

**WEST CONTRA COSTA  
UNIFIED SCHOOL DISTRICT**

**BOARD OF TRUSTEES**



**MISSION STATEMENT**

We provide the highest quality education to enable all students to make positive life choices, strengthen our community, and successfully participate in a diverse and global society.

We provide excellent learning and teaching experiences; safe, student-centered learning environments; and support for all students and employees. We develop and maintain productive community partnerships and individual and collective accountability.

**MEETING OF  
March 7, 2012**

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
MEETING AGENDA  
MARCH 7, 2012**

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**BOARD AGENDA PACKETS AND INFORMATION:**

Complete Board meeting packets are available for review at the Administration Building, the District's six high schools, and at public libraries throughout West County.

Complete Board agendas and packets are available online at: [www.wccusd.net](http://www.wccusd.net).

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the District office located at 1108 Bissell Avenue, Richmond, CA 94801 during normal business hours. In addition, such writings and documents may be posted on the District's website as noted above.

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**VIEWING THE BOARD MEETINGS:**

**Television:**

Live television broadcast of regularly scheduled Board meetings is available by the City of Pinole on PCTV Channel 26/28, the City of Richmond KCRT Channel 28 and the City of Hercules Cable Channel 28. Please check the city websites for local listings of broadcast schedules.

You may also find the complete meeting available on a tape-delay basis through the Richmond City Web Page at: <http://www.kcrt.com> within a few days of the recording date.

Audio tapes of Board meetings are kept on file at the Administration Building, 1108 Bissell Avenue, Richmond, CA 94801 (510-231-1101).

The Board of Education would like to acknowledge Comcast, the cities of Pinole and Richmond, and WCCUSD staff for their generosity and efforts in helping to televise WCCUSD Board of Education meetings.

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**ATTENDING BOARD MEETINGS:**

The public is warmly invited to attend and participate in all WCCUSD Board of Education meetings.

**Location:**      **LOVONYA DEJEAN MIDDLE SCHOOL  
3400 MACDONALD AVENUE  
RICHMOND, CA 94805**

**Time:**            The **Board of Education's Open Session meeting will begin at 6:30 PM.** The Board will convene at **5:45 PM** in the Multi-Purpose Room to receive comments from anyone wishing to address the Board regarding closed session items (Exhibit A). The Board will then adjourn to closed session and reconvene in open session to address the regular agenda (Exhibits B-G) at 6:30 PM.

**Order of Business: ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE**

**Special Accommodations:** Upon written request to the District, disability-related modifications or accommodations, including auxiliary aids or services, will be provided. Please contact the Superintendent's Office at 510-231-1101 at least 48 hours in advance of meetings.

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"of children be more careful than anything."  
e.e. cummings

**B. OPENING PROCEDURES**

**B.1 Pledge of Allegiance**

**B.2 Welcome and Meeting Procedures**

**B.3 Roll Call**

**B.4 Presentation of Student Board Representative from Pinole Valley High School**

**B.5 Report/Ratification of Closed Session**

\* **B.6 Agenda Review and Adoption (Public Comment)**

\* **B.7 Minutes: February 15, 2012**

**C. BUSINESS ITEMS**

**CONSENT ITEMS (Routine Matters)**

Consent Calendar Items designated by “CI” are considered routine and will be enacted, approved and adopted by one motion, unless a request for removal, discussion or explanation is received from any Board member or member of the public in attendance. Items the Board pulls for discussion or explanation will be addressed following Section E.

**\*CI C.1 Grants/Awards/Agreements**

Comment:

Formal action is requested from the Board of Education to accept the grants/awards/agreements as detailed, dated March 7, 2012.

Recommendation:

Recommend Approval

Fiscal Impact:

As noted per grants summary

**\*CI C.2 Acceptance of Donations**

Comment:

The District has received donations as summarized, dated March 7, 2012. The estimated values for any non-cash donations are provided by the donor. Staff recommends acceptance of these donations.

Recommendation:

Recommend approval

Fiscal Impact:

As noted per donations summary

**\*CI C.3 Approval of Fund-Raising Activities**

Comment:

The planned fund-raising events for the 2011-12 school year are summarized, dated March 7, 2012.

Recommendation:  
Recommend Approval

Fiscal Impact:  
Additional revenue for schools

**\*CI C.4 Adoption of Resolution No. 93-1112 Replacement of Outdated Warrant**

Comment:  
Government Code Section 298029(c) allows the governing board, by resolution, to order a replacement check be issued for a warrant that is stale dated. This resolution authorizes the issuance of a check to replace the outdated warrant for Yoko Lobberegt. Staff recommends replacement of the stale dated warrant.

Recommendation:  
Recommend approval to replace the outdated warrant

Fiscal Impact:  
None

**\*CI C.5 Acceptance of Contracts for Placement of Intern and Student Teachers**

Comment:  
Teachers in this district provide mentoring support for students at Brandman University, who are seeking credentials to teach in California public school classrooms. These arrangements are made between the institution of higher education and the individual classroom teacher at no cost to the district.

Staff requests approval from the Board of Education to accept Contracts for Placement of Intern and Student Teachers as detailed, dated March 7, 2012.

Recommendation:  
Recommend Approval

Fiscal Impact:  
None

**\*CI C.6 Resolution No. 92-1112: Women's History Month – March 2012**

Comment:  
This resolution proclaims the month of March as Women's History Month and encourages all educational communities to commemorate this time with appropriate instructional activities.

Recommendation:  
Recommend Approval

Fiscal Impact:  
None

**\*CI C.7 Resolution No. 91-1112: Arts in Education Month – March 2012**

Comment:

This resolution proclaims the month of March as Arts Education Month and encourages all educational communities to celebrate the arts with meaningful student activities and programs that demonstrate learning and understanding in the visual and performing arts.

Recommendation:

Recommend Approval

Fiscal Impact:

None

**\*CI C.8 Resolution No. 94-1112: California Adult Education Week – March 12-16, 2012**

Comment:

The administration, teachers and students of the West Contra Costa Adult School are recognized for their efforts and accomplishments.

Recommendation:

Recommend Approval

Fiscal Impact:

None

**\*CI C.9 Students from Kennedy and Richmond High are visiting the nation's capitol  
April 9-13, 2012**

Comment:

Eleven students from Kennedy and Richmond High are visiting the nation's capitol with the Close Up Foundation for the purpose of observing firsthand how our government functions. They will visit Congress and meet with elected representatives. They will visit the Supreme Court, the Capitol Rotunda, and the Library of Congress. Throughout the trip there are workshops to attend as well as homework. They will join up with students from other parts of the country to form a mock congress and prepare bills.

Recommendation:

Recommend Approval

Fiscal Impact:

Not on General Fund: Sponsored by Close Up Foundation

**\*CI C.10 Students from Richmond High going to Robotics Regional Tournament, March 6-11, 2012**

Comment:

Ten students from Richmond High have qualified for a regional robotics tournament with US First in Portland, Oregon. These students are learning scientific and mechanical skills that will benefit them in their ongoing education.

Recommendation:

Recommend Approval

Fiscal Impact:

Paid by sponsor donations: Chevron, Abbott, Google, JCPenny, Intuitive Surgical Inc., Lawrence Berkeley National Laboratory, Brin Wojcicki Foundation

**\*CI C.11 Contra Costa County Mental Health Memorandum of Understanding**

Comment:

This is an agreement entered into by the Contra Costa County Health Services Department, Mental Health Division and Mt. Diablo Unified School District, San Ramon Valley Unified School District, and West Contra Costa Unified School District, which are each single-district SELPAs.

The purpose of this Agreement is to establish a set of working guidelines and procedures between Mental Health and the Local Education Areas (LEAs) in Contra Costa County to provide Mental Health services and Residential supervision to children with disabilities in compliance with Federal and State laws governing each agency.

This agreement is based on distribution of AB 100 funds received by Contra Costa Health Services Department from the California Department of Education. Funds will be distributed to the Local Educational Agencies as needed for special education students. Services may be recommended or requested by an Individualized Education Program (IEP) team in connection with the identification, assessment, and/or placement of a student who is, or may be eligible for special education.

Recommendation:

Recommend Approval

Fiscal Impact:

None

**\*CI C.12 Ratification and Approval of Engineering Services Contracts**

Comment:

Contracts have been initiated by staff using previously qualified consulting, engineering, architectural, or landscape architectural firms to assist in completion of the referenced projects. Many of the firms are already under contract and the staff-initiated work may be an extension of the firm's existing contract with the District. Public contracting laws have been followed in initially qualifying and selecting these professionals.

Recommendation:

Ratify and approve contracts as noted

Fiscal Impact:

Total for this action: \$299,054.25. Funding sources as noted.

**\*CI C.13 Ratification and Approval of Negotiated Change Orders**

Comment:

Staff is seeking ratification of change orders on the following current District construction projects: De Anza High School Replacement Campus. Change orders are fully executed by the District upon signature by the Superintendent's designee. Board ratification is the final step required under state law in order to complete payment and contract adjustment.

In addition to normal ratification, approval of the noted change order for the Ford Elementary School New School project are required by the Board, with special findings as noted, because these projects are in excess of the Public Contract Code limit of 10% of the original contract value. In accordance with Public Contract Code 20118.4, the Board, by approving and ratifying these change orders, finds that it would have been futile to publicly bid the work in question because of the tight time frames to complete this work without affecting the operations of the District, and that the public is best served by having this work completed by the contractor on the project.

Recommendation:

Ratify negotiated change orders as noted

Fiscal Impact:

Total ratification and approval by this action: \$267,649.00

**\*CI C.14 Boiler Replacement Project for the Nutrition Center, 750 Bissell Avenue, Richmond, CA**

Comment:

The project consists of demolition, removal, and disposal of two (2) existing high pressure steam boilers and one feed water system; furnishing and installing two (2) new 50 HP High Pressure Steam Boilers and one (1) new Boiler Feed water system of size capacity and configuration as indicated on the engineering drawings and specifications; boiler Start-up services for proper combustion and operation; providing training services for facility maintenance and operational personnel; and clean up and disposal of all scrap materials, equipment, and construction debris.

The District engaged in a public bid process for the project. Bids were opened on February 7, 2012. Six contractors submitted bids. They are as follows: S&H Construction, Inc., \$222,200; Dowdle & Sons Mechanical, Inc., \$265,000; Central Boiler and Industrial Service, \$280,612; ERA Construction, Inc., \$298,000.; Agbayani Construction Corporation, \$301,614; and CAS Financial and Construction Services, non-responsive. The apparent lowest responsive, responsible bidder is S&H Construction, Inc.

Recommendation:

Award contract to S&H Construction, Inc.

Fiscal Impact:

\$222,200. Nutrition Development Fund.

**\*CI C.15 Soils Removal and Site Work at Gompers/Leadership Public Schools**

Comment:

Construction includes excavation, off haul, and disposal of non-hazardous oil contaminated soil into Construction includes excavation, off haul, and disposal of non-hazardous oil contaminated soil and lead contaminated soil into appropriate landfill, and importing clean fill material, backfill of excavated area, compaction and grading at Gompers/LPS High School.

Project is on a fast track and needs to be completed within five (5) weeks.

The District engaged in a public bid process for the project. Bids were opened on February 27, 2012. Seven contractors submitted bids. They are as follows: WR Forde, \$440,000; Applied Water Resource; \$558,428; Parc, \$584,640; Pacific States, \$598,100; Evans Bros, \$806,000; Ghilotti Bros, \$819,060; Jedco, \$879,000. The apparent lowest responsive, responsible bidder is WR Forde.

Recommendation:

Award contract to lowest responsive, responsible bidder.

Fiscal Impact:

Funded from the Measure J Bond.

**\*CI C.16 E-Rate Funding Year 13 Additional Funding for project upgrades. Board Approved 2/10/10**

Comment:

1. Wide Area Network will be installing the new network per the Contract signed in 2010. The technology changes we are requesting to substitute the service with AT&T's newer AT&T Switched Ethernet (ASE) service to replace the Optical Switched Ethernet Service, Opteman.
2. The new technology will provide cost advantages on moves /adds but more importantly will allow for future growth to support our applications distance learning, surveillance, Bring-Your-Own-Device, Mobility Device Mgmt, Tablets and merging of schools.
3. The bandwidth provides a managed service from 2 Mbps to 10 Gbps, which would provide the same level of speed currently available, with room to grow to faster speeds if needed.

Recommendation:

Approve the existing AT&T E-Rate contract to include the new upgrades

Fiscal Impact:

The District obtains 70%-90% from E-Rate funding, equal to \$1,728,000-\$1,344,000 in reimbursement. District cost \$192,000-\$576,000. The District will be better able to serve the technology needs for students and staff.

**\*CI C.17 E-Rate funding Year 15- Contract Award of Vendor upon E-Rate Funding Approval**

Comment:

The Schools and Libraries Program of the Universal Service Fund, commonly known as "E-Rate," provides assistance to schools and libraries in the United States to obtain affordable telecommunications and internet access infrastructure. The level of funding from the E-Rate program depends on economic need and on the percentage of students participating in the Free and Reduced Lunch Program. The



application window for FY2012 (known as E-Rate Year 15) is now open, and the District proposes to apply for full funding by the E-Rate Program for the following projects:

1. **WAN END-TO-END MANAGED SOLUTION:** Will provide comprehensive support for Wide Area Network (WAN) implementation and management, enabling the District to improve, expand and maintain a global WAN efficiently and cost-effectively including network design, implementation, installation and management of networking solutions.
2. **WIRELESS ACCESS INFRASTRUCTURE:** Will provide students, faculty and administrators with secured, easy and instant wireless access to applications and information at eligible locations. Instant wireless access to educational applications has resulted in enhanced learning environments, improved student achievement, reduced IT support calls and faculty training costs, and maximized teacher mobility.

Recommendation:

Approve E-rate Contract for Year 15 to: **GigaKOM – Northern California**; Recommendation was based on the evaluation system stated in the RFP. GigaKOM had the lowest bid and scored 98 of 100 total points.

Fiscal Impact:

The District obtains 70%-90% from Rate funding for the above projects, equal to: \$ 1,280,753.37-\$1,646,682.90, in reimbursement. (Total Project Cost: \$1,829,647.67); Cost to District would be: \$182,964.77-\$548,894.30; Project will provide wireless and improvements to most District school sites.

**\*CI C.18 Letter in Support of AB 1081 - TRUST Act**

Comment:

This bill would state the findings and declarations of the Legislature with respect to a memorandum of agreement with the United States Department of Homeland Security, regarding the implementation of the Immigration and Customs Enforcement's Secure Communities program that the Bureau of Criminal Identification and Information within the Department of Justice entered into on April 10, 2009. The bill would require the bureau to modify that agreement, according to specified requirements, or to exercise its authority under the agreement to terminate the agreement.

Recommendation:

That the Board approve sending a letter in support of AB 1081

Fiscal Impact:

None

**D. AWARDS, RECOGNITIONS, AND REPORTS**

**\* D.1 Budget Report Update**

Comment:

The Governor's budget report issued in mid-January indicates that the district may have an estimated \$14.7 million deficit in the 2012-13 school year. This would occur if the tax initiative proposed in the Governor's budget fails to get enough signatures to qualify for the November 2012 election or if the voters fail to support the measure. In an effort to provide information to the community as well as to

gather input, staff has conducted a series of Community Budget Meetings from January 25 – February 8, 2012. Staff will provide a summary report of the community meetings and any new information available from the State regarding the 2012-13 budget.

Recommendation:

For Information Only

Fiscal Impact:

None

\* **D.2 Standing Reports**

Representatives of the following committees and employee unions are invited to provide a brief update to the Board. Representatives from these groups need to sign up to speak prior to the beginning of this item on the agenda by submitting a “Request to Address the Board” form. Five minutes may be allowed for each subcommittee or group listed below:

|                                     |                                  |
|-------------------------------------|----------------------------------|
| Academic Subcommittee               | Safety Committee                 |
| Bayside Parent Teacher Association  | Select Committee on High Schools |
| Citizens’ Bond Oversight Committee  | Youth Commission                 |
| Community Budget Advisory Committee | Public Employees Local 1         |
| Facilities Subcommittee             | School Supervisors Association   |
| Ivy League Connection               | United Teachers of Richmond      |
| Linked Learning – Multiple Pathways |                                  |

**E. PUBLIC AND COMMITTEE COMMUNICATIONS**

(Education Code 35145.5; Government Code 54950 et seq.)

\* **E.1 Superintendent’s Report**

\* **E.2 WCCUSD Public Comment**

Members of the public are invited to speak to the Board about any matter that is not otherwise on the agenda and is related to issues affecting public education in the WCCUSD. **Approximately 30 minutes will be allocated for this item.** If there are more requests to speak than can be heard within this time limit, “WCCUSD Public Comment” will continue after Item G. Individuals wishing to speak must submit a “WCCUSD Public Comment” form prior to the beginning of this item on the agenda.

Depending on the number of persons who wish to speak, from one to three minutes will be allocated to each speaker at the discretion of the President of the Board in order to accommodate as many speakers as possible. The Board cannot dialogue on any issues brought before it by the public that have not been previously agendized, but may refer these to staff for response and/or placement on future agendas.

**F. ACTION ITEMS**

**\* F.1 Nystrom Vandalism – Reward for Information**

Comment:

On Sunday February 12, 2012 vandals committed felony level crimes in the Nystrom multi-purpose room where the construction was nearly completed. The damage to the building is estimated to be in excess of \$500,000. The Richmond Police department has offered a \$10,000 reward for information leading to the arrest and conviction of the perpetrator(s). Congressman George Miller’s office is offering another \$2,500. Government Code section 53069.5 provides that any local agency, as defined in Section 54951, may offer and pay a reward, the amount of which is determined by the local agency, for any information leading to the determination of the identify of, and the apprehension of, any person who willfully damages or destroys any property. Under that Government Code section (53069.5), if the perpetrator is apprehended and the District has paid the reward, the District can hold the perpetrator responsible to repay the School District the amount of the reward it paid.

Recommendation:

That the Board authorize the offer of an additional \$10,000 reward for information leading to the arrest and authorize the Superintendent to make the award in conjunction with the Richmond Police.

Fiscal Impact:

\$10,000 possible

**G. DISCUSSION ITEMS**

**\* G.1 Richmond Charter Academy Middle School**

Comment:

The Richmond Charter Academy Middle School, a nonprofit benefit corporation, submitted a petition to West Contra Costa Unified School District ( WCCUSD) on February 8, 2012, to establish an independent charter school known as Richmond Charter Academy Middle School. Pursuant to the Charter School Act of 1992 (the “Act”), Education Code Section 47600 et seq., the Legislature has charged local school boards with the responsibility of reviewing and acting on petitions for charter schools.

Education Code section 47605(b) requires the Board, within 30 days of receiving a petition, to hold a public hearing to consider the level of support for the petition. The charter school has requested to not participate in the public presentation in accordance with Education Code 47605. West Contra Costa Unified School District wishes to honor the charter school's request. Therefore, the purpose of this agenda item is strictly for informational purposes only.

The Act also requires the Board to either grant or deny the Petition within 60 days of submission.

Staff and legal counsel are receiving and analyzing information related to the Petition, as well as the operation and potential effects of the proposed charter school, and will make a recommendation regarding the Petition at a subsequent board meeting.

Recommendation:

Public Information Only

Fiscal Impact:  
None

\* **G.2 Project Status Report**

Comment:

The following are provided for review of Facilities Planning and Construction in the District's Bond Program and for information regarding individual projects:

- Engineering Officer's Report – Verbal Presentation
- Construction Status Reports – Current Construction Projects

Recommendation:  
For information only

Fiscal Impact:  
None

**H. UNFINISHED REQUESTS TO ADDRESS THE BOARD** (continued from Item E)

**I. COMMENTS OF THE BOARD OF EDUCATION AND SUPERINTENDENT**

**J. THE NEXT SCHEDULED BOARD OF EDUCATION MEETING**  
Lovonya DeJean Middle School – March 21, 2012

**K. ADJOURNMENT**

At 10:00 PM, any items remaining on the agenda that require immediate attention will be moved to this time. All other items will be tabled to another or the following Board meeting in order to make fair and attentive decisions. The meeting will adjourn at 10:30 PM. The meeting may be extended by a majority vote of the Board of Education.

The public may address items which are marked with an asterisk (\*).

**A. CLOSED SESSION**

**A.1 CALL TO ORDER**

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

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

**See Exhibit A**

(Government Code Section 54954.5)

The **Open Session** will resume at the end of the **Closed Session** in the Multi-Purpose Room at approximately **6:30 PM**.

**EXHIBIT A**

(Government Code Section 54954.5)

**CLOSED SESSION AGENDA**

**March 7, 2012**

**1. CONFERENCE WITH REAL PROPERTY NEGOTIATOR**

**2. CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION**  
[Government Code Section 54956.9(a)]

- a. WCCUSD v. Orrick
- b. Srago v. WCCUSD

**3. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED/POTENTIAL LITIGATION**  
[Government Code Section 54956.9(b)]

Four cases

**4. LIABILITY CLAIMS** (Government Code Section 54956.95)

**5. CONFERENCE WITH LABOR NEGOTIATORS**

- a. Superintendent/Dr. Bruce Harter
- b. Employee Organizations
  - UTR
  - Local One
  - School Supervisors Association
  - WCCAA

- c. Unrepresented Employees
  - Confidential and Management

**6. PUBLIC EMPLOYEE APPOINTMENT**

- a. Administrative Appointments

**7. PUBLIC EMPLOYEE PERFORMANCE EVALUATION (Government Code Section 54957)**

**8. STUDENT DISCIPLINE (Education Code Section 35146)**

Expulsions

**9. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/COMPLAINT  
(Government Code Section 54957)**

Certificated / Classified Employee Dismissal

**10. REPORT OF CLOSED SESSION ACTIONS**

West Contra Costa Unified School District  
1108 Bissell Avenue  
Richmond, California 94801  
Office of the Superintendent

**ITEM REQUIRING ATTENTION---BOARD OF EDUCATION**

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**To:** Board of Education

**Meeting Date:** March 7, 2012

**From:** Wendell C. Greer  
Associate Superintendent, K – Adult Operations

**Agenda Item:** B.4

**Subject:** Presentation of Student Board Representative from Pinole Valley High School

**Background Information:**

A Student Board Representative from Pinole Valley High School will attend the Board of Education on March 7, 2012. We would like to recognize and commend their participation.

**Recommendation:** For Information Only

**Fiscal Impact:** None

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Approved \_\_\_\_\_

Not Approved \_\_\_\_\_

Tabled \_\_\_\_\_

**West Contra Costa Unified School District  
Minutes of the Board of Education Meeting  
Lovonya DeJean Middle School  
3400 Macdonald Avenue  
Richmond, CA 94805**

Agenda Item B.7

**February 15, 2012**

**A. CLOSED SESSION**

**B. OPENING PROCEDURES**

President Ramsey called the meeting to order at 5:00 P.M. The Board recessed into Closed Session.  
President Ramsey called the Public Session to order at 6:29 P.M.

President Ramsey introduced the Black History program to commemorate the month.

The regular meeting resumed at 7:41 P.M.

**B.1 Pledge of Allegiance**

President Ramsey led the pledge of allegiance.

**B.2 Welcome and Meeting Procedures**

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

**B.3 Roll Call**

**Board Members Present:** Madeline Kronenberg, Antonio Medrano, Elaine Merriweather, Charles Ramsey, Tony Thurmond

**Staff Present:** Magdy Abdalla, Director Facilities Construction; Bill Fay, Associate Superintendent for Operations; Luis Freese, Executive Director Maintenance and Operations; Sheri Gamba, Associate Superintendent for Business Services; Sylvia Greenwood, DeJean Middle School Principal; Wendell Greer, Associate Superintendent K-Adult Schools; Bruce Harter, Superintendent; Debbie Haynie, Executive Secretary; Keith Holstlander, Director of Facilities; Joe Mayes, Maintenance Manager; Ken McDaniel, Maintenance Supervisor; Sonja Neely-Johnson, Coordinator Ed Services; Reyna Ortiz de Toureil, Translator; Nia Rashidchi, Assistant Superintendent Education Services; Ann Reinhausen, Assistant Superintendent Human Resources; Katie Von Husen, Coordinator Ed. Services; Kyra Worthy, Student Support Services Supervisor

**B.4 Presentation of Student Board Representative from Richmond High School**

Mr. Efosa Ogbemor provided a report of activities at Richmond High School.

**B.5 Report/Ratification of Closed Session**

Superintendent Harter asked the Board to ratify the action taken in Closed Session regarding the February 15, 2012 recommendation to approve expulsion cases #001 - #004 and suspend those expulsions for placement within the West Contra Costa Unified School District.

**Motion: Mr. Medrano moved to ratify the action taken in Closed Session regarding the recommendation of February 15, 2012 for expulsion cases #001 – 004. Ms. Kronenberg seconded. Ms. Kronenberg, Mr. Medrano, and President Ramsey voted yes, Ms. Merriweather and Mr. Thurmond abstained, and no absences. Motion carried 3-0-2-0.**

Superintendent Harter asked the Board to ratify the action taken in Closed Session regarding the Reassignment of 44 Administrators.

**Motion: Ms. Kronenberg moved to ratify the action taken in Closed Session regarding the Reassignment of Administrators. Mr. Medrano seconded. Ms. Kronenberg, Mr. Medrano, and President Ramsey voted yes, Ms. Merriweather, Mr. Thurmond abstained, and no absences. Motion carried 3-0-2-0.**

Superintendent Harter asked the Board to ratify the action taken in Closed Session regarding the Release of Temporary Certificated Employees.



**Motion: Mr. Medrano moved to ratify the action taken in Closed Session regarding the Release of Temporary Certificated Employees. Ms. Kronenberg seconded. Ms. Kronenberg, Mr. Medrano, and President Ramsey voted yes, Ms. Merriweather and Mr. Thurmond abstained, and no absences. Motion carried 3-0-2-0.**

Resolution No. 88-1112: Resolution of Non-Reelection of Probationary Certificated Employees was withdrawn by staff.

**B.6 Agenda Review and Adoption**

President Ramsey requested that items E. 2 and F.1 be moved up on the agenda.

**MOTION: Mr. Medrano moved approval of the agenda with items E.2 and F.1 moved up. Ms. Kronenberg seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Mr. Thurmond, Student Representative Efosa Ogbebor (advisory vote only), and President Ramsey voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.**

**B.7 Minutes: February 1, 2012**

**MOTION: Mr. Medrano moved approval of the Minutes of February 1, 2012. Ms. Kronenberg seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Mr. Thurmond, Student Representative Efosa Ogbebor (advisory vote only) and President Ramsey voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.**

**C. BUSINESS ITEMS**

- C.1 Grants/Awards/Agreements**
- C.2 Acceptance of Donations**
- C.3 Approval of Fund-Raising Activities**
- C.4 Summary of Payroll and Vendor Warrant Reports**
- C.5 Enterprise Resource Planning/System Software**
- C.6 Certificated Board Authorization - Education Code 44285.3**
- C.7 Routine Personnel Changes - Certificated**
- C.8 Routine Personnel Changes - Certificated**
- C.9 Resolution No. 87-1112: Determination of Tie-Breaking Criteria for 2012-2013**
- C.10 Approval of Agreement with Local One (Local One / AB1200 Public Disclosure of Collective Bargaining Agreement with Local One)**
- C.11 Approval of Agreement with School Supervisors Association (SSA) / AB1200 Public Disclosure of Collective Bargaining Agreement with the SSA**
- C.12 Resolution No. 86-1112 Week of the School Administrator – March 4-10, 2012**
- C.13 Resolution No. 84-1112: Disabilities Awareness Month – March 2012**
- C.14 Ratification and Approval of Engineering Services Contracts**
- C.15 Ratification and Approval of Negotiated Change Orders**
- C.16 2012 CSBA Delegate Assembly Election Ballot**

**MOTION: Mr. Medrano moved approval of Consent Items C.1 – C.16. Ms. Kronenberg seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Mr. Thurmond, Student Representative Efosa Ogbebor (advisory vote only) and President Ramsey voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.**

Student Representative Efosa Ogbebor left the meeting for the evening.

**E.2 Public Comment:**

Debbie Weirich, Diane Manfredi, Debbie Antonio, Christian Anderson, Kathryn Bressemer, Miya Woodhouse, Kristen Pursley, Kim Huhta, Kris Hunt, Diane Brown, Michael Parker, Linda Ruiz-Lozito, Sarah Butler, Wanda Lee-Stevens

**F.1 Resolution No. 89-1112: Resolution of Intention to Reduce or Eliminate Particular Kinds of Services**

Ms. Reinhagen presented information about the certificated layoff process with the required notification to certificated employees by the statutory deadline of March 15. She further said these reductions of particular kinds of service will enable budget reductions to meet contractual levels of student teacher ratios for the following year.

**Public Comment:**

None

**Board Comment:**

Discussion included budget considerations and a layoff of employees.

**MOTION: Mr. Medrano moved approval of Resolution No. 89-1112: Resolution of Intention to Reduce or Eliminate Particular Kinds of Services. Ms. Kronenberg seconded. Ms. Kronenberg, Mr. Medrano, and President Ramsey voted yes, Ms. Merriweather and Mr. Thurmond voted no, with no abstentions and no absences. Motion carried 3-2-0-0.**

**D. AWARDS, RECOGNITIONS, AND REPORTS**

**D.1 Standing Reports**

**Public Employees Union, Local One.** Scott Brown, Supervising Business Agent, thanked the Board for the re-opener negotiations and the first steps in a critical time for the employees. Mr. Brown also thanked members of the bargaining teams.

**School Supervisors Association.** Sandra Falk, Executive Director, thank the Board for the tribute to Black History month. She said it caused her to recall a time when the Board was composed of all white men. She said she felt privileged to have grown up and lived in the diverse community of Richmond and she concluded by thanking the Board for the contract agreement recently reached.

**Youth Commission.** Ms. Kronenberg spoke about the recent meeting held in Pinole where budget priorities were discussed.

**Community Budget Advisory Committee.** Ms. Gamba reported that committee members were present at the six recent meetings where the budget was discussed with the public. The next meeting is scheduled for March 22, 2012.

**Linked Learning.** Mr. Medrano spoke about attending the California Partnership Academy conference in Sacramento. He reported on the new movement with linked learning and academies, and the push toward career education.

**Facilities Subcommittee.** Mr. Medrano reported on the recent meeting where concern was expressed regarding the recent vandalism damage of Nystrom Elementary School. He reported that agenda items also included the approval of the final scope of work for Montalvin Elementary, the community swim center in collaboration with the City of Richmond, and updates for Dover Elementary and the Portola/Gompers site funding.

**Safety Committee.** Mr. Thurmond said that the next meeting is planned for March 14 at Ford Elementary. The agenda will include mandatory counseling for students found to be using drugs/alcohol and a possible Saturday school. The committee will also review safety data and compare it with previous years. Mr. Thurmond concluded by echoing the concerns regarding the vandalism at Nystrom and said that the safety committee will discuss such threats to staff and students. Discussion continued about a review of the safety officers and incurred costs.

**Academic Subcommittee.** Ms. Rashidchi reported that the last meeting included discussion of the Helms and Kennedy QEIA close out plans, a draft plan for the middle school math initiative, and concerns about 8<sup>th</sup> grade algebra. The next meeting is scheduled for March 13 at Helms Middle School.

**Select Committee on High Schools.** Mr. Medrano reported on the recent meeting held at El Cerrito High School which included discussion of graduation rates. He said there was a good discussion with the students who attended. Mr. Ramsey spoke with concern about the percentage of African American students who receive referrals, suspensions and failing grades at El Cerrito High. Discussion continued about reviewing similar statistics at the other high schools in the District.

**Ivy League Connection.** Mr. Ramsey spoke about the upcoming interview process for Vanderbilt, the University of Pennsylvania, and Yale. He said the program hopes to send 42 students to this year's summer programs.

**D.2 In Memory of Members of the School Community**

Superintendent Harter recognized the contributions of members of the community who have passed away.

**Public Comment:**

None

**Board Comment:**

Mr. Thurmond said he was deeply saddened to lose young people and offered condolences to the families. He thanked staff who provided support to school students.

**E. PUBLIC AND COMMITTEE COMMUNICATIONS**

(Education Code 35145.5; Government Code 54950 et seq.)

**E.1 Superintendent's Report**

Superintendent Harter provided a report of activities in the District.

**E.2 WCCUSD Public Comment**

This item was moved to follow Consent Items.

**F. ACTION ITEMS**

**F.1 Resolution No. 89-1112: Resolution of Intention to Reduce or Eliminate Particular Kinds of Services**

This item was moved to follow E. 2.

**F.2 Parcel Tax Renewal / Extension Resolution No. 90-1112**

Superintendent Harter provided information about a proposed June ballot measure to extend the current parcel tax and add on an additional levy to generate funds to help restore some of the class size losses, bring back the elementary music program, and address underlying issues faced by the District. The additional funding will help restore programs that have been lost as a result of State funding shortfalls.

**Public Comment:**

Sarah Butler

**Board Comment:**

Mr. Thurmond spoke about the needed resources, use of the funds and the need for flexibility.

Ms. Merriweather spoke about community awareness and the dire situation of the State's finances. She said the community supports the District in saving schools and programs.

Ms. Kronenberg spoke in support of the resolution.

Mr. Medrano said that he supports this resolution and feels that the community will support it as well.

President Ramsey spoke about admiration for fellow Board members to move forward with a sense of optimism while advocating for students. He continued by speaking of increases to class sizes, efforts to sustain police services, and the need to encourage the community to extend and increase the current parcel tax measure.

**MOTION: Mr. Thurmond moved approval of Parcel Tax Renewal / Extension Resolution No. 90-1112. Ms. Merriweather seconded. A roll call vote was taken with Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Mr. Thurmond, and President Ramsey voting yes, with no abstentions and no absences. Motion carried 5-0-0-0.**

**G. DISCUSSION ITEMS**

None

**H. UNFINISHED REQUESTS TO ADDRESS THE BOARD (continued from Item E)**

None

**I. COMMENTS OF THE BOARD OF EDUCATION AND SUPERINTENDENT**

Mr. Medrano spoke about attending a recent National School Boards Association conference in Washington, D.C. and speaking to elected representatives regarding the elementary and secondary education act.

Ms. Merriweather spoke about attending the DeAnza academic night and the excitement of the incoming 8<sup>th</sup> graders. She also spoke about the new math initiative and that the District is moving in the right direction in addressing the needs of African American students.

Ms. Kronenberg spoke of attending a middle school math workshop at Stanford as well as the services for the young men who recently passed away. She spoke of how deeply the loss affected the El Cerrito community.

Mr. Thurmond thanked the presenters from tonight's Black History presentations saying this sends a message that the District appreciates diversity. He said he appreciated the foundation that the Board is laying to support the plight of African American students and the responsibility to help them and all students to be successful.

President Ramsey spoke about the impact at the school site by the statistical evidence of the academic struggles of African American students. He continued to speak about recent mock trial competitions for students. He announced the open house event at the new Ford Elementary campus with the staff move in planned for next week. He concluded by supporting staff at Nystrom Elementary.

**J. THE NEXT SCHEDULED BOARD OF EDUCATION MEETING**  
Lovonya DeJean Middle School – March 7, 2012

**K. ADJOURNMENT**  
President Ramsey adjourned the meeting at 9:42 P.M. in memory of Alan Blackwell.

*Motion vote count order: Yes-No-Abstain-Absent*

BH:dh


WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT  
1108 Bissell Avenue  
Richmond, California 94801-3135  
Office of Superintendent of Schools

**ITEM REQUIRING ATTENTION----BOARD OF EDUCATION**

---

**To:** Board of Education

**Meeting Date:** March 7, 2012

**From:** Sheri Gamba   
Associate Superintendent Business Services

**Agenda Item:** CI C.1

**Subject:** Grants/Awards/Agreements

**Background Information:** Formal action is requested from the Board of Education to accept the grants/awards/agreements, as detailed on the attached sheet dated March 7, 2012.

**Recommendation:** Recommend Approval

**Fiscal Impact:** As noted per grants summary

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Tabled \_\_\_\_\_

GRANT / AWARD / AGREEMENT NOTIFICATIONS

| Project Name  | Project Amount<br>for Budget Period             | Funding Agency  | Comments  |
|---|---|---|---|
| Philanthropic Ventures<br>Foundation<br><br>Resource # 0575       | \$500<br><br>7/1/11 - 6/30/12                   | Philanthropic Ventures<br>Foundation                                | Headphone & microphones for 20<br>students to help them record<br>themselves reading and listen to<br>stories in Highlands Special Ed<br>program. |
| SIG - School Improve-<br>ment Grant<br><br>Resource # 3180 & 3181 | \$0<br><br>Amendment #1<br><br>7/1/12 - 9/30/12 | California Department of<br>Education - School<br>Turnaround Office | To add the Federal Catalog<br>PCA#'s<br><br>PCA # 15020-00 & 15127-00   |
| Richmond Community<br>Foundation<br><br>Resource # 9599           | \$5,000<br><br>2/8/12 - 6/30/12                 | Richmond Community<br>Foundation                                    | To fund the purchase of laptop<br>computers for students at DeJean<br>Middle School engaged in the<br>Internet Essentials Project.                |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |


WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT  
1108 Bissell Avenue  
Richmond, California 94801-3135  
Office of Superintendent of Schools

**ITEM REQUIRING ATTENTION----BOARD OF EDUCATION**

---

**To:** Board of Education

**Meeting Date:** March 7, 2012

**From:** Sheri Gamba   
Associate Superintendent Business Services

**Agenda Item:** CI C.2

**Subject:** Acceptance of Donations

**Background Information:** The District has received donations as summarized on the attached sheet dated March 7, 2012. The estimated values for any non-cash donations (as indicated by an asterisk) are those provided by the donor. Staff recommends acceptance of these donations.

**Recommendation:** Recommend Approval

**Fiscal Impact:** As noted per donations summary.

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Tabled \_\_\_\_\_

West Contra Costa Unified School District  
 March 7, 2012 Board Meeting

| <u>Donor Name</u>                      | <u>Description or Purpose</u>        | <u>Estimated Value</u> | <u>Receiving School or Department</u> |
|--|--------------------------------------|------------------------|---------------------------------------|
| E-Scrip                                | Materials and Supplies               | \$11.96                | Cameron School                        |
| Save Mart Supermarkets                 | Materials and Supplies               | \$7.50                 | Cameron School                        |
| Educational Development Center, Inc    | Mathematical Instructional Materials | \$75.00                | Coronado Elementary                   |
| Educational Development Center, Inc    | Mathematical Instructional Materials | \$75.00                | Downer Elementary                     |
| Educational Development Center, Inc    | Mathematical Instructional Materials | \$75.00                | Ford Elementary                       |
| Educational Development Center, Inc    | Mathematical Instructional Materials | \$75.00                | Hanna Ranch Elementary                |
| Educational Development Center, Inc    | Mathematical Instructional Materials | \$75.00                | King Elementary                       |
| Educational Development Center, Inc    | Mathematical Instructional Materials | \$75.00                | Lake Elementary                       |
| Educational Development Center, Inc    | Mathematical Instructional Materials | \$75.00                | Lincoln Elementary                    |
| Educational Development Center, Inc    | Mathematical Instructional Materials | \$75.00                | Lupine Hills Elementary               |
| Educational Development Center, Inc    | Mathematical Instructional Materials | \$75.00                | Murphy Elementary                     |
| Educational Development Center, Inc    | Mathematical Instructional Materials | \$75.00                | Ohlone Elementary                     |
| Educational Development Center, Inc    | Mathematical Instructional Materials | \$75.00                | Peres Elementary                      |
| Educational Development Center, Inc    | Mathematical Instructional Materials | \$75.00                | Shannon Elementary                    |
| Educational Development Center, Inc    | Mathematical Instructional Materials | \$75.00                | Tara Hills Elementary                 |
| Educational Development Center, Inc    | Mathematical Instructional Materials | \$75.00                | Verde Elementary                      |
| Educational Development Center, Inc    | Mathematical Instructional Materials | \$75.00                | Washington Elementary                 |
| The Burk Family                        | Supplies and field trips             | \$250.00               | Peres Elementary                      |
| Wells Fargo community Support Campaign | Materials and Supplies               | \$207.66               | Madera Elementary                     |



|  |                              |            |                     |
|--|------------------------------|------------|---------------------|
| Fairmont PTA                           | Playworks                    | \$5,100.00 | Fairmont Elementary |
| Mr. H. Carey Thomas III                | Materials for Soccer         | \$200.00   | Kennedy High        |
| Mr. Glenn Voyles                       | Close-up Going to Washington | \$5,000.00 | Kennedy High        |
| Dr. Eric Husby-Gerry                   | Close-up Going to Washington | \$25.00    | Kennedy High        |
| Ms. Norma L. Thinger                   | Close-up Going to Washington | \$10.00    | Kennedy High        |
| Ms. Dorothy Reeves                     | Close-up Going to Washington | \$25.00    | Kennedy High        |
| Mr. Joshua Genser                      | Close-up Going to Washington | \$50.00    | Kennedy High        |
| Ms. Eva M. Hills                       | Close-up Going to Washington | \$25.00    | Kennedy High        |
| Mr. Kenneth Lindgren                   | Close-up Going to Washington | \$100.00   | Kennedy High        |
| Little Star Corporation                | Forensics Supplies           | \$50.00    | Pinole Valley High  |
| Wells Fargo community Support Campaign | School Welfare               | \$180.00   | Pinole Valley High  |
| Ms. Erin Lucero                        | Forensics Supplies           | \$70.00    | Pinole Valley High  |
| Vincent Electric Company               | Forensics Supplies           | \$200.00   | Pinole Valley High  |
| Kosman Supply Inc                      | Forensics Supplies           | \$100.00   | Pinole Valley High  |
| Ohiopyle Prints                        | Materials and Supplies       | \$37.63    | Pinole Valley High  |
| Mr. Robert Thompson                    | Materials and Supplies       | \$300.00   | State Pre-School    |

\*Estimated values for the non-cash donations are provided by the donor  
Donation Précis 030712

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT  
1108 Bissell Avenue  
Richmond, California 94801-3135  
Office of Superintendent of Schools

**ITEM REQUIRING ATTENTION----BOARD OF EDUCATION**

---

**To:** Board of Education

**Meeting Date:** March 7, 2012

**From:** Sheri Gamba   
Associate Superintendent Business Services

**Agenda Item:** CI C.3

**Subject:** Approval of Fund-Raising Activities

**Background Information:** The planned fund-raising events for the 2011-12 school year are summarized on the attached sheet dated March 7, 2012.

**Recommendation:** Recommend Approval

**Fiscal Impact:** Additional revenue for schools

|  |                    |              |
|--|--------------------|--------------|
| <b>DISPOSITION BY BOARD OF EDUCATION</b> |                    |              |
| Motion by: _____                         | Seconded by: _____ |              |
| Approved _____                           | Not Approved _____ | Tabled _____ |

APPROVAL OF FUND-RAISERS

| <b><u>School</u></b> | <b><u>Fund-Raising Activity</u></b>                     | <b><u>Activity Sponsor</u></b> |
|----------------------|---|--------------------------------|
| Harding Elementary   | Spell A Thon  | Harding PTA                    |
| Harding Elementary   | Dinner Out at Pasta Pomodoro                            | Harding PTA                    |
| El Cerrito High      | Restaurant Night at Panda Express                       | ECHS Class of 2015             |
| El Cerrito High      | Restaurant Night at Rubio's                             | ECHS Class of 2015             |
| Hercules High        | \$3.00 Admission in the Gym for Varsity Basketball Team | Hercules High Class of 2013    |
| Hercules High        | \$3.00 to \$7.00 Admission in the Gym for Talent Show   | Hercules High Class of 2013    |
| Hercules High        | Poetry Slam   | Creating Writing Club          |
| Pinole Valley High   | Golf Tournament   | Golf Team at PVHS              |

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT  
1108 Bissell Avenue  
Richmond, California 94801-3135  
Office of the Superintendent

**ITEM REQUIRING ATTENTION----BOARD OF EDUCATION**

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**To:** Board of Education

**Date:** March 7, 2012

**From:** Sheri Gamba  
Associate Superintendent Business Services

**Agenda Item:** CI C.4

**Subject:** Adoption of Resolution No. 93-1112 Replacement of Outdated Warrant

**Background Information:** Government Code Section 298029(c) allows the governing board, by resolution, to order a replacement check be issued for a warrant that is stale dated. This resolution authorizes the issuance of a check to replace the outdated warrant for Yoko Lobberegt. Staff recommend replacement of the stale dated warrant.

**Recommendation:** Recommend approval to replace the outdated warrant

**Fiscal Impact:** None

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Tabled \_\_\_\_\_

BOARD OF EDUCATION  
WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT  
RESOLUTION NO. 93-1112  
REPLACEMENT OF OUTDATED WARRANT  
March 7, 2012

WHEREAS Government Code Section 29802(c) allows the governing board, by resolution, to order that a replacement check be issued for a warrant that is stale dated.

BE IT RESOLVED, by the Board of Education of the West Contra Costa Unified School District, that we issue a check to replace the following stale dated check:

|             |                |
|-------------|----------------|
| Type:       | Payroll Check  |
| Payee:      | Yoko Lobberegt |
| Check No.:  | 537979         |
| Amount:     | \$1,090.43     |
| Issue Date: | March 10, 2008 |

PASSED AND ADOPTED on the 7<sup>th</sup> day of March, 2012, at a regular meeting of the Board of Education by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I hereby certify that the foregoing is a full, true and correct copy of a resolution passed at a meeting of the Board of Education, of the West Contra Costa Unified School District.

\_\_\_\_\_  
Bruce Harter  
Secretary, Board of Education

West Contra Costa Unified School District  
1108 Bissell Avenue  
Richmond, California 94801  
Office of the Superintendent

**ITEM REQUIRING ATTENTION----BOARD OF EDUCATION**

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**To:** Board of Education **Meeting Date:** March 7, 2012  
**From:** Ann Reinlagen, **Agenda Item:** CI C.5  
Assistant Superintendent Human Resources  
**Subject:** Acceptance of Contracts for Placement of Intern and Student Teachers

**Background Information:**

Teachers in this district provide mentoring support for students at Brandman University, who are seeking credentials to teach in California public school classrooms. These arrangements are made between the institution of higher education and the individual classroom teacher at no cost to the district.

Staff requests approval from the Board of Education to accept Contracts for Placement of Intern and Student Teachers as detailed on the attached sheet dated March 7, 2012.

**Recommendation:** Recommended Approval.

**Fiscal Impact:** None

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_  
Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Tabled \_\_\_\_\_

West Contra Costa Unified School District  
March 7, 2012

**ACCEPTANCE OF CONTRACTS FOR PLACEMENT OF INTERN AND STUDENT TEACHERS**

The following institution of higher education has submitted a contract with West Contra Costa Unified School District. This institution intends to place intern and student teachers in the West Contra Costa Unified School District schools.

Brandman University – Multiple Subject, Single Subject and Education Specialist Internship Agreement

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT  
1108 Bissell Avenue  
Richmond, California 94801-3135  
Office of Superintendent of Schools

**ITEM REQUIRING ATTENTION----BOARD OF EDUCATION**

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**To:** Board of Education **Meeting Date:** March 7, 2012  
**From:** Nia Rashidchi **Agenda Item:** CI C.6  
Assistant Superintendent for Educational Services  
**Subject:** Resolution No. 92-1112: Women's History Month – March 2012

**Background Information:** This resolution proclaims the month of March as Women's History Month and encourages all educational communities to commemorate this time with appropriate instructional activities.

**Recommendation:** Approval

**Fiscal Impact:** None

|  |                    |              |
|--|--------------------|--------------|
| <b>DISPOSITION BY BOARD OF EDUCATION</b> |                    |              |
| Motion by: _____                         | Seconded by: _____ |              |
| Approved _____                           | Not Approved _____ | Tabled _____ |



**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT**

**RESOLUTION NO. 92-1112**

**WOMENS' HISTORY MONTH  
MARCH 2012**

**WHEREAS**, Women of every race and ethnic background contributed to our country's triumphs and accomplishments in countless ways as wives, mothers, homemakers, teachers, reformers, industrial workers, other professionals, mentors, soldiers, pioneers, nuns, indentured servants, and slaves; and

**WHEREAS**, Women have played and continued to play a critical economic, cultural, social role in every sphere of our nation's life by constituting a significant portion of the labor force working in and outside the home and as elected officials; and

**WHEREAS**, Women have played a unique role throughout our history by providing the majority of the nation's volunteer labor force and have been particularly important in the establishment of early charitable, philanthropic, and cultural institutions in the country; and

**WHEREAS**, Women of every race and ethnic background served as leaders in the forefront of every major progressive social change movement, not only to secure their own right of suffrage and equal opportunity, but also in the abolitionist movement, the emancipation movement, the industrial labor union movement, and the modern civil rights movement; and

**WHEREAS**, the role of women in history has been overlooked and undervalued and is now an important part of the body of American and world history; and

**WHEREAS**, the *History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve* state that the history of community, state, region, nation, and world must reflect the experiences of men and women and of different racial, religious, and ethnic groups and that these studies be integrated at every grade level in the curriculum, now therefore, be it

**RESOLVED**, that the California State Board of Education, as does the West Contra Costa Unified School District, proclaim the month of March 2012 Womens' History Month and encourages all educational communities to commemorate this time with appropriate instructional activities.

**PASSED AND ADOPTED** this seventh day of March 2012 at a regular meeting of the Board of Education by the following vote:

AYES \_\_\_\_\_ NOES \_\_\_\_\_ ABSENT \_\_\_\_\_ ABSTAIN \_\_\_\_\_

**I HEREBY CERTIFY** that the foregoing resolution was duly and regularly introduced, passed, and adopted by the members of the Governing Boards of the West Contra Costa Unified School District at a public meeting of said Board held on March 7, 2012.

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Bruce Harter  
Secretary, Board of Education

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT  
1108 Bissell Avenue  
Richmond, California 94801-3135  
Office of Superintendent of Schools

**ITEM REQUIRING ATTENTION---BOARD OF EDUCATION**

---

**To:** Board of Education **Meeting Date:** March 7, 2012  
**From:** Nia Rashidchi **Agenda Item:** CI C.7  
Assistant Superintendent for Educational Services  
**Subject:** Resolution No. 91-1112: Arts in Education Month – March 2012

**Background Information:** This resolution proclaims the month of March as Arts Education Month and encourages all educational communities to celebrate the arts with meaningful student activities and programs that demonstrate learning and understanding in the visual and performing arts.

**Recommendation:** Approval

**Fiscal Impact:** None

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_  
Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Tabled \_\_\_\_\_

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT**

**RESOLUTION NO. 91-1112**

**ARTS EDUCATION MONTH  
MARCH 2012**

**WHEREAS**, Arts Education, which includes dance, theater, music, and the visual arts, is an essential part of basic education for all students, kindergarten through grade twelve, to provide for balanced learning and to develop the full potential of their minds; and

**WHEREAS**, through well-planned instruction and activities in the arts, children develop initiative, creative ability, self-expression, self-evaluation, thinking skills, discipline, a heightened appreciation of beauty and cross-cultural understandings; and

**WHEREAS**, many national and state professional arts education associations hold celebrations in March focused on students' participation in the arts; and

**WHEREAS**, these celebrations give California schools a unique opportunity to focus on the value of the arts for all students, to foster cross-cultural understanding, to give recognition to the state's outstanding young artists, and to enhance public support for this important part of our curriculum; and

**WHEREAS**, the California State Board of Education stated in its Arts Education Policy that each student should receive a high quality comprehensive arts education program based on the adopted *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve*;

**NOW, THEREFORE BE IT RESOLVED**, that the California State Board of Education, as does the West Contra Costa Unified School District, proclaims the month of March 2012 as Arts Education Month and encourages all educational communities to celebrate the arts with meaningful student activities and programs that demonstrate learning and understanding the visual and performing arts.

**PASSED AND ADOPTED**, this seventh day of March 2012 at a regular meeting of the Board of Education by the following vote:

AYES \_\_\_\_\_

NOES \_\_\_\_\_

ABSENT \_\_\_\_\_

ABSTAIN \_\_\_\_\_

**I HEREBY CERTIFY** that the foregoing resolution was duly and regularly introduced, passed, and adopted by the members of the Governing Board of the West Contra Costa Unified School District at a public meeting of said Board held on March 7, 2012.

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Bruce Harter  
Secretary, Board of Education

West Contra Costa Unified School District  
1108 Bissell Avenue  
Richmond, California 94801  
Office of the Superintendent

**ITEM REQUIRING ATTENTION----BOARD OF EDUCATION**

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**To:** Board of Education **Meeting Date:** March 7, 2012  
**From:** Wendell C. Greer **Agenda Item:** CI C.8  
Associate Superintendent, K – Adult Operations  
**Subject:** Resolution No. 94-1112: California Adult Education Week – March 12-16, 2012

**Background Information:**

The administration, teachers and students of the West Contra Costa Adult School are recognized for their efforts and accomplishments.

**Recommendation:** Recommend Approval

**Fiscal Impact:** None

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Tabled \_\_\_\_\_

**West Contra Costa Unified School District  
Resolution No. 94-1112**

**Adult Education Week  
March 12-16, 2012**

*WHEREAS*, from March 12 through March 16, 2012, the State of California will observe Adult Education Week; and

*WHEREAS*, West Contra Costa Adult School serves the changing economic and cultural needs of a vigorous, expanding community and provides for the unique needs of individuals in a diverse population; and

*WHEREAS*, West Contra Costa Adult School provides instruction to those in our community who need English as a Second Language and citizenship courses; and

*WHEREAS*, West Contra Costa Adult School, recognizing that to break the cycle of illiteracy we must focus on educating parents, provides programs in Family and Adult Literacy; and

*WHEREAS*, West Contra Costa Adult School provides a way for adults to complete high school studies in their own time and pace; and

*WHEREAS*, West Contra Costa Adult School provides instruction for parents and families, ranging from pre-birth classes through a wide spectrum of parent education and family literacy courses; and

*WHEREAS*, West Contra Costa Adult School provides career and technical education reflective of economic and regional opportunities and health, fitness and safety training improving quality of life concerns; and

*WHEREAS*, West Contra Costa Adult School provides programs especially designed for our older adult and disabled population; and

*NOW THEREFORE, BE IT RESOLVED*, that the Governing Board of the West Contra Costa Unified School District does hereby proclaim the week of March 12-16, 2011, Adult Education Week, salutes the administration, teachers and students of the West Contra Costa Adult School and honors their efforts and accomplishments.

*PASSED AND ADOPTED*, by the Board of Education of the West Contra Costa Unified School District on the 7<sup>th</sup> day of March 2012, by the following vote:

AYES \_\_\_\_\_ NOES \_\_\_\_\_ ABSENT \_\_\_\_\_ ABSTAIN \_\_\_\_\_

*I HEREBY CERTIFY* that the foregoing resolution was duly introduced, passed, and adopted by the Board of Education at a meeting held on March 7, 2012.

\_\_\_\_\_  
Charles Ramsey  
President, Board of Education

West Contra Costa Unified School District  
1108 Bissell Avenue  
Richmond, California 94801  
Office of the Superintendent

**ITEM REQUIRING ATTENTION----BOARD OF EDUCATION**

---

**To:** Board Of Education

**Meeting Date:** March 7, 2012

**From:** Wendell Greer  
Associate Superintendent, K-Adult Operations

**Agenda Item:** CI C.9

**Subject:** Students from Kennedy and Richmond High are visiting the nation's capitol April 9-13, 2012

**Background Information:** Eleven students from Kennedy and Richmond High are visiting the nation's capitol with the Close Up Foundation for the purpose of observing firsthand how our government functions. They will visit Congress and meet with elected representatives. They will visit the Supreme Court, the Capitol Rotunda, and the Library of Congress. Throughout the trip there are workshops to attend as well as homework. They will join up with students from other parts of the country to form a mock congress and prepare bills.

**Recommendation:** Recommend Approval

**Fiscal Impact:** Not on General Fund: Sponsored by Close Up Foundation

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Approved \_\_\_\_\_

Not Approved \_\_\_\_\_

Tabled \_\_\_\_\_

# WCCUSD STUDY TRIP REQUEST FORM (Form must be typed)

SCHOOL: RHS

Date of Submission: 07 Feb 2012

**TYPE OF TRIP: Please indicate the type of trip.**

DAY TRIP

OVERNIGHT TRIP

Submissions must be received in the Executive Director's office by the following timeline:

|   |                                   |
|---|-----------------------------------|
| Chartered Transportation (Bus reservations via district Transportation Office)                    | 25 school days prior to trip date |
| Automobile (Driving to destination)   | 15 school days prior to trip date |
| <input checked="" type="checkbox"/> Public Transportation (BART, bus, Amtrak, etc) Commercial Air | 15 school days prior to trip date |
| Walking   | 15 school days prior to trip date |

**TRIP AND CHAPERONE INFORMATION: Adult to Student Ratio: K-3 1:5 & 4-12 1:10 Short Term Insurance: K-3 1:4 & 4-12 1:8**

|   |   |  |   |
|---|---|--|---|
| Date of Trip: 09 - 13 Apr 2012                          | Time Leave: Return:   | Grade/Group<br><i>Close Up-RHS/KHS</i> | Total number of students participating: <i>11</i> Total: <i>5</i> RHS/ <i>6</i> KHS |
| Trip Destination: (Include Address/phone)<br>Wash. D.C. | Teacher in Charge of Group: (Name, phone, e-mail)<br>Douglas Frew, 510.524.0649 |  | Other Teachers Accompanying Group:<br>Dorothy Herzberg                              |

Names of Chaperones and Position/Title form attached

Student Study Trip Insurance: The following study trips require insurance:

- Trips around/near water (including trips near creeks, ponds, etc, trips on boats, to hatcheries, hiking, etc)
- Trips where students will be swimming
- Trips with an overnight stay

- Insurance form attached
- Check attached/account code listed
- List of student names attached

**TRANSPORTATION ARRANGEMENTS:**

|                                 |  |   |
|---------------------------------|--|---|
| <b>Chartered Transportation</b> | <b>CHARTERED TRANSPORTATION REQUEST FORM.</b><br>All requests using district funds must be booked through the Transportation Office. Completed Chartered Transportation request must be attached to study trip request.  | <input type="checkbox"/> Completed form attached. (Funding Source Account Code indicated on form)                           |
|                                 | <b>FUNDING SOURCE</b><br>Requests using other funding sources (i.e. PTA) must be booked by trip organizer and paid for at the site level. Funding source MUST be indicated.  | FUNDING SOURCE ACCOUNT CODE<br>364-7400-001-5880  |
|                                 | <b>COMPANY</b><br>Must be from District approved list as indicated on Bulletin. Attach confirmation from chartered transportation company.   | COMPANY NAME AND CONTACT:   |
| <b>Automobile</b>               | <b>AUTOMOBILE TRANSPORTATION FORM</b><br>Form must be completed with driver's information attached. Valid California Drivers license and insurance requirements are mandatory.   | <input type="checkbox"/> Completed form attached.<br><input type="checkbox"/> Valid driver's license and insurance attached |
| <b>Public Transportation</b>    | <b>TYPE OF PUBLIC TRANSPORTATION (BART, BUS, AMTRAK, FERRY)</b><br>Funding source required if transportation tickets/arrangements are to be purchased using District funds. Funding source MUST be indicated if applicable.  | Funding Source Account Code:<br>Bitech Purchase Order #   |
| <b>Admission Fees</b>           | <b>FEES TO DESTINATION, I.E., ZOO, THEATER, MUSEUM, ETC.</b><br>Funding source required if tickets are to be purchased using District funds. Funding source MUST be indicated if applicable. Purchase requisitions should be initiated three weeks in advance of the trip. | Funding Source Account Code:<br>Bitech Purchase Order #   |

**EDUCATIONAL VALUE**

Must include standards reference number and a brief explanation of how the trip relates to the classroom activity. Standards Number(s): CSS Social Science 12.4.1-6. Students will be visiting the nation's capitol for the purpose of observing first hand how our government functions. They will visit Congress and meet with elected representatives. They will visit the Supreme Court, the Capitol Rotunda, Library of Congress and famous monuments. They will visit the Holocaust Museum, Museum of American History and many more. They will visit the National Archives and Arlington National Cemetery. Throughout the trip there are workshops to attend as well as homework. Richmond students will be joined with students from other parts of the country, form a mock congress and prepare bills. This trip is sponsored by the Close Up Foundation, 1330 Braddock Place, Alexandria, VA 22314, 1.800.256.7387. POC is Lindsey Greenberg

|                            |   |  |
|----------------------------|---|--|
| Substitute(s) Requested: 0 | FOR SECONDARY SITES ONLY, SUBSTITUTES NEEDED FOR TEACHERS ON STUDY TRIPS. | Funding Source Account Code:<br>Substitutes Needed for <u>0</u> paid periods |
|----------------------------|---|--|

LAST DATE FOR SUBMISSION OF STUDY TRIP: APRIL 15, 2011 (3<sup>RD</sup> Friday in April)  
 LAST DATE FOR STUDY TRIP TO BE TAKEN: JUNE 3, 2011 (1<sup>ST</sup> Friday in June)

\*No late requests will be accepted. Study trips should not be scheduled during testing periods.

STUDY TRIP REQUEST FORM MUST HAVE PRINCIPAL SIGNATURE AND FUNDING SOURCE INDICATED BEFORE SENDING TO THE EXECUTIVE DIRECTOR'S OFFICE. INCOMPLETE STUDY TRIP REQUESTS WILL BE RETURNED AND MAY RESULT IN DELAY IN PROCESSING OR DENIAL OF REQUEST. APPROVALS WILL BE SENT BACK VIA EMAIL TO SECRETARY/OFFICE MANAGER AND PRINCIPAL.

Principal Signature: *[Signature]* Date: *02/07/2012*  
 APPROVALS: *[Signature]* Date: *2/16/2012*

Funding Authorization Dept. \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

EXECUTIVE DIRECTOR OFFICE USE ONLY:

Received: **RECEIVED**

Approval Sent: **FEB 7 2012**

By: \_\_\_\_\_ Date: \_\_\_\_\_

WCCUSD

West Contra Costa Unified School District  
1108 Bissell Avenue  
Richmond, California 94801  
Office of the Superintendent

**ITEM REQUIRING ATTENTION----BOARD OF EDUCATION**

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**To:** Board Of Education

**Meeting Date:** March 7, 2012

**From:** Wendell Greer  
Associate Superintendent, K-Adult Operations

**Agenda Item:** CI C.10

**Subject:** Students from Richmond High going to Robotics Regional Tournament, March 6-11, 2012

**Background Information:** Ten students from Richmond High have qualified for a regional robotics tournament with US First in Portland, Oregon. These students are learning scientific and mechanical skills that will benefit them in their ongoing education.

**Recommendation:** Recommend Approval

**Fiscal Impact:** Paid by sponsor donations: Chevron, Abbott, Google, JCPenny, Intuitive Surgical Inc., Lawrence Berkeley National Laboratory, Brin Wojcicki Foundation

**DISPOSITION BY BOARD OF EDUCATION**

Motion by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Approved \_\_\_\_\_

Not Approved \_\_\_\_\_

Tabled \_\_\_\_\_



TYPE OF TRIP: Please indicate the type of trip.  DAY TRIP  OVERNIGHT TRIP

Submissions must be received in the Executive Director's office by the following timeline:

|   |                                   |
|---|-----------------------------------|
| <input type="checkbox"/> Chartered Transportation (Bus reservations via district Transportation Office) | 25 school days prior to trip date |
| <input checked="" type="checkbox"/> Automobile (Driving to destination)                                 | 15 school days prior to trip date |
| <input type="checkbox"/> Public Transportation (BART, bus, Amtrak, etc)                                 | 15 school days prior to trip date |
| <input type="checkbox"/> Walking (Attach Form)  | 15 school days prior to trip date |

TRIP AND CHAPERONE INFORMATION: Adult to Student Ratio: K-3 1:5 & 4-12 1:10 & 4-12 1:8

|   |  |   |   |
|---|--|---|---|
| Date of Trip: <b>3/6/2012-3/11/2012</b>   | Time Leave: <b>4:00PM</b> Return: <b>5:30PM</b>  | Grade/Group: <b>ROBOTICS</b>  | Total number of students participating: <b>10</b> |
| Trip Destination (Include Address/phone)<br><b>Autodesk Oregon Regional<br/>300 North Winning Way<br/>Portland, OR 97208</b>  | Teacher in Charge of Group: (Name, phone, e-mail)<br><b>Krista Jann, (510)375-3503</b>   | Other Teachers Accompanying Group:  |   |
| Number of chaperones accompanying the group: <b>1</b>   | <input checked="" type="checkbox"/> Names of Chaperones and Position/Title form attached |   |   |
| Student Study Trip Insurance: The following study trips require insurance:<br><input type="checkbox"/> Trips a round/near water ( including trips near creeks, ponds, etc, trips on boats, to hatcheries, hiking, etc)<br><input type="checkbox"/> Trips where students will be swimming<br><input type="checkbox"/> Trips with an overnight stay |  | <input checked="" type="checkbox"/> Insurance form attached<br><input checked="" type="checkbox"/> Check attached/account code listed<br><input checked="" type="checkbox"/> List of student names attached |   |

TRANSPORTATION ARRANGEMENTS:

|                                 |   |   |
|---------------------------------|---|---|
| <b>Chartered Transportation</b> | <b>CHARTERED TRANSPORTATION REQUEST FORM.</b><br>All requests using district funds must be booked through the Transportation Office. Completed Chartered Transportation request must be attached to study trip request.   | <input type="checkbox"/> Completed form attached. (Funding Source Account Code indicated on form)   |
|                                 | <b>FUNDING SOURCE</b><br>Requests using other funding sources (i.e. PTA) must be booked by trip organizer and paid for at the site level. Funding source MUST be indicated.   | FUNDING SOURCE ACCOUNT  |
|                                 | <b>COMPANY</b><br>Must be from District approved list as indicated on Bulletin. Attach confirmation from chartered transportation company.  | COMPANY NAME AND CONTACT:   |
| <b>Automobile</b>               | <b>AUTOMOBILE TRANSPORTATION FORM</b><br>Form must be completed with driver's information attached. Valid California Drivers license and insurance requirements are mandatory.  | <input checked="" type="checkbox"/> Completed form attached.<br><input checked="" type="checkbox"/> Valid driver's license and insurance attached |
| <b>Public Transportation</b>    | <b>TYPE OF PUBLIC TRANSPORTATION (BART, BUS, AMTRAK, FERRY)</b><br>Funding source required if transportation tickets/arrangements are to be purchased using District/School funds. Funding source MUST be indicated.  | Funding Source Account Code:<br>Bitech Purchase Order #   |
| <b>Admission Fees</b>           | <b>FEES TO DESTINATION, I.E., ZOO, THEATER, MUSEUM, ETC.</b><br>Funding source account required if tickets are to be purchased using District/School funds. Purchase requisitions should be initiated three weeks in advance of the trip. Funding source name MUST be indicated if using other funding, i.e., PTA, Approved Fundraiser, etc | Funding Source Account Code:<br>Bitech Purchase Order #   |

EDUCATIONAL VALUE

Must include standards reference number and a brief explanation of how the trip relates to the classroom activity. Attach additional sheet if necessary. Standards Number(s):

*This is a regional robotics competition involving many high schools from the western U.S. Students learn scientific and mechanical skills as well as the ability to think critically, improvise and react to unforeseen circumstances.*

|                         |   |   |
|-------------------------|---|---|
| Substitute(s) Requested | FOR SECONDARY SITES ONLY, SUBSTITUTES NEEDED FOR TEACHERS ON STUDY TRIPS. | Funding Source Account Code:              |
|                         |   | Substitutes Needed for _____ paid periods |

LAST DATE FOR SUBMISSION OF STUDY TRIP: **APRIL, 2011 (3<sup>RD</sup> Friday in April)**  
 LAST DATE FOR STUDY TRIP TO BE TAKEN: **JUNE, 2011 (1<sup>ST</sup> Friday in June)**

\* No late requests will be accepted. Study trips should not be scheduled during testing periods.

