

**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
October 2, 2013**

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
MEETING AGENDA
OCTOBER 2, 2013**

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.

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.

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 recordings 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.

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 **6:00 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.

"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 El Cerrito High School

B.5 Report/Ratification of Closed Session

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

* **B.7 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.

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 October 2, 2013.

Recommendation:

Recommend Approval

Fiscal Impact:

As noted per grants summary

*CI **C.2 Approval of Fund-Raising Activities**

Comment:

The planned fund-raising events for the 2013-2014 school year are summarized, dated October 2, 2013.

Recommendation:

Recommend Approval

Fiscal Impact:
 Additional revenue for schools

***CI C.3 Contracted Services**

Comment:
 Permission is requested of the Board of Education to approve contracts for services as detailed, dated October 2, 2013.

Recommendation:
 Recommend Approval

Fiscal Impact:
 As noted per contracts summary

***CI C.4 Community Budget Advisory Committee Amended Member Ratification**

Comment:
 The Community Budget Advisory Committee (CBAC) met on September 19, 2013. This is an amendment to reflect new additions (voting members). The committee roster is subject to ratification by the School Board at a regular Board of Education meeting. Pending ratification, below is a complete list of the committee members and term dates.

| COMMUNITY BUDGET ADVISORY COMMITTEE – MEMBERS | | | |
|---|-----------------------------------|---------------|-------------------|
| MEMBER NAME | MEMBER TYPE | VOTING STATUS | TERM ENDING |
| Juan Martinez | Business Leader | Voting | June 30, 2015 |
| Sonia Bustamonte | Parent | Voting | June 30, 2015 |
| Ken Ryan | Community Member | Voting | June 30, 2014 |
| Mary Flanagan | Teacher | Voting | June 30, 2014 |
| Charles Johnson | Classified | Voting | December 31, 2014 |
| Paul Shatswell | Principal | Voting | December 31, 2014 |
| Eduardo Martinez, Chair | Community Member | Voting | December 31, 2014 |
| Antonio Medrano | Community Member Alternate | Voting | December 31, 2014 |
| Fatima Alleyne | Parent Alternate | Voting | June 30, 2015 |
| Mariam Alam | Community Member/Parent Alternate | Voting | June 30, 2014 |
| Todd Groves | Board | Non-Voting | |
| Sheri Gamba | Business Services | Non-Voting | |
| Germaine Quiter | Business Services | Non-Voting | |

Recommendation:
 Recommend Approval

Fiscal Impact:

None

***CI C.5 Certificated Board Authorization - Education Code 44258.3**

Comment:

Ed Code 44258.3 allows the Governing Board of a school district to authorize the holder of a multiple subject, standard elementary, single subject or standard secondary, credential with his or her consent, to teach departmental classes in grades K-12 provided the teacher has adequate knowledge of subject matter.

Recommendation:

Recommend Approval

Fiscal Impact:

None

***CI C.6 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

Fiscal Impact:

Total for this action: \$221,325. Funding sources Measure J Bond, Measure D-2010 Bond, and Measure E-2012.

***CI C.7 Ratification and Approval of Negotiated Change Orders**

Comment:

Staff is seeking ratification of Change Orders on the following current District construction projects: Grant ES Restroom Repairs; Lake ES Restroom Repairs; Grant ES Fire/Intrusion System; De Anza HS Campus Replacement; Downer ES Restroom Repairs. 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 De Anza HS Campus Replacement project is required by the Board, with special findings as noted below, because this project is 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 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: \$609,908.38

***CI C.8 Ratification of Staff Awarded Contract: Hercules Middle High School Additional Exterior Lighting**

Comment:

WHM Incorporated has prepared plans and specifications for the project. Scope of work includes new wall type exterior lighting and pole mounted type fixtures complete with new time switch lighting control. Installation includes new trenching, backfilling and restoring of existing pavement/landscaping including providing new underground conduit complete with wiring.

The District conducted a public bid process for the project. Bids were received on September 10, 2013. Three (3) contractors submitted bids. They are as follows: California Constructores, \$79,000; Streamline Builders, \$79,900; and Ray's Electric, \$82,500. The apparent low responsible, responsive bidder is California Constructores.

Recommendation:

Ratify the award to California Constructores.

Fiscal Impact:

\$79,000

***CI C.9 Red Ribbon Week Board Resolution No. 36-1314**

Comment:

Our District has been involved in Red Ribbon Week for the past twenty one years. Congress officially proclaimed the first National Red Ribbon Week October 23 – 31, 1988. The Red Ribbon has now become a symbol for drug-free environments.

This resolution represents the West Contra Costa Unified School District's support of the Red Ribbon Campaign October 23 – 25, 2013. Red Ribbon Week may be celebrated one week during the year, but its effects last throughout the year.

This year, some of the school activities will include prevention curriculum lessons, poster/essay/decoration contests, wear-red days, letter writing, school assemblies, etc. The focus of this week is not only on drug-free youth but also on safe and healthy communities.

Recommendation:

Recommend Approval

Fiscal Impact:

None

***CI C.10 Resolution No. 37-1314: Close the Commercial Property Loophole**

Comment:

In the 35 years since Proposition 13 passed, control over school funding and policy has been centralized in Sacramento. California's chronic budget crises have been passed down to school districts, which have been forced to layoff teachers and increase class sizes. Furthermore, the state's primary revenue sources – personal income, capital gains, and sales taxes – remain volatile. According to the Legislative Analyst's Office, California's revenue is 3.5 times more volatile than the state's economy.

While voter approval of Proposition 30 last year provides some relief, California still ranks 49th in the nation in per-pupil funding. The organization Evolve believes California could permanently reinvest in our schools and ensure greater revenue stability by reforming Proposition 13 to require regular reassessment of commercial property. According to an analysis of data provided by the Board of Equalization, such reform would generate at least \$6 billion per year for local governments in California.

Local government leaders will play a key role in the debate over Proposition 13. Already the cities of Santa Monica, Richmond, and the Berkeley School Board have passed resolutions calling on Sacramento to reform Proposition 13.

Recommendation:

Recommend approval of Resolution No. 37-1314: Close the Commercial Property Loophole.

Fiscal Impact:

None

***CI C.11 Approval of Board Members Travel**

Comment:

Board Bylaw 9250 stipulates members of the board shall be reimbursed for allowable expenses incurred in attending any meetings or in making any trips on official business of the school district when so authorized in advance by the Board of Education. (Education Code 35044). Board member Todd Groves has expressed interest in attending the following:

- SXSU Edu Conference, Austin, TX, March 3-6, 2014

Expenses including registration, travel and food are budgeted and there is sufficient funding within that budget.

Recommendation:

Recommend Approval

Fiscal Impact:

General Fund

***CI C.12 Board Policy Updates: BP 3515 Campus Security**

Comment:

This Board Policy is submitted in order to be in compliance with the current Procedures and Codes. The policy was approved by the Safety Subcommittee on September 5, 2013 and reviewed by the Board at the September 25, 2013 meeting.

Recommendation:

Recommend Approval

Fiscal Impact:

None

D. AWARDS, RECOGNITIONS, AND REPORTS

*** D.1 Celebrating Hispanic Heritage Month, September 15, 2013 – October 15, 2015 through WCCUSD student performances**

Comment:

The West Contra Costa Unified School District applauds the many contributions made by the Hispanic population and recognizes September 15 – October 15, 2013 as Hispanic Heritage Month.

A few of our schools will share presentations that showcase and celebrate Hispanic Heritage Month.

