many personal items as time permits at the time they leave AMPS. Personal items left in the workplace are subject to storage, and eventually disposal if not claimed at the time of an employee's termination.

J. Dress Code and Other Personal Standards

AMPS employees and volunteers serve as role models for the students and as representatives of AMPS. Consistent with these roles, all employees and volunteers shall dress professionally and appropriately relative to their specific job duties and responsibilities and shall adhere to standards of dress and appearance that are compatible with an effective learning environment. Wearing clothing which is sexually provocative or unduly revealing, which contains profane, vulgar, offensive or obscene statements or images, or which may disrupt the orderly operation of AMPS is prohibited.

Administrators and administrative support employees are expected to project a professional image and should dress appropriately for an office/business environment. Teachers and staff serve as role models, and they should maintain professional standards of dress and grooming. Physical education teachers, coaches and athletic volunteers should wear the appropriate athletic attire necessary to meet the requirements of their job responsibilities and maintain professional standards of dress and grooming when not actively teaching physical education classes or coaching. Site Directors and the CEO may also amend these dress standards from time to time.

Specific examples of attire, or lack of attire, considered inappropriate and prohibited under this policy include but are not limited to:

1. Excessively tight clothing, including leggings and tights without proper coverage;
2. Clothing which promotes alcoholic beverages, tobacco, or the use of controlled substances by words or symbols;
3. Clothing with slurs, political statements, slogans, etc., other than AMPS' logo and or School motto;
4. Shorts, skirts, or dresses that end more than 2 inches above the knee;
5. Exposed body areas usually concealed by clothing such as torso, chest, back, stomach, etc.;

6. Bright colored hair dye (unless as excused for school spirit functions or discussed with Site leaders);
7. Clothing which contains profanity, nudity, depicts violence, or is sexual in nature by words or symbols;
8. Open toed shoes, sandals, or flip flops;
9. Tube tops, tank tops, crop tops or spaghetti strap tops;
10. Undergarments worn as an outer garment or any see-through clothing that reveals an undergarment;
11. Hats, visors, sunglasses, sweatbands, and bandanas (may be worn outside but must be removed when inside the workplace);
12. Jeans (except as described in Friday Business Casual Dress Policy below).

AMPS does not discriminate against employees on the basis of race, which includes traits historically associated with race, including hair texture and protective hairstyles such as braids, locks and twists. Reasonable accommodations shall be made where appropriate and as approved in writing by the supervisor for those employees or volunteers who, because of a sincerely held religious belief, cultural heritage, or medical reason, request a waiver of a particular part of this policy. Accommodations due to a disability or for religious grooming or dress will be made unless such accommodation poses an undue hardship.

Piercings and Tattoos

Body piercings (e.g., jewelry affixed to the nose, tongue, cheek, lip, or eyebrow) and tattoos are prohibited if they disrupt the orderly operation of AMPS. Tattoos which contain profane, vulgar, offensive, sexual or obscene statements or images are prohibited and must be covered at all times.

Friday Casual Dress Policy

The normal dress code will be relaxed on Fridays to provide a more comfortable clothing standard and foster school/collegiate spirit. Fridays throughout the year will be designated as Casual Dress Day. It is the intent that each employee may choose to wear less formal attire as long as clothing is in good taste and will not negatively affect the Site's image. Casual dress is outlined as follows:

1. Casual shirts: AMPS or site branded polo shirts. All shirts with collars, business casual crewneck or V-neck shirts, blouses, golf and polo shirts in school colors. College-branded shirts are acceptable. Examples of inappropriate shirts include; shirts with inappropriate slogans, tank tops, muscle shirts, camouflage and crop tops. In specified circumstances, T-shirts may be approved and provided for specific events only.
2. Pants: Casual slacks and trousers and jeans without holes, frays, etc are permitted. Pants worn below the waist or hip line are prohibited at all times.

T. Parking

Employees may park their vehicles in any AMPS marked space, if space permits. If space is unavailable, employees must park in permissible public areas on the streets in the vicinity of AMPS property. AMPS is not responsible for any loss or damage to employee vehicles or contents while parked on or off of AMPS property.

U. Solicitation and Distribution of Literature

In order to maintain and promote efficient operations, discipline, and security, AMPS maintains rules applicable to all employees that govern solicitation, distribution of written material, and entry onto the premises and work areas. All employees are expected to comply with these rules, which will be strictly

enforced. Any employee who is in doubt concerning the application of these rules should immediately consult with his or her supervisor. These rules are:

1. No employee shall sell merchandise or solicit or promote support for any cause or organization during his or her working time or during the working time of the employee(s) at whom such activity is directed. As used in these rules, working time excludes meal and rest breaks.
2. No employee shall distribute or circulate any written or printed material, other than those approved by management for business purposes, in work areas at any time or during his or her working time or during the working time of the employee(s) at whom such activity is directed.
3. No employee shall enter or remain in School work areas for any purpose except to report for, be present during, and conclude a work period. Non-exempt employees must not begin work and clock in at his or her working area more than 10 minutes before they are scheduled to begin and must stop work and clock out from his or her work area no later than 10 minutes after their work scheduled for the day is completed, unless they are approved by their supervisor to do so. Work area does not include School parking lots, break rooms, gates, or other similar outside areas unless an employee is assigned to work in such areas.
4. Under no circumstances will non-employees be permitted to solicit or distribute written material for any purpose on School property.
5. Non-employees must sign in at the front office before entering School property.

Violations of this policy may result in disciplinary action, up to and including termination.

V. *Health and Safety Policy*

AMPS is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with AMPS' Safety Manual and to follow safe and healthy work practices at all times.

Employees are required to report immediately to AMPS' Site Director any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

W. *Communicable Diseases*

Introduction

Employees must stay away from the office if they have symptoms of or have been diagnosed with a communicable illness in order to reduce the possibility that it will spread to others.

AMPS does not discriminate against any job applicant or employee based on the individual having a communicable illness or being associated with someone who does. AMPS will not retaliate against an applicant or employee for providing this information to AMPS.

General Guidelines

Decisions involving persons who have or may have a communicable illness shall be based on current and well-informed medical judgments concerning the disease, as well as the following factors:

1. Whether the individual has been diagnosed with the illness;
2. Whether the individual has been exposed to an individual with the illness;
3. Whether the individual has symptoms that are similar to those associated with the illness;
4. Whether the individual has been exposed to an individual who has symptoms that are similar to those associated with the illness;
5. Whether the individual has traveled to locations or been exposed to others who have traveled to locations where there is a high population of individuals with the illness;
6. The risks of transmitting the illness to others;
7. The symptoms and any other special circumstances of each individual who has or may have the illness;
8. Any factor used by a government agency, including but not limited to, the United States Center for Disease Control (CDC), for the purpose of maintaining the safety and security of our citizens.

Other factors could be considered as well. Managers and supervisors are responsible for:

1. Consulting with Human Resources for guidance regarding employees who report symptoms and/or diagnosis of a communicable disease.
2. Preventing discrimination against any job applicant or employee based on the individual having a communicable disease.
3. Maintaining the privacy of all information about an employee's medical condition with anyone other than Human Resources or any government agency that requires reporting.

Communicable Illness Defined

A communicable illness is a serious illness or disease that can be directly or indirectly transferred from an infected individual to another person, including, but not limited to measles, mumps, chickenpox, coronavirus, influenza (certain types including H1N1), viral Hepatitis-A (infectious Hepatitis), viral Hepatitis-B (serum Hepatitis), leprosy, SARS (Severe Acute Respiratory Syndrome), TB (Tuberculosis - infectious), plague, yellow fever, viral hemorrhagic fevers, meningitis, and encephalitis. The definition of communicable illness may be revised in accordance with information received from the CDC or other public health officials.

Reporting Procedure

To help keep all employees safe, employees must follow these procedures. Employees must inform Human Resources if you are: (a) diagnosed with a communicable illness; or (b) if you believe you may have been exposed to a person so diagnosed; (c) if you have recently visited a location in which there has been a high population of individuals diagnosed with an illness; (d) you do not feel well or are exhibiting any symptoms associated with the illness in question. This information will be kept confidential to the extent reasonably possible. AMPS will not reveal any information other than as required to meet business necessities.

Work Restrictions

For safety and security purposes, as well as to comply with all applicable law, AMPS reserves the right to request that any individual who has or may have a communicable illness, or who has had contact with anyone who has or may have a communicable illness, not enter the workplace or attend any work-related function outside the premises.

Certain employees who can complete job duties remotely may have the option to work from home, subject

to the discretion and prior approval of AMPS. Additionally, leaves of absence, use of vacation or other arrangements may be an option. Depending on the circumstances, AMPS may offer other options.

Duty to Maintain Privacy

AMPS will administer this policy in accordance with applicable laws and regulations, including but not limited to the Americans with Disabilities Act and its amendments, the Genetic Information Non-Discrimination Act, the Health Insurance Portability and Accountability Act of 1996, the Occupational Safety and Health Act, other related federal law, and state law related to the same or similar issues, including but not limited to mandatory paid sick and safe time laws. AMPS will treat any medical information obtained under this policy as confidential to the extent possible in accordance with applicable law. In the event any provision of this policy conflicts with applicable federal, state or local law, AMPS will follow the law. AMPS will strive to maintain any information about an employee's medical condition, or that of a family member, in the strictest of confidence and to see that this information is shared only on a "need to know" basis.

X. Drug and Alcohol Abuse Policy

It is the intent of AMPS to promote a safe, healthy, and productive work environment for all employees. We believe our employees have the right to work in an alcohol and drug-free environment and to work with persons free from the effects of alcohol and drugs. Employees who abuse alcohol or drugs are a danger to themselves and to other employees. We are therefore committed to maintaining a safe and healthy workplace free from the influence of alcohol and drugs. We hope all employees will join us in achieving our goal of a safe and productive drug-free workplace.

For purposes of this policy, "drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana and marijuana vaping or other recreational marijuana use), prescription drugs that impair the employee's ability to perform their job duties safely and effectively, as well as prescription drugs if they are not prescribed for the person using them and/or not being used as prescribed. While the use of marijuana has been legalized under California law for medicinal and recreational uses, it remains an illegal drug under federal law and its use as it impacts the workplace is prohibited by AMPS. "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

AMPS complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

1. Use, possession, purchase, or offer for sale of drugs, drug paraphernalia or alcohol during working hours, including meal and break periods, or in the presence of pupils;
2. Use, possession, purchase, or offer for sale of drugs, drug paraphernalia, or alcohol on School property at any time;
3. Use, possession, purchase, or offer for sale of drugs, drug paraphernalia, or alcohol while attending a School function or event;
4. Storing alcohol (if unauthorized), drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on AMPS' premises;
5. Refusing to submit to an inspection or testing when requested by AMPS;
6. Being under the influence of drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on AMPS' premises and/or attending a School function or event;
7. Conviction under any criminal drug statute for a violation occurring in the workplace; or
8. Failure to keep all prescribed medicine in its original container.

In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to Human Resources. Human Resources will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students.

This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by AMPS where alcohol is served or while entertaining actual or prospective donors to AMPS. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing AMPS.

Searches

AMPS may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. This may include desks, storage areas and rooms normally used to store employees' personal property. As a result, employees do not have an expectation of privacy in this regard.

Testing

AMPS may require a test by intoxilator, blood test, urinalysis, medical examination, or other drug/alcohol screening of those persons whom AMPS reasonably suspects of using, possessing, or being under the influence of a drug or alcohol. Such testing will be conducted if two or more employees observe an employee acting in such a manner to raise suspicion that the employee is under the influence of an illegal drug or alcohol or is acting in such manner that they may harm themselves or another employee.

Any refusal to submit to such testing will be considered a violation of this policy. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. AMPS shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee or of other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

Violations

Any violations of this policy may result in disciplinary action, up to and including termination, at AMPS' sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, School may report such illegal drug activities to an appropriate law enforcement agency.

Y. Smoking

AMPS sites are all non-smoking facilities. Smoking is prohibited on AMPS property and campuses.

Z. Security Protocols

The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. To help maintain a secure workplace, be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Site Director or your supervisor immediately.

Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your work station that may be accessible. You should immediately notify Human Resources when keys are missing or if security access codes or passes have been breached.

AA. Safety and Incident Reporting

AMPS is committed to providing a safe working environment and preventing accidents. The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt about how to perform a job or task safely, he or she should request assistance. All employees must report unsafe conditions to management immediately and remedy them to the extent possible. Employees must also report fires or other emergencies by calling 911. Employee must immediately, or as soon as is practical, report any accident or injury occurring during work or on School premises to management, to allow AMPS to appropriately respond.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. AMPS's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School's Safety Manual, Workplace and Violence Prevention Plan or safety and health rules, practices and procedures could result in disciplinary action up to and including termination.

BB. Driving on AMPS Business

Employees who are required to drive their own vehicle on approved School business will be required to show proof of a current, valid driver's license and proof of effective auto liability insurance coverage. Employees whose job duties include driving must follow all traffic laws at all times and practice safe driving.

Pursuant to applicable law and safety standards, employees whose job responsibilities include regular or occasional driving and who are issued a cell phone for business use must refrain from using their phone while driving unless they are using a hands-free device. Safety must come before all other concerns. Thus, unless an employee is using a hands-free device in a safe- manner, he or she must safely pull off to the side of the road and safely stop the vehicle before placing, accepting, or continuing a call. Sending or reviewing text messages while driving is also prohibited.

Employees whose job responsibilities do not specifically include driving as an essential function, but who use a cell phone for business purposes, whether issued by AMPS or not, are also expected to abide by the provisions above. Under no circumstances are employees allowed to place themselves or others at risk to fulfill business needs.

Any employee who fails to comply with this policy will be deemed to have engaged in grossly negligent conduct beyond the course and scope of his or her employment. As a result, any employee who is

charged with a traffic violation or incurs any other form of liability resulting from a violation of this policy will, to the extent allowed by applicable law, be solely responsible for any such liability. Any employee who has an accident while driving on AMPS business must report that accident immediately to his or her supervisor and HR.

AMPS will reimburse employees using a personal vehicle for mileage when on AMPS business at the IRS mileage rate. Employees are required to keep a record of the number of miles driven to perform their job duties.

EMPLOYEE LEAVES AND BENEFITS

A. *Holidays*

AMPS calendar reflects any and all holidays observed by AMPS. School classes are not in session on holidays observed by AMPS. When a holiday falls on a workday, that workday is the holiday. When a holiday falls on a Saturday, the preceding Friday is treated as the holiday. When a holiday falls on a Sunday, the subsequent Monday is treated as the holiday.

The following days are observed as paid holidays by AMPS:

1. New Year's Day
2. Martin Luther King Jr. Day
3. President's Day
4. Friday of Spring Break Week
5. Memorial Day
6. Juneteenth
7. Independence Day
8. Labor Day
9. Indigenous Peoples' Day
10. Veteran's Day
11. Thanksgiving Day
12. Friday after Thanksgiving
13. Christmas Eve
14. Christmas Day
15. New Year's Eve

To be eligible for holiday pay, an employee must either be a non-exempt employee who works on average at least thirty (30) hours per workweek, and who would normally be scheduled to work on the day on which the holiday falls. Holiday pay will be based on each employee's work schedule; in other words, an employee who normally works 4 hours per day will receive 4 hours of holiday pay, and an employee who works 8 hours per day will receive 8 hours of holiday pay. Holiday hours do not count as hours worked for purposes of calculating overtime.

B. *Vacation Policy*

Ten (10) month employees do not accrue vacation days. Twelve (12) month regular full-time employees (as defined in this Handbook) begin to earn and accrue vacation starting on the first day of employment at a rate of 3.33 hours per pay period up to 80 hours of vacation time per year. Vacation time can accrue up to a maximum cap of 1.5 times the annual accrual maximum, which is 120 hours of vacation time. Once the 120 hour cap is reached, employees will cease to accrue further vacation time until the employee's accrued vacation time falls below that cap. When vacation time falls below the cap of 120 hours, then vacation will begin to accrue again. Vacation accrues on an as-worked basis. Vacation will not accrue during any unpaid leave of absence, inactive time, unpaid time, or non-working time or during any period when the employee's vacation time was at the maximum cap.

All employees must have supervisory approval before taking vacation, by submitting a request through Paylocity at least two weeks prior to the date(s) requested. Failure to submit this request at least two weeks in advance may result in denial of the request. Vacations shall be scheduled in such a way as to provide adequate coverage of job responsibilities and staffing requirements. Although AMPS will attempt to accommodate vacation requests to the greatest extent possible, there is no guarantee that any given vacation request will be granted, and AMPS reserves the right to deny a vacation request based on

operational needs of AMPS. AMPS reserves the right to schedule vacation time for employees or to compensate employees for accrued, unused vacation time at any time in its sole discretion. If a holiday occurs during your vacation period, you will receive holiday compensation for that day.

Employees who terminate their employment for any reason will be paid for any accrued but unused vacation time in accordance with this policy. Vacation time is paid at the employee's final rate of pay at the time of the employee's separation.

As with all of its policies and procedures, AMPS reserves the right to modify, alter, or otherwise amend this policy at its sole and absolute discretion to the extent allowed by law.

C. *Paid Sick Leave*

Paid sick leave is available to all School employees who work for the School for more than thirty (30) days within a year and who work at least two (2) hours within a week. AMPS employees will accrue hours per pay period worked as described below. Mid-year hires will receive a prorated allowance of Paid Sick Leave based on their start date, rounded to the nearest whole day. Sick time may be used in one (1) hour increments. Accrued sick leave carries over from year to year. Sick leave is subject to an accrual cap of 160 hours. Once this cap is reached, no further sick leave will accrue until some is used. When sick leave is used, sick leave will begin to accrue again. There is no retroactive grant of sick leave for the period of time the accrued sick leave was at the cap.

Full-Time Employees will accrue 4 hours of sick leave per pay period worked. For example, 10-Month Employees will accrue 80 hours of sick leave, 11-Month employees will accrue 88 hours of sick leave, and 12-Month Employees will accrue 96 hours of sick leave per year with a cap of 160 hours.

Part-Time Employees will accrue 2 hours of sick leave per pay period worked. For example, 10-Month Part-Time Employees will accrue 40 hours of sick leave, 11-Month Part-Time Employees will accrue 44 hours of sick leave and 12-Month Part-Time Employees will accrue 48 hours of sick leave per year with a cap of 160 hours.

AMPS will not compensate an employee for unused paid sick days upon termination, resignation, retirement, or other separation from employment. However, if an employee separates from AMPS and is rehired by AMPS within one year from the date of separation, any previously accrued and unused paid sick leave shall be reinstated. The employee shall be entitled to use that previously accrued and unused paid sick leave and to accrue additional paid sick leave upon rehiring, subject to this policy.

Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., the employee's child; parent; legal guardian or ward; sibling; grandparent; grandchild; and spouse, registered domestic partner under any state or local law, or designated person (i.e., one who is related to the employee by blood or whose association with the employee is the equivalent of a family relationship) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees are limited to one (1) designated person per twelve (12) month period. There is a window of ten (10) work days for the employee to make this designation. Thereafter, the opportunity to make such a designation, including the opportunity to change such a designation previously made, shall be extended to the employee on an annual basis, with a window of ten (10) work days for the employee to make the designation. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

The employee may use all or any percentage of his or her paid sick leave to aid or care for the aforementioned persons. The aforementioned family members include not only biological relationships but also relationships resulting from adoption; step-relationships; and foster care relationships. "Child" as

used herein includes a child of a domestic partner and a child of a person standing in loco parentis.

AMPS will not require, as a condition of an employee's taking paid sick leave, that the employee search for or find a replacement worker to cover the hours during which the employee is on paid sick leave. Employees who wish to use paid sick leave can do so upon a verbal or written request. When possible, employees must give reasonable advance notification of an absence from work for which paid sick leave will be used. If the need for paid sick leave is unforeseeable, the employee shall provide notice of the need for the leave as soon as practicable. When an employee is out due to illness for three (3) or more workdays, a doctor's note certifying the need for the absence and the employee's fitness to return to duty may be required. Employees out on sick leave for more than five (5) consecutive work days will be required to discuss leave of absence options with Human Resources.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by AMPS.

AMPS will not retaliate or discriminate against an employee for using accrued sick leave, attempting to exercise the right to use accrued sick leave, or cooperating in an investigation of an alleged violation of this policy.

D. Unpaid Leave of Absence (Medical)

On occasion, an employee may need a medical leave of absence that extends beyond limits under any state or federal mandatory leave law. In addition, there may be circumstances when an employee needs a medical leave allowed under disability laws and in accordance with this policy. In these situations, a medical leave of absence may be granted for disabilities based upon a health care provider's written certification of a qualifying disability, unless such leave would cause an undue hardship. Such disability leaves will be considered on a case-by-case basis, consistent with AMPS's obligations under federal and state disability laws. Employees should request any leave in writing as far in advance as possible. Approved absences of less than two weeks are not treated as medical leaves of absences but rather as excused absences without pay.

Benefit accrual, such as vacation, sick leave, and holiday benefits, will be suspended during an unpaid medical leave period and will resume upon return to active employment. Unless otherwise required by law, AMPS does not continue to pay premiums for health insurance coverage for employees on unpaid medical leave. However, if eligible, you may self-pay the premiums under the provisions of COBRA.

A medical leave begins on the first day your doctor certifies that you are unable to work. AMPS will require medical documentation from your healthcare provider showing the date you became disabled and the anticipated date you will be able to return to work. An employee returning from a medical disability leave must present a doctor's certificate declaring fitness to return to work.

Upon return from medical leave, you will be offered the same position you held at the time your leave began, if available and/or as required by law. If your former position is not available, a comparable position will be offered. If neither the same nor a comparable position is available, your return to work will depend on job openings existing at the time of your scheduled return. AMPS will comply with any reinstatement obligations under state or federal law.

Disability leaves under this section are unpaid. Employees on leave due to a medical condition or disability may be eligible to receive state disability compensation through State Disability Insurance (SDI) or Paid Family Leave (PFL). In both instances, employees must directly contact the California Employment Development Department (EDD).

E. Discretionary Unpaid Leave of Absence (Non-Medical)

AMPS may grant a discretionary leave of absence to employees in certain unusual circumstances when requested by the employee. There is no guaranteed right to take a discretionary unpaid leave of absence and if such a leave is granted, there is not guaranteed right to reinstatement.

It is important to request any leave in writing as far in advance as possible, to keep in touch with your supervisor and Human Resources during your leave, and to give prompt notice if there is any change in your return date. If your leave expires and you have not contacted your supervisor and Human Resources, AMPS will assume that you do not plan to return and that you have voluntarily terminated your employment. Employees do not continue to accrue vacation, PSL, or holiday benefits while they are on unpaid discretionary leaves of absence.

Employees will be required to use any accrued vacation before taking an unpaid discretionary leave of absence. Unless otherwise required by law, AMPS does not continue to pay premiums for health insurance coverage for employees on discretionary unpaid leaves of absence. However, if eligible, you may self-pay the premiums under the provisions of COBRA.

F. Family and Medical Leave Act (FMLA)

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

Employee Eligibility Criteria

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees).

Events That May Entitle an Employee To FMLA/CFRA Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
 - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility,

any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

- c. “Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. “Continuing treatment” means ongoing medical treatment or supervision by a health care provider.
3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. “Designated person” refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship.
 4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.
 5. For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

Amount of FMLA/CFRA Leave Which May Be Taken

FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.

In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.

The “twelve month period” in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.

If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA/CFRA Leave

An employee on FMLA/CFRA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is

receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.

An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.

If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.

The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

AMPS may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

Medical Certifications

An employee requesting FMLA/CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by AMPS. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen [15] days of the School's request for certification) may result in denial of the leave request until such certification is provided.

AMPS will notify the employee in writing if the certification is incomplete or insufficient, and will advise

the employee what additional information is necessary in order to make the certification complete and sufficient. AMPS may contact the employee's health care provider to authenticate a certification as needed.

If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA/CFRA Leave

An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to Human Resources at hrrsupport@amethodschools.org. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.

Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.

Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.

When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.

If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

G. Pregnancy Disability Leave

Any employee who is disabled by pregnancy, childbirth, or a related medical condition is eligible for a Pregnancy Disability Leave of Absence. There is no length of service requirement.

For purposes of this policy, you are disabled when, in the opinion of your healthcare provider, you cannot work at all or are unable to perform any one or more of the essential functions of your job or to perform them without undue risk to yourself, the successful completion of your pregnancy, or to other persons as determined by a healthcare provider. This term also applies to certain pregnancy-related conditions, such as severe morning sickness or if you need to take time off for prenatal or postnatal care, bed rest, postpartum depression, and the loss or end of pregnancy (among other pregnancy-related conditions that are considered to be disabling).

Reasonable Accommodation for Pregnancy-Related Disabilities

Any employee who is affected by pregnancy may also be eligible for a temporary transfer or another accommodation. There is no length of service requirement. You are affected by pregnancy if you are pregnant or have a related medical condition, and because of pregnancy, your health care provider has certified that it is medically advisable for you to temporarily transfer or to receive some other accommodation.

AMPS will provide a temporary transfer to a less strenuous or hazardous position or duties or other accommodation to an employee affected by pregnancy if:

1. She requests a transfer or other accommodation; and
2. The request is based upon the certification of her health care provider as "medically advisable"; and
3. The transfer or other requested accommodation can be reasonably accommodated pursuant to applicable law.

As part of this accommodation process, no additional position will be created and AMPS will not discharge another employee, transfer another employee with more seniority, or promote or transfer any employee who is not qualified to perform the new job.

Advance Notice and Medical Certification

To be approved for a pregnancy disability leave of absence, a temporary transfer or other reasonable accommodation, you must:

1. Provide 30 days' advance notice before the leave of absence, transfer or reasonable accommodation is to begin, if the need is foreseeable;
2. Provide as much notice as is practicable before the leave, transfer or reasonable accommodation when 30 days' notice is not foreseeable; and
3. Provide a signed medical certification from your healthcare provider that states that you are disabled due to pregnancy or that it is medically advisable for you to be temporarily transferred or to receive some other requested accommodation.
4. AMPS may require you to provide a new certification if you request an extension of time for your leave, transfer or other requested accommodation.