STUDY TRIP REQUEST FORM MUST HAVE PRINCIPAL SIGNATURE AND FUNDING SOURCE INDICATED BEFORE SENDING TO THE EXECUTIVE DIRECTOR'S OFFICE. INCOMPLETE STUDY TRIP REQUESTS WILL BE RETURNED AND MAY RESULT IN DELAY IN PROCESSING OR DENIAL OF REQUEST. APPROVALS WILL BE SENT BACK VIA EMAIL TO SECRETARY/OFFICE MANAGER AND PRINCIPAL.

APPROVALS:

Principal Signature: *[Signature]* Date: **2/15/12**

Funding Authorization Dept. Signature: *[Signature]* Date: **2/16/2012**

Executive Director

EXECUTIVE DIRECTOR OFFICE USE ONLY:

Received: **RECEIVED**

Approval Sent: **FEB 15 2012**

By: **WCCUSD**

Date: **WCCUSD**

West Contra Costa Unified School District  
1108 Bissell Avenue  
Richmond, California 94801  
Office of the Superintendent

**ITEM REQUIRING ATTENTION---BOARD OF EDUCATION**

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**To:** Board of Education

**Meeting Date:** March 7, 2012

**From:** Steve Collins  
SELPA Director

**Agenda Item:** CI C.11

**Subject:** Contra Costa County Mental Health Memorandum of Understanding

**Background Information:**

This is an agreement entered into by the Contra Costa County Health Services Department, Mental Health Division and Mt. Diablo Unified School District, San Ramon Valley Unified School District, and West Contra Costa Unified School District, which are each single-district SELPAs.

The purpose of this Agreement is to establish a set of working guidelines and procedures between Mental Health and the Local Education Areas (LEAs) in Contra Costa County to provide Mental Health services and Residential supervision to children with disabilities in compliance with Federal and State laws governing each agency.

This agreement is based on distribution of AB 100 funds received by Contra Costa Health Services Department from the California Department of Education. Funds will be distributed to the Local Educational Agencies as needed for special education students. Services may be recommended or requested by an Individualized Education Program (IEP) team in connection with the identification, assessment, and/or placement of a student who is, or may be eligible for special education.

**Recommendation:** Board Approval

**Fiscal Impact:** None

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Approved \_\_\_\_\_

Not Approved \_\_\_\_\_

Tabled \_\_\_\_\_

**MEMORANDUM OF UNDERSTANDING  
AMONG  
CONTRA COSTA COUNTY  
AND  
THE CONTRA COSTA SELPA AND ITS MEMBER DISTRICTS,  
THE WEST CONTRA COSTA SELPA, THE MT. DIABLO SELPA,  
AND THE SAN RAMON SELPA, REGARDING  
FUNDING AND PROVISION OF EDUCATIONALLY RELATED  
MENTAL HEALTH SERVICES TO STUDENTS ELIGIBLE UNDER  
THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT**

THIS MEMORANDUM OF UNDERSTANDING (MOU), is made by and between the County of Contra Costa, including but not limited to, Mental Health Services (hereinafter referred to as County), the Contra Costa County SELPA, a multi-district SELPA (including Contra Costa County Office of Education, and the following fifteen school districts: Acalanes Union High School District, Antioch Unified School District, Brentwood Union School District, Byron Union School District, Canyon School District, John Swett Unified School District, Knightsen Elementary School District, Lafayette School District, Liberty Union High School District, Martinez Unified School District, Moraga School District, Oakley Union School District, Orinda School District, Pittsburg Unified School District, and Walnut Creek School District), and the West Contra Costa SELPA, Mt. Diablo SELPA, and San Ramon SELPA, each of which is a single-district SELPA, with respect to the provision of educationally-related mental health services by the District under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400, et seq. to students who reside within the boundaries, attend a school of the District, or are otherwise the responsibility of the District and funded through the SELPA, and the provision of mental health services by the County under applicable California law (e.g. Bronzan-McCorquodale Act, Mental Health Services Act (Proposition 63), Mental Health Services Fund, and Children’s Mental Health Services Act) (collectively referred to herein as “State law”) to that same population. The four SELPAs are collectively referred to below as “SELPA” or “LEA”; the County and the SELPAs are collectively referred to as “Parties.”

**RECITALS**

WHEREAS, the Local Education Agency (LEA) and the County each have obligations to provide specified mental health services to children residing within LEA and/or County, with the LEA’s obligation arising under the IDEA and the County’s obligation arising under State law;

WHEREAS, since 1986, County has been responsible to arrange and/or provide educationally-related mental health assessments and services to eligible special education students upon referrals by LEA pursuant to Section 26.5 of Division 7 of the California

Government Code sections 7570-7590 and the implementing regulations (entitled "Interagency Responsibilities for Providing Services to Children with Disabilities" and commonly known as and referred to hereinafter collectively as "AB 3632"). AB 3632 defined educationally related mental health services to include: individual or group psychotherapy, collateral services, medication monitoring, day treatment, day rehabilitation, case management, transportation, and residential placement.

WHEREAS, the IDEA requires local educational agencies to provide a free, appropriate public education ("FAPE") to eligible students with disabilities residing within its boundaries, but does not define, further specify, or provide for a process for mental health assessment, services or placements to eligible students, and only requires the provision of related services, including psychological services, social work services, and counseling services, as required to assist a child with a disability to benefit from special education;

WHEREAS, the process for educationally related mental health assessment, services or placements to eligible students in the State of California was previously governed by AB 3632;

WHEREAS, on October 8, 2010, California Governor Arnold Schwarzenegger (Governor) vetoed a fiscal year 2010-11 appropriation for educationally-related mental health services mandated by AB 3632 ("the veto") and stated that "[t]his mandate is suspended";

WHEREAS, at the time of the veto, AB 3632 remained codified and required counties and their mental health departments to conduct mental health assessments under the IDEA and to provide necessary educationally related mental health-related services, including residential care-based treatment (i.e., placement including the provision of psychotherapy and other needed mental health services), day treatment, and outpatient counseling to students with disabilities, as identified within the student's individualized education programs ("IEP"), pursuant to Government Code sections 7570, 7572, and 7572.5, and imputed county departments of mental health's recommendations for mental health services onto the IEP which had referred the student to the counties for assessment;

WHEREAS, shortly after the veto, litigation ensued among, by, or against the State Department of Education, State Department of Mental Health, the Governor, LEAs, and counties, regarding the force and effect of the Governor's veto on the AB 3632 mandate and the respective parties rights and responsibilities thereunder;

WHEREAS, pursuant to that litigation, the Superior Court in Sacramento and the California Court of Appeal have held that the Governor's October 8, 2010 veto suspended the AB 3632 mandate for 2010-11;

WHEREAS, AB 3632 is referred to in the Governor's Revised Budget Summary for the 2011-12 Budget as "repealed" and legislation provides that AB 3632 is inoperative as of July 1, 2011 and repealed effective January 1, 2012, and at the time of this MOU, there is no pending legislation known to the Parties to amend the Education Code or otherwise enact state statutory law to govern the provision of educationally related mental health services;

WHEREAS, under State law, the County is obligated to provide medically necessary mental health services to Medi-Cal eligible individuals, including seriously emotionally disturbed children in Contra Costa County, who have qualifying mental health needs; some of these services are the same services that the LEA may be obligated to provide under the IDEA and some of the same individuals who also qualify for educationally related mental health services from the LEA under the IDEA;

WHEREAS, in March 2011, the Legislature passed AB 100, amending the Mental Health Services Act (MHSA) and Children's Mental Health Services Act, among others, to provide MHSA funding to counties for mental health services for educationally related mental health services (ERMHS) and requiring the Controller to distribute to counties ninety-eight million five hundred eighty-six thousand dollars (\$98,586,000) from the Mental Health Services Fund for mental health services for special education pupils.

WHEREAS, AB 100 provides MHSA funding for ERMHS services to qualifying special education pupils in the 2011-2012 school year but does not address the rights and/or obligations of LEAs and/or counties to provide mental health services to special education pupils, or otherwise codify a division or coordination of responsibility between the LEAs and counties in the provision of mental health services to special education pupils, and further does not refer to reinstating the AB 3632 legislation, division of responsibility, or obligations;

WHEREAS, by this MOU the Parties intend to ensure that AB 100 funds are utilized so that special education pupils residing in the LEA continue to be identified, assessed and provided with ERMHS services required by the IDEA and to identify the rights and obligations of the Parties in conformity with AB 100 and after AB 3632 becomes inoperative and/or repealed;

WHEREAS, the Parties intend to reserve all rights each may have at the time this MOU is executed, and agree that nothing in this MOU shall waive or limit either party's rights, including any right to seek reimbursement from the other party for all costs incurred in providing educationally related mental health services under the IDEA to eligible students;

#### OPERATIVE PRINCIPLES

Accordingly, and in light of the foregoing recitals, the Parties agree that this MOU is to be implemented, interpreted and viewed in light of the following Operative Principles:

- LEA is responsible under the IDEA for the provision of FAPE to eligible students, including the provision of educationally related mental health services, and County is obligated under State law, subject to funding and eligibility, to provide mental health services to Medi-Cal eligible children in Contra Costa County.
- There is no federal IDEA obligation or state law obligation on County to provide FAPE, and there is no federal or state law obligation for LEA to provide mental health services that are not educationally related, and this MOU is not intended to create any such

obligations. This MOU is not intended to make County a "public agency" within the meaning of IDEA and/or subject to the IDEA's dispute resolution provisions

- Absent reinstatement of and appropriation of funding by the State for AB 3632 services, there is no statutory mandate on County to provide AB 3632 services or on the LEA to refer students to the County for mental health assessments and services under AB 3632.
- The provision of funds to County pursuant to AB 100 for ERMHS services for special education pupils does not create a statutory obligation on County to provide FAPE, and County is not otherwise required to provide educationally related mental health services, except to the extent State law provides for the provision of the same or similar mental health services to the same or similar students.
- The Parties anticipate that County will be transitioning the provision of educationally related mental health services to school LEAs within the County, including the LEA, and that County intends the transition to be completed by June 30, 2012. The parties intend to not interrupt the provision of services and to make a good faith effort to ensure a smooth and seamless transition of the provision of educationally related mental health services from the County to the LEA by June 30, 2012.

NOW, THEREFORE, based on such recitals, operative principles, and other mutual considerations and promises herein, the Parties agree as follows:

**1. Referrals and Assessment Reports:** LEA may refer students with suspected educationally related mental health needs arising from a qualifying IDEA disability to County for mental health assessment, and County will process and complete that assessment and an assessment report within 60 days of parental consent on an assessment plan. County may only recommend educationally related mental health services and such determinations will only be advisory to and not otherwise binding upon the LEA. Referrals for Medi-Cal eligible students must meet medical necessity criteria as set forth by Medi-Cal in order to receive specialty mental health services regardless of enrolled status.

**2. Array of Services:** Upon request from the LEA, and pursuant to IEPs developed and reviewed by the LEA, County agrees to provide educationally related mental health services to LEA students during the term of this MOU pursuant to this MOU. These services may include mental health services consultation, assessment and re-assessment, preparation of reports, IEP team meeting attendance, participation, and acknowledgement of its attendance and/or participation, referrals and processing referral packets, monitoring and placement and related travel and staff cost. LEAs will provide a signed assessment plan and have mental health assess for all appropriate referrals which may result in contracting with mental health service providers, placement as needed, including day treatment and outpatient counseling, and participation in the defense of any due process hearings and compliance complaints which may arise from the provision of mental health services for students served by CMH as determined by the LEA. The array of services will be provided for a child with a disability, as defined under the IDEA, in paragraph (3) of Section 1401 of

Title 20 of the United States Code, and shall include necessary related services as defined in paragraph (26) of Section 1401 of Title 20 of the United States Code, and designated instruction and services, as defined in Section 56363 of the California Education Code.

**3. Anticipation of Transition of Educationally Related Mental Health Services to LEA:**

It is understood and agreed that as part of the anticipated transition of the provision of educationally related mental health services to LEA, and in anticipation of the State no longer providing funding to counties to provide educationally related mental health services to special education pupils, the County may reduce the amounts and/or types of services it offers accordingly subject to the limitations set forth herein. Upon the request of and at no cost to the LEA, the County will provide consultation and/or training services to the LEA to aid in the transitioning of the provision of the educationally related mental health services to LEA during the FY 2011-2012. To the extent legally permissible, County may use AB 100 funding to pay for these services. These consultations may range in format from individual LEA training to multiple LEA group forums. The County will endeavor to schedule a group forum, at no cost to LEA. In no circumstances will County terminate a service without at least 20 school days notice to the LEA nor may County terminate services such that the LEA does not receive the full benefit of AB 100 funds earmarked for mental health services for eligible special education students. County understands that in some circumstances the LEA may need to convene an IEP meeting to effect a change in service previously provided by County and County will not terminate those services pending the IEP unless otherwise agreed to by student's parents.

**4. Student Records:** County and SELPA will collaborate on an ongoing basis to record implementation and cost data for educationally related mental health services provided to LEA students by the County through their IEPs and pursuant to this MOU. County agrees to provide data in a mutually agreeable electronic format.

**5. LEA's Provision of FAPE:** It is understood and agreed that the LEA has the right and obligation under IDEA to determine educationally related mental health services needed for an eligible student to receive FAPE and that County will provide ERMHS services requested by the LEA in conformity with the IEP, pursuant to this MOU only. LEA may use County to provide educationally related mental health services or may independently, or through a third party vendor, provide for educationally related mental health services.

**6. Individual Services Agreement Execution:** County agrees to provide information and/or records to demonstrate services, implementation and the progress made with those services.

**7.** As an addendum, County shall provide the cost of the educationally related mental health services set forth in paragraph 2, It is understood and agreed that provision of services and costs is subject to SELPA approval and in no case shall administrative fees exceed 18% over the SMA. County shall provide an accounting to demonstrate the funding used for services as further set forth in paragraph 8.

**8. Funding and Reimbursement:** To the extent legally permissible, County shall identify and use all alternate funding sources including Early and Periodic Screening, Diagnosis, and Treatment ("EPSDT") and Mental Health Services Act (AB100). AB 100 funds will be proportionately credited to each LEA's cost for purchasing, from the County, educationally related mental health services. Counties shall either use the funds for educationally related mental health services or shall return the funding to the state for reallocation to other counties. Once AB 100 funds are exhausted, LEA shall bear the costs of and pay County for the provision of educationally related ERMHS services provided, in accordance with this MOU, to LEA students; County shall reimburse LEA to the extent that any such services are paid for by other state or federal funding sources (e.g., Medi-Cal (EPSTD) or MHSA funds AB100).

**9. Reconciliation and Cost of Service:** Every month during the term of this MOU, County shall provide an invoice to each SELPA and LEA identifying the funds expended on non Medi-Cal LEA students, A final accounting shall be completed by County when Medi-Cal approvals are finalized and the State has issued its Cost Report Reconciliation and Settlement to the County and in no event later than January 31, 2013. Any funds owed to County will be paid by each SELPA at the time of the final reconciliation.

**10. Cooperation in Administrative Proceedings:** Although County will not be named by the LEA as a party to due process proceedings under the IDEA's procedural safeguards, County agrees to fully cooperate with the SELPA with regard to all administrative or other legal proceedings involving special education students receiving services from County pursuant to this MOU.

**11. Privacy:** County and SELPA acknowledge the protections afforded to student health information under regulations adopted pursuant to the Health Insurance Portability and Accountability Act of 1996 (HIPAA), Pub. L. No. 104-191, students records under the Family Educational Rights and Privacy Act (FERPA), 20 USC Section 1232g; and under provisions of state law relating to privacy of student information. County and LEA shall ensure that all activities and communications undertaken under this MOU will conform to the requirements of these laws.

**12. Modification:** This MOU shall not be modified or amended without the mutual written consent of the Parties. If any actual or physical deletions or changes appear on the face of the MOU, such deletions or changes shall only be effective if the initials of both contracting Parties, along with the date of initialization, appear beside such deletion or change.

**13. Integration:** This MOU represents the entire understanding of SELPA and County as to those matters contained herein, and supersedes and cancels any prior oral or written understanding, promises or representations with respect to those matters covered hereunder. This MOU may not be modified or altered except in writing and signed by both Parties hereto. This is an integrated MOU.



**14. Laws and Venue:** This MOU contains the complete and final understanding of the Parties' rights, duties and obligations with respect to the transaction discussed in this MOU and supersedes all prior MOUs, contracts, understandings and commitments whether oral or written with respect to the subject matter of this MOU. This MOU shall be interpreted in accordance with the laws of the State of California.

**15. Third Party Rights:** Nothing in this MOU shall be construed to confer any rights or benefits to anyone other than the Parties hereto nor shall any of the provisions be construed as an admission by either the LEA or the County of a duty or obligations to anyone other than the Parties hereto. This document shall not be an exhibit to any proceeding other than between the Parties hereto.

**16. Severability/Waiver:** The unenforceability, invalidity or illegality of any provision(s) of this MOU shall not render the other provisions unenforceable, invalid, or illegal. No waiver of any provision of this MOU shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, nor shall any such waiver constitute a continuing or subsequent waiver of the same provision. No waiver shall be binding unless executed in writing by the party making the waiver.

**17. Term:** The term of this Agreement shall commence on July 1, 2011, and shall continue from month to month until terminated by either party, however in no event shall this MOU extend beyond June 30, 2012. At that time it is expected that LEA shall be capable of and shall provide the educationally related services provided by County under this MOU.

**18. Termination:** This MOU may be terminated at any time upon the mutual agreement of the Parties or by either party upon 30 days advanced written notice to the other party. Unless otherwise prohibited by law, should any AB 100 funds or other allocation of funds to which the LEA is entitled remain with the County at the time of termination of the MOU, such funds shall be transferred to the LEA within sixty (60) days.

**19. Dispute Resolution:** County and SELPA agree that upon the mutual consent of the Parties the following process will be used to address disputes pertaining to the implementation of the MOU. It is understood that these dispute resolution procedure shall not preclude or otherwise interfere with the right to bring an action as conferred in paragraph 14 and does not pertain to special education due process hearing complaints.

#### **A. Dispute Resolution**

Timely communication between Mental Health and SELPA personnel will occur whenever disputes related to the Program Plan / MOU arise. Every effort will be made to resolve disputes informally at the lowest possible level and shall be referred to the agency liaisons for initial formal action as needed.

Any dispute regarding this Agreement will be mediated between the lead administrators for each agency.

Any audit will be conducted by the County Regional Clinic Manager

and/or the Mental Health Program Chief in collaboration with the LEA.

**COUNTY Mental Health Services and Case Management Cost Oversight:** An oversight committee comprised of representative(s) of LEA, SELPA, and COUNTY will be formed to monitor and audit costs associated with this Program Plan and to assist in any dispute resolution.

**20. Indemnification:** To the fullest extent permitted by law, LEA shall defend, indemnify, and hold harmless County, its agents, representatives, officers, consultants, employees, trustees, and volunteers from any and all losses, liabilities, claims, suits, and actions of any kind, nature, and description, including, but not limited to, attorneys' fees and costs, that arise out of or result from the exclusive negligent, wrongful or willful acts or omissions of the LEA, its employees, agents, subcontractors, independent contractors, consultants, or other representatives; and, in the event any action or proceeding in any forum is brought against the County for any such acts or omissions of the LEA, LEA shall defend the same at LEA's expense, including retaining counsel.

To the fullest extent permitted by law, County shall defend, indemnify, and hold harmless LEA, its agents, representatives, officers, consultants, employees, trustees, and volunteers from any and all losses, liabilities, claims, suits, and actions of any kind, nature, and description, including, but not limited to, attorneys' fees and costs, that arise out of or result from the exclusive negligent, wrongful or willful acts or omissions of the County, its employees, agents, subcontractors, independent contractors, consultants, or other representatives; and, in the event any action or proceeding in any forum is brought against the LEA for any such acts or omissions of the County, County shall defend the same at County's expense, including retaining counsel acceptable to SELPA.

**21. Force Majeure:** Neither party shall be deemed to be in default of the terms of this MOU if either party is prevented from performing the terms of this MOU by causes beyond its control, including without being limited to: acts of God; any laws and/or regulations of State or Federal government; or any catastrophe resulting from flood, fire, explosion, or other causes beyond the control of the defaulting party. If any of the stated contingencies occur, the party delayed by force majeure shall immediately give the other Parties written notice of the cause for delay. The party delayed by force majeure shall use reasonable diligence to correct the cause of the delay, if correctable, and if the condition that caused the delay is corrected, the party delayed shall immediately give the other party written notice thereof and shall resume performance of the terms of this MOU. Neither party shall be liable for any excess costs if the failure to perform the MOU arises from any of the contingencies listed above.

**22. Notices:** All notices provided for by this MOU shall be in writing. Notices shall be mailed, electronically delivered or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices related to this MOU shall be mailed to SELPA and shall be addressed to:

Laura VanDuyn, Ed.D, Director  
Contra Costa SELPA  
2520 Stanwell Drive, Suite 270  
Concord, CA 94520

Steve Collins, Director  
West Contra Costa SELPA  
2465 Dolan Way  
San Pablo, CA 94806

Karen Heilbronner, Director  
Secondary Special Education  
San Ramon Unified School District  
699 Old Orchard Drive  
Danville, CA 94526

Linda Rowley Thom, Director  
Elementary Special Education  
San Ramon Valley Unified School District  
699 Old Orchard Drive  
Danville, CA 94526-1058

Mildred D. Browne, Ph.D,  
Asst. Superintendent  
Pupil Services Mt. Diablo Unified SELPA/LEA  
1936 Carlotta Drive  
Concord, CA 94519

All notices related to this MOU shall be mailed to County shall be addressed to:

Vern Wallace, LMFT  
Mental Health Program Chief  
Child and Adolescent System of Care  
Contra Costa County Health Services  
Behavioral Health Division  
Mental Health Services  
1340 Arnold Dr. #200  
Martinez, CA (94553)

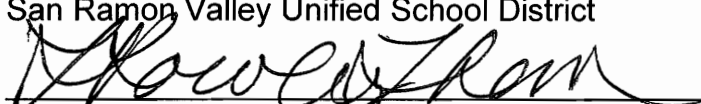
**23. Representation on Authority of Parties/Signatories:** Each person signing this MOU represents and warrants that he or she is duly authorized and has legal capacity to execute and deliver this MOU. Each party represents and warrants to the other that the execution and delivery of the MOU and the performance of such party's obligations hereunder have been duly authorized and that the MOU is a valid and legal agreement binding on such party and enforceable in accordance with its terms.

**24. Incorporation of Recitals:** The Parties understand and agree that the recitals set forth above are terms of this MOU and are incorporated herein by this reference.

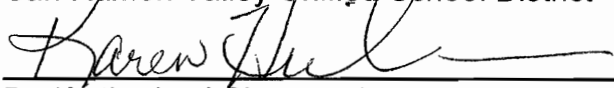
IN WITNESS WHEREOF, the Parties hereto have executed this agreement for Fiscal Year 2011-2012, in entirety, as of the dates of their signatures.

EDUCATION

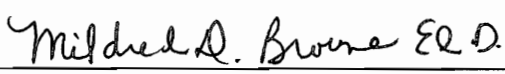
Linda Rowley Thom, Director  
Elementary Special Education  
San Ramon Valley Unified School District

 2/6/12  
By (Authorized Signature) Date

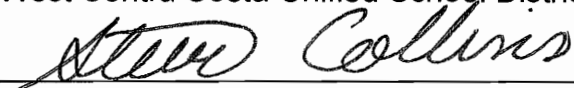
Karen Heilbronner, Director  
Secondary Special Education  
San Ramon Valley Unified School District

 2/6/12  
By (Authorized Signature) Date

Mildred Browne, Ed. D.,  
Asst. Superintendent  
Pupil Services/Special Education/SELPA  
Mount Diablo Unified School District

 2/6/2012  
By (Authorized Signature) Date

Steve Collins, Director  
Special Education Local Area Plan  
West Contra Costa Unified School District

 2/8/12  
By (Authorized Signature) Date

CONTRA COSTA COUNTY

William Walker, M.D. 1/20/12  
By Dr. William Walker, M.D. Date  
Health Services Director  
Health Department  
Contra Costa County

Cynthia Belor, LCSW 1/26/12  
By Cynthia Belor, LCSW Date  
Behavioral Health Director  
Health Services Department  
Contra Costa County  
1340 Arnold Way #200  
Martinez, CA 94553

Suzanne Tavano, PhD 1/25/12  
By Suzanne Tavano, PhD Date  
Acting Mental Health Director  
Behavioral Health Division  
Health Services Department  
Contra Costa County  
1340 Arnold Way #200  
Martinez, CA 94553

00256.00001/303158.1

West Contra Costa Unified School District  
1108 Bissell Avenue  
Richmond, California 94801  
Office of the Superintendent

**ITEM REQUIRING ATTENTION----BOARD OF EDUCATION**

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**To:** Board of Education **Meeting Date:** March 7, 2012  
**From:** Bill Fay **Agenda Item:** CI C.12  
Associate Superintendent for Operations  
**Subject:** Ratification and Approval of Engineering Services Contracts

**Background Information:**

Contracts have been initiated by staff using previously qualified consulting, engineering, architectural, or landscape architectural firms to assist in completion of the referenced projects. Many of the firms are already under contract and the staff-initiated work may be an extension of the firm's existing contract with the District. Public contracting laws have been followed in initially qualifying and selecting these professionals.

**Recommendation:**

Ratify and approve contracts as noted.

**Fiscal Impact:** Total for this action: **\$299,054.25**. Funding sources as noted.

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_  
Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Tabled \_\_\_\_\_

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT  
FACILITIES PLANNING AND CONSTRUCTION**

**ENGINEERING & ARCHITECTURAL SERVICES CONTRACTS**

| <b>Project/Funding</b>  | <b>Dates</b>                      | <b>Firm</b>                    | <b>Contract Cost</b> | <b>Reference</b>   |
|---|-----------------------------------|--------------------------------|----------------------|--|
| Stege Elementary School Campus Replacement Project<br><br>Measure D-2010 Bond               | February 2012 thru March 2012     | K.C. Pierce & Associates       | \$26,380             | Boundary and topographic survey services.  |
| Portola Middle School Temporary Housing Project<br><br>Measure D Bond                       | March 2010 thru July 2010         | HY Architects                  | \$55,590             | Additional design and topographic survey services.                                       |
| Wilson Elementary School Campus Replacement Project<br><br>Measure D-2010 Bond              | February 2012 thru March 2012     | RMA Group                      | \$18,640             | Geological engineering investigation and geologic & seismic hazards assessment services. |
| De Anza High School Main Campus Project<br><br>Measure J Bond                               | February 2012 to September 2012   | Grossman Design Group          | \$36,500             | Waterproofing design consulting.   |
| Vista Hills Elementary School Restroom Renovations Project<br><br>Measure J Bond            | February 2012 through August 2012 | Sally Swanson Architects, Inc. | \$19,480             | Design and construction administration services.   |
| Montalvin Manor Elementary School New Classroom Building Project<br><br>Measure D-2010 Bond | March 2012 thru April 2012        | ENGEO, Incorporated            | \$13,500             | Geotechnical and geologic hazards evaluation services.                                   |



**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT  
FACILITIES PLANNING AND CONSTRUCTION**

**ENGINEERING & ARCHITECTURAL SERVICES CONTRACTS**

| <b>Project/Funding</b>   | <b>Dates</b>                   | <b>Firm</b>                 | <b>Contract Cost</b> | <b>Reference</b>   |
|--|--------------------------------|-----------------------------|----------------------|--|
| King Elementary School Replacement Campus Project<br><br>Measure J Bond                  | December 2011 thru March 2012  | Quattrocchi Kwok Architects | \$1,071              | Additional design services for landscaping, security cameras.                              |
| King Elementary School Replacement Campus Project<br><br>Measure J Bond                  | December 2011 thru March 2012  | Quattrocchi Kwok Architects | \$76,921.25          | Additional construction administration services due to extension of construction schedule. |
| Nystrom Elementary School Multi-Purpose Building Project<br><br>Measure J Bond           | February 2012 thru June 2012   | RGA Environmental, Inc.     | \$10,000             | Vandalism damage assessment and repair verification services.                              |
| Nystrom Elementary School Classroom Building Modernization Project<br><br>Measure J Bond | February 2012 thru June 2012   | Interactive Resources       | \$25,000             | Additional design services to incorporate recently adopted education specifications.       |
| De Anza High School Campus Replacement & Photovoltaic Project<br><br>Measure J Bond      | February 2012 through May 2012 | Enovity                     | \$15,972             | Additional CHPS commissioning services pertaining to rooftop photo-voltaic system.         |
| Local Capacity Outreach<br><br>Measure J & Measure D-2012 Bonds                          | July 2011 through June 2012    | J Majors & Associates, LLC  | \$50,000             | Community outreach services to facilitate participation of local vendors and contractors.  |

West Contra Costa Unified School District  
1108 Bissell Avenue  
Richmond, California 94801-3135  
Office of Superintendent of Schools

**ITEM REQUIRING ATTENTION --- BOARD OF EDUCATION**

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**To:** Board of Education **Meeting Date:** March 7, 2012  
**From:** Bill Fay **Agenda Item:** CI C.13  
Associate Superintendent for Operations  
**Subject:** Ratification and Approval of Negotiated Change Orders

**Background information:**

Staff is seeking ratification of change orders on the following current District construction projects: De Anza High School Replacement Campus. Change orders are fully executed by the District upon signature by the Superintendent's designee. Board ratification is the final step required under state law in order to complete payment and contract adjustment.

In addition to normal ratification, approval of the noted change order for the Ford Elementary School New School project are required by the Board, with special findings as noted below, because these projects are in excess of the Public Contract Code limit of 10% of the original contract value. In accordance with Public Contract Code 20118.4, the Board, by approving and ratifying these change orders, finds that it would have been futile to publicly bid the work in question because of the tight time frames to complete this work without affecting the operations of the District, and that the public is best served by having this work completed by the contractor on the project.

**Recommendation:**

Ratify negotiated change orders as noted.

**Fiscal Impact:** Total ratification and approval by this action: **\$267,649.00**

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Tabled \_\_\_\_\_

**March 7, 2012 Change Order Ratification Summary**

|   | Project                       | Company                  | Original Contract | Previously Approved CO's | Items Pending Board Action |                       | Total CO's     | CO Percent of Original Contract | Adjusted New Contract | Change Order Numbers |
|---|-------------------------------|--------------------------|-------------------|--------------------------|----------------------------|-----------------------|----------------|---------------------------------|-----------------------|----------------------|
|   |                               |                          |                   |                          | CO's Pending Ratification  | CO's Pending Approval |                |                                 |                       |                      |
| 1 | De Anza HS Replacement Campus | Wright Contracting, Inc. | \$62,508,000.00   | \$2,143,802.00           | \$93,463.00                | \$0.00                | \$2,237,265.00 | 3.58%                           | \$64,745,265.00       | 17                   |
| 2 | Ford ES New School            | Alten Construction, Inc. | \$16,734,206.00   | \$1,916,889.00           | \$0.00                     | \$174,186.00          | \$2,091,075.00 | 12.50%                          | \$18,825,281.00       | 28, 29               |

|                       |                           |                     |
|-----------------------|---------------------------|---------------------|
| Pending Board Actions | Ratifications             | \$93,463.00         |
|                       | Approvals                 | \$174,186.00        |
|                       | <b>Total Board Action</b> | <b>\$267,649.00</b> |

Note: the proposed Board action is to ratify all change orders below ten percent (10%) of the contract value; the change order amounts pending Board approval is the portion of the change order(s) above 10%.

West Contra Costa Unified School District  
1108 Bissell Avenue  
Richmond, California 94801  
Office of the Superintendent

**ITEM REQUIRING ATTENTION----BOARD OF EDUCATION**

**To:** Board of Education **Meeting Date:** March 7, 2012  
**From:** Bill Fay **Agenda Item:** CI C.14  
Associate Superintendent for Operations  
**Subject:** Boiler Replacement Project for the Nutrition Center, 750 Bissell Avenue, Richmond, CA

**Background Information:**

The project consists of demolition, removal, and disposal of two (2) existing high pressure steam boilers and one feed water system; furnishing and installing two (2) new 50 HP High Pressure Steam Boilers and one (1) new Boiler Feed water system of size capacity and configuration as indicated on the engineering drawings and specifications; boiler Start-up services for proper combustion and operation; providing training services for facility maintenance and operational personnel; and clean up and disposal of all scrap materials, equipment, and construction debris.

The District engaged in a public bid process for the project. Bids were opened on February 7, 2012. Six contractors submitted bids. They are as follows: S&H Construction, Inc., \$222,200; Dowdle & Sons Mechanical, Inc., \$265,000; Central Boiler and Industrial Service, \$280,612; ERA Construction, Inc., \$298,000.; Agbayani Construction Corporation, \$301,614; and CAS Financial and Construction Services, non-responsive. The apparent lowest responsive, responsible bidder is S&H Construction, Inc.

**Recommendation:**

Award contract to S&H Construction, Inc.

**Fiscal Impact:** \$222,200. Nutrition Development Fund.

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_  
Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Tabled \_\_\_\_\_

West Contra Costa Unified School District  
1108 Bissell Avenue  
Richmond, California 94801  
Office of the Superintendent

**ITEM REQUIRING ATTENTION---BOARD OF EDUCATION**

**To:** Board of Education **Meeting Date:** March 7, 2012

**From:** Bill Fay **Agenda Item:** CI C.15  
Associate Superintendent for Operations

**Subject:** Soils Removal and Site Work at Gompers/Leadership Public Schools

**Background Information:**

Construction includes excavation, off haul, and disposal of non-hazardous oil contaminated soil and lead contaminated soil into appropriate landfill, and importing clean fill material, backfill of excavated area, compaction and grading at Gompers/LPS High School.

Project is on a fast track and needs to be completed within five (5) weeks.

The District engaged in a public bid process for the project. Bids were opened on February 27, 2012. Seven contractors submitted bids. They are as follows: WR Forde, \$440,000; Applied Water Resource; \$558,428; Parc, \$584,640; Pacific States, \$598,100; Evans Bros, \$806,000; Ghilotti Bros, \$819,060; Jedco, \$879,000. The apparent lowest responsive, responsible bidder is WR Forde.

**Recommendation:**

Award contract to lowest responsive, responsible bidder.

**Fiscal Impact:** Funded from the Measure J Bond.

|  |                    |              |
|--|--------------------|--------------|
| <b>DISPOSITION BY BOARD OF EDUCATION</b> |                    |              |
| Motion by: _____                         | Seconded by: _____ |              |
| Approved _____                           | Not Approved _____ | Tabled _____ |

West Contra Costa Unified School District  
1108 Bissell Avenue  
Richmond, California 94801  
Office of the Superintendent

**ITEM REQUIRING ATTENTION----BOARD OF EDUCATION**

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**To:** Board of Education **Meeting Date:** March 7, 2012  
**From:** Bill Fay **Agenda Item:** CI C.16  
Associate Superintendent for Operations  
**Subject:** E-Rate Funding Year 13 Additional Funding for project upgrades. Board Approved 2/10/10

**Background Information:**

1. Wide Area Network will be installing the new network per the Contract signed in 2010. The technology changes we are requesting to substitute the service with AT&T's newer AT&T Switched Ethernet (ASE) service to replace the Optical Switched Ethernet Service, Opteman.
2. The new technology will provide cost advantages on moves /adds but more importantly will allow for future growth to support our applications distance learning, surveillance, Bring-Your-Own-Device, Mobility Device Mgmt, Tablets and merging of schools.
3. The bandwidth provides a managed service from 2 Mbps to 10 Gbps, which would provide the same level of speed currently available, with room to grow to faster speeds if needed.

**Recommendation:**

Approve the existing AT&T E-Rate contract to include the new upgrades.

**Fiscal Impact:** The District obtains 70%-90% from E-Rate funding, equal to \$1,728,000-\$1,344,000 in reimbursement. District cost \$192,000-\$576,000. The District will be better able to serve the technology needs for students and staff.

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_  
Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Tabled \_\_\_\_\_

West Contra Costa Unified School District  
1108 Bissell Avenue  
Richmond, California 94801  
Office of the Superintendent

**ITEM REQUIRING ATTENTION---BOARD OF EDUCATION**

**To:** Board of Education **Meeting Date:** March 7, 1012  
**From:** Bill Fay **Agenda Item:** CI C.17  
Associate Superintendent for Operations  
**Subject:** E-Rate funding Year 15- Contract Award of Vendor upon E-Rate Funding Approval.

**Background Information:**

The Schools and Libraries Program of the Universal Service Fund, commonly known as "E-Rate," provides assistance to schools and libraries in the United States to obtain affordable telecommunications and internet access infrastructure. The level of funding from the E-Rate program depends on economic need and on the percentage of students participating in the Free and Reduced Lunch Program. The application window for FY2012 (known as E-Rate Year 15) is now open, and the District proposes to apply for full funding by the E-Rate Program for the following projects:

1. WAN END-TO-END MANAGED SOLUTION: Will provide comprehensive support for Wide Area Network (WAN) implementation and management, enabling the District to improve, expand and maintain a global WAN efficiently and cost-effectively including network design, implementation, installation and management of networking solutions.
2. WIRELESS ACCESS INFRASTRUCTURE: Will provide students, faculty and administrators with secured, easy and instant wireless access to applications and information at eligible locations. Instant wireless access to educational applications has resulted in enhanced learning environments, improved student achievement, reduced IT support calls and faculty training costs, and maximized teacher mobility.

**Recommendation:**

Approve E-rate Contract for Year 15 to: **GigaKOM – Northern California**; Recommendation was based on the evaluation system stated in the RFP. GigaKOM had the lowest bid and scored 98 of 100 total points.

**Fiscal Impact:** The District obtains 70%-90% from Rate funding for the above projects, equal to: \$ 1,280,753.37-\$1,646,682.90, in reimbursement. (Total Project Cost: \$1,829,647.67); Cost to District would be: \$182,964.77-\$548,894.30; Project will provide wireless and improvements to most District school sites.

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Tabled \_\_\_\_\_

West Contra Costa Unified School District  
1108 Bissell Avenue  
Richmond, California 94801  
Office of the Superintendent

**ITEM REQUIRING ATTENTION---BOARD OF EDUCATION**

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**To:** Board of Education

**Meeting Date:** March 7, 2012

**From:** Antonio Medrano, Board Member

**Agenda Item:** CI C.18

**Subject:** Letter in Support of AB 1081 - TRUST Act

**Background Information:**

This bill would state the findings and declarations of the Legislature with respect to a memorandum of agreement with the United States Department of Homeland Security, regarding the implementation of the Immigration and Customs Enforcement's Secure Communities program that the Bureau of Criminal Identification and Information within the Department of Justice entered into on April 10, 2009. The bill would require the bureau to modify that agreement, according to specified requirements, or to exercise its authority under the agreement to terminate the agreement.

**Recommendation:**

That the Board approve sending a letter in support of AB 1081.

**Fiscal Impact:** None

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Approved \_\_\_\_\_

Not Approved \_\_\_\_\_

Tabled \_\_\_\_\_





**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT**

1108 Bissell Avenue  
Richmond, CA 94801-3135

**Bruce Harter, Ph.D.**  
*Superintendent*

**Telephone: (510) 231-1101**  
**FAX: (510) 236-6784**

March 7, 2012

The Honorable Tom Ammiano  
State Capitol  
P.O. Box 942849  
Sacramento, CA 94249-0013

RE: SUPPORT for the TRUST Act (AB 1081-Ammiano)

Dear Assemblymember Ammiano:

On behalf of West Contra Costa Unified School District, I write in strong support of the TRUST Act (AB 1081-Ammiano), which will reform California's participation in the fundamentally flawed "Secure" Communities of S-Comm deportation Program. This bill will advance public safety by rebuilding the trust that S-Comm has undermined between immigrant communities and local police. The TRUST Act will also ease the unfair burden which the program has saddled upon local governments.

S-Comm is a controversial Immigration and Customs Enforcement (ICE) program which has devastated community policing strategies, hurt public safety, and caused significant pain for immigrant victims of crime. Since its implementation, S-Comm has led to the deportation of over 63,000 residents of California – more than any other state. Contrary to this program's stated goal of prioritizing serious felony offenses, the vast majority of those deported, about 69%, are categorized by ICE as either "non-criminals" or lower level offenders. Even U.S. citizens, survivors of domestic violence, and immigrants arrested only for selling street food without a permit have been unfairly detained due to S-Comm.

Despite changes announced to the program last year, a new report from University of California Irvine's Immigrant Rights Clinic found that "ICE's failure to adhere to its own stated priorities is a feature rather than a reparable flaw" of S-Comm." Thus, immigrant victims and witnesses of crime are afraid to come forward to cooperate with the police for fear that they may be automatically reported to ICE and detained for deportation under S-Comm.

The TRUST Act will set reasonable limits for local responses to ICE's burdensome "detainer" requests, the linchpin of the failed S-Comm program. Currently, local jails bear the brunt of the costs of responding to these holds. This includes the cost of tracking and responding to ICE detainers, and the additional time community members are held beyond the point they would normally be released.

We believe California can do better. Thus, we respectfully urge passage of AB 1081. Passage of this bill would go a long way toward restoring trust between local law enforcement and immigrant communities.

Sincerely,

Charles T. Ramsey, President  
West Contra Costa Unified School Board

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT  
1108 Bissell Avenue  
Richmond, California 94801-3135  
Office of Superintendent of Schools

**ITEM REQUIRING ATTENTION----BOARD OF EDUCATION**

**To:** Board of Education

**Meeting Date:** March 7, 2012

**From:** Sheri Gamba *SG*  
Associate Superintendent Business Services

**Agenda Item:** D.1

**Subject:** Budget Report Update

**Background Information:**

The Governor's budget report issued in mid-January indicates that the district may have an estimated \$14.7 Million deficit in the 2012-13 school year. This would occur if the tax initiative proposed in the Governor's budget fails to get enough signatures to qualify for the November 2012 election or if the voters fail to support the measure. In an effort to provide information to the community as well as to gather input, staff has conducted a series of Community Budget Meetings from January 25 – February 8, 2012. Staff will provide a summary report of the community meetings and any new information available from the State regarding the 2012-13 budget.

**Recommendation:** For Information Only

**Fiscal Impact:** None

|  |                    |              |
|--|--------------------|--------------|
| <b>DISPOSITION BY BOARD OF EDUCATION</b> |                    |              |
| Motion by: _____                         | Seconded by: _____ |              |
| Approved _____                           | Not Approved _____ | Tabled _____ |

West Contra Costa Unified School District  
1108 Bissell Avenue  
Richmond, California 94801  
Office of the Superintendent

**ITEM REQUIRING ATTENTION----BOARD OF EDUCATION**

**To:** Board of Education

**Meeting Date:** March 7, 2012

**From:** Bruce Harter  
Superintendent

**Agenda Item:** F.1

**Subject:** Nystrom Vandalism – Reward for Information

**Background Information:**

On Sunday February 12, 2012 vandals committed felony level crimes in the Nystrom multi-purpose room where the construction was nearly completed. The damage to the building is estimated to be in excess of \$500,000. The Richmond Police department has offered a \$10,000 reward for information leading to the arrest and conviction of the perpetrator(s). Congressman George Miller's office is offering another \$2,500. Government Code section 53069.5 provides that any local agency, as defined in Section 54951, may offer and pay a reward, the amount of which is determined by the local agency, for any information leading to the determination of the identify of, and the apprehension of, any person who willfully damages or destroys any property. Under that Government Code section (53069.5), if the perpetrator is apprehended and the District has paid the reward, the District can hold the perpetrator responsible to repay the School District the amount of the reward it paid.

**Recommendation:**

That the Board authorize the offer of an additional \$10,000 reward for information leading to the arrest and authorize the Superintendent to make the award in conjunction with the Richmond Police.

**Fiscal Impact:** \$10,000 possible

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Approved \_\_\_\_\_

Not Approved \_\_\_\_\_

Tabled \_\_\_\_\_

West Contra Costa Unified School District  
1108 Bissell Avenue  
Richmond, California 94801  
Office of the Superintendent

**ITEM REQUIRING ATTENTION---BOARD OF EDUCATION**

**To:** Board of Education

**Meeting Date:** March 7, 2012

**From:** Wendell C. Greer  
Associate Superintendent K-Adult Operations

**Agenda Item:** G.1

**Subject:** Richmond Charter Academy Middle School

**Background Information:** The Richmond Charter Academy Middle School, a nonprofit benefit corporation, submitted a petition to West Contra Costa Unified School District ( WCCUSD) on February 8, 2012, to establish an independent charter school known as Richmond Charter Academy Middle School. Pursuant to the Charter School Act of 1992 (the "Act"), Education Code Section 47600 et seq., the Legislature has charged local school boards with the responsibility of reviewing and acting on petitions for charter schools.

Education Code section 47605(b) requires the Board, within 30 days of receiving a petition, to hold a public hearing to consider the level of support for the petition. The charter school has requested to not participate in the public presentation in accordance with Education Code 47605. West Contra Costa Unified School District wishes to honor the charter school's request. Therefore, the purpose of this agenda item is strictly for informational purposes only.

The Act also requires the Board to either grant or deny the Petition within 60 days of submission.

Staff and legal counsel are receiving and analyzing information related to the Petition, as well as the operation and potential effects of the proposed charter school, and will make a recommendation regarding the Petition at a subsequent board meeting.

**Recommendation:** Public information only

**Fiscal Impact:** None

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Tabled \_\_\_\_\_



**Amethod Public Schools**

*Honor Hard Work*

# **RICHMOND CHARTER ACADEMY MIDDLE SCHOOL**

**A PUBLIC CHARTER SCHOOL PETITION  
SUBMITTED TO THE WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT (WCCUSD)**

**SUBMITTED BY AMETHOD PUBLIC SCHOOLS**

February 5, 2012

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

The attached charter petition merits consideration. We are hereby petitioning the Governing Board of the West Contra Costa County (WCCUSD) to grant approval of the charter pursuant to Education Code 4605 to enable the function of Richmond Charter Academy Middle School (RCA).

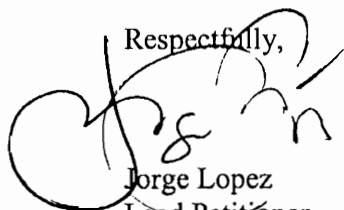
Amethod Public Schools agrees to operate the school, Richmond Charter Academy, pursuant to the terms of the Charter School Act and the provisions of the school's charter. The petitioners listed on the next page certify that they are teachers who are meaningfully interested in teaching at RCA. The organization's Executive Director will be authorized to negotiate any amendments to the attached charter in order to secure approval by the West Contra Costa Unified School District's Governing Board.

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

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

Please direct any questions regarding this charter to me at (510) 899-4806.

Respectfully,



Jorge Lopez  
Lead Petitioner  
Richmond Charter Academy

**RICHMOND CHARTER ACADEMY MIDDLE SCHOOL**  
**Richmond, California**

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- *Assessment to Workplan*
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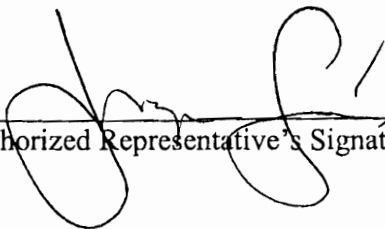
## AFFIRMATIONS/ASSURANCES

As the authorized representative of the applicant I, Jorge Lopez, hereby certify that the information submitted in this application for a charter for Richmond Charter Academy (RCA) Middle School, to be located in Richmond, California, is true to the best of my knowledge and belief. I also certify that this application does not constitute the conversion of a private school to the status of a public charter school and further I understand that if awarded a charter, the school will:

- Meet all statewide standards and conduct the student assessments required, pursuant to education Code §60605 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]
- Be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code. [Ref. California Education Code §47605(b)(5)(O)]
- Be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]
- Not charge tuition. [Ref. California Education Code §47605(d)(1)]
- Not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1)]
- Admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code §47605(d)(2)(B)]
- Adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
- Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
- Ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other equivalent document which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605(l)]
- At all times maintain all necessary and appropriate insurance coverage
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(I)(A)-(D)
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request,

provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

- Shall comply with the Family Educational Rights and Privacy Act.
- Shall comply with the Ralph M. Brown Act.
- Shall meet or exceed the legally required minimum of school days and instructional minutes.
- Follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.
- Admit all California students who wish to enroll in the School without regard to the residence of the pupil subject only to the capacity of the School.

  
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"), Richmond Charter Academy petitions the West Contra Costa Unified School District to grant the petition for a new middle school campus which will enable us to serve the City of Richmond.

The Charter Schools Act states:

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

- (a) Improve pupil learning.*
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- (c) Encourage the use of different and innovative teaching methods.*
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

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

Richmond Charter Academy will make important contributions to the legislative goals outlined above. By granting this charter petition, the West Contra Costa Unified School District Board of Trustees, and the Superintendent, will help fulfill the intent of the Charter Schools Act while providing students in the district with an additional quality educational option.

The Charter Schools Act provides that a petition must contain reasonably comprehensive descriptions of the elements described in California Education Code Sections 47605(b) (5) (A)-(O). These sections of the law and the required descriptions are provided below.

## **EXECUTIVE SUMMARY**

The organizers and founding group of the Amethod Public Schools Inc., Richmond Charter Academy are proud to submit the following petition to replicate the tremendously successful Amethod Public Schools- Oakland Charter Academy middle school. Amethod Public Schools, a 501 (c) (3) nonprofit public benefit corporation, was founded in 1993 with the intent to create charter schools that produce academic results and reduce the achievement disparity that exists among the different student subgroups. Members of the founding group and key staff have met with different groups, families, and have held outreach meetings at different locations in Richmond in preparation for the drafting and submission of this petition. A number of signatures were collected as families' meaningfully interested in attending the Richmond Charter campus.

It is the objective of the new campus to create a positive school environment and culture where being diligent and taking personal responsibility is the norm. We are demonstrating that public schools can do a far better job of educating students if they are operated in a more demanding and effective manner. 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.

### ***Results of Existing Schools***

Amethod Public Schools has opened three distinct sites; two charter schools, and one satellite campus in the Oakland area. All of the Amethod school sites are successfully serving students who have traditionally struggled in the public school system and are achieving far greater results than comparable schools on all 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 Oakland's first charter school in the fall 1994; then the fourteenth charter school authorized in the State of California. Oakland Charter Academy has not only survived, but progressed becoming a nationally recognized No Child Left Behind- Blue Ribbon School in 2008; the second public middle school serving under the authority of Oakland Unified School District to receive the distinguished award.

Oakland Charter High School, established in 2007, is currently the seventh highest performing high school in California outranking many high schools in the more affluent areas of California.

### ***Graduation and College Acceptance***

Oakland Charter High School has produced outstanding results: Over 98% of our inaugural classes of graduating seniors were admitted to four-year universities in the schools. All graduates went on to colleges, including two-year college campuses. The graduation rates from our schools significantly outpace those of the schools where our students would have gone. Over the past seventeen years, the Amethod Public School system has worked at developing a

school system that has proven to be sound school choice for families and students in Oakland, CA.

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

Having established a Blue Ribbon Award Middle School, and promoted our first graduating class in 2011, and preparing to send off our second round of students to top tiered universities, Amethod Public Schools looks forward to establishing new Richmond Middle School campus.

### ***Amethod Public Schools- Campus Profiles***

The following campus overviews offer a snapshot of each of the Amethod Public School campuses:

#### **OAKLAND CHARTER ACADEMY MIDDLE SCHOOL (GRADES 6-8):**

*3001 International Blvd. Oakland. CA 94601*

OCA opened in 1994 (*oldest charter school in the city*)

API Score: 933    API Rank: 10    Similar Schools Rank: 10

#### ***2010 Campus Demographics & Indicators:***

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>- A 171 student population;</li> <li>- First charter school established in Oakland ; eighth in the state</li> <li>- 100% minority student population (95% Latino);</li> <li>- 93% Free and Reduced Lunch Rate;</li> <li>- Over 90% of parents do have not completed high school;</li> <li>- OCA became the 2<sup>nd</sup> highest performing middle school in Oakland in 2009;</li> <li>- OCA scores have increased 600% since 2004;</li> <li>- Granted Material revision for Satellite Campus expansion (2011)</li> <li>- Over 75 Middle School Students have attended Johns Hopkins-CTY College Programs on scholarships.</li> </ul> | <ul style="list-style-type: none"> <li>- OCA became the 12<sup>th</sup> highest performing middle school in CA in 2010;</li> <li>- CA Dept. of Education Title I Awards : 2007, 2008, 2009;</li> <li>- California Blue Ribbon Award 2007;</li> <li>- National (NCLB) Blue Ribbon Award: 2008;</li> <li>- California Charter Schools Association- Hart Award- School of the Year 2009;</li> <li>- CBEE School Excellence Award winner 2006-2010.</li> <li>- Highest Test Gains in the city 2 years in a row- 2004( 94 API Points) &amp; 2005(114 API Points)</li> <li>- Ten OCA students selected as Goldman Sachs Next Generation venture Fund Scholarship students, (<i>Attend Summer Programs at Johns Hopkins University in MD. and Carnegie Mellon University in PA.</i>)</li> </ul> |
|---|--|

## OAKLAND CHARTER HIGH SCHOOL (GRADES 9-12):

*345 12<sup>th</sup> Street Oakland . CA 94604*

OCHS opened in 2007

API Score: 959    API Rank: 10    Similar Schools Rank: 10

### ***2011 Campus Demographics & Indicators:***

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>- A 155 Student population</li> <li>- 100% Minority student population (80% Latino)</li> <li>- 94% Free and Reduced lunch rate</li> <li>- Over 85% of parents have not completed high school</li> <li>- OCHS Became the highest performing high school in 2009 with a 955 API</li> <li>- Early College Program begins in 2008</li> <li>- First Graduating class (2010); 100% students in college (95% in 4 year Institutions)</li> <li>- OCHS expands to a 9-12<sup>th</sup> grade system in 2010-2011</li> <li>- 100% of student body takes SAT w/ Prep courses</li> </ul> | <ul style="list-style-type: none"> <li>- 100% College acceptance rate (2010)</li> <li>- OCHS Received a 3 year WASC Accreditation in 2010.</li> <li>- OCHS is a member school of the National Honor Society</li> <li>- 100% of 11<sup>th</sup> grade students enrolled in Advanced Placement (AP) classes in 2009.</li> <li>- <b>Advanced Placement Passing Rate is 76%</b> (<i>Higher than state and national norms</i>)</li> <li>- Sports Program added in 2008- (Rugby, Boys &amp; Girls Soccer)</li> <li>- OCHS becomes the 5<sup>th</sup> highest performing High School in the state of CA.</li> </ul> |
|--|--|

### **FOUNDING ADVISORY GROUP**

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

**SAM TSITRIN-** Currently he serves as a teacher and Data Coordinator for the Amethod Public School system where he has worked with system over 6 years. Mr. Tsitrin has served as a Research Assistant in the Space Sciences Laboratory at the UC Berkeley where he conducted independent and team research and analysis of interstellar and cometary dust grains. Implemented and developed. Sam also worked as a USRP Intern at NASA Goddard Space



Center in Maryland conducting research in the Astrochemistry Laboratory on Lab simulated Protosolar Iron Silicate Grains for analysis. Most recently, he served as the Director of Oakland Charter High School in 2010 and currently heads the Instructional Leadership Team for Amethod Public Schools and is currently finishing his Master Degree in Physics at San Francisco State University.

**STEVE CAMPO**-Steve Campo is President & CEO of Edtec, a back office provider that has delivered services to more than 200 developers and charter schools supporting over 40,000 students across 50 districts in over 30 counties and six states. Steve is an experienced executive for venture-backed technology companies and an attorney. Steve's prior experience in the education field was at LeapFrog Enterprises, a leading educational technology company with computerized curriculum in over 100,000 classrooms nationally. A member of the bar in California and Illinois, Mr. Campo began his career as a corporate and securities attorney with major Chicago law firms including Jenner & Block, during which time he undertook numerous pro bono engagements through a legal services clinic. Steve holds a JD from Georgetown University and a BA from the University of Pennsylvania

**STEVE MOYER**- Steve has direct experience in the marketing, sale, leasing, acquisition and management of retail, office, industrial, and apartment, mixed-use, educational and institutional real estate including career sales of more than \$260 million. He has sold apartment properties of value up to \$11,000,000.00, and office properties up to \$7,400,000.00, and virtually every type of investment real estate. Effectively managed groups of investors to acquire, rehabilitate and sell or manage 24 separate investment properties beginning in 1984. Mr. Moyer has familiarity with all aspects of real estate transactions and all forms of real estate contracts, disclosures, letters of intent, lease proposals and formal lease documentation and has represented various non profits, and charter schools in the bay area to locate and negotiate space for their prospective educational programs

**JORGE LOPEZ**- Raised and educated in Richmond where he attended public schools. Mr. Lopez is a former member of the California State Board of Education (SBE), appointed by Governor Arnold Schwarzenegger. Mr. Lopez served as the SBE liaison to the Advisory Committee on Charter Schools (ACCS) for the State Board of Education until 2010. Currently he is the Executive Director of the Amethod Public Schools Organization. While at his current post, Mr. Lopez oversaw the growth of Oakland Charter Academy from a flailing single middle school campus and transformed it into nationally renowned, multi site 6- 12th grade system whose schools rank among the highest in the state of California. Previous to working at Amethod Public Schools, Mr. Lopez served as Principal of Dolores Huerta Learning Academy charter school in Oakland, CA and as the Area Director for the Federal Migrant Education Program Region 23 in San Joaquin County and has served as an Analyst for US Department of Education- Public Charter School Grant Program . Mr. Lopez holds a BA and Masters degree in Education from Sacramento State University.

## INTRODUCTION

### *Vision Statement*



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

### **MISSION STATEMENT**

Richmond Charter Academy (RCA) 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. The school will serve up to 150 students in the sixth through eighth grades by its fourth year of operation with the goal of achieving higher academic results than neighboring middle school campuses. RCA will provide a rigorous academic program that reinforces the academic fundamentals in reading, math, science, language, and history to all students who wish to attend. The school will meet its mission by working in collaboration with all stakeholders.

### ***Proven Results Serving the Community***

Amethod Public Schools has demonstrated success in serving the community as pointed out by the analysis conducted by the Oakland Unified School District Office of Charter Schools and Cambridge Education Group during the January 2008 charter renewal process for Oakland Charter Academy Middle School:

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

Amethod Public Schools is committed to providing our proven and challenging academic program to students of West Contra Costa Unified School District.

### ***Replication of Successful Programs***

The Richmond Charter Academy will model itself after the academically successful flagship school for the Amethod Public Schools organization, Oakland Charter Academy that has produced an Academic Performance Index score that currently stands as a 933. The program and methods have proven to offer a relevant and successful academic program to students in East Oakland whom reside in disenfranchised areas similar to Richmond.

The campus culture and expectations play a large part in a school's success. The Amethod Public Schools culture and procedures are rooted in traditional values such as respect, responsibility, work ethic, academic rigor, and community service. These ideals are explicitly taught to every teacher, and subsequently to every student. The Amethod School campuses have become known for upholding these values, and quite honestly, this is a large component of what makes our system effective. Our task is to empower inner city students to be different and stand out from their community peers, many of whom are locked in dismal

underperforming schools, and subsequently, with bleak futures. It is our intent to prepare students to excel in high school and beyond.

Furthermore, we also look forward to working with families and compelling parents to become an active and positive force in their child's education. Their child's academic success will require that parents be knowledgeable and active in the continuation of their child's learning cycle. It is our intent to educate parents on how to read and analyze data, and such measures so as they can evaluate the best schools to meet their children's needs.

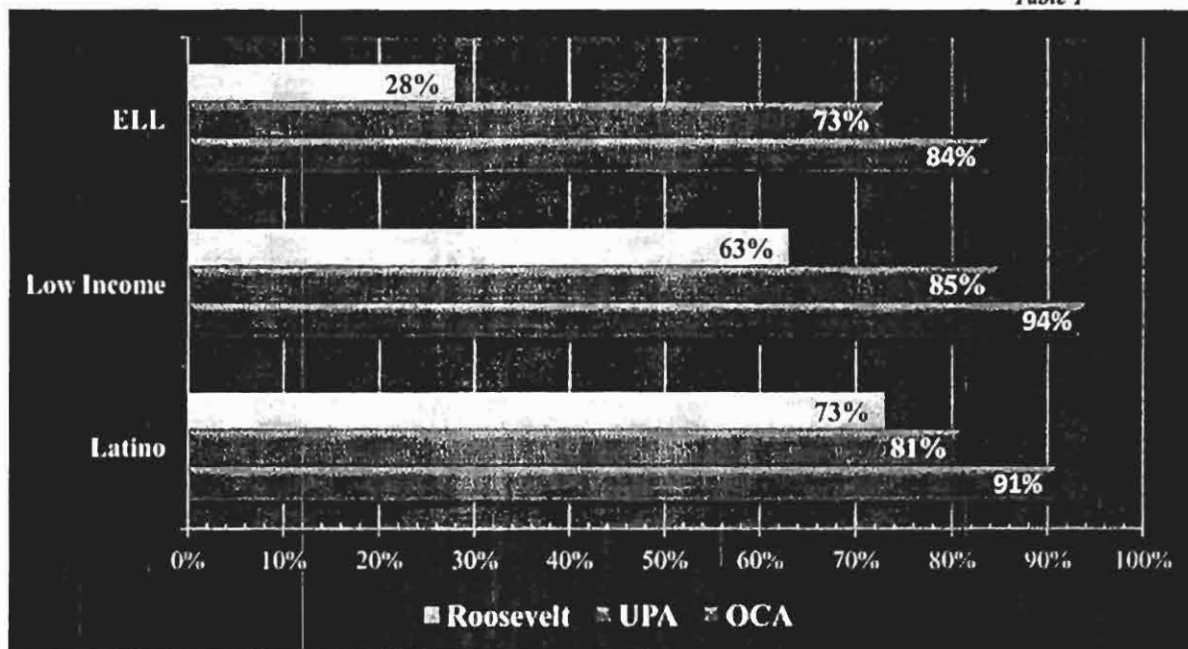
**Data Overview & Comparisons**

The tables detailed below demonstrate a comparison between the Oakland Charter Academy Middle School campus and that of Oakland middle school campuses.

Table 1 compares the three largest comparable subgroups among all schools. 1A illustrates the Academic Performance Index score and state rank of Oakland Charter Academy Middle School.

**Subgroup Comparables – OUSD Neighboring schools (2010 Demographics)**

Table 1



Source: www.cde.ca.gov

**Comparison 2010 API Scores (OUSD Middle Schools)**

Table 1A

|                               | Base API (2010) | 2010 State Rank | 2010 Similar Schools Rank |
|-------------------------------|-----------------|-----------------|---------------------------|
| Oakland Charter Academy (OCA) | 952             | 10              | 10                        |
| Urban Promise Academy (UPA)   | 733             | 3               | 7                         |
| Roosevelt Middle              | 627             | 1               | 1                         |

Source: California Department of Education.

Note: schools listed are neighboring schools



## CST Scores –6<sup>th</sup> - 8<sup>th</sup> grade 2010

Percent Scoring Proficient and Above

Table 1B

|                         | English/Language Arts |                 |                 | Social Studies  | Science         | Mathematics     |                 |                 |
|-------------------------|-----------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                         | 6 <sup>th</sup>       | 7 <sup>th</sup> | 8 <sup>th</sup> | 8 <sup>th</sup> | 8 <sup>th</sup> | 6 <sup>th</sup> | 7 <sup>th</sup> | 8 <sup>th</sup> |
| Oakland Charter Academy | 65%                   | 97%             | 91%             | 88%             | 93%             | 87%             | 97%             | 100%            |
| Urban Promise Academy   | 50%                   | 39%             | 39%             | 15%             | 53%             | 37%             | 65%             | 14%             |
| Roosevelt Middle        | 28%                   | 23%             | 25%             | 16%             | 38%             | 32%             | 25%             | 17%             |

### ELEMENT I: EDUCATIONAL PHILOSOPHY AND PROGRAM

*Governing Law - A description of the school's educational program, designed, among other things, to identify those whom the 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.*

#### *California Education Code Section 47605(b) (5) (A)*

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 crisis and a major concern to the country's future.