Recommendation:

For Information Only

Fiscal Impact:

None

E. COMMITTEE COMMUNICATIONS

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

*** E.1 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
Bayside Parent Teacher Association
Citizens’ Bond Oversight Committee
College and Career Readiness Academies
Community Budget Advisory Committee
Facilities Subcommittee
Ivy League Connection

Public Employees Local 1
Safety Committee
School Supervisors Association
Technology Committee
United Teachers of Richmond
Youth Commission

* **E.2 Superintendent’s Report**

F. ACTION ITEMS

* **F.1 Public Hearing: Grades K-12 Textbook and Instructional Materials Compliance for Fiscal Year 2013-2014**

Comment:

California Education Code Section 60119 guidelines require the governing board of each California school district to hold a public hearing after which the Board will determine, through a resolution, as to whether each pupil in each school in the District has sufficient textbooks and instructional materials that are aligned with the academic content standards and are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education in these subjects:

- English/Language Arts, including English Language Development
- Mathematics
- Science
- History/Social Science
- Foreign Language (if the student is enrolled in a Foreign Language course)
- Health (if the student is enrolled in a Health course)

The governing board shall also determine the availability of science laboratory equipment as applicable to science laboratory courses in Grades 9 through 12.

Immediately after this hearing, as a separate action item, the Board is requested to approve Resolution No. 35-1314: Grades K-12 Textbook and Instructional Materials Compliance for Fiscal Year 2013-2014.

Recommendation:

The Board conduct the hearing in compliance with the Education Code of the State of California and approve Resolution No. 35-1314

Fiscal Impact:

None

* **F.2 Public Hearing and Adoption of the Initial Bargaining Proposal from the United Teachers of Richmond (UTR) to West Contra Costa Unified School District**

Comment:

Pursuant to the Educational Employment Relations Act, the initial proposal for negotiations by school district and labor unions must be submitted at a public meeting of the governing board. The initial proposal of the United Teachers of Richmond (UTR) will be presented, at which time the public is allowed to comment on this proposal. A copy of the proposal is provided in the Board meeting packet which is available at the District’s Administration Building, six high schools and online at the District’s webpage.

Recommendation:

That the Board of Education hold a public hearing on the United Teachers of Richmond initial bargaining proposal to the West Contra Costa Unified School District for the 2013-2014 successor agreement.

Board Adoption of Initial Bargaining Proposal

Following the public hearing on its initial bargaining proposal, the Board of Education will be asked to adopt the United Teachers of Richmond proposal to the District's for the 2013-2014 successor agreement.

Fiscal Impact:

To Be Determined

* **F.3 Public Hearing and Adoption of the Initial Bargaining Proposal from West Contra Costa Unified School District to United Teachers of Richmond (UTR)**

Comment:

Pursuant to the Educational Employment Relations Act, the initial proposal for negotiations by school district and labor unions must be submitted at a public meeting of the governing board. The initial proposal of the West Contra Costa Unified School District will be presented, at which time the public is allowed to comment on this proposal. A copy of the proposal is provided in the Board meeting packet which is available at the District's Administration Building, six high schools and online at the District's webpage.

Recommendation:

That the Board of Education hold a public hearing on the District's initial bargaining proposal to the United Teachers of Richmond for the 2013-2014 successor agreement.

Board Adoption of Initial Bargaining Proposal

Following the public hearing on its initial bargaining proposal, the Board of Education will be asked to adopt the District's proposal to the United Teachers of Richmond for the 2013-2014 successor agreement.

Fiscal Impact:

To Be Determined

* **F.4 Public Hearing and Adoption of the Joint Initial Bargaining Proposal from West Contra Costa Unified School District and West Contra Costa Administrators Association**

Comment:

Pursuant to the Educational Employment Relations Act, the initial proposal for negotiations by school districts and labor unions must be submitted at a public meeting of the governing board. The joint initial proposal of the West Contra Costa Unified School District and West Contra Costa Administrators will be presented, at which time the public is allowed to comment on this proposal. A copy of the proposal is provided in the Board meeting packet which is available at the District's Administration Building, six high schools and online at the District's webpage.

Recommendation:

That the Board of Education hold a public hearing of the joint initial bargaining proposal with West Contra Costa Administrators Association (WCCAA) for the 2013-2014 successor agreement.

Board Adoption of the Joint Initial Bargaining Proposal

Following the public hearing on its joint initial bargaining proposal, the Board of Education will be asked to adopt the joint proposal of the West Contra Costa Administrators Association and the District for the 2013-2014 successor agreement.

Fiscal Impact:

To Be Determined

G. DISCUSSION ITEMS

* **G.1 Public Hearing on Proposal Strategic Plan**

Comment:

With the generous grant from Chevron Richmond, the District has been on a path to update the strategic plan since January 2013. A 20 member Steering Committee was selected to lead the process that has been facilitated by two consulting firms, Th3rd Plateau and Capitol Impact. Community outreach continued throughout the spring and early summer and included 45 one-on-one interviews, 509 focus group participants, 719 town hall participants, 263 teacher & administrator survey responses as well as 568 community survey responses. On August 5, the Board was presented with the first draft of the Strategic Plan for 2013-18. Two additional community town hall meetings and a follow up to the teacher/administrator group provided opportunities for the public and our professional staff to shape the priorities from among the plan's 58 objectives. Based on that feedback as well as that from the Steering Committee, the consultants have produced a second draft with 34 objectives.

Recommendation:

That the Board hold a public hearing on the second draft of the strategic plan and provide direction regarding what to include in the final plan that is scheduled to come before the Board on October 16.

Fiscal Impact:

To Be Determined

* **G.2 Richmond Charter Elementary School**

Comment:

Amethod Public Schools (AMPS), a nonprofit public benefit corporation, submitted a petition to West Contra Costa Unified School District (WCCUSD) on September 13, 2013, to establish an independent charter school known as Richmond Charter Elementary School (RCE). 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 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.3 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
- Construction Status Reports

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 – October 16, 2013

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

October 2, 2013

1. CONFERENCE WITH REAL PROPERTY NEGOTIATOR

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

- a. WCCUSD v. Orrick
- b. Palmer and Pollack v. WCCUSD
- c. American Standards Properties 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

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

To: Board of Education

Meeting Date: October 2, 2013

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

Agenda Item: B.4

Subject: Presentation of Student Board Representative from El Cerrito High School

Background Information:

A Student Board Representative from El Cerrito High School will attend the Board of Education on October 2, 2013. 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
1108 Bissell Avenue
Richmond, California 94801-3135
Office of Superintendent of Schools

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education

Meeting Date: October 2, 2013

From: Sheri Gamba *SG*
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 October 2, 2013.

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 for Budget Period | Funding Agency | Comments |
|--|-------------------------------------|---|--|
| Tobacco Use Prevention Education (TUPE) | \$10,000 7/1/13 - 6/30/14 | Contra Costa County Office of Education | This contract is to fund the Tobacco Use Prevention Education (TUPE) program. |
| Richmond Health Equity Partnership (RHEP) | \$60,000 7/1/13 - 6/30/14 | City of Richmond | Develop a coordinated Full-Service Community Schools (FSCS) at Peres and Chavez Elem Schools Contract # 21400284/2443 |
| SIG - School Improvement Grant Resource # 3180 | \$3,711,192 7/1/13 - 9/30/14 | California Department of Education - School Turnaround Office | Grants for 2013-2014 for Helms, De Anza and Central PCA # 15183-00 |
| | | | |
| | | | |
| | | | |

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: October 2, 2013

From: Sheri Gamba *SG*
Associate Superintendent Business Services

Agenda Item: CI C.2

Subject: Approval of Fund-Raising Activities

Background Information: The planned fund-raising events for the 2013-14 school year is summarized on the attached sheet dated October 2, 2013.