Duration

AMPS will provide you with a Pregnancy Disability Leave of Absence for the duration of your pregnancy-related disability for up to four (4) months. This leave may be taken intermittently or on a continuous basis, as certified by your healthcare provider. The four months of leave available to an employee due to her pregnancy related disability is defined as the number of days (and hours) the employee would normally work within four calendar months or 17.33 workweeks.

Any temporary transfer or other reasonable accommodation provided to an employee affected by pregnancy will not reduce the amount of Pregnancy Disability Leave time the employee has available to her unless the temporary transfer or other reasonable accommodation involves a reduced work schedule or intermittent absences from work.

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Reinstatement

If you and AMPS have agreed upon a definite date of return from your leave of absence or transfer, you will be reinstated on that date if you notify AMPS that you are able to return on that date. If the length of the leave of absence or transfer has not been established, or if it differs from the original agreement, you will be returned to work within two (2) business days, where feasible, after you notify AMPS of your readiness to return.

Before you will be allowed to return to work in your regular job following a leave of absence or transfer, you must provide Human Resources with a certification from your healthcare provider that you can perform safely all of the essential duties of your position, with or without reasonable accommodation. If you do not provide such a release prior to or upon reporting for work, you will be sent home until a release is provided. Any time you are not allowed to work due to not having provided the required release will be unpaid.

You will be returned to the same or a comparable position upon the conclusion of your leave of absence or transfer. If the same position is not available on your scheduled return date, AMPS will provide you with a comparable position on your scheduled return date or within 60 calendar days of that return date.

However, you will not be entitled to any greater right to reinstatement than if you had not taken the leave. For example, you would have been laid off regardless of the leave, or you would not have been offered a comparable position, then the employee will not be entitled to reinstatement.

When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above). If the employee can return with limitations, the School will evaluate those limitations, and if possible, will accommodate the employee as required by law. If the accommodation cannot be made, the employee will be medically separated from the School.

Failure to return to work at the conclusion of the leave of absence may result in termination of employment, unless you are taking additional leave provided by law or AMPS policy or AMPS has otherwise approved you to take additional time off.

Pay During Leave and Integration with Other Benefits

Pregnancy Disability Leaves of Absence and accommodations that require you to work a reduced work schedule or to take time off from work intermittently are unpaid. You may elect to use accrued sick leave and/or accrued vacation benefits during the unpaid leave of absence as regulations allow. However, use of paid time off will not extend the available leave of absence time. Vacation and sick leave hours will not accrue during any unpaid portion of the leave of absence, and you will not receive pay for official holidays that are observed during your leave of absence except during those periods when you are substituting vacation or sick leave for unpaid leave.

Employees should apply for California State Disability insurance (“SDI”) benefits. SDI forms are available from AMPS or your healthcare provider. Any SDI for which you are eligible will be integrated with accrued vacation, sick leave, or other paid time off benefits so that you do not receive more than 100% of your regular pay.

Health Benefits

AMPS will maintain an employee’s health insurance benefits during an employee’s Pregnancy Disability Leave for a period of up to four months, as defined above, on the same terms as they were provided prior to the leave time. If you take additional time off following a Pregnancy Disability Leave that qualifies as California Family Rights Act (“CFRA”) leave, AMPS will continue your health insurance benefits for up to a maximum of 12 workweeks in a 12-month period.

EXAMPLE: You take 17.33 workweeks off due to a pregnancy disability. Assuming you are eligible for FMLA and CFRA leave, your Pregnancy Disability Leave will also be concurrently covered by FMLA and your group health insurance coverage would continue for the entire 17.33 workweek period. If, after your pregnancy disability leave and FMLA Leave, has been completed, you wish to take 12 additional weeks off from work to bond with a new baby under CFRA, the School will continue your health insurance benefits for the 12 workweek period.

AMPS may recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee’s failure to return from leave is for a reason other than the following:
 - a. The employee is taking a leave of absence under the CFRA.
 - b. There is a continuation, reoccurrence, or onset of a health condition that entitles the employee to pregnancy disability leave.
 - c. There is a non-pregnancy related medical condition requiring further leave.

- d. Any other circumstances beyond the control of the employee.

Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

H. Military and Military Spousal Leave of Absence

Both state and federal law provide employees with the right to take leave in order to serve in the military. At the federal level, military leave rights are governed by the Uniformed Services Employment and Reemployment Rights Act, commonly referred to as USERRA. This policy discusses military leave under USERRA. Further, if you are a spouse or registered domestic partner of a member of the military, you may be entitled to an unpaid leave during a period of military conflict. For information on military leave, contact Human Resources.

Eligibility for Military Leave

AMPS provides unpaid military leaves of absence to employees who serve in the uniformed services as required by USERRA and applicable state laws. The uniformed services include the Army, Navy, Marine Corps, Air Force, Coast Guard, Army National Guard, Air National Guard, Commissioned Corps of the Public Health Service and any other category of persons designated by the President of the United States in time of war or emergency.

Service consists of the performance of any of the following on a voluntary or involuntary basis: active duty, active duty for training, initial active duty, inactive duty training, full-time National Guard duty and absence from work for an examination to determine fitness for such duty. Total military leave time may not exceed five years during employment, except in special circumstances.

Notice of Military Leave

When an employee receives orders for any active military duty (including any call to active duty), the employee must advise his or her manager or Human Resources immediately of the pending absence, unless military necessity requires otherwise or if providing notification would be impossible or unreasonable. In such an event, the employee must advise his/her/their manager or Human Resources of the need for military leave as soon as possible after becoming aware of the need for the leave.

Accrued vacation time will be paid during military leave at your request. Employees on military leave may elect to continue their health plan coverage at their own expense for up to 24 months or during the period of service, whichever is shorter.

Reinstatement from Military Leave

Except for employees serving in the National Guard, AMPS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within the timelines noted below, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being

released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

Employees who are absent from work 30 days or less or who are absent to take a fitness exam must report to work at the beginning of the first regularly scheduled work day falling 8 hours or more after the employee returns home. If the employee serves 31 to 180 days, he or she must apply for reemployment within 14 days after completing service. If the employee has served 181 days or more, he or she must apply for reemployment within 90 days after completing service.

As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in loss of reemployment rights. Temporary employees may not be eligible for reinstatement following military leave and reinstatement may not be required for other employees in some circumstances. Full details regarding reinstatement are available from Human Resources.

In general, an employee returning from military leave will be reemployed in the position and seniority level that the employee would have attained had there been no military leave of absence. If necessary, AMPS will provide training to assist the employee in the transition back to the workforce.

An employee returning from military leave is entitled to any unused, accrued vacation benefits the employee had at the time the military leave began. Upon reinstatement, the employee will accrue vacation benefits at the rate he or she would have attained if no military leave had been taken. USERRA supersedes state laws that limit or condition its rights or benefits; however, it does not displace state laws that provide greater rights. Please contact Human Resources for further details.

Employees in California who serve in the military are entitled to the rights and protections set forth in the California Military and Veteran's Code. Among other things, the Code prohibits discrimination against members of the military or naval services of the state or the United States, and grants members of the National Guard or U.S. Reserve a temporary leave of absence while engaged in military duty ordered for purposes of military training, drills, encampment, naval cruises, and special exercises or like activities. This leave is not to exceed 17 calendar days annually.

Family Military Leave California

Employees who work more than twenty (20) hours per week and who are the spouses/registered domestic partners of certain military personnel may receive up to ten (10) days of unpaid leave during a qualified leave period. For purposes of this policy, a "qualified leave period" means the period during which the individual is on leave from deployment during a period of military conflict. An employee is eligible for leave under this policy if he or she:

1. Is the spouse/ registered domestic partner of a person who: (a) is a member of the Armed Forces of the United States who has been deployed during a period of military conflict to an area designated as a combat theater or combat zone by the President of the United States, or (b) is a member of the National Guard or of the Reserves who has been deployed during a period of military conflict;
2. Provides notice of his or her intention to take leave within two business days of receiving notice that his or her spouse will be on leave from deployment; and
3. Submits written documentation certifying that their spouse will be on leave from deployment during the time the leave is requested.

4. Military conflict means either a period of war declared by the United States Congress, or a period of deployment for which a member of a reserve component is ordered to active duty either by the Governor or the President of the United States.
5. Leave taken under this policy will not affect an employee's right to any other benefits. AMPS will not discriminate against, or tolerate discrimination against, any employee who requests and/or takes leave under this policy. For more information, please contact your supervisor or the Human Resources Department.

I. Jury Duty/Witness Duty

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either AMPS or the employee may request an excuse from jury/witness duty if, in AMPS' judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any accrued vacation during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of his or her employment with AMPS, AMPS will provide time off with pay.

J. Time-Off for Voting

AMPS encourages its employees to fulfill their civic responsibilities by participating in elections. Because polls are open from 7:00 a.m. until 8:00 p.m., employees generally are able to find time to vote either before or after their regular work schedule. If employees are unable to vote in an election during their non-working hours and have not requested an absentee ballot, then AMPS will grant up to two hours of paid time off to vote.

Employees must request time off to vote from their supervisor at least two (2) working days prior to the election day. Advance notice is required so that the necessary time off can be scheduled at the beginning or end of the work shift, whichever provides the least disruption to the normal work schedule.

Employees must submit a voter's receipt on the first working day following the election to qualify for paid time off.

Nothing in this policy requires the employee to bring his or her mail (absentee) ballot to work, including mailing such absentee ballot from work.

K. Emergency Duty/Training Leave

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so that he or she may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training, please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. You may choose to use your accrued vacation if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, you should contact your supervisor or any other manager, as appropriate.

L. *Suspended Pupil/Child Leave*

California law requires employers to provide time off for parents required to visit a child's school when the child has served a period of suspension from school. To be eligible for time off to attend a child's school, the employee must be the parent of a child in kindergarten or in grades 1-12 and must present a letter, which requests the employee's appearance at their child's school, to his or her supervisor at least two days before the requested time off. Employees may use accrued vacation while attending a child's school under these circumstances. If not, suspended pupil/child leave will be unpaid.

M. *Leave for Victims of Crime and Abuse*

AMPS will not discharge or in any manner discriminate or retaliate against an employee who is a victim of crime or abuse. For purposes of this policy, "victim of crime or abuse" refers to (A) a victim of stalking, domestic violence, or sexual assault; (B) a victim of a crime (regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime) that caused physical injury or that caused mental injury and a threat of physical injury; and (C) a person whose immediate family member is deceased as the direct result of a crime.

AMPS will permit a victim of crime or abuse to take time off from work to obtain any relief, including, but not limited to, a temporary restraining order, restraining order, or other injunctive relief to help ensure the health, safety, or welfare of the victim or his or her child. Additionally, AMPS will permit a victim of crime or abuse to take time off work for the following purposes:

1. To seek medical attention for injuries related to the crime or abuse.
2. To obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of the crime or abuse.
3. To obtain psychological counseling or mental health services related to an experience of crime or abuse.
4. To participate in safety planning and take other actions to increase safety from future crime or abuse, including temporary or permanent relocation.

In order to take time off, the employee must provide reasonable advance notice unless doing so is not feasible. When an unscheduled absence occurs, AMPS will not take any action against the employee if the employee provides proof explaining the reason for his or her absence within a reasonable time.

Additionally, employees who have been victims of serious or violent felonies, or felonies relating to theft or embezzlement, may take time off work to attend judicial proceedings related to the crime. Employees also may take time off if an immediate family member has been a victim of such crimes and the employee needs to attend judicial proceedings related to the crime.

To request leave under this policy, an employee should provide AMPS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide AMPS one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.

2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees may choose to use paid sick leave that is otherwise available to the employee when taking time off under this policy.

A victim of crime or abuse may also request a reasonable accommodation for his or her safety while at work. AMPS will then engage in a timely, good faith, interactive process with the employee to determine effective reasonable accommodations. AMPS will consider any exigent circumstance or danger facing the employee to determine whether an accommodation is reasonable. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation. Reasonable accommodations may include putting in locks, changing the employee's shift or phone number, transferring or reassigning the employee, helping the employee to document instances of crime or abuse, implementing a safety procedure or another adjustment to a job structure, workplace facility, or work requirement, or referral to a victim assistance organization.

The School will maintain as confidential any verbal or written statement, police or court record, or other documentation provided to the School identifying an employee as a victim of crime or abuse. Such information will not be disclosed by the School except as required by state or federal law or as necessary to protect the employee's safety in the workplace.

N. School Appearance and Activities Leave

If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed day care facility, you may take up to 40 hours of unpaid leave per year to participate in activities of a child's school or child care. You may take no more than eight (8) hours off for this purpose in any one calendar month. Unless it is to address an emergency, you should schedule this time off with your supervisor in advance. You may be asked to provide documentation from AMPS or day care facility to confirm your attendance at its facility for reasons covered under this policy on the specific date and time that you took the leave. This time off is unpaid. You may choose to use your accrued vacation, but this is not required.

If both parents or guardians of a child work for AMPS, only one parent – the first to provide notice – may take the time off, unless AMPS approves both parents taking time off simultaneously.

O. Adult Literacy Leave

AMPS will make reasonable accommodations for any employee who reveals a literacy problem and requests that AMPS assist him in enrolling in an adult literacy program, unless it would create a hardship for AMPS.

AMPS will also assist employees who wish to seek literacy education training by providing employees with the location of local literacy programs.

AMPS will take reasonable steps to safeguard the privacy of any employee who identifies him or herself as an individual with a literacy problem. The employee can contact Human Resources.

An employee who is performing satisfactorily will not be subject to termination of employment because they have disclosed literacy problems.

While AMPS encourages employees to improve their literacy skills, AMPS will not reimburse employees for the costs incurred in attending a literacy program.

P. Alcohol and Drug Rehabilitation Leave

AMPS encourages employees with drug or alcohol abuse problems to seek needed counseling and treatment. Employees who are unable to find assistance may contact Human Resources to receive information about finding help. Any communications initiated by an employee and not as a result of a violation of this policy will be treated as confidentially as is possible.

AMPS will reasonably accommodate any employee who wishes to voluntarily enter and participate in an alcohol or drug rehabilitation program, provided that this reasonable accommodation will not impose an undue hardship for AMPS. Any such leave shall be unpaid except that, to the extent that employees have accrued sick or vacation they must use it. Sick or vacation will not accrue while an employee is on Rehabilitation leave, nor will the employee receive holiday pay.

Requesting assistance for substance abuse does not relieve the employee of his/her/their responsibility to meet performance, safety and attendance expectations. Rehabilitation expenses will be paid by the employee unless coverage is provided under a health insurance policy. Satisfactory participation in and completion of a rehabilitation program approved by AMPS is a condition of continuing employment.

Q. Civil Air Patrol Leave

Pursuant to California law, AMPS will provide unpaid leave to employees who are volunteer members of the California Wing of the Civil Air Patrol and who have been duly directed and authorized to respond to an emergency operational mission of the California Wing of the Civil Air Patrol. Employees must be employed for at least 90 days immediately preceding the commencement of leave in order to be eligible.

Employees are required to give AMPS as much notice as possible of the intended dates upon which the leave would begin and end. AMPS will restore the employee to the position he or she held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued vacation.

R. Leave for Bone Marrow and Organ Donors

Pursuant to California law, AMPS will provide up to five (5) business days of paid leave within a one-year period to an employee who donates bone marrow to another person. In addition, AMPS will provide up to 30 business days of paid leave within a one-year period and up to another 30 business days of *unpaid* leave within a one-year period to an employee who donates an organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months.

To qualify for this leave, an employee must have been employed for at least 90 days prior to the commencement of the leave and must provide AMPS with written verification of his or her status as an organ or bone marrow donor and the medical necessity for the donation. During such leave, AMPS will continue coverage under its group medical insurance plan, if applicable. However, employees must continue to pay their portion of the applicable premiums. Employees should give AMPS as much notice

as possible of the intended dates upon which the leave would begin and end.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. AMPS may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

S. *Bereavement Leave*

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of bereavement leave due to the death of a covered family member (spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law). Full-time employees are entitled to up to three (3) days of pay during bereavement leave. For all other employees, bereavement leave shall be unpaid unless an employee elects to use available accrued/unused paid leave. Bereavement leave must be utilized within three (3) months of the covered family member's date of death. Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off. Upon request, an employee may be required to provide documentation of the death of a covered family member.

INSURANCE BENEFITS

A. *Health Benefits*

AMPS offers a comprehensive health insurance plan for eligible employees.

Regular full-time and part-time employees, who work on average at least thirty (30) hours per workweek, are eligible for health insurance on the first day of the month following their hire date in the following manners:

1. Employees that work less than an average of 30 hours per workweek are not eligible for any Health Benefits.
2. Full-time employees that work an average of 30 hours or more per workweek will receive 100% health benefits coverage and AMPS will pay premiums up to a designated amount.

AMPS pays the premium for eligible employees up to a designated amount. Any remaining costs associated with the Employee's plan shall be paid by the employee as a pre-tax payroll deduction. Employees will be notified of their contribution amount, should there be one, at the time they sign up for the specific benefit. Eligible employees are responsible for their portion of the monthly premium costs for their dependents' coverage.

Subject to applicable law, there is no guarantee that AMPS will continue to maintain a medical insurance plan or that the terms and conditions of any such plan will not be changed at any time. Further, in order to continue participation in any such plan, employees may be required to pay a part of the premium.

When Coverage Starts

Your coverage will begin on the first day of the calendar month following the employee's first day of employment. Your online enrollment must be submitted to the Human Resources Department as soon as possible. This enrollment serves as a request for coverage, and authorizes any payroll deductions necessary to pay for your coverage. By delaying the submission of the health benefits enrollment package, an employee's enrollment and health coverage may result in lack of coverage until the designated open enrollment period.

Flexible Spending Plans

AMPS provides, at no cost to employees, a Flexible Spending Plan which allows employees to pay for monthly health premiums, and commuter benefits with pre-tax dollars. This means your health premiums are subtracted from your gross pay before federal, state and social security (FICA) taxes are applied. The Flexible Spending Plan Document is in all cases controlling and supersedes any inconsistent terms in this manual. From time to time, we may also offer employees' access to a Medical Reimbursement and Dependent Care option within this program that is funded 100% by the employee. These options, if available, will be explained to you during open enrollment once established.

Stipend

Employees who are covered under a spouse's health plan, and not AMPS' plan, may qualify to be paid a predetermined monthly stipend. The rate at which the stipend is calculated is subject to annual change based on the annual health insurance rates. Please talk with the Human Resources Department if you believe you qualify.

COBRA

If for some reason your coverage under AMPS' health insurance ends, you and your dependents may be eligible to continue coverage for a specified term under COBRA. In this event, AMPS will provide additional information on COBRA coverage.

B. Industrial Injury Leave I (Workers' Compensation Insurance)

AMPS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

1. Medical care;
2. Cash benefits, tax-free to replace lost wages; and
3. Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

1. Immediately report any work-related injury to the Human Resources Department at hrsupport@amethodschools.org
2. Seek medical treatment and follow-up care if required;
3. Complete a written Employee's Claim Form (DWC Form 1) and return it to the Human Resources Department at hrsupport@amethodschools.org
4. Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. AMPS, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to its operations. If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.

All accidents and injuries must be reported to the Human Resources Department hrsupport@amethodschools.org and to the individual responsible for reporting to AMPS's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to AMPS's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

When there is a job-related injury that results in lost time, the employee must have a medical release from AMPS's approved medical facility before returning to work.

Any time there is a job-related injury, AMPS's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

PERSONNEL EVALUATION AND RECORD KEEPING

A. *Performance Evaluations*

AMPS strives to conduct formal performance reviews for all of its employees. Teacher and Site Directors will generally be formally reviewed once each school year. However, informal observations will be conducted throughout the year. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, performance problems or operational requirements.

Performance reviews may cover factors such as job criteria, instructional practice, data reviews, critical duties and tasks of a job, attainment of goals, and adherence to the AMPS core values. The performance evaluations are intended to make you aware of your progress, areas for improvement and objectives or goals for future work performance. Favorable performance reviews do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of AMPS and depend upon many factors in addition to performance, including availability of funds. After the review, you will be required to sign the evaluation report to acknowledge that it has been presented to you, that you have discussed it with your supervisor and that you are aware of its contents. You may add a rebuttal statement to your review within 10 days of your review that will be maintained in your personnel file.

Nothing in this policy shall limit the right to terminate employment at-will or limit AMPS' right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Failure by AMPS to evaluate the employee will not prevent AMPS from transferring, demoting, disciplining, or terminating an employee. Employment is at the mutual consent of the employee and AMPS. Accordingly, either the employee or AMPS can terminate the employment relationship at-will, at any time, with or without reason and with or without notice

B. *Personnel Files*

The information recorded in your personnel file is extremely important. It is your responsibility to make sure that the personal data in the file is accurate and up to date. Report any change of address, phone number, etc. to AMPS immediately.

Employees, former employees, or employee representatives may submit a request to inspect their personnel file in the presence of a representative of AMPS. All requests must be in writing. Current and former employees, or employee representatives, may also request inspection through the use of an AMPS-provided request form. Please contact Human Resources to schedule a convenient time. You may request copies from your file of all documents. AMPS may charge the requesting employee or employee representative for the actual cost of reproduction of personnel file documents. If you desire, you may add a written statement to your file explaining any disputed item.

Employees also may inspect their payroll records upon request, and may obtain a copy of these records at their own expense. AMPS will comply with all inspection requests as required by law.

Access to information in personnel files is restricted. Only authorized managers and management personnel will have access to your personnel file. However, AMPS will cooperate with-and provide access to your personnel file to-law enforcement officials or local, state or federal agencies in accordance with applicable law.

Health/medical records are not included in your personnel file. These records are confidential. AMPS will safeguard them from disclosure and will divulge such information only: 1) as allowed by law; or 2) to the employee's personal physician upon written request or permission of the employee.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be

expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

INTERNAL COMPLAINT REVIEW

The purpose of the “Internal Complaint Review Policy” is to afford all employees of AMPS the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

A. Internal Complaints

Complaints by Employees Against Employees

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the CEO or designee:

1. The complainant will bring the matter to the attention of the Human Resources as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. Human Resources or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to Human Resources or the President of AMPS Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequences to employment.

B. Policy for Complaints Against Employees

Complaints by Third Parties Against Employees

This section of the policy is for use when a non-employee raises a complaint or concern about an AMPS employee.

If complaints cannot be resolved informally, complainants may file a written complaint with Human Resources, AMPS CEO or Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Human Resources, AMPS CEO (or designee) shall abide by the following process:

1. Human Resources, AMPS CEO or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that Human Resource, AMPS CEO (or designee) finds that a complaint against an employee is valid, Human Resources, AMPS CEO (or designee) may take appropriate disciplinary action against the employee. As appropriate, Human Resources, AMPS CEO (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. Human Resources's, AMPS CEO's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

C. General Requirements

Confidentiality

All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non-Retaliation

All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution

The Board (if a complaint is about the CEO) or the CEO or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of AMPS in effect at the time of publication.

AMPS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

AMPS EMPLOYEE HANDBOOK ACKNOWLEDGMENT AND AT-WILL AGREEMENT

ALL EMPLOYEES MUST READ THIS EMPLOYEE HANDBOOK AND FILL OUT AND RETURN THIS PORTION TO HUMAN RESOURCES WITHIN ONE WEEK OF RECEIPT.

I acknowledge that I have received and read a copy of the AMPS Employee Handbook. I understand that the Handbook set forth the terms and conditions of my employment with AMPS as well as the duties, responsibilities and obligations of employment with AMPS. I understand that AMPS has provided me various alternative channels [including anonymous and confidential channels,] to raise concerns of violations of this handbook and School policies and encourages me to do so promptly so that AMPS may effectively address such situations, and I understand that nothing herein interferes with any right to report concerns, make lawful disclosures, or communicate with any governmental authority regarding potential violations of laws or regulations. I agree to abide by and be bound by the rules, policies and standards set forth in the Employee Handbook.

Unless specified otherwise in an agreement between me and AMPS, I agree that AMPS and I both have the right to terminate my employment at any time, with or without notice, and with or without cause. I further understand that transfers, demotions, suspensions, employee discipline, and changes in the terms and conditions of employment may be administered at the sole and absolute discretion of AMPS. Unless specified otherwise in an agreement between me and AMPS, I understand that I am an at-will employee. I understand that the at-will nature of my employment may not be modified orally and may only be modified in a writing signed by the CEO of AMPS and me, and approved in writing by AMPS' Board of Directors.

I understand that nothing in the Handbook is intended, nor should be construed, as a limitation of my right and AMPS' right to terminate the employment relationship at any time, with or without notice, and with or without cause, or AMPS' absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. I understand that nothing in the Handbook is intended, nor should be construed, to create an implied or express contract of employment contrary to this express at-will agreement or to AMPS' absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. I understand that AMPS reserves the right to depart from and modify the policies stated in the Handbook at its sole discretion, with the exception of my at-will status and AMPS' absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment. I also understand and acknowledge that nothing about the policies and procedures set forth in this Handbook should be construed to interfere with any employee rights provided under state or federal law, including Section 7 of the National Labor Relations Act. The foregoing constitutes the entire terms of the agreement between me and AMPS regarding the duration and at-will nature of my employment and AMPS' absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion.

Employee Printed Name: _____

Employee Signature: _____

Date: _____ Site: _____

APPENDIX A: HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of AMPS that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that AMPS may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of AMPS, you may file this form with the CEO or Board President.