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

The Amethod 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 academic level of comfort and pursue challenging coursework eagerly and to see rigorous courses as the key for success.

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

conscientiously coach families and students to get past the non measurable topics of focus in academics; and become accustomed to scrutinizing quantifiably measured perspectives in the academic forum.

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

Students are grouped in heterogeneous classrooms where all teachers utilize state aligned curriculum/textbooks, a multitude of techniques and differentiated instructional approaches to engage all learners. Teachers are expected to use an appropriate mix of instructional techniques such as, of direct instruction, feedback through engagement, and individual student practice in their lessons. We believe that the combination of a college preparatory, standards-based middle school curriculum and teacher professional development based on effective practices ensure that all students meet or exceed grade level proficiency. The foundation of the instructional program is the stability and consistency of the self contained classroom and the consistency of the teacher practice create an accommodating atmosphere for all students.

An important aspect of the Amethod Public Schools framework is student assumption of responsibility. This entails all the work students' responsibility for the orderly arrangement of classrooms and also for their participation in a purposeful learning community through expected student responsibility and chores such as regular upkeep of work areas.

Families will understand that 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. The goal for all of our students is to develop an understanding that education is imperative for their future, and where a perseverant work ethic is absolutely necessary. Richmond Charter Academy will provide clear expectations for students that will spotlight school college attendance, program rules and procedures that cultivate an environment for success in an urban middle school. It is our intent to establish a school culture where diligence, perseverance, and intellect are respected, and where being responsible for one's education is the ultimate goal.

To ensure success, the RCA will adhere to the following characteristics which have proven successful at other Amethod Public Schools campuses:

- **Classroom Focus:** Teachers will focus on classroom management, practices and responsibility training first and foremost in every classroom.
- **Instructional Practice Framework:** Teaching practices common among all Amethod Public Schools.
- **Professional Development Series:** The use of different professional development modules for teachers and leaders are ongoing throughout the year.
- **State Aligned Curriculum:** Adopted curriculum that is aligned to the California State Board of Education adopted frameworks and standards.

- **Support Programs:** Programs such as homework help, and/or tutoring that will support students in succeeding our demanding environment.
- **Structure and Responsibility:** Provide a school environment that produces an environment of consistency at all times.
- **Accountability:** Charter schools, by nature of term limits, must be prepared to be held accountable for program success. It is our philosophy that accountability at all levels is essential to school success.
- **Student Achievement First:** Results, responsibility, and accountability will be expected of all faculty, administrators, and employees to assure our students reach academic goals.

### WHOM THE SCHOOL IS TRYING TO EDUCATE

Richmond Charter Academy Middle School shall be nonsectarian in its programs, curriculum, admission policies, employment practices, and all other operations; shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability. While open to all students, RCA Middle School will make a substantial effort to recruit underserved, low-income students in the South and Central Richmond areas, in particular, those that would typically attend Dejean Middle School, the established West Contra Costa Unified School District middle school in the South Richmond area.

Table 1 below, demonstrates the demographic comparison of the existing comparable middle school in South and Central Richmond, and also the demographic data to elementary schools in the area. Table 2 illustrates the Academic Performance Index of Oakland Charter Academy and the neighboring middle school where the Richmond Charter Academy campus will reside.

#### ***Overview & Comparison-Local WCCUSD Elementary and Middle Schools***

*(Middle School campuses are shaded)*

Table 1

| Schools                 | PI Status | % Of Free & Red Lunch | % of English Language Learners | % of Latino | % African American |
|-------------------------|-----------|-----------------------|--------------------------------|-------------|--------------------|
| Nystrom Elementary      | Year 5    | 100%                  | 47%                            | 63%         | 30%                |
| Roosevelt Elementary    | Not in PI | 89%                   | 64%                            | 82%         | 13%                |
| Coronado Elementary     | Year 2    | 92%                   | 47%                            | 63%         | 32%                |
| Dejean Middle           | Year 5    | 83%                   | 38%                            | 62%         | 28%                |
| Oakland Charter Academy | Not in PI | 95%                   | 16%                            | 91%         | 2%                 |

#### ***Comparison 2011 API Scores (WCCUSD Middle Schools)***

Table 2

|                         | Base API (2011) | 2011 State Rank | 2011 Similar* Schools Rank | Met AYP | PI Status |
|-------------------------|-----------------|-----------------|----------------------------|---------|-----------|
| Oakland Charter Academy | 953             | 10              | 10                         | Yes     | Not in PI |
| Helms Middle School     | 618             | 1               | 1                          | No      | Year 5    |
| Dejean Middle School    | 593             | 1               | 6                          | No      | Year 5    |

Source: California Department of Education.

Note: schools listed are similar demographic schools

With a commitment to starting schools small and effective, Richmond Charter Academy will enroll at least 50 students (6<sup>th</sup> and 7<sup>th</sup> grade configuration) during the inaugural 2012-2013 school year. The school envisions serving a 150 student population at its maximum capacity in 2017.

#### ***WCCUSD Student Enrollment (2009)***

According to the demographic data compiled by the California Department of Education, West Contra Costa Unified School District (WCCUSD) enrolled a total of 30,087 students in the K-12<sup>TH</sup> grade system during the 2010 school year. Those student populations are represented in percentage totals in *Table 3 and 4* below:

*Table 3*

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

#### ***WCCUSD (Sub Groups)***

*Table 4*

| Subgroup                 | Total Number of Students | Percent of Enrollment |
|--------------------------|--------------------------|-----------------------|
| English Learners         | 9,892                    | 32.6%                 |
| Free/Reduced Price Meals | 19,759                   | 65.7%                 |

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

The following graph (*Table 5*) demonstrates the existing achievement gaps that are evident among WCCUSD student populations. African American and Latino subgroups, which make up approximately 70% of the WCCUSD population, are performing well below the academic achievement rate of the Asian and White populations.

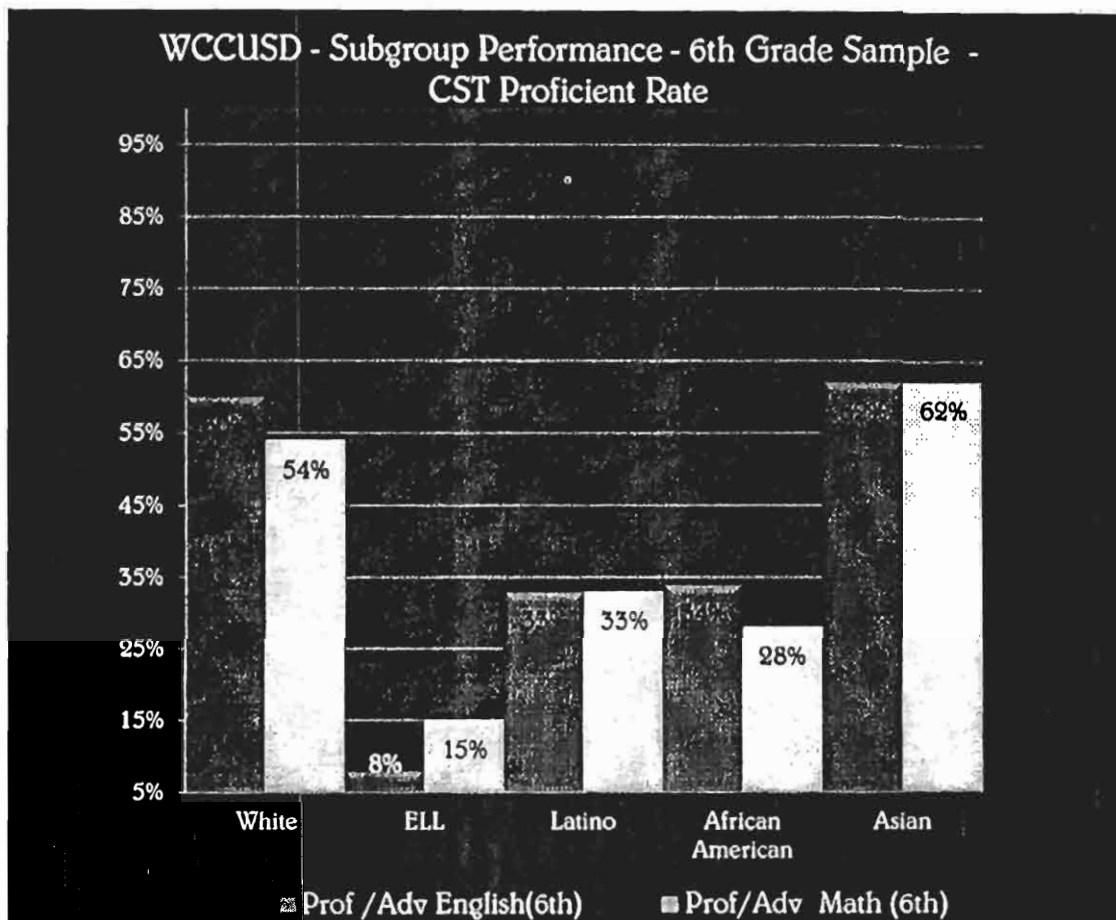


Table 5

Source: California Department of Education (2010)

According to the state data detailed above; 85% of the district's English Language Learner (ELL) population, WCCUSD's third largest subgroup, failed to meet grade level standards in Math in 2009, and more alarmingly- 92% of ELL students failed to meet grade level standards. Furthermore, 72% of students who live below the poverty line are not at grade level, according to the state exams, in English Language Arts. RCA will seek to address such gaps in performance for Richmond students. Amethod Public Schools has demonstrated tremendous success over the past seven years in providing an effective program for the different subgroups at the middle school campus, however, specifically the Latino and low income populations have thrived within the Oakland Charter Academy model scoring at an API score above 900 over the past two years. Table 6 below, demonstrates the API score for different subgroups at Lavonya Dejean Middle School campus; the neighborhood where Richmond Charter Academy plans to seek a location.

### *Dejean Middle School*

Table 6

| Student Groups | API Score | Met AYP |
|----------------|-----------|---------|
| Latino         | 646       | No      |



|                   |     |    |
|-------------------|-----|----|
| Afr. American     | 640 | No |
| ELL               | 648 | No |
| Free / Red. Lunch | 629 | No |

Source: California Department of Education

As previously stated, Richmond Charter Academy is open to any student or family who wishes to attend; however the school will concentrate outreach efforts to WCCUSD 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 21<sup>ST</sup> CENTURY**

An individual must be able to subsist in a demanding and fast paced global environment with ever complicated economic and technological developments. Opportunities for a successful and prosperous future in the 21<sup>st</sup> Century are more reliant on advanced and technically acute learning and thus are becoming harder to get. 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, Americans will be compelled to be persistent, industrious, intellectually prepared, trained, and self-motivated individuals who are committed to personal responsibility and learning. The ability to think and analyze with an open mind and make informed decisions based on discernment and understanding of a wide range of perspectives and possibilities will also be essential. This is what education should provide; an academic foundation that will offer the opportunity to enter the world of academia and higher learning in preparation for the challenges of the future global market.

Contemporary success and prosperous career paths, more often than not, demand a college education. Especially for poor minority students residing in urban inner cities; a college education presents the surest path out of poverty and generational disparity. Data from the US Census Bureau indicates that college graduates will earn far more money over their lifetime than non-college graduates. According to recent report, people who did not earn a high school diploma on average will earn 1 million dollars in their lifetime, compared to a person with a Professional Degree who can earn 4.4 million dollars<sup>1</sup>. Unfortunately, poor and minority groups are severely underrepresented on college and university campuses while being over represented in state and federal prison systems.

Therefore, it is imperative that students first receive and master the essential fundamentals such as reading and reading comprehension that are the building blocks for all learning and development, while also developing a steadfast work ethic that will compel the individual to persevere through academic and personal challenges. Our schools exist to ensure the pipeline to college is filled with students who possess the knowledge and aptitude necessary to succeed

<sup>1</sup> US Census Bureau Report (2009)

in college and the increasingly competitive society. Regardless of their backgrounds, economic standing or any other demographic, it is our task to instill in our students desire to achieve so as to become a productive member in their communities.

The following list describes traits that an educated person in the 21st century should possess.

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

### 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 where large numbers of poor and minority youth attend. 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 schools overall performance. One of the core concepts for our methodology is increase instructional minutes in core content subjects such as math and English. For example, students in our model receive 100 minutes of English daily, five days a week-including the full day three week summer school program.

Another pillar is our belief that a school must first and foremost provide a safe, orderly, and disciplined classroom culture otherwise the resulting chaos will have a detrimental effect on the learning, and success of all students. Too many excuses are being made and negative attitudes tolerated in local schools and this has resulted in chaotic campuses, school safety

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

### ***The Seven Successful Strategies***

The Seven Successful Strategies are a set of core organizational principles that all Amethod Public Schools Middle school sites (including Richmond Charter Academy) must follow. The selected strategies, combined with the instructional program all other practices and curricular components are the core of the Amethod middle school model that was incorporated in 2004. Since the adoption and implementation of the middle school strategies, the test scores have increased more than three hundred points over the past seven years, as measured by the Academic Performance Index (API). Since then, Oakland Charter Academy has become a nationally recognized Blue Ribbon program.

The following characteristics that have, in part, defined our middle school sites;

- 1) ***Small Campus-*** Schools with large populations of students are built on the premise that theoretically, due to the economies of scale, a large school is more efficient at delivering a comprehensive educational product. The problem is that these large schools are too big and students become numbers, not individuals. Many students can fall through the gaps and end up with their academic needs failing to be addressed in large schools. Moreover, problems such as discipline and violence can escalate, and campus security becomes a serious issue. Teachers can end up becoming nothing more than traffic cops, and as expected, the quality of instruction deteriorates. Our smaller campuses expose students to more information, time, and individual attention therefore making it much easier to figure out how a student learns and what makes them tick academically, and socially. It is far easier to close the gaps in a school system through a small campus setting.
- 2) ***<sup>2</sup>Self Contained Classrooms-*** A core part of the Amethod middle school curricular model is the implementation of self contained classrooms. By offering the self contained classrooms, RCA students will be offered added instructional minutes, increased structure, more time on task, and increased opportunities for better attendance rates. The self-contained classrooms will eliminate the time wasted by students in rotating departmental style curricular systems as they linger during rotations. The time we save on these change-over rotations and recess add up to a substantial number of minutes applied towards instructional time expended on coursework, extended learning activities, and tutoring. Moreover, it is a cost effective model that allows for the smaller class and school sizes. Additionally, the self contained classroom will offer

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<sup>2</sup> Self-Contained middle school classrooms are sanctioned by the California Commission on Teaching Credentialing (Administrators Assignment Manual 8<sup>th</sup> Revision- pg. B-1.)

increased stability and safety to students during the tumultuous adolescent period in a young person's life. This curricular approach has been proven extremely effective at other Amethod Public School middle school sites.

- 3) **Teacher Looping-** Teacher looping is a pillar of the Amethod School model. *Looping* is an educational practice in which a single graded class of students stays with a teacher for two or more years or grade levels. For example, teachers that begin in the 6<sup>th</sup> grade will follow the same cohort class on through the 7<sup>th</sup> and 8<sup>th</sup> grades. The Looping practice has been instrumental in strengthening student-teacher bonds, expanding time for instruction, improving test scores, and reducing behavioral problems. Moreover, because looping teachers already know their students' strengths, and the students understand what's required of them, the first month of school is not lost to establishing classroom routines or student assessment.
  
- 4) **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 classroom properly. This must be explicitly taught and re-taught early to avoid confusion. In our required methods we expect every teacher to make lists of student roles and group responsibilities, and explain, and teach these thoroughly to students. In this way, students will know what is expected of them, throughout the course of the year. Explicit information detailing what is expected of students is provided, taught, and reinforced through clearly structured daily patterns, rituals, and class activities. We do not ascribe to the spiral of continual suspensions and the constant flow of students to the office as is seen in many schools and view a focus on a structured school as the best remedy to this issue.
  
- 5) **Attendance Matters-** As basic as the concept may be, many students, particularly those at the middle and high school levels, become careless about regular school attendance. Missing a few classes seems inconsequential to them and at times it may seem insignificant to parents and families as well. School administrators are sometimes faced with parents who are unaware of their child's absence from school or, worse, which are aware but quite willing to make excuses for the absence. Each lesson presented to students is based upon or related to those that preceded it. Just as we can never regain a moment of time wasted, the child who misses a day of school also misses a day of education which cannot be retrieved. The Amethod Public School sites establish an incentive based programs for students and parents to encourage maximum attendance rates.

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

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

- ***Absenteeism hurts other students.*** Students who are frequently absent require more individual attention and catch up time from the teacher.
  - ***Absenteeism hurts the school and organization.*** State financial support for schools is directly linked to student attendance. When students are absent the school loses funding.
- 6) ***Added Time-*** As implemented in our Oakland Middle school sites, the Richmond campus will continue to offer a 100 minute daily block each for math and English /Language Arts. This block allows for a more in depth and comprehensive study of the subject matter by offering each student more than 480 additional minutes of English and Math weekly; more than twice the amount required by the state. This abundance of instructional time in these core subjects affords more time for students for content mastery. The self contained curricular model also offers more time on subject material by eliminating the passing hallway rotation system and increased risk of tardies and class cutting.
- 7) ***High Expectations for All Students-*** Amethod Public Schools are centered on high expectations for all students. We assure that every student takes rigorous courses, such as Algebra I in the 8<sup>th</sup> grade, so that every student is on track to have a better choice for advanced and/or honors college preparatory high school courses. Considering that we are an 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.

### ***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. Amethod Public Schools own practice has also influenced the standards for every school site. Each standard is designed to create clear, rigorous and effective Amethod Public School site patterns for success.

The selected Instructional Standards Framework is used to gauge teacher effectiveness and instructional pacing 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, rituals and strategies.

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

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

*(See AMPS Instructional Standard Framework as Attachment A in Appendix section).*

1. ***Planning & Preparation:*** 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 in anticipation to the given. We expect teachers to understand their students—their backgrounds, interests, and skills as the year develops through a summer socio cultural competency trainings, home visits, family meetings and dialogue. 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 their 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, and students aligned with larger instructional goals, curriculum and standards. Assessment techniques must also reflect the instructional outcomes 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. ***The Classroom Environment:*** 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 wherewithal 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.

3. *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.
  
4. *Teachers as Professionals:* 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 that expects teachers to go the extra mile for student results and achievement. Parents and the larger community may observe, support or criticize teachers for this strand; however these activities are critical to assuring the profession 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 further leader participation to better the organization. It is through the skills of this strand that highly effective and professional teachers distinguish themselves from less proficient colleagues.

5. *Expectations:* 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 and 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 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 Richmond Charter Academy campus, as all other Amethod Public Schools sites, will be required to attend a three week- full day summer school program. The summer school session provides our students, parents, and teachers with a head start in preparing for the subsequent academic year and equally important; assist the school staff in setting the tone for the Amethod Public School's organized school culture.

**AMPS summer "Boot camp" school 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 students' school experience. The Methods include class and school-wide procedures for student behavior; dress code; 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 the *Universal Screening Assessment* to identify or predict students who may be at risk for poor learning outcomes from the start. Universal tests are brief; conducted with all students at a grade level. It is the initial interim tests that are followed by additional testing or short-term progress monitoring to identify students to corroborate students' risk status.

The diagnostic tests administered are aligned with the California Standards and Framework which focus on students' baseline skills and knowledge in each of the core subject areas specific to grade standards. Amethod Public School sites use the ZOOM Data Director and correlated *Asses to Know Test Bank* series program to assess, track, and evaluate the effectiveness of instruction and student learning. Also implemented will be the Language; Reading Scale Placement tests for students as needed. The Analysis Cycle meetings, where leaders review the interim assessment outcomes with staff, will measure many factors of the results to assure that fidelity of the question are intact, and that standards were properly aligned to the assessment.

All of our sites implement an Interim Assessment Calendar that evaluates grade levels, classrooms, and individual students every 6-8 weeks based on an up to date snapshot for individual students. The Interim Assessments provide data that will guide the teachers' reflections for short and long-term plans for instruction. Moreover, the assessments will be the basis for organizing our individual tutoring and groups.

**3. *Introduction & Reinforcement of Fundamental Skills*** – Teachers also take time during the summer school session to go over fundamental concepts and skills that will set our students up for success throughout the school year. For example, sixth graders traditionally focus on learning the concepts for effective study habits, and students at all levels may be introduced to the grade-appropriate expectations for writing book reports or book reviews. Every pupil will participate in the "*Proper Study*" program that teaches and reinforces concepts necessary for study and review.

Most of the time, *Proper Study* skills and the commitment to practice and implement these skills during study are what separates good students from struggling students. Many students think that study means reading over a material without thinking of it. As they progress through the later years of middle school, many may have not yet found a method that assists in their

academic success; meanwhile other students catch their niche real quick and accelerate in their subjects and studies.

Richmond Charter Academy, as other Amethod middle school sites, assumes that most students do not yet have a study method down pact. To be clear, EVERY student at every level will benefit from knowing a variety of well explained lessons in study. There are some general techniques that can produce some results which we will cover in the summary form in this document. It's unrealistic to think that every kid is going to find all teachers, or every subject, to be so interesting that studying it is not work but pleasure! Yeah, maybe in an ideal teacher dreamland or in suburbs! However, a successful student has different tools and methods to study given subjects that will reflect in their grades and your levels of frustration. This is what will be addressed during summer program as students learn the principles of topics such as outlining, flashcards, highlighting, etc.

*(See sample Calendar as Attachment B in Appendix Section)*

## **CURRICULUM AND PROGRAM**

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

While there is no universal high school college-prep curriculum, there is widespread condition many among inner city high schools that almost guarantee that students will not take college preparation and / or challenging college ready coursework unless students can advocate and effectively demonstrate that they are academically trained and ready for rigorous coursework. However, there lies a root of the college ready problem for many minority and low income subgroups.

There is a common agreement about the rigorous high school courses students should take in order to prepare for college (e.g., 4 years of English; 4 years of math, culminating in pre-calculus or calculus; 2-4 years of science; etc). Additionally there are the Honors and Advanced Placement courses that are coveted courses by many universities. The rigorous college-prep classes are heavily dependent on middle school. A students chances of enrolling and excelling in advanced high school courses which adequately prepare them for college, are severely jeopardized if training and coursework are not up to par in middle school. Therefore middle school students need to be prepared to take a college-prep high school curriculum to have a shot at higher learning.

Recent research from ACT found that the level of academic achievement students attain by *eighth grade* has a significant impact on college and career-readiness and that, "...improving high school course rigor may not succeed unless we first increase the number of entering high school students who are prepared to benefit from such rigorous courses."<sup>3</sup>

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

### *Middle School Curricular Offerings-Overview*

|                     | 6th Grade   | 7th Grade   | 8th Grade   |
|---------------------|---|---|---|
| <b>Core Classes</b> | -Social Studies: Ancient Civilizations<br>-English 6 /Language Arts<br>-Math (General Math/6)<br>-Earth Science<br>- Physical Education | -Social Studies: Medieval and Early Modern Times<br>-English 7/ Language Arts<br>-Math (Pre-Algebra, Pre-Algebra /Honors<br>-Life Science<br>- Physical Education | -History: United States History and Geography<br>-English 8/ Language Arts<br>-Math: Algebra/Algebra I<br>-Physical Science<br>- Physical Education |
| <b>Electives</b>    | -Literature<br>-Health<br>-Writing<br>- Health  | -Literature<br>-Health<br>-Intro to Foreign Language<br>-Technology   | -Literature<br>-Advisory (Pre-HS)<br>-Health<br>-Foreign Language I<br>-Writing   |
| <b>Intervention</b> | -ELD<br>-Math Foundations<br>-Resource Assistance<br>-CTY<br>-ILP   | -ELD<br>-Math Foundations<br>-Resource Assistance<br>-CTY<br>-ILP   | -ELD<br>-Math Foundations<br>-Resource Assistance<br>-CTY<br>-ILP   |

### *Amethod Public Schools-Middle School Content Overview*

#### *English/Language Arts*

In today's society, life itself depends on words that are spoken, written, and digitally transmitted. News, opinions, and entertainment appear in hard copy, online transmissions, and round-the clock television. In such an environment, all students need to develop a range of rich language proficiencies and resources. Unfortunately as demonstrated by national and state data

(ACT, 2008- *The Forgotten Middle*-Iowa City, IA)<sup>3</sup>

achievement gaps many students, especially for poor, minority and non native English speaker groups struggle with Reading /Language Arts. The National Reading Panel Report (2000)<sup>4</sup> and other research summaries emphasized the five essential components of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Further, The National Reading Panel recommends that English/Language Arts instruction must be rigorous and the presentation of that content must be direct, systematic and objective<sup>5</sup>. The subject must assure that it provide high academic engagement, excellent and positive classroom management, explicit teaching of skills and large amounts of reading and writing, and more importantly, added time to offer students sufficient guided and independent practice. RCA student will use the Holt Literature & Language Arts series with the accompanying Holt Handbook and supplements that have been implemented at Oakland Charter Academy with great results. Across all grade levels, teachers will work vigorously to develop students' reading fluency, and comprehension both which are essential to their ability to develop more concentration to analysis of text.

To ensure we address the needs of the students and content standards, our students will receive a focus on areas such as the following:

- *Phonemic Awareness and phonics*
- *Vocabulary and Morphology*
- *Grammar and Usage*
- *Listening & Reading Comprehension*
- *Sentence Structure*
- *Speaking and Writing*
- *Discussions (Expository Text)*
- *Word Recognition and Spelling*
- *Mechanics of English language*

### ***Literature***

In 1995 the California Reading Task Force<sup>6</sup> identified four components that a balanced, comprehensive approach to reading must contain. It states that students need to read varied challenging grade leveled novels and selections that every school and district must organize and implement a comprehensive and a balanced reading program that is research-based and combines skills development with literature and language-rich activities. The RCA campus will offer the Amethod Public Schools Literature courses for middle school that provides grade specific novels that provide challenges for guided reading with accompanying supplements. In the RCA classroom, students will many opportunities to respond to questions through the usage of choral responses, sentence frames and Amethod Schools strategies such as; (will call, all calls, and Q&A's) as students dialogue about texts.

<sup>4</sup> (The National Reading Panel, 2000)

<sup>5</sup> (The National Reading Panel, 2000)

<sup>6</sup> (*The Report of the California Reading Task Force*, 1995- Sacramento, CA)

The Amethod Public Schools Literature program promotes the development of critical reading and analytical skills as middle school students become proficient at analyzing literary text with greater sophistication. The program affords the students a rich and varied offering of literature including classical and contemporary titles. Teachers provide opportunities for reflection and discussion of the aesthetics and meaning relative to individual and universal themes through *Interactive Question and Response Approach* that provides an interactive and scripted approach that gets all learners involved.

### ***Writing***

Similar to what is used at Oakland Charter Academy Middle Schools, the RCA campus will also provide the 6+1 Trait Writing Model of Instruction & Assessment developed by Education Northwest. The program provides a common language for teachers and students to communicate about the characteristics of writing and establishes a clear vision of what good writing looks like.

#### ***Good writing has:***

1. **Ideas that is interesting and important.** *Ideas are the heart of the piece — what the writer is writing, for example, about and the information he or she chooses to write about it.*
2. **Organization that is logical and effective.** *Organization refers to the order of ideas and the way the writer moves from one idea to the next.*
3. **Voice that is individual and appropriate.** *Voice is how the writing feels to someone when they read it. Is it formal or casual? Is it friendly and inviting or reserved and standoffish? Voice is the expression of the writer's personality through words.*
4. **Word Choice that is specific and memorable.** *Good writing uses just the right words to say just the right things.*
5. **Sentence Fluency that is smooth and expressive.** *Fluent sentences are easy to understand and fun to read with expression.*
6. **Conventions that is correct and communicative.** *Conventions are the ways we all agree to use punctuation, spelling, grammar, and other things that make writing consistent and easy to read.*

RCA will use the Education Northwest 6 Trait writing as a guide for the writing program that is part of the Reading/ELA block and supports the responding to literature component of the grade leveled literature program and accompanying rubrics. Members of the Amethod Public Schools Instructional Leadership Team have attended the Education Northwest training, and have implemented through a 6–9<sup>th</sup> grades. Additionally, teachers have presented as a professional development seminar to other Amethod Schools faculty during an in house training and as a 60 Minute Clinic review course.

### ***Mathematics***

Students will master the basic skills and computational fluency required in California's state standards through lessons aligned with McDougall-Littell state-adopted mathematics curriculum. Within the context of the State standards, students will constantly be challenged to reason and communicate mathematically, in addition to demonstrating proficiency in all

required math standards. As students progress, this will be constantly monitored and evaluated by the central organizing theme of preparing them for Algebra, which will drive much of our Math instruction.

### 6 General Principles:

1. **Equity** – math is for all students, regardless of personal characteristics, demographics, background, or physical challenges
2. **Curriculum** – math should be viewed as an integrated whole, as opposed to isolated facts to be learned or memorized. For example, math students should be expected to answer in full sentences.
3. **Effective Teaching** – Amethod Teachers should display 3 attributes: deep understanding of math, understanding of individual student development within larger setting and effective class practice and instructional delivery.
4. **Problem Solving** - Students will gain an understanding of math through classes that promote problem-solving, thinking, and reasoning.
5. **Continual Assessment** – Constant and ongoing assessment of student performance, growth and understanding via varied techniques (portfolios, interims, data points, math assessments, white boards, etc.)
6. **Practice and more practice** – Student should receive daily opportunities for the “over learning” of math material. Guided explanations through direct instruction methods should be followed with time allotted for individual practice and teacher group work. Homework is nightly.

Every student will receive a focused, coherent progression of mathematics learning, with an emphasis on proficiency with key topics, and focus middle school mathematics curricular standards. All Amethod math classes will ensure that all students have access to an authentic algebra courses and preparation for the rigors and goal that all students than at present to enroll in the Algebra course by Grade 8. Thus it is critical that our students be prepared with the mathematical prerequisites for this course.

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

- **Before lesson**
  - *Review*
  - *Explanation of objectives or informed teaching: precise statements of the goal, rationale for learning the strategy, and information on when the strategy should be implemented.*
- **During Lesson**
  - *Modeling the task*

- *Prompting - engage students in dialogue that promotes the development of student-generated problem-solving strategies and reflective thinking (students self-evaluate while they are solving problems).*
- *Guided and independent practice – wide range of examples*
- *Corrective and positive feedbacks*
- *concrete-representational-abstract C-R-A (Manipulatives)*
- *Direct/Explicit instruction - modeling*
- *Instructional Variables*
  
- **Strategy Instruction**
  - *Metacognitive Strategy*
  - *Structured Worksheets; Diagramming*
  - *Mnemonics (PEMDAS)*
  - *Graphic organizers*
  
- **After Lesson**
  - *Reviews*
  - *Exit tickets*
  - *Assessments*
  - *Re-teach*
  - *Individual practice*
  - *Assessments*

### ***History/Social Science***

Understanding the role of history provides students with the knowledge and wherewithal that the world is much bigger than they realize. Moreover, students will begin to understand how multiple histories are connected and the fact that in many instances, history does in fact repeat itself.

Students will be expected to be versed in the roots of the United States and the development of our political structure as they begin they prepare to enter society. Moreover, our country's future will be reliant on individuals who understand the origins of the American perspective and grasp and develop a vested pride in America.

Social Studies teach several very important skills such as researching, writing and analysis. Students will be faced with a multitude of classes throughout the rest of their lives where these attained will be central to their understanding of the content and ultimately their enjoyment and performance in the subject.

For students who are children of recent immigrants, they will be able to, in a parallel fashion, connect and identify to the histories relayed by their families and ancestors to that of their new country. A method Public School sites correlate the Literature novels to the history programs specific to grade levels so create a wrap around feel to both subjects.

### ***Science***

We believe that effective standards based Science programs are extremely lacking among many inner city elementary schools. It has been our experience over the past seven years that

students entering the 6<sup>th</sup> grade lack the specific science based vocabulary and understandings that are necessary to address middle school standards as defined by the State Board of Education. For many students, elementary science has been defined solely by “hands on” science and experiments. While hands on activities are certainly relevant when supplementing a text based program, many elementary students have been explicitly trained to think that science is nothing more than “fun time”. Many students leaving the elementary schools do not have the understanding of the scientific process of question and proof that is at the core of scientific thought.

Middle school students do not have to accept everything that is taught in the science curriculum, but they do have to recognize the major chain of scientific thought, including its methods, facts, hypotheses, theories, and laws. Science must be taught at a level of rigor and depth that goes well beyond science experiments and fairs. Middle school science needs to reinforce concepts such as vocabulary building, scientific process reviews, and reporting with the usage of a state aligned curriculum with an accompanying lab component.

Our program builds on the state requirements and starts out with the assessment of basic understanding and carries on through the establishment of science based word activities such as word walls and others, to bring students up to middle school par. The RCA middle school science program will include continual assessment of students’ knowledge and understanding as is done with all other content areas and a modified program will be set for struggling students.

Amethod Public Schools middle school students will acquire knowledge of the life, earth and physical sciences from a balanced state aligned curriculum which includes building on their understanding of science and the logic of the scientific method and applications of science.

### ***Scope and Sequence***

#### ***Correlation with State Standards***

It is required that all Amethod Public Schools middle school students take courses that are aimed with a college-preparatory purpose, and are aligned with State Content Standards. A standards-based education helps to assure that students receive a vetted and thoroughly analyzed curriculum that provides the blueprint for high leveled education. These standards provide ample room for the innovation, creativity, and reflection essential to teaching and learning and do not dictate instructional practice and delivery; and instead provide a blueprint for what needs to be taught.

It is a vitally important component of our program that all students receive high quality instruction that is aligned to a state’s grade leveled standards. By maintaining the adherence to the grade specific state standards that reassures a stakeholders (i.e. parent’s, authorizers, and administrators) confidence that should a student need for more intensive intervention or referral for Student Study Team, or special education evaluation, it is not due to ineffective classroom instruction. In essence, the Amethod Middle School Program offers a program imbedded with prevention based attributes such as extended instructional minutes and



calendars that assure the majority of students identified as needing further support are due to actual need.

## **6th Grade Overview**

### **READING / ENGLISH**

#### **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

#### **2.0 Reading Comprehension (Focus on Informational Materials)**

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.

#### **3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

### **WRITING**

#### **1.0 Writing Strategies**

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

#### **2.0 Writing Applications (Genres and Their Characteristics)**

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

### **WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### **1.0 Written and Oral English Language Conventions**

### **2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

## **MATHEMATICS**

### ***Number Sense***

1.0 Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages.

2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:

### ***Algebra and Functions***

1.0 Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results:

2.0 Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions:

3.0 Students investigate geometric patterns and describe them algebraically:

### ***Measurement and Geometry***

1.0 Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems.

2.0 Students identify and describe the properties of two-dimensional figures:

### ***Statistics, Data Analysis, and Probability***

1.0 Students compute and analyze statistical measurements for data sets.

2.0 Students use data samples of a population and describe the characteristics and limitations

of the samples.

- 3.0 Students determine theoretical and experimental probabilities and use these to make predictions about events:

### ***Mathematical Reasoning***

- 1.0 Students make decisions about how to approach problems:  
 2.0 Students use strategies, skills, and concepts in finding solutions:  
 3.0 Students move beyond a particular problem by generalizing to other situations:

## **SCIENCE**

### ***1. Focus on Earth Sciences***

Plate tectonics accounts for important features of Earth's surface and major geologic events

### ***2. Shaping Earth's Surface***

Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment.

### ***3. Heat (Thermal Energy) (Physical Sciences)***

Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature.

### ***4. Energy in the Earth System***

Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents.

### ***5. Ecology (Life Sciences)***

Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.

### ***6. Resources***

Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation.

### ***7. Investigation and Experimentation***

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other

three strands, students should develop their own questions and perform investigations.

## SOCIAL STUDIES

### *Ancient Civilizations:*

Student in the 6<sup>th</sup> grade expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever.

Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

## **7th Grade Overview**

### ENGLISH / LANGUAGE ARTS

#### *Reading*

- 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
- 2.0 Reading Comprehension (Focus on Informational Materials)
- 3.0 Literary Response and Analysis

#### *Writing*

- 1.0 Writing Strategies
- 2.0 Writing Applications (Genres and Their Characteristics)

### WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

- 1.0 Written and Oral English Language Conventions

#### *Listening and Speaking*

- 1.0 Listening and Speaking Strategies

## 2.0 Speaking Applications (Genres and Their Characteristics)

### MATHEMATICS

#### *Number Sense*

- 1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms.
- 2.0 Students use exponents, powers, and roots and use exponents in working with fractions.

### ALGEBRA AND FUNCTIONS

- 1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs.
- 2.0 Students interpret and evaluate expressions involving integer powers and simple roots.
- 3.0 Students graph and interpret linear and some nonlinear functions.
- 4.0 Students solve simple linear equations and inequalities over the rational numbers.

#### *Measurement and Geometry*

- 1.0 Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems:
- 2.0 Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale
- 3.0 Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures:

#### *Statistics, Data Analysis, and Probability*

- 1.0 Students collect, organize, and represent data sets that have one or more variables and how to approach problems.
- 2.0 Students use strategies, skills, and concepts in finding solutions.
- 3.0 Students determine a solution is complete and move beyond a particular problem by generalizing to other situations.

### SCIENCE

#### *1. Focus on Life Sciences*

## Cell Biology

All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope.

### 2. Evolution

Biological evolution accounts for the diversity of species developed through gradual processes over many generations.

### 3. Earth and Life History (Earth Sciences)

Evidence from rocks allows us to understand the evolution of life on Earth.

### 4. Structure and Function in Living Systems

The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function.

### 5. Physical Principles in Living Systems (Physical Sciences)

Physical principles underlie biological structures and functions.

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

## SOCIAL STUDIES

### *Medieval and Modern Times*

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas,

## 8th Grade Overview

## ENGLISH

### *Reading*

- 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
- 2.0 Reading Comprehension (Focus on Informational Materials)
- 3.0 Literary Response and Analysis

### *Writing*

- 1.0 Writing Strategies
- 2.0 Writing Applications (Genres and Their Characteristics)

### WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

- 1.0 Written and Oral English Language Conventions
- 2.0 Speaking Applications (Genres and Their Characteristics)

## MATHEMATICS: ALGEBRA I

Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

- 1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable.
- 2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.
- 3.0 Students solve equations and inequalities involving absolute values.
- 4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as  $3(2x-5) + 4(x-2) = 12$ .

- 5.0 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
- 6.0 Students graph a linear equation and compute the  $x$ - and  $y$ -intercepts (e.g., graph  $2x + 6y = 4$ ). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by  $2x + 6y < 4$ ).
- 7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.
- 8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.
- 9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.
- 10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.
- 11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.
- 12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.
- 13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
- 14.0 Students solve a quadratic equation by factoring or completing the square.
- 15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
- 16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.
- 17.0 Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.
- 18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a



symbolic expression is a function and justify the conclusion.

- 19.0 Students know the quadratic formula and are familiar with its proof by completing the square.
- 20.0 Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.
- 21.0 Students graph quadratic functions and know that their roots are the  $x$ -intercepts.
- 22.0 Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the  $x$ -axis in zero, one, or two points.
- 23.0 Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.
- 24.0 Students use and know simple aspects of a logical argument.
- 25.0 Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements.

## SCIENCE

### *Physical Science*

#### **1. Motion**

The velocity of an object is the rate of change of its position. As a basis for understanding this concept

#### **2. Forces**

Unbalanced forces cause changes in velocity. As a basis for understanding this concept  
Structure of Matter

#### **3. Structure of Matter**

Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements.

#### **4. Earth in the Solar System (Earth Sciences)**

The structure and composition of the universe can be learned from studying stars and galaxies and their evolution. Earth in the Solar System (Earth Sciences)

#### **5. Reactions**

Chemical reactions are processes in which atoms are rearranged into different combinations of molecules.

#### **6. Chemistry of Living Systems (Life Sciences)**

Principles of chemistry underlie the functioning of biological systems.

### 7. Periodic Table

The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms.

### 8. Density and Buoyancy

All objects experience a buoyant force when immersed in a fluid.

### 9. Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

## HISTORY

### *United States History and Government*

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

### *Sample Middle School Daily Schedule*

The following schedule is similar to that implemented at the Oakland Charter Academy Middle School. To address and close the achievement gaps, schools need to think outside the box and use time with maximum efficiency. We have no time to waste! The increase in instructional time in core subjects coupled with the elimination of lost time during class and subject rotations implemented in most traditional middle schools, allow our students to receive a daily program that provides increased instructional time than that mandated by the state of California.

| <u>6th Grade Schedule</u> | <u>Times</u>   | <u>Instructional Minutes</u> |
|---------------------------|----------------|------------------------------|
| *English / Language Arts  | 8:25-9:45 am   | 80                           |
| * Literature              | 9:45 -10:15 am | 30                           |
| * Math                    | 10:15-11:55 am | 100                          |
| * Science                 | 11:55-12:40 pm | 45                           |
| * Lunch                   | 12:40 -1:00 pm |                              |
| * PE                      | 1:00-2:00 pm   | 60                           |
| * History                 | 2:05-3:00 pm   | 55                           |
| Intervention              | 3:00-4:00pm    | 60                           |

| <u>7<sup>th</sup> Grade Schedule</u> | <u>Times</u>   | <u>Instructional Minutes</u> |
|--------------------------------------|----------------|------------------------------|
| *Language Arts                       | 8:25-9:30 am   | 65                           |
| * Literature                         | 9:30 -10:00am  | 30                           |
| * PE                                 | 10:05-10:50 am | 45                           |
| * Math                               | 10:55-12:40 pm | 105                          |
| * Lunch                              | 12:40 -1:00 pm |                              |
| * History                            | 1:00-2:00 pm   | 60                           |
| * Science                            | 2:00-3:00 pm   | 60                           |
| Intervention                         | 3:00-4:00pm    | 60                           |

| <u>8<sup>th</sup> Grade Schedule</u> | <u>Times</u>   | <u>Instructional Minutes</u> |
|--------------------------------------|----------------|------------------------------|
| *PE                                  | 8:25-9:10 am   | 45                           |
| * English 8                          | 9:15 -11:00 am | 105                          |
| * Algebra I                          | 11:00-12:40 am | 100                          |
| * Lunch                              | 12:40 -1:00 pm |                              |
| * History                            | 1:00-2:00 pm   | 60                           |
| * Science                            | 2:00-3:00 pm   | 60                           |
| *Reading/Intervention                | 3:00-4:00pm    | 60                           |

### ***Additional Courses***

- *Physical Education*

Because physical fitness is not only a state standard, but a key component of a healthy lifestyle that supports individual success in all areas, physical education is an essential element of the curriculum at Amethod Public schools. In middle school the content standards emphasize working cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems.

- *PE Content Standards*

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

- ***Standard 1:*** Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- ***Standard 2:*** Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- ***Standard 3:*** Students assess and maintain a level of physical fitness to improve health and performance.

- **Standard 4:** Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- **Standard 5:** Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

- *Character Education*

In addition to focusing on academic skills, teachers at Amethod Public Schools place a strong emphasis on character building. Students learn how to behave in large group settings, listen to guest speakers and presenters, participate in student competitions (e.g., spelling or geography bees), and greet school visitors. Students have more opportunities for character building through the Student Ambassador Program, where they participate in community presentations service projects and other outreach activities. Amethod Public Schools offers a scripted “*How To Guide*,” for staff in teaching the proper expectations and teach students presentation skills. Students also have the opportunity to help their community through volunteer programs and activities.

### ***The Amethod Classroom***

Welcome to the Amethod Public Schools middle school classroom. In the hallways, before you enter, you will notice the class specific bulletin boards. Teachers and students take pride in the posting and exhibition of sample student work. These bulletin boards remain vibrant considering that they are rotated, along with student work, on a monthly basis. This is performed either by a teacher, or student monitor(s).

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

*(Excerpt from Methods Guide and Manual)*

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

- Teacher Name
- Daily Schedule
- School’s Mission Statement
- School Rules

- 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 teacher’s desk is far back out of the way, intently done so that teachers do not simply sit at their desk as kids work. It emphasizes that student work is the focal point not teacher desk work.

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 and quotes on the walls around the room. 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 an 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. This is not permissible in our schools.

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

**Students:**

- Teachers must also appoint classroom and yard monitors to help with the cleanliness of floors, empty trash cans, and arrange shelves. Students are to be rotated so all OCA 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 yard 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 for 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 middle school program begins every morning with the *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!

As the academic day progresses, students will be observed highly engaged in the presentation of the content. The teacher will be observed engaging ALL learners through the usage of Amethod practices (e.g. *Will Call, All Call*). Procedures are structured for most parts of the classroom daily functions. Amethod Public Schools have scripted methods for everything from classroom monitors, to how students enter the building. You will see this exhibited throughout the day as you walk around every classroom. Structure is of the utmost importance through the school.

### ***Lesson/ Content Delivery (Common Presentation Technique)*** ***Direct Instruction***

Amethod Public schools adhere to a direct instruction model. Teachers follow the same pattern as they deliver new content and material. There is some difference in the time teachers spend on these functions in lower and upper grades. In the lower grades, particularly in reading and math, the amount of time spent presenting new material is relatively small, and much more time is spent in student practice (through teacher questions and student answers). In later grades, the time spent in presentation becomes longer, and the teacher-directed practice becomes shorter.

The following table details the presentation of a new lesson.

| <b>Technique</b>  | <b>Implementation</b>   |
|---|---|
| <i>Daily review, checking previous day's work, and re-teaching (if necessary)</i> | <ul style="list-style-type: none"> <li>-Checking homework</li> <li>-Re-teaching areas where there were student errors</li> <li>- Student cross checks and Questions</li> </ul>  |
| <i>Presenting new content/skills</i>  | <ul style="list-style-type: none"> <li>-Objective of lesson clearly written on front board</li> <li>-Provide Preview and overview of new material</li> <li>-Activate prior knowledge established</li> <li>-Proceed in small steps (if necessary), but at a rapid pace</li> <li>-Give-detailed or redundant instructions and explanations</li> <li>-New skills are phased in while old skills are being mastered</li> </ul>  |
| <i>Initial student practice</i>   | <ul style="list-style-type: none"> <li>-High frequency of questions and overt student practice (from teacher and materials)</li> <li>- Prompts are provided during initial learning (when appropriate)</li> <li>-All students have a chance to respond and receive feedback</li> <li>-Teacher <i>checks for understanding</i> by evaluating student responses</li> <li>-Continue practice until students are firm</li> <li>-Success rate of 75-80% or higher during initial learning</li> </ul> |
| <i>Feedback and correctives (and recycling of instruction, if necessary).</i>     | <ul style="list-style-type: none"> <li>-Feedback to students, particularly when they are correct but hesitant</li> <li>-Student errors provide feedback to the teacher that corrections and/or re-teaching is necessary</li> <li>-Corrections by simplifying question, giving clues, explaining or reviewing steps, or re-teaching last steps</li> <li>-When necessary, re-teach using smaller steps</li> </ul>   |
| <i>Independent practices so that students are firm and automatic.</i>             | <ul style="list-style-type: none"> <li>-Seat work</li> <li>-Unitization and automaticity (<i>practice to perfect</i>)</li> <li>-Seatwork &amp; Grouping (<i>procedure for monitoring</i>)</li> <li>-95% correct or higher</li> </ul>  |
| <i>Weekly and monthly reviews vital.</i>  | <ul style="list-style-type: none"> <li>-re-teaching, if necessary</li> <li>- Quizzes</li> <li>-Exit Tickets</li> <li>-Early Riser</li> <li>-White board assessments</li> </ul>  |

### ***Recommended Middle School Curriculum***

All of the schools textbooks and curriculum correlates to the state standards and frameworks for a specific grade level and/or subject. In addition, the Literature program that is based on a combination between the California Department of Education, National Reading Panel and Johns Hopkins University – Center for Talented Youth program suggestions. Every suggested novel has correlated objectives, lessons, tests, assessments, and projects that accompany the specific text.

Below is an outline of the current recommended curriculum that has proven to be successful at Oakland Charter Academy middle. Some adjustments may be made in certain courses as the administrators and teachers make adjustments to adapt to the specific needs of their students as assessments results are analyzed in the summer. This curriculum will be offered at the Richmond Charter Academy campus.

| 6th Grade   | 7th Grade  | 8th Grade  |
|---|--|--|
| <b>English / Lang. Arts.</b>  | <b>English/ Lang. Arts</b>   | <b>English/ Lang. Arts.</b>  |
| Holt Literature & Lang. Arts<br>(textbook) ISBN: 0-03-06529-0                                   | Holt Literature & Lang. Arts<br>(textbook) ISBN: 0-61805049-5  | Holt Literature & Lang. Arts<br>(textbook) ISBN: 0-03-056493x  |
| Holt Grammar Handbook<br>ISBN: 0-03-065279-0  | Holt Grammar Handbook<br>ISBN: 0-618-07823-0   | Holt Grammar Handbook<br>ISBN: 0-03-065279-0   |
| Holt Literature<br>Interactive Reading<br>(workbook)<br>ISBN: 0-03-065027-5                     | Holt Literature<br>Interactive Reading<br>Holt Literature<br>(workbook)<br>ISBN: 0-03-65028-3  | Holt Literature<br>Interactive Reading<br>Holt Literature<br>(workbook)<br>ISBN: 0-03-65029-1                            |
| <b>ELD Supplement</b>   | <b>ELD Supplement</b>  | <b>ELD Supplement</b>  |
| Sopriswest: Language 4 <sup>th</sup> Edition<br>(Books A-F)<br>ISBN: 0-4329-18007-20            | Sopriswest: Language 4 <sup>th</sup> Edition<br>(Books A-F)<br>ISBN: 0-4329-18007-20   | Sopriswest: Language 4 <sup>th</sup> Edition<br>(Books A-F)<br>ISBN: 0-4329-18007-20                                     |
| <b>Math</b>   | <b>Math</b>  | <b>Math</b>  |
| Mcdougal-Littell: Mathematics<br>Concept & Skills (textbook)<br>Course 1<br>ISBN: 0-618-05045-0 | Mcdougal-Littell: Mathematics<br>Concept & Skills (textbook) Course<br>2<br>ISBN: 0-618-07832-0  | Mcdougal-Littell: Structure & Method<br>Algebra 1 (Book 1) (textbook)<br>ISBN: 0-618-04430-2                             |
| Mathematics Concept & Skills<br>(workbook) Course 1<br>ISBN: 0-618-07799-5/0-618-07796-0        | Mathematics Concept & Skills<br>(workbook) Course 2<br>ISBN: 0-618-07832-0<br>Prentice Hall: Algebra 1(2 <sup>nd</sup> Semester)<br>ISBN#0-13-044263-1 | Mcdougal-Littell: Structure & Method<br>Algebra 1 and trigonometry Book 2<br>(workbook) Course 1<br>ISBN: 0-395-977725-8 |
| <b>History</b>  | <b>History</b>   | <b>History</b>   |
| Glencoe: Ancient Civilization<br>(textbook)<br>ISBN: 0-07-868874-4                              | Glencoe: Medieval & Early Modern<br>Times (textbook)<br>ISBN: 0-07-868876-0  | McGraw Hill: The American Journey<br>ISBN: 0-02-821876-0   |
| McGraw Hill<br>Ancient World Handbook<br>ISBN: 0-03065033-x                                     | McGraw Hill: Medieval and early<br>Modern Times (textbook)<br>ISBN: 0-07-870266-6  |  |
| <b>Science</b>  | <b>Science</b>   | <b>Science</b>   |
| McGraw-Hill:Glencoe<br>Earth Science Voyages<br>(textbook)<br>ISBN: 0-07-823987-7               | McGraw-Hill:Glencoe<br>Life Science Voyages<br>(textbook)<br>ISBN: 0-07-823987-7   | McGraw-Hill:Glencoe<br>Earth & Life Science<br>(textbook)<br>ISBN: 0-07-823997-5   |



|   |  |   |
|---|--|---|
| <p>Earth Science Voyages<br/>Handbook<br/>ISBN: 0-07-823980-x</p> | <p>Life Science Voyages<br/>Handbook<br/>ISBN: 0-07-823978-8</p> | <p>Earth &amp; Life Science<br/>Handbook<br/>ISBN:0-07-823976-1</p> |
|---|--|---|

### ***Middle School Literature Program***

The complementary independent reading program requires students to read at least six mandatory novels which will be assessed continuously and discussed in meaningful detail with classroom teachers. SBE adopted curriculum is intended to help students develop growth in the areas of reading, writing, critical thinking, as well as oral proficiency.

The Literature program promotes the development of critical reading and analytical skills as middle school students become capable of analyzing literary text with greater sophistication. The program affords the students a rich and varied offering of literature including classical and contemporary titles. The faculty provides opportunities for reflection and discussion of the aesthetics and meaning of literature relative to individual and universal themes. Vocabulary development, exposure to different literary genres, and opportunities to examine interesting and complex issues and challenges embedded in literature are hallmarks of the AMPS's Middle School program

Students are expected by the end of the eighth grade to demonstrate command of the following standards: (1) evaluating the unity, coherence, logic, internal consistency, and structural patterns of text; (2) achieving an effective balance between researched information and original ideas; (3) evaluating the credibility of a speaker; (4) presenting detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion; and (5) identifying the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization. Students will learn the skills of summary, critique, analysis, synthesis, research, and documentation.

Teachers will use extension activities that contain background information of the story and author, extension activities, such as heads together will guide questions related to the story line. These teacher guided techniques are especially beneficial for English Language Learners or those with modification needs and allow for all students to participate as a whole class. The extension activities will require the student not only to discuss and write about these issues, but also to examine the different analytical frameworks and assumptions that various authors offered for their time

### ***Grade Six***

In the first year of middle school, we focus not only on building practical reading and writing skills, but also developing a liking for the read. In being exposed to a variety of genres (including, mystery, biography, drama, personal narrative, short stories and fables) students begin to acquire an understanding of basic literary devices. The study of literature culminates in a class novel project that provides students with an opportunity to consolidate their knowledge and prepare research presentations on the social and cultural background of the

novel. Students are also encouraged to draw on their own experiences for various writing assignments such as the autobiography project.

### 6<sup>th</sup> grade

- The Outsiders (*S.E. Hinton*)
- Red Scarf Girl (*Ji Li Jiang*)
- Call of the Wild (*Jack London*)\*
- The Adventures of Ulysses (*trans. Bernard Evslin*)
- Maniac Magee (*Jerry Spinelli*)
- Tuck Everlasting (*Natalie Babbitt*)

### **Grade Seven**

In the second year of middle school, we continue to build reading and writing skills and further students' understanding of literature. It is in this grade level where AMPS schools intentionally begin to align ELA with social studies. As way to cover a good variety of genres- drama, personal narrative, short stories and myths) are covered. Students begin to identify the characteristics of each and acquire an understanding of more complex literary devices such as character development and theme. The study of a class novel encourages students to draw comparisons between the literary elements of various works. Writing projects throughout the year include research/expository essays, short story writing and poetry.

### 7<sup>th</sup> grade

- One Thousand and One Arabian Nights (*trans. Geraldine McCaughrean*)
- Fahrenheit 451 (*Ray Bradbury*)
- Things Fall Apart (*Chinua Achebe*)
- Tortuga (*Rudy Anaya*)
- Roll of Thunder, Hear My Cry (*Mildred Taylor*)
- The Adventures of Huckleberry Finn (*Mark Twain*)
- Midsummer Night's Dream (*Shakespeare*)\*

### **Grade Eight**

In the final year of middle school, we look for increasing competence in reading and writing skills with greater emphasis placed on the skillful use of language. More attention is paid to diction and syntax, as students learn to tailor language to better suit the purpose and intended audience of a written work. Therefore, a greater variety of writing assignments are undertaken including: persuasive writing, compare/contrast essays, expository essays, short story writing and poetry. Research skills are also more developed as students learn how to incorporate secondary materials and document their sources. In grade eight, the study of literature not only helps students develop a more extensive literary vocabulary, but also confirms for them the importance and value of literature in society.

### 8<sup>th</sup> grade

- The Good Earth (*Pearl S. Buck*)

- Across Five Aprils (*Irene Hunt*)
- And the Earth Did Not Devour Him (*Tomas Rivera*)
- Animal Farm (*George Orwell*)
- The Autobiography of Anne Frank (*Anne Frank*)
- To Kill a Mockingbird (*Harper Lee*)
- Romeo and Juliet (*Shakespeare*)\*

## **PROFESSIONAL DEVELOPMENT**

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

With the implementation of features such as grade level meetings, 60 minute clinics, Film Sessions, Math Huddles, webinars etc; teachers are encouraged to be more self reflective in their content delivery and continue to practice and develop their craft.

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

### ***Amethod Shared Networks (Google Docs/ Powerschool)***

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

PowerSchool, a product of Pearson School Systems, is the student information system used by Amethod Public Schools. PowerSchool is a student information system designed specifically for K-12 schools. It has several features including state reporting, scheduling, grade book, attendance, and parental access. Amethod school site families may receive access their child's grades, school announcements, assignments, schedules, and teacher comments once the site is fully rolled into the program. Teachers use PowerSchool to take attendance, enter grades, post assignments, and view assessment information, and communicate with parents and students. Administrators use PowerSchool to generate reports including transcripts, discipline logs, class

population, demographics, grade point averages, assessment reports, and required state and federal reports. The California State Longitudinal Database System (CALPADS) is functionally compatible with the PowerSchool program.

### ***Professional Growth Plan***

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

Assessment data is the driver of the PGP that it ensures that the teacher, Director, and Executive Director are able to remain focused on the annual goal and current progress towards these academic goals, thus, making professional development decisions that will have the greatest positive impact on ensuring that students realize these annual academic goals. The first component of the plan is the school goals, personal, and class goals

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

Consequently, planning is the first section of the PGP as setting goals, creating a long term plan, and creating a daily lesson plan are typically the first items that are challenging for a new teacher. Similarly, after a teacher has mastered planning, classroom management, and delivery, they are then more able to focus on the leadership skills such as creating in house workshops and seminars that will be required of them to emerge as lead teachers or other positions like a Site Director. Thus, Leadership is the final section of the PGP.

*(Refer to Professional Growth Plan as Attachment C in Appendix)*

### ***Summer Sessions***

Professional development begins two weeks after the end of the school year and once again two weeks prior to the start of school, typically in August. During the first session, teachers discuss strategies for the preparation of the new "rookies" entering the campus (students and teachers) and offer basic survival tactics such as setting class rules, class management, class/school policies. The second session focus on various items, including school culture,

classroom management, backup systems, planning (daily lesson plans, unit planning, and year-long planning) data analysis, home /family visits and instructional techniques.

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

### ***Yearlong Planning***

The fact is that time is of essence, thus Amethod Public Schools has designed professional development program to maximize available time. The organizations commitment to teacher professional development is further evidenced in the amount of time that is set aside throughout the year for teacher development. Within our curricular model, each Friday is a minimum day, set aside from 1 to 4pm reserved for professional development as needed. The professional development sessions are primarily organized by the Site Directors through collaboration with staff and the organizational Instructional Leadership Team composed of senior Amethod Public School faculty.

Moreover, ongoing through the year, staff attends and facilitates 60 Minute Clinic Professional Development Series, a bi weekly program that reinforces the summer trainings, or new material that is relevant based on student need. Senior staff gathers best practice techniques in content areas and deliver a concise and visual 60 minute professional presentation to other staff members that include handouts, videos, posting on Google Docs, Q and A's, and/or surveys. Amethod Public Schools will assure that Richmond Charter Academy staff have the opportunity to participate in the 60 minute clinic series through an established Moodle account that will allow for real time video in case staff cannot attend the in person trainings. However, trainings will also be held at the Richmond campus as well.

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

| <b>Training</b>   | <b>Purpose</b>   | <b>Content</b>   | <b>Length</b>                                      |
|---|--|--|--|
| <b>Summer Training Sessions</b><br><i>(also a first step induction program for new staff)</i> | All staff attends workshops before and soon after the Rookie Boot camp and summer period; prior to the start of school to plan the school year.<br><br>The purpose of the workshops prior to summer program is to go over essentials such as attendance, policies, | <i>Pre Summer (sample material)</i> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Lesson planning</li> <li>• Standard Reviews</li> <li>• Methods</li> <li>• Class Management</li> <li>• Class procedures</li> <li>• Class settings</li> <li>• Rules</li> <li>• Special Education</li> </ul> | <i>(4-5 days)</i><br><i>3- 5 Hour Per training</i> |

|                                    |  |  |  |
|------------------------------------|--|--|--|
|                                    | <p>procedures, rules, and curriculum. The post summer session is a post reality check session where ideas and methods learned during the pre summer school training are reviewed, and some challenged.</p>   | <p><i>Post Summer Trainings (Sample)</i></p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Interim Assessments (data Analysis)</li> <li>• Standard Reviews and checks</li> <li>• Classroom set ups</li> <li>• Faculty review information gathered about incoming students (Profiles).</li> </ul> <p><i>Returning students will also be profiled through gathering of previous year's data; Trends will be noted and instruction plans and goals drafted from finding.</i></p> |  |
| <b>Classroom Management</b>        | <p>To provide procedures and ideas regarding; class rules, duties, proximity and other facets of individual student discipline along with a whole class management system that incorporates strategies for group behavior modification.</p>              | <p><i>OCA Discipline Procedures which encompass: Procedures, Boundary Setting, Accountability Training (Whole class management) and The Back Up systems will be discussed.</i></p>   | <b>(2) 2 hour trainings.</b>                             |
| <b>Instructional Practice</b>      | <p>For teachers, especially first year teachers, practices are required for survival let alone effectiveness. For example, the skill of pacing is essential for student engagement and also to keep up with the fast paced demands of the classroom.</p> | <p><i>Instructional practice presentations are provided pre and post summer session. This training reviews topics such as lesson planning, instructional strategies and ad assessments. The purpose of this method is to produce student engagement and concept significance.</i></p>  | <b>3-4 Hours – Modeling included (via Film Sessions)</b> |
| <b>Strategies EL Students</b>      | <p>To discuss different strategies and programs when working with varied levels of English Language (EL) Learners and different support programs and strategies.</p>   | <p><i>The training addresses components for English success including sounds, orthography, vocabulary, reading and writing. Also discussed are assessments, progress monitoring, and regular programs</i></p>  | <b>training with outside provider (1 day)</b>            |
| <b>External Trainings (Varied)</b> | <p>Administrators, Board Members, and teachers, have participated in a number of special training programs, such as:<br/><i>(i.e., best practices in Standards-based curriculum and Pre A.P. Alignment)</i></p>  | <p><i>Amethod Public Schools will hire staff and administrator trainers as needed for the schools overall professional growth model. This past year, for example, board members attended a governance training led by a former executive</i></p>   | <b>As Needed</b>   |



|   |   |   |  |
|---|---|---|--|
|   |   | <i>Director to the State Board of Education.</i>  |  |
| <b>Special Education</b>                | To learn proper Search , identification, strategies, assessments plans, laws, and applicable to Special Education   | <i>A very important training that is required yearly by the Governance Board. Intent of training are to assure that schools remain in compliance with proper Child Find process and provide best practice modifications for all students.</i>   | <b>Training through outside provider</b>   |
| <b>Film Sessions</b>                    | Teachers are recorded during a block subject period to review pre and post video teaching efficacies. Additionally, video serves as an opportunity to facilitate self reflection for beginning teachers and post analysis for better practice.  | <i>Several videotaped lessons throughout the year that are followed by discussions with Department heads and Site Leader. The pre video is performed unannounced to capture the rawness of the teacher. The second session is precluded with a correlating lesson plan. Both sessions are wrapped with a survey questionnaire and leader led meeting.</i> | <b>Ongoing (At least two times a year)</b> |
| <b>Instructional Materials Training</b> | As new instructional materials are adopted or new software is installed, appropriate staff receives Training from publishers or experienced staff members.  | <i>If new curriculum is adopted, we will assure that training is offered through the publisher.</i>   | <b>As Needed</b>                           |
| <b>60 Minute Clinics</b>                | A series of trainings that are held throughout the year with veteran teacher and administrator led sessions. The purpose is to capture organizational expertise and culture and to maximize the inner experts we possess. Time is n expensive asset within our system, so we attempt to offer much concise training throughout the year. Approximately 50% of these trainings are planned by administrators and Instructional lead team. The remaining 50% are planned in accordance to assessed needs. | <i>Depending on the identified needs of the faculty, administrators, and education specialist- training modules and contents will be established.</i>   | <b>Ongoing (Bi weekly/ weekly)</b>         |



### ***Lesson Planning***

Lesson planning is a vital instructional practice within Amethod school sites. Amethod Public Schools system focuses on instructional practices combined together with objective driven goals in mind to design and deliver well-crafted lessons that explicitly teach content to all students.

Teachers prepare Objective driven lesson plans that serve as a guide for the day. Teachers are required to submit their lesson plans to their Site Director every Thursday prior for review and commentary. By focusing on a multi step lesson guide, Site Directors review every teacher and tutor /volunteer lesson plan to assure proper adherence to effective lesson plans are followed.

The following Lesson Plan overview is explained to every teacher during our summer teacher training and also reviewed during a 60 minute Clinic workshop.