Recommendation: Recommend Approval

Fiscal Impact: Additional revenue for schools

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District
 October 2, 2013 Board Meeting

APPROVAL OF FUND-RAISERS

| <u>School</u> | <u>Fund-Raising Activity</u> | <u>Activity Sponsor</u> |
|------------------------|---|-------------------------------------|
| Cameron School | On Line Ticket Sales | Cameron Staff and Family |
| Chavez Elementary | T-Shirt Sale | Chavez PTA and Spirit & Pride |
| Chavez Elementary | Pumpkin Patch | Chavez PTA |
| Chavez Elementary | Holiday Joy Store | Chavez PTA |
| Chavez Elementary | Valentine Store | Chavez PTA |
| Chavez Elementary | Mother's Day Store | Chavez PTA |
| Ellerhorst Elementary | Haunted Hallway | Ellerhorst Dad's Club |
| Ellerhorst Elementary | Trunk-or-Treat | Ellerhorst Dad's Club |
| Ellerhorst Elementary | Sale of Various Art & Crafts | Ellerhorst Dad's Club |
| Ellerhorst Elementary | Sale of Snacks, Hot Dogs & Drinks | Ellerhorst Dad's Club |
| Ellerhorst Elementary | Movie Nights | Ellerhorst Dad's Club |
| Grant Elementary | Sale of Snacks | Grant Upper Grade Teachers |
| Kensington Elementary | Participate in the Fall Pledge | Kensington Education Foundation |
| Lupine Elementary | Spring Carnival | Lupine Hills PTA |
| Lupine Elementary | Movie Nights | Lupine Hills PTA |
| Lupine Elementary | Jingle Bell Shop | Lupine Hills PTA |
| Lupine Elementary | Scholastic Book Fair | Lupine Hills PTA |
| Lupine Elementary | Cherrydale | Lupine Hills PTA |
| Lupine Elementary | Walk-a-Thon | Lupine Hills PTA |
| Madera Elementary | Talent Show | Madera Parents, Teachers & Students |
| Madera Elementary | Madera Olympics Promotes Fitness | Madera Parents, Teachers & Students |
| Madera Elementary | Pizza Night | Madera Parents, Teachers & Students |
| Madera Elementary | Movie Nights | Madera Parents, Teachers & Students |
| Mira Vista | Coin Drive | Mira Vista Librarian and Parents |
| Hercules M/H School | Sale of Chocolate Bar | Hercules High Class of 2016 |
| Lovonya De Jean Middle | Scholastic Book Fair | De Jean Middle Librarian |
| Pinole Valley High | Sale of Oberto Jerky | PVHS Music Dept. |
| Pinole Valley High | Car Wash at State Farm Office | PVHS Music Dept. |
| Pinole Valley High | Sale of Pre-Orders of Sonoma Valley Cheesecake | PVHS Music Dept. |
| Pinole Valley High | Distributing Yogurtland Flyer and receive 20% from the Purchase | Class and Teacher of 2014 |

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: October 2, 2013

From: Sheri Gamba *SG*
Associate Superintendent Business Services

Agenda Item: CI C.3

Subject: Contracted Services

Background Information: Permission is requested of the Board of Education to approve the following contracts for services as detailed on the attached sheets dated October 2, 2013.

Recommendation: Recommend Approval

Fiscal Impact: As noted per contracts summary

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

CONTRACTED SERVICES

The following professional consultant services are recommended for approval.


| <u>DEPARTMENT</u> | <u>DATE OF SERVICE</u> | <u>CONSULTANT NAME</u> | <u>COST & FUNDING</u> | <u>PURPOSE</u> |
|----------------------|----------------------------|-------------------------------|---------------------------|---|
| Educational Services | 9/12/13 Thru 6/30/14 | Ragar Consultants 14000458 | \$119,000 Title III | Ragar consulting proposes integrated consulting services to support frontline teachers in the WCCUSD building an English learner support system to increase the achievement of ELS toward high academic standards. The goals of the English learner support system are: 1. To increase instructional capacity, 2. To increase the percentage of ELS to proficiency level in the CST; and 3. To create sustainable best practices in the district. 48 days of on-site coaching and professional development will be performed at the following schools, for a total of 8 days/school: dover, king, DeJean, Helms, Kennedy, and Richmond. Additionally, Ragar consulting proposes a comprehensive institutional alignment study. This preliminary as well as ongoing effort at the district level ensures the readiness of the district and partner schools to establish the English learner support system while simultaneously scaffolding toward sustainable support structures in the district. |
| Educational Services | 7/1/13 Thru 6/30/14 | Pivot Learning | \$110,000 Title II | To launch and successfully engage the Common Core Working Group as a representative body of teachers, principals, and district office staff who will advise the Board's Academic Subcommittee about the implantation of CCSS in WCCUSD including professional development, the monitoring of individual school initiatives, plans for the use of additional state funding and the use of supplemental materials. To support and help build the capacity of WCCUSD's central office leadership to succeed at the challenge of supporting the district's transition to the Common Core. |

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: October 2, 2013

From: Sheri Gamba, 
 Associate Superintendent Business Services

Agenda Item: CI C.4

Subject: Community Budget Advisory Committee Amended Member Ratification

Background Information: The Community Budget Advisory Committee (CBAC) met on September 19, 2013. This is an amendment to reflect new additions (voting members). The committee roster is subject to ratification by the School Board at a regular Board of Education meeting. Pending ratification, below is a complete list of the committee members and term dates.

| COMMUNITY BUDGET ADVISORY COMMITTEE – MEMBERS | | | |
|---|-----------------------------------|---------------|-------------------|
| MEMBER NAME | MEMBER TYPE | VOTING STATUS | TERM ENDING |
| Juan Martinez | Business Leader | Voting | June 30, 2015 |
| Sonia Bustamonte | Parent | Voting | June 30, 2015 |
| Ken Ryan | Community Member | Voting | June 30, 2014 |
| Mary Flanagan | Teacher | Voting | June 30, 2014 |
| Charles Johnson | Classified | Voting | December 31, 2014 |
| Paul Shatswell | Principal | Voting | December 31, 2014 |
| Eduardo Martinez, Chair | Community Member | Voting | December 31, 2014 |
| Antonio Medrano | Community Member Alternate | Voting | December 31, 2014 |
| Fatima Alleyne | Parent Alternate | Voting | June 30, 2015 |
| Mariam Alam | Community Member/Parent Alternate | Voting | June 30, 2014 |
| Todd Groves | Board | Non-Voting | |
| Sheri Gamba | Business Services | Non-Voting | |
| Germaine Quiter | Business Services | Non-Voting | |

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
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education

Meeting Date: October 2, 2013

From: Kenneth L. Whittemore,
Assistant Superintendent Human Resources

Agenda Item: CI C.5

Subject: Certificated Board Authorization - Education Code 44258.3

Background Information:

Ed Code 44258.3 allows the Governing Board of a school district to authorize the holder of a multiple subject, standard elementary, single subject or standard secondary, credential with his or her consent, to teach departmental classes in grades K-12 provided the teacher has adequate knowledge of subject matter.