Please review AMPS's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

AMPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, AMPS will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, AMPS will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize AMPS to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that AMPS will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by AMPS both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Today's Date: _____

Date of Alleged Incident(s):

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant: _____ Date: _____

Print Name: _____

School use only

Received by:

Date:

APPENDIX B: INTERNAL COMPLAINT FORM

Your Name: _____ Today's Date: _____

Date of Alleged Incident(s):

Name of Person(s) you have a complaint against:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant: _____ Date: _____

Print Name: _____

To be completed by School:

Received by: _____ Date: _____

AMPS

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UNIFORM COMPLAINT POLICY AND PROCEDURE

Board Policy Number: 1051
Adopted/Ratified: July 20, 2020
Revised: April 17, 2024

Amethod Public Schools (“AMPS”) complies with applicable federal and state laws and regulations. AMPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing (“UCP”) for the following types of complaints:

- (1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any AMPS program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a).
- (2) Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - Adult Education Programs;
 - Career Technical and Technical Education and Training Programs
 - Child Care and Development Programs;
 - Migrant Child Education Programs;
 - Consolidated Categorical Aid;
 - Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - Every Student Succeeds Act;
 - Regional Occupational Centers and Programs School Safety Plans.
- (3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. “Educational activity” means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. “Pupil fee” means a fee, deposit or other charge imposed on students, or a student’s parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - ii. A security deposit, or other payment, that a student is required to make to obtain a lock,

AMPS

HONOR HARD WORK

locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans (“LCAP”) only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If AMPS finds merit in a pupil fees complaint, or the California Department of Education (“CDE”) finds merit in an appeal, AMPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by AMPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or AMPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If AMPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

AMPS acknowledges and respects every individual’s right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. AMPS cannot guarantee the anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, AMPS will attempt to do so as appropriate. AMPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Chief Executive Officer or designee on a case-by-case basis. AMPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure AMPS’s compliance with law:

Maria Arechiga, Director of Operations and Compliance
marechiga@amethodschools.org
Amethod Public Schools
1450 Marina Way South Suite 300
Richmond CA, 94804
Telephone: (510) 436-0172

The Chief Executive Officer or designee shall ensure that the compliance officer(s) designated to investigate

AMPS

HONOR HARD WORK

complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the Chief Executive Officer or designee.

Should a complaint be filed against the Chief Executive Officer, the compliance officer for that case shall be the President of the AMPS Board of Directors.

Notifications

The Chief Executive Officer or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on AMPS's website.

AMPS shall annually provide written notification of AMPS's UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in AMPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

- (a) A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
- (b) A statement clearly identifying any California State preschool programs that AMPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that AMPS is operating pursuant to Title 22 licensing requirements.
- (c) A statement that AMPS is primarily responsible for compliance with federal and state laws and regulations.
- (d) A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (e) A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
- (f) A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
- (g) A statement that the complainant has a right to appeal AMPS's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of AMPS's decision, except if AMPS has used its UCP to address a complaint that is not subject to the UCP requirements.
- (h) A statement that a complainant who appeals AMPS's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
- (i) A statement that if AMPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, AMPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
- (j) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
- (k) A statement that copies of AMPS's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that AMPS has violated federal or state laws or regulations enumerated in the section “Scope,” above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person’s duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Chief Executive Officer or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Chief Executive Officer or designee shall be made in writing. The period for filing may be extended by the Chief Executive Officer or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Chief Executive Officer shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the AMPS Board of Directors approved the LCAP or the annual update was adopted by AMPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, AMPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend AMPS’s timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

AMPS's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision

AMPS shall issue an investigation report (the "Decision") based on the evidence. AMPS's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of AMPS's receipt of the complaint unless the timeframe is extended with the written agreement of the complainant. AMPS's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion provides a clear determination for each allegation as to whether AMPS is in compliance with the relevant law.
3. Corrective actions, if AMPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal AMPS's Decision within thirty (30) calendar days to the CDE, except when AMPS has used its UCP to address complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of AMPS's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with AMPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. AMPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, AMPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in AMPS's Decision are not supported by substantial evidence.

4. The legal conclusion in AMPS's Decision is inconsistent with the law.
5. In a case in which AMPS's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Chief Executive Officer or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of AMPS's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to AMPS for resolution as a new complaint. If the CDE notifies AMPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, AMPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by AMPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, AMPS has not taken action within sixty (60) calendar days of the date the complaint was filed with AMPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of AMPS's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if AMPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

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Student Name (if applicable): _____ Grade: _____ Date of Birth: _____
Street Address/Apt. #: _____ City: _____ State: _____ Zip Code: _____
Home Phone: _____ Cell Phone: _____ Work Phone: _____
School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

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Consolidated Categorical Aid Programs

Career Technical and Technical Education and Training Programs;

Child Care and Development Programs;

Pregnant, Parenting, or Lactating

Students

Migrant Child Education Programs;

Adult Education Programs;

Regional Occupational Centers and Programs

School Safety Plan

Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families

Every Student Succeeds Act

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

Age

Ancestry

Color

Disability (Mental or Physical)

Ethnic Group Identification

Gender / Gender

Expression / Gender Identity

Genetic Information

Immigration Status/Citizenship

Marital Status

Medical Condition

Nationality / National Origin

Race or Ethnicity

Religion

Sex (Actual or Perceived)

Sexual Orientation (Actual or Perceived)

Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any AMPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents. Yes No

Signature: _____ Date: _____

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HONOR HARD WORK

Mail complaint and any relevant documents to the Compliance Officer:

Amethod Public Schools -*attn. Compliance Officer - Maria Arechiga*
1450 Marina Way South Suite 300
Richmond CA, 94804
Telephone: (510) 436-0172



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Board Policy #: 5008-1
Adopted/Ratified: June 18, 2024

TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX

This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) contains the policies and grievance procedures of Amethod Public Schools (“AMPS” or “Charter School”) to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

AMPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.¹ AMPS will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in AMPS’s education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom AMPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as “Title IX”) may be referred to the AMPS Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by AMPS. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, “sex-based harassment” means conduct on the basis of sex that satisfies one or more of the following:

¹ AMPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

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- Quid pro quo harassment occurs when an employee, agent, or other person authorized by AMPS to provide an aid, benefit, or service under AMPS's education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from AMPS's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - The degree to which the conduct affected the complainant's ability to access AMPS's education program or activity;
 - The type, frequency, and duration of the conduct;
 - The parties' ages, roles within AMPS's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - The location of the conduct and the context in which the conduct occurred; and
 - Other sex-based harassment in AMPS's education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- Dating violence, meaning violence committed by a person:
 - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.
- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
 - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
 - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - Shares a child in common with the victim; or

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- Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - Fear for the person's safety or the safety of others; or
 - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through AMPS.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

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- Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in AMPS's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) AMPS's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in AMPS's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to AMPS that objectively can be understood as a request for AMPS to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of AMPS whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom AMPS has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated AMPS's prohibition on sex discrimination.

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Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to AMPS's education program or activity, including measures that are designed to protect the safety of the parties or AMPS's educational environment; or (2) provide support during AMPS's grievance procedures or during an informal resolution process.

Title IX Coordinator

The Board of Directors of AMPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Shameka Henderson

1450 Marina Way South Richmond, CA 94804

Phone Number: (510) 436-0172

Email Address: shenderson@amethodschools.org

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator until a new Coordinator is designated:

Maria Arechiga

1450 Marina Way South Richmond, CA 94804

Phone Number: (510) 436-0172

Email Address: marechiga@amethodschools.org

The Coordinator is responsible for coordinating AMPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decision maker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure AMPS's consistent compliance with Title IX.

Reporting Sex Discrimination

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All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Chief Executive Officer, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. AMPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

AMPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

AMPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes AMPS from requiring an employee or other person authorized by AMPS to provide aid, benefit, or service under AMPS's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at AMPS, if any, can be found on the AMPS website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;

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- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether AMPS could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents AMPS from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within AMPS's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or AMPS's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact the Director of Human Resources at hrsupport@amethodschools.org who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of AMPS's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is

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someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under AMPS's Title IX grievance procedures, AMPS may offer an informal resolution process to the parties. AMPS does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- o The allegations;
- o The requirements of the informal resolution process;
- o The right to withdraw and initiate or resume the grievance procedures;
- o That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- o The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- o What information is retained and whether and how it may be disclosed by AMPS for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. AMPS will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decision maker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

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AMPS has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in AMPS's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

AMPS requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

AMPS will treat complainants and respondents equitably. AMPS presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

AMPS may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

AMPS allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

AMPS will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

AMPS will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.² Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

² Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

Dismissal

In most cases, AMPS will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

AMPS may dismiss a complaint if:

- AMPS is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in AMPS's education program or activity and is not employed by AMPS;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and AMPS determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- AMPS determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, AMPS will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable AMPS policy.

Appeal of a Dismissal

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If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decision maker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decision maker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decision maker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- AMPS's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to AMPS;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if AMPS provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

AMPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with AMPS's policies.

AMPS may remove a respondent from AMPS's education program or activity on an emergency basis, in accordance with AMPS's policies, provided that AMPS undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

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Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. AMPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by AMPS to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless AMPS obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decision maker before a determination of responsibility is made.

AMPS will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

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Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find AMPS's determination unsatisfactory, the party may, within five (5) business days of notice of AMPS's determination, submit a written appeal to the Chair of the AMPS Board, who will serve as the decision maker for the appeal or designate a decisionmaker for the appeal. The decision maker for the appeal must not have taken part in the investigation of the allegations.

The decision maker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from AMPS or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by AMPS including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within AMPS's education program or activity.

No party, witness, or other person participating in AMPS's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on AMPS's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

AMPS will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the AMPS employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to AMPS's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of AMPS's obligations under:
 - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
 - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide AMPS's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any AMPS leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

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- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All employees, Coordinators and designees, investigators, decisionmakers, and other persons who are responsible for implementing AMPS's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

AMPS will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions AMPS took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. AMPS will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

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Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize AMPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

To be completed by AMPS:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____

4865-0469-8049, v. 2

Board Policy #: 5008-2

Adopted/Ratified: June 18, 2024

HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Amethod Public Schools ("AMPS" or "Charter School") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, AMPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. AMPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom AMPS does business, and all acts of AMPS's Board of Directors ("Board") in enacting policies and procedures that govern AMPS.¹

AMPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

¹ This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student ² or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by AMPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

² "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

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

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
 - 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 the definition of “bullying,” above.
 - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of “Cyber sexual bullying” including, but not limited to:
 - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 definition of “bullying,” above. 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.
 - “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.
- Notwithstanding the definitions of “bullying” and “electronic act” 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.

Bullying and Cyberbullying Prevention Procedures

AMPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

AMPS advises students:

- To never share passwords, personal data, or private photos online.

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- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

AMPS informs its employees, students, and parents/guardians of AMPS's policies regarding the use of technology in and out of the classroom. AMPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

AMPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. AMPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at AMPS and encourages students to practice compassion and respect each other.

AMPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

AMPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

AMPS informs AMPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

AMPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other AMPS employees who have regular interaction with students.

AMPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries

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- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

AMPS also informs certificated employees about the groups of students determined by AMPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

AMPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for AMPS’s students.

Complaint Procedures

Scope of the Complaint Procedures

AMPS will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the AMPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

AMPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

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The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of AMPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of AMPS's Title IX Policy and UCP is available in the main office.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Chief Executive Officer (or the Secretary of the Board if the complaint is against the Chief Executive Officer) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and AMPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Chief Executive Officer, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

AMPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by AMPS on a case-by-case basis.

AMPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging



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retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Executive Director or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Chief Executive Officer or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Chief Executive Officer or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Executive Director, a non-employee Board member who is not the Board Chair or a parent/guardian of a student at AMPS will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from AMPS or termination of employment.

Right of Appeal

Should a complainant find AMPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of AMPS's decision or resolution, submit a written appeal to the Chair of the AMPS Board, who will serve as the decision maker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.



HONOR HARD WORK

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize AMPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant Date: _____

Print Name

To be completed by AMPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

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Oakland Charter High School School Safety Plan

2433 Coolidge Ave.

Oakland, CA 94601

Amethod Public Schools

Table of Contents

The Comprehensive School Safety Plan Overview	4
General School Information	4
A. School Profile	5
B. Safe School Mission	5
C. AMPS Mission & Motto	5
D. Description of School Facilities	5
E. Personal Characteristics of Students & Staff	6
F. Notifications and Assurances	7
Safe School Reports	7
A. School Crimes Status	7
B. School Assessment Resources	7
C. Safe School Needs Assessment	8
D. Conclusions of 2020-21 Safe Schools Assessment	8
Safe School Action Plans	9
School Safety Practices, Policies, and Procedures	11
A. Bully Prevention	11
B. Safe Ingress/Egress Procedures	11
Sample Communication Forms and Postings	12
A. Serious injury or other unplanned and unprecedented event	12
B. Responding to Inquiries- Site Director's/Site Director's Template	12
C. Lockdown- Sample School Messenger Connect Message	13
Emergency Response Plan	13
A. Emergency Contact Datasheet	13
B. Communication Signals	14
C. Action Evacuate	15
D. Action "Drop-Take Cover"	15
E. Action "Duck, Cover, and Hold"	15
F. Action "Lockdown"	16
G. Action "Soft Lockdown"	17
H. Action "Student Release"	18
I. Action "Civil Disturbance"	18
J. Action "Hazardous Material Incident"	18
K. Action "Medical Emergency"	18
L. Action "Fire"	19
M. Action "Active Assailant on Campus"	19
N. Action "Earthquake"	20
O. Action "Bomb Threat--Bomb or Suspicious Device"	21
P. Pandemic Influenza	21
Q. Staff "Buddy List"	23

Evacuation Maps	23
SEMS (Standardized Emergency Management System Plan)	24
A. Organization Chart	24
B. Roles and Responsibilities	25
Policies and Regulations Related to Student Safety	29
1. Bomb Threats	29
2. Bullying	30
3. Campus Security	32
4. Child Abuse and Reporting	33
5. Child Abuse Reporting	33
6. Comprehensive School Safety Plan	38
7. Conduct	40
8. Discipline	42
9. Dress and Grooming	46
10. Earthquake Emergency Procedures System	47
11. Fire Drills and Fires	48
12. Hate Motivated Behavior	49
13. Nondiscrimination/Harassment	50
14. Notification of Dangerous Pupils	53
15. Student Disturbances	54
16. Safe Ingress and Egress	55
17. Sexual Harassment	56
18. Visitors/Outsiders	57
19. Weapons and Dangerous Instruments	57
References	59



The Comprehensive School Safety Plan Overview:

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be annually reviewed and updated and subsequently submitted for approval to the School Site Council (or School Safety Planning Committee) as well as to the AMPS board of directors. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on school safety programs, policies, or procedures and how you may become involved locally, please contact:

Jasmine Nash, Site Director/Site Director
Oakland Charter High School
2365 Coolidge Ave.
Oakland, CA 94601
510-436-0101 ext. 7702
jnash@amethodschools.org

Reviewed & Approved by:

Date Approved:

Oakland Police Department Officer

Oakland Fire Department Member

AMPS Governing Board

General School Information :

A. School Profile:

Oakland Charter High School serves approximately 4400 students from 9th through 12th grade. We provide our students with a rigorous academic program in order to maximize their opportunities for success in a college or four-year university. We strive to create a community of lifelong learners who are responsible, intelligent, and analytical thinkers. This is accomplished by teaching a college preparatory curriculum, empowering our teachers, and treating our students as leaders.

Our campus is located in an urban neighborhood that serves youth from the surrounding community and the larger City of Oakland. The student population mirrors the diverse community that we serve. The majority of our students qualify for the free or reduced lunch program. The demographics of our student population are 61% Hispanic/Latino, 31.8% Asian, 4.7% African-American, 1.0% White, <1% Filipino, and other.

Oakland Charter High School is ranked in the top 1% of schools in California. In recent years, we have ranked as high as 4th in the state. Our approach is simple: rigorous academics and hard work. OCHS is

committed to offering challenging courses that meet or exceed the state requirements for high school students in California and the A-G requirements for college admissions.

B. Safe School Mission:

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The Site Director and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

C. AMPS Mission & Motto

Honor Hard Work

Amethod Public Schools' Mission is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond.

D. Description of School Facilities:

Exterior and interior areas of the campus are monitored through a closed circuit video surveillance system. There are five designated points of entry to the campus; entrances are supervised by a campus security team. During school hours, the parking lot entrance remains closed and locked. The campus is an open campus. However, all exterior building doors are locked. The main entrance may be accessed only through a door buzzer. All visitors are directed immediately to the school's main office and expected to show identification and sign in prior to being allowed entry to the school grounds. Security staff monitor incoming visitors and direct them to the main entrance.

School Facility Good Repair Status:

System Inspected	Rating
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good
Interior: Interior Surfaces	Good
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good
Electrical: Electrical	Good
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good
Safety: Fire Safety, Hazardous Materials	Good
Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good
Overall Rating	Satisfactory

Facilities:

OCHS facilities are in good shape. The building meets the "Good Repair" category in alignment with the

California Facility Inspection Tool, and is clean, safe, and functional in all categories.

E. Personal Characteristics of Students & Staff

Student Demographics by Ethnicity:	%
Asian	31.8%
Hispanic	61.0%
White, not Hispanic	1.0%
African American	4.7%
Two more races	.71%
Special Education	9.0%
SES	68.1%
Staff Demographics by Ethnicity	%
Asian	14%
Hispanic	33%
White, not Hispanic	31%
African American	16%
Other	4.7%

F. Notifications and Assurances:

The following persons and entities were notified of the public hearing concerning input on this Comprehensive School Safety Plan.

- FST
- Student Council Members
- Faculty & Staff

Notice to the Public:

The Comprehensive School Safety Plan prepared for the 2023-2024 school year was shared with:

- Parents on the FST at our FST & Community Night meeting held on 09/27/2023
- All school staff will have access to the plan after it is shared with the AMPS governing board on 09/28/2023
- Communicated to the following entities:
 - Law Enforcement Agencies (by AMPS Director of Operations and Compliance)
 - Local Fire Stations (by AMPS Director of Operations and Compliance)
 - Authorizing District

Assurances:

The Family Staff Team may include the following three essential components and/or strategies into this plan:

- Assuring each student a safe physical environment
- Assuring each student a safe, respectful, accepting and emotionally nurturing environment
- Providing each student resiliency skills

Evidence of these assurances is embedded throughout this school safety plan.

Safe School Reports :

A. School Crimes Status:

Oakland Charter High School rarely experiences incidents of crime on campus or during school-related functions. To date, the only crimes committed on campus or during school-related functions have been limited to petty theft of student electronic devices and the rare student fight. The environment immediately surrounding the campus includes a church, a parochial school, single family homes, apartment buildings, and a small shopping mall.. The crime rate in the local neighborhoods is moderate to high.

Total Suspensions & Expulsions 2023-2024	
Suspension	5
Expulsions	0

This chart provides an unduplicated count of students involved in one or more incidents during the previous academic year who were subsequently suspended or expelled from school

B. Safe School Assessment Resources:

The following resources were analyzed to develop an understanding of current conditions of school safety and standard practices to develop a comprehensive plan of action and procedures to ensure students, staff, and visitors are provided a safe and secure environment.

- School Needs Assessment
- School Climate Data Summary
- Student Survey Results
- Suspension, Truancy, and Expulsion Data

C. Safe Schools Needs Assessment:

What are Needs of School, Staff, and Students?
Assure a Safe Physical Environment

X = area of focus	
Improve safety of school grounds	Improve ingress/egress routes
Improve safety of buildings/classrooms	Improve safety of yard
Improve internal security	Prepare students and staff for crisis emergencies
Improve exterior and/or perimeter security	Prevent and reduce vandalism and graffiti
Improve dropping off/picking up students	Prevent weapons on campus
X Other: Addition of more security cameras	

Provide each Student with Resiliency Skills (Expectations, Caring and Participation) by enhancing:	
X Community service opportunities	X Problem solving skills
X Parent involvement	Autonomy (sense of self/identity)
Alternatives to violence	X Sense of purpose and future
X Good Communication skills	X Participation in academic activities
Character/value education	High academic self-expectations
Social competence	Other

Assure a Safe, Respectful, Accepting, and Emotionally Nurturing Environment by promoting:	
Positive structure in classroom	X Prevention and intervention strategies
Fair, consistent discipline and consequences	X Anti-bullying
Acceptance of diversity	Ongoing staff development
Drug-Free school	Student support
Character/values education	X Effective teacher/student relationships
X Parent Involvement	X Suicide prevention/response plans

High behavior expectations	X Extra-curricular activities
X Conflict resolution skills	Student recognition
Anger Management	Supervision of students across all settings
X Personal and social responsibility	Gang suppression
X Participation in and collaboration of parents/students/community	

D. Conclusions of 2023-24 Safe Schools Assessment:

Areas of Pride and Strength:

- Social emotional support by Link program & Wellness Counselor
- Student involvement in extracurricular activities and sports by at least 1/4 of the student body
- Committed and caring teachers, staff, community
- College and career focus leading to steady increases in students applying to college & for financial aid
- Small school atmosphere
- Parents and Students felt supported by the school, strong communication with the community.
- After school tutorials daily, lots of parent outreach by paraprofessionals and the team.

Areas to improve:

- Develop more after school programs
- Increase student sense of responsibility for self, future and education through the SEL advisory program and CRT.

Analysis of how the data, needs, and perceptions about the school’s safety determined the goals:

- The student, staff and parent Youth Truth Survey and Family Staff Team feedback informed needs identified.

Generalized statement of goals for 2023-2024:

- We strive to enhance the social emotional climate and have set goals that we believe can be achieved in the 2023-2024 school year.

Safe School Action Plans :

After analyzing data, resources, and desired areas of change, Oakland Charter High School has determined that it will focus on the following priorities for action to create a safe, secure campus and a positive learning environment emphasizing responsible and respectful behavior.

A. Component 1: People and Programs:

- Goal #1: Assure a safe physical environment.
- Goal #2: Assure on-going professional development to ensure supportive, nurturing teacher-student relationships in the classroom.

B. Component 2: Places:

- Goal #1: Assure a safe, respectful, accepting, and emotionally nurturing environment.

Component 1: People and Programs – Create a Caring and Connected School Climate		
Goal #1	Assure a safe physical environment.	
Objective 1.1	<p>Improve external and internal security: <u>Related activities:</u></p> <ul style="list-style-type: none"> ● Add automatic gate to parking lot ● Add additional cameras to camera system ● Increase safety at crosswalks at start and end of school by ensuring campus security personnel are available and present during welcome and dismissal and during all passing periods. ● Develop a site emergency directory & directory by department ● Set Up a phone relay sequence so that someone in the office is always available ● Provide rooms without window coverings with tape and material to cover windows ● Introduce security staff to students' class by class ● Introduce students to custodial staff <p><u>Resources needed:</u> Funds to add automatic gate, cameras <u>Personnel:</u> Facilities under management of Sr Director of Operations <u>Training:</u> Training will be needed to operate gates and cameras <u>Administration:</u> This will be done by site administration working together with home office administration</p>	<p>Persons Responsible: Administration at site and home office, security officers</p> <p>Timeline for Implementation: May 2023 -ongoing</p>
Objective 1.2	<p>Increase students' collaborative skills and abilities to communicate, have positive interactions that minimize conflict and show acceptance toward others. <u>Related Activities:</u></p> <ul style="list-style-type: none"> ● Strengthen Advisory Curriculum ● Further develop peer mentoring program through Link Crew ● Have a schoolwide character education curriculum ● Expand Restorative Justice and CRT modules <p><u>Resources needed:</u> funding <u>Personnel:</u> School Administration, Teachers, Counselors and Staff <u>Training:</u> Training will be needed to support RJ, peer mentor trainers and students; Training will be needed on implementation of character education curriculum <u>Administration:</u> Site administration will coordinate and work with participating students and staff</p>	<p>Persons Responsible: Administrators, teachers, school counselors.</p> <p>Timeline for Implementation: May 2023 -ongoing</p>
Goal #2	Assure on-going professional development to ensure supportive, nurturing teacher-student relationships in the classroom.	
	<p>Increase teachers and staff members ability to communicate and have positive interactions that minimize conflict and show acceptance towards our diverse student body. <u>Related Activities:</u></p> <ul style="list-style-type: none"> ● Bring in outside facilitator to train teachers & staff ● Build on the capacity of expert staff on site ● Include regular and ongoing tiered professional development 	<p>Persons Responsible: Administrators, teachers, school counselors.</p> <p>Timeline for</p>

	<p>opportunities for staff in Restorative Justice practices and how to de-escalate difficult situations.</p> <p><u>Resources needed:</u> Time and funding for outside facilitator</p> <p><u>Personnel:</u> Outside facilitator, counselor and wellness counselor, administrators</p> <p><u>Training:</u> Professional development, observation and debrief cycles.</p> <p><u>Administration:</u> Site administration will coordinate with home office staff and work with staff</p>	<p>Implementation: May 2023-ongoing</p>
Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals		
Goal #1	Assure a safe, respectful, accepting, and emotionally nurturing environment.	
	<p>Expansion of student participation in academic activities</p> <p><u>Related activities:</u></p> <ul style="list-style-type: none"> ● Expanding the Kickboard program ● Expanding the Matador Store offerings ● Continued recognition assemblies ● Celebrate academic successes classroom by classroom and schoolwide <p><u>Resources needed:</u> Funds to support incentives</p> <p><u>Personnel:</u> Administration, staff and teachers</p> <p><u>Training:</u> Student Engagement</p> <p><u>Administration:</u> Administration will work together with staff to establish incentives and programs</p>	<p>Persons Responsible: Administrators, teachers, school counselors.</p> <p>Timeline for Implementation: May 2023-ongoing</p>

School Safety Practices, Policies and Procedures:

A. Bully Prevention:

See Title IX Board Policy: Title IX, Harassment, Intimidation, Discrimination and Bullying Policy attached as an appendix.

School administration at Oakland Charter High School enforces this policy and will not tolerate bullying of any type.

B. Safe Ingress/Egress Procedures:

Supervision of Students:

As students arrive on campus each morning, campus security officers and administrators are strategically placed on campus to monitor student behavior. When students are dismissed at the end of the day, campus security officers and administrators ensure students either travel to after school activities or leave campus in a safe and orderly manner.

Visitors:

Many individuals visit the campus to participate in conferences, meet with staff and attend school events. To maintain a safe and secure environment, all parents and visitors are required to check in and sign in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon

departure to sign out.

Sample Communications Forms and Postings:

A. Serious injury or other unplanned and unprecedented event:

CEO or Designee's Responsibilities:

1. Contact the School Board, as appropriate.
2. Contact Educational Services or Special Education to assign psychologists and counselors to the site, including determining if bilingual services are needed.
3. Receive permission from the affected family regarding information to be shared.
4. If appropriate, contact families before school resumes. May invite parents to accompany their child(ren) to school the next day and provide counseling for parents. Assign a Parent Liaison.
5. If necessary, contact elementary, middle, and high schools.
6. Designate one voice for the press (usually the CEO) and ensure other staff know to funnel requests for information through the designated speaker.