1. *The Hook:* How will you capture their attention?
2. *Reflection:* Here, the teacher lists the focus on covering topics identified as needing attention from Interim assessments.
3. *Learning Objective:* A statement describing what students will be able to do by the end of the lesson. It must match the Independent Practice and be *clearly* stated to the students.
4. *Key Vocabulary:* The introduction of new terminology is important to share with students prior to the lesson delivery.
5. *Introduction:* Presenting the lesson and its importance. A demonstration and explanation by the teacher with key points discussed.
6. *Concept Development:* Teaching students the concepts contained in the Learning Objective. New gained insight.
7. *Checking for Understanding:* Observing students and providing opportunities for quick and immediate assessments.
8. *Guided Practice:* Working problems with students at the same time, step-by-step, while checking that they execute each step correctly.
9. *Lesson Closure:* Having students work problems or answer questions to prove that they have learned the concepts and skills in the Learning Objective before they are given Independent Practice to do by themselves.
10. *Independent Practice:* Having students successfully practice exactly what they were just taught. FYI.....*lessons incorporate lesson delivery strategies, including • Checking for Understanding: Continually verifying that students are learning while they are being taught*
11. *Explaining:* Teaching by telling, and re-telling. Do not wait for hands here.
12. *Modeling:* Teaching using think-aloud to reveal to students the strategic thinking required to solve a problem
13. *Demonstrating:* Teaching using physical objects to clarify the content and to support kinesthetic learning, especially useful for ELL, or modified instruction.

*(See Lesson Plan Diagram as Attachment D in Appendix Section)*



### ***Full Scope Lesson Plan***

New Amethod teachers will be expected to submit a Full Scope lesson plan that is much more detailed and descriptive than the regular expected template. The intent of the full scope is to have teachers focus on all aspects of a given lesson in a specific subject– from preparation to closing. Once teachers have completed their rookie season, which can last past the first year, they may be asked to submit the full scope periodically.

The Full Scope Lesson Plan is a much more descriptive and structures lesson plan that details all of the steps in a given lesson. It asks for specific hooks used in the opening, for example, and asks how the teacher has assured that students have mastered the concepts to a success rate of at least 75% as measured by formative assessments such as weekly quizzes and exit tickets.

New teachers will submit a mandatory Full Scope lesson plan bi-weekly as mandatory; however a School Director may ask for a Full scope as many times as they feel is needed to guide the teacher and assure lessons are structured correctly.

*(See a copy of the Full Scope Lesson Plan as Attachment E in Appendix Section.)*

## **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 provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. The fact is that we expect many of our students to enter the school being less than proficient in math, science and English and as such, our sites implement a 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-leveled support system to maximize time and effort. The primary prevention level of the methodology includes the assurance of a high quality core instructional program with increased instructional time.

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 cultural and linguistic responsiveness and recognition of student strengths.

Our goal and expectation is the same for every student in our campuses. We assure that students of every subgroup and demographic be enrolled in a rigorous program with challenging curriculum and be provided an instructional program that holds high expectations for all. Struggling students' who perform below less than site specific average grade for levels in the initial interim assessment score (Data Point) will be provided with the necessary

supplemental instructional support to strengthen their academic growth. An Independent Learning Plan may be initiated as needed for struggling students.

Richmond Charter Academy will establish a series of interventions that will offer a myriad of support services driven by proportional increases in direct instructional time similar to that of the Oakland Charter Academy campus.

At our current middle school, students receive 100 daily minutes in English and mathematics to offer the student and teacher more time for direct instruction, explanation and practice. 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 beyond a Data point, one score that represents a student's performance, through a second Interim assessment receive extra assistance will enter intervention programs such as but not limited too; 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 and tool for individualizing instruction, promoting a team approach, and effort in raising the academic achievement of at-risk students.

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

### *Second Phase*

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

Intervention is provided with a very specific 6-8 week plan combining suggestions from the classroom teacher 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 may form a Student Study Team Process and revise the Individualized Learning Plan.

### *Third Phase*

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

*(See a copy of the ILP Form as Attachment F in Appendix Section)*

### *Intervention Overview*

| Program              | Description   |
|----------------------|---|
| <i>Math Tutorial</i> | Students struggling in Math receive intervention through small group and personalized attention from an identified teacher and or volunteer tutor assistant. Utilizing a group tutorial structure, students receive a more individualized instructional |

|  |   |
|--|---|
|  | setting.  |
| <i>Special Needs/<br/>Academic Success</i> | Designated Special Education students will be provided extra support to reflect the needs outlined in the IEP and in all of their academic courses through one-on-one instruction, group support and guided instruction. The sessions will last 30-55 minutes 4 days a week or as recommended in their IEP. |
| <i>Homework Club</i>                       | Students who are struggling with a particular class or simply want more support in a subject can attend homework club, which is offered for an hour every day after school and run by a credentialed teacher, paraprofessionals, and/or college interns.  |
| <i>One to Ones</i>                         | If a student continues to struggle after the second phase assessments (see below), they are assigned a one to one time to work with an identified tutor during noncore instructional time. Concept mastery is the target goal for these students.   |
| <i>Intersession<br/>Groups</i>             | Some students will require much more ongoing support; as such our schools provide an extended school year in the form of interim time off intersessions for students. Teachers and administrators will meet with families to discuss the program as needed.   |

### **PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING**

Richmond Charter Academy expects all students to reach high standards of success. For those students who excel academically, RCA will offer supplemental programs and opportunities for students through partnerships with colleges and programs. Amethod Public Schools has partnered with Johns Hopkins University Center for Talented Youth Program (CTY) for over a decade and has sent over seventy-five high achieving students to attend and study at university campuses in a three week residential program- many of whom receive scholarships. High achieving Richmond Charter Academy students will also have the opportunity to participate in the Amethod Public Schools- Johns Hopkins University collaboration.

Moreover, RCA will also offer in house programs such as a Pre-Advanced Placement Math and Honors English Program offered through the Amethod Public Schools organization that will prepare students who are academically ready; to enter high leveled high school programs such Advanced Placement and Honors courses. These students will be challenged to work through advanced coursework that is more commonly presented to high school students. High performing students will also have an opportunity to enroll in an accepted online course offered on site through academic partners such as Johns Hopkins University. We will also seek to partner with local community partners and organizations such as Contra Costa Community College to offer college leveled courses to high achieving students at RCA. By the third year of operation, Amethod Public Schools will establish the Pre-Advanced Placement program at Richmond Charter Academy to best prepare high performing middle class students for the additional rigors of Honors and advanced courses in high school.

### **PLAN FOR SPECIAL EDUCATION**

RCA recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with WCCUSD or applicable SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs. Richmond Charter Academy shall comply with all applicable State and Federal Laws in serving children with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA"). California law gives schools various options on how to deliver special education and related services either as (1) an arm of the charter-granting agency, (2) an independent local education agency, or (3) as a charter SELPA.

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

So long as the school operates as a public school of the authorizer, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the West Contra Costa Unified School District will fund and provide special education services for students enrolled in the Richmond Charter Academy to the extent required by law. Specifically, the authorizer will (A) serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and/or (B) provide the school with an equitable share of state and federal special education funding to support special education instruction or designated instructed and services to students enrolled in the charter school. Richmond Charter Academy reserves the right to contract with agencies and vendors outside the authorizer when appropriate to secure special education services, including administrative support services and/ or trainings.

If the school remains a public school within the district, it anticipates that a Memorandum of Understanding ("MOU") will be developed between the school and the authorizer, which shall delineate and spell out the respective responsibilities of the school and the authorizer with regard to the funding and delivery of special education and related services.

The 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 School shall not discriminate against any pupil with a disability in the admissions process or any other aspect of operation.

Amethod School sites schools will organize special education program and services to provide an *integrated service delivery* in each school. An integrated service delivery approach requires schools to align educational services for students with special education needs within existing structures (grade levels, groupings, looping, etc.) rather than through special and segregated

programs. Specialized staff is organized by the needs of each learner rather than by clustering learners according to label. In this method, staff is not assigned to a "program" and placed in a separate classroom. Instead, special and general education teachers' work in collaborative arrangements designed to bring appropriate instructional supports to each child in the general school environment. Support is built on relevant differentiation and instruction through universal access of content-driven curriculum. Ultimately, however, it is the students Individual Educational Plan as designed by the Special Education Resource Specialist and IEP team that will dictate the appropriate and Least Restrictive Environment for a student.

Amethod Public School students with special needs are placed in regular classrooms and then provided flexible instructional opportunities that include large group and small group instruction within specification of the IEP. On-going support and a system of general and special education staff proactively supporting students are better able to put into place effective programs in place.

### ***Search and Serve***

Upon the commencement of Richmond Charter Academy's school year, all students will be evaluated as a means of class placement through the usage of our interim exams. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Site Director, Richmond Charter Academy will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. The Site Director and faculty will then convene the Student Study Team (SST) which will include the child's parents, as needed.

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

For students who are identified as needing interventions, a Student Study Team (SST) composed of the student, the student's parent or guardian, the Site Director, and an Richmond Charter Academy faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. Richmond Charter Academy may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. All provisions of the section 504 is the responsibility of the school.

Parents will be informed that special education and related services are provided at no cost to them.

### ***Interim and Initial Placements of New Charter School Students***

If a student enrolls at Richmond Charter Academy with an existing IEP, Richmond Charter Academy will contact the district within 5 days. An IEP meeting will be convened within 30

days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, the school shall work with the District or SELPA to implement the existing IEP at Richmond Charter Academy or as otherwise agreed by the parent/guardian.

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

The referral process is a formal, ongoing review of information related to students who are suspected of having disabilities and show potential signs of needing of support or special education related services. The assessment process will include examining student screening information and making a decision about whether or not to conduct a formal educational assessment. The parent of any student suspected of needing or qualifying for special education services may also make a referral for evaluation. Any such referrals will be responded to in writing by the Special Education staff or Director within 15 days. Parents will be informed via the SELPA Special Education Resource Teacher or Site Director that special education and related services are provided at no cost to them. Assessments will be done only upon receipt of written parent permission. Students will be tested in all areas that the IEP team believes are related to his/her disability and multiple assessments will be administered in the student's primary language.

### ***Assessment***

The assessment plan considers each of the following when appropriate: vision, motor abilities, general ability - self-help, career and vocational abilities and interests, developmental history, hearing, language function, academic performance, orientation and mobility, social and emotional status, health and development. For pupils with suspected disabilities or a behavior disorder, at least one member of the assessment team, other than the child's general education teacher, shall observe the child's performance in the general classroom setting and document the observation.

The types of assessments that may be used for determining eligibility for specialized instruction and services will include: individual testing, observations, interviews, review of school records, medical opinions, reports and work samples, and parent input. For initial evaluations and re-evaluations, students will be assessed in hearing and vision, unless parent consent is not provided. All pupils not meeting threshold hearing test requirements will be appropriately referred for trained personal for hearing tests. A student's health provider may also provide information if a student has been medically diagnosed with a chronic illness or relevant medical issue that may interfere with learning. In short, no single procedure will be used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs. Under certain conditions, parents have the right to obtain an independent assessment at public expense.

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

- Parents or guardians of any student referred must give their written consent for the school to administer the assessment;
- Evaluation in all areas related to the suspected disability will be conducted; multiple assessments will be delivered;

- Assessments will be delivered without cultural, racial or gender bias; assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multi-disciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

The school is responsible for developing the Assessment Plan and providing the assessment. RCA will work with the identified and/or selected Special Education personnel to carry out the assessment testing and IEP development.

### ***Individualized Education Program (IEP)***

Upon completion of assessment, an IEP will be created for each student designated with special education needs. The student's parent, Education Specialist, Site Director, teacher, Special Education Resource Specialist and other necessary experts (school psychologist, etc.) will have an initial IEP meeting to discuss the assessment data and make up the ongoing IEP team. The IEP will typically describe why the student was designated as special education, what services are available to the student and clear goals for the student to achieve moving forward. The IEP team shall ensure participation of a district special education representative and a representative for the student's district of residence (if applicable) at any IEP team meeting when it is anticipated that special education service options will be considered within least restrictive environments other than those of the charter school.

The IEP team will meet formally once a year and informally on a quarterly basis in order to review the student's progress against his/her IEP. In accordance with IDEA, the team will also conduct a formal review after three years to reassess the student and reevaluate his/her progress.

### ***IEP Review***

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. 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 school will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed four 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 his/her 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.

### ***Staffing***

Although the identified SELPA will hold ultimate responsibility for providing Special Education services, the school is committed to assuring all IEPs are properly implemented and all students requiring services are adequately served.

Should the school opt to select a SELPA outside of the authorizer; Amethod Public Schools will seek to employ a staff member(s) who in addition to having the proper credentials to teach a general education subject, will also possess Special Education Credential and assure all Amethod School sites are addressing the IEP and core programs appropriately. This position, along with the Site Director of the school, will be the primary school representative tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at RCA will also be involved in assuring that all IEPs and 504 plans are properly implemented.

In year 4, of the RCA Charter, Amethod Public Schools plans to employ a Special Education Manager for the organization that will have duties that will include:

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

### ***Reporting***

RCA, in collaboration with the authorizer will collect and maintain the following information on disabled students as required by IDEA:

- *A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;*

- *The number of students provided with test modifications and the types and the number of students exempted from District assessments;*
- *The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;*
- *The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and*
- *The basis of exit from RCA of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).*

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

#### ***Due Process and Procedural Safeguards***

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

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

The school will adhere to all FERPA and Pupil Confidentiality Records.

### ***Dispute Resolution***<sup>7</sup>

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

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

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

### ***Complaint Procedures***

Parents or guardians also have the right to file a complaint with West Contra Costa Unified School District and/or California State Department of Education, and ultimately the Office of Civil Rights if they believe that the school has violated federal or state laws or regulations governing special education.

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

The school recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school. A 504 team will be assembled by the Executive Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the

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<sup>7</sup> In the event that RCA opts to operate as an LEA in a SELPA other than the authorizer, RCA reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education.

student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

*The 504 team may also consider the following information in its evaluation:*

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

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team. Section 504 is considered a program within the regular education program and therefore the school will be responsible for all aspects of the 504 plan and delivery.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the schools professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student 504 Plan.

The Site Director will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

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

### ***Special Education Strategies for Instruction***

The school will comply with the federal mandate of the “least restrictive environment”, meaning that the school will make every attempt to educate special education students along with their non-disabled peers as is specified in the students IEP. RCA will follow a student’s specified program in accordance to each individual IEP, and offer the regular comprehensive program as appropriate. Each student’s IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student’s needs and how these fit within the general educational program of the school.

### ***Professional Development for RCA Staff***

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

So long as RCA operates as a “school of the district” for special education purposes, the authorizer 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 partnerships with the existing Amethod Public School site local authorizers, state approved providers, county offices of education, universities, and/or other specialized providers in the field.

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. Richmond Charter Academy is responsible for keeping daily attendance for each student by reporting and certifying attendance monthly on district forms, and filing them with the District.

### **PLAN FOR ENGLISH LEARNERS**

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

As with other Amethod Public School sites; Richmond Charter Academy implement policies to assure proper placement, evaluation, and communication regarding ELL student programs and family home language translations. Most assuredly, RCA will hold high expectations for English Language Learners (ELL) population, and will assure that a rigorous and supportive academic program is offered to all students. Structurally, Amethod School campuses run a full-inclusion program for our ELL students. ELL students will not be in bilingual instruction classes at RCA. 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 ELL 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 the over 100 daily minutes in the classroom that can be segmented into individualized or small group instruction. Through this small group, a student is able to receive specific language instruction and they are able to further develop their language proficiency through re-tells, explicit vocabulary lessons, and a small group focus on letters, word patterns, spelling, blends, sounds, etc.

#### *Home Language Survey*

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

#### *CELDT Exam*

All students who indicate that their home language is other than English will take the CELDT test within thirty days of initial enrollment, if entering a California public school for the first time, or never having taken a CELDT test for another reason, and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The mandatory California English Language Development Test (CELDT) will be administrated as required by law.

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. English Learners will receive additional support through extended programs.

In order to promote students growth in reading, English learners will receive, phonemic awareness, decoding practice, vocabulary development, interactive/direct teaching, and word

mini-lessons during tutoring and small group sessions either within the classroom setting in groups, or through before and/or after school programs.

RCA English Language students will work towards being reclassified as Fluent English Proficient speakers and be prepared with the skills in English Language Arts and mathematics to meet California State Standards for their appropriate grade level through the usage of strategies such as Specially-Designed Academic-Instruction in English (SDAIE), an instructional approach designed to increase the level of comprehensibility of the English language in the content area of the class and through the "Intervention" Period- a regular school day hour where ELL students will work with their teacher through the usage of supplemental instructional programs and curriculum..

As with other Amethod School Campuses, Richmond Charter Academy will use the SoprisWest Language 4<sup>th</sup> Edition program and curriculum for English Language Development programs. The curriculum will supplement the student's regular curriculum.

### *Certifications*

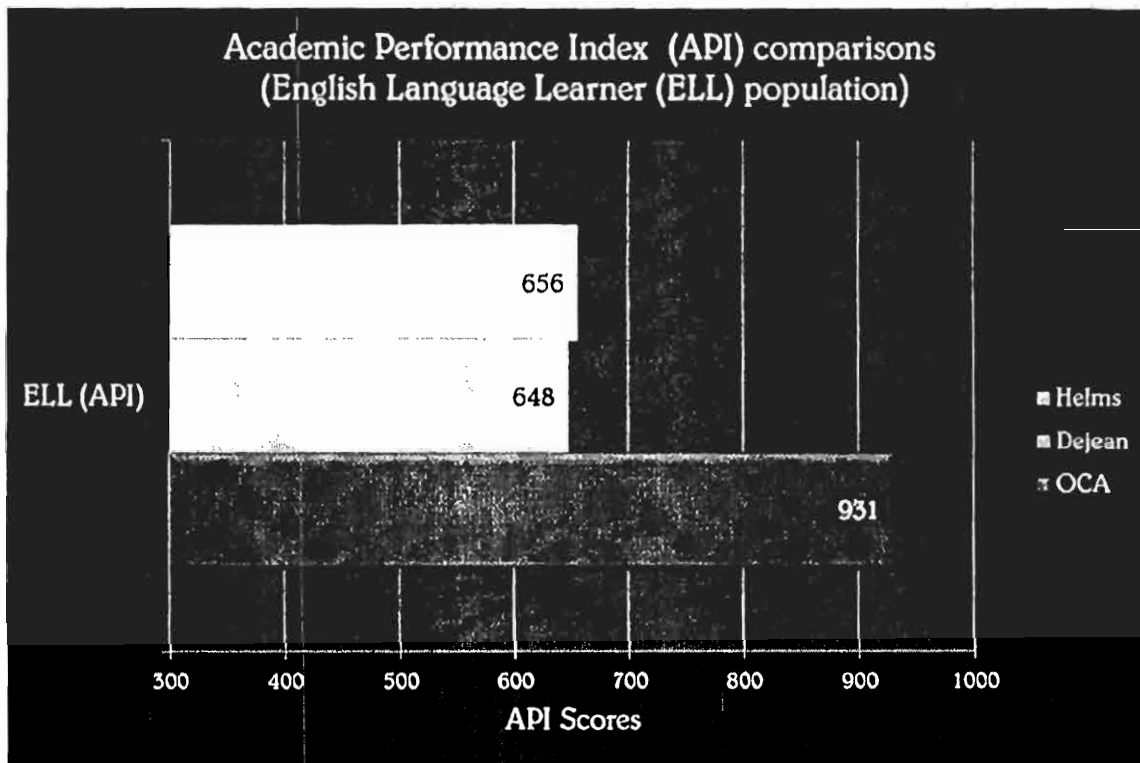
RCA will provide teachers who have received the CLAD (Cross Cultural Language and Academic Development) , BCLAD, CTEL (California Teachers of English Learners) or any other California Commission on Teaching Credentialing (CCTC) recognized alternative certification.

Amethod Public Schools Leadership committee, a group composed of experienced teachers within our school system and which may include a teachers from the RCA campus, will monitor and seek to improve all aspects of the Amethod Public Schools English Language program that will benefit all sites by procuring professional development, assuring standards are met, and evaluating the overall program through data reviews. The program and committee will be responsive to the needs of families, ELL students and teachers.

*(See a copy of the ELD Program at A Glance as Attachment G in Appendix Section)*

The following tables offers a comparison of the current ELL students from Oakland Charter Academy middle school to those in existing WCCUSD middle school campuses respectively.

*Source: California Department of Education*



*Source: California Department of Education*

| School                        | ELL (%) of Population | Subgroup API |
|-------------------------------|-----------------------|--------------|
| Dejean Middle School (WCCUSD) | 55%                   | 648          |
| Helms Middle School (WCCUSD)  | 73%                   | 656          |
| Oakland Charter Academy       | 99%                   | 931          |

Depending on their entry point in English as determined by the CELDT exam and a reading scale exam through the ELL curriculum, students will be assigned to the appropriate leveled curriculum. Students that are struggling due to language proficiency will be participating in intervention period activities that are specifically focused on decoding 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. By introducing these skills in isolation and practicing them in context, students are better able to move through the language proficiency categories.

The following table describes a sampling of strategies and/or interventions used at Oakland Charter Academy middle school.



| Strategy 1   | Strategy 2  | Strategy 3   |
|--|---|--|
| <p><b>Vocabulary &amp; Language Development</b></p>  | <p><b>Guided Interaction</b></p>  | <p><b>Metacognition &amp; Authentic Assessment</b></p>   |
| <p><u>Content knowledge:</u></p> <ul style="list-style-type: none"> <li>• Introduce new concepts via essential academic vocabulary.</li> <li>• Connect student-accessible synonyms or concepts to these essential vocabularies.</li> <li>• Support students to distinguish word meanings, &amp; their uses for subject-specific tasks &amp; prerequisite language skills.</li> </ul> <p><u>Academic language:</u></p> <ul style="list-style-type: none"> <li>• Engage beginning-level students in using basic social &amp; school vocabulary, phrases, &amp; sentence structures.</li> <li>• As students' progress, continue to contextualize instruction of more complex language forms &amp; uses: subject-specific academic vocabulary, grammatical forms, &amp; sentence structures used in listening, speaking, reading &amp; writing.</li> <li>• Respectfully distinguish differences between primary language use &amp; standard academic English.</li> </ul> <p><u>Sample Activities/Assessments:</u></p> <ul style="list-style-type: none"> <li>✓ Word analysis: e.g., dissecting words into their parts (prefix, root, and suffix).</li> <li>✓ Vocabulary journals, vocab. cards word webs,</li> </ul> | <p><u>Content knowledge:</u></p> <ul style="list-style-type: none"> <li>• Structure multiple opportunities for peer-to-peer interactions as they learn content &amp; develop their use of academic language in speaking/listening, reading &amp; writing.</li> <li>• Clarify expectations, outcomes, &amp; procedures related to tasks for flexible group activities.</li> <li>• Allow for primary language interactions to clarify concepts.</li> </ul> <p><u>Academic language:</u></p> <ul style="list-style-type: none"> <li>• Structure multiple opportunities for peer-to-peer interactions to increase speaking, listening, reading comprehension &amp; writing skills.</li> <li>• Support language interactions with review/preview of language forms, use of graphic organizers or other types of modeling.</li> </ul> <p><u>Sample Activities/Assessments:</u></p> <ul style="list-style-type: none"> <li>✓ Partner interviews, Class surveys, Think-Pair-Share, Heads Together, and Four Corners.</li> <li>✓ Poster projects, group presentations.</li> <li>✓ Perspective line-ups.</li> </ul> | <p><u>Content knowledge:</u></p> <ul style="list-style-type: none"> <li>• Teach students processes for metacognition: i.e., pre-reading &amp; pre-writing skills, word analysis, &amp; methods to monitor their reading comprehension.</li> <li>• Teach &amp; model ways for students to describe their thinking processes verbally &amp; in writing.</li> <li>• Use a variety of activities &amp; tasks to check for understanding.</li> </ul> <p><u>Academic language:</u></p> <ul style="list-style-type: none"> <li>• In addition to components listed above, ensure that assessment tasks are appropriate to students' assessed language development level.</li> <li>• Provide enough time to complete tasks, appropriate feedback, rubrics, &amp; models to guide students' self-assessment.</li> </ul> <p><u>Sample Activities/Assessments:</u></p> <ul style="list-style-type: none"> <li>✓ Guided reading, completing chapter pre-reading guides, reciprocal teaching, Anticipation Guides, double-entry journals.</li> <li>✓ Think-alouds, K-W-L.</li> <li>✓ Learning logs/journals, quick-writes.</li> <li>✓ Regalia</li> </ul> |



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| <p>word walls.</p> <p>✓ Interactive editing, cloze paragraphs, dictations, subject-specific journals.</p>  |  |  |
| <b>Strategy 4</b>  | <b>Strategy 5</b>  | <b>Strategy 6</b>  |
| <b>Explicit Instruction</b>  | <b>Meaning-Based Context &amp; Universal Themes</b>  | <b>Modeling, Graphic Organizers, &amp; Visuals</b>   |
| <p><u>Content knowledge:</u></p> <ul style="list-style-type: none"> <li>• Teach essential grade-level concepts &amp; build students' background knowledge as needed.</li> <li>• Connect overarching ideas (whole), then examine components or processes (part), culminating with students' own applications or synthesis of ideas (new whole).</li> <li>• Explicitly teach academic language &amp; cognitive reading skills needed to complete subject-specific tasks, e.g., analyze, interpret, classify, compare, synthesize, persuade, solve.</li> </ul> <p style="text-align: center;"><u>Academic language:</u></p> <ul style="list-style-type: none"> <li>• Teach essential language forms &amp; uses per students' assessed language development level: listening/speaking, reading &amp; writing.</li> <li>• Follow contextualized introduction &amp; explicit modeling of language use with repeated practice.</li> </ul> <p><u>Sample activities/assessments:</u></p> <p>✓ Teach/explain prerequisite language applications: reading directions, idioms,</p> | <p><u>Content knowledge:</u></p> <ul style="list-style-type: none"> <li>• Introduce new concepts through familiar resources, prompts, visuals, or themes.</li> <li>• Use associated types of "realia" meaningful or familiar to students to affirm the appropriate context for using new language.</li> <li>• Sustain motivation to learn challenging concepts by linking ideas to resources or contexts that reflect student interests &amp; sociocultural or linguistic backgrounds.</li> </ul> <p style="text-align: center;"><u>Academic language:</u></p> <ul style="list-style-type: none"> <li>• Use methods listed above for introducing academic vocabulary, sentence structures, &amp; language uses.</li> <li>• Link ongoing language practice or tasks to both school-based &amp; community-based uses.</li> <li>• Respectfully compare &amp; analyze language use, &amp; meanings to other cultures or context, to promote metacognition.</li> </ul> <p style="text-align: center;"><u>Sample activities/assessments:</u></p> | <p><u>Content knowledge:</u></p> <ul style="list-style-type: none"> <li>• Model how to complete tasks.</li> <li>• Provide graphic organizers &amp; meaningful visuals to support students' recognition of essential information.</li> <li>• Use graphic organizers to support understanding of specific tasks, &amp; specific uses of academic language.</li> <li>• Use advanced organizers to support metacognition, &amp; overall comprehension.</li> </ul> <p style="text-align: center;"><u>Academic language:</u></p> <ul style="list-style-type: none"> <li>• Use methods listed above with the addition of word banks, word walls, &amp; modeling the use of graphic organizers appropriate to ELD level.</li> <li>• Appropriately modulate language delivery, i.e., speed &amp; enunciation, when modeling language forms or presenting content; repetition helps.</li> </ul> <p><u>Sample activities/resources:</u></p> <p>✓ Venn diagrams, story maps, main idea + supporting detail schematics, double-entry journals, semantic</p> |

|   |   |  |
|---|---|--|
| <p>sentence starters, essay formats, pattern drills, or completing a story map; check for understanding.</p> <p>✓ Teach specific reading comprehension skills for completing: task procedures, answering questions, word problems, understanding text &amp; graphics.</p> | <p>✓ Quick-write responses or recording student responses to visuals, current event stories, real-life models, video clips, teacher read-alouds, thematic prompts, role-play, comparing language uses for similar contexts.</p> <p>✓ Identifying &amp; analyzing different perspectives &amp; language references re: essential concepts.</p> | <p>attribute matrices.</p> <p>✓ Chants, read-aloud, Choral responses, Heads Together</p> |
|---|---|--|

### ***Reclassification Procedures***

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

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

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

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

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

- *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.*

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

Comparison of the pupil's performance in the STAR score examinations from, at minimum, past three (3) years on the English section of the California Standards Test, or assigned tests taken if from out of California. Students must meet an intermediate CELDT Score AND a proficient CST 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 CST-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.*
- *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**

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 school's consultation during the reclassification process.

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

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

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

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

- *If student's scores Below Basic or Far Below Basic on CST-ELA, an intervention program is initiated as appropriate*
- *If student's English Language Arts grade falls below C, an intervention is initiated as appropriate*
- *Evidence of monitoring is entered onto the Student Reclassification Form in the student cumulative file.*

## **ELEMENT II: MEASURABLE PUPIL OUTCOMES**

***Governing Law*** - *The measurable pupil outcomes identified for use by the Charter School. "Pupil Outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.*

### ***California Education Code Section 47605(b) (5) (B)***

The school will meet all statewide standards and conduct all required state mandated student assessments as required by the charter school legislation, Education Code § 47605(c)(1). The School shall also meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments (This includes STAR, API/AYP, CELDT and any other requirement of NCLB.) The school will meet the requirements for renewal if it meets the requirements of Section 47607(b) of the Education Code.

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

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

### ***Expected Outcomes***

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

#### ***Academic Achievers who.....:***

1. Produce quality work across the curriculum
2. Are extremely knowledgeable of literature and can use different genres of material in writing responses.
3. Compute and solve advanced math problems
4. Are knowledgeable about educational pathways and career choices

5. Are equipped with the necessary skills to succeed in high school

*Effective Communicators who...:*

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

*Critical Thinkers who....:*

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

*Life-long Learners who...:*

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

*Socially Responsible Citizens who.....:*

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

## **MEASURABLE PUPIL OUTCOMES**

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

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

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

Charter Academy Middle School, for example, the stated MPO's have been met every year over the past decade.

The following table details the Measurable Pupil Outcomes for Richmond Charter Academy.

| SUBJECT | MEASURABLE OUTCOME   | METHODS OF ASSESSMENT   |
|---------|--|---|
| MATH    | <ol style="list-style-type: none"> <li>1. At least 60% of 7<sup>th</sup> graders will score proficient / advanced by 3<sup>rd</sup> year of the school's operation.</li> <li>2. Students will demonstrate adequate progress towards meeting grade standards in mathematics.</li> <li>3. 100% of 8<sup>th</sup> graders will be enrolled in Algebra I or higher.</li> <li>4. At least 65% of 8<sup>th</sup> graders will pass the Algebra I CST examination by the 4th year of operation.</li> <li>5. The schools overall ELL subgroup API will be higher than the overall district ELL subgroup average by the third year of operation.</li> </ol> | <ul style="list-style-type: none"> <li>• <i>STAR Test Battery</i></li> <li>• <i>Standards Based Curriculum assessments</i></li> <li>• <i>School Placements and Enrollment</i></li> <li>• <i>Asses 2 Know (Standards Based Assessments)</i></li> <li>• <i>Annual Academic Performance Index determination</i></li> </ul> |

|                                       |   |   |
|---------------------------------------|---|---|
| <p>ENGLISH/<br/>LANGUAGE<br/>ARTS</p> | <ol style="list-style-type: none"> <li>1. At least 62% of 8th graders will score at least proficient/advanced in ELA by the 3<sup>rd</sup> year of the school's operation.</li> <li>2. At least 70 % of students at every grade level students will perform at school's passing rate on the school's final interim assessment Battery.</li> <li>3. At least 60% of 7<sup>th</sup> graders will receive a passing score on the Writing test by the 3<sup>rd</sup> year of operation.</li> <li>4. The schools overall ELL subgroup API will be higher than the overall district ELL subgroup average by the third year of operation.</li> <li>5. All students will perform at a higher percentage of Proficient and advanced percentages than that of neighbor middle schools.</li> </ol> | <ul style="list-style-type: none"> <li>• <i>California State Tests (CST)</i></li> <li>• <i>7<sup>th</sup> Grade writing exam</i></li> <li>• <i>Asses 2 Know (Standards Based Assessments)</i></li> <li>• <i>Standards Based Curriculum assessments</i></li> <li>• <i>STAR Test battery</i></li> </ul>                         |
| <p>SCHOOL<br/>WIDE</p>                | <ol style="list-style-type: none"> <li>1. The school will achieve an API of 700 by the end of the third year of operation.</li> <li>2. The school will meet or exceed school's annual API growth target each year after the 3<sup>rd</sup> year of operation.</li> <li>3. The School shall meet or exceed a 90% attendance rate.</li> <li>4. The School shall exceed the overall percentage of proficient or above proficient students who are enrolled in the school of attendance for the area in which the school is located by the third year.</li> </ol>   | <ul style="list-style-type: none"> <li>• <i>Academic Performance Index (API)</i></li> <li>• <i>California Department of Education (CDE) Similar School Ranking</i></li> <li>• <i>Annual Academic Performance Index determination</i></li> <li>• <i>Period two (2) attendance count.</i></li> <li>• <i>CST Data</i></li> </ul> |
| <p>SCIENCE</p>                        | <ol style="list-style-type: none"> <li>1. At least 55% of 8<sup>th</sup> grade students will pass the CST Science section by the 3<sup>rd</sup> year.</li> <li>2. 100% of students will meet or exceed the state curriculum requirement for middle school science</li> </ol>  | <ul style="list-style-type: none"> <li>• <i>AMPS requirements</i></li> <li>• <i>CDE Requirements</i></li> <li>• <i>State Board of Education adopted</i></li> </ul>  |





|   |   |  |
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|   | <p>3. The schools ELL student subgroup will exceed the overall percentage of the district's ELL subgroup proficient/advanced percentage by the second year of operation.</p>  | <p><i>standards and Frameworks for middle school.</i></p> <ul style="list-style-type: none"> <li>• <i>California State Tests</i></li> </ul>  |
| <p><b>SOCIAL STUDIES/<br/>HISTORY</b></p> | <p>1. The schools ELL student subgroup will exceed the overall percentage of the district's similar ELL subgroup proficient/advanced percentage by the third year of operation.</p> <p>2. The schools overall low income subgroup percentage will score above the district neighboring middle school proficient /advanced percentage by the fourth year of operation.</p> | <ul style="list-style-type: none"> <li>• <i>California State Tests</i></li> <li>• <i>Asses 2 Know Assessments</i></li> <li>• <i>Annual Academic Performance Index determination</i></li> <li>• <i>Grade Point Average</i></li> </ul> |

### ***Non-Academic Outcome Goals***

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

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

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

All students will learn to approach their required work with attitudes and skills necessary to be successful in life, including but not limited to:

- *Perseverance;*
- *Attention to detail;*
- *Completeness;*
- *Accuracy; and Neatness.*

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. Amethod Public Schools values include but are not limited to:

- *Scholarship;*
- *Teamwork;*
- *Integrity;*
- *Perseverance*

### ***Continuous Student Achievement Improvement Template***

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

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

|                   | <b>Measure</b>  | <b>Analysis</b>  | <b>Action Plans</b>  |
|-------------------|---|--|--|
| <b>Students</b>   | <ul style="list-style-type: none"> <li>• State Tests</li> <li>• Classroom projects and grades</li> <li>• Attendance</li> <li>• Retention Rate</li> <li>• Disciplinary Actions</li> </ul>                      | <ul style="list-style-type: none"> <li>• Compare with similar schools and to all California schools</li> <li>• Identify root causes of performance increases or decreases in each area</li> </ul>  | <ul style="list-style-type: none"> <li>• Create plan for improvement in low performing areas</li> <li>• Set targets for next academic year</li> <li>• Improvement required annually (after first three years of school)</li> </ul> |
| <b>Teachers</b>   | <ul style="list-style-type: none"> <li>• Teacher Performance Evaluations</li> <li>• Student performance in individual classes</li> <li>• Teacher Satisfaction surveys</li> <li>• Teacher Retention</li> </ul> | <ul style="list-style-type: none"> <li>• Identify strengths &amp; opportunity areas for each teacher Compare previous scorecards</li> <li>• Analyze staff retention to identify breakdowns (<i>recruiting, staff development, etc.</i>)</li> </ul> | <ul style="list-style-type: none"> <li>• Create plan for improvement in low performing areas</li> <li>• Set targets for next academic year</li> </ul>  |
| <b>Leadership</b> | <ul style="list-style-type: none"> <li>• Student performance</li> <li>• Teacher performance</li> <li>• Fiscal management</li> </ul>   | <ul style="list-style-type: none"> <li>• Compare with previous years, across similar schools</li> </ul>  | <ul style="list-style-type: none"> <li>• Create plan for improvement in low performing areas</li> </ul>  |

|                   |  |   |  |
|-------------------|--|---|--|
|                   | <ul style="list-style-type: none"> <li>• Community Engagement (Recruitment)</li> </ul>   | <ul style="list-style-type: none"> <li>• Measure Academic Data</li> <li>• Enrollment</li> </ul>   | <ul style="list-style-type: none"> <li>• Set targets for next academic year</li> </ul>   |
| <b>Governance</b> | <ul style="list-style-type: none"> <li>• Performance at individual schools</li> <li>• Employee Retention</li> <li>• New schools opened</li> <li>• Fiscal Management</li> <li>• organization /systematic change influenced</li> </ul> | <ul style="list-style-type: none"> <li>• Compare with previous years and targets set by Board</li> <li>• Board Evaluations</li> <li>• Fundraising Goals met</li> <li>• Trainings</li> </ul> | <ul style="list-style-type: none"> <li>• Create plan for improvement in low performing areas</li> <li>• Set targets with Board for next academic year</li> </ul> |

### ELEMENT III: OUTCOME MEASUREMENT

**Governing Law:** *The method by which pupil progress in meeting those pupil outcomes is measured.*

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

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

#### **Student Assessments**

Aligned with its firm belief in accountability, Amethod Public Schools have rigorous assessment and goal-setting programs to measure students' proficiency levels and ensure that each student is making progress toward becoming a grade proficient student at the least. Students are assessed regularly from the time they enter the school through graduation and all staff monitor their progress closely.

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

| Subject         | Description  |
|-----------------|--|
| Placement Exams | <p>All incoming students are given placement exams in order to determine proficiency levels in math, writing, and reading. Comparable tests are given at the end of the year to measure progress.</p> <p>The CELDT exam is administered at the beginning of the year to determine English language proficiency for those whose first language is not English. CEDLT is administered annually until students are designated English fluent.</p> |

|  |   |
|--|---|
| <p><b>Summative Assessments</b><br/>(<i>California Standardized Tests</i>)</p>     | <p>The California State Test examinations are given one time at the end of the school year to evaluate students' performance against the defined set of State Board of Education content standards and they are the least flexible of the assessments implemented at our schools. Amethod Public Schools view the state exams as a vital piece of information to summarize the schools overall goal. We focus our curriculum on the standards that will be evaluated on this exam. Each grade level has a pacing guide the sets out the blueprint for the specific grade levels to be prepared for the California State Tests.</p>  |
| <p><b>School Wide Interim Assessments</b></p>                                      | <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 Data Director Program through Riverside Publishing. The program also provides the Assess 2 Know state and national standards test bank that allows faculty to pick and choose questions in accordance to a selected focus.</p> <p>In our system, Interim assessments serve the following purposes:</p> <ul style="list-style-type: none"> <li>(1) evaluate students' knowledge and skills relative to a specific set of academic goals, within a 6- 8 week time frame,</li> <li>(2) Are designed to inform decisions at both the classroom and beyond the classroom and school level.</li> </ul> <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 CST summative assessment battery.</p> |
| <p><b>Formative Assessments</b><br/>(<i>Traditional Classroom Assessments</i>)</p> | <p>Used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning, and to improve student achievement of intended instructional outcomes. The assessment is embedded within the learning activity and linked directly to the current unit of instruction and curriculums.</p> <p>Formative assessments are used in providing corrective feedback (grades, progress reports, etc) or indicating areas of further instruction. Amethod School sites also use these averages for peer grade leveled comparisons. Quizzes, essays, projects and exams are delivered regularly in classes.</p>  |

### ***Analysis Cycles (Data Dives)***

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

results gathered from the last interim assessment are analyzed and discussed. Unlike traditional post-observation conferences, analysis meetings offer insight into months of student learning.

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

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

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

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

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

*(See Analysis Cycle -Data Dive Overview and Questionnaires as Attachment H in Appendix Section)*

Amethod 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. Ongoing assessments of student and school performance are integral in the planning, implementation and adjustment of instruction in the Amethod School system.

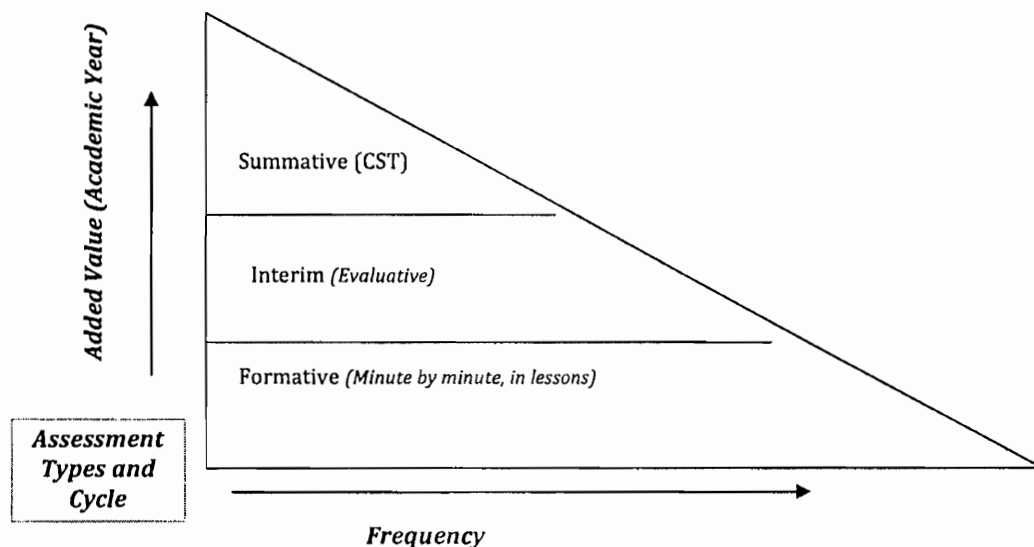
The school will continue to use data to identify strengths and weaknesses in student, teacher, class, grade specific and school wide performance.

Aligned with a firm belief in student achievement, 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 toward concert mastery at the Richmond Charter Academy site.

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

Every six – eight weeks, teachers, students and families will be given a Data Ticket that will summarize the progress that will accompany the progress report.

*Tiers of Amethod Schools Assessment Plan*



*(See Assessment Calendar as Attachment I in Appendix Section)*

**Reporting Data**

All interim and state mandated results will be reported to all of the schools stakeholders and posted on the organizational website.

Administration will decide how they will report student progress to: (1) students and parents, (2) the chartering agency, (3) the broader public, and (4) teachers and school board members. Options for reporting data include progress and report cards, presentations, narratives, student involved conferences, annual reports, informational brochures, the school website and annual stakeholder meetings.

**Power School**

Scores from all student assessments can be uploaded into Amethod Public School's information management system (PowerSchool) 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 powerschool program.

**Grade Reports (Sample: Oakland Charter Academy)**

Each Amethod Public School site adheres to a grading policy that is uniform for the specific school. In order to assure teacher and student fidelity to high grading standards, Oakland Charter Academy implemented a flat ten (10) point grading scale (no pluses or minuses). The

school leader will review the policy and adapt a grading scale to meet the needs of the specific site. Students will receive Progress Reports, Grading Period Reports, and Semester Report Cards showing their earned grades that will be communicated using the following scale:

- A** Students receiving an **A** have demonstrated **mastery** of at least 90-100% of the subject standard that has been taught.
- B** Students receiving a **B** have demonstrated mastery of at least 79-89% of the subject standards that have been taught.
- C** Students receiving a **C** have demonstrated the minimum mastery requirement of 68-78% of the subject standard.
- D** Students Receiving a **D**, 57-67% have deficits that require additional attention and student effort. Thus, a student receiving a **D** is not passing the given class.
- F** Students receiving an **F** 56% & below, have MAJOR grade deficits that require a change in approach, more focus, assistance, and increased effort. The families or parents of students receiving at least (1) **F** at the end of the first grading period will be contacted to discuss the grade.

### ***Progress Reports***

Students and families will 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 school to make an appointment if there are questions or concerns. If a student is not meeting the minimum mastery requirements for a course (68%), the parent/guardian and student may be required to attend a conference with the student's teacher and Site Director to develop a plan to support the student's academic progress. Progress reports require a parent signature and must be returned to the classroom teacher to avoid any consequence.

## **ELEMENT IV: GOVERNANCE STRUCTURE**

**Governing Law:** [*Ref. California Education Code §5477605(b) and Ref. Criteria for Review; CCR-5 §11967.5.1(f) (4)*]. *The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement*  
 —*California Education Code Section 47605(b) (5) (D)*

### ***Legal Status- Nonprofit Public Benefit Corporation***

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

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

Since Amethod Public Schools is a non-profit corporation, it can be sued as an independent entity and would be responsible for any debts incurred by the school. If this charter is found to be invalid or contrary to law by the California Department of Education, a court of law, or other appropriate jurisdictional agency, at that point, this charter petition shall be revoked and its authorizer shall be held harmless for having initially approved the request.

### ***Board of Directors***

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

In order to be confirmed, nominees will have to receive a unanimous vote by the existing board of directors. In accordance with Education Code Section 47604(b), the Amethod Public Schools Board of Directors shall permit the WCCUSD to appoint one representative to participate on the Board of Directors of Amethod Public Schools.

### ***Amethod Public Schools- Board of Directors***

#### ***Ainye Long, Director of Parent engagement-Families That Can***

As Director of Parent engagement, Ms. Long provides workshops and trainings throughout the state to educate and empower parents and families from different improvised areas to understand the relevance of school reform and the need for every child to have access to a high-quality public education. Previous to her current position, Ms. Long worked as a teacher in two different charter school organizations in East Oakland, CA. She also was the founder of the University of California African/Black Coalition and served as the External Chair through 2006. Ms. Long serves as a volunteer for the African/Black Student Alliance's (A/BSA) program, (Destination Higher Education) and has provided personal, social and academic workshops that focus on the Black experience in Higher Education in the University of California system. Ainye is a graduate of the University of Santa Cruz with a degree in Economics and American Studies.

#### ***Shawn Brown- Director-Mellon Bank of New York***

Mr. Brown is an executive skilled in Banking, Trading Operations and Data Processing Systems with a strong background in Private Banking, Marketing, Planning, Budgeting and P



& L Management with a demonstrated record of developing and implementing solutions to multidimensional complex operational issues. Mr. Brown attended Wright State University in Ohio where he majored in Business Administration. Currently, Shawn serves as a Director for Bank of New York Mellon as a capital markets expert focused on managing the complexities of wealth for affluent families, foundations and institutions; particularly ones with wealth transfer concerns or philanthropic intentions. Mr. Brown developed and conducted corporate planning and strategy meetings in addition to having overall responsibility for operations, management and P & L. Mr. Brown has served on various boards and advisory committees including Guide Dogs for The Blind, and Chairman of Larkin Street Youth Services Charity Golf Tournament through the various years and manages the trusts of various nonprofit organizations in the San Francisco Bay Area.

***Rosanna Munoz- City of Oakland- Business Division***

Ms. Munoz is a Revenue Assistant and Investigator with the City of Oakland where part of her duties include verify business financial records for proper payment of business taxes and other fees (e.g. examining business tax returns for accuracy and completeness); and investigate potential unlicensed and delinquent business tax accounts using different computer programs and government websites and field visits. Previously Ms. Munoz worked for former Mayor, Ron Dellums, where she worked directly with the Secretary of Constituent services and assisted in the organization of Mayor Dellums' yearly Job Fair Program and the Christmas Toy Drive campaign for homeless and needy children in the City of Oakland. Ms. Munoz is a lifelong resident of the City of Oakland and attended Oakland Unified School District public schools. Ms. Munoz holds a BA from CSU East Bay in Criminal Justice, and an MA in Public Administration from CSU East Bay.

***Khalif Muhammad- VIP Protective Security Firm***

Mr. Muhammad is the Chief Operating Officer for VIP Protective Services based in Richmond, CA. The firm provides security consulting services from security patrol/guard services and to private investigative services for small, mid-size and large companies in the greater Bay Area. Services provided include business relationship advanced screening, Competitive Intelligence, Complete Background Reports, Counter Surveillance, Insurance Claims, Workers' Compensation, Risk Assessment, and armed Security Consulting. Mr. Muhammad has implemented the training of armed guards for specific tasks and personal bodyguard services authorized by the state of California. Mr. Muhammad attended the University of Alaska at Anchorage where he studied journalism and multi media. Previous to his current position, Mr. Muhammad served as the Chief Operating Officer for the Solano Trade Exchange Company that focused on international trade partnerships and barter opportunities specifically with North American countries and exchange partners.

***Steve Moyer-Senior Partner Moyer Realty Company***

Steve has direct experience in the marketing, sale, leasing, acquisition and management of retail, office, industrial, and apartment, mixed-use, educational and institutional real estate including career sales of more than \$260 million. Commercial property purchasing and negotiations is his firms' expertise. Effectively managed groups of investors to acquire, rehabilitate and sell or manage 24 separate investment properties beginning in 1984.

Familiarity with all aspects of real estate transactions and all forms of real estate contracts, disclosures, letters of intent, lease proposals and formal lease documentation. Steve represented has also represented various charter schools in the bay area to locate and negotiate space for their prospective educational programs. Mr. Moyer published an on-going series of internationally recognized columns pertaining to asset preservation and the real estate looming bubble in 2005. Columns now featured on prominent financial websites throughout the United States including [www.Safehaven.com](http://www.Safehaven.com), [www.PrudentBear.com](http://www.PrudentBear.com), and [www.marketoracle.co.uk](http://www.marketoracle.co.uk). Loyal and growing readership and following. Produced an acclaimed limited-edition "Cornerstones of a Dynasty" portrait lithograph in partnership with Joe Montana, Jerry Rice and Ronnie Lott and sports portrait artist Julia Estigoy in 2002-2003. Lithograph featured in the San Francisco Chronicle on November 2, 2002. Executive-produced catered, live jazz event at the San Francisco Marriott on December 3, 2002 for lithograph buyers featuring personal appearances by the three players as well as San Francisco Mayor Willie Brown, and including an NFL Films feature presentation. Mr. Moyer is a graduate of the University of the Pacific with a degree in Economics.

***David Bañuelos, Outreach Coordinator/Counselor Heald College***

Mr. Bañuelos has extensive experience in working with high school college track programs. Prior to his position with Heald College, Mr. Bañuelos was the Program Coordinator for the Sacramento Youth Project, a group that worked with over twelve middle and high school sites providing conflict resolution and gang mediation services to the most at risk student populations throughout the Sacramento region. Mr. Bañuelos received his Associated Degree from Las Positas College in Liberal Studies and attended Sacramento State University. He has served on the Board of Directors of the Sacramento Children Home, and also for the Bay Area Youth Exchange. David currently is an Ambassador for the Sacramento Hispanic Chamber of Commerce and an Advisory Member for the PUENTE Program for the University of California system.

***Amethod Public Schools Management***

Amethod Public Schools management team will be responsible for the majority of the policy setting decisions including the following: general policies of the school; recommend and monitor the school's annual budget; ensure operation of the school in accordance with the charter and the law; and hiring the school's director. The management team meets on a bi-weekly basis to focus on key issues dealing with Richmond Charter Academy and other schools. The Executive Director meets with the site leaders formally on a monthly basis to discuss academic success, school operations, financial management, attendance, reporting, etc. This process helps ensure that the schools are hitting their targets and are continually improving. School performance and data will be relied on heavily for decision-making.

***Jorge Lopez- Executive Director***

Mr. Lopez is the founder of Amethod Public Schools. Mr. Lopez has over ten year's experience of working with school reform organizations, charter schools, and at risk youth. Mr. Lopez is a former member of the California State Board of Education (SBE), appointed by Governor Arnold Schwarzenegger and served as the SBE liaison to the Advisory Committee on Charter Schools (ACCS) for the State Board of Education until 2010. Mr. Lopez oversaw

the growth of Oakland Charter Academy from a flailing single middle school campus and transformed it into nationally renowned, multi site 6- 12th grade system whose schools rank among the highest in the state of California. Previous to working at Amethod Public Schools, Mr. Lopez has worked for the Federal Migrant Education Program Region 2 in Butte County, and Region 23 in San Joaquin County as a Program Director. Mr. Lopez holds a BA and Masters degree in Education from Sacramento State University and has attended Northwest California School of Law.

*Perla Corea- Operations Manager*

Ms. Corea is the Operations Manager for Amethod Public Schools. In her position, she is responsible for planning, coordinating, and supervising the day-to-day business operations of a school office, and serves as administrative aide for the Human Resource functions of the overall organization. The position works very closely with Edtec who provides the back office accounting for Amethod Public Schools. Prior to serving as the Operations Manager, Ms. Corea worked for Oakland Charter High School as the Registrar in charge of the daily attendance, and for working with the University of California, Doorways Office processing the course approvals for the high school. For over six years, Ms. Corea has worked as an assistant in private tax firm where she organized and pre screened federal and state tax returns. Ms. Corea has BS in Computer Information Systems from DeVry University.

*Edtec- Back Office Accounting/ Business Operations*

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

*Board Authority*

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

### ***Board Meetings***

The entire Amethod Public Schools Board of Directors meets on a quarterly basis. Board and advisory committees meet on alternate months. All board meetings are open to the public. Meeting notices and agendas will be made available and posted to the public prior to board meetings (both online posting as well as physical posting for public viewing). For all regular meetings, an agenda will be posted 72 hours in advance, on its website [www.amethodschools.org](http://www.amethodschools.org) as well as on the main entrance of its corporate offices at 345 12<sup>th</sup> Street Oakland, CA 94604 and at each school site. Meeting minutes and board actions are recorded and copies are placed on the bulletin board in the main office and made available to the public.

### ***Public Operating Principles***

Richmond Charter Academy will comply with all laws applicable to charter schools. All other meetings such as committee, advisory, special, ad-hoc, or emergency meetings will be established as the needed. The locations of the meetings will be within the boundaries of the state of California and will be posted in adherence to the Brown Act open meeting laws accordingly.

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

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

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

### ***Conflict of Interest (Summarized)***

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

### ***Governance Training***

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

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

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

### ***Advisory Council***

RCA will have an Advisory Council, Richmond Charter Advisory Council (RCAC), which will have members appointed because of specific expertise. The RCAC can include RCA business members, staff, parents, family members, community members, board members, and industry members. The role of the Advisory Council is to advise the Amethod Public Schools Board of Directors on issues including, but not limited to community relations, and student /school events specific to their sites. The Richmond Charter Advisory Council will be selected and voted on by the RCA families at the orientation meeting held at Richmond Charter Academy. Parental views and expertise will be sought in developing policies and solving school-wide problems through representatives serving on the Advisory Board and various committees. Communication with parents, whether about school policies and programs or about their own children, will be frequent, clear, and two-way. The council will present at the Amethod Public Schools Board of Directors meetings throughout the year.

*The RCAC will:*

- Serve as a forum for the discussion of matters of interest and concern to the parents of RCA students;
- Act as a communication channel between the parents and other interested individuals and groups, both within and outside the school community;
- Coordinate and sponsor committees, clubs and other activities that enhance the intrinsic value of RCAC and contribute to the fulfillment of its mission. These committees will work with various bodies within the school, providing support activities as appropriate;
- Report as needed to the Amethod Public Schools Board of Directors at its regular meetings and provide ongoing advice to the Board as requested by the Board or deemed necessary by the RCAC.

### ***Family Participation***

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

- *Informational Meetings:* Amethod Public Schools 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:* AMPS conducts an all campus Orientation meeting at least once per year. This meeting is mandatory for all new and incoming student families. Administration and Teachers are in attendance and available for introductions and information.
- *Website and Phone Communication:* Teachers will have web pages on the Amethod Public Schools website that will have their class schedules, syllabus and other assignments posted. Parents/family members may call the main phone line to make an appointment with the Site Director and teacher in regards to any concerns.
- *Parent/Student/Teacher Conferences:* Parent/student/teacher conferences will be scheduled upon request of a teacher or a parent. These conferences may occur at any time during the year, but will be clustered at the end of grading periods.
- *Families That Can:* Our organization partners with *Families That Can* a nonprofit organization whose mission is to educate families about what should be expected of every public school to ensure every child, regardless of color or socio-economic standing, has access to a high-quality public education. Families That Can has prepared and delivered a series of workshops for our families that range from advocacy to school data analysis. Selected parent leaders attend a yearly Parent Conference to learn how to advocate for their child, school and community.

### ***Complaint Procedures***

AMPS will use the established formal complaint policy and process to address community concerns that are not resolved through informal conversations. The School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. The School will not, at any time, refer complaints to the district, and will address matters at the school and organizational level consistent with the

nature of charter legislation. However, parents and families may approach the local authorizer, school district to file a complaint should they wish to do so.

The school's distinct complaint procedures includes clear information about the response timeline of the 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 school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's family handbook that is distributed widely and available on our website.

### **UNIFORM COMPLAINT PROCEDURES (UCP) OVERVIEW**

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

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

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

*(See the Organizational By Laws as Attachment J in Appendix Section).*

### **ELEMENT V: EMPLOYEE QUALIFICATIONS**

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

#### ***Process for Staff Selection***

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

#### ***Leader Selection***

The Site Director is the main person running the school once open, and Amethod Public Schools takes extensive care to select the most qualified and dedicated person. Historically, Amethod Public Schools has developed and selected leaders within its own organization who have already asked to be considered for the leader role.

The first step in the process of hiring a leader is an interview with the Executive Director. Next, the candidate makes a model professional development presentation and presents instructional program philosophy discussions to the organizations Instructional Leadership Team. Third, the candidate watches a short video (Film Session) of a teacher's lesson and then debriefs with the Executive Director and Instructional Leadership Team on feedback and next steps for support to be given to that teacher. Finally, the candidate has an interview with 3 members of the Leader Hiring Committee made up of a faculty member, Executive Director, and at least one board member).

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

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

*(See Program Planning Model Template as Attachment K in Appendix)*

#### *Site Director*

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

- (1) A bachelor's degree;
  - (2) A CCTC sanctioned credential;
  - (3) Commit to the Amethod Administrative Module Training Program
  - (4) A minimum of three years teaching experience within the Amethod Schools system
- 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.

*As a commitment to the Amethod Administrative Module Program, Amethod Public School leaders will be required to attend the following workshops/programs during their initial year(s);*

1. **Charter School Development Center** – Leader Boot Camp-(1 session period);
2. **California Department of Education-** AB 430 Administrator Training Professional Development programs. In 2012 Leaders will be required to Attend at all three modules and 80 hours of practicum will fulfill this requirement; *Amethod Public Schools received AB 430 Grant in 2012;*
3. **FCMAT Charter School Fiscal Management Workshops** (*In 2012 AMPS leaders will attend 2012 session*)
4. **Other Trainings:** Internal trainings for leaders are conducted on an ongoing basis. Some of the Amethod School modules include workshops on charter law, instructional practice, independent audit requirements, data driven module, and school culture.

### ***Teacher Selection***

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

Richmond Charter Academy 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.

### ***Teacher Job Description***

Teachers at Richmond Charter Academy School shall be required to hold a California Commission on Teacher Credentialing (CCTC) certificate, permit, or university internship permit as required by district, non charters for core, college prep classes. The school will

confer with the California Commission on Teaching Credentialing (CCTC) and the Contra County Office of Education for any clarifications regarding credentials as needed. The school staff may also be required to participate in random drug testing as required by Governance Board.

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

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

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

#### *Administration Assistant*

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

A partial list of qualifications includes the following.

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

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

#### *Required educational level*

- A.A. degree or equivalent work experience

*Required experience*

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

*Responsibilities of the Office Manager include:*

- Recording attendance;
- Primary responsibility for input of Free and Reduced Lunch information into the student database;
- Managing the office;
- Overseeing purchases of materials;
- Doing day to day bookkeeping;
- Managing the schedules ;
- Powerschool basics
- Serving as first point of contact for Parents contacting RCA

**Anti-discrimination Statement**

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

**ELEMENT VI: HEALTH AND SAFETY OF PUPILS**

*Governing Law - The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237.*

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

***Procedures for Background Checks***

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

all mandated child abuse reporting laws. Random drug testing may be implemented for staff throughout the year in reference to the assurance and safety of students.

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

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

#### ***Role of Staff as Mandated Child Abuse Reporters***

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

#### ***Comprehensive Sexual Harassment Policies and Procedures***

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

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

#### ***Immunizations***

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

### ***Blood borne Pathogens***

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

### ***Drug Free/Alcohol Free/Smoke Free Environment***

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

### ***Medication in School***

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

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

### ***Facility Safety***

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

All Amethod Schools are required to have active safety plans on file as required by California Ed Code and staff will be trained annually on the safety procedures outlined in the plan. If RCA finds a facility for the school and it is not a district facility, the school will hire its own contractors and the appropriate resources necessary in order to perform the maintenance and operations functions required at its facility. 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 Schools be granted use of district facilities (under prop 39 or otherwise) during the term of this petition, the 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 school may be a food service sponsor and contract for food services (with the WCCUSD 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 school's opening, the local health care facility will be contacted to create policies regarding such instances. The procedures that the school will follow to ensure the health and safety of pupils and staff will be similar to what other Amethod Public School sites implement. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in §44237. Ed. Code §47605 9b) (5) (F)

***Vision/Hearing/Scoliosis***

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

***Emergency Handbook (Policies)***

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

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

***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.

*(See Emergency Guidebook as Attachment L in Appendix Section)*

***The Family Educational Rights and Privacy Act (FERPA)***

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

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

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

**ELEMENT VII: RACIAL AND ETHNIC BALANCE**

**Governing Law** - *The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted ,*  
*CA Education Code 47605 (b) (5) (G).*

RCA shall strive to achieve a student population from South, Central Richmond, and the greater WCCUSD area that recognizes and values the schools 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 school. Richmond Charter Academy will work with various community organizations, churches, stores, merchant associations, bay area charter schools, and public schools within the West Contra Costa Unified School District boundaries to recruit a student population that reflects the community.

*The application process is comprised of the following:*

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

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

### ***Recruiting and Marketing***

The school acknowledges that recruitment of students is the responsibility of the charter school. In compliance with federal law, the recruitment efforts of the school to target all populations within the area, regardless of race, disability, ethnicity, or gender. The school will explore as many avenues of outreach as possible to guarantee a broad spectrum of exposure during its recruitment process.

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

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

- Attending elementary school, and middle school option fairs;
- Meeting with local Athletic Teams and leagues;
- Hosting open houses at the school and partnering campuses;
- 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.
- Working with community organizations to reach families in the local area;
- Word of mouth among parents in the community; and
- Speaking or distributing flyers at local churches, recreation centers, and groups working with families

Outreach efforts and materials will be provided in Spanish, Vietnamese, Lao, Mien and Mandarin languages as needed. General information sheets, and other key documents, including the school vision and mission statement will be provided in the multiple languages as well. The goal is to have the majority of students enrolled by April 25th of the first school year. Summer school session will be set in coordination with charter petition timelines, and local elementary school schedules. Richmond Charter Academy will also host at minimum, two (2) community events to promote the opening of the school and to disperse applications and school informational.

The charter school shall maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school, along with documentation of the efforts the school has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation. Parents are responsible for completing a preliminary enrollment form and



submitting it before the set deadline. If the enrollment form is completed and turned in by the deadline, this will secure conditional acceptance. The enrollment phase will then begin and will be explained in the following section.

### **ELEMENT VIII: STUDENT ADMISSION REQUIREMENTS**

*Governing Law - Admission Requirements, if applicable*

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

It is the policy of Richmond Charter Academy (RCA) to be nonsectarian in its programs, curriculum, admission policies, employment practices, and all other operations. RCA shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, sex, religion, race or disability.

RCA 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.

The school also recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. All students will be given equal access to the school, regardless of disabilities, and the school will not discriminate against any students based on his or her disabilities

#### ***Enrollment Process***

Formal recruitment of incoming students begins in the winter each year for the following school year. The proposed campus will have an open enrollment period extending from March 10 through March 25, 2012, or as appropriate within the approval of petition. Prior to this time, the school will advertise and host open houses to inform families in the community about the opportunities and expectations for prospective students and parents.

#### ***Enrollment/ Registration to the school require:***

1. Completed 1-page application questionnaire.
2. School data card (family or guardian contact information).
3. Copy of student immunization records.
4. Signed copy of RCA student contract and agreement to participate and abide by school guidelines.
5. Attendance to Family Orientation Meeting.
6. Completed Enrollment/Registration forms and documents.

*(See Sample Application Form as Attachment M in Appendix Section)*

As per California Education Code, Richmond Charter Academy will determine enrollment based on a random public lottery should the number of pupils who wish to attend the Charter School exceed capacity. At the lottery, a presentation will be made in English and Spanish to all interested parties about the lottery process and rules. Written information may also be given to each interested party. Each family showing interest will be sent and asked to complete a

short application form. Should we receive more than 75 applications (the grade capacity in the school model) before the deadline; a random lottery will be held.

### ***Lottery Procedures***

- Each applicant's name will be assigned a number.
- Each number will be put on a card.
- Each card will be equal in size and shape.
- The card will then be put into a container or lottery device that will randomly mix all cards.
- A random drawing will occur, and the first 75 numbers for available 6<sup>th</sup> and 7<sup>th</sup> grade seats chosen are accepted to the school.
- Once the student list has been set, a waiting list will be developed for those students still wishing to enroll should space become available.

### ***Waitlist ranking***

The student waitlist will be assigned in the order 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 school or at Amethod Public Schools headquarters.

During the school year if vacancies should arise, the school will notify families on the wait list to see if they would like to enroll. Typically 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 and the next family is contacted.