Recommendation: Recommend Approval

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

October 2, 2013

Waivers

Site

Assignment

Definition: Variable term waivers provide applicants with additional time to complete the requirements for the credential that authorizes the service or provide employing agencies with time to fill the assignment with an individual who either holds an appropriate credential or qualifies under one of the assignment options.
(Assignment pending fingerprint clearance when applicable)

Consent

| Teacher | Site | Assignment |
|----------------------|------------------------------|---|
| Ancilla Wallace | Crespi Middle School | Leadership |
| Deborah Narasaki | Crespi Middle School | Office Experience |
| Nathan Jackson | DeJean Middle School | Leadership |
| Charles Maher | DeJean Middle School | MESA |
| Adam Quintero | DeJean Middle School | Leadership |
| Melissa Filbin | DeJean Middle School | Read 180 |
| Dennis Brammer | Pinole Middle School | Computer Application |
| Ameer Ross | Pinole Middle School | MESA |
| Edward Dunn | Pinole Middle School | Yearbook |
| Mark Pohl | Portola Middle School | Gateway to Technology |
| Carol Renee | Portola Middle School | Leadership |
| Liutha Phan | Mira Vista Elementary School | Leadership/Yearbook |
| Nancy Krivanka | Mira Vista Elementary School | Urban Agriculture |
| Elise Madrid | Mira Vista Elementary School | Math Acceleration |
| Joanne Chen | Mira Vista Elementary School | Beginning Art |
| Ryan Shaw | Kennedy High School | Leadership |
| Latroya L. Renee | Kennedy High School | Office Experience |
| Gretchen Borg | Gompers Cont. High School | History/English |
| Tiffani Neal | Gompers Cont. High School | Skills For Success/Chemistry |
| Amalia Ojeda | Gompers Cont. High School | Urban Ecology/Skills for Success/Spanish |
| Carol Palmer | North Campus Cont. School | Art |
| Cynthia Breedlove | North Campus Cont. School | Read 180 |
| Ana Fe Manaois | North Campus Cont. School | Chemistry/Office Experience Skills for Livening/Office Experience |
| Clark Meremeyer | North Campus Cont. School | Experience |
| Christine E. Russell | North Campus Cont. School | Skills For Success |
| Carlos Taboada | North Campus Cont. School | Office Experience |
| Sonia Blevins | Vista High School | Independent Studies |
| Catherine Druck | Vista High School | Independent Studies |

| | | |
|---------------------|------------------------|---------------------|
| Gregory Brooks | Vista High School | Independent Studies |
| Dyann Easton Brown | Vista High School | Independent Studies |
| Janet Kraus | Vista High School | Independent Studies |
| Carolyn Muth | Vista High School | Independent Studies |
| Eunice O'Neill | Vista High School | Independent Studies |
| Cheryl Patterson | Vista High School | Independent Studies |
| Carol Nave Robinson | Vista High School | Independent Studies |
| Mary Borgman Zolly | Vista High School | Independent Studies |
| Ronald Nazar | Harbour Way Elementary | Self-Contained |

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:** October 2, 2013
From: Bill Fay **Agenda Item:** CI C.6
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.

Fiscal Impact: Total for this action: **\$221,325**. Funding sources Measure J Bond, Measure D-2010 Bond, and Measure E-2012.

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

| Project/Funding | Dates | Firm | Contract Cost | Reference |
|---|--|--------------------------------------|----------------------|---|
| Dover Elementary School MPR Demolition Project Measure J Bond (PID:1151201-04) | September 2013 | Kleinfelder | \$4,000 | Additional Geotechnical Construction Observation and Testing Services. |
| Nystrom Elementary School Modernization Project Measure J Bond (PID:1441205-02) | October 2013 through November 2013 | Interactive Resources | \$10,000 | Additional design services to incorporate updates in products and materials. |
| Hercules Middle / High School Measure D-2010 Bond (PID:) | July 2013 through August 2013 | Rosen Goldberg Der & Lewitz, Inc. | \$1,600 | Partition Noise Analysis Services for Band Room. |
| Kennedy High School Science Building Modernization Project Measure D-2010 Bond (PID:3601211-19) | October 2013 | Security By Design | \$1,840 | Design Services for security infrastructure and system design. |
| Olinda Elementary School Master Planning Project Measure E-2012 Bond (PID:14510041-00) | October 2013 through July 2014 | DLM | \$195,000 | Master Planning Design Services. |
| Nystrom Elementary School Abatement and Selective Demolition Project Measure Bond (PID:1441205-11) | September 2013 through October 2013 | RGA Environmental, Inc. | \$8,885 | Additional Environmental Engineering services. |

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:** October 2, 2013
From: Bill Fay **Agenda Item:** CI C.7
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: Grant ES Restroom Repairs; Lake ES Restroom Repairs; Grant ES Fire/Intrusion System; De Anza HS Campus Replacement; Downer ES Restroom Repairs. 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 De Anza HS Campus Replacement project is required by the Board, with special findings as noted below, because this project is 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 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: **\$609,908.38**

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

October 2, 2013 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 | Grant ES Restroom Repairs | AM Woo Construction | \$94,404.00 | \$3,508.88 | \$2,374.49 | \$0.00 | \$5,883.37 | 6.23% | \$100,287.37 | 4 - 5 |
| 2 | Lake ES Restroom Repairs | AM Woo Construction | \$55,196.00 | \$2,402.85 | \$615.91 | \$0.00 | \$3,018.76 | 5.47% | \$58,214.76 | 3 |
| 3 | Grant ES Fire/Intrusion System | BBJ Electric Inc. | \$300,095.00 | \$57,720.00 | \$5,016.98 | \$0.00 | \$62,736.98 | 20.91% | \$362,831.98 | 4 |
| 4 | De Anza HS Campus Replacement | Wright Contracting Inc. | \$62,508,000.00 | \$5,913,846.00 | \$263,747.00 | \$336,954.00 | \$6,514,547.00 | 10.42% | \$69,022,547.00 | 37 - 38 |
| 5 | Downer ES Restroom Repairs | Streamline Builders | \$192,000.00 | \$0.00 | \$1,200.00 | \$0.00 | \$1,200.00 | 0.63% | \$193,200.00 | 1 |

| | | |
|-----------------------|---------------------------|---------------------|
| Pending Board Actions | Ratifications | \$272,954.38 |
| | Approvals | \$336,954.00 |
| | Total Board Action | \$609,908.38 |

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 94801-3135
Office of Superintendent of Schools

ITEM REQUIRING ATTENTION --- BOARD OF EDUCATION

To: Board of Education **Meeting Date:** October 2, 2013
From: Bill Fay **Agenda Item:** CI C.8
Associate Superintendent for Operations
Subject: Ratification of Staff Awarded Contract: Hercules Middle High School Additional
Exterior Lighting

Background information:

WHM Incorporated has prepared plans and specifications for the project. Scope of work includes new wall type exterior lighting and pole mounted type fixtures complete with new time switch lighting control. Installation includes new trenching, backfilling and restoring of existing pavement/landscaping including providing new underground conduit complete with wiring.

The District conducted a public bid process for the project. Bids were received on September 10, 2013. Three (3) contractors submitted bids. They are as follows: California Constructores, \$79,000; Streamline Builders, \$79,900; and Ray's Electric, \$82,500. The apparent low responsible, responsive bidder is California Constructores.

Recommendation:

Ratify the award to California Constructores.

Fiscal Impact: \$79,000.

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: October 2, 2013

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

Agenda Item: CI - C.9

Subject: Red Ribbon Week Board Resolution No. 36-1314

Background Information:

Our District has been involved in Red Ribbon Week for the past twenty one years. Congress officially proclaimed the first National Red Ribbon Week October 23 – 31, 1988. The Red Ribbon has now become a symbol for drug-free environments.