Site Director's Responsibilities:

1. Identify three rooms/areas for student counseling with available paper, pencils, construction paper, etc.; if age appropriate; and 1 room for staff counseling.
2. Update staff.
3. Develop a fact sheet for Administrative Assistant/Registrar to use when responding to inquiries.
4. Update students regarding what happened (offer students journaling, poetry, art, sharing of stories, etc. to express their thoughts).
5. Prepare a letter to go home to parents in English, Spanish, and Simplified Chinese.
6. Make arrangements for staff to be relieved of duties to participate in counseling.
7. Debrief staff at the end of school day (share stories).
8. Plan support for the next school day (counseling, food, etc.).
9. If any staff were involved in emergency procedures to save a life, have the CEO's Office contact Oakland Police or Oakland Fire Dept. to access their Critical Incident Stress Teams for debriefing of the school staff members involved.
10. Debrief support staff who helped at the school.
11. Take care of witnesses.
12. Inform staff that all press/news inquiries go to the Home Office and CEO.

B. Responding to Inquiries – Site Director's Template:

Sample Script of OCHS Office manager/Administrative Assistant

What has happened?

Share the information honestly but ensure all privacy requirements:

E.g. "...This morning one of our students, (NAME), was hit by a car outside of his home. According to the family (he/she/they) ran out into the street and was seriously injured. "

What actions are being taken?

Security measures, emotional issues, correspondence:

E.g. "...The Standardized Emergency Management System was activated. School support staff including

school wellness, counselor, and counseling staff have been and will continue to be available to students, teachers, and parents.

A written correspondence will be sent home sharing pertinent resources and information.”

When to retrieve students?

Explain that safety and welfare of students is of the foremost concern.

Be prepared for an influx of students wanting to go home or parents trying to retrieve. E.g. “...Your son or daughter is not in immediate danger and therefore will be dismissed as usual.”

What can the parent/community member do to help?

Immediate and long term:

E.g. “As per the request of the family, monetary donations can be sent to defray the cost of the hospitalization. If you wish for your son/daughter to visit parents/guardians are expected to visit with their child. Respect hospital visitation hours and respect the privacy of the family.

Be observant of your child’s feelings and listen to them. If you have concerns about how your child is coping, seek support from family members, clergy, doctor, or contact the school site support staff.”

C. Lockdown – Sample School Messenger Connect Message – English

Initial message:

Hello OCHS families.

This is _____, the Site Director of _____ School. This message is to inform/update you on an existing situation at our school this morning/afternoon. We are currently in a lockdown mode due to a suspect pursued by the Oakland Police Department near our school. All the children are safe in their classrooms with their teachers at this time. The Oakland Police have secured the perimeter of our school to ensure that our campus is safe. It is best for your children to remain in the safe surroundings of their locked classroom at this time. The Oakland Police Department has requested that no one approach the school at this time. Please do not come to _____ School. As soon as the Police give us the go ahead to open the school, we will contact you immediately. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

All clear message:

This is _____, the Site Director of _____ School and I am happy to report that the situation with the intruder on campus has been resolved safely and the school is no longer in lockdown. (Add any pertinent details.) Students will be released from school at the usual time. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

Lockdown – Sample School Messenger Connect Message – Spanish

Initial message:

(Estimados padres de familia) Habla el/la directora/directora, _____ de la Escuela _____ . Este mensaje es para informarle de un incidente en nuestra escuela esta mañana/tarde. En el momento nos encontramos en una situación de confinamiento debido a que el departamento de policía de Oakland está tras un sospechoso alrededor de nuestra escuela. Actualmente todos los niños se encuentran a salvo con sus maestros en sus salones de clases. El departamento de

policía de Oakland ha asegurado el perímetro de nuestra escuela para cerciorarse que el campo escolar esté seguro. Actualmente lo mejor es que sus niños se mantengan protegidos en el salón de clases que está cerrado con llave. El departamento de policía de Oakland nos ha solicitado que nadie se acerque a la escuela por el momento. Por favor no venga a la Escuela _____. Tan pronto que la policía nos dé el visto bueno para abrir la escuela, nos pondremos en contacto con ustedes inmediatamente. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

All clear message:

(Buenas padres de familia) Habla el/la director/directora, _____ de la Escuela _____; tengo el placer de reportarles que se ha resuelto el incidente con el intruso en el campo escolar y, ya la escuela no se encuentra en situación de confinamiento. (Add any pertinente details.) La salida de los estudiantes será a la hora de costumbre. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

Emergency Response Plan:

Disaster Procedures

In the instance of emergencies, Oakland Charter High School staff and students will follow protocol as dictated in this school Safety Plan. Annually, before the first day of school, the Oakland Charter High School Safety Coordinator, in tandem with guidance from AMPS Home Office staff will train staff on disaster procedures and the protocol to follow at their particular site. Evacuation routes, off-site evacuation locations, and detailed disaster response procedures are described in this School Safety Plan. On the first day of school, during every period, classroom staff will review safety procedures, evacuation routes, and gathering locations with their students. Every semester, 3 emergency drills are practiced- fire, earthquake, and lockdown. Staff will have opportunities to discuss the outcomes of drills after the fact with fellow staff members and also with students. Classroom evacuation maps are included in this School Safety Plan. The AMPS Emergency Handbooks is updated annually, most recent revision- July2023.

A. Emergency Contact Datasheet:

- School/Site:** Oakland Charter High School
- IC (Incident Commander):** Jasmine Nash, Site Director
- Command Center Location:** Under shelter outside main cafeteria
- Release of Students Location:** Blacktop Gate 2365 Coolidge Ave.

Emergency Phone Numbers:

- Emergency – 911
- Fire/Paramedic Emergency – 911
- Non-Emergency OPD - (510) 777-3333

Public Utilities:

- Electricity: Call 9-1-1 first, then call PG&E at 1-800-743-5000
- Gas: Call 9-1-1 first, then call PG&E at 1-800-743-5000
- Water: EBMUD 866-403-2683

AMPS Home Office Phone Numbers:

- Chief Executive Office:
- Director of Operations and Compliance: Maria Arechiga - 510-367-0514

Hospitals:

Highland Hospital - (510) 437-4800

Oakland Kaiser - (510) 752-1000

La Clinica - (510) 535-3500

Staff w/Walkie Talkies:

Site Director

School Office

Deans of Instruction

Dean of Students

Campus Security Officers

Athletic Staff

Special Education Staff

Wellness Counselor

B. Communication Signals:

Evacuate: announce “This is not a drill. Please exit the building. Teachers, please have your students leave all items in the classroom. Teachers in the upper resource building please exit calmly through the back door and use the back staircase to bring students to the blacktop. Teachers in the lower resource building please exit students through the main entrance and calmly proceed to the blacktop for line up. Teachers in all other buildings please lock your doors and escort all students to the blacktop for line up.

Lockdown: announce “lockdown, this is not a drill, repeat, lockdown” All teachers turn off the lights and lock your doors immediately, make sure your windows are covered. Repeat this is not a drill, remain in the classroom until you hear the all clear.

Duck, Cover, and Hold: teacher signals “Duck, cover, and hold”

All-Clear: Site Director to announce all clear and dismiss students to next class as appropriate.

Persons responsible:

Parent Pick up:	Lead Administrative and Assistants Ms. Eschen, Ms. Perez
Student supervision:	All teachers, counselors, school staff and security staff overseen by administration
Persons responsible for rooms/all clear:	Mrs. Nash, Mrs. Brooks

C. Action Evacuate:

- Warning: The warning signal at the school for Action “Evacuate” or Evacuate shall be the ringing of the usual fire alarm and/or announcement to evacuate. Safety Coordinator (Marceli Rocha) Call 911.
- Action “Evacuate” consists of:

- Students and staff shall move in an orderly fashion from inside of the school building(s) to the designated assembly area. Close and lock doors.
- Removal of student/staff Emergency Data Cards from office to an outside area of safety
- Teachers ensure an emergency backpack is carried to the assembly site on the blacktop.
- **Action Evacuate is considered appropriate but not limited to:**
 - Fire
 - Bomb threat
 - Chemical accident
 - Gas leak
 - Explosion or threat of explosion
 - Post-earthquake
 - Other occurrences which make the school building(s) uninhabitable

D. Action “Drop – Take Cover”:

- **Warning:** The warning for this type of emergency is the beginning of the disaster itself.
- **Action “Drop – Take Cover” consists of:**
 - Command “Drop – Take Cover” is given
 - Move away from buildings, trees, fences and power lines
 - Drop to your knees
 - Clasp both hands behind your neck
 - Bury your face in your arms
 - Make your body as small as possible
 - Follow instructions and stay away from buildings, trees, and fences. Should a power line fall on a fence, it will be electrified and very dangerous.
- **Action “Drop – Take Cover” is effective for students and staff who are outdoors, and is considered appropriate for, but not limited to, the following:**
 - Earthquake: shaking of the earth
 - Explosion

E. Action Duck Cover and Hold:

- **Warning:** The warning for this type of emergency is the beginning of the disaster itself
- **Action “Duck, Cover, and Hold” consists of:**
 - Command “Duck, Cover, and Hold” is given.
 - Each student and staff member takes cover under a table or desk, dropping to their knees, with the head protected by the arms, and the back to the windows.
 - Students and staff immediately duck under a desk or table and, with both hands, hold onto the desk leg or table leg.
 - Hang on with both hands and be prepared to move with the desk or table and keep your head and body under the top of the desk or table at all times. Try to stay on your knees when the furniture is moving to keep your face off the floor.
 - After all movement and noise stops, stay under a desk or table until a teacher gives you instructions. Listen carefully and follow instructions.
- **Action “Duck, Cover, and Hold” is effective for students and staff who are indoors, and is considered appropriate for, but not limited to, the following:**
 - Earthquake: shaking of the earth
 - Explosion
 - Surprise nuclear attack: a) Intense light b) Tremendous sound

F. Action “Lockdown”

- **Types of Crisis:** Dangerous Intruder, Drive-by Shooting, Riot, Unauthorized Weapons on Site, Assault, Battery, or Kidnapping on or near the school site or Crimes or Emergencies in the

neighborhood off site.

- **Action:**
 - Safety Coordinator signals “Lockdown” – Announce “Lockdown”, then use bells as appropriate. Move away from danger, help students with Disabilities
 - The Safety Coordinator calls 911 (used landline). Specify if “Intruder” or “Active Assailant.”
 - Contact AMPS Home Office to Initiate Phone Tree. If grounds or maintenance staff is on campus, use the following as a “universal signal” for those who are far away or have earplugs: put wrists together and fists clenched.
 - Set up and man the Command Center.
 - Contact the CEO's Office to update status as soon as the situation is under control.
 - Post sign on office door notifying public of lockdown.
 - Activate SEMS (Standardized Emergency Management System) as needed.
- **If students are in classrooms (Office staff should lockdown in a safe area of office area with computer):**
 - Quickly scan the hallway for students walking by. Close and lock classroom doors, close and lock windows and close window treatments, if available.
 - Once the Lockdown has started, teachers should not, under any circumstances, open their doors until the end of the lockdown.
 - Teaching activities are to be stopped.
 - Silence all mobile telephones; keep the classroom computer turned on.
 - Continue to check email for updates.
 - Assemble students in one area on the floor. Keep students quiet and away from doors and windows. Maintain a calm environment.
 - Lights should only be left on if it would help the police search, without compromising the safety of the students.
 - If gunshot(s) or an explosion is heard, begin action “Duck, Cover, and Hold.”
 - Take roll and prepare a list of missing students.
 - Call or email attendance information to the office, after the threat is contained.
 - If there are no problems, place a green sheet of paper on the front window of the classroom.
 - If there are problems, place a red sheet of paper on the window.
 - If evacuated, bring student roster sheets. Office staff bring emergency cards to the designated evacuation area.
- **If students are not in classrooms:**
 - Go to the safest and closest area or room.
 - DO NOT try to go to your classroom. Instead enter any available room.
 - Physical Education students should be taken to the nearest room, and held there until the end of the lockdown.
 - Follow steps “for students in classrooms” above

G. Action “Soft Lockdown” consists of:

- **Warning:** All procedures above from “Lockdown”
- **Action:**
 - Lights can remain on, teachers may continue teaching, and students may remain in their seats.
 - Transition from a lockdown to a soft lock down must be authorized by the police.
 - During a soft lockdown if students need to leave, only for an urgent need, they must be escorted by staff. **If lockdown is due to Active Assailant:**

- Do not use placards until the situation is resolved.
- If Assailant enters an occupied Room: Have a Plan of Action (Run, Hide, Fight).
- **Action “Directed Transportation”**
 - Warning: Under certain conditions, public safety officials may attempt to move people from an area of danger to an area of safety. Instructions from the authorities could come to the school via telephone, regular radio broadcast, or on the Emergency Alert System. The method of disseminating this warning at the school will, if at all possible, be by telephone message from the home office.
- **Action “Directed Transportation”** consists of:
 - Transporting students to a safe area.
- **Action “Directed Transportation” is considered appropriate only when directed by a competent public safety authority.**
 - It may be appropriate for, but not limited to, movement away from:
 - Flood or tsunami,
 - Fire
 - Hazardous materials incident
 - Or Blast Area

H. Action “Student Release”:

May be appropriate for active assailant, earthquake, fire, flood, or severe windstorm.

- **Warning:** Verbal communication by the Site Director or designee.
- **Action:**
 - “Student Release” will be considered by the Site Director or designee if directed by the CEO. Students will be held at school until released to an authorized adult.
- **Action “Student Release” consists of:**
 - Dismissal of all classes.
 - Release of students to their parents or guardian or other authorized adult at Site Director or designee’s judgment.
 - Names on emergency contact cards should be compared to an identification card with a photograph of the person to whom the student is released.
- **Student Release Procedures:**
 - Use signs to designate “Student pick-up area.”
 - Use signs to direct parents to line up (e.g. alpha, grade levels or room #'s).
 - Release younger students first.
 - Provide escort to parent/guardian if necessary

I. Action “Civil Disturbance”:

A public or student demonstration or riot on or near school grounds that has the potential to disrupt school activities, cause injury to staff and students, and/or cause property damage.

- **Warning:** The Site Director or designee will signal for a “Lockdown”.
- **Action:**
 - Follow Site Director or designee’s direction for possible “Lockdown”
 - Account for all students and staff
 - Remain in classroom or designated areas until contacted
 - Remain calm and reassuring

J. Action “Hazardous Material Incident”

A hazardous material spill may include one or more of the following:

Natural gas leak

Science lab spill

Chemical release from a nearby facility

A collision or accident involving a tank truck or railroad car

An unknown powder or substance received in a letter or package

- **Warning:** Location, quantity, concentration, and other factors affect how a spill will be handled. Unless you are familiar with the material, risks and specific clean-up procedures, do not try to clean up the spill.
- First priority is students and staff safety, then the environment, and then property
- **Actions:**
 - Classroom teacher notifies the office immediately.
 - Evacuate all students from classroom
 - If possible, close all doors and windows. Ensure that the heating, ventilation and air conditioning system is off.
 - Office will notify the fire/law enforcement agency and AMPS Home Office.
 - Determine the need to implement Action “Evacuate” (fire alarm).
 - Check for adverse medical symptoms (loss of breath, fainting, etc.) and request immediate medical attention.
 - Isolate, identify and get names of students and staff that could have been exposed or contaminated.
 - Account for all students and staff.
 - Site Director will direct other actions as required.
 - Remain in designated area until contacted

K. Action “Medical Emergency”

Medical emergencies including the following:

Heart attack

Stopped breathing

Severe bleeding

Poisoning

Diabetic emergencies

Heat Stroke

- **Warning: Medical emergencies usually occur without warning.**
- **If a medical emergency occurs during school hours, the following emergency actions will be accomplished by the AMPS employee who is at the scene of the emergency**
 - Evaluate the scene of the injury or illness. Isolate and secure the area.
 - Notify the school office.
 - Call 9-1-1, as appropriate.
 - If indoors, determine the need to implement Action “Evacuate” (affected classroom only) so that students are not unnecessarily exposed to trauma or danger.
 - Stabilize the victim and administer first aid.
 - Rejoin students as soon as possible.
 - Account for all students and remain with them.
 - Remain calm and reassure students that all possible actions are being taken to care for the injured or ill person and to protect others.

L. Action “Fire”:

- **Actions:**
 - School Safety Coordinator signals “Evacuation” fire bell. Special Education paraprofessionals and college advisors help students with disabilities. Close, but do not lock doors. Office staff take student emergency cards to the evacuation area. Call 911. (Use landline if possible, as cell phone contacts CHP).
 - Site Director notifies (or assigns designee to notify), Dean of Students, Deans of Instruction, campus supervisors, support staff
 - Site Director activates SEMS Plan (Standardized Emergency Management System) as needed.
 - **If students are in classrooms:**
 - Evacuate. Close but do not lock doors.
 - Teacher takes roll sheets and the office staff takes student emergency cards to the evacuation area.
 - Teacher takes roll and alerts the command center of any student not accounted for (telephone, intercom, walkie talkie, runner or email).
 - **If students are not in classrooms:**
 - Reunite with students in evacuation area
 - Follow the instructions of Law Enforcement and/or other competent authorities upon their arrival. Have extra school maps available for authorities.
 - All Clear will be signaled by the Site Director or their designee.
 - Site Director debriefs staff, parents/community (School Messenger, etc.) and students.
 - Follow Student Release Procedures (if directed by CEO)

M. Action “Active Assailant on Campus”:

A dangerous person could be someone with a legitimate purpose on campus (student, staff, or authorized visitor) or an unauthorized person:

Active assailant/armed suspect

Trespasser

Thief or vandal

Registered sex offender

- **Warning:** The Site Director or designee will signal for a “Lockdown”
- **Action: In the event of a dangerous person on campus, do the following:**
 - Inside school building
 - Implement “Lockdown”, however do not post red or green placards
 - Construct barriers using furniture, desks, etc., to blockade door and windows
 - Instruct students to lie down behind the barriers
 - Do not open doors until after the lockdown is canceled or you are absolutely sure of the identity of the person asking to open the door
 - Ask for identification, it can be slid under the door.
 - If the assailant enters an occupied room be ready with a Plan of Action:
 - If possible, run away from the threat to a safe location
 - An open room or behind a block wall or building, or off campus
 - It is OK to leave campus if it leads to safety
 - Outside

- When law enforcement arrives, be quiet and compliant, do not look like a threat:
- Keep hands empty and hold them up when law enforcement approaches
- If known, tell where the assailant is located
- Report status to command center and post placards as instructed

N. Action “Earthquake:

Hazards of ground movement in an earthquake include: items falling from shelves, breaking glass, moving furniture, and building damage and/or collapse

Warning: Earthquakes usually strike without warning.

- **Actions: The following actions, as time permits, will be accomplished:**
 - Inside school building:
 - The teacher, or staff member in authority, will implement Action “Duck, Cover, and Hold”.
 - Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
 - Implement Action “Evacuate” when, in the judgment of the staff member, the earthquake is over and tremors have subsided.
 - Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways.
 - Follow the approved route to the assembly area, keep away from trees, power poles, etc.
 - Maintain control of students.
 - Avoid touching electrical wires and metal objects such as chain link fences.
 - Render first aid if necessary.
 - Once outside of school in the designated location, take roll, issue student name tags, alert the command center of any injured or missing student(s).
 - If possible, the school office will immediately notify appropriate agencies/offices (Call 911) and Home Office as per fire drill.
 - Do not return to building for any reason until they have been declared safe by authorized official(s).
 - The Site Director or designee will determine the advisability or necessity of Action “Student Release.” Prior approval must be obtained by the CEO.
 - On school grounds:
 - The staff member in authority implements Action “Drop – Take Cover”.
 - The safest place is in the open. Stay there until the earthquake is over.
 - Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires, and wet areas. Do not run!
 - Activate School Emergency System as/if necessary.

O. Action “Bomb Threat – Bomb or Suspicious Device”:

Bomb threats are usually received by telephone. Bomb threats are serious until proven otherwise

Refer to appendix for Dept of Homeland Security Bomb Threat checklist.

- **Warning:** Bomb threats are usually received as an anonymous telephone call
- Bomb threats may arrive as a letter or handwritten note, email message, or suspicious package.
- **Action:**
 - Remain calm.
 - Keep the caller on the line as long as possible.
 - Do Not Hang Up, even if the caller does.
 - Listen carefully. Be polite and show interest.

- Notify a coworker via note or hand signals or if in a classroom, contact the office immediately.
- Write down as much detail as can be remembered. Try to use exact words.
- If the telephone has a display, copy the number and/or letters on the display window.
- Attempt to get information on location of bomb, and any identification characteristics of caller.
- Have them repeat the message.
- Immediately upon termination of the call, do not hang up, but from a different telephone, call 911
- **If a bomb threat is received by letter or handwritten note:**
 - Handle the letter or note as minimally as possible.
 - Notify the office and call 911.
- **If a bomb threat is received by email:**
 - Do not delete the email message.
 - Notify the office and call 911.
- **If a bomb or suspicious device is found in school grounds:**
 - Do not touch or approach the device.
 - Notify the office immediately.
 - Get students out of the immediate areas and wait for directions from the office.
 - Follow Site Director or designee's instructions for appropriate emergency procedures.

P. Pandemic Influenza:

P.1. General Overview

Pandemic flu is a worldwide outbreak of disease that occurs when a new flu virus appears that can spread from person to person. Because people have not been exposed to the new virus they have little or no immunity.

Therefore, serious illness or death is more likely to result. The illness rates for both seasonal and pandemic flu are high among children.

Because schools are the most densely populated environments in society, they are likely to contribute significantly to the containment or to the spread of flu in the community. Therefore, school closures may result as a means of reducing the overall illness rates within communities.

GOAL

Plan and increase preparedness for the possibility of an influenza or other pandemic.

Stages of Preparation include planning for:

- Mitigation and Prevention - anticipating needs
- Preparedness - planning what to do and how to do it
- Response - implementing your plan
- Recovery - what to do to return to normal

Site Director/Site Director or Designee:

- Review instructions for staff and students

- Ensure distance learning plan is in place
- Ensure distribution plan for distribution of chromebooks and student materials
- Ensure support staff are adequately assigned to students who require further support
- Ensure weekly lesson plans are submitted
- Ensure system for tracking student attendance is in place through google classroom

Implement prevention policies and procedures including

- Posting of health education materials more frequently
- Education of staff/students on how to cover coughs and sneezes
- Education of staff/students on frequent hand washing
- Use of waterless hand sanitizers and wipes
- Develop a system for rotation of staff and identify a priority list for staff release.
- Plan for possible use of the facility by Public Health Officials.

Students will be dismissed according to standard student release procedures as outlined for any emergency.

“Parent Square” All call system will be used to communicate with parents as needed. Staff communications will happen through email, google hangouts and Zoom meetings. For more information: <http://www.pandemicflu.gov/plan/>

P.2. COVID-19 Pandemic

Coronavirus disease 2019 (COVID-19), also known as the coronavirus or COVID, is a contagious disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). As one of the results of this global pandemic, Oakland Charter High School closed to in-person instruction on March 16th 2020. Oakland Charter High School prepared and returned to in-person instruction for the 2021-2022 and 2022-2023 school years.

Following guidance from the Centers for Disease Control and Prevention (CDC), California Department of Health (CDPH), both Alameda County Department of Public Health (ACDPH) and Contra Costa Health Services (CCHS), parent and staff surveys, staff meetings, in consultation with legal counsel and Human Resources consultant, HR Options, Inc, discussion with the AMPS Covid Task Force, a COVID-19 Prevention Plan, COVID-19 Family Handbook (with accompanying PowerPoint slides presented to parents and staff), and Reopening Plans have been crafted with staff and student safety at the forefront.

A brief overview of the mitigation strategies we have put into place are as follows

- Cleaning, Disinfection
 - Staff are expected to regularly clean high-touch areas
 - The stress is placed on regular cleaning, and thorough disinfection is implemented only in the case of a suspected or confirmed positive COVID-19 case
 - Disinfection produce is based on [EPA's N-list](#) of recommended disinfectants
- Ventilation
 - Air filtration was upgraded through installing new MERV-13 air filters
 - Air purifiers have been purchased for classrooms and offices to sanitize the air, which may include pollutants, allergens, and toxins.

- Healthy Hygiene Practices
 - Staff and students are reminded to wash hands regularly
 - Additional handwashing stations have been purchased and installed to increase accessibility and ease of handwashing
- Identification and Tracing of Contacts
 - COVID-19 School Safety Lead along with Home Office COVID-19 Liaison conduct tracing of contacts if there is a confirmed case of COVID-19
- Staff and Family Education
 - During Town Halls and Orientations, students invited to join cohorts in-person were trained in understanding COVID-19 guidance highlighted in the COVID-19 Family Handbook
 - Staff were trained in COVID safety and compliance through their Site Directors; training material was provided by HR Options, inc in tandem with the AMPS COVID Task Force
- Triggers for Switching to Distance Learning
 - The switch to distance learning, and the temporary closure of a school will be based on recommendation for the local health department.
- Communication Plans
 - Our goal is to communicate with our stakeholder groups regularly, reliably, and comprehensively. Since the beginning of the pandemic in March 2020, AMPS has sent out regular updates to staff, students, and parents.
 - Depending on the nature of the communication, the following types of communication are used: AMPS Website, Social Media, and Email.
 - Our goal with these communications is to share timely, accurate, and comprehensive information with our community. In doing so, we are required to adhere to privacy requirements, such as those mandated by FERPA and HIPAA. Accordingly, these types of communications may be targeted to the specific person or people involved. There may be other times when we will be able to share information on a school-wide basis.