Richmond Charter Academy anticipates that the open enrollment period will occur during the winter and spring of each year with the lottery taking place (if necessary), no later than June 30<sup>th</sup>. The lottery will be held at the school or a large community center, church, auditorium, or any public venue capable of seating all applicants comfortably. The lottery will take place on a weekday evening or weekend morning to ensure all interested parties will be able to attend.

RCA reserves the right to select more than 75 students for admission at the discretion of the School Director or Executive Director to ensure the school's overall enrollment is stable. For instance, if the RCA experiences greater than usual attrition in its upper grades, the director may elect to enroll 10 more 6<sup>th</sup> grade students, bringing the total incoming 6<sup>th</sup> grade class to 70 students. Should the Director elect to enroll greater than 75 students in the 6<sup>th</sup> -7<sup>th</sup> grade, an announcement will be made at the lottery and additional students will be enrolled based the lottery and the methods described above. Once admitted, registration forms for students who are admitted will also gather the following: proof of immunization; home language survey;

completion of emergency medical information form; proof of maximum age requirements, e.g. birth certificate; and release of records from previous school.

If the number of applicants exceeds the enrollment capacity at the end of the open enrollment period, a random selection process or lottery will be used for admission, with first preference given to founding families, children of teaching staff members, and siblings of students already enrolled at Amethod schools. The preference group will constitute 10% of entire student population which is inclusive of children of founding family's as well. If a lottery is deemed necessary, the date of the lottery will be announced on the school website at the completion of the first enrollment phase. 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 Amethod Schools by the lottery will be notified by phone and mail and asked to confirm enrollment within two weeks of notice.

#### **ELEMENT IX: ANNUAL AUDIT**

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

The Governance Board and appointed Audit committee members shall oversee the selection of a state approved, reputable independent auditor and the completion of an annual audit of the schools financial books and records, including attendance. The Charter School audit committee will review the audit and report to the Charter Governance Board any deficiencies and recommendations on how to correct them. The Governance Board will report out any deficiencies that occurred and how they will be resolved.

This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles (GAAP), and will verify the accuracy of the schools financial statements (including their Balance Sheets, Income Statements and Cash Flow Statements), attendance and enrollment accounting practices, and review internal controls. To the extent required by law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office of Management and Budget.

It is anticipated that annual audits will be completed within five months of the close of each school year, and consistent with AB 1994; a copy of the auditor's findings will then be forwarded to WCCUSD, Contra County Office of Education (CCOE), the State Controller's Office and the California Department of Education (CDE) by December 15<sup>th</sup> of the pending year. The Audit Committee, which is made up of Board members and community members will act upon these recommendations, and report its actions to the appropriate office in accordance to law. Exceptions and deficiencies will be resolved to the satisfaction of all parties involved. Any disagreement by the District concerning the resolution of audit exceptions shall be referred to the dispute resolution process described in Element 14, herein.

The yearly independent audit will occur between September and November each year. It will be provided to the District by December 15<sup>th</sup> of each year. The school will assure that our auditor is accepted by the California Department of Education and complies with audit standards.

### **ELEMENT X: STUDENT DISCIPLINE**

***Governing Law: CA Education Code 47605 (b) (5) (J); The procedures by which pupils can be suspended or expelled.***

The bottom-line purpose of the suspension and expulsion procedures will be to ensure a safe and effective learning environment. Students shall not be suspended or expelled for academic failure. It is our belief that a well organized school, structured classroom policies, engaged Instructional practices and reinforced accountability will mitigate much of the non academic disruptions. Students shall only be suspended or expelled for the same actions that would cause them to be suspended or expelled from the local school district, and public schools as defined by Education Code Sections 48900 to 48926.

Structure and discipline will be an integrated part of the RCA curriculum. If a student is disrespectful (talking back to an adult, cursing, refusing to follow a directive, etc.) or disrupting the classroom environment, a meeting will be scheduled with the RCA administration and/or teacher to address the issue. The consequence will be one or all of the following: not allowed to participate in non-academic activities, school community service, Saturday schools, Friday schools, on-campus suspension, or detentions. A second incident involving the same type of behavior will result in a meeting after school that includes the student, a family member, a teacher, and an administrator.

#### ***Progression of Disciplinary Procedures***

Teachers are responsible for the day-to-day discipline in their classrooms. Teachers work with their students to meet their individual needs of their students and work together to find a common ground in the classroom, to ensure that learning can take place. Amethod Public Schools offers a teacher workshop that demonstrates classroom management techniques such as the Preferred Activity Time (PAT). PAT is a whole class management system which is widely used within the school sites that offers a group behavior modification plan as a management tool. Other disciplinary options are also available to the teachers and ultimately, teachers select the measure that is best appropriate for their class. It is the Site Director's task to assure that teachers remain firm and steady as they manage student behavior. Amethod Schools do not tolerate disrespect or negative behaviors and will expect that students understand that message.

#### ***Detentions***

Any member of the staff/faculty may assign a detention to a student. This detention is served after school; at least one day after the infraction occurs so a parent can be notified. Detention hour may consist of a writing assignment, completing missed homework, sitting quietly in a classroom or assisting with campus cleanup. Social events or activities, athletics are not valid reasons for missing a detention.

As a general rule teachers assign a teacher detention for minor classroom misconduct such as: passing notes, no homework, making noises, minor conflicts or talking.

*Other sample infractions:*

1. Failure to return detention slip signed by parent;
2. Dress code violation;
3. Homework infractions;
4. Chewing gum;
5. Boisterous conduct in buildings;
6. Any type of behavior that is disrespectful or subversive in nature to the administration, faculty or staff.

Repeated violations by students will be referred to the Site Director who will in turn escalate the consequences for the student according to our disciplinary procedures.

If a student earns an unreasonable amount of detentions, for example 3 in a day, then they will be assigned Friday afternoon school and /or Saturday school detention. Parents/guardians may request a conference with the Site Director to discuss their son/daughter's behavior and consequences. This requires a meeting time and date set by the Administrative Assistant. The school may also request a conference with parents and or family members at any given time to discuss student behaviors.

Serious offenses will be handled on an individual basis. For these, it is not necessary to follow the above procedures. Contact with parent/guardian will be made immediately.

### **SUSPENSION/EXPULSION PROCEDURES**

*Governing Law: The procedures by which pupils can be suspended or expelled  
—California Education Code Section 47605 (b) (5) (J)*

***Suspension***

Suspension is intended to remove the student from peers and the class environment. This separation provides the student time to reflect on his/her behavior and a possible pattern of behavior that will be more positive. Any fighting incident brings the student immediately before the school administration and his/her family. The administration will investigate the incident and determine actions to ensure the safety of the student. Abuse of another student will result in suspension or expulsion. Students using, possessing, or being under the influence of drugs or alcohol on school property will be suspended. Student and family will need to enroll immediately in a substance abuse program.

A student serving an on campus suspension reports to school at the regular time in full uniform. Each teacher will give the student written assignments that the student must complete under the direct supervision of the Site Director. The student will not attend any classes or go out for break. The student will eat lunch in the assigned room.

*A student may be suspended for any of the following acts:*

- Theft, destruction or defacement of school or personal property during school hours or during school sponsored events., (*Parents will be held financially responsible in accordance with the education code*)
- Defiance, disrespect or abuse of school authority
- Harassment
- Hazing
- Fighting
- Cheating
- Profanity or vulgarity in word or gesture
- Smoking or possessing tobacco products on campus or at school sponsored events
- Being under the influence of or possessing alcohol or any controlled substance at school or any school sponsored event
- Writing on, tagging, or defacing school property
- Any infraction not listed but considered sufficiently serious by the Site Director

No student will be suspended from school in excess of ten (10) days without a more formalized procedure of an expulsion hearing.

**The legal guardian will immediately come to take the child home upon a suspension.**

### ***Expulsion***

Amethod Public Schools views expulsion as a drastic step and one that may affect a child's future. Every effort will be made to develop an educational program that encourages mutual respect among students, staff, and community. The procedures for expulsion will include appropriate due process, will be specific and clear and will be compliant with federal laws governing discipline of special needs students. Possession of weapons such as knives, or firearms will result in expulsion (E.C. 48915 (c) (1)); Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

- (1)Causing serious physical injury to another person, except in self-defense.
- (2)Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (3)Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- (4)Robbery or extortion.

(5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

*A student may be expelled for the following reasons, (the bracketed circumstances require an immediate suspension and a recommendation for expulsion).*

- Possessing, selling, or otherwise furnishing a firearm. Possession must be verified by a school employee, *(Mandatory recommendation for expulsion)*
- Brandishing a knife at another person, (E.C. 48915 (c) (2) ), *(Mandatory recommendation for expulsion)*
- Possession of an explosive (as defined in section 921 of Title 18 of the U.S. Code) (E.C. 48915 (c) (5) ), *(Mandatory recommendation for expulsion)*
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of section 48900 (Section 48900[n])
- Unlawfully selling a controlled substance including providing or selling narcotics of any kind (immediate expulsion) Listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code. (E.C. 48915 (c) (3) )
- Inflicting or causing bodily harm to any person on campus
- Assault or battery, or any threat of force or violence directed toward anyone
- Fighting
- Theft of, tampering with, or unauthorized handling of a teacher's grade book, textbook, handbook, keys, property, briefcase, or other personal items
- Tampering with fire alarms or extinguishers
- Any infraction considered sufficiently serious by the Site Coordinator/Director (multiple suspensions, consistent defiance, etc.)
- Severe destruction of school property.
- (a) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

(1) Causing serious physical injury to another person, except in self-defense.

(2) Possession of any knife or other dangerous object of no reasonable use to the pupil.

(3) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

(4) Robbery or extortion.

(5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

- (b) Upon recommendation by the principal, superintendent of schools or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918,

the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
  - (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:
    - (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
    - (5) Possession of an explosive.
  - (d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:
    - (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
    - (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
    - (3) Is not housed at the school site attended by the pupil at the time of suspension.
  - (e) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:
    - (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.



(2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

- (f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.
- (g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1

In accordance with Education Code 48900 (r) A student may be suspended or expelled for an act relating to a school activity or school attendance occurring within a school under the jurisdiction of the school's administration or occurring within any other school district and that act occurs at any time, including, but not limited to:

1. While on school grounds,
2. During lunch period
3. While going to or coming from school,
4. During or while going to or coming from a school-sponsored activity.

(a) If the governing board of a school district receives a request from an individual who has been expelled from another school district for an act other than those described in subdivision (a) or (c) of Section 48915, for enrollment in a school maintained by the school district, the board shall hold a hearing to determine whether that individual poses a continuing danger either to the pupils or employees of the school district.

- The hearing and notice shall be conducted in accordance with the rules and regulations governing procedures for the expulsion of pupils as described in Section 48918.
- A school district may request information from another school district regarding a recommendation for expulsion or the expulsion of an applicant for enrollment.
- The school district receiving the request shall respond to the request with all deliberate speed but shall respond no later than five working days from the date of the receipt of the request.

(b) If a pupil has been expelled from his or her previous school for an act other than those listed in subdivision (a) or (c) of Section 48915, the parent, guardian, or pupil, if the pupil is

emancipated or otherwise legally of age, shall, upon enrollment, inform the receiving school district of his or her status with the previous school district. If this information is not provided to the school district and the school district later determines the pupil was expelled from the previous school, the lack of compliance shall be recorded and discussed in the hearing required pursuant to subdivision (a).

(c)The governing board of a school district may make a determination to deny enrollment to an individual who has been expelled from another school district for an act other than those described in subdivision (a) or (c) of Section 48915, for the remainder of the expulsion period after a determination has been made, pursuant to a hearing, that the individual poses a potential danger to either the pupils or employees of the school district.

(d)The governing board of a school district, when making its determination whether to enroll an individual who has been expelled from another school district for these acts, may consider the following options:

- Deny enrollment.
- Permit enrollment.
- Permit conditional enrollment in a regular school program or another educational program.

(e)Notwithstanding any other provision of law, the governing board of a school district, after a determination has been made, pursuant to a hearing, that an individual expelled from another school district for an act other than those described in subdivision (a) or (c) of Section 48915 does not pose a danger to either the pupils or employees of the school district, shall permit the individual to enroll in a school in the school district during the term of the expulsion, provided that he or she, subsequent to the expulsion, either has established legal residence in the school district, pursuant to Section 48200, or has enrolled in the school pursuant to an interdistrict agreement executed between the affected school districts pursuant to Chapter 5 (commencing with Section 46600).

### ***Special Need Students and Discipline***

(a)An individual with exceptional needs, as defined in Section 56026, may be suspended or expelled from school in accordance with Section 1415(k) of Title 20 of the United States Code, the discipline provisions contained in Sections 300.530 to 300.537, inclusive, of Title 34 of the Code of Federal Regulations, and other provisions of this part that do not conflict with federal law and regulations.

(b)A free appropriate public education for individuals with exceptional needs suspended or expelled from school shall be in accordance with Section 1412(a) (1) of Title 20 of the United States Code and Section 300.530(d) of Title 34 of the Code of Federal Regulations.

(c)If an individual with exceptional needs is excluded from school bus transportation, the pupil is entitled to be provided with an alternative form of transportation at no cost to the pupil or

parent or guardian provided that transportation is specified in the pupil's individualized education program.

The governing board may require a pupil who is expelled from school for reasons relating to controlled substances, as defined in Sections 11054 to 11058, inclusive, of the Health and Safety Code, or alcohol, prior to returning to school to enroll in a county-supported drug rehabilitation program. No pupil shall be required to enroll in a rehabilitation program pursuant to this section without the consent of his or her parent or guardian.

### ***Due Process***

In accordance with Education Code 48918, students and parents have the right to appeal an expulsion during a hearing, held in closed session, at a regular Board of Governance meeting. An expulsion process will provide parents to present and dispute a decision to the Board of Directors or hearing officer.

*The expulsion hearing will ....*

1. Provide a panel , that includes the (Amethod Public Schools Board of Governance) or a hearing officer as specified by the Governance Board;
2. Be held within thirty (30) days after the school administration determines that the student has committed an expellable offense. The adopted rules and regulations specify that the pupil is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the governing board.
3. Provide a written notice of an expulsion hearing will be sent to the student and parents at least ten (10) calendar days prior to the hearing via first class mail.

- ***The notice shall include all of the following:***

- The date and place of the hearing.
- A statement of the specific facts and charges upon which the proposed expulsion is based.
- A copy of the disciplinary rules of the district that relate to the alleged violation.
- A notice of the parent, guardian, or pupil's obligation pursuant to subdivision (b) of Section 48915.1.
- Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses. In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before

being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during their testimony.

4. Instead of conducting an expulsion hearing itself, the governing board may contract with the county hearing officer, or with the Office of Administrative Hearings of the State of California pursuant to Chapter 14 (commencing with Section 27720) of Part 3 of Division 2 of Title 3 of the Government Code and Section 35207, for a hearing officer to conduct the hearing. The governing board may also appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the board or employed on the staff of the school in which the pupil is enrolled. The hearing shall be conducted in accordance with all of the procedures established under this section.
5. Within three (3) schooldays after the hearing, the hearing officer, Governance Board, or Board appointed administrative panel shall determine whether to recommend the expulsion of the pupil to the governing board. If the hearing officer or administrative panel decides not to recommend expulsion, the expulsion proceedings shall be terminated and the pupil immediately shall be reinstated and permitted to return to a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs.
6. The decision of the governing board to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided in this section, no evidence to expel shall be based solely upon hearsay evidence. The governing board or the hearing officer or administrative panel may, upon a finding that good cause exists, determine that the disclosure of either the identity of a 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 which shall be examined only by the governing board or the hearing officer or administrative panel. *Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.*
7. A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.

*The hearing will proceed as follows:*

- Both representatives for the School and the pupil identify themselves.
- The proceedings will be recorded (either through written notes and/or audio recording).
- The hearing will be conducted in closed session unless a written request has been made to conduct it in public session.
- Only involved parties are present (*attorney or representative of student excluded*).
- The School will present its case first, and then the case for the pupil will be presented.
- All witnesses will be sworn to tell the truth prior to testifying.
- Brief opening statements will be made by both parties.

- The School will present documentary evidence or witnesses in support of the charges; *in case of a complainant witness, the school shall provide a nonthreatening environment for a complaining witness in order to better enable them to speak freely and accurately of the experiences that are the subject of the expulsion hearing, and to prevent discouragement of complaints. The hearing pane, officer or board shall provide a room separate from the hearing room for the use of the complaining witness prior to and during breaks in testimony, nonthreatening environment.*
- The pupil or representative may then cross-examine any School witness.
- Witnesses other than the parties will be excused upon having provided testimony.
- Upon conclusion of the School's case, the pupil; or representative may then present documents, witnesses, or other evidence in support of his case.
- The School may then cross-examine any witnesses presented by the pupil.
- Following the case presentations, both parties will make closing statements and recommendations.

### ***Future Placement***

If the student is expelled, the school will assist parents in finding a new placement for an expelled student including advising parents to work with the district of residence, and/or private schools to assist with the appropriate educational placement or to work with the Contra Costa County Office of Education for an alternative school placement.

RCA shall notify the superintendent of the school district in writing of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card, and health information.

In the case of a special education student, or a student who receives 504 accommodations, the school will ensure that it makes the appropriate adjustment to provide related services as necessary to comply the mandates of IDEA laws.

School policies will be listed in a site specific Student-Family Handbook and distributed to families. It will describe policies regarding academic achievement, attendance, mutual respect, substance abuse, fighting, safety, homework, etc. All students and families will sign a document confirming they have received this information before enrolling in the school.

### **ELEMENT XI: RETIREMENT SYSTEM**

***Governing Law:*** *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal Social Security*

***CA Education Code 47605 (b) (5) (K)***

All Amethod Public School employees are covered by the federal Social Security as appropriate.

### ***Benefits***

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

Moreover, the organization has an established 401 (k) retirement program and is currently researching the likelihood of joining the State Teachers' Retirement System, (STRS) and the Public Employees' Retirement System, (PERS).

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.

Payroll services for all of Amethod Public School employee's are currently processed by Paychex in conjunction with coordination of payroll support through Edtec.

#### **ELEMENT XII: STUDENT ATTENDANCE**

***Governing Law:*** *The public school attendance for pupils residing within the school district who choose not to attend charter schools . CA Education Code 47605 (b) (5) (L)*

Students of all Amethod Public School campuses are free to attend the existing local district schools rather than our schools. Students may wish to seek inter-district attendance alternatives in accordance with WCCUSD policy; however, RCA does not have any jurisdiction of any WCCUSD school policies or programs. All students have the same right to apply for admission to RCA.

Prior to enrollment, parents and prospective students will attend a Family Orientation and will be briefed regarding the charter school's mission, procedures, expectations, and philosophy. There, families will be asked to commit to working with and supporting the school's policies and expectations. The parent or guardian of each student enrolled in the charter school shall be informed that the student has no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrolling in the charter school, except to the extent that such a right is extended by the local educational agency. Parents must be notified of the acceptability of credit for transferring into or out of the school.

Students who choose not to attend our schools or who leave the school have the option to attend WCCUSD public schools in accordance with district enrollment and transfer policies. The school will transfer student records to and from appropriate schools as necessary.

#### **ELEMENT XIII: RETURN RIGHTS OF EMPLOYEES**

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

***CA Education Code 47605 (b) (5) (M) A.***

The school has the right to hire and not rehire staff without regard to seniority. All Amethod Public School staff are At Will employees and will work under policies formulated by the Governance Board.

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 in accordance with applicable District Board Policy and/or collective bargaining agreements.

Return rights of employees of the Amethod Public School system who previously were employees of the WCCUSD may return to the District pursuant to the District's leave, transfer, and assignment policies. Thus, there is no guarantee of return by virtue of this charter, and the issue of return rights is a matter of negotiation between the WCCUSD and the employee, as keeping with the District's policies.

Employment at the Charter School is voluntary.

#### **ELEMENT XIV: DISPUTE RESOLUTION**

***Governing Law*** - The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter

***—California Education Code Section 47605(b) (5) (N)***

The staff and governing board members of Amethod Public Schools agree to attempt to resolve all disputes regarding this Charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

The goal of this dispute resolution process is to:

- (1) Resolve disputes within the school in accordance with the school's adopted policies,
- (2) To minimize the oversight burden on WCCUSD,
- (3) To ensure a fair and timely resolution to disputes and

#### ***Public Comments***

The school's staff, Governance Board members, and the authorizing district agree to consider resolving all disputes regarding this charter pursuant to the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the stated dispute resolution process.

#### ***Disputes Arising From Within the School***

Disputes arising from within the school, including all disputes within and among students, staff, parents, volunteers, advisors, partner organizations and governing board members of the school shall be resolved by policies and processes developed by the school. These processes will be made public through the school's normal communication processes and will begin with complaints being presented to the Site Director or designee. If not resolved, then the matter will be referred to the Executive Director or designee, and/or subsequently to the Amethod Board President or secretary.

By adhering to the charter school mega waiver legislation, the sponsoring district will not intervene in internal disputes without the consent of the Amethod Governance Board, and WCCUSD shall refer any complaints or reports regarding such disputes to the governing board or Executive Director for resolution. WCCUSD agrees not to become involved in disputes unless evidence has been presented that some violation of this charter or related laws or agreements exists, or unless the governing board requests that WCCUSD intervene. In such cases, WCCUSD will provide written notification of such matters to the Executive Director and Amethod Public Schools Governance Board President.

***Disputes between the School and the Charter-Granting Agency***

In the event that the school or granting agency have disputes regarding the charter or other issues related to the relationship between the entities, both parties agree to follow the process.

- 1) Any controversy, claim, or dispute arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be submitted in writing ("Written Notification"). The Written Notification must identify the nature of the dispute and any supporting facts. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail.

The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM, or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the US Mail.

*All written notices shall be addressed as follows:*

Amethod Public Schools:  
Attn: Jorge Lopez, Executive Director  
345 12<sup>th</sup> Street, Second Floor  
Oakland, CA 94604

Director of Charter Schools:  
West Contra Costa Unified School District  
Charter Schools Division  
1108 Bissell Ave  
Richmond, CA 94804



- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss claim or the fifteen (15) business days from the date the Written Response is received from the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM, or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the controversy, claim, or dispute cannot be 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 120 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. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration Association.
- 4) If mediation is not successful, then the parties agree to settle the controversy, claim, or dispute by arbitration conducted by a single arbitrator in accordance with the rules or guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. Each party shall bear their own costs and expenses.
- 5) However any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

#### **ELEMENT XV: EMPLOYMENT REPRESENTATION**

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

Richmond Charter Academy shall be deemed the exclusive and independent public school employer of the employee of the school for the purposes of the Education Employment Relations Act (EERA) and with respect to collective bargaining. As such, the school will comply with all provisions of the Education Employment Relations Act (EERA) and will act

independently from the West Contra Costa Unified School District for any collective bargaining purposes.

The school will be the exclusive public employer of all employees of the charter school for collective bargaining purposes. The school will comply with all provisions of the EERA, and will act independently from WCCUSD for bargaining purposes. In accordance with EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. If the charter school employees elect to be represented by an organization for collective bargaining purposes, all employees will be individually contracted. The individual contracts will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, standards for performance evaluation, and bonuses.

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

***Governing Law:*** *A description of the procedures to be used if the charter school closes—  
California Education Code Section 47605(b) (5) (p)*

The decision to close the school shall be documented by an official action of the Amethod Public Schools Board of Directors. Amethod Public Schools Governance Board, once closure of RCA would be voted as imminent, would notify the WCCUSD Charter Coordinator, WCCUSD Board President, and/ or other WCCUSD 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
- Contra Costa County Office of Education
- Community partners
- Identified SELPA of service
- Retirement system providers
- Insurance carriers
- Miscellaneous vendors

Richmond Charter Academy will also develop a list of students in each grade level and the classes they have completed, together with information on the students' districts of residence, which they will provide to the entity responsible for closure-related activities. As allowable by the authorizer, the Charter School shall transfer all appropriate student records to the WCCUSD and shall otherwise assist students in transferring to their next school. If WCCUSD will not store student records, the Charter School will discuss an alternative arrangement with WCCUSD and shall provide a copy for parents/guardians of the student record of their child

prior to closure. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S. C. § 1232g.

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

As soon as is reasonably practical, the school shall prepare final financial records. The Charter School shall also have an independent audit completed within six months after closure. The Charter School shall pay for the final audit. The audit shall be prepared by a qualified Certified Public Accountant selected by the Charter School and shall be provided to WCCUSD promptly upon completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33. On closure of the Charter School, all net assets of the Charter School, including but not limited to all leaseholds, tangible and intangible personal property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and upon dissolution of the corporation, shall be distributed in accordance with the Articles of Incorporation and applicable law upon dissolution. Any assets acquired from a school district or district property will be promptly returned upon Charter School closure to the district. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain responsible for satisfaction of all liabilities arising from the operation of the Charter School. As the Charter School is organized as a nonprofit public benefit corporation under California law, the Amethod Public Schools Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies. As specified by the attached Budget, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

The school will set aside \$5,000 by October 1, of its first year of operation to hold for a final closeout audit. In the event of closure or dissolution of the school, the Governance Board will

refer to the Executive Director the management of the process. This process shall include a final audit to determine the disposition of all assets and liabilities of the school.

#### **ELEMENT XVII: FINANCIAL PLANNING AND 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 Section 47605(g)*

The school is a wholly separate and independent entity from WCCUSD.

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 RCA that flow through WCCUSD will be promptly forwarded to the school in accordance with law.

WCCUSD 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. WCCUSD 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.

#### **Richmond Charter Academy Budget Narrative**

The attached budget and cash flow projection are based on conservative estimates of the actual costs to implement the Richmond Charter Academy (RCA) program as described in the charter. The expenses largely mirror the expenses at RCA's sister school, Oakland Charter Academy (OCA).

#### **Demographics**

RCA is projected to open with 50 6th grade students and 25 seventh grade students. The school will add 50 students in each of the next two years.

The Free and Reduced lunch percentage is expected to mirror the demographics of the schools around area elementary schools.

The attendance rate is assumed to start out at 95%, which is low average for a charter middle school and consistent with other Amethod schools serving a similar population. We project that the attendance rate will increase modestly over the first few years.

## **Revenues**

General Block Grant revenue projections for the first year (2012-13) were based on the conservative School Services of California (SSC) estimates for 2012-13 revenue for charter schools, released on January 15, 2012 after the "January Budget." The school assumes that the tax initiative does not pass, and has built a \$360/ADA cut in its rates. Those rates were grown by half the COLA assumptions provided by SSC (1.6% rather than 3.2%). Those rates were grown conservatively over two additional years (2.8% in 2013 and 3.0% in 2014) per SSC estimates. The state aid/in lieu revenue split is based on the most recent P2 in WCCUSD. Categorical funding was included at the 2011-12 rate grown by a COLA provided by SSC; it includes the "new school supplement" provided to new schools that are frozen out of other categoricals such as CSR and Arts and Music.

Given its projected free or reduced lunch population, the school is planning to apply for Title I funding after completing its LEA Plan in late summer 2012.

The school has budgeted to receive SB 740 facilities reimbursement since it will be serving a high poverty population.

The budget includes the higher, site-based award from the Public Charter School Grant Program. The school has tailored its charter to comply with the requirements of PCSGP, and its target location near Ford or Nystrom Elementary Schools will qualify it for the higher award. Also, given the recognized success of other Amethod schools (Oakland Charter Academy is a National Blue Ribbon awarding winning school), and the fact that the organizations second site (Oakland Charter High School) received the PCSGP award, the school leadership expects that it will be very competitive in the PCSGP review. The school assumes it will take two attempts to receive a PCSGP award, and has budgeted to receive the first funds late in the first school year.

## **Expenses**

Expenses have been conservatively estimated by the founding team based on the actual costs to run Oakland Charter Academy, the sister school to RCA. Expense assumptions have been increased 2% per year for inflation, in addition to being increased for enrollment and staffing

systems, assessment systems, and business services estimates come directly from actual quotes for services for OCA.

Other expenses were estimated based on the experience of the developers and EdTec, including copier lease, legal, fingerprinting, marketing, postage, and recruiting.

The special education encroachment was estimated to be \$780 per ADA, which is \$150 per ADA higher than the current encroachment in WCCUSD.

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

The school has included a 1% district oversight fee under the assumption that the school will stay in its commercial facilities. The school is budgeting separately for utilities and maintenance using standard market rates assumptions.

Professional development is an important part of the RCA experience. Much of the professional development during the year will be run internally at minimal cost, but the school is budgeting \$1200 per teacher to pay for planning periods, consultants, substitutes, and materials related to professional development.

RCA will use Powerschool to manage student attendance.

### **Capital Outlay**

The school does not plan to have any capital projects in the first three years.

### **Cash Flow**

The cash forecast assumes that the currently proposed deferrals for February - June are still in place in 2012-13. This is a *very conservative* assumption given that the Governor has already signaled an interest in rolling back some of the multiple deferrals.

The Special Advance apportionment for growing schools with advancing grade levels has been included following historical disbursement patterns.

Initially, Amethod Schools will loan RCA \$150K to pay for start up activities until the state funding begins. Once the charter is approved, the school will apply for a \$250K CDE Revolving Loan to help fund the initial purchase of equipment and manage the cash flow. The school conservatively estimates not receiving the Revolving Loan. In addition, the school will seek a revolving line of credit from its bank as well to manage cash flow, although the school is not currently projected to need additional working capital.

### **Contingencies and Reserves**

growth. Below is a summary of the major expense categories and the assumptions underlying them.

### **Staffing and benefits:**

The school is planning to use the same compensation structure offered at RCA's sister school Oakland Charter Academy. Beginning Teachers start at a base salary of \$46,000 which is considerably higher than local starting salaries. Teachers also The average teacher salary is slightly higher than the current average at Oakland Charter Academy. The school will start with three FT teachers. In the second year, the school will add two teachers; in the third year one additional teacher.

The Principal/site director's salary is conservatively estimated to be 15% higher than the salary for the same position at OCA.

Richmond Charter Academy assumes a 5% absence rate among its faculty, and has budgeted substitutes accordingly.

Richmond Charter Academy intends to outsource its business services, so it will not expand its business office staff in the first few years.

Richmond Charter Academy will offer a cafeteria health plan with a fixed contribution amount per employee per year (\$6200), which will grow by 10% per year, in line with health cost increases. Like the teachers at its sister school, the certificated staff will not participate in STRS; instead all staff will be part of the social security system and all Flexible Benefit and other set plans.

### **Books and Supplies**

RCA has a comprehensive list of curriculum that it intends to purchase which totals about \$350 per student. In addition, the school is budgeting \$150 per student for instructional materials and consumables. The school has a healthy \$30 per student budget for art supplies and \$20 per student for PE supplies. Although the school anticipates occupying a Prop 39 facility with a full complement of furniture after its first year of operation and currently has a surplus of furniture, the school is budgeting \$50 per student for additional furniture and equipment.

Amethod schools has a surplus of staff computers that will be utilized by RCA staff.

The school is budgeting to operate a basic lunch program.

### **Services and Operating**

To the extent possible, all Services and Operating expenses were estimated based on the actual costs at Oakland Charter Academy. Accounting services, insurance, student information

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

If WCCUSD seeks an audit of the school, the district shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by the school or by law or charter provisions.

The charter school shall provide reports to the district and the county superintendent of schools in accordance with education code section 47604.33 as follows and shall provide additional fiscal reports as required by the district or county superintendent of schools:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to education code 47605.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year shall be delivered to the district, state controller, state Department of Education, and county superintendent of schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a non-audited 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 RCA, financial reports, and unaudited actuals will be forwarded to WCCUSD. The school will be operated in accordance with generally accepted accounting principles ("GAAP"). A business operations manual has been developed/adopted and will be utilized for the schools day-to-day business functions.

#### ***Budgets and Cash Flow***

***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)***



At full enrollment, the School will be able to sustain itself on state and federal per-pupil funds, without the need for additional grant monies.

### ***Sources of Funds***

The vast majority of funds for the School's operations come from the State of California and local in-lieu of property taxes, in the form of a per-student standard allocation (Revenue Limit per Average Daily Attendance, or "ADA"). The School will also receive additional monies ("categorical funds") for special populations and specific programs.

### ***Uses of Funds***

Annually, most of the School's funds will go toward personnel and facilities (including rent or debt service, utilities and maintenance). The School also anticipates spending about 5% of its budget on other direct program costs (e.g. classroom supplies). Private and federal grant funds for one-time start-up costs will be used for items such as furniture, computer equipment, textbooks, and teacher training.

These documents are based upon certain projected enrollments for the three years. The documents are also based on the best estimates of revenues and costs available to the Charter School at this time.

*(See attached Budget Projections as Attachment N in Appendix Section).*

### ***Business and Operations Management***

Amethod Public Schools is currently contracted with Edtec, an experienced business and financial services management back office provider who currently offers services to over 70 clients. The organizations Executive Director in conjunction with the schools leader will coordinate with Edtec to manage budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, and monitoring adherence to the charter process and laws.

The Amethod Public Schools central office team develops a budget model for the subsequent year in the winter once general assumptions are made in reference to the released state budget projections and works with leaders to tailor a model to meet the needs of each school site. The model consists of detailed projection of revenues and expenses for the next fiscal year and is based on indicators unique to each school, such as total enrollment and the number of staff. Amethod Public School administration meets with site leaders who have the primary role in budgetary decision making to ensure site-based budgetary controls are reflective of the need. After planning and preparing school budgets in late winter or early spring, school site staff, in conjunction with the Executive Director, would ultimately be held accountable for adhering to that budget but would also have the authority to shift resources to meet site needs.

In conjunction with Edtec, Amethod Public Schools administration staff produces monthly budget variance reports that compare projected budget estimates to actual financial conditions

and provide full-year forecasts that show whether a school is under or over its budget. The Amethod central office staff also holds regular meetings with each school's director to review these variance reports.

### **Facilities**

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

Amethod Public School has a vision to serve the South and Central Richmond communities, and as such, Richmond Charter Academy will be located at 3200 Barrett Avenue in Central Richmond. The St. Luke's Methodist Church facility with an attached former parochial school facility that is sufficient to accommodate estimated student enrollment and to carry out the curricular and instruction program envisioned in the charter. The facility provides sufficient classrooms, student bathrooms, office space, yard space, staff bathrooms, and private entrance and drop off areas

### **Insurance Requirements**

Throughout the life of this contract, the school shall pay for and maintain in full force and effect with an insurance company(s) admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/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 WCCUSD.

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

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

## **ELEMENT XVIII: IMPACT ON THE CHARTER AUTHORIZER**

***Governing Law:*** *The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district.*  
 - ***California Education Code Section 47605(g)***

The students who attend the school may have an impact on the WCCUSD enrollment considering that it will provide families a choice to attend the charter school over a district school site. The specific terms of the school's use of the identified facilities will be governed by the terms of the school's governance board and any related agreements and leases.

### ***Administrative Services***

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

In accordance with Education Code 47613, the chartering agency 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. Subject to availability, the school may request services from the authorizer on a pay-for-service basis.

The school will report daily attendance requirements to the district in a format acceptable to the district and state. Required reports regarding daily attendance will be completed and submitted to requesting agencies. Budget allocation and vendor selection will be the responsibility of the Governance Board. The Governance Board may delegate authority to the Executive Director to select vendors below a contract amount to be determined, but will retain overall responsibility for contract approvals. The Governance Board will work with the selected back office provider for payroll services and to ensure compliance with state financial accounting procedures.

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

### ***Transportation***

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

## SECTION XIX: CONCLUSION

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

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

# **Appendix**

## **Charter Attachments**

# **ATTACHMENT A**



## Amethod Public Schools – Framework Overview

### What is the Instructional Standards Framework?

The Instructional Standards Framework highlights a compilation of expected fundamental best teaching practices, and instructional strategies summarized by common measures of student success. A framework for professional practice can be used for a wide range of purposes, from meeting novices' needs to enhancing veterans' skills. Because teaching is complex, a road map through the territory, structured around a shared understanding of teaching is necessary. Novice teachers, of necessity, are concerned with day-to-day survival; experienced teachers want to improve their effectiveness and help their colleagues do so as well. 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 others. Amethod Public School in house research and teaching practice have also influenced the standards. Each standard is designed to create engaging, efficient, rigorous and effective classroom practice that will serve to prepare all students learning, and teachers' growth in practice and skill development.

### How is the Instructional Standards Framework Organized?

#### Instructional Standards

##### 1. Planning & Preparation

##### 2. Classroom Environment

##### 3. Instruction

##### 4. Teachers as Professionals

##### 5. Mindset & Challenge

The five (5) Instructional Practice Standards are focused solely on preparation, instruction and engagement practice within the classroom. The Instructional Standards DO NOT address curriculum, or textbooks. The Instructional Standards provide a general overview about the concrete concepts that are expected to be exhibited in every Amethod Public School classroom. The Standards are divided into specific subtopics described and further detailed in the *Strands* section under each standard. The Instructional Standards demonstrate what is expected to be observed in all Amethod Public School classrooms. The Strands describe the expectation and practice in full detail. The individual standard rating system is used to evaluate teacher and class effectiveness for each given standard.

### How are the Instructional Standards used?

Instructional Standards Framework are used to gauge teacher effectiveness, pace and classroom practice within the of the Amethod School system. Teachers are encouraged to routinely reflect on their practice in light of the Instructional Standards and to self gauge their practice to assure that classrooms remain engaged, organized, and rigorous throughout the lesson. The standards provide common language, expectations, procedure practices, and expectations which are used to facilitate peer and administrative observations, coaching and professional development concepts such as *Film Sessions* and *Post Film Sessions- Reflection Section* used for self critique and evaluation. At the student level, the standards serve to create a common instructional experience across classes and schools by instituting valuable organization wide procedures (rituals) and strategies.

### Classroom Observations

During observations, success is measured by comparing teacher and student actions against the practices described in the Instructional Standards. During formal observations, each category will be separately rated. An overall observation rating is also provided. The overall rating is not an average but rather a determination of the degree to which all categories were delivered with success. The following domains describe the category and overall rating systems for formal observations.

| Individual Standard Rating System |   |
|-----------------------------------|---|
| <b>Level</b>                      |   |
| <b>1- Unsatisfactory</b>          | The consistency of the standard was not maintained. The standard is an area of serious concern. Typically, two or more strands were not observed being maintained at the proficient level or ignored outright.  |
| <b>2- Basic</b>                   | The integrity of the standard was maintained. The standard is not an area of concern. Typically, most or all strands were observed at the proficient level.   |
| <b>3- Proficient</b>              | All strands were observed when appropriate and delivered in an exemplary manner. Several qualities described in the "outstanding" description were observed.  |
| <b>4- Advanced</b>                | All strands were observed when appropriate and delivered in an exemplary manner. Most qualities described in the "outstanding" description were observed. The intent of the standard was raised to new heights. |

## INSTRUCTIONAL PRACTICE FRAMEWORK (STRANDS)

- 1. Planning & Preparation:** 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 preparation, introspection, reflection and most importantly- mentoring. 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. We expect teachers to begin to understand their students—their backgrounds, interests, and skills as the year develops. Thorough preparation is demonstrated primarily through the plans that teachers prepare and submit to directors and how those lessons guide their teaching and the decisions they make, and ultimately through the success of their plan. However, a teacher's most important asset is to be able to think on their feet and are expected to modify instructional designs into sequences of activities and exercises that make it accessible to students as needed. All elements of the instructional design—learning activities, materials, and strategies—must be appropriate to both the content and the students, and aligned with larger instructional goals, curriculum and standards. Assessment techniques must also reflect the instructional outcomes 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.

### Concept: Planning and Preparation

|                                       |  |
|---------------------------------------|--|
| <b>Knowledge of Concept</b>           | Teacher has a clear understanding of the subject. Obviously they have researched and prepared for lessons and teacher guided questions.  |
| <b>Know your Audience</b>             | Are students engaged? Teachers provide different techniques for student engagement. Assures proper instructional pacing is met and offers opportunity for ALL to participate actively. |
| <b>Setting Instructional Outcomes</b> | Teacher is very clear with the purpose of a given lesson. Engages students in providing the overview of the outcome objective.   |
| <b>Knowledge of Resources</b>         | Implements full use of materials and curriculum. Explores supplemental information to go beyond the given task as needed.  |



|                             |   |
|-----------------------------|---|
| <b>Coherent Instruction</b> | The instruction is paced, direct and effective. Researched and practiced strategies are used. |
| <b>Assessing Students</b>   | Provides ample opportunity for students assessments through different strategies.             |

2. **The Classroom Environment.** The Classroom environment sets the stage for all learning while the physical environment is supportive of the stated 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 routines and procedures handled efficiently as a consequence to proper training. Student behavior 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.

**Concept: Classroom Environment**

|   |   |
|---|---|
| <b>Creating an Environment of Respect</b>   | Teacher maintains high level of respect in the classroom through the usage of rules, policies, and routines. Maintains accountability of all students.  |
| <b>A Learning Culture</b>                   | Students actively engaged with material. Does not allow for few students to ruin learning of majority.  |
| <b>Managing Classroom Procedures</b>        | Consistently reinforces the set procedures for all students. Makes students responsible for various tasks that teach responsibility and ownership.  |
| <b>Establishing Proper Student Behavior</b> | Sets clear and specific class rules. Consistently upholds rules for all.  |
| <b>Whole Classroom Management</b>           | Understands the need for group modification. Understands the purpose for a management plan that is self-eliminating. Employs an effective class management system that is not overly complicated. |
| <b>Organizing Physical Space</b>            | Maintains order and cleanliness throughout the classroom. Reinforces organizational rules and expectations for class space.   |

3. **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. The work is real (not busy), significant, and it is important to students as well as to teachers. They 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. Teacher questioning probes student thinking and serves to extend understanding onto the next area. 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.

Maximizing Instruction Time, an organizational pillars demands that such efficiency begin at the door as the first kid arrives, and continue until the last student leaves.

**Concept: Instruction**

|   |  |
|---|--|
| <b>Communicating with Students</b>              | Actively rapport with class. Understands that relationship building coupled with a firm presence is essential.   |
| <b>Techniques (Questions &amp; Discussions)</b> | Prepares a set of questions that force students to explore content deeper. Expects more than Yes or No answers. Has clear expectations for class participation and respect of floor.               |
| <b>Engaging Students</b>                        | Keeps a brisk and active pace. Knows how to wake students up through different techniques.   |
| <b>Using Assessments</b>                        | Understands the importance for constant assessing. Extends different assessment results to effect instructional practice.  |
| <b>Flexibility and Responsiveness</b>           | Handles change quickly. Able to modify and change blueprint when matters most. Actively thinks on their feet as needed throughout the day. Teacher is adaptable to emerging situations or matters. |
| <b>The Details</b>                              | Understands that preparation for the small stuff matters. Pre-plans for different or alternate situations.   |

4. **Teachers as Professionals:** 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; respect is required. The components in this strand are associated with being a true professional educator within the Amethod Public School system which expects teachers to go the extra mile for student results. Parents and the larger community may observe, support or criticize teachers for this strand only however the activities are critical to assuring the profession and schools improve. 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 their 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, to some degree, the details of classroom management and instruction- they will be asked and expected to further leader participation to better the organization. It is through the skills of this Strand that highly effective and professional teachers distinguish themselves from less proficient colleagues.

**Concept: Teachers as Professionals**

|   |  |
|---|--|
| <b>Ethic</b>                                    | Demonstrates a consistent and diligent work ethic. Takes the tasks at hand judiciously.  |
| <b>Reflection on Teaching</b>                   | Understands the importance for self reflection. Takes the task of self analysis with an open mind and understands that student achievement depends partly on self critique.                              |
| <b>Communication</b>                            | Knows that seeking guidance, advice, and support is essential. Knows how to reach out to colleagues and/or administrators when issues arise. Builds positive rapport with different school stakeholders. |
| <b>Commitment to The Professional Community</b> | Takes the teaching role serious. Understands the need to remain active in learning new techniques and strategies. Committed to their students, families, and schools.                                    |

|  |  |
|--|--|
| Using Professional Development opportunities | Seeks out relevant workshops and training to further teaching practice.                                |
| Follow Through                               | Understands the importance for adhering to deadlines and timeliness. Is dependable with assigned tasks |

5. **Mindset & Challenge:** 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 and by weakening the grading procedures. We expect teachers to be authentic in their approach to working with our student demographics and population and to fully understand the issues faced by them-quantitatively. 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 constructive ways in the system. Teachers are expected to exhibit a competitive nature for their classroom and student expectations. Teachers that cannot sustain these measures or be loyal to the creation of a climate for developing student achievement among the school demographic-will falter in the Amethod Public School system.

|                                       |   |
|---------------------------------------|---|
| <b>Concept: Mindset and Challenge</b> |   |
| Respect                               | Gives and expects respect of students, and families. Demands respect of all students.   |
| Grading Validity                      | Adheres to set grade report standards. Does not seek to inflate or overtly base grades on subjective criteria.                                      |
| Positives of Competition              | Relates to the organizational belief in healthy competition and self responsibility of all individuals. Adheres to the team culture of school site. |
| The Stage                             | Not intimidated to get attention of all in class. Understands the role of teacher to grab attention.  |
| Details Count                         | Preparation and organization for class depends on thinking through the smallest detail. Sweats the small stuff at all times.                        |

# **ATTACHMENT B**

# Oakland Charter Academy | 2011-2012 CALENDAR

| JULY 2011 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | T  | F  | S  |
|           |    |    |    |    | 1  | 2  |
| 3         | 4  | 5  | 6  | 7  | 8  | 9  |
| 10        | 11 | 12 | 13 | 14 | 15 | 16 |
| 17        | 18 | 19 | 20 | 21 | 22 | 23 |
| 24        | 25 | 26 | 27 | 28 | 29 | 30 |
| 31        |    |    |    |    |    |    |

Summer School  
6/20/11- 7/8/11

Independence Day  
July 4th. No School

| JANUARY 2012 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | T  | F  | S  |
| 1            | 2  | 3  | 4  | 5  | 6  | 7  |
| 8            | 9  | 10 | 11 | 12 | 13 | 14 |
| 15           | 16 | 17 | 18 | 19 | 20 | 21 |
| 22           | 23 | 24 | 25 | 26 | 27 | 28 |
| 29           | 30 | 31 |    |    |    |    |

Back from Winter Break  
Jan. 4th

Report Cards  
Jan. 27

| AUGUST 2011 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| S           | M  | T  | W  | T  | F  | S  |
|             | 1  | 2  | 3  | 4  | 5  | 6  |
| 7           | 8  | 9  | 10 | 11 | 12 | 13 |
| 14          | 15 | 16 | 17 | 18 | 19 | 20 |
| 21          | 22 | 23 | 24 | 25 | 26 | 27 |
| 28          | 29 | 30 | 31 |    |    |    |

First Day of School  
Aug. 24th

| FEBRUARY 2012 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | T  | F  | S  |
|               |    |    | 1  | 2  | 3  | 4  |
| 5             | 6  | 7  | 8  | 9  | 10 | 11 |
| 12            | 13 | 14 | 15 | 16 | 17 | 18 |
| 19            | 20 | 21 | 22 | 23 | 24 | 25 |
| 26            | 27 | 28 | 29 |    |    |    |

Progress Report  
Feb. 16th

President's Day  
Feb 17th, No School  
Feb 20th, No School

| SEPTEMBER 2011 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| S              | M  | T  | W  | T  | F  | S  |
|                |    |    |    | 1  | 2  | 3  |
| 4              | 5  | 6  | 7  | 8  | 9  | 10 |
| 11             | 12 | 13 | 14 | 15 | 16 | 17 |
| 18             | 19 | 20 | 21 | 22 | 23 | 24 |
| 25             | 26 | 27 | 28 | 29 | 30 |    |

Labor Day  
Sept. 5th, No School

Sept. 16th  
Progress Reports

| MARCH 2012 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | T  | F  | S  |
|            |    |    |    | 1  | 2  | 3  |
| 4          | 5  | 6  | 7  | 8  | 9  | 10 |
| 11         | 12 | 13 | 14 | 15 | 16 | 17 |
| 18         | 19 | 20 | 21 | 22 | 23 | 24 |
| 25         | 26 | 27 | 28 | 29 | 30 | 31 |

Progress Report  
March 9th

Teacher's Day  
March 16th, No school

Report Cards  
March 30th

| OCTOBER 2011 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | T  | F  | S  |
|              |    |    |    |    | 1  |    |
| 2            | 3  | 4  | 5  | 6  | 7  | 8  |
| 9            | 10 | 11 | 12 | 13 | 14 | 15 |
| 16           | 17 | 18 | 19 | 20 | 21 | 22 |
| 23           | 24 | 25 | 26 | 27 | 28 | 29 |
| 30           | 31 |    |    |    |    |    |

Progress Reports  
Oct. 7th

Teacher's Day  
Oct. 10th No School

Report cards  
Oct. 28th.

| APRIL 2012 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | T  | F  | S  |
| 1          | 2  | 3  | 4  | 5  | 6  | 7  |
| 8          | 9  | 10 | 11 | 12 | 13 | 14 |
| 15         | 16 | 17 | 18 | 19 | 20 | 21 |
| 22         | 23 | 24 | 25 | 26 | 27 | 28 |
| 29         | 30 |    |    |    |    |    |

Spring Break  
April 9-13th, No school

Progress Report  
April 27th

| NOVEMBER 2011 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | T  | F  | S  |
|               |    | 1  | 2  | 3  | 4  | 5  |
| 6             | 7  | 8  | 9  | 10 | 11 | 12 |
| 13            | 14 | 15 | 16 | 17 | 18 | 19 |
| 20            | 21 | 22 | 23 | 24 | 25 | 26 |
| 27            | 28 | 29 | 30 |    |    |    |

Progress Report  
Nov. 18th

Thanksgiving Break  
Nov. 21-25th, No school

| MAY 2012 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  |
|          |    | 1  | 2  | 3  | 4  | 5  |
| 6        | 7  | 8  | 9  | 10 | 11 | 12 |
| 13       | 14 | 15 | 16 | 17 | 18 | 19 |
| 20       | 21 | 22 | 23 | 24 | 25 | 26 |
| 27       | 28 | 29 | 30 | 31 |    |    |

Progress Report  
May 18th

Memorial Day Holiday  
May 25-28th, No School

| DECEMBER 2011 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | T  | F  | S  |
|               |    |    |    | 1  | 2  | 3  |
| 4             | 5  | 6  | 7  | 8  | 9  | 10 |
| 11            | 12 | 13 | 14 | 15 | 16 | 17 |
| 18            | 19 | 20 | 21 | 22 | 23 | 24 |
| 25            | 26 | 27 | 28 | 29 | 30 | 31 |

Progress Report  
Dec. 16th

Christmas Day, Winter Break  
Dec. 19- Jan 3, 2012 No School

| JUNE 2012 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | T  | F  | S  |
|           |    |    |    |    | 1  | 2  |
| 3         | 4  | 5  | 6  | 7  | 8  | 9  |
| 10        | 11 | 12 | 13 | 14 | 15 | 16 |
| 17        | 18 | 19 | 20 | 21 | 22 | 23 |
| 24        | 25 | 26 | 27 | 28 | 29 | 30 |

Last Day of School  
June 6th  
Report Card  
June 8th

Summer Break June 7-22  
Summer School  
June 25- July 13, 2012

OCA shows 177 days on calendar.

Regular full days:  $140 \times 370 \text{ minutes} = 51800\text{min}$

Minimum Days (Fridays and June 4th-6th)  $37 \times 250 \text{ minute} = 9250\text{min}$

Instructional minutes in total= 61050 a year.

# **ATTACHMENT C**



**TEACHER: SAMPLE**

**Goal Setting: 2011-2012**

Please complete with your Mentor/Site Leader. Goals may be new goals or may be related to your goals from your 2010-11 experience. (PGP)= Performance Growth Plan

| <b>What are your STUDENT ACHIEVEMENT AND STUDENT CHARACTER GOALS for 2011-2012?</b>   | <b>BENCHMARK: What do you plan to achieve by your mid-year PGP?</b>  | <b>STRATEGY: What will you do to get there?</b>  | <b>SUPPORT: What support will you seek? (Steps you will take to reach support)</b>  |
|---|--|--|---|
| By the end of school year, 100% of my students will be on grade in (SUBJECT) level as measured by the Interim Assessment and 40% of my students will be above grade level. 90% of students will meet 80% or more of the Interim Assessment math objectives. | By my mid-year PGP, 100% of my students will be on grade level as measured by the assessment and 40% of my students will be above grade level. At least 80% of students will meet 80% or more of the IA math objectives in December. | Pre-test all students in September and group students based on initial levels. Daily DI in homogeneous groups and ongoing assessment to target individual student needs. Request feedback from my mentor and/or school director on math lessons and work with my coach to alter math lessons to best meet student needs. | This is my first time using Data to guide instruction so I need to seek advice from my a mentor staff to ensure I'm accurately testing students and applying the appropriate interventions. I will seek frequent mathematics lesson observations and feedback. I will seek advice from leader |
| 100% of students will be able to describe the Proper Classroom Expectations and will follow classroom procedures and rules.   | All the class expectations will be taught, modeled and revisited. Classroom procedures and rules will be taught through a full lesson cycle.   | For September, I have designed a unit for students to learn and practice classroom procedures and rules. Students will be rewarded for meeting classroom expectations.   | I will support and follow up from my teacher mentor as we design and implement our procedures.  |

| <b>What are your PROFESSIONAL GOALS for 2010-2011 that will help you to meet your student achievement and student character goals?</b>  | <b>BENCHMARK: What do you plan to achieve by your mid-year PGP?</b>  | <b>STRATEGY: What will you do to get there?</b>   | <b>SUPPORT: What support will you seek? (Steps you will take to reach support)</b>  |
|---|--|---|---|
| Student Engagement: 100% of students are on-task and at least 80% of students' hands are in the air because aims are student-focused and instruction is engaging. I will use strategies that engage all students rather than one at a time. | All lessons are student focused and use strategies to engage all students. 90% of students are on-task and 75% of students' hands are in the air.                  | I will observe lessons of master teachers in my school. I'll also review engagement materials on the shared server and re-connect with teachers I met during PD day to share engagement strategies. I will request feedback from my coach on engagement; specifically the percent of students on task and percent of student participation. | I will seek out advice and ask for time to observe classes and I also need feedback from my Site Director on this area. I know this is going to be challenging for me, so I need to talk with my peers frequently about how I'm doing toward this goal. |
| Establish leveled (homogeneous) Reading groups to provide more focused instruction to low and high performers as needed.  | I will collect Benchmark assessment, average assessments, and review cums of specific students. Groups will be well on their way to reaching specific target goals | I'm going to seek grouping techniques and use our Data Director program continuously to asses students.   | I will also be reaching out to our Site Director for realistic parent expectations and communication strategies.  |





**TEACHER: SAMPLE**

| <b>What are your PERSONAL GOALS for 2010-2011? (Optional)</b> | <b>BENCHMARK: What do you plan to achieve by your mid-year PGP?</b>                   | <b>STRATEGY: What will you do to get there?</b>                                      | <b>SUPPORT: What support will you seek? (Steps you will take to reach support)</b> |
|---|---|--|--|
| I will run the school sponsored 5k in May 2012.               | I will be able to run at least 3 miles by January 12.                                 | I will run with my friend four days a week.  | I need positive peer pressure from my friends and students.                        |
| I will read at least one book a month for pleasure.           | I will have read at least 5 books and will have chosen at least 2 more books to read. | I will choose my books in advance and will set aside time to read three days a week. | I need great book recommendations from my colleagues.                              |



TEACHER:

**Goal Setting: 2011-2012**

Please complete with your Mentor/Site Leader. Goals may be new goals or may be related to your goals from your 2010-11 experience. (PGP)= Performance Growth Plan

SITE:

| What are your STUDENT ACHIEVEMENT AND STUDENT CHARACTER GOALS for 2011-2012? | BENCHMARK: What do you plan to achieve by your mid-year PGP? | STRATEGY: What will you do to get there? | SUPPORT: What support will you seek? (Steps you will take to reach support) |
|--|--|--|---|
|  |  |  |   |
|  |  |  |   |
|  |  |  |   |

| What are your PROFESSIONAL GOALS for 2011-2012 that will help you to meet your student achievement and student character goals? | BENCHMARK: What do you plan to achieve by your mid-year PGP? | STRATEGY: What will you do to get there? | SUPPORT: What support will you seek? (Steps you will take to reach support) |
|---|--|--|---|
|   |  |  |   |
|   |  |  |   |
|   |  |  |   |

| What are your PERSONAL GOALS for 2011-2012? (Optional) | BENCHMARK: What do you plan to achieve by your mid-year PGP? | STRATEGY: What will you do to get there? | SUPPORT: What support will you seek? (Steps you will take to reach support) |
|--|--|--|---|
|  |  |  |   |
|  |  |  |   |
|  |  |  |   |



Anchored Public Schools

**SITE LEADER:**

**SITE:**

### Goal Setting: 2011-2012

Goals may be new goals or may be related to goals after receiving test scores, staff goal meetings, etc.. (PGP)= Performance Growth Plan

| What are your STUDENT ACHIEVEMENT Goals for 2011-2012? | BENCHMARK: What do you plan to achieve by your mid-year PGP? | STRATEGY: What will you do to get there? | SUPPORT: What support will you seek? (Steps you will take to reach support) |
|--|--|--|---|
|  |  |  |   |
|  |  |  |   |
|  |  |  |   |

| What are your PROFESSIONAL GOALS for 2011-2012 that will help you to meet your student achievement and student character goals? | BENCHMARK: What do you plan to achieve by your mid-year PGP? | STRATEGY: What will you do to get there? | SUPPORT: What support will you seek? (Steps you will take to reach support) |
|---|--|--|---|
|   |  |  |   |
|   |  |  |   |

| What are your PERSONAL GOALS for 2011-2012? (Optional) | BENCHMARK: What do you plan to achieve by your mid-year PGP? | STRATEGY: What will you do to get there? | SUPPORT: What support will you seek? (Steps you will take to reach support) |
|--|--|--|---|
|  |  |  |   |
|  |  |  |   |



## PROFESSIONAL DEVELOPMENT PLAN FOR BEGINNING TEACHERS

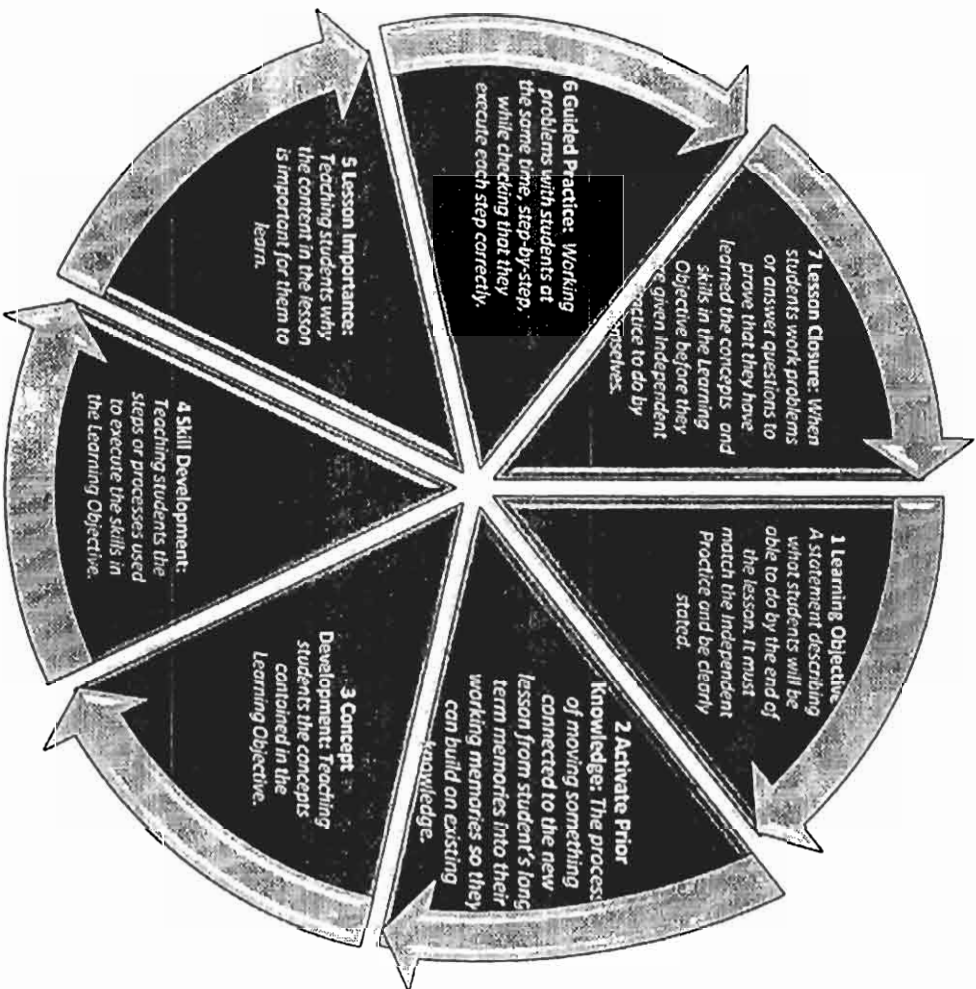
Name \_\_\_\_\_ Supervisor/Evaluator \_\_\_\_\_ Mentor \_\_\_\_\_

School \_\_\_\_\_ School Year \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

| GOALS  | STRATEGY   | FACILITATED BY   | TARGET DATE  | DATE ACHIEVED |
|--|--|--|--|---------------|
| <p><i>I. Instructional Process</i></p> <p>A. Responsibility</p> <p>1) Discuss Performance</p> <p>2) Identify grading process, test procedures and support service procedures</p> <p>3) Discuss curriculum expectations</p> <p>4) Explain process for distribution of books and supplies</p> <p>5) Identify instructional goal or learner outcome for teaching activities outside the classroom and board policies governing such activities</p> <p>6) Discuss relevant strategies for demographics</p> | <p>Use AMPS guidelines to communicate expectations</p> <p>Review school policy handbook on grading, testing, and support services for special education</p> <p>Use Core competencies, key skills and curriculum guides to outline expectations</p> <p>Show how books and supplies are distributed</p> <p>Consult school board policy handbook for policies</p> <p>Present strategies for ELL, class management, etc.</p> | <p>Site Director and Mentor</p> <p>Director, Executive Director and Mentor</p> <p>Site Director and Mentor</p> <p>Mentor</p> <p>Site Director and Mentor</p> <p>Principal and Mentor</p> | <p>Orientation and Ongoing</p> <p>Orientation, First Quarter, and Ongoing</p> <p>Orientation and Ongoing</p> <p>Prior to students' first day of school</p> <p>Ongoing</p> <p>Ongoing</p> |               |

# **ATTACHMENT D**

## Seven Step Lesson Plan Objective Driven





## *Lesson Planning (Evaluation on Blooms Taxonomy)*

### **Categories in the Cognitive Domain: (with Outcome-Illustrating Verbs)**

1. **Knowledge** of terminology; specific facts; ways and means of dealing with specifics (conventions, trends and sequences, classifications and categories, criteria, methodology); universals and abstractions in a field (principles and generalizations, theories and structures):  
Knowledge is (here) defined as the **remembering (recalling)** of appropriate, previously learned information.
  - defines; describes; enumerates; identifies; labels; lists; matches; names; reads; records; reproduces; selects; states; views; writes;
  
2. **Comprehension:** Grasping (**understanding**) the meaning of informational materials.
  - classifies; cites; converts; describes; discusses; estimates; explains; generalizes; gives examples; illustrates; makes sense out of; paraphrases; restates (in own words); summarizes; traces; understands.
  
3. **Application:** The use of previously learned information in new and concrete situations to solve problems that have single or best answers.
  - acts; administers; applies; articulates; assesses; charts; collects; computes; constructs; contributes; controls; demonstrates; determines; develops; discovers; establishes; extends; implements; includes; informs; instructs; operationalizes; participates; predicts; prepares; preserves; produces; projects; provides; relates; reports; shows; solves; teaches; transfers; uses; utilizes.
  
4. **Analysis:** The breaking down of informational materials into their component parts, examining (and trying to understand the organizational structure of) such information to develop divergent conclusions by identifying motives or causes, making inferences, and/or finding evidence to support generalizations.
  - analyzes; breaks down; categorizes; compares; contrasts; correlates; diagrams; differentiates; discriminates; distinguishes; focuses; illustrates; infers; limits; outlines; points out; prioritizes; recognizes; separates; subdivides.
  
5. **Synthesis:** **Creatively** or divergently applying prior knowledge and skills to produce a new or original whole.
  - adapts; anticipates; collaborates; combines; communicates; compiles; composes; **creates**; designs; **develops**; devises; expresses; facilitates; formulates; generates; hypothesizes; incorporates; individualizes; initiates; integrates; intervenes; invents; models; modifies; negotiates; plans; progresses; rearranges; reconstructs; reinforces; reorganizes; revises; structures; substitutes; validates.