This resolution represents the West Contra Costa Unified School District's support of the Red Ribbon Campaign October 23 – 25, 2013. Red Ribbon Week may be celebrated one week during the year, but its effects last throughout the year.

This year, some of the school activities will include prevention curriculum lessons, poster/essay/decoration contests, wear-red days, letter writing, school assemblies, etc. The focus of this week is not only on drug-free youth but also on safe and healthy communities.

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. 36-1314
RED RIBBON WEEK
October 23 - October 31, 2013 — National
October 23 – 25, 2013 – WCCUSD

WHEREAS, tobacco, alcohol and other drug use and abuse has reached pandemic stages in California and in the United States; and,

WHEREAS, it is imperative that community members launch unified and visible tobacco, alcohol, and other drug prevention education programs and activities to eliminate the demand for these substances; and,

WHEREAS, Californians for Drug-Free Youth, Inc. (CADFY) coordinates the California Red Ribbon Celebration in cooperation with the National Family Partnership and the California Parent Teacher Association to offer our citizens the opportunity to demonstrate their commitment to healthy, drug-free and alcohol abuse-free lifestyles; and,

WHEREAS, The Red Ribbon Celebration will be observed across America during RED RIBBON WEEK, October 23 - 31, 2013; and, in WCCUSD, October 23 - 25, 2013; and,

WHEREAS, Parents, Youth, Government, Business, Law Enforcement, Schools, Religious Institutions, Service Organizations, Social Services, Health Services, Media, and the General Public will demonstrate their commitment to drug-free communities by wearing and displaying red ribbons during this week-long celebration; and,

WHEREAS, the community of the West Contra Costa Unified School District further commits its resources to ensure the success of the RED RIBBON CELEBRATION and **year-round** tobacco, alcohol, and other drug prevention efforts; and,

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of the West Contra Costa Unified School District does hereby support RED RIBBON WEEK, and encourages all citizens to participate in tobacco, alcohol, and other drug prevention programs and activities, making a visible statement and commitment that we are strongly committed to healthy, safe and drug-free communities in which to raise a generation of safe and drug-free youth; and,

BE IT FURTHER RESOLVED, that the Board of Education of the West Contra Costa Unified School District encourages all members of the West Contra Costa Unified School District including staff, faculty, and students and their families to personally pledge: **“NO USE OF ILLEGAL DRUGS AND NO ILLEGAL USE OF LEGAL DRUGS!”**

Ayes _____ Noes _____ Absent _____ Abstain _____

I hereby certify that the foregoing resolution was duly and regularly introduced, passed, and adopted by the Board of Education of the West Contra Costa Unified School District, Contra Costa County, at a meeting of said Board on the 2nd of October, 2013.

Clerk of the Board of Education

Secretary of the 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: October 2, 2013

From: Todd Groves
Board Member

Agenda Item: CI C.10

Subject: Resolution No. 37-1314: Close the Commercial Property Loophole

Background Information:

In the 35 years since Proposition 13 passed, control over school funding and policy has been centralized in Sacramento. California's chronic budget crises have been passed down to school districts, which have been forced to layoff teachers and increase class sizes. Furthermore, the state's primary revenue sources – personal income, capital gains, and sales taxes – remain volatile. According to the Legislative Analyst's Office, California's revenue is 3.5 times more volatile than the state's economy.

While voter approval of Proposition 30 last year provides some relief, California still ranks 49th in the nation in per-pupil funding. The organization Evolve believes California could permanently reinvest in our schools and ensure greater revenue stability by reforming Proposition 13 to require regular reassessment of commercial property. According to an analysis of data provided by the Board of Equalization, such reform would generate at least \$6 billion per year for local governments in California.

Local government leaders will play a key role in the debate over Proposition 13. Already the cities of Santa Monica, Richmond, and the Berkeley School Board have passed resolutions calling on Sacramento to reform Proposition 13.

Recommendation:

Recommend approval of Resolution No. 37-1314: Close the Commercial Property Loophole.

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. 37 – 1314

OCTOBER 2, 2013

CLOSE THE COMMERCIAL PROPERTY LOOPHOLE

WHEREAS, Proposition 13, passed in 1978, is unfair in that it allows commercial property owners to avoid paying their fair share and has shifted the tax burden to residential property and away from business, including everyday homeowners and working families; and

WHEREAS, the state of California continues to face chronic budget crisis in large part because Proposition 13 has forced the state to rely on more volatile revenue sources than the property tax, like income taxes and sales taxes paid by working families that move in tandem with economic cycles, causing deficits and requiring cuts to vital services that grow our economy and thereby worsening economic downturns;

WHEREAS, regularly reassessing non-residential commercial property would, according to an analysis of data provided by the California Board of Equalization, generate at least \$6 billion in additional revenue for California, and shift the tax burden from homeowners, renters, and working families to corporations and commercial landholders;

THEREFORE BE IT RESOLVED, that the West Contra Costa Unified School District supports commercial property tax reform that will require non-residential commercial properties to be reassessed regularly while maintaining residential property owners' protections under Proposition 13; and

THEREFORE, BE IT FURTHER RESOLVED, that the West Contra Costa Unified School District will communicate this position to local elected officials.

PASSED AND ADOPTED by the Governing Board of the West Contra Costa Unified School District on this 2nd day of October, 2013 by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

Clerk of the Board of Education
West Contra Costa Unified School District

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: October 2, 2013

From: Bruce Harter
Superintendent

Agenda Item: CI C.11

Subject: Approval of Board Members Travel

Background Information:

Board Bylaw 9250 stipulates members of the board shall be reimbursed for allowable expenses incurred in attending any meetings or in making any trips on official business of the school district when so authorized in advance by the Board of Education. (Education Code 35044). Board member Todd Groves has expressed interest in attending the following:

- SXSU Edu Conference, Austin, TX, March 3-6, 2014

Expenses including registration, travel and food are budgeted and there is sufficient funding within that budget.

Recommendation:

Recommend Approval

Fiscal Impact:

General 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 94801-3135
Office of the Superintendent

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education

Meeting Date: October 2, 2013

From: Mary Phillips
Chief Technology Officer

Agenda Item: CI C.12

Subject: Board Policy Updates: BP 3515 Campus Security

Background Information:

This Board Policy is submitted in order to be in compliance with the current Procedures and Codes. The policy was approved by the Safety Subcommittee on September 5, 2013 and reviewed by the Board at the September 25, 2013 meeting.

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

Board Policy

Campus Security

BP 3515

Business and Noninstructional Operations

The Governing Board is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures which are consistent with the goals and objectives of the district's comprehensive safety plan and site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Surveillance Systems

The Board believes that reasonable use of surveillance cameras will help the district achieve its goals for campus security. In consultation with the safety planning committee and relevant staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous locations at affected school buildings and grounds. These signs shall inform students, staff, and visitors that surveillance may occur and shall state whether the district's system is actively monitored by school personnel. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur, explaining that the recordings may be used in disciplinary proceedings, and that matters captured by the camera may be referred to local law enforcement, as appropriate.