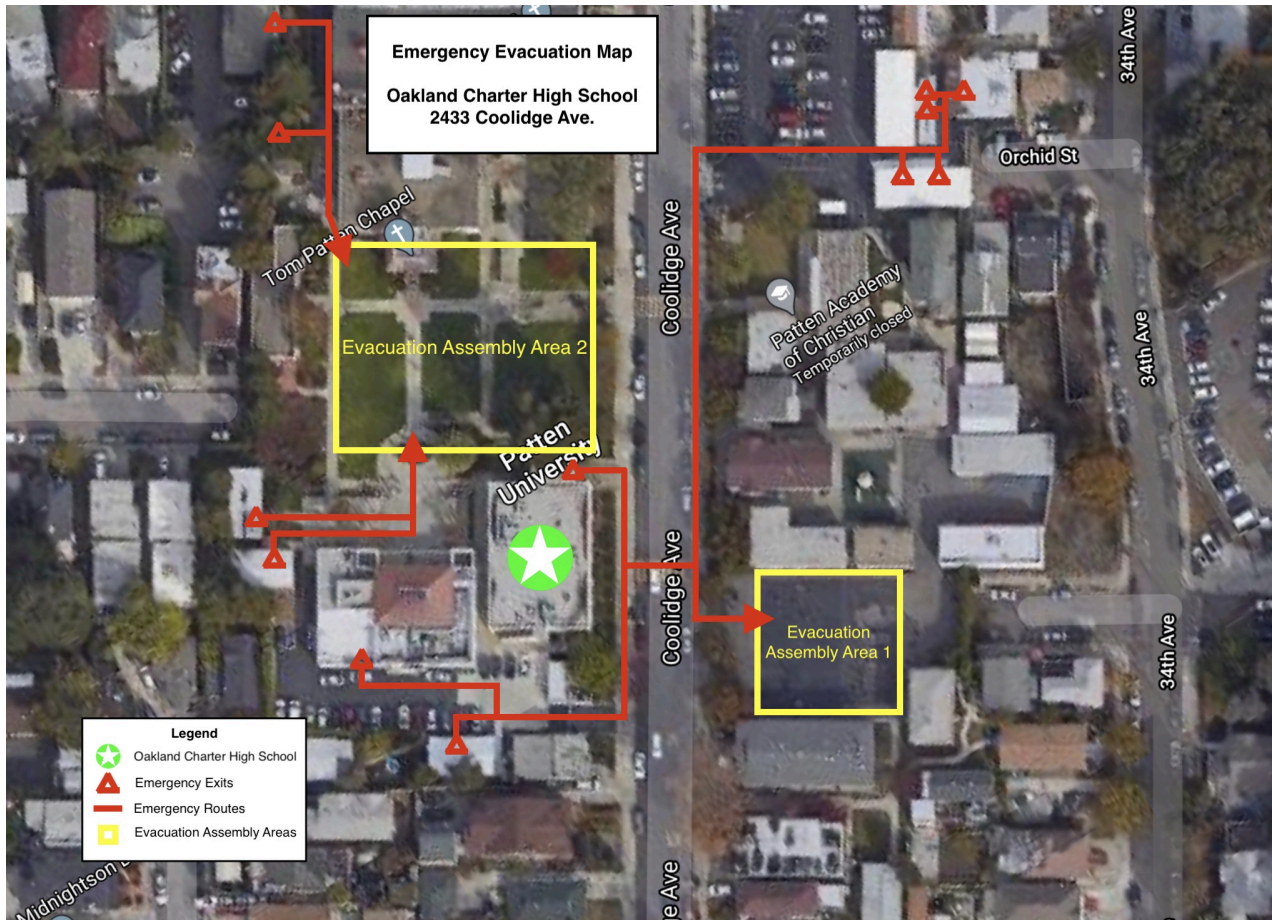
Q. Staff “Buddy” List:

When necessary, a “buddy” or buddy group will take charge of the students of other classes. Following the incident and a classroom status check; buddy teachers check with each other to determine: the health of each other, the need to assist with injuries, the need to stay with injured students, etc. Remember: the teacher’s responsibility is to do the greatest good for the greatest number. Students should practice exiting to the evacuation site without the teacher leading them. Teacher should stay back to check the classroom and close the door. IMMEDIATELY FOLLOWING STUDENT ACCOUNTING, IF MEMBER OF BUDDY TEAM HAS ACTIVATED Incident Command duty, they are to give their class to the buddy teacher and report for assignment at command. (If buddy is not available, give class to another teacher who is remaining on the field and tell Command and Parent Emergency Pick Up who has your class).

R. Use of Facilities

The School shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community’s needs.

Evacuation Maps:



Area 1					Area 2					
9A	10A	11D	12C	CAFE	11A	12A	LAB	SPED	Cottage	Cafeteria
9B	10B		12D		11B	12B				
9C	10C		11C							
9D	10D									

Evacuation Directions

Check

- Check that every student has safely exited the classroom.
- Administrators will check the restrooms, and classrooms to make sure all students have safely exited the building.

What to Take

- Emergency backpacks

Evacuate to the Designated Area

- Have students evacuate the building in an orderly and calm manner.
- Go to your designated area on the map and line up.
- Once you arrive to your area, take roll (rosters will be in the emergency backpacks).
- An administrator will collect the roll sheets.
- Wait for an all clear announcement. Once instructions are given, calmly walk your students back to class.

SEMS (Standardized Emergency Management System Plan)

A. Organization Chart:

Incident Commander:	Jasmine Nash
Deputy Incident Commander	Servillo Lopez
Location of Command Center	Under shelter outside the main cafeteria center of campus on Coolidge Ave.
Alternative Location on campus	Area in front of the cottage outside
Alternative Location off campus	<u>Site 1:</u> Walgreens Parking Lot 3232 Foothill Blvd, Oakland, CA 94601 <u>Site 2:</u> Peralta Hacienda Park 2465 34th Ave, Oakland, CA 94601
Emergency Operations Coordinator (Coordinates with Command Staff):	Servillo Lopez
Liaison to outside agencies:	Jasmine Nash, Jocelyn Brooks
Training	Servillo Lopez, Jocelyn Brooks

PIO (Public Information Officer)	Jasmine Nash
Crisis Response Leader	Jasmine Nash, Oakland Police Department
Plans Chief	Jasmine Nash
Documentation	Ms. Eschen, Ms. L. Perez
Messages	Ms. P. Perez, Ms. M.Lopez
Search/Rescue	Mr. McArthur, Mr. Diaz
Procuring food & water	Ms. Garcia and Mrs. Vega
Staff/student supplies	Mr. McArthur, Ms. Perez, Ms. M. Lopez
Medical Supplies	Ms. Eschen, Ms. Perez
Medical First Aid	Ms. Eschen, Ms. Perez
Damage Assessment	Mr. McArthur
Disaster Plan Updates	Malcolm McArthur, Marceli Rocha-Rocha
Crisis Team	Ms. Simmons & Ms. Moorhead
Parent Pick-up	Ms. Eschen, Ms. M. Lopez, Ms. C.Perez
Builders/Sanitations	Mr. Aguilar and Mr. Martin
Finance Chief	
Claims FEMA/State	Mr. Pearson -AMPS-Director of Facilities

B. Roles and Responsibilities:

1. Incident Commander (Site Director)

The Incident Commander (Site Director) is the decision maker for the impacted school. They are responsible for emergency operations to ensure safety of students, staff and others who are on campus. The Incident Commander (Site Director) shall remain at the Command Center to observe and direct all operations. Below is a checklist of responsibilities (can be delegated).

- ___ 1. Assume command
- ___ 2. Communicate a "signal" to the students and staff identifying the type of emergency
- ___ 3. Call 911
- ___ 4. Notify other School Administrators (Deans of Instruction, Dean of Students), Front Office and Support Staff
- ___ 5.. Activate the SEMS Plan components as needed (Command Staff, Plans, Operations, Logistics, and/or Finance) and establish a Command Center
- ___ 7. Conduct initial briefing with the Command Staff
- ___ 8. Monitor local emergency radio stations for local news

- ___ 9. Utilize your Deputy Incident Commander to cover the Command Center, take regular breaks (5 minutes each hour, away from the Command Center)
- ___ 10. Create an action plan with specific objectives including strategies to review and evaluate
- ___ 11. Make provisions for language translators
- ___ 12. Release teachers, as appropriate
- ___ 13. CEO/Public Information Officer Review all incident information before release to the news media, parents or general public
- ___ 14. Signal all-clear (Police Only will signal; if present)
- ___ 15. Begin "Student Release Procedures" when appropriate. Only the CEO can direct that students be sent home before the end of the regular school day.
- ___ 16. Create an action plan with specific objectives for returning to normal operations
- ___ 17. Debrief staff, parents/community, and students

2. Deputy IC (Deputy Incident Commander)

The Deputy Incident Commander assists the IC (Site Director) and takes over the duties of the IC (Site Director) if the IC (Site Director) is absent, has to leave or is unable to do their job. Below is a checklist of responsibilities.

- ___ 1. Report to, attend briefings, and assist the IC (Site Director)
- ___ 2. Keep unauthorized people away from the IC (Site Director)
- ___ 3. Responsible for "Plans" in SEMS

3. Command Staff - Emergency Operations Coordinator

The Emergency Operations Coordinator facilitates the overall functioning of the Command Staff. Below is a checklist of responsibilities.

- ___ 1. With the assistance of the Liaison Officer, coordinate outside agencies and define roles/responsibilities
- ___ 2. Report to IC (Site Director) and attend briefings
- ___ 3. Assist unit coordinators (Plans, Operations, Logistics and Finance), as needed
- ___ 4. Indicate the process for emergency declarations
- ___ 5. Develop status boards
- ___ 6. Maintain a "position" log of staff
- ___ 7. Monitor Command Staff for signs of stress or under-performance
- ___ 8. Fill any unstaffed positions

4. Command Staff - Liaison Officer

The role of the Liaison Officer is to serve as the point of contact for Agency Representatives from assisting organizations and agencies outside the organization (Fire, Police, County, etc.). Below is a checklist of responsibilities.

- ___ 1. Assist the Emergency Operations Coordinator and attend briefings
- ___ 2. Ensure proper flow of communication between assisting organizations and agencies outside AMPS (Fire, Police, County, etc.)
- ___ 3. Keep records of assisting organizations, agencies and departments

5. Command Staff - Safety Officer

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances. The Safety Officer is the only person other than the IC (Site Director) who has

the authority to stop an authorized plan from being put into action. Below is a checklist of responsibilities.

- 1. Attend briefings with IC (Site Director)
- 2. Monitor, assess, and correct operational activities for dangerous and unsafe conditions
- 3. Monitor stress levels of personnel involved in the response
- 4. If directed by IC (Site Director), turn off gas supply, water supply and/or electricity
- 5. Oversee “Logistics” for equipment and supplies

6. Command Staff - Training Coordinator – Site Director/Student Support Services

The Training Coordinator is responsible for all training prior to the incident. Below is a checklist of responsibilities.

- 1. Attend briefings with IC (Site Director)
- 2. Train staff prior to an emergency

7. Command Staff - Crisis Response Leader - Wellness Counselor

The Crisis Response Leader addresses the psychosocial needs of students/staff prior to, during and after an incident. Below is a checklist of responsibilities.

- 1. Attend briefings with IC (Site Director)
- 2. Act as referral resource for students, staff and volunteers
- 3. Obtain Oakland Unified School District’s Crisis Response Manual for resources, materials, etc.
- 4. Develop support systems as needed
- 5. Conduct group meetings with parents or staff as needed

8. Command Staff - PIO (CEO/Public Information Officer)

The Public Information Officer acts as the official spokesperson for AMPS in an emergency situation. A school site-based PIO should only be used if the media is on campus and the AMPS PIO is not available or forthcoming. Below is a checklist of responsibilities.

- 1. Contact Board of Directors, Sr Dir of Operations, Other Home Office Directors as appropriate.
- 2. Contact the CEO to assign psychologists and counselors to the site and account for those needing bilingual assistance.
- 3. Attend briefings with IC (Site Director)
- 4. Identify yourself as the “PIO” with a vest, visor, sign, etc.
- 5. Establish a media information center away from the command post and students. Advise arriving media that the site is preparing a press release and approximate time of its issue.
- 6. Statements to the media should include the following: cause, time, event, current situation, care being given, injuries, evacuation plans, student release location, resources in use, best routes to school, and any other information the school wishes to be released to the public.
- 7. Ensure announcements and other information are translated into other languages as needed.
- 8. Assist with rumor control
- 9. Keep all documentation to support the history of the event

___ 10. Remind staff and volunteers to refer all questions from the media or waiting parents to the CEO/PIO.

___ 11. Monitor new broadcasts about the incident; correct any misinformation heard.

9. Plans Chief

The Plans Chief oversees the function of the action plan by documenting, disseminating information, assessing the seriousness of the incident, demobilization, etc. Staff is assigned to assist with these jobs. Below is a checklist of responsibilities.

___ 1. Attend briefings with IC (Site Director)

___ 2. Documentation Team. Develop, distribute, and document all actions and site maps. Receive and record student/staff attendance rosters. Collect completed student release forms from the Parent Emergency pick-up location. Complete a list of students/staff missing, absent, and medical for Emergency pick-up location

___ 3. Message Team. Maintain a message board

___ 4. Communication Team. Record, collect, and evaluate information (keep all original notes – they are legal documents). Monitor radio for local news. Maintain display boards for shelter status, transportation status, telephone numbers, school status, etc.

___ 5. Damage Assessment Team. Report damage to Plans Chief who will report to IC (Site Director) Use site and area maps to record site and surrounding area damages (i.e. road closures, utility outages, etc.)

___ 6. Demobilization Team. Deploy and supervise personnel as needed to gather and assess intelligence information

___ 7. Disaster Plan Update Team. Provide ongoing analysis of the situation to the Plans Chief who will report it to IC (Site Director). Report status of resources. Prepare estimates of incident escalation or de-escalation. Report missing, absent, and medical students/staff to IC (Site Director)

___ 8. Web Page Update Team. Using the school's or AMP's web page, communicate disaster updates to the community

10. Finance Chief (Office Manager/Secretary)

The Finance Chief is responsible for monitoring costs related to incident, procurements, claims and community helpers. Below is a checklist of responsibilities.

___ 1. Attend briefings with IC (Site Director)

___ 2. Claims/Procurements /Community Helpers Team

- Track financial records, staff hours, purchasing, etc.
- Complete state and federal claim forms for IC (Site Director)
- Make prior agreements with close stores (i.e. Walgreens, etc.) for supplies
- Make prior arrangements with community helpers (i.e. retired doctors, etc.)
- Do a cost analysis of incident/disaster

Policies and Regulations Related to Student Safety

Oakland Charter High School has developed the following administrative regulations to provide guidance and procedures for students, staff, and parents in an effort to provide a safe and orderly environment during regular school hours and during the event of an emergency. Legal citations and references may be found

by viewing the original board policies.

1. Bomb Threats:

To maintain a safe and secure environment for students and staff, the CEO or designee shall ensure that OCHS' emergency and disaster preparedness plan and/or the school's comprehensive safety plan includes procedures for dealing with bomb threats. They also shall provide training regarding the procedures to site administrators, safety personnel, and staff members who customarily handle mail, telephone calls, or email.

Receiving Threats Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices. If the bomb threat is received through the mail system or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.

Response Procedure

The following procedure shall be followed when a bomb threat is received:

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the CEO or designee. If the threat is in writing, the employee shall place the message in an envelope and take note of where and by whom it was found.
2. Any student or employee who sees a suspicious package shall promptly notify the CEO or designee.
3. The CEO or designee shall immediately use fire drill signals and initiate standard evacuation procedures as specified in the emergency plan.
4. The CEO or designee shall turn off any two-way radio equipment which is located in a threatened building.

- Law enforcement and/or fire department staff shall conduct the bomb search. No school staff shall search for or handle any explosive or incendiary device.
- No one shall reenter the threatened building(s) until the CEO or designee declares that reentry is safe based on law enforcement and/or fire department clearance.
- To the extent possible, the CEO or designee shall maintain communications with staff, parents/guardians, the Board of Education, other governmental agencies, and the media during the period of the incident.
- Following the incident, the CEO or designee shall provide crisis counseling for students and/or staff as needed.
- Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.

2. Bullying:

The OCHS Staff recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. OCHS employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying at OCHS schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable AMPS and school plans.

As appropriate, the CEO/ Site Director/ Dean of Students or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention:

To the extent possible, OCHS shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, OCHS shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

OCHS staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response. An anti-bullying module created by the California Department of Education ("CDE") will be made available annually to all certificated employees and other employees who regularly interact with students.

Based on an assessment of bullying incidents at school, the CEO/Site Director or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention:

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Site Director or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Site Director, CEO, or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The CEO, Site Director, or designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor or school wellness counselor, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the Site Director, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the Site Director of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report their observation to the Site Director or whether or not the alleged victim files a complaint.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the Site Director, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the CEO/Site Director or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Investigation and Resolution of Complaints Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the AMPS organization uniform complaint procedures.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the Site Director or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline:

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with AMPS/OCHS policies and regulations.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

3. Campus Security:

Oakland Charter High School is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. OCHS also recognizes the importance of protecting school property, facilities, and equipment from vandalism and theft.

The Site Director or designee shall develop campus security procedures which are consistent with the goals and objectives of the AMPS organization comprehensive safety plan and site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Surveillance Systems:

OCHS Administration believes that reasonable use of surveillance cameras will help the school achieve its goals for campus security. In consultation with relevant staff, the Site Director/CEO or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the school's surveillance equipment shall be disabled so that sounds are not recorded.

The Site Director or designee shall ensure that the AMPS's campus security plan includes strategies to:

1. Secure the campus perimeter and school facilities in order to prevent criminal activity
2. Secure buildings from outsiders and discourage trespassing
3. Discourage vandalism and graffiti
4. Control access to keys and other school inventory
5. Detect and intervene with school crime

4. Child Abuse and Reporting:

OCHS is committed to supporting the safety and wellbeing of its students and desires to facilitate the prevention of and response to child abuse and neglect. The Site Director or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. The Site Director or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention:

Oakland Charter High School's instructional program shall include age appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

The OCHS program also may include age appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Site Director or designee shall, to the extent feasible, seek to incorporate community resources into the child abuse prevention program and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Please refer to Board Policy: 5033 Human Trafficking Prevention Policy

Please refer to Board Policy: 5041 Comprehensive Sexual Health Policy

5. Child Abuse Reporting:

At OCHS and throughout all of the AMPS school sites it is the policy to report any and all suspected Child abuse. —“When in Doubt, Report it Out!” According to California Penal Code section 11165.7, a mandated reporter is defined as a teacher, an instructional aide, a classified employee of a public school, etc. Pursuant to California Penal Code 11166, a mandated reporter who has knowledge of, or observes, a child in their professional capacity or within the scope of their employment whom they knows or reasonably suspects has been the victim of child abuse, must report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. The number to call:

Alameda County Social Services Agency
2000 San Pablo Ave, Oakland, CA 94612
510-577-3500

Report must be sent to: https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

Definitions:

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangerment of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; security officers; and presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on their training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses:

A mandated reporter shall make a report using the procedures provided below whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of

severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any OCHS/AMPS employee who reasonably believes that they have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 18 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting:

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom they know or reasonably suspect has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures:

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (Oakland Police Department- (510) 238-3641) (excluding a school AMPS police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Alameda County Social Services Agency
2000 San Pablo Ave, Oakland, CA 94612
510- 577-3500

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report:

Within 24 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Suspected Child Abuse Reporting Form (Penal Code 11166, 11168)

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to them. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting:

The mandated reporter shall not be required to disclose their identity to their supervisor, the Site Director, or the CEO or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the Site Director as soon as possible after the initial telephone report to the appropriate agency. When notified, the Site Director shall inform the CEO or designee.

The Site Director so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the Site Director may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, Site Director, school counselor, coworker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

4. Training:

Within the first six weeks of each school year, the CEO or designee shall provide training on mandated reporting requirements to OCHS employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The AMPS Human Resources department or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

5. Victim Interviews by Social Services:

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Site Director or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the Site Director or designee shall inform them of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable them to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer:

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the CEO or designee and/or Site Director shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints:

Upon request, the CEO or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against an AMPS employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report themselves using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

Notifications:

The CEO or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167.

The Human Resources Department also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5) Before beginning employment, any person who will be a mandated reporter by virtue of their position shall sign a statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Human Resources Department/CEO or designee. (Penal Code

11166.5)

The CEO/Site Director or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of their professional capacity or outside the scope of their employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that they knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, they may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction for making a report unless it can be shown that they knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

For details on AMPS Child Abuse and Mandated Reporter Policies, please refer to AMPS Employee Handbook pp. 23-24.

6. Comprehensive School Safety Plan

OCHS and AMPS recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. OCHS and AMPS are fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The Family Staff Team at OCHS shall develop a comprehensive school safety plan relevant to the needs and resources of OCHS. The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The AMPS Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation shall approve the plan(s) at a regularly scheduled meeting.

The CEO or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

The Comprehensive School Safety Plan:

The Comprehensive School Safety Plan is reviewed annually by the Family Staff Team. It is then approved by first responders and the AMPS Board of Governance.

Tactical Response Plan:

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by AMPS administrators in accordance with Education Code 32281.

In developing such strategies, AMPS administrators shall consult with law enforcement officials and Site Directors. When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Public Access to Safety Plan(s):

The CEO or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282) However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

Development and Review of Comprehensive School Safety Plan:

The family staff team shall consult with local law enforcement in the writing and development of the comprehensive school safety plan. When practical, the FST also shall consult with other school site councils and safety committees. (Education Code 32281, 32282)

The Site Director may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

1. The Site Director or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

Before adopting the comprehensive safety plan, the FST or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The Site Director and FST or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs
2. A representative of each teacher organization at the school
3. A representative of the school's student body government
4. All persons who have indicated that they want to be notified

In addition, the Site Director or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

Content of the Safety Plan:

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety. The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164

2. Routine and emergency disaster procedures.
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
4. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4
5. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"
6. A safe and orderly school environment conducive to learning

Among the strategies for providing a safe environment, the school safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution
2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations
3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence
4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus
5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students
6. AMPS policy related to possession of firearms and ammunition on school grounds
7. Measures to prevent or minimize the influence of gangs on campus
8. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime
9. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism.
10. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, and school personnel. Guidelines may include, but are not limited to, the following:
 - a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement.
 - b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.
 - c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity.
11. Strategies for suicide prevention and intervention.
12. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff.
13. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan.

14. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants.

7. Conduct:

The staff at Oakland Charter High School believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or on transportation during field trips.

The Site Director or designee shall ensure that OCHS develops standards of conduct and discipline consistent with AMPS Board policies and administrative regulations. Students and parents/guardians shall be notified of AMPS and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption (Under California Penal Code Section 422, it is a crime to willfully communicate a threat to another person that would result in great bodily injury or death).
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or AMPS
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
8. Possession or use of a laser pointer, unless for a valid instructional or other school related purpose (Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or school related purpose, a student shall obtain permission from the Site Director or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time

Such devices shall be turned off in class, except when being used for a valid instructional or other school related purpose as determined by the teacher or other AMPS staff, and at any other time directed by an employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

10. Plagiarism or dishonesty on schoolwork or tests
11. Inappropriate attire
12. Tardiness or unexcused absence from school

13. Failure to remain on school premises in accordance with school rules

Neither AMPS nor OCHS shall be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, they shall refer the matter to their supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or their belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with AMPS Board Policy 5039 Campus Search & Seizure Policy.

When a student uses any prohibited device or uses a permitted device in any unethical or illegal activity, an employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time. Students who violate AMPS or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with AMPS Board policy and administrative regulation.

The CEO or designee shall notify local law enforcement as appropriate. Students also may be subject to discipline, in accordance with law, AMPS Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or AMPS property, or substantially disrupts school activities.

8. Discipline

OCHS and the AMPS Board Directors are committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. OCHS believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

In addition, the Site Director or designee's strategies shall reflect the AMPS Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

The CEO or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at Oakland Charter High School may develop disciplinary rules to meet the school's particular needs consistent with law, AMPS Board policy, and AMPS regulations. The AMPS Board, at an open meeting, shall review the approved school discipline rules for consistency with AMPS

Board policy and state law.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, wellbeing, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with AMPS nondiscrimination policies.

The Site Director or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for all AMPS schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

AMPS goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in AMPS local control and accountability plan, as required by law.

At the beginning of each school year, the CEO or designee shall report to the Board regarding disciplinary strategies used in AMPS schools in the immediately preceding school year and their effect on student learning.

Site Level Rules:

Site level rules shall be consistent with AMPS policies and administrative regulations. In developing site level disciplinary rules, the Site Director/site director or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
- 5 Students enrolled in the school

Annually, site level discipline rules shall be reviewed and, if necessary, updated to align with any changes in AMPS discipline policies or goals for school safety and climate as specified in the AMPS' local control and accountability plan.

School rules shall be communicated to students clearly and in an age appropriate manner. It shall be the duty of each employee of the school to enforce the school rules on student discipline.

Disciplinary Strategies:

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about

proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and their parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and their parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management
6. A positive behavior support approach with tiered interventions that occur during the school day on campus
- 7.. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
8. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
9. Afterschool programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
10. Character Reflection Time after school hours as provided in the section below entitled "Character Reflection Time"
11. Community service as provided in the section below entitled "Community Service"
12. In accordance with AMPS Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
13. Reassignment to an alternative educational environment
- 14.. Suspension and expulsion in accordance with law and AMPS Board policy.

When, by law or AMPS policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records.

Character Reflection Time After School:

Students may be detained for restorative practices, reflection or disciplinary reasons up to one hour after the close of the maximum school day.

The Site Director/Dean of Students or designee shall notify parents/guardians of the detention at least one day in advance. The student shall not be detained unless the Site Director or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of restorative character time hour.

Community Service:

As part of or instead of disciplinary action, the Site Director or designee may, at their discretion, require a student to perform community service during non-school hours on school grounds or, with written permission of the student's parent/guardian, off school grounds.

Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs.

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension.

Notice to Parents/Guardians and Students:

At the beginning of the school year, the CEO or designee shall notify parents/guardians, in writing, about the availability of AMPS rules related to discipline.

The Site Director/Dean of Students or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment at OCHS.

Suspension & Expulsion Policies and Procedures:

The procedures by which Amethod Public School pupils can be suspended or expelled (California Education Code 47605(c)(5)(J)) are followed for every instance of suspension and expulsion. The purpose of suspension and expulsion procedures are to ensure a safe and effective learning environment for every Oakland Charter High School student. Those who present an immediate threat to the health and safety of others will be suspended. A student may be subject to suspension when it is determined that they:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a)).
- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once they been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(q))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee concurrence. (Education Code 48900(b))
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))
- Caused or attempted to deface or destruction of school property including facilities interior and exterior
- Defiance of specific school, or classroom rules
- Stole, or attempted to steal school or private property
- Committed, or attempted to commit robbery or extortion
- Possessed or used tobacco or any product containing nicotine, or tobacco products
- Committed an obscene act or engaged in habitual vulgarity.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Such acts include, but are not limited to hazing, cheating, forgery, gambling, and willful disobedience to school personnel
- Possessed an imitation firearm (any replica substantially similar to an existing firearm as determined by school personnel) as to lead a reasonable person to conclude the replica is indeed a firearm
- Committed or attempted to commit a sexual assault or committed sexual battery
- Harassed, threatened, or intimidated a student who is a complaining witness in school disciplinary proceedings

- Harassment because of sex, race, ancestry, physical or mental disability, age or any other protected basis
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence as defined in Education Code 33032.5

A student may be suspended for any of the acts listed above if the activity is related to school attendance and occurs at any time, including but not limited to:

1. While on school grounds
2. While coming or going from school
3. Whether on or off the school campus
4. During or while going or coming from a school sponsored activity.