## Lesson Planning (Evaluation on Blooms Taxonomy)

6. **Evaluation** (On same level as *synthesis*?): Judging the value of material based on **personal values/opinions**, resulting in an end product, with a given purpose, without real right or wrong answers.
- o appraises; compares & contrasts; concludes; criticizes; critiques; decides; defends; interprets; judges; justifies; reframes; supports.

| LEVEL                | DEFINITION   | SAMPLE VERBS   | SAMPLE BEHAVIORS  |
|----------------------|--|--|---|
| <b>KNOWLEDGE</b>     | Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.           | Write<br>List<br>Label<br>Name<br>State<br>Define            | The student will define the 6 levels of Bloom's taxonomy of the cognitive domain.   |
| <b>COMPREHENSION</b> | Student translates, comprehends, or interprets information based on prior learning.  | Explain<br>Summarize<br>Paraphrase<br>Describe<br>Illustrate | The student will explain the purpose of Bloom's taxonomy of the cognitive domain.   |
| <b>APPLICATION</b>   | Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.            | Use<br>Compute<br>Solve<br>Demonstrate<br>Apply<br>Construct | The student will write an instructional objective for each level of Bloom's taxonomy.   |
| <b>ANALYSIS</b>      | Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question. | Analyze<br>Categorize<br>Compare<br>Contrast<br>Separate     | The student will compare and contrast the cognitive and affective domains.  |
| <b>SYNTHESIS</b>     | Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.                 | Create<br>Design<br>Hypothesize<br>Invent<br>Develop         | The student will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains. |
| <b>EVALUATION</b>    | Student appraises, assesses, or critiques on a basis of specific standards and criteria.                                       | Judge<br>Recommend<br>Critique<br>Justify                    | The student will judge the effectiveness of writing objectives using Bloom's taxonomy.  |



# **ATTACHMENT E**



## The Full Scope Lesson Plan

Professional Development  
Series

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Lesson: \_\_\_\_\_

Subject: \_\_\_\_\_ Chapter: \_\_\_\_\_ Pages: \_\_\_\_\_

Lesson Title: \_\_\_\_\_ Standards Targeted: \_\_\_\_\_

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### PRE/PLANNING:

1. Provide a summary to one area of the taxonomy chart that will be addressed. Refer to your Bloom's Taxonomy Chart. (Knowledge, Comprehensive, Application, Analysis, Synthesis, and Evaluation)

### SPONGE/HOOK:

2. Describe in detail how you will engage your students and capture their interest? How will you maintain it?

### LESSON OBJECTIVE:

3. What should your students be able to do at the end of this lesson?



## The Full Scope Lesson Plan

**KEY VOCABULARY:**

4. How will they memorize, learn and apply the new vocabulary, key terms, formulas, dates etc?

**INTRODUCTION & MODELING:**

5. How will you clearly state and model the expectations?

**CONCEPT DEVELOPMENT:**

6. What key points will you emphasize and reiterate?

**CHECK FOR UNDERSTANDING:**

7. How will you check to see if your students understand the concept/lesson?



## The Full Scope Lesson Plan

### GUIDED PRACTICE

8. How will you ensure that all students have multiple opportunities to practice?

### CHECKING FOR UNDERSTANDING:

9. How will you monitor and correct student performance?

### INDEPENDENT PRACTICE:

10. In what ways will students attempt to demonstrate independent mastery of the objective?

### CLOSURE:

11. How will you wrap this lesson up?



Amesbury Public Schools  
1997

## The Full Scope Lesson Plan

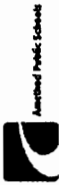
Professional Development  
Series

12. Describe how you will check to see whether your students have made progress toward the objective of the lesson?

13. Describe how will you instruct & assess advanced and struggling students?

14. Homework Assignment:

# **ATTACHMENT F**



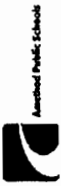
## Individual Learning Plan – ILP

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher(s): \_\_\_\_\_

| Subjects               | Assessment/HW Scores  |          |            |    | Notes |
|------------------------|-----------------------|----------|------------|----|-------|
|                        | In Percents (to date) | Interims | Tests/Quiz | HW |       |
| English/Language Arts  | Advanced              |          |            |    |       |
|                        | Proficient            |          |            |    |       |
|                        | Basic                 |          |            |    |       |
|                        | Below Basic           |          |            |    |       |
| Mathematics            | Advanced              |          |            |    |       |
|                        | Proficient            |          |            |    |       |
|                        | Basic                 |          |            |    |       |
|                        | Below Basic           |          |            |    |       |
| Science                | Advanced              |          |            |    |       |
|                        | Proficient            |          |            |    |       |
|                        | Basic                 |          |            |    |       |
|                        | Below Basic           |          |            |    |       |
| Literature             | Advanced              |          |            |    |       |
|                        | Proficient            |          |            |    |       |
|                        | Basic                 |          |            |    |       |
|                        | Below Basic           |          |            |    |       |
| Social Studies/History | Advanced              |          |            |    |       |
|                        | Proficient            |          |            |    |       |
|                        | Basic                 |          |            |    |       |
|                        | Below Basic           |          |            |    |       |

**Grade Result Interpretation (Chart Key)**

- Advanced* – exceeds grade level expectations; (80-100%)
- Proficient* – meets grade level expectations (70-80%)
- Basic* – working toward meeting grade level expectations (60-70%)
- Below Basic* – does not meet grade level expectations (Below 60%)



Anthem Public Schools

Rev. 5/11

Individual Student Goal (Bullets)

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Teacher Comments

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Next Steps

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Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Site Director/Designee \_\_\_\_\_ Date \_\_\_\_\_



# **ATTACHMENT G**



**Amethod Public Schools: English Learner Program at a Glance**

|                               | <b>ELD (1)</b>  | <b>ELD (2)</b>  | <b>ELD (3)</b>   | <b>ELD (4)</b>   | <b>ELD<br/>(Regular Placement)</b>   |
|-------------------------------|---|---|--|--|--|
| <b>Listening and Speaking</b> | Communicates in face-to-face situations, using sentences that are short and often incomplete. Interacts with classmates in carefully-structured activities. | Produces sentences that are increasingly longer, although grammatical errors are very frequent and vocabulary is limited.           | Communicates in a variety of situations, expressing a range of wants, needs, and intentions. Errors remain frequent but do not interfere with communication. Abstract vocabulary begins to appear. | Participates in situations that require the use of more cognitively demanding language to understand and express ideas. Some grammatical errors may persist. | Engages in classroom activities that require critical thinking and sustained discussion. Oral language shows syntactic complexity and elaborated use of vocabulary. Errors are infrequent. |
| <b>Reading</b>                | Reads familiar words and short sentences with teacher guidance.   | Reads simple text with controlled language and vocabulary.  | Reads increasingly longer narrative and information text selections. Begins to read simple text independently.   | Reads a growing range of more challenging literary works and text materials, some beginning to approach grade level.   | Reads a full range of grade-level text materials fluently and with understanding. Reads literary works and informational text independently.   |
| <b>Writing</b>                | Responds in writing to highly-structured prompts, producing words and simple sentences.   | Writes connected sentences to produce short paragraphs. Uses writing frames and models to produce descriptions and short narrative. | Writes well-formed sentences and paragraphs to accomplish a growing range of academic tasks.   | Writes across a range of academic genres, beginning to organize and craft text according to purpose, audience, and topic.                                    | Writes across genres, showing the ability to organize and express ideas. Writing shows variety, elaboration, distinct voice, and consistent control of conventions.                        |

# **ATTACHMENT H**



# DRIVING THE DATA: AMETHOD SCHOOLS ASSESSMENT PRACTICE

## **<sup>1</sup>Core Concepts: Introduction**

Amethod Public Schools is committed to providing an effective instructional program that is dependent on qualitative data and results as opposed to guess work and assumptions of what teachers and students need. Why waste time?

With that said, it is understood that creating a data driven culture for a school site, let alone multiple school sites, requires resources, training, money and above all else time and patience. It is true that teaching done right is a craft that can affect all from a community down to the individual students. Moreover, it will also affect the teachers and faculty within the school buildings whom may be dealing with frustrations, and confusions that go along with part of the job as a teacher.

Data-driven schools are those that use data to turn school focus from "what was taught" to "what was learned". The bottom line is student achievement and all aspects that goes into success. Effective data-driven instruction is based on strong assessment, analysis, action, and culture.

***Schools that fail to implement data-driven instruction normally make one of eight critical mistakes:***

1. Poor quality interim assessment
2. Secretive interim assessments
3. Infrequent assessments
4. Curriculum-assessment disconnect
5. Delayed results return
6. Separating teaching from analysis
7. Ineffective follow-up
8. Not making time for data

| Critical Mistakes                 | Best Practice | AMPS Approach |
|-----------------------------------|---------------|---------------|
| Poor quality interim assessment   |               |               |
| Secretive interim assessments     |               |               |
| Infrequent assessments            |               |               |
| Curriculum-assessment disconnect  |               |               |
| Delayed results return            |               |               |
| Separating teaching from analysis |               |               |
| Ineffective follow-up             |               |               |
| Not making time for data          |               |               |

<sup>1</sup> Driven by Data: A Practical Guide to Improve Instruction , Bambrick-Santoyo, Paul (2010).



## Some Advantages of Interim Assessments (Why we Do It)

• Road map for instruction: This is main idea! Rigorous interim assessments define the standards and provide a road map to rigorous teaching and learning. When educators know precisely what skill level their students must reach on each standard, they will have a clear framework for creating a challenging and dynamic curriculum. Traditional curriculum scopes and sequences do not do this on their own.

• Improvement in teaching: Well-designed interim assessments serve to identify weaknesses during the course of the school year. Professional development series (i.e. 60 minute clinics) can be planned from the analysis. Careful attention to results and a constant feedback loop allow teachers to improve their craft, changing strategies in response to changing needs.

• Targeted Focus: By creating concrete benchmarks, interim assessments allow for classroom strengths and weaknesses to be clearly identified and systematically targeted. In providing a baseline standard for comparison, interim assessments offer a comprehensive checkpoint of where a class needs to go and what it will take to get each of the students to that level.

• Accountability: The cumulative nature of interim assessments helps hold teachers and principals accountable for student learning results throughout the year. Rather than waiting for a year-end result, interim assessments make it possible to identify failed teaching strategies while there is still time to fix them.

• Visibility: Interim assessments allow for performance to be charted graphically so that school leaders and staff may see visual evidence of improvement.

• Checking for understanding without teacher support: Interim assessments measure student understanding without what is often called "scaffolded" support (*teacher hints and guidance in problem solving*), which can often reveal great differences between student output (*knowledge*) when supported by the teacher and when not!

• Preparing students for high-stakes assessment: The written format can also be used to simulate the high-stakes tests by which states and many businesses measure academic achievement. Unlike other types of assessments, interim examinations can adopt the structure and content of end-goal tests to determine whether students have precisely the skills they need.



## Assessment: Five Core Drivers

*(These drivers are important for a successful Interim program.):*

1. **Transparent starting point:** Assessments need to be written before the teaching starts, and teachers and schools need to see them in advance: they define the road map.
2. **Common and interim:** Assessments should apply to all students in a grade level and should occur every six to eight weeks.
3. **Aligned to state tests and college readiness:** Assessments should be aligned to state tests in format, content, and length, and also aligned to the higher bar of college readiness via SAT/AP/ IB exams, research papers, and so on.
4. **Aligned to instructional sequence:** Assessments should be aligned to the teachers' sequence of clearly defined grade-level and content expectations, so teachers are teaching what will be assessed.
5. **Reassessed:** Interim assessments should continuously reassess previously taught standards.

### False Drivers:

*(Schools often waste resources on false drivers, which appear to cause success but do not.) These include:*

- Attempts to create total faculty buy-in: **Waste of time. Just do it!**
- Investments in poorly defined "professional learning communities."
- Focus on analyzing year-end results: **Interim data is real time.**
- Any and all analysis that is not directly tied to concrete action: **Results need to create a change in instruction once patterns are found, and questions reviewed. These are the Action plans.**

We need to develop and map out an interim assessment cycle that takes students on an accelerated path to grade-level proficiency. Here are some examples of how the highest-achieving urban schools have accomplished this:

- **Middle Schools:** The initial grade levels have assessments that start with pre-grade-level material and progressively advance to grade-level material, reaching proficiency by the end of the first year or the beginning of the second. For example, at one middle school, the first sixth-grade interim assessment included all pre-sixth-grade content (for example, the fourth- and fifth-grade math standards), the second sixth-grade interim assessment included 25 percent sixth-grade material, and the last sixth-grade interim assessment covered 75 percent of grade-level year-end standards. By the middle of seventh grade, every interim assessment was at or above grade level in terms of its materials.

- **High Schools:** Here, where the gap is even greater, some high-achieving high schools have created pre/post -algebra I classes that cover all necessary building blocks to prepare for higher leveled math. They often double up math classes—having students take algebra core before school and then a standard algebra I/II class during the school day—so students can complete a standard math sequence by the end of the year. OCHS will consider this as we get students from other feeder schools.



## Analysis Circles (Results Meeting Discussions)

THE ANALYSIS MEETING: TEACHER AND LEADER SIDE BY SIDE AT TABLES.

Many have seen the value of creating effective tools for assessment data analysis, however, an often overlooked and equally critical component is that leaders need to lead effective analysis meetings with teachers. *Too often schools assume that simply sitting down with the data is sufficient to ensure quality analysis. That assumption is fundamentally flawed.*

<sup>1</sup>Interim assessment analysis meetings are conferences between teachers and instructional leaders in which results gathered from the last interim assessment are analyzed and discussed. Unlike traditional post-observation conferences, analysis meetings offer insight into months of student learning. Additionally, analysis meetings allow for more specific and nuanced advice than traditional observations since yearlong trends can be systematically assessed and analyzed.

Analysis meetings also work to increase accountability by providing school leaders with a concrete record of class achievement. Finally, and most important, such meetings are integral to changing from a culture focused on what students were taught to a culture focused on what students actually learned, which is the crux of data-driven instruction.

Who Should Conduct the Meeting Ideally, the school principal should conduct data analysis meetings, since this makes it possible to directly supervise the implementation of data-driven

Good assessments provide a tremendous amount of raw data, but great analysis is impossible unless that data is recorded and presented in a readily useful form. Effective data report charts are those that organize student results in a way that allows for analysis at many important levels:

- Question level (the most overlooked level of analysis). You must have questions at hand in the meeting;
- Standard level (all questions measuring the same standard) ;
- Individual student level;
- Whole class level (By Teachers) It is essential that the data report template keep the ultimate users—teachers and school leaders—in mind.

To that end, report templates must have a teacher-friendly learning curve. Templates need not be overly simplistic, but they must be designed so that most teachers can, with reasonable effort, master their complexities. Templates that are too difficult to be useful will lead to frustration, not to results.

### AT THE ANALYSIS CIRCLE MEETING (OVERVIEW)

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<sup>1</sup> Bambrick-Santoyo, Paul (2010-03-18). *Driven by Data: A Practical Guide to Improve Instruction* (Kindle Locations 1427-1438). Jossey-Bass.



1. **Work with the Test in Hand:** It is absolutely essential that assessment analysis be done test-in-hand, with teachers constantly comparing results posted on the template with the assessment questions themselves. Results provide almost no meaningful information unless they can be seen in the context of the assessment itself.
  - Question-Level Analysis with the test in hand, the most basic strategy for results analysis is to look over the template and identify the questions and standards on which students generally performed poorly. When combined with clear and easy-to-read data report templates, this strategy allows educators to quickly identify weaknesses and act on them.
  - Teachers should constantly ask why students bombed given questions. Did students all choose the same wrong answer? Why or why not? By comparing similar standards to one another or by examining trends within given standards, teachers can find the trends in student errors. Do results in fractions influence division of mixed numbers? Do systemic failures in sequence have any relation to the ability to summarize? By understanding the linkages between disparate standards, teachers can better understand why a given question posed problems.
  - At the level of the individual standard, consider if students performed similarly on all questions or if they found some harder than others. If so, why?

Here's an example using a sixth grade Standard-level Analysis of Student Performance (*Using a Sixth-Grade Math Sample for the example*):

- Ratio-Proportion Results Overall: 70%
  - General (Questions 12, 21): 82% Ratio-Proportion
  - Rates (Questions 22, 30): 58%
- If one looked only at performance on all Ratio-Proportion questions, the teacher would assume that most students are doing well and a third of the students need overall remediation. Looking at the first breakdown of the standard, however, it would appear that this teacher should re-teach Rates (58%). Upon looking at the individual question results, however, one finds the following information: Question-level Analysis of Student Performance: Sixth-Grade Math Sample Student Performance on Rates Questions: 22: 35% Question 30: 80%

***At this point, the only way for the teacher to determine what occurred is to look at the actual test items themselves. This is why tests should be in hand during the Analysis.***

2. **Search for Separators:** Another important technique is to seek out questions on which the generally stronger academic students outperform their weaker peers. Such questions are





relevant because they reveal areas where smaller group focus or pullout groups would be highly effective at targeted instruction.

- If for example, three lowest-achieving students answered question 2 incorrectly. Those results clearly indicate that targeted re-teaching and support for those three students on that particular standard could help them catch up to their peers. On the other end of the spectrum, the top third of the class answered question 11 correctly, suggesting that they could be given a stretch assignment while the teacher focuses on re-teaching that standard to the rest of the class—either learning a more challenging application or standard or serving as tutors to their peers during that re-teaching session.
3. **Scan by Student:** Additionally, it's important to review performance not just between questions but also for individual students and it is critically important to carefully examine anomalies in individual student performance before reaching any conclusion. Without it, a student could have been placed in endless re-teaching sessions, while she might have needed only a good night's sleep before an assessment.
- In short, without a student-level analysis like this, it's easy to reach significantly wrong conclusions as to why a student is struggling. Student-by-student analysis like this helps teachers identify the right approach for each student. The following guide lists questions that teachers can ask themselves about their assessment results.
4. **Fast Turnaround—(Laying the Foundation For Effective Action):** Finally, for analysis to be useful it must be timely. Assessment results that are not returned and analyzed in a timely manner are wasted.
- Ideally, schools should design their calendar to ensure that interim assessments are analyzed within forty-eight hours of being scored- 1 week for discussions. By keeping the analysis process under a week, schools can ensure that information gained from data-driven analysis is quickly applied to the classroom and that re-teaching targets weaknesses while material is still fresh in students' minds.



## Reflection Part of Meeting

The following questions are scripted to engage teachers in reviewing the data. As you read through it, they do seem over simplistic and you will add your own, however be leery of teachers who feel attacked by the data, and those who will argue the importance of it, etc. The analysis is all about being reflective of what is going on with every student in the school.

The goal is to effect teacher practice, student practice, all in the goal of excelling student achievement. By arguing or taking blame stances, the end goal will not be as clear to others. You can have individual conversations as need, 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

### MOMENT OF TRUTH

Pass out copies of the data plan to your colleagues and staff.....

- Give 5 minutes for each team to review the data.
- Have them look over patterns in performance
- Have them share answers to the following questions:

**CORE IDEA—QUESTIONS TO ASK DURING INTERIM ASSESSMENT ANALYSIS**

Overarching Questions:

- How well did the class do as a whole?
- What are the strengths and weaknesses in the standards: where do we need to work the most?
- How did the class do on old versus new standards? Are they forgetting or improving on old material?
- How were the results in the different question types (multiple choice versus open-ended, reading versus writing)?
- Who are the strong and weak students?

Deeper Questions:

- Bumped questions—Did students all choose same wrong answer? Why or why not?
- Break down each standard: Did students do similarly on every question within the standard or were some questions harder? Why?
- Compare similar standards: Do results in one influence the other?
- What was the error in students' thinking?
- Sort data by students' scores: Are there questions that separate proficient and nonproficient students?
- Look horizontally by student: Are there any anomalies occurring with certain students?

What do you do when the students have done poorly on every aspect of an interim assessment? You cannot really re-teach all of it; however this is an excellent question. When students fail on almost



all the questions of an assessment, there are obviously major problems. However, our goal is for all students to be proficient, and as we all know, many students arrive well below grade level. So.....expect the question.....how do you address the need to cover more than a year's worth of learning in one year?

The reasons behind bombed performance probably include one or more of the following:

- The test was well above what the students were able to master in the prescribed time period.
- The test doesn't assess what the teacher taught during that time period.
- The students arrived years below grade level, so a grade-level assessment is beyond their reach at the moment.
- The teaching was inadequate. One of the core premises of assessment is that you must start at the students' learning level.
- Deeper cognitive matters (*this will need multiple assessments to verify however*)

### Action Planning

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

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

*Successful action plans share several key characteristics:*

- **Correct analysis:** If analysis is not sound, then plans won't improve student
- **New strategies:** Action plans are only worth creating when a school believes it has room for improvement. If an action plan calls for a continuation of the status quo, then it is a waste of time and resources since more of the same will not yield different results. Plan with purpose, not for the sake of planning in itself.
- **Specific time of implementation:** Any and all suggested changes should be clearly marked with a date and a time for implementation; if a plan is made without a specific and well-defined time for action then it will probably be neglected due to the perpetual demands competing for a teacher's time.

**Action Plan on the Cheap:** Considering this is all new to us, I want to stress that we have to keep it simple! Overly complex strategies and plans will get teachers tied up and frustrated. We have to keep it cheap for them. Sample Action Plan (Math): The table I below is a sample of where we can eventually get with it. A very simple way is to add a reflection/Reteach section to the lesson plan



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2008-2009

template that we use, and have teachers highlight what they will focus on during the week, (See Table II Below). You may want to add this (with added boxes into the template) for multiple subjects and then begin to incorporate the Action Plan detailed in the table below.

Table I: Sample Action Plan (Math): 4 week lesson Plan (Post Interim)

| Date: 10/3-7  | 10/13-17   | 10/25-29                               | 11/1-4  | NOTES |
|---|--|--|---|-------|
| 10/3- Multiplication  | 10/13- Algebraic Subtraction                           | 10/25- Comparisons                     | 11/1- place value                                     |       |
| 10/5- Exponents   | 10/14 Place Value                                      | 10/26-Decimals                         |   |       |
| 10/7- add/subtract -(Easy Math Facts)   | 10/15 Place Value (Identity)                           |  | 11/2- Word Prob                                       |       |
|   |  |  |   |       |
|   | 10/16- Algebraic Subtraction- find the total           |  |   |       |
|   |  |  |   |       |
| 10/3- Open ended discussions. Sample questions for Interim handed out. Work out as class (Modeling) |  |  |   |       |
|   |  |  |   |       |
|   | 10/15 Homework Chapter review                          |  |   |       |
|   | 10/16 -Independent Practice w/ small group focus group |  |   |       |
|   |  |  |   |       |
|   |  | 10/25- Division Quiz                   |   |       |
| 10/5-Multipl Quiz (Whole Numbers) 4.2   |  | 10/26 Multi Step Word Prob.- Sheet 4.7 |   |       |
|   |  |  |   |       |
|   |  |  | 11/2- November skills check (Standards review Wsheet) |       |
|   |  |  |   |       |
|   |  |  |   |       |



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2010-2011

Table II: Sample (Reflection Box) added to Amethod Schools Lesson Plan Template (9<sup>th</sup> Grade)

Students are continuing to struggle with characterization. I think there is a two fold problem, 1 issue is the level of vocabulary used in the answer choices are pretty high. We are continually trying to close the vocabulary deficits with direct vocabulary instruction, word parts, vocabulary in context questions. 2<sup>nd</sup> problem we are having is that we have not addressed this skill as purposely necessary for the in class novels. We're going to start with a focus on characterization and draw some inferencing skills when we begin *The Secret Life of Bees*. It seems fitting because the story is very character driven....

### Conclusion

We must change our practice to stay ahead. SAs our school continue to grow and expand into other areas perhaps, other cities- how do we assure that we remain successful? How can we assure that our practice will work with those kids whom are the hardest to reach? At OCHS they have benefitted from having a strong feeder pattern, but the year they did not what happened (look at 2010 data). Could that have been addressed better. Look AT OCA 6<sup>th</sup> grade data. 65% is not that much higher than OUSD 6<sup>th</sup> grade performance data (56%) - so what does that say about us? Data does not lie, it tells various stories and points out truths that we need to understand and address if we really feel that we are a good system. By simply having smart kids, Asians or strong feeder schools says nothing about a successful program.

The most frequent and important issue we will face will not come from the new staff, it will rise from older staff who hate change. Remember, stagnation is the enemy to growth and greatness in my opinion. The biggest question you will face is also among the simplest: why? People will ask why such dramatic changes are being made and, more fundamentally, why data-driven instruction matters at all. Implementing the core principles of effective professional development and building by borrowing will answer these questions effectively for most school staff members. However, other staff members will have lingering questions, and they will need a brief, personal "sales pitch." Indeed, if you cannot coherently defend data-driven instruction in a minute or less, then faculty, students, and community members will be much less likely to accept it.

Regardless of what others believe, by focusing=g on data, we are changing the culture of our schools. Before, yearend data would be viewed. But really, what good is this for students and teachers? It's after the fact. People get a health assessment, the change habits. They don't go through an autopsy to then discuss what they should have done...what's the point?

# **ATTACHMENT I**



## **Proposed Schedule of Interim Assessments 2011-2012**

Each 6 –week assessment will be composed of 25-30 benchmark questions directly related to the standards that the teachers have covered in the preceding 6 weeks. All the tests are multiple choice and graded by the Data Scanner. Teachers will use a standards achievement worksheet (sample enclosed) to mark the selected standards that have been covered.

As always, if you have any concerns of the prepared questions, ask me no later than 7 days prior to assessment date. Be prepared to analyze the test results by the scheduled Analysis Cycle (Data Dive) meeting by filling out the questionnaire.

### **The 2011 2012 proposed dates are:**

- **September 28-29**
- **November 9-10**
- **January 25-26**
- **March 14-15** (At this assessment all the standards instruction should be close to completion)
- **April 18-19** (Optional assessment to check up on reviewing the standards. Could be for selected students only)

# **ATTACHMENT J**



**BYLAWS**  
**of**  
**Amethod Public Schools**  
*(Formerly Oakland Charter Academy)*  
**A California Nonprofit Public Benefit Corporation**

**ARTICLE I**  
**NAME**

**Section 1.** The name of this corporation is Amethod Public Schools Inc. (formerly Oakland Charter Academy, Inc.) ("Corporation")

**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 is in the City of Oakland, Alameda County, California. The Board of Directors ("Board") may change the principal office from one location to another. Any such change 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; LIMITATIONS**

**Section 1. GENERAL AND SPECIFIC PURPOSES.** The purpose of this Corporation is to manage, operate, guide, direct, and promote the Oakland Charter Academy School ("the School" or "the Charter School") as a public school formed and operating under California's Charter School legislation, California Education Code Sections 47600, et. seq. The Corporation will manage, operate, guide, and direct the education of middle and high school-aged children in an environment that respects rigorous academics, hard work academics, and will carry out the objectives and purposes set forth in its approved school charter ("Charter") and in the Corporation's Articles of Incorporation as amended. Notwithstanding any other provisions of the Articles of Incorporation, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise any powers 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: (1) 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) 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 OF ASSETS**

**Section 1. DEDICATION OF ASSETS.** 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 non-profit 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 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 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 voting members within the meaning of the Non-Profit Corporation Law. Any action which would otherwise require approval by a majority of all members or approval by the members shall require only approval of the Board of Directors. All rights which would otherwise vest in the members shall vest in the Board. The Board may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board finds appropriate.

**Section 2. ASSOCIATES.** Nothing in Article V, Section 1 shall be construed as limiting the right of the Corporation to refer to persons associated with it as "members" even though such persons are not members within the meaning of section 5056 of the California Nonprofit Corporation Law, and no such reference shall constitute anyone a member, within the same meaning. The Corporation may confer by amendment of its Articles or of these Bylaws some or all of the rights of a member, as set forth in the California Nonprofit Corporation law, upon any person or persons who is without the right to vote in the election of directors or on a disposition of substantially all of the assets of the Corporation or on a merger or on a dissolution or on changes to the Corporation's Articles or Bylaws. No such person, however, shall be a member within the meaning of said section 5056.

**ARTICLE VI  
BOARD OF DIRECTORS**

**Section 1. GENERAL CORPORATE POWERS.** Subject to the provisions and limitations of California Nonprofit Public Benefit Corporation Law, the Articles of Incorporation, these Bylaws, and 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 in accordance with the approved Charter.

**Section 2. SPECIFIC POWERS.** Without prejudice to the general powers set forth in Article VI, section 1 of these Bylaws, but subject to the same limitations, the Board shall have the following powers in addition to other powers enumerated in these Bylaws and permitted by law:

- a. To select and remove at the pleasure of the Board, all officers, agents, and employees of the Corporation; to prescribe powers and duties for them as may be consistent with law, the Articles of Incorporation, and these Bylaws; to fix their compensation; and to require from them security for faithful service;
- 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. To adopt, make and use a corporate seal, and alter the form of the seal from time to time, as it deems best;
- d. 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;
- e. To carry on a business at a profit and apply any profit that results from the business activity to any activity in which it may lawfully engage;
- 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 subject to such trust;
- g. To acquire by purchase, exchange, lease, gift, devise, bequest, and to hold, improve, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real personal property;
- h. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose;
- i. To carry out such other duties as are described in the Charter.

**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 AND QUALIFICATION OF DIRECTORS.** The number of directors shall be no less than three (3) and no greater than seven (7) unless changed by amendment to these Bylaws. The desired and coveted qualifications for directors are as follows:

- a. One to two (1-2) Director(s) will be business owners /managers, employees, or executives of corporations, organizations, municipalities, or companies from the San Francisco Bay Area.
- b. One (1) Director will be affiliated with a college or University.
- c. One Director may be a university student, and/or alumni of the Amethod/Academy Program.
- d. One to two (1-2) Director(s) will be a person with background in finance, investments, city business and/or banking.
- e. The Executive Director may be a director.
- f. One (1) Director may be a lawyer or a person affiliated with a professional law corporation.
- g. One Director may be a person affiliated or familiar with commercial real estate expertise and city planning and zoning regulations.

**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, descendent, spouse, brother- in-law, sister- in-law, son- in law , daughter- in-law, mother- in-law or father- in-law of such person. However, any violation of the provisions of this paragraph shall not affect the validity or enforceability of any transaction entered into by the Corporation.

**Section 6. ELECTION, DESIGNATION, AND TERM OF OFFICE.** The original directors shall be appointed by the Incorporator of the Corporation. Thereafter, directors shall be elected at each annual meeting of the Board. Each director shall hold office for a term of four (4) years, from August 1 through July 30, until the next annual meeting of the Board or until

a successor has been elected and qualified. Members may serve up to eight consecutive (2 terms).

**Section 7. VACANCIES ON THE BOARD.** A vacancy or vacancies on the Board shall exist on the occurrence of the following:

- a. The death or resignation of any director;
- b. 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
- c. The increase of the authorized number of Directors.

**Section 8. RESIGNATION OF DIRECTORS.** Except as provided below, any director may resign by giving written or verbal notice to the Chairperson of the Board, if any, or the President or the Secretary of the Board. The resignation shall be effective when the notice is given unless it specifies a later time for the resignation to become effective. 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. The Board has the authority to declare that any director who has been absent without excuse from three or more Board meetings in one term has voluntarily resigned.

**Section 9. 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 10. VACANCIES FILLED BY BOARD.** Vacancies on the Board may be filled by approval of the Board or, if the number of directors then in office is less than a quorum, by:

- a. the unanimous vote 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 11. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS.** Any reduction of the authorized number of directors shall not result in the removal of any director before his or her term of office expires.

**Section 12. LOCATION OF BOARD MEETINGS.** Meetings of the Board shall be held at any place within California, in accordance with any applicable laws, as designated by resolution of the Board or in the notice of the meeting, or, if not so designated, at the principal office of the Corporation. Board meetings will be held quarterly.

**Section 13. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT.** Any Board meeting may be held by telephone conference, video screen communication, or other communications equipment. Participation in such a meeting shall constitute in person presence if all the following apply:

- a. Each member participating in the meeting can communicate concurrently with all other members;
- b. Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the Corporation;
- c. The Board has adopted and implemented a means of verifying both of the following: A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board meeting; and
- d. All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

The meeting must meet all the requirements of the Brown Act (Government Code section 54950 et seq.).

**Section 14. ANNUAL AND OTHER MEETINGS.** Pursuant to sufficient notice, the Board shall hold an annual meeting for the purposes of organization, selection of directors and officers, and the transactions of other business.

**Section 15. REGULAR MEETINGS.** Regular meetings of the Board shall be held at quarterly, unless otherwise noted. Such meetings shall comply with the notice and open meeting provisions of the Brown Act (Government Code section 54950 et seq.).

**Section 16. SPECIAL MEETINGS.** Special meetings of the Board for any purpose may be called by the chairperson of the Board, if any, the president, any vice president, the secretary or any two directors.

- a. Manner of Giving Notice. Notice of the time and place of special meetings shall be given to each director by one of the following methods:
  1. By personal delivery of written notice;
  2. By first-class mail, postage prepaid;
  3. By telephone, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; or
  4. By facsimile or telegram, charges prepaid.

All such notices shall be given or sent to the director's address or telephone number as shown on the records of the Corporation.

- b. Time Requirements. Special meetings of the Board may be held only after each director has received at least twenty-four (24) hours notice given personally or by telephone, telegraph, fax, or other similar means of communication in accordance with provisions of the Brown Act (Government Code section 54950 et seq.).
- c. Notice Content. The notice of a special meeting shall state the time and location of the meeting and shall briefly describe the items on the agenda.

**Section 17. EMERGENCY MEETINGS.** Emergency meetings may be held for those limited purposes as specified in the Brown Act. Notice and posting of agendas shall be made in accordance with the Brown Act. An "emergency" as defined in Government code section 54956.5 includes "matters upon which prompt action is necessary due to the disruption of public facilities" such as a "work stoppage or other activity which severely impairs public health, safety, or both" or a "crippling disaster which severely impairs public health, safety, or both."

**Section 18. NOTICE OF REGULAR MEETINGS.** Notice of the time and place of meetings shall be given to each director either by:

- a. personal delivery of written notice;
- b. first-class mail, postage prepaid;
- c. telephone, including via a voice messaging system or other system or technology designed to record and communicate messages, either director to the director, or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director;
- d. telegram;
- e. facsimile;
- f. electronic mail; *or*
- g. other electronic means.

All such notices shall be given or sent to the director's address or telephone number as shown on the Corporation's records.

Notice sent by first-class mail shall be deposited in the U.S. mail at least four (4) days before the time set for the meeting. Notices given by personal delivery, telephone, electronic mail, or telegraph shall be delivered in accordance with the notice provisions of the Brown Act.

The notice shall state the time of the meeting and the place of the meeting if other than the Corporation's principal office. The notice need not specify the purpose of the meeting.

**Section 19. QUORUM.** A majority of the authorized number of directors shall constitute a quorum for the transaction of business, except adjournment. Every action taken or

decision made by a two-thirds vote of the directors present at a duly held meeting at which a quorum is present shall be the act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to: approval of contracts or transactions in which a director has a direct or indirect material financial interest; approval of certain transactions between Corporations having common directorships; creation of and appointments to committees of the Board; and indemnification of directors.

A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

**Section 20. 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 21. ADJOURNMENT.** A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

**Section 22. NOTICE OF ADJOURNED MEETING.** Notice of the time and place of holding an adjourned meeting must be given at least 24 hours before the time of the meeting specified in the notice. Notice of any adjournment to another time and place shall be given, before the time of the adjourned meeting, to the directors who were not present at the time of the adjournment.

**Section 23. CONFLICT OF INTEREST.** Any Director, officer, key employee, or committee member having an interest in a contract, or transaction, or program presented to or discussed by the Board or committee for authorization, approval, or ratification shall make a prompt and clear disclosure of his or her interest to the board or committee prior to its acting on such contract or transaction.

Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during in the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made the vote thereon and, where applicable, the abstention from voting.

*The policy requires:*

- Regular annual statements from directors, officers, key employees to disclose existing and potential conflict of interest, and;



- Corrective and disciplinary actions with respect to transgressions of such policies.

**Section 24. COMPENSATION AND REIMBURSEMENT.** Directors and members of committees shall receive no compensation for their services as directors, but may receive just and reasonable reimbursement for expenses.

**Section 25. 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 26. RULES OF PROCEDURE.** All meetings of the Board and of the committees shall be conducted in accordance with Robert's Rules of Order.

**Section 27. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Charter School and the Board of Directors 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.

**Section 28. CONTRACTS WITH DIRECTORS AND OFFICERS.** No director of this Corporation nor any other corporation, firm, association, or other entity in which

one or more of this Corporation's directors are directors or have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board prior to the Board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the Board considers and in good faith decides after reasonable investigation that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This section does not apply to a transaction that is part of an educational or charitable program of this Corporation if it (a) is approved or authorized by the Corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are the class of persons intended to be benefited by the educational or charitable program of this Corporation. All actions taken under this Section must be made in compliance with all applicable conflict of interest laws.

**Section 29. LOANS TO DIRECTORS AND OFFICERS.** This 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 30. 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 VII COMMITTEES**

**Section 1. COMMITTEES.** To facilitate the consideration and management of the Corporation under the Charter and as a corporate legal entity, the following committees may be created as set forth within this section. 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 chairperson of the committee.

- 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 Executive Director or Principal. The Executive Committee shall be composed of the President, Vice-President of the Board, Secretary and Treasurer.

- b. Other Committees of the Board. The corporation or Board, may, from time to time be designated by resolution of the Board of Director. 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 and actions of committees of the Board shall be governed by, held and taken in accordance with the provisions of these Bylaws, except that the time for regular meetings of such committees and the calling of special meetings of such committees may be determined by resolution of the committee of the Board or of the Board. Minutes of each meeting of any committee of the Board shall be kept and filed with the corporate records. The Board may adopt rules for the government of any committee that are consistent with these Bylaws or, in the absence of rules adopted by the Board, the committee may adopt such rules.

## ARTICLE VIII OFFICERS OF THE CORPORATION

**Section 1. OFFICERS OF THE CORPORATION.** The officers of the Corporation shall be a President Vice-President, a secretary, and a treasurer. . Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as either the president or the chairperson of the Board.

**Section 2. ELECTION OF OFFICERS.** The officers of the Corporation, and the officers of the School, except as appointed under Section 3 of this Article, shall be elected annually by the Board and each shall serve at the pleasure of the Board, subject to the rights, if any, of any officer under any contract of employment.

**Section 3. OTHER OFFICERS.** The Board may appoint and may authorize the president or other officer to appoint any other officers that the School or Corporation may require, each of whom shall have the title, hold office for the period, have the authority, and perform the duties determined by the Board.

**Section 4. 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 either the President or Chairman of the Board.

**Section 5. REMOVAL OF OFFICERS.** Without prejudice to any rights of an officer under any contract of employment, any officer may be removed, with or without cause, by the Board or by an officer on whom the Board may confer that power of removal. An officer that was not chosen by the Board may be removed by any other officer on whom the Board confers the power of removal.

**Section 6. RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Corporation. The resignation shall take effect as of 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 appointments to that office, provided that such vacancies shall be filled as they occur and not on an annual basis.

**Section 8. PRESIDENT.** Subject to such supervisory powers as the Board may give to the President of the Board, if any, the president shall, subject to the control of the Board, and in conjunction with the Officers of the School, assist in supervising and directing the business, activities, affairs and the officers of the Corporation.

**Section 9. VICE PRESIDENT.** In the absence or disability of the president, the vice presidents, if any, in order of their rank as fixed by the Board or, if not ranked, a vice president designated by the Board, shall perform all duties of the president. When so acting, a vice president shall have all powers of and be subject to all restrictions on the president. The vice presidents shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.

**Section 10. SECRETARY.** The secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board, or committees of the Board. The minutes of meetings shall include the time and place the meeting was held, whether the meeting was general or special and, if special, how authorized, the notice given, the names of those present at Board and committee meetings.

The secretary shall keep or have kept at the principal office in California, a copy of the Articles of Incorporation and Bylaws, as amended to date.

The secretary shall give, or cause to be given, all required notices of all meetings of the Board and of committees of the Board. The secretary shall keep the corporate seal in safe custody, and shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.

**Section 11. TREASURER.** 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 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. The books of account shall be open to inspection by any director at all reasonable times.

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 president and directors, 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.

If required by the Board, the treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of his or her office and for restoration to 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.

## **ARTICLE IX SCHOOL OFFICERS**

**Section 1. NUMBER, APPOINTMENT AND TERMS OF SCHOOL OFFICERS.** The officers of the School shall include an Executive Director or Principal. The Board may also elect, at its discretion, one or more assistants to the Executive Director, or vice-Principals, and such other officers as may be appointed in accordance with Article VIII, section 3 of these Bylaws. All School officers shall be elected in accordance with Article VIII, section 2 of these Bylaws. The Executive Director, within general guidelines approved by the Board, may appoint other administrative staff as necessary to conduct the business of the School.

**Section 2. DUTIES AND AUTHORITY OF EXECUTIVE DIRECTOR.** The Executive Director or Chief Executive Officer shall be the executive and educational head of the Schools, organization, and shall carry out the policies of the Board, attend to all matters entrusted to his or her care by the Board and shall exercise such general supervision and direction over School affairs as will promote the highest efficiency of the School, including the following duties:

- a. Be the chief administrator of the School, responsible to the Board for the execution of all administrative functions;
- b. Report to the Board the appointment or promotion of or change in the faculty or staff of the School;
- c. Report to the Board at each of its meetings on matters of importance to the School and make a report at each meeting on the business and affairs of the School during the preceding academic year and on its condition at the end of such year;
- d. Present for consideration at any Board meeting measures deemed necessary or expedient for the welfare of the School;

The Executive Director may be member of all committees. If the office of Executive Director or Chief Executive Officer becomes vacant by reason of disability, death, resignation, removal or otherwise, the Board shall appoint an Acting Executive Director of the organization and schools.

**Section 3. DUTIES AND AUTHORITY OF ASSISTANTS TO THE EXECUTIVE DIRECTOR.** If any assistant to the Executive Director is appointed, he or she shall be concerned with the administration of educational policies and regulations and with such other matters as may be delegated by the Executive Director of the organization and schools and approved by the Board.

**Section 4. OTHER OFFICERS.** Such other officers shall have such duties and responsibilities as shall be recommended by the Executive Director and approved by the Board.

## ARTICLE X INDEMNIFICATION

**Section 1. DEFINITIONS.** For the purpose of this Article X, "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; "proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative, or investigative; and "expense" includes, without limitation, attorneys' fees and any expenses of establishing a right to indemnification under Section 5 of this Article.

**Section 2. INDEMNIFICATION.** To the fullest extent permitted by law, this Corporation may indemnify its directors, officers, employees, and other persons described in Corporation Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section. "Expenses," as used in this Bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board by any person seeking indemnification under the Corporations Code section 5238(b) or section 5238(c), the Board shall promptly decide under Corporations Code section 5238(c) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board shall authorize indemnification.

The Corporation shall have the power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action by or in the right of the Corporation, or brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or brought by the Attorney General or a person granted relater status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the Corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed

to be in the best interests of the Corporation, and with such care, including reasonable inquiry, as an ordinarily prudent person in alike position would use under similar circumstances.

No indemnification shall be made under this Section:

- a. In respect of any claim, issue, or matter as to which such person shall have been adjudged to be liable to the Corporation in the performance of such person's duty to the Corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;
- b. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or
- c. Of expense incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

**Section 3. INDEMNIFICATION AGAINST EXPENSES.** To the extent that an agent of the Corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 of this Article or in defense of any claim, issue, or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

**Section 4. REQUIRED DETERMINATIONS.** Except as provided in Section 3 of this Article, 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 2 of this Article, by:

- a. a majority vote of a quorum consisting of directors who are not parties to such proceeding; or
- b. 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.

**Section 5. ADVANCE OF EXPENSES.** Expenses incurred in defending any proceeding may be advanced by the Corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article.

**Section 6. OTHER INDEMNIFICATION.** No provision made by the Corporation to indemnify its or its subsidiary's directors or officers for the defense of any proceeding, whether contained in the Articles, Bylaws, a resolution of members or directors, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in

this Article shall affect any right to indemnification to which persons other than such directors and officers may be entitled by contract or otherwise.

**Section 7. FORMS OF INDEMNIFICATION NOT PERMITTED.** No indemnification or advance shall be made under this Article except as provided in Sections 3 and 4 (b) of this Article, in any circumstances where it appears: that it would be inconsistent with a provision of the Articles, these Bylaws, 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 prohibit or otherwise limit indemnification; or that it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

**Section 8. NONAPPLICABILITY TO FIDUCIARIES OF EMPLOYEE BENEFIT PLANS.** This Article does not apply to any proceeding against any trustee, investment manager, or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the Corporation. The Corporation shall have power to indemnify such trustee, investment manager, or other fiduciary to the extent permitted by Section 207 (f) of the California General Corporation Law.

## **ARTICLE XI INSURANCE**

**Section 1. INSURANCE.** The Corporation shall have right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee or agent in such capacity or arising from the officer's, director's, employee's or agent's status as such.

## **ARTICLE XII MAINTENANCE AND INSPECTION OF CORPORATE RECORDS**

**Section 1. MAINTENANCE OF CORPORATE RECORDS.** The Corporation shall keep both adequate and correct books and records of accounts and written minutes of the proceedings of its Board, and committees of the Board.

**Section 2. INSPECTION BY DIRECTORS.** Every director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the Corporation for a purpose reasonably related to the director's interests as a director.

## **ARTICLE XIII 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.



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's code section 5238(e)(2).

## **ARTICLE XV 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.** New Bylaws may be adopted, or these Bylaws may be amended or repealed; by a majority vote of the Board.

**Section 3. VALIDITY OF INSTRUMENT.** Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the Corporation and any other person, shall be valid and binding on the Corporation when signed by the President, Co-President, Vice-President, 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 set by the Board.

**Section 5. INTERPRETATION OF THE CHARTER.** In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of the Charter will prevail.

## ARTICLE XIV REQUIRED REPORTS

**Section 1. ANNUAL REPORTS.** The Board may cause an annual report to be sent to directors 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 of receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. An independent accountants' 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; and
- f. Any other information the Board deems relevant.

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.

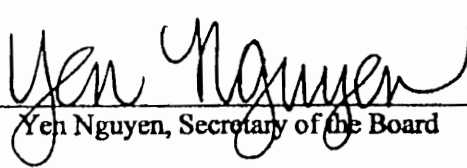
**Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director 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 'interest 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 involved, in the aggregate, more than \$50,000. For this purpose, an 'interested person' is either:
  - Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
  - Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a

**CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of the Oakland Charter Academy, a California non-profit public benefit corporation; that these Bylaws are the Bylaws of this corporation as adopted by the Board of Directors on; and that these Bylaws have not been amended or modified since that date.

Executed on 18th of June, 2010 at Oakland, California.



Yen Nguyen

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Yen Nguyen, Secretary of the Board

# **ATTACHMENT K**



# Program Planning Model

Organization: \_\_\_\_\_ School/Program: \_\_\_\_\_ Date: \_\_\_\_\_

Purpose(s): \_\_\_\_\_

Start here and work to the left or right. Use bullets and quantify information where possible.

| Program Planning Section   |   |   | Evaluation Section                                       |  |  |
|--|---|---|--|--|--|
| Inputs   | Activities  | Outcomes  | Targets or Objectives                                    | Indicators   | Methods/Tools  |
| Ingredients needed to conduct the activities and accomplish the outcomes (Examples: participants, staff, volunteers, materials, equipment, \$) | How, or, the methods and actions undertaken to achieve the outcomes | The benefits, changes or improvements that will result from your implemented program or project | Projected level of success or result you hope to achieve | The way change is observed and the data you will collect to measure the progression towards an outcome | The way in which you will collect the indicator data. How? |
|  |   |   |  |  |  |
|  |   |   |  |  |  |
|  |   |   |  |  |  |

# **ATTACHMENT L**



**Amethod Public Schools**

# School Emergency Procedures

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*The safety and security of our students and staff are top priorities for  
Amethod Public Schools.*

[www.amethodschools.org](http://www.amethodschools.org)

## **CRISIS PREPAREDNESS:**

### **School Emergencies**

#### Introduction

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The safety and security of our students and staff are top priorities for Amethod Public Schools (AMPS). This booklet explains some of the procedures that have been planned and practiced in the event of an emergency at your child's school.

School administrators will seek to work closely with police, fire, emergency services and public health to ensure our Safety & Crisis Manual reflects appropriate practices and all schools are prepared for emergencies. Amethod Public Schools takes an all-hazards approach to emergency readiness. We are prepared to work in partnership with emergency responders should a critical incident occur in one of our schools.

Our comprehensive emergency plan addresses a multitude of potential incidents, not because we expect them to occur, but because we want to be prepared in case they do. For security reasons, specific details are not made available to the public; however, parents and students have a vital role and it is important that you know what to do in an emergency. Please review information in this booklet, in advance of the school year, to make sure you and your child understand the emergency procedures.

#### What is an Emergency?

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An emergency is any unexpected incident that could possibly put your child's safety at risk. It could be anything from a disruption in utilities to a terrorist activity and could affect one child, one school, or the entire school district. School officials, and sometimes emergency responders, will evaluate the seriousness of each situation and determine the best action to respond quickly, safely and appropriately.

Advanced planning and preparation can minimize the risks in any emergency situation. This brochure offers guidelines for preparedness, what parents should do, and what the school will do in the event of an emergency. Communication procedures and student release procedures are also outlined.



## Preparedness – What Should Parents do to Prepare for an Emergency?

Parents have an invaluable role in preparing their children for emergencies. Listed below are some of the ways you can help them understand that if an emergency occurs at school, teachers and school officials are trained to handle the situation. Reassure them you will be contacted by the school and you will be reunited with them as soon as it is safe to do so.

- Be sure emergency contact information is current and correct. Contact the school immediately whenever your work, home or cell number changes. AMPS Schools will also send out a review questionnaire two times throughout the year in case families may have forgotten to update their information.
- Keep the school informed of any medical conditions or physical limitations your child may have or medications your child may be taking. Provide the necessary medical supplies and medication for daily use and an additional supply to carry your child through an emergency. If there are questions about the appropriate amount of medication or supplies, please consult your child's physician.
- Identify who is authorized to pick up your child if you are not able to respond. Make sure their contact information is current and correct. *Please understand your child will only be released to parents and persons identified on the emergency contact list. Discuss this information with your child.*
- Make sure your child knows their parent or guardian's name, address and phone numbers. If there is only one parent or guardian, your child should have contact information for a second responsible adult.
- Talk with your child about the importance of remaining calm and following instructions in the event of an emergency. If an emergency occurs while they are at school, their teacher will provide them with appropriate instructions and information.
- Let your child know they could be moved to another location until you can pick them up. Explain the term "evacuation" so they are not afraid of being evacuated from their school.
- Explain that cell phones should not be used during an emergency unless directed to do so by a teacher. Emergency responders will depend on cell phones for communication. If students and parents are trying to contact each other, cell phone circuits may become overloaded, interfering with the ability of emergency personnel to communicate vital information.
- Whenever you are on school grounds, remain alert to activity in and around the school. Report any suspicious activity to school administration so they can investigate.
- Establish a family preparedness plan including a communications plan. This will enable you to communicate with all family members during an emergency.
- In case of an emergency in which your child cannot go to their home, make sure there is another place he or she can go and be safe while waiting for a family member to pick them up

What Will Schools do in the Event of an Emergency? \_\_\_\_\_

What our schools do in an emergency depends on the situation and the specifics of the incident. We will make every attempt to ensure that instruction continues, even when it becomes necessary to lock down the school. Depending on the severity of the threat or emergency, additional measures may be taken, including sheltering-in-place, evacuating students from the building or closing the school early.

If emergency responders are called to the scene, we will work with them in a unified command to determine which plan should be implemented. School emergency plans vary from school to school, based on school size, building layout and other relevant factors, and are initiated depending on the events unfolding at the time of the incident.

While every school has pre-established plans of action, evacuation sites, and family reunification plans, these plans must remain flexible as conditions change. Parents will be informed as soon as we have done everything we can to ensure the safety of students and when it becomes possible to provide accurate and helpful information.

Protective Actions the School May Use \_\_\_\_\_

Each school has an emergency preparedness plan involving a number of possible actions. The response varies, depending on the conditions and the situation, and is determined by a school administrator to make such decisions. It is important for parents to understand that if a critical incident occurs, students will be dismissed to parents only when danger has passed.

***Schools may use the following protective actions:***

- **Lockdown** - A lockdown may be used because of an event inside the building or because something is happening outside and police have determined it is best to make sure the school is protected. The purpose of a lockdown is to restrict the movement of staff and students, and to fully secure the building. During a lockdown all interior and exterior doors are locked. No one is permitted to enter or exit the building until school officials, often working in conjunction with police, have determined it is safe to do so. All staff, students and visitors are accounted for and instruction continues. The length of the period of lockdown is based on the situation at hand, and could be a few minutes or hours.

It is possible that a lockdown might involve detaining students beyond the regular school day. It is never our intention to hold students unnecessarily, but we will do so to ensure their safety. Conditions will return to normal as soon as it is safe to do so.

Parents may or may not be notified when the school goes into lockdown. There are times when the school goes into lockdown for drills or training, or for an external event that does not involve the school. The school administrator and Executive Director will determine when the event is significant enough to notify parents.

- **Shelter-in-Place** - This protective action is considered when an event takes place outside of the school and officials determine the safest course of action is to keep students and staff inside the school until the external event is handled. Some examples could be a weather situation, hazardous materials release, or a situation unfolding in the community into which children should not be released. Students who are outside are moved inside, including students who are in portable classrooms or trailers. If a shelter-in-place is called for and may extend beyond the school day, parents will be advised.
- **Evacuation** - If it is unsafe for students and staff to remain inside the building, the school will be evacuated. Students and staff may remain on school grounds until the building is safe to re-enter or be relocated to a safe location off school property, depending on a variety of circumstances. In the event of an off-campus evacuation, school administrators will work with emergency officials to move students to a safe location. From there the students will either be transported home or wait for family members to pick them up from the reunification site. In either event, the school administrator and Executive Director will make sure parents are notified.
- **Emergency School Closing** - This procedure will take place when school administrators determine students are safer at home than at school. This most often occurs due to loss of utilities or a weather emergency. Parents will be notified that school(s) will be closing.
- **Off-Site Family Reunification** - Students are moved off-site when school officials determine students and staff should not re-enter the building until it is rendered safe. Several off-site locations are determined in advance, but are not shared with parents until an incident unfolds. Police and school officials choose the best reunification site at the time of the incident depending on the circumstances of the emergency. Parents will be notified of the family reunification site as soon as it is tactically appropriate to do so. Our main priorities in an off-site evacuation are student safety and accountability. We want to make sure students are released to authorized individuals and a sign-out procedure will be initiated.

In the event of an off-site school evacuation, parents will be provided information as to where the reunification site is located. Parents or authorized adults will be required to show photo identification in order to pick up a child as emergency staff may not be your child's specific teacher or staff member. The process may take some time because we want to make sure reunification is made with authorized individuals.

#### What Should Parents do in the Event of an Emergency?

The most helpful parental responses to a school emergency are to remain calm and wait for accurate information to be sent to the number listed on your child's emergency contact. We understand it is a natural instinct for parents to want to rush to their child. It is important for you to understand that, during such an event, individual schools and emergency responders have made preparations to deal with these incidents. Your cooperation in an emergency is essential to the safe and swift resolution of the incident.

**\*\* Please do not call the school.** It is essential to keep phone lines open so school officials can make outgoing emergency calls. If students are ill or injured, the parents of those students will be notified first.

**\*\*Please do not go to the school.** As we have learned from others whom have dealt with school emergencies, one of the greatest challenges during an emergency is how to manage an onslaught of parents and concerned citizens rushing to the scene to "help." By doing so, parents can inadvertently create traffic jams that may block emergency responders from getting to the scene or leaving if necessary to transport injured staff or students to emergency medical facilities.

#### **Parents/families should :**

- ✓ Remain calm, follow procedures, and cooperate with school and public safety officials.
- ✓ Remain close to the phone listed as your emergency contact number.
- ✓ Tune in to radio or television stations designated to carry emergency information. See "Emergency Communications" section below.
- ✓ Obtain current information about the incident from the district website at [www.amethodschools.org](http://www.amethodschools.org)
- ✓ Understand that emergency pickup procedures are different than routine pickup procedures. In the event you are notified to pick up your child at school or at the designated family reunification site, bring a photo identification card. If you must send someone else to pick up your child, be sure it is someone who is listed on school records as an authorized individual and they are in possession of a photo ID. *Your child will not be released to anyone who is unauthorized or who cannot provide appropriate identification.*
- ✓ Follow emergency procedures. If you are asked to pick up your child, you will be asked to follow the checkout procedure established for emergencies. The reunification system was developed to ensure the safety of students and it is vital that the procedure be followed.
- ✓ Remain in designated areas at the family reunification site.
- ✓ Be patient. It is essential that the family reunification procedure be carried out in an orderly manner so we can protect and account for all of our students.

***\*\* Remember, we need to work together during the hectic times of crises! By becoming irate or belligerent during heated moment only serves to make worse already chaotic times.***

## Emergency Communications - Parent Notification (Incident)? \_\_\_\_\_

Our first priority is to ensure all students are safe, accounted for, and under adult supervision. As soon as it is possible to do so, the Site Administration and/or Executive Director will communicate information to parents and the community. The school sites and organization information is as follows:

1. **AMPS Website** ([www.amethodschools.org](http://www.amethodschools.org))
2. **School Numbers:**  
OCA: (510) 532-6751 High School: (510) 893-8700: Downtown Middle (510) 893-8700
3. **Amethod Public School Information line** (\* a 1 800 hotline will be available in August 2011.)

In the event of a significant emergency, parents are encouraged to tune in to one of the local radio or television stations to follow the event as it unfolds.

*Some examples are:*

### **Radio:**

- AM 740- KCBS News Radio
- AM 1010- KIQI (Spanish Language)
- AM 1400 - KVTO (Cantonese)

**Television:** *(Some channels may be different than the ones listed due to your cable provider. Please check and confirm the channels through your provider)*

- Channel 2 - KTVU
- Channel 14- Univision (Spanish)
- Channel 26- KTSF (Mandarin/Cantonese)

### **Recovery after a Crisis** \_\_\_\_\_

The school officials understand that a traumatic event in a school or in the community can have an emotional impact on staff and students. If there is a chance a critical incident makes an emotional impact upon staff or students, Amethod Public Schools administration and staff will work with together community providers to establish an assistance network through usage of local counselors, media, medical professionals, and emergency personnel to assist .

Again, many emergencies cannot be prevented. For the sake of the safety of all involved, it is very important to remain calm during an emergency and to follow the predetermined procedures.

### **For Additional Information** \_\_\_\_\_

- For additional information about the AMPS Safety & Crisis Plan, visit the Amethod Schools website at [www.amethodschools.org](http://www.amethodschools.org) .
- For information about the Safety & Crisis Plan for your child's specific AMPS school, contact the school administrator.
- For additional emergency information - California Emergency Management Agency (916) 845-8510 [www.calema.ca.gov](http://www.calema.ca.gov)
- An excellent website on emergency readiness is [www.ready.gov](http://www.ready.gov)

## SAFETY PROGRAM

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### EARTHQUAKE DRILLS

Earthquakes happen with no warning; thus life-protecting actions must be taken at the first indication of ground shaking. Even in the most severe earthquake, buildings rarely collapse completely. Injury and even death are most often caused by the shattering and falling of non-structural elements, such as windows glass, ceiling plaster, lighting fixtures, chimneys, roof tiles, and signs. There will be no time to think what to do; therefore, of all earthquake- preparedness measuring, **EARTHQUAKE DRILLS ARE THE MOST IMPORTANT.**

An earthquake may not occur during the childhood of the student. However, the earthquake safety lessons they learn will stay with them and be useful in adulthood, both for themselves and to pass on their children.

Regular earthquake evacuations drills should occur separately from, but with the same frequency, as fire drills. Drills should regulate simulate emergencies such as jammed doors, and blocked hallways and stairways.

#### **Drills**

*Site Directors will coordinate announced and unannounced drills periodically. They will discuss the outcomes after the drills.*

#### **The following are recommended drill procedures for a teachers and class of students:**

- ***All Persons should:***

- TAKE COVER under desk or tables
- FACE AWAY from windows
- ASSUME "CRASH" POSITION on knees, head down, hands clasped on back of neck or head covered with book or jacket
- COUNT ALOUD to 60—earthquakes rarely last longer than 60 seconds and counting is calming.

- ***Teachers should:***

- Issue the "take cover" order
- Also take cover for 60 seconds
- Review evacuation procedures.
- Select and train 2 monitors for emergency situations and procedures *\*(If the teacher is injured, two student's monitors should have designated authority to give instructions.)*

- ***In other areas of the school, at the first sign of an earthquake, occupants should:***

- Move away from windows, shelves and heavy objects that may fall
- take cover under a table or desk, in a corner or door way
- In halls, stairways and other areas where no cover is available, move to an interior wall; kneel with back to wall; place head close to knees; clasp hands behind neck; and cover side of head with arms
- In the library, move away from where books and bookshelves may fall and take cover
- Stay inside—usually the most dangerous place is just outside where building debris may fall; exit only after shaking has stopped
- In science laboratories, extinguish all burners, if possible, before taking cover; stay away from hazardous chemicals that may spill.

Simulation exercise should occur outdoors as well as inside the school. Students and teachers should move to open space away from buildings and overhead power lines; lie down or crouch because legs will be unsteady; and look around to be aware of dangers that may require movement.

Indoors or outdoors, **TAKE ACTION AT THE FIRST INDICATION OF AN EARTHQUAKE.**

**Post Earthquake:**

After an earthquake, building evacuation should occur as soon as possible, due to the possibility of aftershocks, the building collapse, fires and explosions.

• ***Students should:***

- EVACUATE the building in single file when instructed by the teacher or monitor
- KEEP CALM
- WEAR SHOES

• ***Teachers Should:***

- INSTRUCT Students to evacuate when all shaking has stopped
- LEAD class to the designated assembly area
- BE PREPARED to choose alternative escape route in case of fire or exit blockage
- Take class list, I.D's, first aid kit
- APPLY I.D. information to all primary and injured students
- GIVE FIRST AID, if necessary (only if your certified)
- DO NOT RE-ENTER the building unless instructed by the principal.

*\* Copies of the standard drill procedures will be given to each teacher to implement in the classroom.*

*Discussions and Projects*

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Earthquake drills should be preceded by classroom discussions. These should be about the need for and purpose of drills. Teachers should dispel myths, such as "The earth will open up and swallow you." The contents of this guidebook may be used to explain what to expect, what to do, and why.

**Evaluation**

Periodically, the staff and faculty should evaluate the effectiveness of their earthquake drills.

**The following checklist may be used for evaluation and in the initial planning of the drills:**

- Have completed 'quake-safe' action drills been issued to all concerned?
- Are all students and staff familiar with the "take cover" procedure?
- Have students and teachers demonstrated their ability to take cover immediately?
- Do students know what to do in areas without shelter?
- Do students stay quite during drill?
- Are teachers able to maintain relative calm and reassure their students?
- Do students and teachers know and understand evacuation procedures?
- Does everyone know their safe evacuation assembly area?
- Do teachers remember to take their class roster and evacuation checklist to the assembly area after evacuation?
- Have other staff members practiced their roles during earthquake drills?
- Have emergency variations been practiced (eg. exits blocked, aftershock occurring, etc.)?
- Have students had sample opportunity to discuss their fears and concerns about earthquakes, including how they can help each other?

## **Seismic Hazards**

Seismic hazards can be considered in three categories:

1. Classroom hazards that can be corrected by students and teachers;
2. Maintenance hazards that require special skills for corrections; and
3. Neighborhood hazards that possibly cannot be corrected, but can be taken into account in the response plan.

*The following are suggestions on how to eliminate seismic hazards:*

### **1. Classroom Hazards**

- Heavy loose objects that could cause injury should not be stored on shelves or hanging where they can fall more than one meter above the floor
- Hazardous materials such as may be found in science laboratories and industrial education shops must be stored in an approved cabinet or a designated storage room

### **2. Maintenance Hazards**

- All industrial education machines tools and equipment must be securely fastened to the floor or wall
- Exhaust hoods should be structure
- Lockers, shelves, cupboard, bookcase, filing, cabinets, storage racks, etc., exceeding one meter above the floor should be secured to structural member of a wall or partition
- Clocks, projection screens, TV monitors, heavy pictures, lights, fixtures, and similar appendages should be secured to a structural member of a wall or partition
- Appendages over access doors or footpaths should be removed, if practical; alternatively, check the support and possibly provide additional fixing to structure
- Slate and tile roofs should be checked, and loose pieces re-fixed; a restraining board may be fitted at the eaves; in the long-term, replace with metal roofing or asphalt shingles.

## *Response plan*

A response plan should provide short-term shelter (i.e., one – hours) for the entire school population and long-term shelter (i.e., up to 24 hours) for students whose parents have been unable to collect them. The long-term plan must take into account the fact that an earthquake can occur at any time during the day and in the middle of winter; that the building may be unsafe for re-entering; and that all services, including telephones, may be disrupted

### **The First Two Hours**

***During the first two hours an earthquake, adults in a school must cope with many tasks, such as:***

- Organizing building evacuation and security
- Providing first aid to injured persons
- Checking and accounting for all those who were in the school
- Providing all students with identification tags indicating name, age, address, phone parents names, work address and phone, any medical problems
- Organizing search and rescue teams to locate missing persons
- extinguishing small fires
- Checking damage to utilities; if necessary shutting off main power, gas and water
- Sealing off areas where hazardous materials have been spilled
- Calming and reassuring frightened persons
- Authorizing release of students to parents; keeping records of such releasing
- Establishing communication with emergency assistance and other schools in the district
- Handling the traffic in and out of the school ground.
- Distributing emergency supplies and equipment
- Preparing for long-term care and shelter

***The following planning decisions should be made in preparation for the first two hours:***

- Who will give instruction to evacuate the building
- How will this be done if the communication system is damaged
- Have evacuation routes and assembly areas been establish; are they the same as fire escape routes and areas; if not, and could this cause confusion
- Are there any potential hazards along the evacuation routes
- what emergencies could occur and what should be done (e.g. power fails, exit door jams, debris blocks exit, fire breaks out, students are injured and should not be moved)
- Under the worst weather conditions possible, where will the school population find short-term shelter
- How will all persons be identified and kept track of
- How will the arrival of parents and the handover of their children be processed
- What steps can be taken to reduce anxiety and fear among students and adults
- If it is necessary to evacuate the school grounds, how will this be accomplished and how will parents be informed of the new location

***In addition, the following information should be established;***

- Chain of command for decisions after an earthquake
- List of emergency response agencies (e.g., fire, police, gas, utility, electricity utility)
- Procedures to provide for first aid, search and rescue, communication, building damage, assessment, and student security.
- Location(s) of outdoor assembly areas, first aid stations, command and communication station, student release station
- List of persons responsible for various actions and/or with required skills
- Inventory of supplies and a plan of the school.