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

Legal Reference:

EDUCATION CODE

32020 Access gates

32211 Threatened disruption or interference with classes

32280-32288 School safety plans

35160 Authority of governing boards

35160.1 Broad authority of school districts

38000-38005 Security patrols

49050-49051 Searches by school employees

49060-49079 Student records

PENAL CODE

469 Unauthorized making, duplicating or possession of key to public building

626-626.10 Disruption of schools

CALIFORNIA CONSTITUTION

Article 1, Section 28(c) Right to Safe Schools

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

COURT DECISIONS

New Jersey v. T.L.O. (1985) 469 U.S. 325

ATTORNEY GENERAL OPINIONS

83 Ops.Cal.Atty.Gen. 257 (2000)

75 Ops.Cal.Atty.Gen. 155 (1992)

Management Resources:

CSBA PUBLICATIONS

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1999

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS

The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, 1999

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>

National Institute of Justice: <http://www.ojp.usdoj.gov/nij>

Policy WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

Adopted: Richmond, California

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:** October 2, 2013
From: Nia Rashidchi, Assistant Superintendent **Agenda Item:** D.1
Subject: Celebrating Hispanic Heritage Month, September 15, 2013 – October 15, 2015 through
WCCUSD student performances

Background Information:

The West Contra Costa Unified School District applauds the many contributions made by the Hispanic population and recognizes September 15 – October 15, 2013 as Hispanic Heritage Month.

A few of our schools will share presentations that showcase and celebrate Hispanic Heritage Month.

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
1108 Bissell Avenue
Richmond, California 94801-3135
Office of Superintendent of Schools

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education **Meeting Date:** October 2, 2013
From: Nia Rashidchi
Assistant Superintendent, Educational Services **Agenda Item:** F.1
Subject: Public Hearing: Grades K-12 Textbook and
Instructional Materials Compliance for Fiscal Year 2013-2014

Background Information:

California Education Code Section 60119 guidelines require the governing board of each California school district to hold a public hearing after which the Board will determine, through a resolution, as to whether each pupil in each school in the District has sufficient textbooks and instructional materials that are aligned with the academic content standards and are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education in these subjects:

English/Language Arts, including English Language Development
Mathematics
Science
History/Social Science
Foreign Language (if the student is enrolled in a Foreign Language course)
Health (if the student is enrolled in a Health course)

The governing board shall also determine the availability of science laboratory equipment as applicable to science laboratory courses in Grades 9 through 12.

Immediately after this hearing, as a separate action item, the Board is requested to approve Resolution No. 35-1314: Grades K-12 Textbook and Instructional Materials Compliance for Fiscal Year 2013-2014.

Recommendation: The Board conducts the hearing in compliance with the Education Code of the State of California and approve Resolution No. 35-1314.

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 35-1314**

**RESOLUTION FOR GRADES K-12 TEXTBOOK AND INSTRUCTIONAL MATERIALS
COMPLIANCE FOR FISCAL YEAR 2013-2014**

WHEREAS, the governing board, in order to comply with the requirements of Education Code Section 60119, is required to hold a public hearing at which the governing board shall encourage participation by parents, teachers, members of the community, and bargaining unit leaders and;

WHEREAS, the governing board is required to make a determination through resolution, as to whether each student, including English Learners, has sufficient textbooks, instructional materials, or both, aligned to the academic content standards in Mathematics, Science, History-Social Science, and English/Language Arts, including the English Language Development component of an adopted program, aligned to the academic content standards consistent with the cycles and content of the curriculum frameworks, and;

WHEREAS, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

WHEREAS, the governing board is required to make a determination as to whether sufficient textbooks or instructional materials were provided to each pupil enrolled in Foreign Language or Health courses, consistent with the cycles and content of the curriculum frameworks, and;

WHEREAS, the governing board is required to determine the availability of laboratory science equipment for science laboratory classes offered in grades 9-12, inclusive;

WHEREAS, all necessary textbooks for meeting the requirements of this resolution and the associated Ed. Code have been purchased by the district.

THEREFORE, be it resolved that for the 2013-2014 school year, the West Contra Costa Unified School District held a public hearing on October 2, 2013, the public was noticed at least ten days in advance, and it was determined that the District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in each of the areas described above and that sufficient laboratory science equipment is available to students in grades 9-12.

PASSED AND ADOPTED by the Board of Education of the West Contra Costa Unified School District on this, 2th day of October 2013 by the following vote:

AYE's _____ NO's _____ ABSENT _____ ABSTAIN _____

I HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced, passed, and adopted by the Board of Education of the West Contra Costa Unified School District, Contra Costa County, at a meeting of said Board on the 2th day of October 2013.

President of the Board of Education

Secretary of the 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: October 2, 2013

From: Kenneth L. Whittemore,
Assistant Superintendent Human Resources

Agenda Item: F.2

Subject: Public Hearing and Adoption of the Initial Bargaining Proposal from the United Teachers of Richmond (UTR) to West Contra Costa Unified School District

Background Information:

Pursuant to the Educational Employment Relations Act, the initial proposal for negotiations by school district and labor unions must be submitted at a public meeting of the governing board. The initial proposal of the United Teachers of Richmond (UTR) will be presented, at which time the public is allowed to comment on this proposal. A copy of the proposal is attached to this precis and is provided in the Board meeting packet which is available at the District's Administration Building, six high schools and online at the District's webpage.

Recommendation: That the Board of Education hold a public hearing on the United Teachers of Richmond initial bargaining proposal to the West Contra Costa Unified School District for the 2013-2014 successor agreement.

Board Adoption of Initial Bargaining Proposal

Background Information: Following the public hearing on its initial bargaining proposal, the Board of Education will be asked to adopt the United Teachers of Richmond proposal to the District's for the 2013-2014 successor agreement.

Recommendation: That the Board of Education adopt the initial bargaining proposal for labor negotiations with the United Teachers of Richmond.

Fiscal Impact: To be determined

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

UNITED TEACHERS OF RICHMOND
REOPENERS PROPOSALS FOR THE 2013-2014 SCHOOL YEAR
TO
WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
AUGUST 21, 2013

As per our 2012-13 Agreement, UTR is submitting the agreed upon reopeners for bargaining in the 2013-2014 school year. As you will note, the reopeners are presented conceptually to enable both parties to engage in conversation that will be to the interest of both parties.

Article 2: Definitions –

UTR believes that a glossary of terms in the collective bargaining agreement will provide clarity and consistency to words used as to the intent and application of certain words.

Article 11: Adjunct Duties –

UTR has received numerous calls and input from unit members on the number of added work duties and the workload impact, at school sites, programs and departments. There is a concern that job description duties are impacted and not enough time is provided to perform the work required.

Article 12: Class Size –

Both UTR and WCCUSD goals are to reduce class size, as per June 26, 2013 WCCUSD Board minutes, and ‘combination classes as much as possible’. Additionally, review and bargain other sections in Article 12: workload/caseload as it pertains to special programs/department teachers and Alternative Education.

Article 15: Evaluations-

UTR and WCCUSD will create an Evaluation Committee consisting of unit members from elementary, middle school, high school and special programs, departments and district representatives to review the Common Core Standards and CA Standards for the Teaching Profession. The committee will be charged with making recommendations to both parties for purposes of bargaining any changes to the collective bargaining agreement.

UTR and WCCUSD will enter into a Memorandum of Understanding related to compensation of unit members serving on CCSS Working Group and school site team leadership who will develop the plan for the implementation of the Common Core standards.

Article 19: Safety-

UTR purposes to review language and clarify sections of this article that pertains to teacher’s rights and remedies that may come out of a hostile and harassing environment.

Article 22: School Calendar 2013-14

UTR and WCCUSD will review the 2013-14 School Year Calendar for purposes of additional time needed for Common Core professional development.

Article 23: Salary

UTR purposes to negotiate a fair and reasonable percentage increase in compensation to the salary schedules for all unit members, with the additional revenues available from the Local Control Funding Formula (LCFF), parcel taxes and district ongoing revenues.