Expulsion is an action taken by the AMPS Board of Directors for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to themselves or others. (Education Code 48915) Expulsion is a drastic step that may affect a child's future, and as such, every effort will be made to develop an educational program that encourages mutual respect among students, staff, and community. Oakland Charter High School's policy provides all students with the opportunity to due process in accordance with Ed Code 49073-49079. These policies are reviewed annually.

For more details on AMPS Suspension and Expulsion policy, including discipline of students with special needs, please consult [Oakland Charter High School Family Handbook 2022-2023](#) revised annually, with the most recent revision in August 2022.

9. Dress and Grooming

The Administration team at OCHS in alignment with the AMPS Board believes that appropriate dress and grooming contribute to a productive learning environment. OCHS expects students to give proper attention to personal cleanliness and to wear the school uniform daily. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Students and parents/guardians are to be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Uniforms:

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the Site Director, staff and parents/guardians at Oakland Charter High School have established a reasonable dress code requiring students to wear uniforms. Please refer to Board Policy: 5044 Dress Code and Uniform Policy

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals are not allowed.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn at school except for religious exceptions.
4. In accordance with the OCHS uniform policy, clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.

5. Hair shall be clean and neatly groomed.

10. Earthquake Emergency Procedures System

Earthquake Preparedness:

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake. Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to their knees, with the head protected by the arms and the back to the windows Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.
3. Protective measures to be taken before, during, and following an earthquake
- 4 A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Site Director/Site Director or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Site Director or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

The Site Director or designee shall identify potential earthquake hazards in classrooms and other AMPS facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School:

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In the lab, burners should be extinguished, if possible, before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.
4. After the earthquake, the Site Director or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
5. When directed by the Site Director or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
- 3.. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Subsequent Emergency Procedures:

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take roll, and report missing students to the Site Director or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The Site Director or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The Site Director or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The Site Director or designee shall contact the CEO or designee and request further instructions after assessing the earthquake damage.
8. The Site Director/Public Communications Officer or designee shall provide updates to parents/guardians of AMPS students and members of the community about the incident, any safety issues, and follow-up directions.

11. Fire Drills and Fires

Fire Drills:

The Site Director shall hold fire drills not less than twice every school year at the secondary level. (Education Code 32001)

1. The Site Director shall notify staff as to the schedule for fire drills.
2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building.
3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The Site Director or designee shall keep a record of each fire drill conducted

Fires:

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The Site Director or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The Site Director or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the Site Director, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

12. Hate Motivated Behavior

In order to create a safe learning environment for all students, the AMPS Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society.

AMPS prohibits discriminatory behavior or statements that degrade an individual on the basis of their actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The CEO or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of AMPS and community resources.

The AMPS shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Site Director/CEO or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures:

Any student who believes they are a victim of hate-motivated behavior shall immediately contact the Site Director/Dean of Students Upon receiving such a complaint, the Site Director/Dean of Students or designee shall immediately investigate the complaint in accordance with school-level complaint process/grievance

procedures as described in the Uniform Complaint Policy.

Sexual Harassment:

A student who has been found to have demonstrated hate motivated behavior shall be subject to discipline in accordance with law, AMPS Board policy, and administrative regulation. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Site Director/Dean of Students/CEO or designee, and/or law enforcement, as appropriate. As necessary, the AMPS shall provide counseling, guidance, and support to students who are victims of hate motivated behavior and to students who exhibit such behavior.

13. Nondiscrimination/Harassment

The AMPS Board and Administrative team at OCHS desires to provide a safe school environment that allows all students equal access and opportunities in the AMPS's academic, extracurricular, and other educational support programs, services, and activities.

The AMPS Board prohibits, at any AMPS school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within an AMPS school, including but not limited to acts which occur off campus or outside of school-related and not school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The CEO or designee shall facilitate students' access to the educational program by publicizing the AMPS's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. They shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination.

The CEO or designee shall regularly review the implementation of the AMPS's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the AMPS's educational program. They shall report their findings and recommendations to the Board after each review. Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4.

Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Record-Keeping:

The CEO or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the AMPS to monitor, address, and prevent repetitive prohibited behavior in AMPS schools.

Measures to Prevent Discrimination:

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at AMPS schools or in school activities and to ensure equal access of all students to the educational program, the CEO or designee shall implement the following measures:

1. Publicize the AMPS's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information to students, parents/guardians, employees, volunteers, and the general public, posting them on the AMPS's website and other prominent locations and providing easy access to them through AMPS-supported social media, when available.
2. Provide to students a handbook that contains age-appropriate information that clearly describes the AMPS's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)
3. Annually notify all students and parents/guardians of the AMPS's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the Regional CEO to determine how best to accommodate or resolve concerns that may arise from the AMPS's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the AMPS will address any individual student's interests and concerns in private.
4. The CEO or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the AMPS's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand. If 15 percent or more of students enrolled in a particular AMPS school speak a single primary language other than English, the AMPS's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the AMPS shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.
5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the AMPS's nondiscrimination policy; what constitutes prohibited discrimination,

including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the AMPS may use to provide a discrimination-free environment for all AMPS students, including transgender and gender nonconforming students.

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

7. At the beginning of each school year, inform each Site Director or designee of the AMPS's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of AMPS Policy:

The CEO or designee shall take appropriate actions to reinforce AMPS Nondiscrimination/Harassment Policies as needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the AMPS's policy and regulation regarding unlawful discrimination
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community
5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of AMPS policy, including any student who is found to have filed a complaint of discrimination that they knew was not true.

Process for Initiating and Responding to Complaints:

Any student who feels that they have been subjected to unlawful discrimination described above or in AMPS policy is strongly encouraged to immediately contact the Site Director/CEO or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the Site Director/Site Director, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the Site Director, within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the Site Director, they shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in the AMPS Uniform Complaint Procedures. Once notified verbally or in writing, the Site Director/Site Director or designee shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment.

Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination. Any

report or complaint alleging unlawful discrimination by the Site Director or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the CEO or designee who shall determine how the complaint will be investigated.

Please refer to AMPS Board Policy 5800: Title IX: Harassment, Intimidation, Discrimination, Bullying Policy

14. Notification of Dangerous Pupils

The AMPS Board desires to provide a safe, orderly working environment for all employees.

In accordance with the AMPS Personnel Policy "Notice to Employees of Potentially Dangerous Persons," the Amethod Public Schools Governing Board will ensure a safe and orderly work environment for all employees. This includes the following procedures:

- Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the CEO or designee immediately and the CEO or designee shall initiate legal and security measures to protect the employee and others in the workplace
- According to Ed Code 48904 and 48905, the CEO or designee may pursue legal action on behalf of an employee against a student and/or their parent/guardian to recover damages to the employee or their property caused by the student's willful misconduct that occurred on AMPS or school property or during AMPS or school activity.
- CEO or designee shall ensure employees receive adequate training in crisis prevention, classroom management, effective communication techniques, procedures for responding to active shooter situations, etc.
- CEO or designee shall inform teachers of crimes and offenses committed by students who may pose a danger in the classroom, as well as when the CEO or designee reasonably suspects that students have committed crimes and offenses that may pose a danger in the classroom (Ed Code 48201, 49079)
- CEO or designee will make available 2-way communication with law enforcement and within the school so that emergencies that occur will be communicated effectively and efficiently

This Policy was approved by the AMPS Board of Governance on October 23, 2019.

The CEO or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

Employees may not carry or possess pepper spray on school property or at school activities. On a case-by-case basis, however, the CEO or designee may allow the possession of a pepper spray weapon that meets the requirements of Penal Code 12403.7 when justified by unusual dangerous circumstances. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects:

The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use their own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the Site Director immediately.
2. Immediately notify the Site Director, who shall take appropriate action.
3. Immediately notify the local law enforcement agency and the Site Director. When informing the Site Director about the possession or seizure of a weapon or dangerous device, the employee shall report the

name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

15. Student Disturbances

The AMPS Board desires to provide orderly campuses that create a positive school environment and are conducive to learning. When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, the CEO/Site Director or designee may request law enforcement assistance.

Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the Site Director/Dean of Students. Students who participate in a campus disturbance shall be subject to disciplinary action in accordance with administrative regulations.

Prohibited Activities:

A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline:

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight.
2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)

Other examples of activities that may be considered disrupting school operations include, but are not limited to:

- a. Organizing or participating in unauthorized assemblies on school premises
 - b. Participating in sit ins or stand-ins which deny students or employees normal access to school premises
 - c. Interfering with or unauthorized use of the AMPS's computer system
3. Refusing to disperse, including, but not limited to, assembling for the purpose of causing a disruption and refusing to disperse upon the direction of school personnel
 4. Boycotting school, including, but not limited to, participating in any protest that involves nonattendance where attendance is required at school, class, or at a school activity Any student who participates in a boycott shall be given an unexcused absence and may be classified as truant, regardless of any parent/guardian approval of the absence.

Extension of Class Period

During any disturbance in which additional students might become involved while changing classes, the Site Director or designee may notify all staff that any class currently in session will be extended until further notice. Upon receiving this notification, staff shall ensure that all students in their charge remain in one location under their supervision and shall ask all students who are in the halls to return to their classes immediately.

16. Safe Ingress and Egress

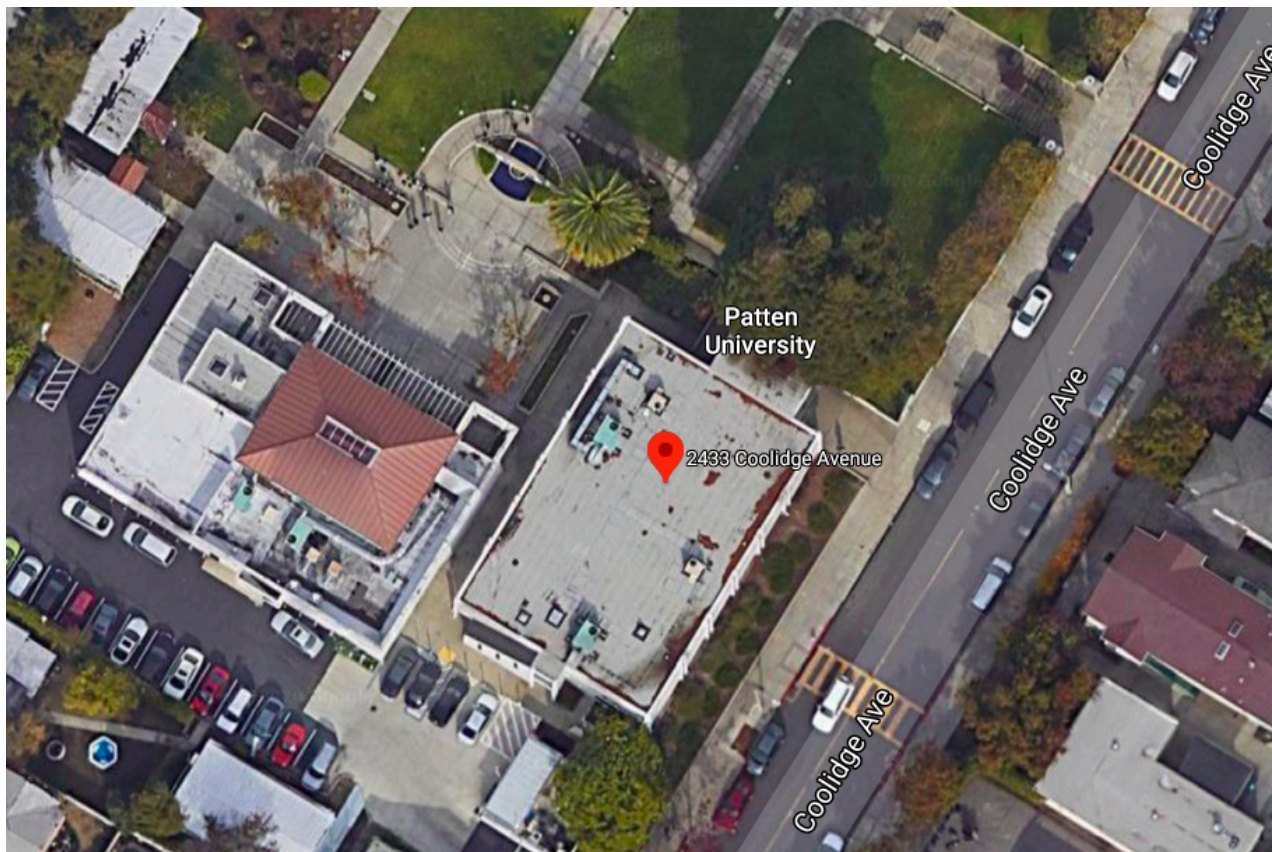
Traffic, drop-off and pick-up zone:

The drop-off and pick-up zone will have cones blocking the curbside on both the Patten University side and the Patten Academy side. There are two crosswalks located in front of both campuses where cones will be extended to connect the two separate crosswalks that indicate where the drop-off and pickup zones are located. The first crosswalk is located in front of the basketball courts and the Resource Center. The second crosswalk is located in front of the Patten University stairs and Patten Academy parking lot. At both crosswalks, a staff member is present to help students cross the street and direct traffic accordingly. Parents are not permitted to park in the drop-off and pick up zones for an extended period of time as this can cause traffic flow problems for the entire street. Staff supervising traffic control work to prevent parents from idling and move promptly through the dropoff and pickup zone.

Security personnel and the OCHS Administration team man and monitor crosswalks before and after school. Security personnel monitor the crosswalks during passing periods throughout the school day.

There are two speed bumps installed in between the two school crosswalks to protect students and discourage motorists from speeding on Coolidge Ave.

The school goal is to encourage 60% of the student body to carpool, walk, ride, or take public transit to school.



17. Sexual Harassment

The AMPS Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action

against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The AMPS strongly encourages any student who feels that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact their teacher, the Site Director, Dean of Students, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Site Director/Dean of Students. Once notified, the Site Director/Dean of Students or designee shall take the steps to investigate and address the allegation.

Complaint Process and Disciplinary Actions:

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law the AMPS Uniform Complaint Procedures. Site Directors/Dean of Students are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 9-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have their employment terminated in accordance with law.

Record Keeping:

The CEO or designee shall maintain a record of all reported cases of sexual harassment to enable the AMPS to monitor, address, and prevent repetitive harassing behavior in the AMPS schools.

18. Visitors/Outsiders

The Site Director or designee shall post at every entrance to each school and school grounds a notice describing sign-in requirements, school hours or hours during which sign-in is required, the sign-in location, the route to take to that location, and the penalties for violation of sign-in requirements.

Unless otherwise directed by the Site Director or designee, a staff member shall accompany visitors while they are on school grounds.

Registration Procedure

In order to register, a visitor shall, upon request, furnish the Site Director or designee with the following information:

1. Their name, address, and occupation
2. Their age, if less than 21
3. Their purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

Site Director's Registration Authority:

The Site Director or designee may refuse to register any visitor if they reasonably conclude that the individual's presence or acts would disrupt the school, students, or employees; would result in damage to

property; or would result in the distribution or use of a controlled substance.

The Site Director or designee or school security officer may revoke any visitor's registration if they have a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt the school, students, or staff.

When a visitor fails to register, or when the Site Director or designee denies or revokes a visitor's registration privileges, the Site Director or designee may request that the individual promptly leave school grounds. When a visitor is directed to leave, the Site Director or designee shall inform them that if they reenter the school within seven days they may be guilty of a misdemeanor subject to a fine and/or imprisonment.

19. Weapons and Dangerous Instruments

The AMS Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

Possession of Weapons:

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school. Under the power granted to the Board to protect the safety of students, staff, and others on AMPS property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

A student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations. The Site Director or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151)

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The CEO or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession.

The CEO or designee also shall inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Prohibited weapons and dangerous instruments include, but are not limited to: (Education Code 48915, 49330; Penal Code 626.10, 1610017350, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device

capable of propelling a projectile by the force of an explosion or other form of combustion

2. Ammunition or reloaded ammunition

3. Knives, razor blades, and box cutters: any dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 2 1/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade

4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices

5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun

6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon

7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the AMPS. (Education Code 49331, 49332)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use their own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the Site Director immediately
2. Immediately notify the Site Director, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the Site Director

When informing the Site Director about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The Site Director shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, if the Oakland Police determine it is not a dangerous weapon upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

20. Adaptations for Students with Disabilities During Disaster Procedures (SB 323)

In recognition of the need for inclusive safety measures, the AMPS Board commits to ensuring that all disaster preparedness and response procedures are fully accessible and accommodate the needs of students with disabilities. The aim is to foster a safe and supportive environment where every student's wellbeing is safeguarded during emergencies.

Policy Statement:

AMPS acknowledges the heightened vulnerability of students with disabilities during disasters and emergencies. Therefore, the Board mandates the incorporation of specific adaptations and accommodations in all disaster procedures to meet the unique needs of these students. This policy is aligned with our commitment to inclusivity, equity, and the rights of students with disabilities to safety and protection.

Responsibilities:

- **The CEO or Designee's Role:** The CEO or their designee is tasked with ensuring that all disaster preparedness plans include specific provisions for students with disabilities. This includes collaborating with local emergency services, disability advocacy groups, and other relevant organizations to develop effective and inclusive disaster response strategies.
- **Staff Training:** All staff members, including educators, administrators, and support personnel, shall receive training on the unique needs of students with disabilities in disaster situations. This training will cover identification of specific needs, emergency communication methods, evacuation procedures, and the use of specialized equipment.
- **Individualized Disaster Response Plans:** For students with identified disabilities, individualized disaster response plans (IDRPs) shall be developed in collaboration with the student, their parents or guardians, and relevant healthcare professionals. These plans will detail specific accommodations, medical needs, and evacuation procedures tailored to the student's unique needs.

Grievance Procedures:

Should a student with a disability or their guardian feel that the accommodations provided during a disaster were inadequate or not in accordance with their IDRPs, they are encouraged to contact the Site Director immediately. The Site Director, or their designee, will investigate the complaint following the AMPS Uniform Complaint Policy and take appropriate action to address and rectify the situation.

Training and Awareness:

AMPS shall provide ongoing training for students, staff, and faculty on the adaptations for students with disabilities during disasters. This will include regular drills that accommodate and practice the specific procedures outlined in IDRPs, ensuring that the AMPS community is prepared and responsive to the needs of all students during emergencies.

Enforcement and Review:

Compliance with this policy shall be monitored by the Site Director/CEO or designee. Regular reviews of disaster procedures and individual plans shall be conducted to ensure effectiveness and relevance. Staff who fail to adhere to these protocols or to implement IDRPs adequately will be subject to disciplinary action in accordance with AMPS Board policy and administrative regulations.

Through the implementation of this policy, AMPS reaffirms its commitment to creating an inclusive and safe educational environment for all students, particularly those with disabilities, during times of disaster and emergency.

Adaptations for Students with Disabilities During Disaster Procedures Monitoring Tool

Purpose: This tool is designed to monitor and evaluate the implementation of adaptations for students with disabilities during disaster procedures, ensuring that AMPS schools comply with SB 323 requirements and best practices for emergency preparedness and response.

Section 1: Policy and Planning

- **Policy Review Checklist:**

- € The school's emergency preparedness policy includes specific adaptations for students with disabilities.
- € Procedures are in place for identifying and assessing the individual needs of students with disabilities in the context of disaster preparedness.
- € Plans include detailed evacuation, shelter-in-place, and lockdown procedures adapted for students with disabilities.
- € Communication plans address the needs of students with varying disabilities, ensuring accessibility and comprehension.

- **Planning Documentation:**

- € Individualized Education Programs (IEPs) or 504 plans include personalized disaster preparedness and response strategies.
- € Emergency response teams have access to and training on the specific needs and adaptations required for students with disabilities.
- € Coordination with local emergency services includes discussions and planning for students with disabilities.

Section 2: Training and Drills

- **Staff Training Records:**

- € Records of training sessions provided to staff on the adaptations for students with disabilities during emergencies.
- € Documentation of specialized training for staff members directly responsible for students with disabilities.

- **Drill Logs and Evaluations:**

- € Scheduled drills include specific scenarios addressing the needs of students with disabilities.
- € Post-drill evaluations assess the effectiveness of adaptations and accommodations, with feedback from staff and students.

Section 3: Communication Systems

- **Accessibility Audit:**

- € Evaluation of the accessibility and effectiveness of emergency communication systems for students with disabilities.

- € Mechanisms for students with disabilities to request help and communicate their needs during a disaster.

- **Parent/Guardian Communication Plan:**

- € Procedures for promptly informing parents/guardians of students with disabilities about emergencies and the school's response.

Section 4: Physical Environment and Equipment

- **Accessibility and Safety Inspection:**

- € Regular inspections of school facilities to ensure accessibility and safety for students with disabilities during an emergency.
- € Availability and maintenance of specialized equipment and aids required for emergency evacuations and sheltering.

Section 5: Response and Recovery

- **Incident Reports and Analysis:**

- € Documentation of incidents involving students with disabilities during drills or actual emergencies.
- € Analysis of the response, focusing on the effectiveness of adaptations and accommodations, and identifying areas for improvement.

- **Recovery Support Services:**

- € Plans for providing continuous support and necessary services to students with disabilities post-disaster.

Section 6: Review and Update

- **Policy and Plan Review Schedule:**

- € Annual review and update of disaster procedures and adaptations for students with disabilities, incorporating feedback and lessons learned.

- **Stakeholder Feedback Mechanism:**

- € Processes for gathering feedback from students, parents, and staff on the effectiveness of adaptations and accommodations during emergencies.

Monitoring and Reporting: The Site Director or designated emergency preparedness coordinator is responsible for completing this monitoring tool, reviewing each section semi-annually, and after any drill or actual emergency event. The findings should be reported to the AMPS Board and used to update training, resources, and plans as needed.

Documentation and Compliance: All documentation related to the monitoring tool, including checklists, training records, drill logs, and incident reports, should be maintained securely by the school administration. This documentation will serve as evidence of compliance with SB 323 and will be critical for ongoing improvement of emergency preparedness for students with disabilities.

This monitoring tool is designed to be a living document, adaptable to the changing needs of the student population and evolving best practices in disaster preparedness and response. Regular updates and reviews are essential to ensure that the adaptations for students with disabilities remain effective and comprehensive.

21. Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity (SB 671)

In alignment with its commitment to maintaining a secure and supportive educational environment, the AMPS Board adopts a comprehensive approach to promptly and effectively address reports of dangerous, violent, or unlawful activities within the school community. This policy underscores the importance of safeguarding the welfare of students, staff, and faculty, while also upholding the principles of fairness and due process.

Policy Overview:

AMPS is dedicated to fostering a safe learning environment free from threats, violence, and unlawful activities. To this end, the Board mandates the establishment of clear procedures for the assessment and response to any such reports, ensuring the safety and security of the school community while respecting the rights of all individuals involved.

Reporting Mechanism:

- **Immediate Reporting:** Students, staff, and faculty are encouraged to report any observation or knowledge of dangerous, violent, or unlawful activities to the Site Director or designated safety officer immediately.
- **Anonymity and Protection:** AMPS shall provide avenues for anonymous reporting and shall take measures to protect the identity of reporters from potential retaliation.

Assessment Procedures:

- **Initial Assessment:** Upon receiving a report, the Site Director or designee shall conduct a preliminary assessment to ascertain the immediacy and severity of the threat. This may involve consulting with relevant personnel, including security staff and mental health professionals.
- **Threat Assessment Team (TAT):** For cases deemed to pose a significant threat, a multidisciplinary Threat Assessment Team shall be convened. This team will include representatives from the school administration, mental health professionals, law enforcement (if necessary), and other relevant stakeholders. The TAT will be responsible for conducting a thorough assessment of the situation, including the context, the individuals involved, and the nature of the reported activity.

Response Strategies:

- **Immediate Action:** If the assessment indicates an imminent threat, immediate measures will be taken to ensure the safety of the school community, which may include lockdowns, evacuations, or involving law enforcement agencies.
- **Intervention and Support:** For situations that require intervention rather than immediate emergency response, AMPS shall implement appropriate support measures. This may include counseling, conflict resolution, behavioral agreements, or disciplinary action in accordance with AMPS Board policy and administrative regulations.

- **Communication:** Clear and timely communication with the school community and, when necessary, with parents or guardians will be maintained, respecting confidentiality and legal obligations.

Training and Awareness:

- **Regular Training:** All staff and faculty will receive regular training on recognizing signs of potential violence or unlawful activity, reporting procedures, and response protocols.
- **Student Awareness:** Students will be educated on the importance of reporting dangerous activities, the mechanisms in place for reporting, and the school's commitment to their safety.

Review and Improvement:

The effectiveness of these procedures will be regularly reviewed and evaluated by the Site Director/CEO or designee, with input from the Threat Assessment Team and the school community. Adjustments and improvements will be made as necessary to ensure the ongoing safety and security of the AMPS community.

Through the enactment of this policy, AMPS reaffirms its dedication to maintaining a safe and secure educational environment, where all members of the school community are empowered to contribute to the safety and well-being of one another.

Monitoring Tool for "Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity (SB 671)"

Purpose

This tool is designed to monitor and evaluate the implementation and effectiveness of the Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity within AMPS schools, as outlined in SB 671.

Monitoring Components

1. Incident Reporting Tracking

- **Data Collected:** Number of reports received, nature of the incidents (dangerous, violent, unlawful), source of reports (students, staff, parents).
- **Frequency:** Continuously updated as reports are received.
- **Responsible Party:** School Safety Officer or designated staff.

2. Response Time Analysis

- **Data Collected:** Time taken from report receipt to initial response, and from initial response to resolution.
- **Frequency:** Analyzed for each reported incident.
- **Responsible Party:** School Administration.