Expert judgment may be needed to determine whether buildings are safe for re-entry.



The emergency responds plan should contain names of local engineers and other experts who can access the following.

- Structural and non-structural damage
- Damage to utilities
- The likelihood of fire
- Hazardous material spills

#### ***Care and Shelter***

Within two hours after a major earthquake, most parents will come to collect their children. However, some parents may be unable to reach the school, either because of transportation difficulties or because they are casualties themselves, obviously, young children must not be released to go home alone.

General care and shelter guidelines should be included in a district responds plan. However, each school will have individual problems and solutions that will need to be addressed locally, such as;

- Based on an analysis of the number of parents working, single parents, location of home and workplace, what is a reasonable estimate of the numbers and ages of children that may require long-term care and shelter
- What is the likelihood of the building surviving a major earthquake; if unlikely, what alternative shelter arrangements can be made if long-term shelter has to be provided
- What supplies are needed
- Have any individual special medication needs been identified
- Which adults will undertake the long-term care.

Expect for basic supplies, it is not practical for a school to store large quantities of emergency food and such items. Arrangements for storage and delivering by community members and neighbors can be made.

#### ***To keep students occupied, they can:***

- Be encouraged to express their feelings through drama, art and writing
- Be encouraged to comfort each other; physical contact can reduce feelings for separation, loneliness and fear
- Discuss the chores that will face everyone at home; emphasizing their role in restoring order
- Review the actions that would be necessary if there was an aftershock.

Proper preparation and planning is the best bet to counter any emergency situation. Your Site Director will assign tasks and plan according to the legal requirements, needs and assessments of the specific school site. By all means, every faculty member is encouraged to work together with the entire school community to assess and gauge areas of need for emergency preparedness.

If you have any questions or comments, please see your Site Director.

## Report of Fire Drills (Fire Drill Report)

|  |     |               |
|--|-----|---------------|
| Date:  |     |               |
| Name of School:  |     |               |
| Address:   |     |               |
| Time Required to Empty School:   |     |               |
| Number of Pupils:  |     |               |
| Does school have a emergency leader:   | Yes | No            |
| Did they exit in an orderly manner?  | Yes | No            |
| Has provision been made to manage disabled children?   | Yes | No            |
| Remarks:   |     |               |
| <b>Signature of Lead Administrator:</b><br><i>Fires are not predictable. A regularly used exit may be blocked by FIRE! Did you drill using blocked exit? (At times Use an adult holding a sign saying FIRE.)</i> |     |               |
| _____<br>Signature   |     | _____<br>Date |

The original Fire Drill Report shall be completed on **THE DAY OF THE DRILL** and a scanned Report shall be forwarded via email to the Executive Director. If scanning is not an option, the report is to be faxed to these individuals.

### Basic Instructions

1. The fire alarm shall not be used except as a signal for the evacuation of the building. (Call Service Provider)
2. Fire Drills should be held frequently at irregular intervals and secret times. Discretion should be used in holding fire drills in inclement weather.
3. In case an actual fire breaks out in any part of the building the first duty of any person discovering the fire is to sound the alarm. No attempt should be made on the part of the teaching staff to extinguish the fire until the safe exit of all pupils is made.
4. The original Fire Drill Report shall be maintained at the school office in a file labeled " **Fire Drill Reports**" followed by numbers designating the current school year ( i.e. 2009-10



### Classroom Safety Checklist *(To be performed in summer as Pre-opening)*

Leader Name: \_\_\_\_\_

Site: \_\_\_\_\_

Date: \_\_\_\_\_ Assessment Conducted By: \_\_\_\_\_

**Instructions:**

- 1) Check YES or NO for each of the following items. Skip any that do not apply.
- 2) Go back and circle each NO; these are the items that you have identified as dangerous to you and your class.
- 3) For each NO, suggest a way to remove the danger (use the Plan of Action and comment space).

| YES/NO | "NO's" (Plan of Action)   |  |
|--------|---|--|
|        | Are desks and tables located where they cannot slide and block exits?   |  |
|        | Are tall file cabinets securely attached to the wall or out of the way from toppling on anyone? Are the heavy items on top of the file cabinets restrained? |  |
|        | Do file cabinet doors have latches? Are the drawers securely closed?  |  |
|        | Are computers out of the way if a monitor falls over?   |  |
|        | Are storage spaces secured to the wall or attached to each other?   |  |
|        | Are display cases protected against overturning or sliding off tables?  |  |
|        | For freestanding equipment on wheels, are they all secured against overturning or sliding (ex. TV straps)?  |  |
|        | Is freestanding equipment protected against rolling or falling over?  |  |
|        | Are all heavy, sharp, or breakable wall decorations securely mounted, with closed eye hooks, for example?   |  |
|        | Do books or materials stored on shelves have adequate restraints to keep them from falling off the shelves? Are heavy items on lower shelves?               |  |
|        | Are fire extinguishers securely mounted and easy to access? Current Tags  |  |
|        | Are all your outlets covered so that internal wires are not visible?  |  |
|        | Are wires or other tripping hazards out of the way of walkways?   |  |
|        | Are there any cracked windows?  |  |
|        | Are floors securing (no cracked tiles?)   |  |
|        | Are emergency exit signs functioning?   |  |

**Comments:**

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# **ATTACHMENT M**

School: \_\_\_\_\_

**STUDENT INFORMATION**

1. Student Name: \_\_\_\_\_  
First Middle Last

2. Date of birth: \_\_\_\_/\_\_\_\_/\_\_\_\_ 3. Gender:  M  F 4. Student ID # \_\_\_\_\_  
month / date / year

5. Ethnicity: \_\_\_\_\_ 6. Language spoken at home: \_\_\_\_\_

7. Address: \_\_\_\_\_  
Street City State Zip code

8. Phone Number(s): ( ) - \_\_\_\_\_ ( ) - \_\_\_\_\_  
Home Cell  
( ) - \_\_\_\_\_ ( ) - \_\_\_\_\_  
Work Additional

**FAMILY INFORMATION**

1. Parent/Guardian Name: \_\_\_\_\_  
First Middle Last

2. Address: \_\_\_\_\_  
(If different from above) Street City State Zip code

3. Relationship to Student: \_\_\_\_\_

4. Parent/Guardian Name: \_\_\_\_\_  
First Middle Last

5. Address: \_\_\_\_\_  
(If different from above) Street City State Zip code

6. Relationship to Student: \_\_\_\_\_

## EMERGENCY CONTACT INFORMATION

1. Contact Name:

\_\_\_\_\_  
 First Middle Last

2. Address:

\_\_\_\_\_  
 Street city state zip code

3. Phone Number(s):

( ) - \_\_\_\_\_ ( ) - \_\_\_\_\_  
 Home Cell  
 ( ) - \_\_\_\_\_ ( ) - \_\_\_\_\_  
 Work Additional

4. Relationship to Student:

\_\_\_\_\_

5. Contact Name:

\_\_\_\_\_  
 First Middle Last

6. Address:

\_\_\_\_\_  
 Street city state zip code

7. Phone Number(s):

( ) - \_\_\_\_\_ ( ) - \_\_\_\_\_  
 Home Cell  
 ( ) - \_\_\_\_\_ ( ) - \_\_\_\_\_  
 Work Additional

8. Relationship to Student:

\_\_\_\_\_

## PAST SCHOOLS ATTENDED (START WITH MOST RECENT)

1a. School Name:

\_\_\_\_\_

1b. Address:

\_\_\_\_\_

1c. City:

\_\_\_\_\_

1d. Grade:

\_\_\_\_\_

1e. Year:

\_\_\_\_\_

2a. School Name:

\_\_\_\_\_

2b. Address:

\_\_\_\_\_

2c. City:

\_\_\_\_\_

2d. Grade:

\_\_\_\_\_

2e. Year:

\_\_\_\_\_

3a. School Name:

\_\_\_\_\_

3b. Address:

\_\_\_\_\_

3c. City:

\_\_\_\_\_

3d. Grade:

\_\_\_\_\_

3e. Year:

\_\_\_\_\_

# **ATTACHMENT N**

**Richmond Charter Academy**  
Budget Summary  
2/6/2012

|  | 2011/12        | 2012/13        | 2012/13                            | 2012/13 | 2013/14          | 2014/15          |
|--|----------------|----------------|------------------------------------|---------|------------------|------------------|
|  | Startup Budget | Budget         | Total Budget<br>(includes Startup) | Notes   | Budget           | Budget           |
| <b>SUMMARY</b>   |                |                |                                    |         |                  |                  |
| <b>Revenue</b>   |                |                |                                    |         |                  |                  |
| General Block Grant  | -              | 408,042        | 408,042                            |         | 690,214          | 866,877          |
| Federal Income   | -              | 359,155        | 359,155                            |         | 285,100          | 60,300           |
| Other State Income   | -              | 63,513         | 63,513                             |         | 94,470           | 112,207          |
| Other Local Revenue  | -              | -              | -                                  |         | -                | -                |
| Fundraising and Grants                                       | 90,000         | -              | 90,000                             |         | -                | -                |
| <b>Total Revenue</b>   | <b>90,000</b>  | <b>830,710</b> | <b>920,710</b>                     |         | <b>1,069,785</b> | <b>1,039,384</b> |
| <b>Expenses</b>  |                |                |                                    |         |                  |                  |
| Compensation and Benefits                                    | -              | 340,201        | 340,201                            |         | 467,310          | 541,745          |
| Books & Supplies   | 5,500          | 94,890         | 100,390                            |         | 137,949          | 142,687          |
| Services & Operating Exp.                                    | 16,167         | 235,938        | 252,105                            |         | 297,560          | 334,027          |
| Capital Outlay   | -              | -              | -                                  |         | -                | -                |
| <b>Total Expenses</b>  | <b>21,667</b>  | <b>671,029</b> | <b>692,695</b>                     |         | <b>902,818</b>   | <b>1,018,459</b> |
| <b>Operating Income (excluding Depreciation)</b>             | <b>68,333</b>  | <b>159,681</b> | <b>228,014</b>                     |         | <b>166,966</b>   | <b>20,925</b>    |
| <b>Operating Income (including Depreciation)</b>             | <b>68,333</b>  | <b>159,681</b> | <b>228,014</b>                     |         | <b>166,966</b>   | <b>20,925</b>    |
| <b>Fund Balance</b>  |                |                |                                    |         |                  |                  |
| Beginning Balance (Unaudited)                                | -              | -              | -                                  |         | 213,202          | 380,168          |
| Audit Adjustment   | -              | -              | -                                  |         | -                | -                |
| Beginning Balance (Audited)                                  | -              | -              | -                                  |         | -                | -                |
| Operating Income (including Depreciation)                    | 68,333         | 159,681        | 228,014                            |         | 166,966          | 20,925           |
| <b>Ending Fund Balance (including Depreciation)</b>          | <b>68,333</b>  | <b>159,681</b> | <b>228,014</b>                     |         | <b>380,168</b>   | <b>401,093</b>   |
| CDE Recommended Reserve (5% of Expenses) + \$15K closure con | 1,083          | 48,551         | 49,635                             |         | 60,141           | 65,923           |



**Richmond Charter Academy**  
 Budget Summary  
 2/6/2012

|                            | 2011/12        | 2012/13 | 2012/13                            | 2012/13  | 2013/14 | 2014/15 |
|----------------------------|----------------|---------|------------------------------------|--|---------|---------|
|                            | Startup Budget | Budget  | Total Budget<br>(includes Startup) | Notes  | Budget  | Budget  |
| <b>Enrollment</b>          |                |         |                                    |  |         |         |
| K to 3                     | -              | -       | -                                  |  | -       | -       |
| 4 to 6                     | -              | 50      | 50                                 |  | 50      | 50      |
| 7 to 8                     | -              | 25      | 25                                 |  | 75      | 100     |
| 9 to 12                    | -              | -       | -                                  |  | -       | -       |
| Total Enrollment           | -              | 75      | 75                                 |  | 125     | 150     |
| <b>Attendance Rates</b>    |                |         |                                    |  |         |         |
| K to 3                     |                |         |                                    |  |         |         |
| 4 to 6                     |                | 95.0%   | 95.0%                              | Low average rate in year one,<br>increasing slowly over time | 95.5%   | 96.0%   |
| 7 to 8                     |                | 95.0%   | 95.0%                              |  | 95.5%   | 96.0%   |
| 9 to 12                    |                | 95.0%   | 95.0%                              |  | 95.0%   | 95.0%   |
| Average                    |                | 95.0%   | 95.0%                              |  | 95.0%   | 95.0%   |
|                            |                | 95.0%   | 95.0%                              |  | 95.2%   | 95.3%   |
| <b>ADA</b>                 |                |         |                                    |  |         |         |
| K to 3                     | -              | -       | -                                  |  | -       | -       |
| 4 to 6                     | -              | 48      | 48                                 |  | 48      | 48      |
| 7 to 8                     | -              | 24      | 24                                 |  | 71      | 95      |
| 9 to 12                    | -              | -       | -                                  |  | -       | -       |
| Total ADA                  | -              | 71      | 71                                 |  | 119     | 143     |
| Economically Disadvantaged | -              | 38      | 38                                 | Consistent with other schools in area                        | 63      | 75      |
| Free Lunch                 | -              | 45      | 45                                 | Consistent with other schools in area                        | 75      | 90      |
| Reduced Lunch              | -              | 23      | 23                                 | Consistent with other schools in area                        | 38      | 45      |
| English Language Learners  | -              | 23      | 23                                 | Consistent with other schools in area                        | 38      | 45      |

Inflation Rate:

1.6%

2.8%

3.0% Per SSC 1/15/2012

| Code | Revenue Item                            | Budget            | Rate      |         |         |
|------|---|-------------------|-----------|---------|---------|
|      |   | 2011/12<br>Budget | 2012-13   | 2013/14 | 2014/15 |
|      | <b>Contingency reduction</b>            |                   |           |         |         |
| 8010 | Principal Apportionment                 |                   |           |         |         |
|      | ADA K - 3                               | 5,077             | 4,747     | 4,880   | 5,026   |
|      | ADA 4 - 6                               | 5,153             | 4,823     | 4,958   | 5,107   |
|      | ADA 7 - 8                               | 5,306             | 4,976     | 5,115   | 5,268   |
|      | ADA 9 - 12                              | 6,148             | 6,243     | 6,418   | 6,611   |
| 8294 | Title I                                 | 469               | 476       | 489     | 504     |
| 8295 | Title II                                | 30                | 30        | 31      | 32      |
| 8296 | Title III                               | 32                | 32        | 33      | 34      |
| 8297 | Title IV                                | 0                 | 0         | 0       | 0       |
| 8298 | Title V                                 | 0                 | 0         | 0       | 0       |
| 8434 | Class Size Reduction, Grades K-3        | 0                 | 0         | 0       | 0       |
| 8480 | Charter Schools Categorical Block Grant | 410               | 541       | 556     | 573     |
| 8560 | State Lottery Revenue                   | 130               | 129       | 127     | 126     |
| 8678 | Educationally Disadvantaged Aid         | 313               | 313       | 322     | 332     |
|      | minimum 21+ students                    | 7,375             | 7,375     | 7,582   | 7,809   |
|      | minimum 1-20 students                   | 4,885             | 4,885     | 5,022   | 5,173   |
| 8591 | Supplemental Hourly Revenue             |                   |           |         |         |
| 8590 | Arts & Music Block Grant                |                   |           | 0.00    | 0.00    |
|      | minimum                                 |                   |           |         | 0       |
|      | <b>Source</b>                           |                   | SSC       |         |         |
|      | <b>Date Updated</b>                     |                   | 1/15/2012 |         |         |

**Richmond Charter Academy**  
Budget Summary  
2/6/2012

|   | 2011/12        | 2012/13 | 2012/13                            | 2012/13  | 2012/13 | 2013/14 | 2014/15 |
|---|----------------|---------|------------------------------------|--|---------|---------|---------|
|   | Startup Budget | Budget  | Total Budget<br>(includes Startup) | Notes  | Budget  | Budget  |         |
| <b>REVENUE</b>                                |                |         |                                    |  |         |         |         |
| General Purpose Block Grant (K - 3)           | -              | -       | -                                  | \$4747 per ADA per SSC including potential rate cut  | -       | -       | -       |
| General Purpose Block Grant (4 - 6)           |                | 229,093 | 229,093                            | \$4823 per ADA per SSC including potential rate cut  | 236,745 | 245,136 |         |
| General Purpose Block Grant (7 - 8)           |                | 118,180 | 118,180                            | \$4976 per ADA per SSC including potential rate cut  | 364,444 | 500,460 |         |
| Subtotal General Purpose Block Grant          | -              | 347,273 | 347,273                            | Rates provided by SSC including potential rate cut   | 601,188 | 745,596 |         |
| <b>General Block Grant</b>                    |                |         |                                    |  |         |         |         |
| 8015 State Aid                                |                | 203,646 | 203,646                            |  | 451,962 | 566,274 |         |
| 8096 Property Tax                             |                | 143,626 | 143,626                            |  | 149,226 | 179,322 |         |
| 8480 Charter Schools Categorical Block Grant  |                | 60,769  | 60,769                             | \$541 per ADA including \$125 add-on for new schools not eligible for frozen categoricals; includes \$313 per ED & ELL student | 89,026  | 121,281 |         |
| <b>SUBTOTAL - General Block Grant</b>         | -              | 408,042 | 408,042                            |  | 680,214 | 866,877 |         |
| <b>Federal Income</b>                         |                |         |                                    |  |         |         |         |
| 8220 Child Nutrition Programs                 |                | -       | -                                  |  | -       | -       |         |
| 8291 Title I - Basic Grant                    |                | 32,130  | 32,130                             | \$476 per Title I eligible student based on avg 09-10 rates  | 33,008  | 56,700  |         |
| 8292 Title II - Teacher Quality               |                | 2,025   | 2,025                              |  | 2,093   | 3,600   |         |
| 8293 Title III - LEP Students                 |                | -       | -                                  |  | -       | -       |         |
| 8294 Title IV - SDFSC                         |                | -       | -                                  |  | -       | -       |         |
| 8295 Title V - Innovative                     |                | -       | -                                  |  | -       | -       |         |
| 8298 Implementation Grant (FCSGP)             |                | 325,000 | 325,000                            | RCA would qualify for the higher grant award. We assume grant award after two attempts.  | 250,000 | -       |         |
| <b>SUBTOTAL - Federal Income</b>              | -              | 359,155 | 359,155                            |  | 285,100 | 60,300  |         |
| <b>Other State Income</b>                     |                |         |                                    |  |         |         |         |
| 8381 Special Education - Entitlement (State)  |                | -       | -                                  |  | -       | -       |         |
| 8382 Special Education Reimbursement (State)  |                | -       | -                                  |  | -       | -       |         |
| 8434 Class Size Reduction, Grades K-3         |                | -       | -                                  |  | -       | -       |         |
| 8520 Child Nutrition - State                  |                | 31,857  | 31,857                             | Available for schools serving >70%   | 54,157  | 66,288  |         |
| 8545 School Facilities Apportionments (SB740) |                | 22,500  | 22,500                             |  | 25,200  | 27,900  |         |
| 8550 Mandated Cost Reimbursements             |                | -       | -                                  |  | -       | -       |         |
| 8560 State Lottery Revenue                    |                | 9,156   | 9,156                              | \$128.5 per ADA per CDE; accrued in yr1, paid yr2  | 15,113  | 18,016  |         |
| 8590 After School Education & Safety Grant    |                | -       | -                                  |  | -       | -       |         |
| <b>SUBTOTAL - Other State Income</b>          | -              | 63,513  | 63,513                             |  | 94,470  | 112,207 |         |

**Richmond Charter Academy**  
 Budget Summary  
 2/6/2012

|  | 2011/12        | 2012/13 | 2012/13                            | 2012/13             | 2013/14   | 2014/15   |
|--|----------------|---------|------------------------------------|---------------------|-----------|-----------|
|  | Startup Budget | Budget  | Total Budget<br>(includes Startup) | Notes               | Budget    | Budget    |
| <b>Local Revenues</b>                    |                |         |                                    |                     |           |           |
| 8634 Food Service Sales                  | -              | -       | -                                  |                     | -         | -         |
| 8639 All Other Sales                     | -              | -       | -                                  |                     | -         | -         |
| <b>SUBTOTAL - Local Revenues</b>         | -              | -       | -                                  |                     | -         | -         |
| <b>Fundraising and Grants</b>            |                |         |                                    |                     |           |           |
| 8803 Fundraising                         | 90,000         | -       | 90,000                             | Secured fundraising | -         | -         |
| <b>SUBTOTAL - Fundraising and Grants</b> | 90,000         | -       | 90,000                             |                     | -         | -         |
| <b>TOTAL REVENUE</b>                     | 90,000         | 830,710 | 920,710                            |                     | 1,069,765 | 1,039,364 |

**Richmond Charter Academy**  
 Budget Summary  
 2/6/2012

|   | 2011/12        | 2012/13        | 2012/13                            | 2012/13   | 2013/14        | 2014/15        |
|---|----------------|----------------|------------------------------------|---|----------------|----------------|
|   | Startup Budget | Budget         | Total Budget<br>(includes Startup) | Notes   | Budget         | Budget         |
| <b>EXPENSES</b>                                 |                |                |                                    |   |                |                |
| <b>1000 Certified Employees</b>                 |                |                |                                    |   |                |                |
| Teachers (Cert)                                 | -              | 136,000        | 138,000                            | 3 FTE, avg salary of \$46000 based on average salaries at other Amethod schools, adding 2 FTE in year 2 and 1 FTE in year 3 | 234,600        | 287,150        |
| Stipends (Cert)                                 | -              | -              | -                                  |   | -              | -              |
| Substitutes (Cert)                              | -              | 3,888          | 3,888                              | 5% absence rate and a daily rate of \$120   | 6,048          | 7,128          |
| Administration (Cert)                           | -              | 70,000         | 70,000                             | 1 FTE; salary based on average of other Amethod schools   | 71,400         | 72,828         |
| <b>SUBTOTAL - Certified Employees</b>           | <b>-</b>       | <b>211,888</b> | <b>211,888</b>                     |   | <b>312,048</b> | <b>357,108</b> |
| <b>2000 Classified Employees</b>                |                |                |                                    |   |                |                |
| Instructional Aide/PE                           | -              | 25,200         | 25,200                             | 0.6 FTE, avg salary of \$42000.   | 25,704         | 26,218         |
| Clerical (Class)                                | -              | 42,000         | 42,000                             | 1 FTE, office mgr in year 1   | 42,840         | 43,697         |
| <b>SUBTOTAL - Classified Employees</b>          | <b>-</b>       | <b>67,200</b>  | <b>67,200</b>                      |   | <b>68,544</b>  | <b>69,915</b>  |
| <b>3000 Employee Benefits</b>                   |                |                |                                    |   |                |                |
| 3401-2 Health Insurance                         | -              | 31,000         | 31,000                             | \$6200 per FTE per year. Growing at 10% per year.   | 47,740         | 60,016         |
| 3301-4 Social Security/Medicare/ETT             | -              | 21,336         | 21,336                             |   | 29,084         | 33,392         |
| 3501-2 Unemployment Insurance - State           | -              | 3,164          | 3,164                              | 3.60% per first -\$8K of pay per person   | 2,234          | 2,520          |
| 3513-14 Unemployment Insurance - Federal (FUTA) | -              | 31             | 31                                 |   | 48             | 56             |
| 3101 STRS                                       | -              | -              | -                                  |   | -              | -              |
| 3601-2 Worker's Comp                            | -              | 5,582          | 5,582                              | 2.00% of payroll, per insurance quote for similarly sized school  | 7,612          | 8,740          |
| <b>SUBTOTAL - Employee Benefits</b>             | <b>-</b>       | <b>61,113</b>  | <b>61,113</b>                      |   | <b>86,718</b>  | <b>104,724</b> |

**Richmond Charter Academy**  
 Budget Summary  
 2/6/2012

|  | 2011/12        | 2012/13       | 2012/13                            | 2012/13   | 2012/13        | 2013/14        | 2014/15        |
|--|----------------|---------------|------------------------------------|---|----------------|----------------|----------------|
|  | Startup Budget | Budget        | Total Budget<br>(Includes Startup) | Notes   | Budget         | Budget         | Budget         |
| <b>4000 Books &amp; Supplies</b>                   |                |               |                                    |   |                |                |                |
| 4100 Approved Textbooks & Core Curricula Materials | 2,500          | 23,750        | 26,250                             | \$350 per New Student   | 17,850         | 9,104          | 9,104          |
| 4200 Books and Other Reference Materials           | -              | 2,250         | 2,250                              | \$30 per New Student for leveled library  | 1,530          | 780            | 780            |
| 4300 Materials & Supplies                          | -              | -             | -                                  |   | -              | -              | -              |
| 4315 Custodial Supplies                            | -              | 3,600         | 3,600                              |   | 3,672          | 3,745          | 3,745          |
| 4320 Educational Software                          | -              | 540           | 540                                |   | 857            | 1,030          | 1,030          |
| 4325 Instructional Materials & Supplies            | 1,000          | 10,250        | 11,250                             | \$150 per Teacher   | 19,125         | 23,409         | 23,409         |
| 4326 Art & Music Supplies                          | 1,000          | 1,250         | 2,250                              | \$30 per Student  | 3,825          | 4,682          | 4,682          |
| 4330 Office Supplies                               | 1,000          | 5,000         | 6,000                              |   | 6,120          | 6,242          | 6,242          |
| 4335 PE Supplies                                   | -              | 1,500         | 1,500                              | \$20 per New Student  | 1,020          | 520            | 520            |
| 4340 Professional Development Supplies             | -              | -             | -                                  |   | -              | -              | -              |
| 4400 Noncapitalized Equipment                      | -              | -             | -                                  |   | -              | -              | -              |
| 4410 Classroom Furniture, Equipment & Supplies     | -              | 3,750         | 3,750                              | \$50 per New Student Amethod already Amethod schools already has staff computers. | 2,550          | 1,301          | 1,301          |
| 4420 Computers (individual items < \$5k)           | -              | -             | -                                  |   | 10,000         | 5,000          | 5,000          |
| 4430 Office Furniture, Equipment & Supplies        | -              | 2,500         | 2,500                              |   | 2,550          | 2,601          | 2,601          |
| 4700 Food  | -              | 40,500        | 40,500                             | \$540 per Student based on quote from Revolution Foods                            | 68,850         | 84,272         | 84,272         |
| 4710 Student Food Services                         | -              | -             | -                                  |   | -              | -              | -              |
| <b>SUBTOTAL - Books and Supplies</b>               | <b>5,500</b>   | <b>54,890</b> | <b>100,390</b>                     |   | <b>137,949</b> | <b>142,687</b> | <b>142,687</b> |

**Richmond Charter Academy**  
Budget Summary  
2/6/2012

|   | 2011/12        | 2012/13 | 2012/13                            | 2012/13   | 2012/13 | 2013/14 | 2014/15 |
|---|----------------|---------|------------------------------------|---|---------|---------|---------|
|   | Startup Budget | Budget  | Total Budget<br>(includes Startup) | Notes   | Budget  | Budget  |         |
| <b>6000 Services and Other Operating Expenditures</b> |                |         |                                    |   |         |         |         |
| 5210 Conference Fees                                  | -              | 2,160   | 2,160                              | \$600 per Teacher   | 3,427   | 4,120   |         |
| 5220 Travel and Lodging                               | -              | 1,400   | 1,400                              | \$250 per FTE   | 1,938   | 2,237   |         |
| 5305 Dues & Membership - Professional                 | -              | 375     | 375                                | \$5 per Student   | 638     | 780     |         |
| 5450 Insurance - Other                                | -              | 4,125   | 4,125                              | \$55 per Student based on quote from CCSA JPA   | 7,013   | 8,583   |         |
| 5515 Janitorial, Gardening Services & Supplies        | -              | 14,400  | 14,400                             | \$25 psf per month (80 sqft per student), consistent with industry standards                                  | 14,688  | 14,982  |         |
| 5535 Utilities - All Other Utilities                  | -              | 18,000  | 18,000                             |   | 24,000  | 28,800  |         |
| 5600 Rentals, Leases & Repairs                        | -              | -       | -                                  |   | -       | -       |         |
| 5605 Equipment Leases                                 | -              | 5,400   | 5,400                              | Copier lease  | 5,508   | 5,618   |         |
| 5610 Rent   | -              | 30,000  | 30,000                             | Based on negotiated rent at 3200 Barrett Ave; \$2500/month year one; \$2800/month year 2; \$3100/month year 3 | 33,600  | 37,200  |         |
| 5615 Repairs and Maintenance - Building               | -              | 2,400   | 2,400                              |   | 2,448   | 2,497   |         |
| 5616 Repairs and Maintenance - Computers              | -              | -       | -                                  |   | -       | -       |         |
| 5617 Repairs and Maintenance - Other Equipment        | -              | -       | -                                  |   | -       | -       |         |
| 5803 Accounting Fees                                  | -              | 8,200   | 8,200                              | Per quote from Hosaka Nagel   | 8,364   | 8,531   |         |
| 5809 Banking Fees                                     | -              | 300     | 300                                |   | 306     | 312     |         |
| 5812 Business Services                                | -              | 45,000  | 45,000                             | 4.5% of governmental revenues for full service in year 1 and 2; core service in year 3                        | 45,000  | 45,000  |         |
| 5815 Consultants - Instructional                      | 11,667         | -       | 11,667                             | School leader PT March-June   | -       | -       |         |
| 5824 District Oversight Fees                          | -              | 4,080   | 4,080                              | 1.0% of General & Categorical Block Grants  | 6,902   | 8,669   |         |
| 5830 Field Trips                                      | -              | 2,250   | 2,250                              | \$30 per Student  | 3,825   | 4,682   |         |
| 5836 Fingerprinting                                   | -              | 336     | 336                                | \$60 per FTE  | 465     | 537     |         |
| 5843 Interest Expense                                 | -              | 3,042   | 3,042                              |   | 2,029   | 258     |         |
| 5845 Legal Fees                                       | 2,500          | 3,500   | 6,000                              |   | 6,120   | 6,242   |         |
| 5851 Marketing and Student Recruiting                 | 1,500          | 2,250   | 3,750                              | \$50 per New Student  | 2,550   | 1,301   |         |
| 5854 Consultants - Other                              | -              | -       | -                                  |   | -       | -       |         |
| 5857 Payroll Fees                                     | -              | 2,400   | 2,400                              |   | 2,448   | 2,497   |         |
| 5860 Printing and Reproduction                        | -              | 1,500   | 1,500                              |   | 1,530   | 1,561   |         |
| 5861 Prior Year Operating Expenses                    | -              | -       | -                                  |   | -       | -       |         |
| 5863 Professional Development                         | -              | 4,320   | 4,320                              | \$1200 per Teacher  | 6,854   | 8,248   |         |
| 5869 Special Education Contract Instructors           | -              | -       | -                                  |   | -       | -       |         |
| 5872 Special Education Enrichment                     | -              | 55,575  | 55,575                             | \$780 per ADA, based on inflated assumption of current encroachment for WCCUSD charters                       | 94,676  | 116,046 |         |
| 5874 Sports   | -              | -       | -                                  |   | -       | -       |         |
| 5875 Staff Recruiting                                 | 500            | 1,300   | 1,800                              | \$500 per New Teacher   | 1,020   | 520     |         |

**Richmond Charter Academy**

Budget Summary  
2/6/2012

|   | 2011/12        | 2012/13        | 2012/13                            | 2012/13  | 2012/13        | 2013/14          | 2014/15 |
|---|----------------|----------------|------------------------------------|--|----------------|------------------|---------|
|   | Startup Budget | Budget         | Total Budget<br>(includes Startup) | Notes  | Budget         | Budget           |         |
| 5878 Student Assessment                               | -              | 1,125          | 1,125                              | \$15 per Student DataDirector assessment tracking                  | 1,913          | 2,341            |         |
| 5880 Student Health Services                          | -              | 1,875          | 1,875                              | \$25 per Student mandatory health screenings                       | 3,188          | 3,902            |         |
| 5881 Student Information System                       | -              | 7,350          | 7,350                              | \$18 per Student plus setup in year 1                              | 2,295          | 2,809            |         |
| 5887 Technology Services                              | -              | 7,200          | 7,200                              | Basic IT handled by volunteers, network maintained by tech service | 7,344          | 7,491            |         |
| 5910 Communications - Internet / Website Fees         | -              | 1,200          | 1,200                              |  | 1,224          | 1,248            |         |
| 5915 Communications - Postage and Delivery            | -              | 1,875          | 1,875                              | \$25 per Student   | 3,188          | 3,902            |         |
| 5920 Communications - Telephone & Fax                 | -              | 3,000          | 3,000                              |  | 3,060          | 3,121            |         |
| 5999 5000 series 1099 reimbursable expenses           | -              | -              | -                                  |  | -              | -                |         |
| <b>SUBTOTAL - Services &amp; Other Operating Exp.</b> | <b>16,167</b>  | <b>235,538</b> | <b>252,105</b>                     |  | <b>237,560</b> | <b>334,027</b>   |         |
| <b>6000 Capital Outlay</b>                            | -              | -              | -                                  |  | -              | -                |         |
| 6100 Sites & Improvement of Sites                     | -              | -              | -                                  |  | -              | -                |         |
| 6200 Buildings & Improvement of Buildings             | -              | -              | -                                  |  | -              | -                |         |
| 6410 Computers  | -              | -              | -                                  |  | -              | -                |         |
| 6420 Furniture  | -              | -              | -                                  |  | -              | -                |         |
| 6430 Other Equipment                                  | -              | -              | -                                  |  | -              | -                |         |
| <b>SUBTOTAL - Capital Outlay</b>                      | -              | -              | -                                  |  | -              | -                |         |
| <b>TOTAL EXPENSES</b>                                 | <b>21,667</b>  | <b>671,029</b> | <b>692,665</b>                     |  | <b>902,818</b> | <b>1,018,459</b> |         |





**Richmond Charter Academy**  
 Monthly Cash Flows  
 2/6/2012

|  | 2013/14   |           |           |           |           |           |           |           |           |           |           |           | APIAR |           |           |           |           |           |           |           |           |           |           |           |           |   |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---|
|  | Jul       |           | Aug       |           | Sep       |           | Oct       |           | Nov       |           | Dec       |           |       | Jan       |           | Feb       |           | Mar       |           | Apr       |           | May       |           | Jun       |           |   |
|  | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected |       | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected |   |
| <b>Beginning Cash</b>                        | 243,989   | 264,635   | 189,335   | 201,521   | 156,764   | 95,856    | 98,183    | 79,016    | 71,354    | 23,155    | 256,115   | 273,667   |       |           |           |           |           |           |           |           |           |           |           |           |           |   |
| <b>Revenue</b>                               |           |           |           |           |           |           |           |           |           |           |           |           |       |           |           |           |           |           |           |           |           |           |           |           |           |   |
| 8015 State Aid                               | -         | -         | 46,534    | 24,071    | -         | 36,013    | 18,328    | 41,096    | 3,744     | 22,448    | 63,093    | 9,086     |       |           |           |           |           |           |           |           |           |           |           |           | 187,550   |   |
| 8036 Property Tax                            | -         | 8,618     | 17,235    | 12,450    | 11,490    | 11,490    | 11,957    | 11,490    | 21,498    | 10,749    | 10,749    | 10,749    |       |           |           |           |           |           |           |           |           |           |           |           | 10,749    |   |
| 8480 Charter Schools Categorical Block Grant | -         | -         | 3,038     | 7,183     | -         | 5,469     | 5,469     | 12,263    | 728       | 4,365     | 12,270    | 1,767     |       |           |           |           |           |           |           |           |           |           |           |           | 36,473    |   |
| Federal Income                               | -         | -         | -         | -         | -         | -         | 14,040    | -         | -         | -         | -         | -         |       |           |           |           |           |           |           |           |           |           |           |           | 7,020     |   |
| Other State Income                           | -         | -         | -         | 5,416     | 5,416     | 24,316    | 9,194     | 5,416     | 5,416     | -         | 9,194     | 5,416     |       |           |           |           |           |           |           |           |           |           |           |           | 15,492    |   |
| Local Revenues                               | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         |       |           |           |           |           |           |           |           |           |           |           |           | -         |   |
| Fundraising and Grants                       | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         |       |           |           |           |           |           |           |           |           |           |           |           | -         |   |
| <b>Total Revenue</b>                         | -         | 8,618     | 66,808    | 49,120    | 16,906    | 77,288    | 58,989    | 70,265    | 31,396    | 310,796   | 95,308    | 27,018    |       |           |           |           |           |           |           |           |           |           |           |           | 257,284   |   |
| <b>Expenses</b>                              |           |           |           |           |           |           |           |           |           |           |           |           |       |           |           |           |           |           |           |           |           |           |           |           |           |   |
| Compensation & Benefits                      | 14,861    | 40,335    | 41,443    | 41,329    | 41,100    | 41,100    | 41,443    | 41,215    | 41,146    | 41,123    | 41,123    | 41,123    |       |           |           |           |           |           |           |           |           |           |           |           | (32)      |   |
| Books & Supplies                             | 510       | 1,873     | 23,635    | 18,548    | 10,898    | 10,898    | 10,898    | 10,898    | 10,898    | 10,898    | 10,898    | 10,898    |       |           |           |           |           |           |           |           |           |           |           |           | 0         |   |
| Services & Other Operating Expenses          | 7,848     | 14,771    | 29,065    | 25,815    | 25,815    | 27,541    | 25,815    | 25,815    | 27,541    | 25,815    | 25,815    | 27,541    |       |           |           |           |           |           |           |           |           |           |           |           | 8,364     |   |
| Capital Outlay                               | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         |       |           |           |           |           |           |           |           |           |           |           |           | -         |   |
| <b>Total Expenses</b>                        | 23,219    | 56,979    | 100,343   | 85,692    | 77,813    | 79,539    | 78,156    | 77,927    | 79,584    | 77,936    | 77,836    | 79,562    |       |           |           |           |           |           |           |           |           |           |           |           | 8,332     |   |
| <b>Operating Cash Inflow (Outflow)</b>       | (23,219)  | (48,361)  | (33,535)  | (36,572)  | (60,907)  | (2,251)   | (19,167)  | (7,663)   | (48,199)  | 232,860   | 17,472    | (52,544)  |       |           |           |           |           |           |           |           |           |           |           |           | 248,952   |   |
| Prior Year Revenue                           | 53,851    | 48,061    | 45,721    | -         | -         | 4,578     | -         | -         | -         | -         | -         | -         |       |           |           |           |           |           |           |           |           |           |           |           | -         |   |
| Prior Year Expenses                          | -         | -         | -         | (8,186)   | -         | -         | -         | -         | -         | -         | -         | -         |       |           |           |           |           |           |           |           |           |           |           |           |           | - |
| Change in Accounts Receivable (current yr)   | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         |       |           |           |           |           |           |           |           |           |           |           |           | -         |   |
| Change in Accounts Payable (current yr)      | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         |       |           |           |           |           |           |           |           |           |           |           |           | -         |   |
| Summerholdback for Teachers                  | 14        | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         |       |           |           |           |           |           |           |           |           |           |           |           | -         |   |
| Loan Proceeds                                | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         |       |           |           |           |           |           |           |           |           |           |           |           | -         |   |
| Loan Payments                                | -         | (75,000)  | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         |       |           |           |           |           |           |           |           |           |           |           |           | -         |   |
| Capital Expenditure                          | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         |       |           |           |           |           |           |           |           |           |           |           |           | -         |   |
| Other Balance Sheet Changes (prepaids etc)   | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         |       |           |           |           |           |           |           |           |           |           |           |           | -         |   |
| <b>Ending Cash</b>                           | 264,635   | 189,335   | 201,521   | 156,764   | 95,856    | 98,183    | 79,016    | 71,354    | 23,155    | 256,115   | 273,587   | 221,043   |       |           |           |           |           |           |           |           |           |           |           |           |           |   |

Repayment of Amethod Loan



# **ATTACHMENT O**

**CHARTER PETITION**  
**PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:**  
**Richmond Charter Academy**

The charter school estimates that 60 students will be enrolled by the Richmond Charter Academy during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the West Contra Costa Unified School District (WCCUSD) Board of Education to grant a charter term to Richmond Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2012 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the WCCUSD Board of Education.

| Parent Name         | Child's Name       | Signature          | Date       | Grade Level | Address   |
|---------------------|--------------------|--------------------|------------|-------------|---|
| Marisbel Nunez      | Nancy Nunez        | <i>[Signature]</i> | 11/12/11   | 7           | 319 McDonald Ave Richmond<br>1701 17th Street San Pablo, CA |
| <i>[Signature]</i>  | <i>[Signature]</i> | <i>[Signature]</i> |            | 7           |   |
| Selena (Lily) Daise | Selena (Lily)      | <i>[Signature]</i> | 11-13-11   | 7th         | 573 16th St. Richmond 94906                                 |
| Saul Lopez          | Alberto            | <i>[Signature]</i> | 11-13-11   | 6           | 651 20th Street Richmond 94804                              |
| <i>[Signature]</i>  | <i>[Signature]</i> | <i>[Signature]</i> | 11-13-11   | 6           | 2244 Hillview Ave. Richmond CA 94801                        |
| Gabriela Gonzalez   | Lucia A            | <i>[Signature]</i> | 11-13-2011 | 7           | 1013 Esmond Avenue  |
| Martin Moreno       | Julian             | <i>[Signature]</i> | 11-18-11   | 6           | 122 10th Ave. #22   |

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school. The proposed charter shall be attached to the petition. (emphasis added)

**CHARTER PETITION**  
**PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:**  
**Richmond Charter Academy**

The charter school estimates that 60 students will be enrolled by the Richmond Charter Academy I during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the West Contra Costa Unified School District (WCCUSD) Board of Education to grant a charter term to Richmond Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2012 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the WCCUSD Board of Education.

| Parent Name    | Child's Name | Signature               | Date     | Grade Level | Address                           |
|----------------|--------------|-------------------------|----------|-------------|-----------------------------------|
| Annie Lee      | ALLAN        | Annie Lee               | 11/16/11 | 6           | 647 Market Street, Richmond, CA   |
| Hector Zhong   | Patrick      | <del>Hector Zhong</del> | 11/16/11 | 6           | 1124 Grayner Street, Richmond, CA |
| JUVENTINA BOSS | ALVARO       | Juventina Boss          | 11/16/11 | 6           | 1627 Alamo Street Richmond, CA    |
| maggie zhou    | Jennifer     | Maggie Zhou             | 11/16/11 | 6           | 2193 San Pablo St, Richmond CA    |
| Kevin Wang     | STEVEN       | Kevin Wang              | 11/16/11 | 6           | 596 5th St, Richmond CA           |
| ARCU RENA      | HORACIO      | ARCU RENA               | 11/16/11 | 7           | 600 ROOSEVELT RICHMOND CA         |
| Jorge Lopez    | Jorge Lopez  | Jorge Lopez             | 11/16/11 | 8           | 25413 Humboldt Ave Richmond CA    |

Education Code 47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. The proposed charter shall be attached to the petition. (emphasis added)

**CHARTER PETITION**  
**PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:**  
**Amethod Public Schools: Richmond Charter Academy**

The charter school estimates that 40 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.**

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the West Contra Costa Unified School District (WCCUSD) Board of Education to grant a charter term to Richmond Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2012 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

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| Parent Name      | Child's Name          | Signature          | Date        | Grade Level in First Year of School | Address                                | Phone Contact |
|------------------|-----------------------|--------------------|-------------|-------------------------------------|--|---------------|
| Gabriel Cuevas   | Isabel Cuevas         | <i>[Signature]</i> | Nov. 3, 11  | 5 <sup>th</sup>                     | 301 Bissell Ave Apt 303 Richmond 94802 | 510-620-9602  |
| Latreneabel      | Latrina Inghly        | <i>[Signature]</i> | Nov 3, 11   | 6 <sup>th</sup>                     | 124 Reid Ln. Richmond 94805            | 510-478-2164  |
| Carel/ Jim Mason | Christiana Turrettine | <i>[Signature]</i> | Nov 4, 11   | 6 <sup>th</sup>                     | 342 S. 25 <sup>th</sup> St             | 510 690 3657  |
| Tana Monteiro    | Kahlil Monteiro       | <i>[Signature]</i> | Nov. 8, 11  | 5 <sup>th</sup>                     | 1150 Brooksido Dr San Pablo 94866      | 510 292-1930  |
| Hidrele Wiley    | Karthey Wiley         | <i>[Signature]</i> | Nov 8, 2011 | 5 <sup>th</sup>                     | 104 Carmel St. S.P.                    | 510-478-2164  |
| Tanisha Jenkins  | Dava Gilbert          | <i>[Signature]</i> | Nov 8, 2011 | 5 <sup>th</sup>                     | 1505 San Joaquin St                    | 510 478-8758  |
| Shauna Boyd      | Darshawn Turner       | <i>[Signature]</i> | 11-10-11    | 5 <sup>th</sup>                     | 1315 Garvin Ave Richmond 94802         | 510 672-6167  |

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| Parent Name     | Child's Name          | Signature              | Date     | Grade Level in First Year of School | Address  | Phone Contact  |
|-----------------|-----------------------|------------------------|----------|-------------------------------------|--|----------------|
| Dawn Cruikshank | Babbi Nicole Williams | <i>Dawn Cruikshank</i> | 11/10/11 | 6 <sup>th</sup>                     | 5017 Hartnett Ave  | 395-66884      |
| Mylisa Dozier   | De'ojanae Bernstine   | <i>Mylisa Dozier</i>   | 11/10/11 | 6 <sup>th</sup>                     | 1012 Chelsea<br>Fremont, CA 94547  | 510 948 8110   |
| Ackny Torres    | Cesar Carter          | <i>Ackny Torres</i>    | 11/10/11 | 6                                   | 22 1st St. Apt #11 Richmond  | 510 689 9050   |
| Sheik Williams  | Quar Amin Shaker      | <i>Sheik Williams</i>  | 11-10-11 | 6 <sup>th</sup>                     | 456 Spring St. Richmond  | 510 478-6388   |
| Cashmere Lotts  | Tierra Lotts          | <i>Cashmere Lotts</i>  | 11-10-11 | 6                                   | 125 S. 3rd St. Richmond  | 510 839-7919   |
| Boris Tejada    | Jonathan Tejada       | <i>Boris Tejada</i>    | 11-10-11 | 6 <sup>th</sup>                     | 132 South 13 <sup>th</sup> St. Richmond<br>525 Broadway #113<br>San Pablo CA | (510) 860 2086 |
| LAKONTA BOON    | KAMAI BOON            | <i>LAKONTA BOON</i>    | 11-10-11 | 6 <sup>th</sup>                     |  | (510) 779-2663 |

Education Code §47605(a)(3) The petition has been signed by a member of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school.[...]. The proposed charter shall be attached to the petition. (emphasis added)



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| Parent Name      | Child's Name    | Signature               | Date     | Grade Level in First Year of School | Address                                 | Phone Contact  |
|------------------|-----------------|-------------------------|----------|-------------------------------------|---|----------------|
| Damian Clark     | Dana Clark      | <i>Damian Clark</i>     | 11-10-11 | 5 <sup>th</sup>                     | 146 12 <sup>th</sup> street             | 510-613-5199   |
| Monica Suchil    | Victor Garcia   | <i>Monica Suchil</i>    | 11-10-11 | 5 <sup>th</sup>                     | 341 S. 13 <sup>th</sup> St. Richmond    | 510 439 8350   |
| Robbin Wesley    | Marnie Johnson  | <i>Robbin Wesley</i>    | 11-10-11 | 5                                   | 1514 Florida Ave. Richmond              | 510-860-9196   |
| LANUELLA LINDSEY | TOPAZ KEYES     | <i>LANUELLA LINDSEY</i> | 11-10-11 | 5                                   | 651 S. 21ST APT A                       | 510-837-0353   |
| Jesus Maldonado  | Jesus Maldonado | <i>Jesus Maldonado</i>  | 11-10-11 | 5                                   | 412 South 16 <sup>th</sup> St.          | (510) 965-1587 |
| SENI Misi        | MELITO Misi     | <i>SENI Misi</i>        | 11/10/11 | 5                                   | 321 South 15 <sup>th</sup> St. Richmond | (510) 260-5778 |
| Shantayne Smith  | Larri Smith     | <i>Shantayne Smith</i>  | 11/10/11 | 5                                   | 450 B Street Richmond                   | (510) 379-6121 |

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| Parent Name       | Child's Name    | Signature | Date    | Grade Level in First Year of School | Address                     | Phone Contact  |
|-------------------|-----------------|-----------|---------|-------------------------------------|-----------------------------|----------------|
| Margarita Guevara | Ramon Parcedo   |           | 11-3-11 | 5 Grade                             | 163-18-st Richmond          | (510) 734-8595 |
| Felisa Mansueti   | Joshua Thompson |           | 11-3-11 | 6                                   | 709 Payne Dr<br>Richmond    | 510 407 8072   |
| Sosana Ramirez    | Dario Hernandez |           | 11-3-11 | 6th                                 | 3741 Ramsey Ct.             | (510) 669-9951 |
| Hermila Marquez   | Juan Castro     |           | 11-3-11 | 6th grade                           | 857 46th st Richmond        | (510) 260-1698 |
| Hania Lopez       | Hector Luna     |           | 11-3-11 | 6th grade                           | 857 4th st Richmond         | (510) 412 5910 |
| Alejandra Cortez  | Axel Evarado    |           | 11-3-11 | 6 Grade                             | 161 20th st Richmond        | 510 330 6095   |
| ROSACARLOS        | JOSMIG Aivarado |           | 11-3-11 | 6 grado                             | 625 11th st, Apt B Richmond | 510-730 8535   |

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The charter school estimates that 40 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.**

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the West Contra Costa Unified School District (WCCUSD) Board of Education to grant a charter term to Richmond Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2012 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the WCCUSD Board of Education.

| Parent Name      | Child's Name    | Signature               | Date    | Grade Level in First Year of School              | Address   | Phone Contact  |
|------------------|-----------------|-------------------------|---------|--|---|----------------|
| Jennifer Jordan  | Jayshawn Jordan | <i>Jennifer Jordan</i>  | 11/3/11 | 5 <sup>th</sup>                                  | 1212 Ohio Ave Richmond                            | 510-860-7485   |
| Brianna Siles    | Micha Latun     | <i>Brianna Siles</i>    | 11-3-11 | 6 <sup>th</sup>                                  | 139 South 13 <sup>th</sup> Street<br>Richmond, CA | 510-837-5029   |
| Liliana Calderon | Edgar Calderon  | <i>Liliana Calderon</i> | 11/3/11 | 6 <sup>th</sup>                                  | 420 17 <sup>th</sup> St<br>Richmond, CA           | (510) 412-2132 |
| Charvany Carrion | Quinn Carrion   | <i>Charvany Carrion</i> | 11/3/11 | 5 <sup>th</sup> -9 <sup>th</sup> 6 <sup>th</sup> | 1341 Garvin Ave Apt C<br>Richmond, CA             | 510-672-8984   |
| Esther Suchill   | Vanesa Suchill  | <i>Esther Suchill</i>   | 11/3/11 | 6 <sup>th</sup>                                  | 2116 Bissell Ave Richmond, CA                     | 510-672-6639   |
| Rosa Navarro     | Eddie Navarro   | <i>Rosa Navarro</i>     | 11-3-11 | 6 <sup>th</sup>                                  | 333 S 13 <sup>th</sup> St Richmond                | 510-260-5134   |
| Matilde Castro   | José Castro     | <i>Matilde Castro</i>   | 11-3-11 | 6 <sup>th</sup>                                  | 169-18 Richmond                                   | 510-621-8395   |

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.** (emphasis added)

**CHARTER PETITION**  
**PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:**  
**Richmond Charter Academy**

The charter school estimates that 60 students will be enrolled by the Richmond Charter Academy during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. *Signatures are subject to verification.*

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the West Contra Costa Unified School District (WCCUSD) Board of Education to grant a charter term to Richmond Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2012 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the WCCUSD Board of Education.

| Parent Name       | Child's Name | Signature         | Date       | Grade Level | Address                           |
|-------------------|--------------|-------------------|------------|-------------|-----------------------------------|
| Alda Duarte       | Yasmin       | Alda Duarte       | 11/13/2011 | 6           | 523 Petric Richmond CA            |
| Miguel Suarez     | JUAN         | Miguel Suarez     | 11.13.11   | 6           | 1021 Chancelor Richmond           |
| Sobad Huerfano    | Katherine    | Sobad Huerfano    | 11-13-11   | 6           | 1121 14th St. Apt. #2             |
| Alexandra Badilla | David        | Alexandra Badilla | 11/13/2011 | 6           | 1511 COSTA AVE.                   |
| Juliana Gomez     | Sofia        | Juliana Gomez     | 11/13/2011 | 7           | 2002 Gaynor #5                    |
| Eira Davila       | Isabella     | Eira Davila       | 11-13-11   | 7           | 1762 17TH AVENUE Apt. A San Pablo |
| Ramon Valdivia    | MARIONA      | Ramon Valdivia    | 11/13/11   | 7           | 1440 Roserock Ave.                |

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. The proposed charter shall be attached to the petition. (emphasis added)

**CHARTER PETITION**  
**PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:**  
**Richmond Charter Academy**

The charter school estimates that 60 students will be enrolled by the Richmond Charter Academy during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. *Signatures are subject to verification.*

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the West Contra Costa Unified School District (WCCUSD) Board of Education to grant a charter term to Richmond Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2012 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the WCCUSD Board of Education.

| Parent Name          | Child's Name | Signature            | Date     | Grade Level | Address                         |
|----------------------|--------------|----------------------|----------|-------------|---------------------------------|
| Miriam Regu          | Guadalupe    | Miriam Regu          | 11/18/11 | 7           | 1151 E 23rd Street Richmond, CA |
| Jesse Arroyo         | Roberto      | Jesse Arroyo         | 11/18/11 | 7           | 2311 19th Richmond              |
| Aimee Anne Ma        | John         | Aimee Ma             | 11/18/11 | 8           | 1300 Dover St Richmond          |
| Amy Lin              | Andrew       | Amy Lin              | 11/18/11 | 7           | 580 8th St Richmond CA 94804    |
| Carlos Rodriguez     | Hector       | Carlos Rodriguez     | 11/15/11 | 7           | 890 Dubose St Richmond          |
| Veronica Ramos Kaula | Stephanie    | Veronica Ramos Kaula | 11/18/11 | 7           | 3688 Manilla St. Richmond CA    |
| Aula Young           | Stephanie    | Aula Young           | 11/18/11 | 8           | 1729 Bistic Ave. Richmond CA    |

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. The proposed charter shall be attached to the petition. (emphasis added)

# **ATTACHMENT P**



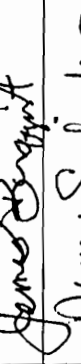

# CHARTER PETITION

## TEACHERS MEANINGFULLY INTERESTED IN TEACHING AT: [Richmond Charter Academy]

The charter school estimates that 3 teachers will be employed by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are eligible teachers as defined under Education Code § EC47605(l) and who are **meaningfully interested in teaching at the School under the charter petition. Signatures are subject to verification.**

We, the undersigned teachers, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the West Contra Costa Unified School District (WCCUSD) Board of Education to grant a charter term to Richmond Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2012 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the WCCUSD Board of Education.

| Teacher Name    | Signature   | Today's Date | Phone Contact  | Credential Type                 | Expiration Date |
|-----------------|---|--------------|----------------|---------------------------------|-----------------|
| Angela Ortega   |    | 1/28/12      | (510) 532-6751 | Clear Multi Subject w/<br>BCLAD | 5/10/14         |
| Alicia Streight |    | 1/27/12      | (510)673-2281  | Clear- Multiple Subject         | 7/2/15          |
| James Berquist  |   | 1/27/12      | (510) 532-6751 | Internship- Multiple Subject    | 9/3/2012        |
| Nancy Schreiber |  | 1/29/12      | (510) 333-7493 | Clear- Multiple Subject         | 4/1/2013        |

*Education Code 547605(a)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means [...] that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition. (emphasis added)*

Form May Be Copied To Accommodate All Required Signatures

# **ATTACHMENT Q**





## *St. Luke's United Methodist Church*

3200 Barrett Avenue  
RICHMOND, CALIFORNIA 94804  
(510) 234-5263

February 3, 2012

West Contra Costa Unified School District  
1108 Bissell Ave.  
Richmond, Ca 94804

Dear West Contra Costa Unified School District:

Richmond Charter Academy is currently in negotiations with us as a proposed tenant at our facility located at 3200 Barrett Avenue in Richmond, California.

If you have any further questions you may contact me at the telephone number listed above or by e-mail at [RSmith2678@aol.com](mailto:RSmith2678@aol.com).

In Christ's Service,

Randal F. Smith  
Pastor

RFS:sf

*Our mission is to express God's love through our lives*



SACRAMENTO  
STATE

California State University, Sacramento  
Admissions & Outreach  
6000 J Street • Lassen Hall 1102 • Sacramento, CA 95819-6048  
T (916) 278-7766 • F (916) 278-5603 • [www.csus.edu/admissions](http://www.csus.edu/admissions)

Mr. Charles Ramsey  
President  
West Contra Costa Unified School District  
801 Bissell Ave  
Richmond, CA 94801:

Dear President Ramsey;

I am writing this in letter in strong support of the application of Amethod Public Schools: Richmond Charter Academy, which hopes to open and manage a charter school in the West Contra Costa Unified School District.

I have had multiple opportunities to visit the Amethod Public School campuses in Oakland and talk with staff and students. I can attest that the students are engaged, motivated, and challenged to excel and go onto college. The school's faculty are determined to not allow students to fall through the crack and fail.

The Amethod Oakland campuses, which have similar demographics to those in the Richmond area, are not only preparing students with the necessary academic foundations needed for higher learning institutions but they also instill a strong work ethic and perseverant spirit in the minds of their students that is necessary for disenfranchised students to succeed in college. By allowing a strong academic program, you will be providing Richmond students and families an opportunity to attend one of the highest performing school models in the state of California.

The data of the other Amethod Public School campuses speak for themselves. The organization offers excellent practices and coherent systems that will provide a thriving school in your district; something every family deserves.

Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink that reads "Miguel P. Molina".

Miguel Molina  
Associate Director of Admissions  
California State University, Sacramento

**Peter H. Hanley**  
*Governing Board Member*  
*San Mateo Union High School District*

1033 Shoreline Drive  
San Mateo, CA 94404  
(650) 533-9256  
PHHanley@aol.com

October 22, 2011

To Whom It May Concern:

I am writing to provide the highest recommendation for Amethod Schools and Oakland Charter Academy (OCA) in particular. I first met its director, Jorge Lopez, in 2007 when I founded the Oakland Charter School Collaborative, part of the California Charter Schools Association. Mr. Lopez had taken a charter school literally at death's door with revocation threats pending in 2004 and transformed it into one of Oakland's strongest public schools.

Despite serving almost exclusively minority and low-income inner city students, in 2008, OCA became a No Child Left Behind Blue Ribbon school, one of the nation's highest recognitions for academic performance. In 2009, acting on my nomination, the California Charter Schools Association named OCA "School of the Year." OCA has not rested on these and other laurels and currently ranks as one of the highest scoring middle schools in California on both the Academic Performance Index and its California Standards Tests scores.

To accomplish this amazing feat, OCA's motto of "Honor Hard Work" is reinforced constantly. Attendance for both students and staff fluctuates between 98% and 99% and both are held accountable. Students also have a three week mandatory summer school, after school tutoring (mandatory for any student below grade level in any subject), and a monthly Saturday school. Its highest achieving students participate in the Johns Hopkins Center for Talented Youth, which allows them to take college courses during the summer.

Data drives instruction in this model. With small classes (25:1) and a "looping" system where teachers move through the grade levels with their students, all teachers have a good grasp of student needs. Quizzes, essays, projects, and formal examinations are regularly given. Both teachers and the administration analyze results and develop individualized student learning plans with defined goals. Every three weeks throughout the school year family members receive individual performance updates on their student's progress.

The school director and site coordinator are experienced educators who effectively ensure that OCA's mission, goals, pedagogical approach and educational model are aligned and clearly communicated to all stakeholders in the school. Mr. Lopez has taken a strong "no nonsense" approach to establishing a culture focused on results. Structure, discipline, and orderliness are prevalent throughout the school. As his responsibilities have expanded to include the new high school, which had its first graduating class last spring, a site principal has been hired to ensure that OCA continues to operate well within its system.

Teacher lesson plans are reviewed weekly, and administrators frequently “drop-in” on classrooms and provide feedback to teachers. Yearly goals for the academic progress of students (i.e. API targets) are posted throughout the school and discussed with students.

School leaders are not simply disciplinarians, but also charged with being reflective and thoughtful on how to improve the school program. For example, despite the tremendous success, the Mr. Lopez redesigned of the school’s English/Language Arts program to stimulate increased thinking and analysis by taking a more thematic and literary approach to the subject. The result is a curriculum that better prepares students for AP English courses at the high school level.

Amethod Schools hires teachers with strong and deep subject knowledge and a passion for helping inner city students. Teacher turnover has been 5% or less since the 2005 reorganization, though teachers that cannot meet OCA’s expectations are replaced, sometimes in midyear.

During the summer, OCA teachers are provided with in-service training on the “OCA way” of high expectations and on classroom management. These include “Establishing a Rigorous School Culture,” “Strategies for ELL Readers,” and “Math Strategies for Small Group Instruction.” Classroom norms, therefore, are consistent throughout the school. Professional development based upon specific subject matter is encouraged and whole-school in-service training sessions are regularly provided.

As a three term elected school board member active in the California School Boards Association, a charter school board member for the Community School for Creative Education in Oakland, and the founder of the Oakland Charter School Collaborative, I have visited numerous schools and know dozens of school leaders. The Amethod Schools model, its leadership, and its academic outcomes are among the best I have seen anywhere.

Sincerely,

A handwritten signature in cursive script that reads "Peter Hamley".



CALIFORNIA  
BUSINESS  
*for Education*  
EXCELLENCE

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*Lisa Stevens*

*Greg Stubblefield*

October 14, 2011

Dr. Bruce Harter  
Superintendent  
West Contra Costa Unified School District  
1108 Bissell Ave.  
Richmond, CA 94801

Dear Dr. Harter:

California Business for Education Excellence strongly supports the application of Amethod Public Schools to open and manage a charter school in the West Contra Costa Unified School District. As the management organization for one of the top performing high schools and middle schools in the entire state, Amethod would be an asset to the Richmond community and would offer unprecedented opportunities to the students they propose to serve.

CBEE has recognized and shared the best practices of both Oakland Charter Academy and Oakland Charter High School across the state through its annual Honor Roll campaign ([http://www.cbefoundation.org/honor\\_roll.html](http://www.cbefoundation.org/honor_roll.html)). These two schools have exceeded the rigorous criteria to be placed on the Honor Roll every year they were eligible for the award, meaning that they have consistently raised student academic achievement and closed achievement gaps for all students.

The Amethod model and sound management practices will ensure an excellent school in your district. Please feel free to contact me if you require any additional information.

Sincerely,

Kirk M. Clark  
President

Cc: Jorge Lopez, Amethod Public Schools



## 23rd Street Bookclub & Association

October 30, 2011

Dr. Bruce Harter  
Superintendent  
West Contra Costa Unified School District  
Richmond, CA

Dr. Harter;

Please accept this letter of support for the Amethod Public Schools Inc. in their attempt to establish a middle school program in the City of Richmond.

The 23<sup>rd</sup> Street Bookclub and Association was established to honor the life of Norman Doggett III, a longtime Richmond resident who shared his love of text to many youth in the city. The association is composed of individuals, most of whom have roots in Richmond, who wish to inspire reading and analytical thought to its members, youth, and underserved east bay area communities as a whole.

Our program has supported Oakland Charter Academy in the establishing of the Middle School Literature Program throughout the years by gathering novels and supplements to assist their efforts. Mr. Lopez has served as a guest speaker at a couple of our events and has gathered tremendous attention to his vision and passion for underserved youth. It has been an absolute pleasure to assist a school that is focused on providing the fundamentals of reading and discussions among mainly inner city students.

Given the astounding success of the Amethod public School model in Oakland, we strongly urge you Dr. Harter, to allow the Amethod-Richmond Charter School to open and serve the Richmond community. I am confident that families will appreciate the chance to have such a successful academic program available for their children.

Please do not hesitate to contact me if you have any questions, (510) 367-4312.

Sincerely,

Humberto Ochoa  
Treasurer

# **MISCELLANEOUS ATTACHMENTS**

# **ORGANIZATION & STUDY SKILLS**





Amethod Public Schools

# Organization and Study

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## Essential Skills For Students

Amethod Public Schools  
Professional Development Series

The following is a summary of skills and strategies many of our students are lacking as they enter our school system. It is expected that teachers incorporate these skills into their lesson plans as needed. They will be essential during the summer training period for students so as to be ready for the regular year. These are mere samples of practices that have worked in different classrooms. As always, if you have any other methods that have proved to be effective with your students; share them with administrators and colleagues.

## Student Organizational Strategies- Reading & Study Skills

### I. Charting Text Structure

This strategy rests on the observation that students need to be able to perceive and articulate the structure of a reading selection as a prerequisite for comprehension.

This pre-reading strategy offers specific guidelines for locating and interpreting structural (context) clues in a text document. This exercise teaches students to preview a text and bring a sense of the logical framework of its content to the reading experience.

#### ***Charting Text Structure (HOW TO USE):***

1. Read the text aloud to the class and ask students to underline *structural /Context* clues.
2. Use a "Think Aloud"- *such as heads together*; to exercise to promote the exchange of student ideas about these clues.
3. If students do not quickly pick out the obvious clues to a document's structure, be prepared to ask questions such as these:
  - o *What are the main headings of the document?*
  - o *Is there an introductory paragraph or section?*
  - o *Is there a concluding paragraph or section?*
  - o *What are the topic sentences of each paragraph?*
4. Have each student list the devices the author uses to frame or structure the document.
5. Finally, have students write an outline of the document's structure and main ideas.
  - *This can be done independently while the teacher works with a struggling group.*

### II. CONCEPT Diagram

A CONCEPT Diagram is a graphic organizer that assists students in clarifying central concepts in a reading selection and in relating similar or associated information to this key idea.