Article 24: Extra Duty Pay

UTR purposes to review Appendix D: Teacher Extra-Duty Pay Schedule to include the increase of the hourly rate to \$30.00 (Thirty Dollars).

Additionally, include the rate of pay to teachers substituting in classroom and taking students when no substitute is available. Also, review extra compensation, e.g. stipends, hourly, etc., for duties beyond the work day and description duties.

Article 25: Employee Benefits

UTR purposes to increase the district contribution to health benefits to active unit members and future retirees.

Article 28: Part-Time Teaching

UTR purposes to review Article 28 for updates and improvements.

Article 36: Summer School

UTR purposes that all summer school provisions are written in Article 36 and specifically the hiring process for summer school based on seniority.

MEMORANDUMS OF UNDERSTANDING

1. Common Core Standards MOU
2. High Schools Variances to Bell Schedules
3. Kindergarten teachers preparation time, Appendix K, Side Letter
4. De Anza High School "Turnaround Model"- class size
5. Counselors – work year

Additionally, UTR requests to mutually agree to open Special Education for purposes of creating its own Article. And, revisit the family and medical leave act section for purposes of discussing the accommodation of a lactation room for teachers returning to work after maternity leave.

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:** October 2, 2013
From: Kenneth L. Whittemore, **Agenda Item:** F.3
Assistant Superintendent Human Resources
Subject: Public Hearing and Adoption of the Initial Bargaining Proposal from West Contra Costa Unified School District to United Teachers of Richmond (UTR)

Background Information:

Pursuant to the Educational Employment Relations Act, the initial proposal for negotiations by school district and labor unions must be submitted at a public meeting of the governing board. The initial proposal of the West Contra Costa Unified School District will be presented, at which time the public is allowed to comment on this proposal. A copy of the proposal is attached to this precis and is provided in the Board meeting packet which is available at the District's Administration Building, six high schools and online at the District's webpage.

Recommendation: That the Board of Education hold a public hearing on the District's initial bargaining proposal to the United Teachers of Richmond for the 2013-2014 successor agreement.

Board Adoption of Initial Bargaining Proposal

Background Information: Following the public hearing on its initial bargaining proposal, the Board of Education will be asked to adopt the District's proposal to the United Teachers of Richmond for the 2013-2014 successor agreement.

Recommendation: That the Board of Education adopt the initial bargaining proposal for labor negotiations with the United Teachers of Richmond.

Fiscal Impact: To be determined

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____
Approved _____ Not Approved _____ Tabled _____

**THE WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT'S
REOPENERS PROPOSAL TO THE UNITED TEACHERS OF RICHMOND (UTR)
FOR THE 2013-2014 CONTRACT NEGOTIATIONS**

The following articles are the initial bargaining reopeners between the West Contra Costa Unified School District and United Teachers of Richmond (UTR) are:

- Article 2: Definition
- Article 11: Adjunct Duties
- Article 12: Class Size
- Article 15: Evaluations
- Article 19: Safety
- Article 22: School Calendar
- Article 23: Salary
- Article 24: Extra Duty Pay
- Article 25: Employee Benefits
- Article 28: Part-Time Teaching
- Article 36: Summer School

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:** October 2, 2013
From: Kenneth L. Whittemore, **Agenda Item:** F.4
Assistant Superintendent Human Resources
Subject: Public Hearing and Adoption of the Joint Initial Bargaining Proposal from West Contra Costa Unified School District and West Contra Costa Administrators Association

Background Information:

Pursuant to the Educational Employment Relations Act, the initial proposal for negotiations by school districts and labor unions must be submitted at a public meeting of the governing board. The joint initial proposal of the West Contra Costa Unified School District and West Contra Costa Administrators will be presented, at which time the public is allowed to comment on this proposal. A copy of the proposal is attached to this precis and is provided in the Board meeting packet which is available at the District's Administration Building, six high schools and online at the District's webpage.

Recommendation: That the Board of Education hold a public hearing of the joint initial bargaining proposal with West Contra Costa Administrators Association (WCCAA) for the 2013-2014 successor agreement.

Board Adoption of the Joint Initial Bargaining Proposal

Background Information: Following the public hearing on its joint initial bargaining proposal, the Board of Education will be asked to adopt the joint proposal of the West Contra Costa Administrators Association and the District for the 2013-2014 successor agreement.

Recommendation: That the Board of Education adopt the joint initial bargaining proposal for labor negotiations with the West Contra Costa Administrators Association.

Fiscal Impact: To be determined

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

**THE WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT'S
JOINT INITIAL PROPOSAL WITH THE WEST CONTRA COSTA ADMINISTRATORS
ASSOCIATION FOR 2013-2014 CONTRACT NEGOTIATIONS**

The following articles are the joint initial bargaining reopeners between the West Contra Costa Unified School District and West Contra Costa Administrators Association are:

Article 3- Salary

Article 12- Benefits

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:** October 2, 2013
From: Bruce Harter, Superintendent **Agenda Item:** G.1
Subject: Public Hearing on Proposal Strategic Plan

Background Information:

With the generous grant from Chevron Richmond, the District has been on a path to update the strategic plan since January 2013. A 20 member Steering Committee was selected to lead the process that has been facilitated by two consulting firms, Th3rd Plateau and Capitol Impact. Community outreach continued throughout the spring and early summer and included 45 one-on-one interviews, 509 focus group participants, 719 town hall participants, 263 teacher & administrator survey responses as well as 568 community survey responses. On August 5, the Board was presented with the first draft of the Strategic Plan for 2013-18. Two additional community town hall meetings and a follow up to the teacher/administrator group provided opportunities for the public and our professional staff to shape the priorities from among the plan's 58 objectives. Based on that feedback as well as that from the Steering Committee, the consultants have produced a second draft with 34 objectives.

Recommendation:

That the Board hold a public hearing on the second draft of the strategic plan and provide direction regarding what to include in the final plan that is scheduled to come before the Board on October 16.

Fiscal Impact: To Be Determined

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District

STRATEGIC PLAN

2013-2018

DRAFT II

Researched, written, and published by
Third Plateau Social Impact Strategies
and Capitol Impact.





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Executive Summary

West Contra Costa Unified School District faces all of the challenges and dilemmas of urban school districts in California, and more. The issues of high poverty and large numbers of English learners are accompanied by a history of budget problems and a diverse student population residing in five different cities. Nevertheless, the District has made progress in recent years, increasing student achievement, paying off a state loan and cultivating community partnerships that bring resources and a new sense of hopefulness.

With the education landscape rapidly changing as a result of, among other things, the implementation of the Common Core, adoption of the Local Control Funding Formula, and expansion of Linked Learning, the District leadership understands this is an opportune time to engage stakeholders in the development and implementation of a new Strategic Plan.

The Strategic Plan that follows comes at a critical time for the District and the community. The previous Strategic Plan, written in 2006, ran its course and is now outdated. There are many great initiatives and programs operating in the District, but without a current and focused plan to create a shared vision and implementation strategy, these programs and the District will fall short of their potential. This unmet potential directly and negatively impacts student outcomes: the achievement gap, though narrowed in recent years, still persists and is far from being eliminated. In a community as diverse and complex as West County, closing the achievement gap and supporting all students to succeed is of the utmost importance. The WCCUSD Strategic Plan is a five-year actionable blueprint designed to focus, enable, and empower the District and its stakeholders to address this challenge and become a District of choice.