3. Risk Assessment Accuracy

- **Data Collected:** Outcomes of risk assessments compared to the actual developments of the incidents.

- **Frequency:** Post-incident analysis for each report.
- **Responsible Party:** Risk Assessment Team.

4. Intervention Effectiveness

- **Data Collected:** Types of interventions used (e.g., counseling, disciplinary action), follow-up outcomes, recurrence of similar incidents.
- **Frequency:** Evaluated at 1 month, 3 months, and 6 months post-intervention.
- **Responsible Party:** School Counselors and Disciplinary Committee.

5. Training and Awareness Program Efficacy

- **Data Collected:** Attendance records, pre- and post-training assessments, feedback from participants.
- **Frequency:** After each training or awareness session.
- **Responsible Party:** Training Coordinators.

6. Communication and Notification Efficiency

- **Data Collected:** Timeliness and clarity of communications to staff, parents, and authorities; feedback from stakeholders.
- **Frequency:** Evaluated after each incident.
- **Responsible Party:** Communication Office.

7. Compliance and Policy Adherence

- **Data Collected:** Instances of non-compliance or deviations from the established protocols.
- **Frequency:** Ongoing with formal reviews annually.
- **Responsible Party:** Compliance Officer.

Reporting and Review

- **Reporting Format:** Quarterly reports summarizing data, trends, and key insights, along with recommendations for improvements.
- **Annual Review:** Comprehensive annual review to assess overall effectiveness, identify areas for improvement, and adjust protocols as necessary.
- **Review Board:** Comprised of school administrators, safety officers, counselors, and a representative from the Board of Directors.

Tools and Technology

- Utilize data management software to track and analyze reports and responses.
- Implement survey tools for gathering feedback from staff, students, and parents.

Implementation and Oversight

- **Initial Setup:** Training for relevant staff on using the monitoring tool and understanding their responsibilities.
 - **Ongoing Oversight:** Assigned to a Monitoring and Evaluation Committee to ensure continuous and effective use of the tool.
-

This monitoring tool provides a structured approach to overseeing the implementation of SB 671 protocols, ensuring accountability, effectiveness, and continuous improvement in handling reports of dangerous, violent, or unlawful activities within AMPS schools.

22. Protocol for Responding to Opioid Overdoses (SB 10)

Recognizing the growing opioid crisis and its potential impact on the secondary school community, the AMPS Board is committed to implementing a proactive and comprehensive approach to manage and respond to opioid overdoses. This protocol is aimed at safeguarding the health and well-being of students, staff, and visitors by ensuring timely and effective responses to overdoses.

Policy Statement:

AMPS acknowledges the critical importance of being prepared for opioid overdose incidents within the school premises. The Board mandates the adoption of a set of clear, actionable steps to address such emergencies, ensuring that all school personnel are equipped with the necessary training and resources to respond effectively.

Preparedness and Prevention:

- **Education and Awareness:** AMPS shall initiate awareness programs for students, staff, and parents about the dangers of opioid use, the signs of an overdose, and the importance of immediate action in such situations.
- **Staff Training:** Designated staff members, including school nurse, health educators, and security personnel, will receive specialized training in identifying opioid overdose symptoms and administering naloxone (an opioid overdose reversal medication), in compliance with state laws and medical guidelines.
- **Naloxone Availability:** Naloxone kits shall be made readily available in easily accessible locations throughout the school premises, and trained personnel will be informed of these locations.

Response Protocol:

- **Immediate Action:** In the event of a suspected opioid overdose, trained personnel shall immediately assess the situation and administer naloxone if an overdose is suspected.
- **Emergency Services:** Simultaneously, 911 or the local emergency number shall be called to ensure that professional medical assistance is on the way.
- **Support and Safety Measures:** The affected individual will be monitored continuously until emergency medical services arrive. Efforts will be made to ensure the safety and privacy of the individual while minimizing exposure or alarm to other students and staff.

- **Post-Incident Support:** Following an overdose incident, AMPS shall provide support to the affected individual, peers, and school staff. This may include counseling services, referrals to substance abuse treatment programs, and education on drug abuse prevention.

Reporting and Documentation:

- **Incident Reporting:** All opioid overdose incidents shall be documented and reported in accordance with school policies and state regulations, respecting confidentiality and privacy laws.
- **Review and Learning:** Each incident will be reviewed to assess the response and to identify any improvements or adjustments needed in the protocol.

Community Collaboration:

- **Partnerships:** AMPS will collaborate with local health departments, emergency responders, and substance abuse prevention organizations to enhance the school's preparedness and response to opioid overdoses.
- **Family and Community Engagement:** The school will engage with families and the wider community to raise awareness about opioid risks and prevention strategies, fostering a supportive network for substance abuse education and prevention.

By adopting this protocol, AMPS demonstrates its dedication to the health and safety of its community, taking a proactive stance in addressing the challenges posed by the opioid crisis. This policy reflects the Board's commitment to creating a safe and supportive environment where students and staff are empowered to act decisively and compassionately in the face of opioid overdose emergencies.

AMPS Monitoring Tool for Opioid Overdose Response Protocol

Purpose:

This tool is designed to monitor the implementation and efficacy of the Opioid Overdose Response Protocol at AMPS schools, ensuring compliance with health and safety standards and readiness to respond effectively to opioid overdose incidents.

Section 1: Protocol and Policy Compliance

- **Protocol Review Checklist:**
 - € The school's opioid overdose response protocol is aligned with current health guidelines and legal requirements.
 - € The protocol includes clear steps for identifying and responding to opioid overdose.
 - € Contact information for local emergency services and procedures for their involvement is up-to-date and accessible.
- **Policy Accessibility:**
 - € The protocol is readily available to all staff, particularly those in student-facing roles.
 - € Students and parents are aware of the protocol's existence (not necessarily detailed procedures).

Section 2: Training and Awareness

- **Staff Training Records:**

- € Documentation of completed training sessions on opioid overdose recognition and response for relevant staff.
- € Records of periodic refresher training sessions.

- **Awareness Programs:**

- € Initiatives or programs aimed at raising student awareness about the dangers of opioid use.

Section 3: Resources and Equipment

- **Naloxone Availability:**

- € Availability of naloxone kits in accessible, clearly marked locations.
- € Regular checks to ensure that naloxone is within its expiry date and in good condition.

- **Emergency Equipment:**

- € Availability of emergency medical equipment and first aid supplies.

Section 4: Emergency Response and Reporting

- **Incident Response Procedure:**

- € A clear, step-by-step response plan for opioid overdose incidents, including post-response procedures.
- € Mechanisms for quickly securing the scene and ensuring student safety.

- **Incident Reporting and Analysis:**

- € A secure and confidential system for reporting opioid overdose incidents.
- € Procedures for analyzing incidents to improve future response and prevention strategies.

Section 5: Collaboration and Community Involvement

- **Partnership with Health Authorities:**

- € Collaboration with local health authorities for training and resource support.
- € Involvement of local health experts in awareness programs.

- **Parent and Community Engagement:**

- € Strategies to involve parents and the community in opioid awareness and prevention efforts.

Section 6: Review and Update

- **Regular Review Schedule:**

- € Scheduled reviews of the opioid overdose response protocol and monitoring tool.

- € Inclusion of feedback from staff, students, and community stakeholders in the review process.

Monitoring and Reporting: The designated health and safety coordinator at each AMPS school is responsible for completing this monitoring tool and conducting reviews semi-annually and following any incident. The results should be reported to the AMPS Board and used for continuous improvement of the opioid overdose response protocol.

Documentation and Compliance: Maintain thorough records of all training, resource checks, incidents, and reviews. This documentation will serve as evidence of proactive measures taken by the school to prevent and respond to opioid overdoses and will be crucial for ongoing protocol enhancement.

This tool is a dynamic document, meant to evolve with new insights, changing situations, and updated best practices in opioid overdose response and prevention. Regular updates and assessments are vital to ensure the protocol remains relevant, effective, and in line with the best interests of the student community.

References

- A. Oakland Charter High School Student and Family Handbook

A copy of the Oakland Charter High School Student & Family Handbook is located in the school office, 2433 Coolidge Ave. Oakland CA 94610

- B. Amethod Public Schools Employee Handbook

A copy of the AMPS Employee Handbook is located at the Human Resources Department, 1450 Marina Way South Richmond, Ca 94804

- C. Amethod Public Schools Board Policies

Title IX, Harassment, Intimidation, Discrimination and Bullying Policy

Board Policy: 5033 Human Trafficking Prevention Policy

Board Policy: 5041 Comprehensive Sexual Health Policy

Mandated Reporter Policy- AMPS Employee Handbook pp. 23-24

Board Policy 5039 Campus Search & Seizure Policy

Board Policy 5044 Dress Code and Uniform Policy

Personnel Policy- Employee Safety – Notice to Employees of Potentially Dangerous Persons

- D. Department of Homeland Security Bomb Threat Checklist is printed and posted in the front office.

Overall Achievements Summary in 2023-2024:

Component 1: People and Programs

- Installed automatic gates and enhanced the campus camera system for improved security.

- Implemented safety measures at crosswalks and developed comprehensive emergency directories.
- Increased visibility and interaction between security, custodial staff, and students.
- Executed professional development programs focusing on Restorative Justice and conflict de-escalation.
- Expanded peer mentoring and advisory curriculum to enhance student collaboration and inclusivity.

Component 2: Places

- Expanded the Kickboard program and Matador Store, incentivizing positive behavior and academic success.
- Instituted regular academic success celebrations, fostering a culture of recognition and respect for learning.

AMPS



AMETHOD PUBLIC SCHOOLS

Family Handbook
2024-2025

Amethod Public School (AMPS) Campuses

www.amethodschools.org

Oakland Charter Academy Middle School (OCA)

4215 Foothill Blvd. Oakland, CA. 94601
(510) 532-6751 Fax (510) 532-6753

Downtown Charter Academy Middle School (DCA)

2000 Dennison Street, Oakland CA 94606
(510) 535-1580 Fax (510) 535-1597

Richmond Charter Academy Middle School (RCA)

1450 Marina Way South Richmond, CA 94804
(510) 235-2465 Fax (510) 235-2487

Oakland Charter High School (OCHS)

2433 Coolidge Ave Oakland, CA 94601

Benito Juarez Elementary School (BJE)

1450 Marina Way South Richmond, CA 94804
(510) 215-7009 Fax: (510) 215- 7016

John Henry High School

1402 Marina Way South Richmond, CA 94804
510-235-2439 Fax:510-235-2487

AMPS: Who We Are



OUR BEGINNING

What Does "Amethod" mean?

Amethod describes the value that not all communities or schools have the same need. We took the wording and created our unique name.

There is a method unique to every campus, respectively.



The Amethod Public Schools (AMPS) organization operates the oldest charter school in the East Bay Area, and one of the oldest in the state. The original "Jingletown" Charter School, later to be named Oakland Charter Academy, opened in 1994 as the 8th charter school established in California. Since then, Oakland Charter Academy has grown from a single middle school site, to the present five campus, multi-city and multi-county charter school system. The AMPS network has continued to deliver

a top-notch free public-school education that has produced a National Blue Ribbon Award school, a California Distinguished School, and some of the highest performing middle and high school programs in the state and country.

Every Amethod Public School campus is characterized by a culture that is structured, supportive, and focused on academic work. The ethos of the AMPS community is rooted in offering a vibrant and rigorous school program that intends to prepare students for life beyond the K-12 system. The staff and faculty strive to ensure that the policies, core values, objectives and goals are consistently reinforced throughout the year.

It is our organizational intent to make student achievement our highest priority; and through our different programs, we will offer the needed support for success. It is with the same consideration that we expect that families make the same commitment to their child and school to reach the goal of academic success. Our staff is often available beyond the traditional school calendar and daily hours to assure student academic success, and we therefore ask families to also support the extra efforts of this school system by committing to a different type of public-school program.

AMPS Mission Statement

Amethod Public Schools (AMPS) seeks to prepare students to be driven individuals that take calculated risks for the good of their academic progress, families, and their community. In turn creating young men and women who persevere as they seek knowledge through college, community, and beyond. AMPS seeks to strengthen the character and academic skills needed for underserved students to excel competitively in schools, and colleges in preparation to take up positions of responsibility and distinction in society. Central to the network's mission is the belief that all students can succeed in rigorous college-prep environments when provided with high expectations, capable educators and leaders, a disciplined commitment to academics, extended time for learning, and access to a wide range of enriching learning experiences. It is now a truism that an excellent college education is necessary for expanded opportunities in an increasingly competitive and global 21st century job market, and together as a school community we will persist to meet that challenge.

AMPS Vision

Amethod Public Schools foster students' motivation and belief in academic achievement and goals. 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 themselves, and challenge all families to expect more from their schools, themselves, and their children for a prospective future for the next generation.

AMPS Core Values

The Core Values of the organization are those values we hold which form the foundation on which we perform work and conduct ourselves. In an ever-changing world and business, core values are constant. Core values are not descriptions of the work we do or the strategies we employ to accomplish our mission. The values underlie our work, how we interact with each other, and which strategies we employ to fulfill our mission. The core values are the basic elements of how we go about our work. They are the practices we use (or should be using) every day in everything we do.

**Students First
Perseverance
Responsibility
Adaptability
Commitment to Distinction**

Attendance Policies

Our policy states that if a student has more than five (5) unexcused absence days, they may be retained. Perfect or excellent attendance should be a goal for every student.

Absences Procedure

If a student will be absent, parents/guardians are responsible for calling the school on the day of the absence before the school day begins. Our sites use an automated system that will record your message before and after regular office hours, thus parents need to leave a message with the following information:

- Child Name
- Grade level
- Parent name
- Date of Absence
- Reason for Absence
- Date of return
- Phone number where you can be reached

Children between six and eighteen years of age must attend school. Parents will be held responsible; (Ed. Code 48293)

When the student returns, the student must bring a proof of absence such as a doctor's note, explaining the absence/s. Parents are encouraged to pick-up student's homework when they are

absent any time before 4pm. Parents will be called in the morning to ask about their child's absence. Students who are absent may be required to attend Ed Center after school to make up missing work. Students with more than three (3) absences are considered truant.

Sample Non-Excused Absences

- Rain (weather)
- Being tired
- Vacations
- Lack of Transportation
- Child or Parents overslept
- Hates school
- No alarm clocks

Schedule Appointments for After School Hours

Families are encouraged to schedule doctor and dentist appointments outside of school time. The best times are on Friday afternoons after 12:30 p.m., or days when school is not in session. In the rare case when a student has a medical appointment during school hours, it is expected that the student will come to school before the appointment and return to school after the appointment to finish the remainder of the school day.

Skipping Class

Any student caught skipping class will receive an unexcused absence, which may lead to being truant. Consequences for skipping also include detention and may result in an involuntary removal from the Charter School. Any student that leaves school without permission may forfeit their field trip and/ or activity participation.

Suspensions Are Considered Absences

If students are absent from school due to suspension, these days will be treated as absences.

Dismissal

Students are expected to stay in school until the very end of the school day. All students will be dismissed by their teachers at the time specific to their school site. Early pickups are disruptive to the learning environment. Our learning environment is extremely important to the success of your student and we strongly discourage any disruption of a class to prepare a student's homework if they need to leave early. Please make sure your child alerts their teachers in the morning of an early leave.

How the School Tracks and Follows Up on Student Absences

The Charter School will keep records of all student absences. If a student misses school repeatedly, Charter School staff will make reasonable efforts to contact the student's parent/guardian and/ or emergency contacts by telephone, writing, or in person.

Absences and Missed Work

When a student is absent, the student must contact the teacher to get the homework assignments for that day. Homework assigned the day of a student's absence is expected to be turned in on the day the student returns unless the student has contacted their teacher prior to returning and the teacher has agreed that the student has an extra day to complete the assignment. Homework due the day of absence is to be turned in the day that student returns.

Students are responsible for informing teachers of any expected missed class time and are responsible for completing all homework when absent. Since missing class affects academic achievement, repeated absences may be reflected in the student's grades. If a student is repeatedly late or absent, the director, teacher(s), student and parent or guardian will meet to address the issue.

Tardiness

Tardiness is disruptive to the learning process. It has a negative impact on the entire class, not just the child who is tardy. It is the policy of AMPS campuses to have students arrive to class on time.

Each student is expected to be in class each day, on time. Students who arrive after 8:45 AM are considered late, and must adhere to the consequences listed below. If students are tardy, they will receive a Tardy Pass documenting the time of arrival.

The following are excused tardies/absences:

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as required by law or permitted under this Attendance Policy.

A student's absence shall be excused for the following reasons:

1. Personal illness, including an absence for the benefit of the pupil's mental or behavioral health
2. Quarantine under the direction of a county or city health officer.
3. Medical, dental, optometric, or chiropractic appointments:
 - a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
4. For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five (5) days per incident. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
5. For any of the following reasons, if an immediate family member of the pupil, or a person that is

determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died:

- a. To access services from a victim services organization or agency.
- b. To access grief support services.
- c. To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

6. Participation in religious instruction or exercises as follows:
 - a. The student shall be excused for this purpose on no more than four (4) school days per month.
7. For the purposes of jury duty in the manner provided for by law.
8. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excuse).
9. To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
10. For the purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.
11. Attendance at the student's naturalization ceremony to become a United States citizen.
12. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.
13. Authorization at the discretion of the Executive Director or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
14. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that

the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.

15. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
16. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.
17. For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
 - a. A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one school day-long absence per school year.
 - b. A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.
18. For the following justifiable personal reasons for a maximum of five (5) school days per school year (unless otherwise indicated), upon advance written request by the student's parent or guardian and approval by the Executive Director or designee pursuant to uniform standards:
 - a. Appearance in court.
 - b. Observance of a holiday or ceremony of the pupil's religion.
 - c. Attendance at religious retreats (not to exceed one school day per semester).
 - d. Attendance at an employment conference.
 - e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence.

Note: All AMPS schools have an "everything earned" culture. Students who are truant may not be allowed to participate in school events, such as field trips and assemblies.

Truancy

Under state law, a pupil who, without a valid medical excuse, is absent from school for three full days

in one school year or is tardy or absent for more than thirty (30) minutes during the school day on three (3) occasions in one school year, is considered truant. Once a student is designated a truant, state law requires schools, districts, counties, and courts to intervene to ensure that parents and pupils receive certain services to assist them in complying with attendance laws.

Student Attendance Review Board ("SART")

AMPS has implemented a Student Attendance Review Team ("SART") process to address attendance and tardy issues. These panels are designed to meet with parents/guardians of children who have exceeded the allowable amount of unexcused absences. The purpose of the meeting is to discuss the child's attendance record and develop a plan for the child's regular participation in school drawing from community resources where possible. The team shall include representatives of the school, including teachers and directors, as well as community members, which may include district, county, police, and child welfare representatives. The Chief Academic Officer or designee shall chair all SARB panels.

Procedures for Excessive Absences/ Tardies

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Executive Director or designee. The student's classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Executive Director or designee. In addition, the student's classroom teacher may also call home and/or the Charter School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "Truancy Letter #1 – Truancy Classification Notice" from the Charter School notifying the parent/guardian of the student's "Truant" status. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked. This letter shall be re-sent after a fourth (4th) unexcused absence.
3. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "Truancy Letter #2 – Habitual Truant Classification Notice and Conference Request," notifying the parent/guardian of the student's "Habitual Truant" status and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract.
4. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a "Truancy Letter #3 – Referral to SART Meeting" and the student will be referred to a Student Success Team (SST) and the SART.
5. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below.
6. If a student is absent ten (10) or more consecutive school days without valid excuse and

the student's parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of this Policy and the SART contract (if any) and may be subject to disenrollment in compliance with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known school district of residence.

7. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.
8. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.

Involuntary Removal Process

No student shall be involuntarily removed by Amethod Public Schools (AMPS) for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the pupil and an explanation of the pupil's basic rights including the right to request a hearing before the effective date of the action, and the CDE Enrollment Complaint Notice and Form.

The hearing shall be led by the Amethod Public Schools Board of Directors. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until Amethod Public Schools issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the AMPS suspension and expulsion policy.

Upon parent/guardian request for a hearing, AMPS will provide notice of hearing, through which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of the AMPS expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the

parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent AMPS from making a similar recommendation in the future should student truancy continue or reoccur.

Referral to County District Attorney

If a child's attendance does not improve after a SARB meeting, or if the parents fail to attend a required SARB meeting, the parents and the child may be referred by AMP Schools to the District Attorney's office for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication. Families need to understand that excessive absences and tardies are counter to a child's well-being.

Please see the Attendance Policy for more information, it can be found as a file attached to our website under the AMPS Family Handbook tab.

Arrival and Drop-offs; Dismissal and Pick-ups

School Hours

Class begins promptly at the designated start time. If your student is not in an after-school program such as tutorial or detention, then they are not allowed on campus due to a lack of supervision and must be picked up by 4:00 pm. See specific bell schedules for designated start and end times.

Students must decide with their parents in advance to be dropped off and picked up at school at the appropriate time. Students who remain after school must always remain on campus and follow all school rules.

Carpooling

To reduce traffic flow and parking issues, we highly recommend carpooling.

Morning Drop-Off Procedures:

Please be at school at the designated start time. If arriving after the start time students must go to the main office, sign-in tardy, and get a slip before going to their first period class.

- When dropping off your child at school, please make sure you have pulled up to the curb and that your student can safely exit the vehicle and go immediately into the school.
- If dropping off at any location other than the front of our school, students will be responsible for arriving at school on time.
- As of this school year, our catering organization (Better 4 You) will be providing breakfast before school starts. Please drop your child off early if they wish to partake in this new program.

Afternoon Pick-Up Procedures

Students are only allowed to stay after school for the following reasons:

- They are participating in ASES or a staff sponsored student activity (sports, clubs, student government, etc.).
- They have been assigned detention or homework center.
- They are receiving tutoring from a staff member.

Students who choose to participate in after school activities, must regularly attend the programs. Students may not leave campus until the program ends or they are released to their parents. Students who cannot abide by this and other school rules, will be removed from their program.

If your child has after school tutoring or detention, they are required to stay for the full duration. You may not pick them up early unless there is an emergency, and you must sign them out at the office in person.

Early Sign-outs

Please do not take your child out of school earlier than the dismissal time. Only early dismissals for doctor's appointments (that cannot be scheduled for Fridays after 12:30), funerals, and illnesses will count as excused absences. All other early pick-ups are considered unexcused.

We will evaluate the early dismissal log on a quarterly basis. If a child has excessive early dismissals, we will start the SARB (Student Attendance Review Board) process, which involves a meeting with the administration, and local community representatives which may include district, county, police, and child welfare representatives, to draft an attendance improvement plan, and strict consequences for not following through with the plan that is created. Since missing class can negatively impact academic achievement, repeated absences and excessive early pick-ups may be reflected in your student's grades and acquisition of new skills.

- In the rare event that a student needs an early dismissal, the following procedures must be followed: The student must call their legal guardian using the office phone
- The student will remain in class or the main office until an adult arrives to pick them up
- An authorized adult must come in to sign the student out – we will only release students to an adult over the age of 18 who is listed on the emergency contact form
- The student must make up all missed work

School Visitor Policy

A notice setting forth visitor registration requirements, will be posted at entry points stating hours during which registration is required, the registration location, that location, and the penalties for violation of registration requirements.

In order to register, visitors shall, upon request, furnish the Director or designee with the following information:

1. Their name, address and occupation

2. Their age, if less than 21
3. The purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

Please see the Visitation and Volunteer Policy for more information. It can be as a file attached to our website under the AMPS Family Handbook tab.

Academic Program

The AMPS mission and values drive all aspects of the academic program including content standards, curriculum, teacher domains, instruction, and assessment. Every aspect of the AMPS culture supports high academic performance, instilling in students the academic and character qualities needed to succeed in school, college, and in life.

Our schools are data driven and as such, every AMPS site will have an assessment calendar and dates that will detail the bimonthly assessment of all students to capture progress and regression in content areas throughout the year. The intent is to restructure needed lessons, tutoring programs, re-teach models, and other programs to assure student progress towards goals.

Classroom Expectations

1. Students are to come to class prepared with completed homework. While the school will provide supplies, it is recommended that students bring supplies as well. A recommended list of supplies can be provided by your child's school.
2. Students are to demonstrate respect towards all individuals in the classroom by listening and tracking the speaker and refraining from talking when others are speaking.
3. Students are to stay on task throughout each class period and actively participate in all classroom activities.
4. Students are to ask questions when needing clarification.
5. Students will seek to help each teammate rather than criticize during intense moments of learning.

Grading Policies

Report cards are issued every nine (9) weeks. Parents/guardians may be required to come in for at least one (1) parent-teacher conference during the school year. Report card grades will reflect the effort and work students put forth in these areas. Please note that parents and guardians can access a student's record of attendance and grades at any time through the PowerSchool Portal. If you need assistance with login, please do not hesitate to contact the office.

Homework

Homework is an essential part of the AMPS educational program. The purpose of homework is to reinforce skills taught in the classroom, to help students develop a deeper understanding of concepts, and to promote good study habits. Students must begin to develop positive work ethic and habits as they prepare their path towards college, and homework is a large part of that preparation. Part of homework is study time for tests and quizzes that make part of your child's grades. If your child is not submitting assigned homework, then expect this to be reflected in low grades. Over school breaks, holiday and summer packets will be assigned, and a parent/guardian signature is required.

Homework will be assigned daily and on weekends. This means that families must help students with their homework in ways that include:

- Checking and signing HW Planners
- Manage time with extracurricular activities
- Monitoring reading time and reading logs
- Monitor screen time (TV, cell phone, iPad, video games, etc.)
- Creating routines at home for students to complete their homework
- Provide a quiet, organized place to work

Family assistance is encouraged; however, the student must complete their homework independently in order to benefit from the additional practice. Please do not do your child's homework for them. Adult writing identified in a child's homework will be considered incomplete.

Homework Methods:

- Follow teacher instructions for assignments
- Homework must be completed in full and in accordance with high standards for neatness, hard work and professional presentation
- All students are provided with homework folders. Homework folders are designed to teach students essential organizational skills. All assigned homework must be completed and, in the folder,
- All homework must be neat, clean, and thorough
- If the homework is late, missing, incomplete, or of poor quality, or is not completed properly, students will receive an Ed Center. If the problem continues to exist then the parent/guardian will have to attend a meeting with the classroom teacher and school administration
- Students with IEP will work with staff accordingly for their modified plans for success.