#### ***The CONCEPT diagram is built on these steps:***

- Convey the central idea.
- Offer the overall concept.
- Note any key words.
- Classify characteristics.
- Explore examples (and non-examples).
- Practice with new examples.
- Tie down the definition.

This sequence of steps provides students with a clear process for organizing and interpreting the content of a reading selection.

#### **Steps to a CONCEPT Diagram:**

1. Select a reading text for class discussion.
2. Have students identify the overall theme of the document and the major subthemes or concepts that together make up the document.
3. Ask students to write down all key words in the selection and then group these terms in logical categories. (This can be an individual or group activity.)
4. Encourage students to suggest examples and non-examples of the key terms and concepts identified.
5. Have the students produce a final, formal definition of key words and concepts by combining the things they learned when categorizing the words and providing examples.

- *Concept Diagram is in APPENDIX SECTION, \_\_\_\_\_*

Lenski, Susan D., Wham, Mary Ann, & Johns, Jerry L. (1999). *Reading and learning strategies for middle and high school students*. Dubuque, IA: Kendall/Hunt.

### III. Content Frame

A Content Frame is a visual representation (an outline) of the content of a reading selection. This tool helps students uncover the organization of a text document, to divide the document into its component sections, and to perceive the relationships between these sections (how the sections combine to form the single narrative of the document).

This strategy works best with documents that are highly structured and that provide clear indicators of this structure in the text.

This strategy teaches students to look for obvious visual clues to a reading's organization: headings, subheadings, introductions, summaries, and topic sentences. Students learn to "extract" the outline (content frame) of the document by piecing together these visual clues.

#### Steps to Content Frames:

1. Read a selected text aloud with the class. Ask students to interrupt the process (quiet hands!!) whenever they confront an organizational clue.
2. Write the suggested clues to the side of the chalkboard. Continue this process until the reading is complete.
3. Have students discuss the suggested organizational clues, eliminating the unnecessary and refining the rest to better reflect the author's intention and structure.
4. Complete the exercise by migrating the refined list of structural clues into a "content frame" or document outline. Write this final outline in the center of the chalkboard.

### IV. Graphic Organizers

Graphic Organizers are printed charts or forms that assist students in producing visual representations of the concepts, organization, or arguments of a text selection. Most often, these tools help students isolate and analyze the main ideas of a document. There are considerable amount not graphic organizers available that assist in many functions or strategies. This is not an exhaustive list, but it does offer sample that teachers can use to engage students, especially those who struggle with organization, reading, and analysis.

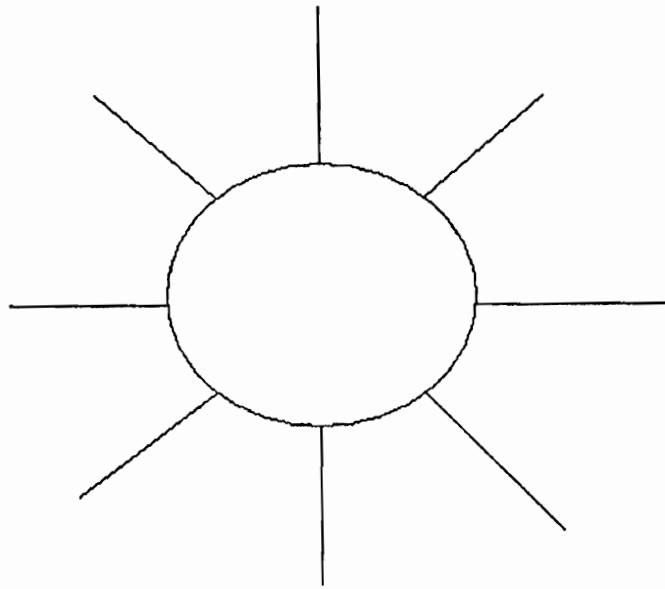
If you would like to get more samples, see your site administrator or refer to your instruction guide manual.

### Steps to Using Graphic Organizers:

1. Select a reading text for the class and identify the most appropriate graphical organizer to assist student comprehension of the document.
2. Duplicate and distribute the template for the selected organizer to the class. Students can work individually or in small groups to complete the organizer chart as they read the passage.
3. Encourage students to discuss—in small groups or with the entire class—their entries in the organizer. Have students make any necessary refinements to correct misconceptions or sharpen imprecise language.
4. Make sure you collect the diagrams after!

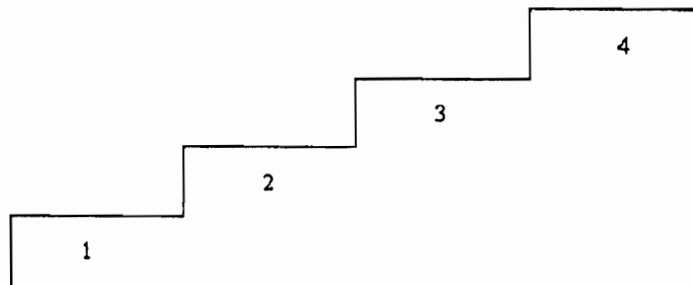
Lenski, Wham, and Johns (1999) describe five types of graphical organizers:

### Enumeration (Description) Graphic Organizer



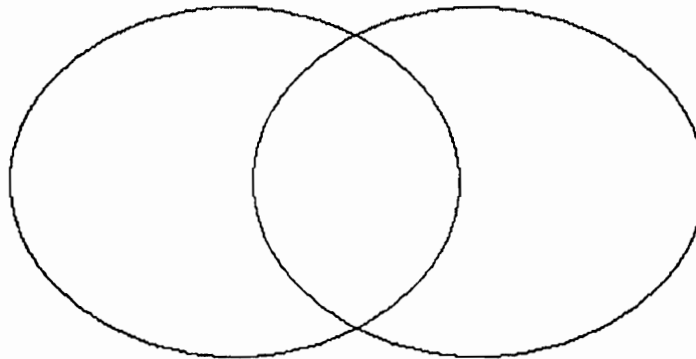
The Enumeration (Description) Graphic Organizer prompts students to identify main ideas and list possible definitions, related terms, or examples.

## Time Order (Sequence) Graphic Organizer



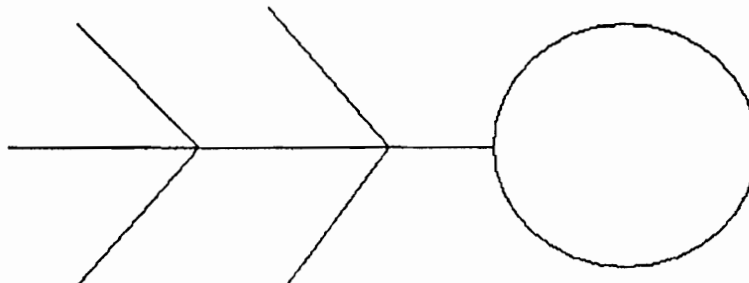
The Time Order or Sequence Graphic Organizer helps students uncover the logical progression of ideas in a document—from earliest to latest, from most to least important, etc.—and then to place specific items or details within this sequence.

## Compare and Contrast Graphic Organizer



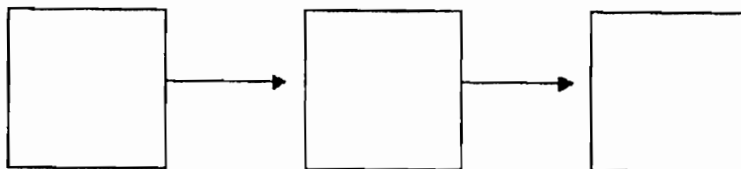
The Compare and Contrast Graphical Organizer asks students how two related concepts are alike and different and then to chart these comparisons on a Venn diagram.

## Cause and Effect Graphic Organizer



The Cause and Effect Graphical Organizer helps students recognize causal relationships between events and produce a chart of causes and effects leading to a conclusion.

### Problem and Solution Graphic Organizer



The Problem and Solution Graphical Organizer allows students to investigate and analyze possible solutions to problems.

#### Learn More:

- Alvermann, D.E. (1981). "The compensatory effect of graphic organizers on descriptive text." *Journal of Educational Research*, 75, 44-48.
- Clarke, J., Martell, K., & Willey, C. (1994, March/April). "Sequencing graphic organizers to guide historical research." *The Social Studies*, 70-75.
- Lenski, Susan D., Wham, Mary Ann, & Johns, Jerry L. (1999). *Reading and learning strategies for middle and high school students*. Dubuque, IA: Kendall/Hunt.

## V. Idea Map

The Idea-Map is a specialized set of graphical organizers. Like all other graphical organizers, these tools help students produce visual representations of the main concepts of a document.

The Idea-Map is unique because of its simplified form. Compared with other (more exotic) graphical organizers, Idea-Maps are relatively simple block charts that represent a document's progression of ideas in vertical (top to bottom) or horizontal (left to right) fashion.

#### Steps to Idea-Maps:

1. Select a reading text for the class and identify the most appropriate Idea-Map to assist student comprehension of the document.
2. Duplicate and distribute the template for the selected organizer to the class. Students can work individually or in small groups to complete the organizer chart as they read the passage.
3. Encourage students to discuss—in small groups or with the entire class—their entries in the Idea-Map. Have students make any necessary refinements to correct misconceptions or sharpen imprecise language.

Lenski, Wham, and Johns (1999) describe four types of Idea-Maps:







## VI. REST (Record/Edit/Synthesize/Think)

The Record/Edit/Synthesize/Think (REST) note-taking strategy requires students to integrate learning from readings, lectures, and class discussions. Using a single notebook, students combine notes taken during all learning activities, editing overlapping materials, eliminating irrelevant ideas, and synthesizing information from multiple sources into a single narrative.

The resulting synthesis of information is an ideal summary for test preparation. Long-term retention of information results from the REST discipline. Both the careful editing of the various collections of notes, and the review of the combined information required by the synthesis, help students move information from short- to long-term memory.

### Steps to Record/Edit/Synthesize/Think (REST):

1. Have each student obtain a spiral notebook for REST note taking.
2. Set aside time at the end of each class for a week or two for students to edit and consolidate the notes they have taken during reading, lectures, and class discussions. Students write the synthesized notes in the REST notebook.
3. Have students share their notebooks in small groups. Encourage students to share note-taking and editing strategies they have found helpful.
4. Model the use of the REST notebook as a test preparation tool.

### Learn More:

- Lenski, Susan D., Wham, Mary Ann, & Johns, Jerry L. (1999). *Reading and learning strategies for middle and high school students*. Dubuque, IA: Kendall/Hunt.
- Morgan, R.F., Meeks, J.W., Schollaert, A. & Paul, J. (1986). *Critical reading/thinking skills for the college student*. Dubuque, IA: Kendall/Hunt.

# **READING STRATEGIES**



Amethod Public Schools

# SQ3R – Reading Strategy

(Amethod Public Schools Professional Development Series)



## READING STRATEGY

A primary means by which y one will acquire information is through reading- of course this is a given, but then why do so many students hate it?

It's commonly believed that the best way to approach reading is to just sit down, prepare oneself to read cover to cover, and just do it. This is simply wrong. Many of the best students, whether they struggle with reading or not, develop unique ways to approach reading. Many develop skills like skimming reading assignments in college . For many that will be too late. By not knowing how to study or read strategically, many of our students will not get the grades, scores, or have the ability to get to college.

In college you're expected to do much more reading than in high school. In high school you are expected to read much more than middle as you prepare for the next level and so forth. However, somewhere down the lower spectrum of the line, many kids, especially in urban low income areas, have fallen off of the reading track.

At the start of the year, OCA/OCHS gives students a Reading survey to discover what kinds of reading students enjoy, or in fact they read at all. It's scary to see how many choose not to read. Also, the level of the books kid read at their given age is astounding. It's a crime when Dr. Seuss is the primary book of choice for a 5<sup>th</sup> grader! (*This is the case for some kids who enter OCA!*)

However, now we are in middle school and beyond and as such we have a limited time to work with students and we need to develop efficient and effective tools to teach kids reading strategies.

Don't assume just because you've "read" the assignments that is the end of it.

You must learn to read with a purpose. In studying, you may read the same assignment three or four times, each time with a different purpose. You must know before you begin reading what your purpose is, and read accordingly.

Effective reading doesn't just happen by chance. Or maybe you think it's because they know something others readers do not. Bingo! You're clueing in like a good detective. Effective readers are strategic readers. They understand that being a good reader doesn't just mean being able to read the words on the page. Strategic readers know how to use many different mental strategies.

This helps them understand and apply more of what they read. Sometimes it's hard to learn these strategies because in a way, they're invisible. It's all going on inside the reader's mind where you can't see what's going on. But we're going to get a glimpse into the mind of a strategic reader during this workshop. Invisible strategies will be made visible to all of us.

The following strategy is but one among many different ways by which you as a students, can make sure that your style of reading, analyzing and study is preparing you for the pending grades and examinations. Its important to note that students who have special needs such as dyslexia, may need more advanced techniques and require more personal assistance than what is prescribed here. For those students, OCA will seek to provide supplemental instruction through the usage of our Resource Teacher and special education staff.

## The SQ3R Method

The SQ3R Method has been developed as a way to sharpen study skills. Thousands of high school and college students have followed the SQ3R steps, or variations of it to achieve higher grades with less stress. The problem is that for many, these are skills that may have never been taught or discussed and as such, will be left to learn by luck unless we teach it.

SQ3R stands for Survey, Question, Read, Recite, Review. It is a good slogan to commit to memory, and to have your students do the same. As with everything else when dealing with kids in Oakland, CA- with the usage SQ3R, we assume that kids DO NOT know how to read for comprehension.

This, as all else in our Methods guide, needs to be explicitly taught and reinforced by ALL staff. The Strategies with an asterisk have an accompanying description and /or organizers attached.

| TOPIC                  | DEFINITION  | TEACHING STRATEGY  |
|------------------------|---|--|
| <p><b>Survey</b></p>   | <p>Teach to get the best overall picture of what they're going to study BEFORE they study it and grasp any detail. It's like looking at a road map before going on a trip. If you don't know the territory, studying a map is the best way to begin. Help them to find the Context Clues</p> <p><b>Objective:</b></p> <p>To demonstrate how context clues can assist their study.</p> <p>Teach them to narrow their study scope during review or study sessions.</p>  | <p>Teach them Context Clues and how to survey the following:</p> <ul style="list-style-type: none"> <li>• Start of chapters (In textbooks)</li> <li>• Tables/graphs</li> <li>• Look at italicized, underlined, or bolded comments are added on the section,</li> <li>• Length of the sections.</li> <li>• Vocabulary lists</li> <li>• Bulleted lists</li> <li>• Pictures, or quotes highlighted? These are context clues for you.</li> </ul> |
| <p><b>Question</b></p> | <p>Students must ask questions for learning. The important things to learn are usually answers to questions. Things that make impressions are more meaningful, and therefore more easily remembered.</p> <p><b>Objective:</b></p> <p>To teach them to Ask questions they read or study. Tell them As they answer them, it will help them to make sense of the material and remember it more easily because the process will make an impression on them.</p> <p>Questions should lead to emphasis on the what, why, how, when, who and where of study content.</p> | <ul style="list-style-type: none"> <li>• write margin questions</li> <li>• Write questions in Notes</li> <li>• Quick writes</li> <li>• White board questions</li> <li>• Ask anticipatory "what next" questions.</li> <li>• 5 W's sheets</li> <li>• *2 Column Notes</li> </ul>  |



|               |  |   |
|---------------|--|---|
| <b>Read</b>   | <p>Kids need to realize that Reading is NOT running their eyes over a textbook. When they read it should be actively done.</p> <p>When the read is getting difficult or boring, have them stop, take a breath and then continue.</p> <p>The student must be trained to be patient and develop the nuances of reading. This is especially true in the modern technological world and the instant nature of fast technology.</p>   | <ul style="list-style-type: none"><li>• Use a ruler to follow along sentence by sentence.</li><li>• Teach them to point at what they read.</li><li>• During read aloud, make sure THEY ALL ARE FOLLOWING ALONG!</li><li>• Use quick writes after brief read captions.</li></ul>               |
| <b>Recite</b> | <p>When one recites, you stop reading periodically to recall what you have read. In college this is what flashcards and note taking is all about.</p> <p><b>Objective:</b></p> <p>To teach them to recall main headings, important ideas of concepts presented in bold or italicized type, and what graphs charts or illustrations indicate.</p> <p>To teach students to develop an overall concept of what they have read in their own words and thoughts.</p> <p>Try to connect things you have just read to things you already know.</p>  | <ul style="list-style-type: none"><li>• Teach to develop a general concept of what was read</li><li>• Put material in their own words</li><li>• KWL charters</li><li>• flashcards</li><li>• Summaries</li><li>• Quick writes</li><li>• *The (REST)<br/>Record/Edit/Synthesize/Think</li></ul> |
| <b>Review</b> | <p>Rereading is an important part of the review process. This is the essence of study; however most students think that study means to go back and re-read entire chapters, not necessarily for comprehension, but simply to read to please parents and teachers.</p> <p>A review is a survey of what has been covered. It is a review of what they are supposed to accomplish, not what you are going to do. The best time to review is when you have just finished studying something. Don't wait until just before an examination to begin the review process.</p> <p><b>Objective:</b></p> <p>To teach that Reread with the idea that you are measuring what new information gained from the process.</p> <p>During review, it's a good time to teach them to go over notes you taken to help clarify points they may have missed or don't understand.</p> <p>Before an examination, teach them to do a final review.</p> <p>If you manage your time, the final review can be thought of</p> | <ul style="list-style-type: none"><li>• Study notes</li><li>• Note reviews (class)</li><li>• Outline</li><li>• Note swaps (in class)</li><li>• Concept graphic organizers</li><li>• Cause and effect organizers</li><li>• Outline</li></ul>   |



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as a "fine-tuning" of your knowledge of the material.



## *Lesson Planning (Evaluation on Blooms Taxonomy)*

### **Categories in the Cognitive Domain: (with Outcome-Illustrating Verbs)**

1. **Knowledge** of terminology; specific facts; ways and means of dealing with specifics (conventions, trends and sequences, classifications and categories, criteria, methodology); universals and abstractions in a field (principles and generalizations, theories and structures):  
Knowledge is (here) defined as the **remembering (recalling)** of appropriate, previously learned information.
  - o defines; describes; enumerates; identifies; labels; lists; matches; names; reads; records; reproduces; selects; states; views; writes;
  
2. **Comprehension**: Grasping (**understanding**) the meaning of informational materials.
  - o classifies; cites; converts; describes; discusses; estimates; explains; generalizes; gives examples; illustrates; makes sense out of; paraphrases; restates (in own words); summarizes; traces; understands.
  
3. **Application**: The use of previously learned information in new and concrete situations to solve problems that have single or best answers.
  - o acts; administers; applies; articulates; assesses; charts; collects; computes; constructs; contributes; controls; demonstrates; determines; develops; discovers; establishes; extends; implements; includes; informs; instructs; operationalizes; participates; predicts; prepares; preserves; produces; projects; provides; relates; reports; shows; solves; teaches; transfers; uses; utilizes.
  
4. **Analysis**: The breaking down of informational materials into their component parts, examining (and trying to understand the organizational structure of) such information to develop divergent conclusions by identifying motives or causes, making inferences, and/or finding evidence to support generalizations.
  - o analyzes; breaks down; categorizes; compares; contrasts; correlates; diagrams; differentiates; discriminates; distinguishes; focuses; illustrates; infers; limits; outlines; points out; prioritizes; recognizes; separates; subdivides.
  
5. **Synthesis**: **Creatively** or divergently applying prior knowledge and skills to produce a new or original whole.
  - o adapts; anticipates; collaborates; combines; communicates; compiles; composes; **creates**; designs; **develops**; devises; expresses; facilitates; formulates; generates; hypothesizes; incorporates; individualizes; initiates; integrates; intervenes; invents; models; modifies; negotiates; plans; progresses; rearranges; reconstructs; reinforces; reorganizes; revises; structures; substitutes; validates.





## Lesson Planning (Evaluation on Blooms Taxonomy)

6. **Evaluation** (On same level as *synthesis*?): Judging the value of material based on **personal values/opinions**, resulting in an end product, with a given purpose, without real right or wrong answers.
- o appraises; compares & contrasts; concludes; criticizes; critiques; decides; defends; interprets; judges; justifies; reframes; supports.

| LEVEL                | DEFINITION   | SAMPLE VERBS   | SAMPLE BEHAVIORS  |
|----------------------|--|--|---|
| <b>KNOWLEDGE</b>     | Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.           | Write<br>List<br>Label<br>Name<br>State<br>Define            | The student will define the 6 levels of Bloom's taxonomy of the cognitive domain.   |
| <b>COMPREHENSION</b> | Student translates, comprehends, or interprets information based on prior learning.  | Explain<br>Summarize<br>Paraphrase<br>Describe<br>Illustrate | The student will explain the purpose of Bloom's taxonomy of the cognitive domain.   |
| <b>APPLICATION</b>   | Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.            | Use<br>Compute<br>Solve<br>Demonstrate<br>Apply<br>Construct | The student will write an instructional objective for each level of Bloom's taxonomy.   |
| <b>ANALYSIS</b>      | Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question. | Analyze<br>Categorize<br>Compare<br>Contrast<br>Separate     | The student will compare and contrast the cognitive and affective domains.  |
| <b>SYNTHESIS</b>     | Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.                 | Create<br>Design<br>Hypothesize<br>Invent<br>Develop         | The student will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains. |
| <b>EVALUATION</b>    | Student appraises, assesses, or critiques on a basis of specific standards and criteria.                                       | Judge<br>Recommend<br>Critique<br>Justify                    | The student will judge the effectiveness of writing objectives using Bloom's taxonomy.  |



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## Catch The Meaning

| QUOTATION/SAYING | PARAPHRASE OR SUMMARIZE | RHETORICAL STRATEGY OR STYLE ELEMENT | EFFECT OR FUNCTION |
|------------------|-------------------------|--------------------------------------|--------------------|
|                  |                         |                                      |                    |
|                  |                         |                                      |                    |
|                  |                         |                                      |                    |
|                  |                         |                                      |                    |



# Writing Rubric

| CATEGORY           | 4  | 3  | 2   | 1  | TOTALS |
|--------------------|--|--|---|--|--------|
| Topic Sentence     | Each paragraph starts with a well-constructed and focused topic sentence.            | Most paragraphs start with a well-focused topic sentence.                                    | The topic sentences are not well constructed and they don't focus on one topic.     | Paragraphs do not start with a well-focused topic sentence.                                  |        |
| Supporting Details | Vivid words and phrases are used that bring the topic alive and are used accurately. | There are a few errors in capitalization and/or punctuation that distracts from the content. | The vocabulary words used clearly communicate ideas but there is a lack of variety. | There are a few errors in capitalization and/or punctuation that distracts from the content. |        |
| Vocabulary         |  |  |   |  |        |
| Capitalization     |  |  |   |  |        |
| Punctuation        |  |  |   |  |        |
| Spelling           |  |  |   |  |        |
| Score Average      |  |  |   |  |        |

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
 Site: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_



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## Assessment to Instruction Workplan

Site: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

Date: \_\_\_\_\_

*CA Standards Taught- Areas of strength:*

*Standards Taught- Areas to target whole class:*

*Areas to target in small groups (list can include tutoring and detailed needs):*

*What does your classroom look like during assessments?: (list teacher and student activities/work)*

*Differentiation: What are students working on during Reading / Writing tutoring?*

*How will you use assessment data as whole group? Smaller identified groups?*



# Assessment to Instruction Workplan

| Teacher "Must To Do's" | Leader "Must To Do's" |
|------------------------|-----------------------|
|                        |                       |

Follow-Up-Date \_\_\_\_\_ Teacher: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

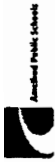


Amesbury Public Schools

## Catch The Meaning

| QUOTATION/SAYING | PARAPHRASE OR SUMMARIZE | RHETORICAL STRATEGY OR STYLE ELEMENT | EFFECT OR FUNCTION |
|------------------|-------------------------|--------------------------------------|--------------------|
|                  |                         |                                      |                    |
|                  |                         |                                      |                    |
|                  |                         |                                      |                    |
|                  |                         |                                      |                    |

**MIDDLE SCHOOL WRITING  
RUBRIC**



# Writing Rubric

| CATEGORY                                | 4  | 3   | 2   | 1   | TOTALS               |
|---|--|---|---|---|----------------------|
| <b>Topic Sentence</b>                   | Each paragraph starts with a well-constructed and focused topic sentence.                | Almost all paragraphs start with a well-constructed topic sentence.                                     | The topic sentences are not well constructed and they don't focus on one topic.             | Paragraphs do not start with a sentence with a focused topic.   |                      |
| <b>Supporting Details</b>               | Each paragraph contains 2 or 3 details that support the topic.                           | Each paragraph contains at least 2 details that support the topic.                                      | Each paragraph contains at least 1 detail that supports the topic.                          | Paragraphs do not contain details that support the topic.   |                      |
| <b>Vocabulary</b>                       | Vivid words and phrases are used that bring the topic alive and are used accurately.     | Vivid words and phrases are used that bring the topic alive and they may not always be used accurately. | The vocabulary words used clearly communicate ideas but there is a lack of variety.         | The vocabulary used is limited and does not adequately communicate ideas.   |                      |
| <b>Grammar &amp; Spelling</b>           | There are no errors in grammar or spelling.  | There are 1 or 2 errors in grammar or spelling but they don't affect meaning.                           | There are 3 or 4 errors in grammar or spelling that distract the reader from the content.   | There are more than 4 errors in grammar or spelling that make the paper difficult to understand.                  |                      |
| <b>Capitalization &amp; Punctuation</b> | There are no errors in capitalization or punctuation.                                    | There are 1 or 2 errors in capitalization and/or punctuation but the paper is still easy to understand. | There are a few errors in capitalization and/or punctuation that distract from the content. | There are more than four errors in capitalization and/or punctuation that make the paper difficult to understand. |                      |
| <b>Conclusion</b>                       | The conclusion is well-constructed and draws together all the details to form an ending. | There is a conclusion and it draws together most of the details.  | There is a conclusion but it doesn't draw together most of the details.                     | There is no clear conclusion or ending to the paper.  |                      |
|   |  |   |   |   | <b>SCORE AVERAGE</b> |

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

Site: \_\_\_\_\_ Teacher: \_\_\_\_\_

Subject: \_\_\_\_\_



# **ASSESSMENT TO WORKPLAN**



## Analyzing Interim Assessment Results

IA1 Sept 2011

With your subject level or grade level partners discuss and answer the following questions for one of the tests in the current Assessment session. It is important to have the actual test in hand during this analysis and share openly.

Name of Teacher:

Test Subject:

Grade level:

### General Questions

1. How well did the class do as a whole? (Classroom Exam Report)
2. Did you expect these results? Why or why not?
3. Where is most remedial work required, based on the current results?
4. Look at the students' performance. Did individual students perform better or worse than you expected them to? (Student Exam Report)



**Detailed Analysis Questions:** Answer the following questions after studying the students' responses and looking over the actual test. Keep in mind that certain erroneous questions were already omitted from the score. The Interim Assessment must be a valid assessment of student mastery with respect to CA standards, so your input in this part of the analysis is crucial for effectiveness of future assessments. Feel free to attach extra sheets of paper for your response.

**1. Test in Hand.** Assess a handful of the questions the students "bombed".

|                      |
|----------------------|
| <b>weak Q's :</b>    |
| <b>CA Standards:</b> |

Compare with the questions that went over well.

|                         |
|-------------------------|
| <b>proficient Q's :</b> |
| <b>CA Standards:</b>    |

Is there a trend? Is the trend based on the type of questions, question level or direct content?

**2. Scan by Student.** For weak questions above, examine the individual student data. Did the normally high-achieving students perform as you expected? Did the struggling students perform as you expected? Was the test aiming too high or was instruction deficient?

**3. Search for Separators.** Find a few questions that separated the class as you had expected by regular class performance (i.e. good students did well, poor student bombed)

|                      |
|----------------------|
| <b>Q's:</b>          |
| <b>CA Standards:</b> |

How will you use this data to help you formulate the action plan response to the assessment results? Ideas for groupings, review strategies or direct teaching? Keeping in mind the timeline of the school year, which standards would you want retested in 6 weeks and which can wait?



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## Assessment to Instruction Workplan

Site: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

Date: \_\_\_\_\_

*CA Standards Taught- Areas of strength:*

*Standards Taught- Areas to target whole class:*

*Areas to target in small groups (list can include tutoring and detailed needs):*

*What does your classroom look like during assessments?: (list teacher and student activities/work)*

*Differentiation: What are students working on during Reading / Writing tutoring?*

*How will you use assessment data as whole group? Smaller identified groups?*



Amherst Public Schools

## Assessment to Instruction Workplan

| Teacher "Must To Do's" | Leader "Must To Do's" |
|------------------------|-----------------------|
|                        |                       |

Follow-Up- Date \_\_\_\_\_

Teacher: \_\_\_\_\_

Reviewer: \_\_\_\_\_

# READING SURVEY



## 20 Questions- Reading Survey

1. Do you like to read? \_\_\_\_ Yes \_\_\_\_ No (if no) Have you ever liked reading (At what age)? \_\_\_\_\_

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2. Do you have a television your room? \_\_\_\_\_ A computer? \_\_\_\_\_

3. How much time do you spend reading outside of school hours each day?  
\_\_\_\_ One hour \_\_\_\_ 30 minutes \_\_\_\_ Around 20 minutes \_\_\_\_ 10 minutes \_\_\_\_ none

4. Do you have a library card? \_\_\_\_ Yes \_\_\_\_ No - (If Yes) Do you use it? \_\_\_\_ Yes \_\_\_\_ No

5. About how many books do you own? \_\_\_\_\_

6. What are some books you would like to own? Name at least two. \_\_\_\_\_

7. How many televisions are in your house? \_\_\_\_\_. Where are they located? \_\_\_\_\_

8. Put a check mark by the kinds of books that interest you.

- (Check at least three.)

\_\_\_\_ Action/Adventure \_\_\_\_ Travel \_\_\_\_ Drama \_\_\_\_ Mystery/Thriller

\_\_\_\_ Historical Fiction \_\_\_\_ Supernatural \_\_\_\_ History \_\_\_\_ War/Military

\_\_\_\_ Fantasy \_\_\_\_ Folktales \_\_\_\_ Western \_\_\_\_ Non-fiction \_\_\_\_ Biographies

\_\_\_\_ Horror \_\_\_\_ Art \_\_\_\_ Sports \_\_\_\_ Real Life \_\_\_\_ Humor/Comedy

\_\_\_\_ Plays \_\_\_\_ Religious \_\_\_\_ Anime \_\_\_\_ Poetry \_\_\_\_ Science Fiction

\_\_\_\_ How-to Books \_\_\_\_ Other: \_\_\_\_\_

9. How many books have you read in the last six months?

\_\_\_\_ > 15 \_\_\_\_ 10- 14 \_\_\_\_ 6-9 \_\_\_\_ 3-5 \_\_\_\_ 2 \_\_\_\_ 1 \_\_\_\_ None

10. Do you consider your parents as "readers"? \_\_\_\_\_ if yes, what do they read (I.E. books, newspaper ,etc) \_\_\_\_\_

11. Name a person you would like to know more about (historical figure, sports figure, celebrity, etc.) \_\_\_\_\_



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12. *Is there a time or period/event in history that you would like to know more about (Ancient Egypt, Middle Ages, Meso-America, Apartheid, Vietnam War, WWII, etc). Why?*

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13. *List your spare time activities (Hobbies, sports, extra-curricular activities, etc.)*

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14. *What is your favorite book of all time?* \_\_\_\_\_

*Why is it your favorite?* \_\_\_\_\_

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15. *Do you read with the TV, radio on?*  Yes  No

16. *What is your favorite television program?* \_\_\_\_\_

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17. *On average how much time do you spend watching television and/or playing video games each day?*

8 hours  6-8 hours  4-5 hours  2-3 hours  1-2 hours  One hour

None

18. *What is your favorite website:* \_\_\_\_\_

19. *When you were little, did you enjoy having someone read to you?*  Yes  No

20. *Do you have a library (small or large) at home?* \_\_\_\_\_

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21. *Say anything else you would like to about reading:* \_\_\_\_\_

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# **TUTOR TRAININGS**

# Effective Tutoring Programs Development (Tutor Training)



**Amethod Public Schools**

Amethod Public Schools: Professional Development Series

## **What are the Advantages of Tutoring?**

### **For the Students:**

- Creates a more favorable teacher-to-learner ratio (particularly with the use of one-on-one instruction).
- Provides learners with more on-task time via increased opportunities to read with success and to receive feedback.
- Allows for immediacy of positive and corrective feedback so learners stay on track and do not practice errors.
- Increases reading and problem solving performance of learners
- Improves learner motivation and decreases their frustration.
- Enhances interpersonal skills and relationships due to established bonds/friendships between learners and tutors.
- Allows for individualized progress monitoring to ensure learning is taking place.

### **For the Teachers:**

- Increases student performance and as a result; classroom becomes more focused.
- Enhances lessons and teaching/learning opportunities.
- Increases the effectiveness of instruction and expands instructional minutes.
- Allows teachers more opportunities for smaller group differentiation in the classroom.
- Establishes important skills in students.
- Increase in the quality of work, projects, and presentations.
- Higher grade averages
- Less student disruptions and misbehaving for reason due to student frustration.

## The Components of an Effective Programs

### INSTRUCTION

1. Provide daily tutoring sessions with at least 30 minutes of instruction (if not daily at least 2-3 times per week).
2. Use one-on-one tutoring (though an excellent tutor can work with two students at the same level at once).

### TUTORING PROGRAM INSTRUCTIONAL MATERIALS

1. OCA will use an evidence-based program to teach reading skills. This means that reading logs, assessments, reports, reviews and other assessments will be collected to assure that these programs remain effective and/or relevant.
2. This program should include guidance on what tutors say and do. For more advanced reading skills tutoring should include comprehension questions, and grade leveled vocabulary activities whenever possible.
3. Some programs include materials such as dry erase boards/markers/erasers, graphic organizers, and timers/stopwatches to use during instruction.

### PROFESSIONAL DEVELOPMENT/TRAINING

1. Demonstrate teaching skills to tutors. Include role-play and practice activities as well as problem solving scenarios during tutor training.
2. Train an on-site supervisor to monitor the tutoring program.
3. Establish tutor expectations such as time commitments, professional behavior, and training requirements.
4. Observe how tutors deliver instruction, provide praise and error corrections, and record learner progress. Deliver feedback and coaching based on this observation.
5. Provide additional tutor training at scheduled intervals to allow tutors to work more effectively with learners.

6. Hold regular meetings with tutors to provide a forum for discussion and problem solving.

#### ASSESSMENT AND ACCOUNTABILITY

1. Incorporate the use of placement testing for appropriate skill entry to ensure learner success.
2. Develop a record keeping system to ensure tutors are conducting the program at a quality level and that tutors are progressing.

#### LEADERSHIP

- Recruit tutors who are smart, and motivated to help others and who make a commitment to keep groups focused and structured.
- Screen and match tutors with students and/or groups. Provide rapport building activities such as "getting to know you" games.
- Ensure high quality instruction, instructional materials, professional development, and assessment and accountability,

### What Instructional Behaviors Should Tutors Exhibit?

- Begin instruction immediately after the start of the tutoring session (3:00 PM).
- Provide clear instructions (e.g., "Read this list of words" rather than "Could you read this list of words?").
- Use explicit teaching techniques (i.e., showing learners what to do and providing opportunities for learners to practice with clear tutor supervision and feedback) rather than simply reading to the learners.
- Include praise and encouraging words that are specific to the task at hand
- Use error corrections that include showing learners the correct response (e.g., "that word is *encyclopedia*") and asking them to repeat it.
- Maintain a rapid pace of instructional delivery to keep learners focused and on task.
- Do not ignore unwanted attitudes or behavior. Have a plan for it.
- Gather learner performance data on a regular basis.
- Chart learner performance data (graphs) to allow a visual display of improvements made in the program.

### **Tips for Tutors who do not Receive Training**

- Be positive. Praise goes a long way with learners who struggle in reading. Provide positive feedback when correct responses are made (e.g., "yes. The word is *Sequoia*.").
- Stop learners immediately after an error. Show them what to do and provide them an opportunity to do it correctly (e.g., "That word is *trouble*. What word is this?). Try not to use the word "no."
- Provide clear instructions.
- Record learner performance. Be mindful of mistakes made during the session. Review anything that learners miss or on what they do not respond confidently. Remember, learners "should say it like they know it."
- Work from the beginning to the end of the period.
- Keep tutoring sessions lively. Learner success and tutor support go a long way in keeping learners motivated to come back.
- Try to ignore minor misbehavior. Focus on what learners are doing well rather than dwell on what they have missed.
- Be patient. Show learners that you care about them by your commitment and encouragement.

**AMETHOD SCHOOLS  
CREDO**



*STUDENTS REMEMBER...*

# THE ROAD

*TO YOUR FUTURE AWAITS!*

RESPONSIBILITY.....YOURS FOR YOURSELF

ORGANIZATION .....BE READY FOR YOUR TIME

ACADEMICS.....DEVELOP YOUR MIND

DESIRE.....YOU HAVE TO MAKE IT HAPPEN



**Amethod Public Schools**

*Honor Hard Work*

West Contra Costa Unified School District  
1108 Bissell Avenue  
Richmond, California 94801  
Office of the Superintendent

**ITEM REQUIRING ATTENTION---BOARD OF EDUCATION**

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**To:** Board of Education **Meeting Date:** March 7, 2012  
**From:** Bill Fay **Agenda Item:** G.2  
Associate Superintendent for Operations  
**Subject:** Project Status Report

**Background Information:**

The following are provided for review of Facilities Planning and Construction in the District's Bond Program and for information regarding individual projects:

- Engineering Officer's Report – Verbal Presentation
- Construction Status Reports – Current Construction Projects

**Recommendation:** For information only

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: \_\_\_\_\_ Seconded by: \_\_\_\_\_  
Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Tabled \_\_\_\_\_

# PROJECT STATUS REPORT

## De Anza High School - Replacement Campus

### Period Ending: 2/15/2012

**Scope:** Replacement Campus

**Construction Status:**

Architect: DLM Architects  
 Project Manager: Jose Chapa, SGI Construction Management  
 Project Engineer: Marc Alojepan, SGI Construction Management  
 Contractor: Wright Contracting Inc.  
 Inspector: Steve Cayson  
 WCCUSD Mgr: Keith Holtlander

**Contract Status:**

|                               |            |                 |                 |                  |
|-------------------------------|------------|-----------------|-----------------|------------------|
| Notice to Proceed:            | 05/17/2010 | <b>Original</b> | <b>Approved</b> | <b>Projected</b> |
| Construction Schedule (days): | 1,080      |                 |                 |                  |
| Original Completion Date:     | 05/01/2013 |                 |                 |                  |
| Projected Completion:         | 05/01/2013 |                 |                 |                  |

**Buildings:**

|                       |  |
|-----------------------|--|
| Building 1            | Administration & Library               |
| Building 2 & 3        | Theater & Arts                         |
| Building 4            | Special Education                      |
| Building 5            | Science                                |
| Building 6 & 7        | Classrooms                             |
| Building 8            | Gymnasium                              |
| Building 9            | Cafeteria                              |
| Building 11, 12, & 13 | Lobby, Breezeway, & Entrance Structure |

**Progress This Period:**

- Building 1, 2, & 3--Install Brick Veneer
- Building 1, 2, 3, 4, 5, 6, 7, & 11--Install Storefront, Windows, & Doors
- Building 1, 8, & 9--Install Restroom Tiles, Interior Finishes, & Casework
- Building 1, 2, 3, 4, 5, 6, 7, & 9--Install HVAC Ducts & Equipment
- Building 2, 3, 4, 5, 6, & 7--Install MEP Rough-Ins
- Building 2, 3, 4, 5, 6, & 7--Install Exterior Plaster
- Building 2, 3, 4, 5, 6, 7, & 11--Install Interior Wall Insulation & Drywall
- Building 6, 7, & 11--Install Roof Gravel Ballast System
- Building 8--Install Basketball Equipment/Accessories
- Building 8 & 9--Install Ceiling & Lighting
- Building 13--Excavate Footings

**Anticipated Progress Next Period:**

- Building 1, 2, 3, 4, 5, 6, 7, & 11 Install Storefront, Windows, & Doors (Cont.)
- Building 1, 8, & 9--Interior Finishes & Casework (Cont.)
- Building 2, 3, 4, & 5--Install Brick Veneer (Cont.)
- Building 1, 2, 3, 4, 5, 6, 7, & 9--Install HVAC Ducts & Equipment (Cont.)
- Building 2, 4, 5, 6, & 7--Install MEP Rough-Ins (Cont.)
- Building 5, 6, & 7--Install Exterior Plaster (Cont.)
- Building 5, 6, 7, & 11--Install Interior Wall Insulation & Drywall (Cont.)
- Building 1, 8, & 9--Install Ceiling & Lighting (Cont.)
- Building 13--Install Footing Rebar & Pour Concrete

**Schedule Assessment/Update:**

|  |       |
|--|-------|
| Construction Duration (Calendar Days):     | 1,080 |
| Construction Calendar Days Elapsed:        | 639   |
| Construction Calendar Days Remaining:      | 441   |
| Percent of Contract Calendar Days Elapsed: | 59%   |
| Percent of Construction Completed:         | 61%   |

|                                |            |                      |
|--------------------------------|------------|----------------------|
| <b>Percentage of Work Done</b> | <b>61%</b> | <b>Total Project</b> |
|--------------------------------|------------|----------------------|

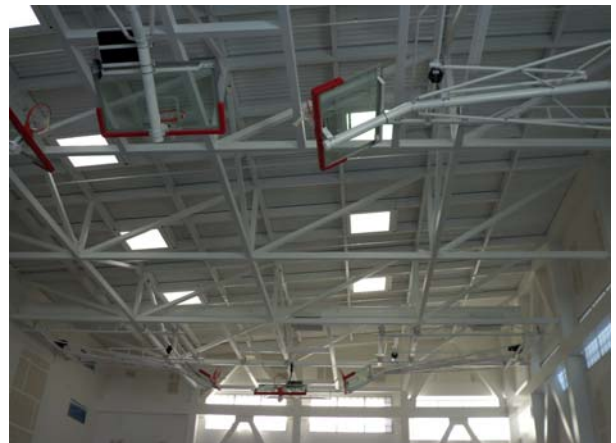
**Proposed Changes:**

**General Comment:**

Progress Photos: 2/15/2012



**Building 1: Interior Finish Work**



**Building 8: Install Basketball Equipment**



**Building 9: Install HVAC Ducts & Ceiling**

# PROJECT STATUS REPORT

Dover Elementary School -

Period Ending: 2/15/2012

**Scope:** Increment 2 - Construction of new school buildings with covered walkway.

**Construction Status:**

Architect: HY Architects, Inc.  
 Project Manager: Robert Vargas, SGI Construction Management  
 Project Engineer: Eddie Law, SGI Construction Management  
 Contractor: Alten Construction, Inc.  
 Inspector: Kris Gilbert  
 WCCUSD Mgr: Keith Holtlander

**Contract Status:**

Notice to Proceed: 06/15/2009

|                               | Original   | Approved | Projected |
|-------------------------------|------------|----------|-----------|
| Construction Schedule (days): | 1,110      | 199      | 1,309     |
| Original Completion Date:     | 06/29/2012 |          |           |
| Projected Completion:         | 1/14/2013  |          |           |

**Buildings:**

Building A Main Admin. Building & Classrooms - COMPLETED  
 Building B Pre-School/Kindergarten - IN PROGRESS  
 Building C Multi Purpose Building - IN PROGRESS  
 Site Work Rough Site Work & Underground Utilities

**Progress This Period:**

Building B:

- Covered walkway and plywood sheathing - In progress
- Rough Mechanical - HVAC ducts - In progress
- Rough Plumbing - copper and gas pipes - In progress
- Rough Electrical - In progress
- Sprinkler main and branches - In progress
- Window frame and glazing - In progress
- Exterior door frames - In progress

Building C:

- Barrel roof framing and sheathing - Completed
- Crickets, roofing and mechanical curbs - In progress
- Exterior door frames - In progress
- Exterior water proofing - In progress

**Anticipated Progress Next Period:**

Building B:

- Continuation of in-progress work as noted above
- Built-up roof
- Exterior door installation
- Insulation and drywall
- Scaffold and lath

Building C:

- Continuation of in-progress work as noted above
- Rough Mechanical, Plumbing, Electrical and Sprinklers
- Window frame and glazing

**Schedule Assessment/Update:**

|  |       |
|--|-------|
| Construction Duration (Calendar Days):     | 1,309 |
| Construction Calendar Days Elapsed:        | 975   |
| Construction Calendar Days Remaining:      | 334   |
| Percent of Contract Calendar Days Elapsed: | 74%   |
| Percent of Construction Completed:         | 76%   |

**Percentage of Work Done 76% Total Project**

|                                   |                   |      |
|-----------------------------------|-------------------|------|
| Phase 1 -- Demolition & Site Work | Increments 1 & 1A | 100% |
| Phase 2 -- Building "A"           | Increment 2       | 100% |
| Phase 3 -- Building "B" & "C"     | Increment 3       | 51%  |
| Phase 4 -- Site Work & Playground | Increment 3       | 5%   |

**Proposed Changes:**

**General Comment:**

Progress Photos: 2/15/2012



Building B - Window Frame and Glazing



Building B - Covered Walkway Framing



Building C - Barrel Roofing

# PROJECT STATUS REPORT

## Ford Elementary School - Building

Period Ending: 2/15/2012

**Scope:** Pre-K, K-5 Elementary School with Computer Laboratory, Library, Administration, Kitchen, Multi-Purpose Room & Stage; with Playgrounds & Parking

### Construction Status:

Architect: Sally Swanson Architects, Inc.  
 Project Manager: Lewis Brower, SGI Construction Management  
 Project Engineer: Rod Sias, Jemil Sahle, SGI Construction Management  
 Contractor: Heather Alten Construction, Inc.  
 Inspector: Mark Eriksen  
 WCCUSD Mgr: Keith Holtslander

### Contract Status:

Notice to Proceed: 10/12/2009

|                               | Original   | Approved | Projected |
|-------------------------------|------------|----------|-----------|
| Construction Schedule (days): | 600        | 256      | 856       |
| Original Completion Date:     | 06/04/2011 |          |           |
| Projected Completion:         | 2/16/2012  |          |           |

### Buildings:

|                  |   |
|------------------|---|
| Site Development | Rough Site Work & Underground Utilities           |
| Building; Area A | Classrooms, Administration, Library, Computer Lab |
| Building; Area B | Pre-School, Kindergarten, Classrooms              |
| Building; Area C | Multi-Purpose Room, Stage, Kitchen                |
| Site Finish      | Hardscape, Landscape, Irrigation, Accessories     |

### Progress This Period:

- Areas A, B & C - Overall Interior Construction is substantially complete. with Punch list Resolution Underway. Final Clean-Up Complete.
- HVAC & Lighting System Start-Up & Commissioning nears completion.
- Fire Alarm System, Elevator Systems & Kitchen Certified. Comcast Service & Intrusion Alarm System Online. CCTV System, Card Reader System, EMS System, PA System nears completion. AT&T Fiber Optics and Gigaman Service is underway.
- Site Development is ≈99+% complete.
- FF&E Delivery and Set-up 98% Complete. Computer, TV and DVR Player Delivery and Set-Up is 80% Complete.

### Anticipated Progress Next Period:

- Areas A, B & C - Attain District Substantial Completion.
- Punch list Resolution complete;
- HVAC Equipment & Lighting System Commissioning complete.
- CCTV System, Card Reader System, EMS System, PA System Start-Up complete.
- AT&T Fiber Service and Gigaman System Implementation complete.
- Site Work - Full Site Development complete; Punch list near completion.
- Pre-School Certifications complete. FF&E Fit-Up complete. Computer, TV, CATV, VOIP Telephone Installation & Start-Up well underway.

### Schedule Assessment/Update:

|  |      |
|--|------|
| Construction Duration (Calendar Days):     | 856  |
| Construction Calendar Days Elapsed:        | 856  |
| Construction Calendar Days Remaining:      | 0    |
| Percent of Contract Calendar Days Elapsed: | 100% |
| Percent of Construction Completed:         | 99+% |

### Percentage of Work Done

### Total Project

|                  |      |
|------------------|------|
| Site Development | 99+% |
| Building; Area A | 99+% |
| Building; Area B | 99+% |
| Building; Area C | 99+% |
| Site Finish      | 98%  |

### Proposed Changes:

### General Comment:

The School is scheduled to open on 2/27/12 upon completion of the President's Week Recess.

Progress Photos: 2/15/2012



Cross Campus View; Planter to Playgrounds to MPR



Administrative Office Complete



Classrooms Complete

# PROJECT STATUS REPORT

## Hercules Middle/High School - Solar/Photovoltaic Panel System Installation

Period Ending: 2/15/2012

**Scope:** Solar/Photovoltaic Panel System Installation

**Construction Status:**

Architect: ATI Architects  
 Project Manager: Willie Robinson, WJR, Inc.  
 Project Engineer:  
 Contractor: Sunpower Corporation  
 Inspector: Steve Cayson  
 WCCUSD Mgr: Keith Holtlander

**Contract Status:**

Notice to Proceed: 07/01/2011

|                               | Original   | Approved | Projected |
|-------------------------------|------------|----------|-----------|
| Construction Schedule (days): | 256        | 256      | 256       |
| Original Completion Date:     | 03/13/2012 |          |           |
| Projected Completion:         | 03/13/2012 |          |           |

**Buildings:**

Parking Lot A Shade Structure - Array #1  
 Parking Lot B Shade Structures - Arrays #2 & #3

**Progress This Period:**

- Complete Structural Steel frame erection
- Complete PV anchor hole on all arrays
- Finish painting steel frame on all arrays
- Complete PV installation on arrays #2 & #3
- Started PV installation on array #1, Parking Lot A

**Anticipated Progress Next Period:**

- Complete equipment pad fencing
- Complete electrical wiring on all arrays
- Install galvalum wire trays
- Install DC wiring to combiner boxes
- Finalize DC wiring pulling to termination points
- Install LED Canopy lighting
- Finalize all interconnections

**Schedule Assessment/Update:**

|  |     |
|--|-----|
| Construction Duration (Calendar Days):     | 256 |
| Construction Calendar Days Elapsed:        | 229 |
| Construction Calendar Days Remaining:      | 27  |
| Percent of Contract Calendar Days Elapsed: | 89% |
| Percent of Construction Completed:         | 90% |

**Percentage of Work Done 90% Total Project**

|                        |      |
|------------------------|------|
| Proof of Ins. Bonds    | 100% |
| Pre-Construction Work  | 100% |
| PV Delivery            | 33%  |
| Inverter Delivery      | 100% |
| Substantial Completion | 0%   |
| Final Completion       | 0%   |
| DSA Close-out          | 0%   |

**Proposed Changes:**

**General Comment:**

Progress Photos: 2/15/2012



Parking Lot A - Array #1



Parking Lot B = Array #2



Parking Lot B - Arrays #2 & #3 Roofs

# PROJECT STATUS REPORT

## Kennedy High School - ADA Upgrades and Elevator

### Period Ending: 2/15/2012

**Scope:** ADA Upgrades and Elevator Project

**Construction Status:**

Architect: HMC Architects  
 Project Manager: Herman Blackmon Jr., Amanco, Inc.  
 Project Engineer:  
 Contractor: CF Contracting  
 Inspector: Brad Williamson  
 WCCUSD Mgr: Andrew Mixer

**Contract Status:**

|                               |            |                 |                 |                  |
|-------------------------------|------------|-----------------|-----------------|------------------|
| Notice to Proceed:            | 08/15/2011 |                 |                 |                  |
|                               |            | <b>Original</b> | <b>Approved</b> | <b>Projected</b> |
| Construction Schedule (days): | 210        |                 |                 |                  |
| Original Completion Date:     | 3/13/2012  |                 |                 |                  |
| Projected Completion:         | 5/31/2012  |                 |                 |                  |

**Buildings:**

**Progress This Period:**

- Framed at Window Wall Connecting to Elevator
- Completed Asphalt Patching for ADA Drop-Off and Parking Space
- Re-Routed Sprinkler Line at Chair Lift in Multi-Purpose Room
- Completed Framing Chair Lifts
- Rough-In Electrical for Chair Lifts - 95%

**Anticipated Progress Next Period:**

- Hang Drywall in Elevator and Machine Room
- Install Roofing for Elevator and Machine Room
- Waterproof Exterior of Elevator and Machine Room and Apply Lath and Stucco
- Install Chair Lifts
- Stripe for ADA Parking and ADA Bus Drop-Off

**Schedule Assessment/Update:**

|  |     |
|--|-----|
| Construction Duration (Calendar Days):     | 210 |
| Construction Calendar Days Elapsed:        | 178 |
| Construction Calendar Days Remaining:      | 32  |
| Percent of Contract Calendar Days Elapsed: | 84% |
| Percent of Construction Completed:         | 46% |

|                                |            |                      |
|--------------------------------|------------|----------------------|
| <b>Percentage of Work Done</b> | <b>46%</b> | <b>Total Project</b> |
|--------------------------------|------------|----------------------|

**Proposed Changes:**

- Add Knox Box at Front of School Per Requirement of the Fire Inspector.

**General Comment:**

Progress Photos: 2/15/2012



ADA Asphalt Patching



ADA - Re-Routed Sprinkler Line



ADA-Multipurpose Room Conduit and Framing

# PROJECT STATUS REPORT

## Kennedy High School - Concession Stand and Lights

### Period Ending: 2/15/2012

**Scope:** Concession Stand and Lights

**Construction Status:**

Architect: Powell & Partners  
 Project Manager: Herman Blackmon Jr., Amanco, Inc.  
 Project Engineer:  
 Contractor: B-Side Construction  
 Inspector: Brad Williamson  
 WCCUSD Mgr: Andrew Mixer

**Contract Status:**

|                               |            |                 |                 |                  |
|-------------------------------|------------|-----------------|-----------------|------------------|
| Notice to Proceed:            | 04/01/2011 | <b>Original</b> | <b>Approved</b> | <b>Projected</b> |
| Construction Schedule (days): | 210        |                 |                 |                  |
| Original Completion Date:     | 2/28/2012  |                 |                 |                  |
| Projected Completion:         | 3/14/2012  |                 |                 |                  |

**Buildings:**

Concession Stand

**Progress This Period:**

- Installed Site Electrical
- Installed Plumbing Lines
- Pulled Cables for Field Lights and Building Electrical
- Installed Electrical Panel
- Painted Metal, Outriggers and Overhang Areas
- Completed Metal Framing
- Built Suspended Ceiling
- Rough Electrical - in-progress - 80%
- Finish Electrical - in-progress - 50%
- Site Lighting - in-progress - 92%
- Installed Metal Seam Roof
- Built-Up Roofing In-Progress -75%
- Installed Interior Exhaust Units for Bathrooms
- Poured Concrete Curbs
- Completed Installation of Site Utilities

**Anticipated Progress Next Period:**

- Complete Built-Up Roofing
- Install Casework
- Install Roof HVAC Units
- Pave Northern Area of Building
- Install Bathroom Fixtures
- Complete Rough-In Plumbing and Electrical
- Install Plumbing Fixtures
- Install Overhead Door
- Paint Interior and Exterior of Building
- Pull Electrical Fiber Optic Wires for POS
- Replace Fencing
- Install Floor and Wall Tiles
- Achieve Substantial Completion

**Schedule Assessment/Update:**

|  |      |
|--|------|
| Construction Duration (Calendar Days):     | 210  |
| Construction Calendar Days Elapsed:        | 320  |
| Construction Calendar Days Remaining:      | -110 |
| Percent of Contract Calendar Days Elapsed: | 152% |
| Percent of Construction Completed:         | 90%  |

**Percentage of Work Done**                      **90%**                      **Total Project**

**Proposed Changes:**

**General Comment:**

Progress Photos: 2/15/2012



**Concession Stand- Install Canopy Roofing**



**Concession Stand - Women's Restroom**



**Painting and Built-Up Roofing**



# PROJECT STATUS REPORT

Kennedy High School - Quads Upgrade

Period Ending: 2/15/2012

**Scope:** Quads Upgrade

**Construction Status:**

Architect: HMC Architects  
 Project Manager: Herman Blackmon Jr., Amanco, Inc.  
 Project Engineer:  
 Contractor: CF Contracting  
 Inspector: Brad Williamson  
 WCCUSD Mgr: Andrew Mixer

**Contract Status:**

|                               |            |                 |                 |
|-------------------------------|------------|-----------------|-----------------|
| Notice to Proceed:            | 12/27/2011 |                 |                 |
|                               |            | <b>Original</b> | <b>Approved</b> |
| Construction Schedule (days): | 244        |                 |                 |
| Original Completion Date:     | 08/27/2012 |                 |                 |
| Projected Completion:         | 08/27/2012 |                 |                 |

**Buildings:**

**Progress This Period:**

- Phase 1
- Surveyed Site
  - Formed For Drains
  - Installing Drainage Lines - 90%
  - Backfill and Compaction - 60%
  - Install Electrical Conduit - 90%

**Anticipated Progress Next Period:**

- Phase 1
- Complete Installation for Drain Lines
  - Complete Backfill and Compaction
  - Complete Installation of Electrical Conduit
  - Install Irrigation Line
  - Excavate for Seat Walls
  - Re-Route Gas Line
  - Form for Logos
  - Start Landscaping

**Schedule Assessment/Update:**

|  |     |
|--|-----|
| Construction Duration (Calendar Days):     | 244 |
| Construction Calendar Days Elapsed:        | 50  |
| Construction Calendar Days Remaining:      | 194 |
| Percent of Contract Calendar Days Elapsed: | 20% |
| Percent of Construction Completed:         | 22% |

**Percentage of Work Done**                      **22%**                      **Total Project**

**Proposed Changes:**

- Repair Existing Underground Leak by Science Building
- Relocate Unforeseen Gas Line

**General Comment:**

Progress Photos: 2/15/2012



Quads Upgrade - Trench Drain Forming



Quads Upgrade - Install Trench Drain



Quads Upgrade - Install Catch Basin

# PROJECT STATUS REPORT

## King Elementary School - Increment 2 New Construction

Period Ending: 2/14/2012

**Scope:** Milestone 1: Const. of (N) School Bldgs. & Site Work; Milestone 2: Teacher & Staff Move; Milestone 3: Demo. of (E) School and site work.

### Construction Status:

Architect: Quattrocchi Kwok Architects  
 Project Manager: Alaric Robinson, Amanco, Inc.  
 Project Engineer: Eddie Law, SGI Construction Management  
 Contractor: West Bay Builders  
 Inspector: Mark Eriksen  
 WCCUSD Mgr: Andrew Mixer

### Contract Status:

|                               |            |                 |                 |
|-------------------------------|------------|-----------------|-----------------|
| Notice to Proceed:            | 03/25/2009 |                 |                 |
|                               |            | <b>Original</b> | <b>Approved</b> |
| Construction Schedule (days): | 720        |                 | 129             |
| Original Completion Date:     | 03/15/2011 |                 |                 |
| Projected Completion:         | 5/16/2012  |                 |                 |

### Buildings:

|   |  |
|---|--|
| A | Single Story- Classrooms, library and admin. areas |
| B | Two Story- Classrooms                              |
| C | Single Story- Multi-Use With Stage and Kitchen     |

### Progress This Period:

- All Buildings:
- GC completing Back Punch List and Owner requested Change orders. School in use and operational.
- Site:
- Play structures installed, certified and in use.
  - Pre School play yard area completed and in use.
  - Site fencing and gates completed.
  - Parking lot striping completed.

### Anticipated Progress Next Period:

- All Buildings:
- All previously approved owner requested change orders to be completed.
  - All punch list items to be completed.
  - All warranty, repair items to be completed.
  - M&O Staff requested items to be specified, priced and scheduled.
- Site:
- All striping and graphics to be completed.
  - All playground equipment and furnishings to be installed.
  - All construction fencing to be removed.
  - Site encroachment work to be completed and permitted by the City of Richmond.
  - All planting and ground cover to be installed.

### Schedule Assessment/Update:

|  |       |
|--|-------|
| Construction Duration (Calendar Days):     | 720   |
| Construction Calendar Days Elapsed:        | 1,056 |
| Construction Calendar Days Remaining:      | -336  |
| Percent of Contract Calendar Days Elapsed: | 146%  |
| Percent of Construction Completed:         | 98%   |

|                                |            |                      |
|--------------------------------|------------|----------------------|
| <b>Percentage of Work Done</b> | <b>98%</b> | <b>Total Project</b> |
| Site Work                      | 95%        | 98%                  |

### Proposed Changes:

### General Comment:

Progress Photos: 2/14/2012



Fence and Gates at Kindergarten Play Yard



Install of Access Ramps at 39th Street Driveway



Completed Kindergarten Play Structure

# PROJECT STATUS REPORT

## Nystrom Elementary School - Multipurpose Room

### Period Ending: 2/15/2012

**Scope:** Multipurpose Room Construction

**Construction Status:**

Architect: Interactive Resources  
 Project Manager: Sonya Perkins, SGI Construction Management  
 Project Engineer: Eddie Law, SGI Construction Management  
 Contractor: John Plane Construction  
 Inspector: Kris Gilbert  
 WCCUSD Mgr: Andrew Mixer

**Contract Status:**

|                               |                 |                 |                  |
|-------------------------------|-----------------|-----------------|------------------|
| Notice to Proceed:            | 07/26/2010      |                 |                  |
|                               | <b>Original</b> | <b>Approved</b> | <b>Projected</b> |
| Construction Schedule (days): | 515             | 65              | 580              |
| Original Completion Date:     | 2/26/2012       |                 |                  |
| Projected Completion:         | 2/26/2012       |                 |                  |

**Buildings:**

Single Story Multi-Use Library, Classrooms, Computer Lab & Kitchens

**Progress This Period:**

Landscape, stage flooring, commissioning, intrusion alarm testing, kitchen inspection, and wheel chair lift certification.

**Anticipated Progress Next Period:**

MEP Punch list to begin the week of 2/20/12. Close out documents in progress

**Schedule Assessment/Update:**

|  |     |
|--|-----|
| Construction Duration (Calendar Days):     | 580 |
| Construction Calendar Days Elapsed:        | 569 |
| Construction Calendar Days Remaining:      | 11  |
| Percent of Contract Calendar Days Elapsed: | 98% |
| Percent of Construction Completed:         |     |

**Percentage of Work Done**                      **96%**                      **Total Project**

**Proposed Changes:**

**General Comment:**

Due to the vandalism on 2/12/12, JPC to provide an Action Plan/Schedule to repair damages.

Progress Photos: 2/15/2012



**Wood Floors at stage in Multi-Purpose Room**



**Metal siding**



**Vandalism- Broken windows in Library**

# PROJECT STATUS REPORT

Ohlone Elementary School - West Campus

Period Ending: 2/15/2012

**Scope:** West Campus

**Construction Status:**

Architect: Powell & Partners  
 Project Manager: Alex Gourtzelis, SGI Construction Management  
 Project Engineer: Marcus Blackmon, Amanco, Inc.  
 Contractor: Zovich Construction  
 Inspector: Mark Eriksen  
 WCCUSD Mgr: Keith Holtlander

**Contract Status:**

|                               |            |                 |                 |                  |
|-------------------------------|------------|-----------------|-----------------|------------------|
| Notice to Proceed:            | 08/01/2011 | <b>Original</b> | <b>Approved</b> | <b>Projected</b> |
| Construction Schedule (days): | 720        |                 |                 |                  |
| Original Completion Date:     | 09/19/2013 |                 |                 |                  |
| Projected Completion:         | 09/19/2013 |                 |                 |                  |

**Buildings:**

Building A Two Story Building.  
 Building B Single Story Building.

**Progress This Period:**

Progress this period for the Ohlone Phase I & II West Campus Project is as follows: Building B - attached nailers to the steel beams, placed wood joists, laid out sill plates, commenced framing the walls and roof, and delivery of the Glue Laminated Beams; Building A - Erected Structural Steel, began forming and placement of rebar for the exterior curbs and grouted steel columns; Utilities - installed underground utilities towards the street connections; Site Work - Graded west area of campus adjacent to the CMU wall and southwest of Building A.

**Anticipated Progress Next Period:**

Progress the next period for the Ohlone Phase I & II West Campus Project is presumed to be the following: Building B - continue wall and roof framing and erect Glue Laminated Beams; Building A - placement of swell stops, continue preparation and the pouring of the interior and exterior curbs, layout sill plates, attach nailers and begin rough framing for the walls and roof; Utilities - continue installation of underground utilities toward the street connections; Site Work - None anticipated.

**Schedule Assessment/Update:**

|  |     |
|--|-----|
| Construction Duration (Calendar Days):     | 720 |
| Construction Calendar Days Elapsed:        | 198 |
| Construction Calendar Days Remaining:      | 522 |
| Percent of Contract Calendar Days Elapsed: | 27% |
| Percent of Construction Completed:         | 28% |

**Percentage of Work Done**                      **28%**                      **Total Project**

**Proposed Changes:**

Install electric hand dryers at the student gang restrooms, the addition of conduit, circuits and switches for motorized clearstory windows, and the deletion of ceramic tile in lieu of porcelain tile. The inclusion of a learning wall at every classroom.

**General Comment:**

Progress Photos: 2/15/2012



**Rough Framing at Building B**



**Structural Steel Erection at Building A**



**Installing Underground Domestic Water Line**