Assessments

At AMPS students will have multiple and varied opportunities to demonstrate what they know and what they can do in all your classes. Since the school's mission is to prepare students for college and beyond, rigorous and comprehensive course examinations are an important part of student assessment. Major quarterly and final exams will be used to evaluate students' mastery of course material at the end of each quarter and semester. Additionally, individual grade levels have specific exam requirements. Information will be sent throughout the year.

Academic Support

All students need extra help at times in order to be successful. We offer several types of academic support to our students. Teachers respond to our students' needs through their curriculum and instructional strategies.

Targeted academic support is also provided for students throughout the day during the Individualized Learning Block, small group instruction, and English Language Arts ("ELA") and Math Intervention.

If you are not enrolled in ASES, homework assistance can be obtained by reaching out to your subject teachers. At AMPS we understand each student has independent needs, and we are here to help meet those needs.

Teachers and instructional aid staff are also available during school hours and after school to help those who require additional support. Students are explicitly taught and always encouraged to ask questions in class and arrange for tutorials to maximize their understanding.

Student Planners

All grade levels will be given a school academic planner. The planner is an important tool to assist students with their organization and time management. It is equally important for families as they can see and track all of their child's assignments. It allows students and families to plan proactively for upcoming dates, including due dates for assignments, tests and evaluations, and extracurricular commitments.

Summer School

One of the core concepts of our program is the belief in increased educational time needed in school and offered through an extended school day and school calendar. If necessary, some students will attend our summer program as a commitment to being an Amethod Public School student.

Supplies & Daily Checklist

Teachers will provide a supply list at the beginning of the year. It is recommended that students bring these supplies to school. If any student cannot provide them, then the school will provide them for the student.

Students should come to school every day with the following items:

- Backpack with black and blue pens, pencils, paper, eraser, pencil sharpener
- School binder
- Completed homework
- Class binders, textbooks, and any other required materials
- Proper uniform

defacing of school property. Students who are caught with Sharpie markers on campus will have the Sharpie markers confiscated and not returned along with the possibility of additional consequences.

Promotion & Retention Overview

The AMPS school standards for progress are high and considerably more demanding than many of the local school districts and schools. The nature of the high stake's certainty of charter schools and the existing achievement gaps among racial and economic subgroups in public education, merit and justify the need for exceeding academic standards and programs. AMPS expects students to progress through each grade within one school year. To accomplish this, instruction will be made to accommodate the varying interests and needs of individual students and include strategies for addressing academic deficiencies when needed. Students shall progress through grade levels by demonstrating growth and mastery in learning and meeting grade-level standards of expected student achievement.

The following criteria will be reviewed in calculating retention of a student

- Grade Point Average (Grades below the mark of C-/2 are considered as failing and receive 0 credits). More than 2 semester grades below a C-/2 may constitute retention
- PE and language are included in grade calculations
- IEP, 504 and other modifications and plans will be reviewed during the retention decision phase
- Multiple measures assessments (including Standardized Testing and Reporting Program and Interim assessments) * these are not used to retain. May be reviewed in conjunction with other areas
- Attendance record (More than 5 unexcused absences may constitute a retention)
- Social Emotional learning & growth (Is their maturity level ready for the next grade)

Parent Notification

When a student is identified as being at risk of retention, the Director or designee shall notify the student's parent/guardian at the earliest time possible. The Director/designee shall also provide a copy of the student's grade and inform the parents of the school's retention policy. Appeal Process for Promoting or Retention Decisions

School Rules, Expectations, & Policies

Our school is structured to provide a safe and orderly educational experience for our students. A safe and organized setting provides a foundation for effective teaching and learning. Our approach to discipline is two-fold. We believe in practices that are both preventative and restorative.

School rules and policies will apply to ALL students. Rules may be added throughout the year at the discretion of the site administration as needed. Our school's expectations are set high in order for all of our students to be successful.

Behavior Policies

The following are sample situations that school staff will have zero tolerance for:

- Drug/alcohol possession
- Bullying (this includes Cyberbullying)
- Possessing Weapons
- Leaving campus without permission
- Gang paraphernalia or graffiti
- Fighting
- Not following schools' rules & procedures

We believe that higher education is the surest path to future success for ALL families, and having high expectations of all students is an absolute necessity.

Drawing the best from every student takes immense effort from the teachers, families, administrators, and students; but the results are well worth it.

The AMPS Method: All is Earned Culture

Families and students need to be aware of the disguised and hidden messages of low expectations widespread in many institutions, including public schools, and the excuses that they spread to inner city families and students of color.

Students will earn and lose the following as appropriate for behavior and work ethic: (A sample list)

1. Time in classrooms
2. Field trips
3. School Events
4. Extracurricular trips
5. Scholarships (CTY, ATDP)

Bullying

There is zero tolerance for bullying. If a student bullies another student, the student will be warned with a referral and the parents/guardians will receive a phone call and a written notice of the incident. If the student is caught in another bullying incident, then the student may be suspended. In order for the student to return to school, the parent must meet with the Principal, and develop a

plan for the bullying to stop. Students can also self-report bullying using the school's self-reporting form for bullying (found in the Dean's office and each classroom). Please see the Suspension and Expulsion Policy and Procedures, the Uniform Complaint Policy and Procedures, and the Harassment, Discrimination, Intimidation and Bullying Policy which are available www.amethodschools.org to file a complaint of bullying.

Cheating and Plagiarism

Cheating/Plagiarism is a serious offense. If a student copies another student's work/homework or if a student gives another student their work/homework, it is considered cheating. Unless a staff member has given the student permission to complete assignments with a teammate(s), all assignments must be completed independently. Please communicate with your teacher for help when in doubt. Plagiarism involves the stealing of someone else's ideas or words as one's own or the imitation of the language, ideas, and thoughts of another author (or person) and representation of them as one's original work, or the use of artificial intelligence¹ or chatbots without giving credit. Depending on grade level and the degree of the violation, acts of cheating/plagiarism will result in one of the following consequences: detention, community service, in school suspension, out of school suspension, or Saturday schools.

Classroom Disturbance

The value of "Respect" is of the utmost importance at AMPS, and therefore classroom disturbances will not be tolerated. Any behavior that disrupts the instructional process, distracts students and/or teachers from classroom activities and studies, and/or creates a dangerous or fearful situation for students and/or staff will result in consequences, such as detention. Consistent disruptions will be dealt with every time in order to keep the class environment safe and conducive to all learning.

Conduct Outside of School Hours

It is imperative that students recognize that they are representatives of their school at all times as they wear their school uniforms or logoed shirt. Therefore, any conduct outside of school hours or away from school which may adversely affect the educational process or endanger the health, safety, morals, reputation, or well-being of other students or staff members may result in a consequence by the school.

Dress Code

-
- ¹• *"Artificial Intelligence"*: Artificial Intelligence ("AI") is a computer, robot, or other programmed mechanical device having the humanlike capacity to perform operations and tasks analogous to learning and decision making in humans, or question answering. Examples of AI include the following:
 - *"Chatbot"*: a computer program in the form of a virtual e-mail correspondent that can reply to messages from computer users.
 - *"ChatGPT"*: ChatGPT is a generative AI chatbot. It is a natural language processing tool driven by AI technology that allows human-like conversations and much more with a chatbot. The language model can answer questions and assist with tasks, such as composing emails, essays, music, images, and code.

This dress code shall be in effect on campus during school and school sponsored activities except where modified by the site administrator for specific extracurricular activities or in special cases. The AMPS staff and administration reserve the right to determine clothing which disrupts or detracts from the educational environment. This dress code is gender neutral. Clothing may be of any fashion, style or design, as determined by the student and the student's parents/guardians.

The following guidelines shall apply to all regular school activities:

1. Appropriate shoes must be worn at all times, which include: sandals with a heel strap, tennis shoes, shoes with laces, and slip on shoes. The following shoes are not permitted: high heel or platform shoes, shoes with grind plates, shoes with wheels, slippers, or flip-flop sandals. Black or white shoes only due to gang color associations and student safety.
2. Accessories: The following are not permitted: wallet chains, facial piercings, or spiked bracelets.
3. Hats, caps or other head coverings shall not be worn unless it is necessary for medical or religious reasons.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, and skirts or shorts shorter than knee-thigh are prohibited. No shirts may be worn that expose bare midriff.
5. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring. Neatly groomed hair is essential to avoid specific gang associations by use of hair designs and/or color.
6. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.
7. No clothing, jewelry, accessories, or hairstyles which are, or include, a picture, writing, or insignia which is: (1) gang related; (2) presents a safety hazard to the wearer or others; (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling; (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health; (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.

Dress Code Violations

If a Charter School staff member determines that a student's attire is inappropriate or disruptive to the educational environment as described hearing, the following may occur:

1. The student may be asked to briefly leave class to change clothing to align with this dress code.

2. The Charter School may confiscate items that violate the dress code.
3. The Charter School may notify the student's parents/guardians of the dress code violation(s).
4. The Charter School may schedule a conference with the student's parents/guardians to discuss the dress code violation(s).

Students may not be disciplined, penalized academically, or removed from class as a consequence for wearing "inappropriate" attire.

For more information, please see the Dress Code Policy, it can be found as a file attached to our website under the AMPS Family Handbook tab.

Closed Campus

Students are not allowed to leave campus under any circumstances once they have arrived on school grounds. All students must be signed out by an adult listed on the emergency card, (who must demonstrate a picture ID) filed at the school prior to leaving the campus at any other time other than the student's designated departure time.

Field Trips

AMPS recognizes and supports the concept of connecting our students with the broader community, both locally and globally, by providing field trips, cultural and art experiences, community service opportunities, and environmental education to fulfill AMPS's mission and philosophy. These activities help to promote tolerance, understanding, and acceptance of others, and enrich the educational experiences of the students, as well as meet the Charter School's goal of creating passionate life-long learners.

The safety and security of our students is a primary priority when planning or participating in field trips or excursions. These activities will be carried out in an appropriate manner to maximize and ensure student safety and to minimize the Charter School's legal liability and financial cost.

Disciplinary Rules

Students are under the jurisdiction of the Charter School Board at all times during the field trip or excursion and all AMPS policies continue to be enforced during field trips and excursions. Charter School disciplinary policies are to be adhered to at all times. (e.g. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material, and use of alcohol and/or controlled substances during the field trip or excursion are strictly prohibited.)

Except as otherwise required by law, a student may be excluded from the trip if their presence poses a safety or disciplinary risk.

For more information, please see the Field trip Policy, which can be found as a file attached to our website under the AMPS Family Handbook tab.

General Maintenance

Students and staff are expected to make every effort to keep all school property and facilities neat and clean. By taking part in keeping their school clean, students will take more pride in their school. As a courtesy and respect for the school facility, and environment, students must not throw trash on the ground or leave trash on tables. All students, staff, and faculty are expected to, and will be required to, assist in helping keep our campuses clean.

Personal Belongings and Gadgets

Students are not allowed to have the following items at school, and should they have personal gadgets, it is their responsibility to store them away through the school day.
(The following is not a complete list)

- Gum
- Toys
- Nail Polish
- Chains
- Any illegal substance
- Sharpie Markers
- Electronics of any kind
- Weapons or any toy weapons
- Video games or any other electronic toys

AMPS will not be held liable for any damage or loss of the above-mentioned items, including electronic items. Items brought to school will be confiscated. A parent must come to school and schedule an appointment with the Site Director to have confiscated items returned at the school leader's discretion.

Public Displays of Affection

The inappropriate public display of affection at school is unprofessional. Students are expected to exercise self-control and respect for the reputation of others. Specifically, any public display of affection (PDA) and or/ inappropriate sexual physical contact, whether affectionate (i.e., hand holding, kissing) or aggressive (i.e., pushing, grabbing) are not in accordance with policies at AMP Schools and will result in disciplinary action.

Rude or Disrespectful Behavior

Students are expected to operate with the utmost integrity at all times, and therefore discourteous or inappropriate language and/or behavior or gestures toward a staff member or student will result in penalties ranging from detention to short-term suspension.

Saturday School

Saturday school is assigned to students who do not finish their break packets, or students who receive three (3) or more referrals in one quarter. There will be one (1) Saturday school per quarter, and if your child is assigned Saturday School, they are required to attend.

School Disturbance

Any act that may cause disruption of the school environment and/or threaten the safety or well-being of other students is strictly prohibited at all AMPS sites. Such activities may include, but are not limited to; gang-related activities, walk-outs, sit-downs, rioting, picketing, trespassing, inciting disturbances, threats to the school, pranks, etc. Penalties for such disturbances may range from lack of privileges, to suspension.

Technology Program

At AMPS, we hope to engage our students meaningfully with the use of Technology on campus. We will not only instruct students how to properly use computers, but also concepts around Digital Citizenship and safety.

Cell Phones

Upon entry to the school campus, cell phones must be turned off (not on vibrate or silent) and put in their backpack, and/or kept out of plain sight. Students may also leave the cell phone with a teacher in the morning and retrieve it at the end of the school day. It is the responsibility of the parent to hold their students accountable to the policies and procedures of cell phone use.

Cell phones will be confiscated if used or visible during school hours without staff permission and will only be returned to the parent at the end of the day.

Please see the Cellphone, Smartphones & Other Electronic Devices Policy, which can be found at www.amethodschools.org

Technology Contract

Each student and family will be required to sign a technology contract before that student is allowed on a school computer. students must be responsible and only use the websites allowed by their teacher. If caught on a different/inappropriate site, the consequences outlined in the contract will be followed.

Students are responsible for loss or damage to AMPS computers. Please see the Annual Notification Guide for the Lost or Damaged Property notice for more information.

Overview of Internet Safety

AMPS has an Internet safety policy which includes, but not limited to, the following:

- ❑ Access by minors to inappropriate matters on the Internet is prohibited
- ❑ Procedures have been established to ensure the safety and security of minors when using the Internet. To this end, training and information will be provided to children so that they will refrain from giving out personal details to unknown parties at all times
- ❑ Constant supervision will be maintained to monitor the activities of the vulnerable children and the type of information they access on the computers
- ❑ AMPS will employ the use of technology such as firewalls and filters augment the effort to maintain the integrity of the technology and internet-based programs.

It is the policy of AMPS Schools to:

- ❑ Prevent user access and transmission of inappropriate material via the Internet utilizing technology resources
- ❑ Prevent unauthorized access and other unlawful online activity
- ❑ Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors, and
- ❑ Comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

The policy applies to all AMPS community members, including students, teachers, staff, and designated contractual or temporary staff.

Technology Protection Measures

AMPS shall filter all Internet traffic originating from any AMPS location to ensure it is appropriate for minors and in compliance with all local, state and federal mandates. The AMPS Home Office support shall maintain the necessary licensing annually to ensure all applicable categories of harmful Internet content is blocked and inaccessible by community members.

AMPS shall also provide for the day-to-day administration of this content filter, which includes, but is not limited to:

- ❑ Manual blocking and unblocking of sites based on requests with legitimate educational purpose
- ❑ Application of appropriate licensing information
- ❑ Selection/de-selection of website categories deemed appropriate or inappropriate by the AMPS leadership community

- ❑ Review and analysis of usage and filtering logs
- ❑ Communication with specific Directorship concerning data and reports generated through the content filtering system

Procedures for the disabling or otherwise modifying any technology protection measure shall be the responsibility of the AMPS Technology Support.

Monitoring and Supervision of Online Activities

It will be the responsibility of all members of AMPS staff responsible for allocating AMPS technology resources for student use to supervise and monitor appropriate usage of AMPS technology resources, especially Internet access, in accordance with the Children's Internet Protection Act.

This includes, but is not limited to:

- ❑ Logging and reporting of AMPS technology resource usage, especially Internet access
- ❑ In-classroom monitoring of student use of technology resources
- ❑ Follow-up meetings with students and/or parents concerning student use of technology resources

For more information, please see the Student Use of Technology and Acceptable Use Agreement, which can be found at www.amethodschools.org.

Education of minors

School staff responsible for allocating AMPS technology resources for student use shall be responsible for providing instruction to students concerning appropriate online behavior utilizing AMPS technology resources. Such instruction shall include review of specific inappropriate behavior, the consequences of such behavior, and an indication of how staff will assist students to be successful with the use of AMPS technology resources while avoiding inappropriate content.

Education of staff

AMPS Support Office staff shall be responsible for training designated staff within individual schools to further train and support school staff on the appropriate use of AMPS technology resources. Said staff will provide guidance and training to other school staff concerning the appropriate use of AMPS technology resources.

Student Health Programs

Physical Education

Physical education is mandated by the California Department of Education and should be encouraged by parents and families to keep kids active and healthy. AMPS adheres to the state standards and acknowledges the importance of regular Moderate to Vigorous Physical Activity (MVPA).

If your child plays sports either in or out of school and sustains an injury, please make sure to alert the school office. We require a doctor's note for prolonged absence from PE.

Peanut Free and Strawberry Free Campus

In order to keep our campus safe for all students, we will have a peanut and strawberry free school. Therefore, students are not allowed to bring snacks on campus that contain peanuts or strawberries. Therefore, if students are seen with snacks that contain peanuts or strawberries it will be confiscated and a peanut and strawberry free snack will be given.

Healthy Food Campus

We are also a healthy food campus. We do not allow soda, junk food, cookies or candy on campus. Chips are allowed if they are vegetable based or whole grain. If junk food is seen, it will be confiscated.

Please see the Universal Meals Notice in the Annual Notification Guide for more information about the option to have breakfast and lunch.

Administration of Medicine

Any student requiring medication to be dispensed must provide to the receptionist a note permitting the school to administer the medication and providing explicit instructions. No prescription medication will be dispensed to a student without this documentation present in their file. Any student who is or may be required to take, during the regular schoolday, prescription auto-injectable epinephrine ("EpiPen") or inhaled asthma medication prescribed or ordered for the student by an authorized health care provider may carry and self-administer prescription an EpiPen or inhaled asthma medication if the appropriate authorizations have been provided to the Charter School. All other medications will be securely stored and administered by the Administrative Assistant.

Bathroom Policy

Students are encouraged to use the bathroom before school, during transition times between and during lunch and breaks. Students are expected to use the bathroom responsibly and clean up after themselves. Should the bathroom situation become an issue, the Site Directors may implement a self-monitoring class policy.

Breakfast and Lunch Program

All AMPS schools will be providing lunch and breakfast to students. Please see the Annual

Notification Guide for the Universal Meals notice.

Parents may pack students a healthy lunch or snack if the child is staying after school or if you wish to opt-out of the lunch program. Students do not have access to a microwave.

As a matter of safety and policy, Parents are not allowed to drop off lunches for students. Students must carry their lunch/snacks with them from the start of the school. All students are to eat in the assigned food court area. No student is to eat outside food in the court area. We will not allow students to call home during lunchtime for food arrangements. Additionally, students are not allowed to use food delivery services to obtain food. This includes but is not limited to Ubereats, Postmates, Doordash or Grubhub.

Illness during School Hours

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up. It is necessary to have updated emergency contact numbers on file in the school office in case the guardian cannot be contacted.

Vision and Hearing Screenings

The California State Department of Education mandates vision and hearing screening in schools. You will be notified when your child is scheduled to be screened for vision and hearing. This screening is a general assessment of your child's vision and hearing. It may indicate possible difficulties your child may have with vision or hearing; it will not provide a confirmed diagnosis. This screening is not a substitute for regular medical visits to your child's doctor and optometrist.

You will be notified of your child's screening results only if they do not pass the test. At that time, your child will receive a referral for further evaluation by a qualified medical professional. If you choose for your child to not have screening at this time, please submit a signed written request to your Director.

Mandated Reporting

All AMPS staff must follow state policies on reporting abuse. In California, all school workers must report abuse or neglect if they "have knowledge of or observe" instances of abuse or neglect, or if they "know or reasonably suspect" abuse or neglect have occurred.

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they have "reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm.

Please see the School Director if you have any questions or concerns.

Visitor Code of Conduct

The site administration may refuse to register any outsider if the administration reasonably concludes that the outsider's presence or acts would disrupt the school, students, or employees; would result in

damage to property; or would result in the distribution or use of a controlled substance. The Director or designee may revoke a visitor's registration if they have a reasonable basis for concluding that the visitor's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff.

The Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When an outsider is directed to leave, the Director or designee shall inform the visitor that if they reenter the school within seven days the visitor will be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)

Appeal Procedure

The Site Director or designee may withdraw consent to be on campus for up to fourteen (14) days even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt AMPS's orderly operation. Consent may be reinstated at the discretion of the Executive Director prior to the expiration of the fourteen (14) calendar day timeline whenever the Site Director has reason to believe that the presence of the person will not constitute a substantial and material threat to the orderly operation of the School campus. The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the two-week period. The written request shall state the address to which notice of hearing is to be sent. The Executive Director shall grant such a hearing not later than seven (7) days from the date of receipt of the request and shall immediately mail a written notice of the time, place, and date of such hearing to such person.

For more information, please see the Visitation and Volunteer Policy, which can be found as a file attached to our website under the AMPS Family Handbook tab.

Miscellaneous Policies

Freedom of Speech & Personal Expression

The Board of Directors of AMPS respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

For more information about the Student's Freedom of Speech and Expression Policy, it can be found as a file attached to our website under the AMPS Family Handbook tab.

Family Involvement Program

Amethod Public Schools believes in the importance of working together to make a positive impact on the academic and social growth of every child. Although the decision regarding the school's new policy belongs to the Board of Governance, Central AMPS Administration, and the Directorship, family involvement is not only welcome, but also critical to the success of the school. While this may be the case, parental involvement is not required for acceptance or continued enrollment to any of our schools. Please see the Parent and Family Engagement Policy for more information, it can be found as a file attached to our website under the AMPS Family Handbook tab.

Family Involvement Opportunities

AMPS family-school relationships are maintained through:

- FST - Family & Staff Team
- PLC
- CTY camp
- School Carnival
- Summer Field Day
- School Beautification
- Communication Webs (Class/School Snowflake)
- Food Drive
- Harvest Festival
- Sports
- Photography
- Committee Work (Graduation, Family Staff Team (FST))
- Conferences with students, families, and teachers (including two nights per year)
- Workshops for students and families
- Community-wide events, celebrations and performances

Amethod Public School families are asked to:

- Reinforce the academic and behavioral standards at home
- Establish a daily routine for students that sets them up for success
- Ensure that students are well-rested and receive healthy amounts of rest
- Provide a quiet space for students to study
- Provide positive reinforcement of student progress and success
- Discuss academics and student work among family members
- Help students with homework and independent reading
- Ensure that students complete all of their homework neatly and read every night
- Send their scholar to school in the required uniform
- Attend all required parent meetings such as pre-year Orientations and Open House Nights
- Maintain constant respectful communication with teachers and administrators
- Provide support for summer sessions to avoid summer learning loss

- ❑ Assist with student recruitment
- ❑ Support other AMPS families AND, above all.... talk with your child about school and future.

Forms & Applications

All families must fill out mandatory forms in the school registration packet. They include various forms such as permission slips and contact information.

Changes of Address/Contact Information

Families must provide up-to-date contact information to the school and must notify the school of any changes in phone and/or address as soon as possible. This is essential in case of an emergency.

Emergencies

Taking appropriate action whenever an emergency threatens the safety, health or welfare of a student at school or during school-sponsored activities is of utmost importance. The Chief Executive Officer, Charter School Director, or designee shall require parents/guardians to provide emergency information in order to facilitate immediate contact with parents/guardians if an accident or illness occurs. The Charter School Director or designee will use their best judgment and consider the health, and well-being of the student in a given emergency situation. Parents/guardians will be contacted immediately when a serious accident, injury or other health related concern occurs.

In order to facilitate contact in case of an emergency or accident, parents/guardians shall furnish the Director or designee with the information specified below:

1. Home address and telephone number
2. Parent/guardian's business address and telephone number
3. Parent/guardian's cell phone number and email address, if applicable
4. Name, address, and telephone number of a relative or friend to whom the student may be released and who is authorized by the parent/guardian to care for the student in cases of emergency or when the parent/guardian cannot be reached
5. Local physician to call in case of emergency
6. Health Insurance provider; if applicable

Scheduling Meetings

If the school requests a meeting with you and your child, we need to discuss something important with you. If you would like to schedule a meeting with a teacher or administration, please contact them directly. We document all meetings and appointments.

Providing False Information

Students engaging in any act that entails providing false information to the school will be subject to immediate consequences. Such offenses include such acts as falsifying school records, forging signatures, making or providing false statements, bribery, using an unauthorized User ID or

password, etc. Penalties for such infractions may range from being put on detentions to suspensions.

Telephone Use

Students are not permitted to use the school phone without staff's explicit permission. Students will be allowed to use the front office phone in case of emergency at the discretion of the Director.

Transportation

Amethod Public Schools DOES NOT provide transportation for students. Parents and/or guardians are responsible for providing their children with transportation to and from school. Students must be dropped off and picked up at assigned zones. Directors will attempt to assist students in utilizing transit programs. If a student with disabilities requires transportation, the IEP team will discuss it within an IEP team meeting.

AMPS site Faculty and staff will not be responsible for students beyond the regular and/or after school program hours. We may be required to call police or California

Protective Services (CPS) or police if we cannot contact parents or guardians through the emergency contacts after set hours.

Voluntary Withdrawal

Amethod schools are schools of choice. As such, circumstances may arise in which a parent or guardian wishes to transfer their child to a different school. Families may withdraw students in person at the site by requesting a transcript beforehand to give school time to prepare, and by returning any school materials. Students who miss five or more consecutive days of school without notifying the school, or do not respond to messages or home visits; will risk an involuntary removal. Please see the Attendance Policy for more information.

Charter Complaint Notice form: <https://www.cde.ca.gov/sp/ch/documents/rescscomplaints0323.pdf>

- Health care coverage options and enrollment assistance: www.coveredca.com

Verification

I have read the student/parent handbook. I have read and understand that families and students must follow the school rules and all policies and procedures that are listed in this handbook. I am aware that I can ask questions and can make an appointment with the school's Director to discuss any items described in the handbook in more detail as needed.

(Please sign, and submit this page to the appropriate school office)

SCHOOL / PARENT HANDBOOK 2024-2025

Student Name: Grade:

School Name:

Parent Name:

Phone Number:

Parent Email:

Mailing Address:

Parent Signature:

Date: _____