The Strategic Planning process was led by a community-based Steering Committee, a collection of 20 diverse individuals each representing a vital stakeholder group, and facilitated by a team of consultants paid for through a generous grant from Chevron. The planning process centered on a robust and bilingual community engagement effort. Over the course of nine months, the process included more than 50 one-on-one interviews, 31 focus groups, 11 town hall meetings, a series of student discussions, and online and paper surveys; more than 2,400 individuals were able to weigh in regarding the District's and community's needs and priorities.

The community engagement effort provided a clear and comprehensive understanding of the District's primary strengths, weaknesses, opportunities, and threats. Of the challenges identified, seven stood out from the list:

- 1. Achievement gap** – The District's African-American and Latino students, particularly the males, far underperform their White, Asian and Filipino counterparts.
- 2. Insufficient professional development for teachers** – Teachers in the District are not receiving the support and development they need to become great teachers.
- 3. Weak talent recruitment and retention** – The District is unable to recruit or retain top talent, especially at the principal level, which inhibits instruction and management, and negatively impacts school culture.
- 4. No sense of urgency** – Though many within the District want to see change, there is little sense of urgency to see that change happen now.



Executive Summary

5. **Low trust** – Internally and externally, far too many individuals and organizations assume the worst of the District, bringing an unhealthy level of skepticism into every District initiative and interaction.
6. **Poor communication** – Without a clear vision and a defined communications strategy, the District is unable to communicate effectively with its internal or external stakeholders.
7. **Lack of program alignment** – There are numerous successful initiatives and programs operating within the District, but there is little coordination between the efforts.

To address these critical hurdles, six key strategies were identified:

1. **Create high expectations** – It is not sufficient to believe that every student *can* succeed; the District and community (and the students themselves) should expect that every student *will* succeed.
2. **Support quality instruction** – Teachers should have the support and training needed to become great teachers.
3. **Embrace collective ownership** – Every stakeholder group has an opportunity and responsibility to play a role in promoting student success.
4. **Invest in the whole child** – Student success is not limited to classroom performance; social and emotional development are necessary complements to academic achievement.
5. **Prioritize accountability** – The community should be able to understand what is happening in the District and hold the District and its leaders accountable for success.
6. **Innovate** – Doing things the way they have always been done is insufficient; the District should look to best practices and cutting edge innovations to help prepare its students for the 21st century.

The following Strategic Plan lays out a path that will no doubt be difficult. Implementation will require the dedication, leadership, and cooperation of all of the District's stakeholder groups. The good news is that the Strategic Plan engagement process demonstrated a willingness and desire on the part of the entire community—students, parents, teachers, administrators, classified employees, business leaders, nonprofits, funders, and the public-at-large—to engage with the District's challenges, commit to solutions, and dream big. Everyone is focused on the same goal of success for all WCCUSD students; now everyone must work together to build a District capable of achieving the community's dreams.



WCCUSD's Strategic Planning process was collaborative and deliberate. Over the course of 10 months, the process set a new standard for comprehensive community engagement, bringing to the table stakeholders who collectively could provide a 360° perspective of the District and its possibilities. Those insightful and passionate perspectives, along with best practices from around the country, formed the backbone of the 2013-2018 WCCUSD Strategic Plan.

The Strategic Planning process was overseen by a five-person Advisory Committee comprised of two School Board members, the Superintendent, the Associate Superintendent, and a representative from Chevron Corporation, the funder for the project. A 20-person Steering Committee was formed to drive the Strategic Plan and to provide insight and feedback at key milestones throughout the process. Steering Committee members represented many of WCCUSD's vital partners and stakeholders: District leaders; teachers; principals; parents; United Teachers of Richmond; Public Employees Local 1; Mechanics Bank; San Francisco State University; Richmond Community Foundation; Building Blocks for Kids; Chevron Corporation; Faithworks; NAACP; Irene Scully Foundation; Contra Costa College; California Office to Reform Education (CORE); Lawrence Berkeley National Laboratory; and City of Richmond. Two consulting firms – Third Plateau Social Impact Strategies and Capitol Impact – teamed to facilitate the Strategic Planning process, synthesize the findings, and author the final document.

The Strategic Planning process consisted of five distinct, sequential phases:

1. Fact Finding – a review of the District's former strategic documents and data to develop a deeper understanding of the District's history and past performance.
2. Community Engagement (A) – a comprehensive bilingual outreach effort that saw 2,104 individuals take part through a series of six community town halls (one for each high school family), one teacher and administrator town hall, one classified employee town hall, 45 one-on-one interviews, 30 specialized focus groups, an online survey for teachers and administrators, a separate online survey for the general public, and a series of student discussions and interviews.
3. Analysis, Synthesis, and Drafting – an in-depth review of the Phase 1 and Phase 2 findings to identify the common themes, critical hurdles, and promising opportunities facing the District, brought together into an initial draft.
4. Community Engagement (B) – a second round of stakeholder feedback based on the draft created in Phase 3, inviting stakeholders to voice their opinions during two community town halls, one teacher and administrator town hall, a focus group of local elected officials, a handful of one-on-one interviews, and an online forum.
5. Finalization and Board Approval – a second (final) round of incorporating stakeholder feedback to create the finalized Strategic Plan, which was presented to the Board for approval and implementation.

The resulting plan is a document that is rooted in reality, addresses the core needs of the community, and provides an actionable blueprint to foster student success.



Student success is the ultimate priority

The purpose of public education is to develop well-informed, intellectually and emotionally capable students, equipped with the skills and knowledge to be successful, happy, and productive members of society. All students, regardless of racial, ethnic or socio-economic background, should receive comparable skill development to be in a position to determine their life trajectory.

Though individual student success will vary, the level of opportunity presented to each student should be the same and students' awareness of those opportunities should be constant. School is a place for students to feel supported, safe, and have the confidence and ability to take on new opportunities.

Confronting reality

Many students in West Contra Costa are underperforming, under-supported and unprepared. The achievement gap between white students and students of color persists, and District-wide there is an urgent need to dramatically increase and improve student learning.

In the District, the California High School Exit Exam (CHSEE) pass rate for white students is just 77%, and only 55% of African American students who take the same exam earn a passing score. The percentage of Latino students who pass the exam is only slightly higher at 67%.

For a District that is over 70% African American and Latino, the vast majority of whom qualify for free-and-reduced lunch, the low success rate of students of color is alarming.

Comparing API scores at the school level also reveals disparity. Kennedy High School most recently received a score of 518, almost 200 points lower than Hercules High School's ranking. But the gap forms much earlier. Kensington Elementary earned a 956 API ranking as compared to Edward M. Downer Elementary which received a 677. The demographics of the students at the District's underperforming schools confirm that students of color are not receiving a high quality education.

The District overall has made great strides in recent years, most notably the repayment of the 1991 state loan, but the level of student achievement is far below where it can, and should, be.

Diversity as a strength and a challenge

The diversity of WCCUSD is undeniably a strength, challenging individuals to think in new ways and work well with others. The District is in a unique position to capitalize on a diverse learning environment and better prepare students for an increasingly diverse, global world.

But diversity can also be a challenge. Multiple races and ethnicities can result in cultural and language barriers, as well as prejudice and racism. Range in parent and family members' education, employment and income levels affect their ability to support and supplement their child's education and development.

Education cannot be one-size-fits-all; learning is customized by student, classroom, school and community. The range in access to resources in the District – the haves and have-nots – impacts



the means by which schools are able to create unique educational and development opportunities for students; inequity ensues.

The stark difference in API scores by school stems from many variables including teacher quality and development, principal experience, parent involvement and support, broader community engagement, and other socio-economic factors. Gaps form due to inequitable access to resources, and widen when those inequalities are not addressed.

Focus on what matters

At the District and school level, action steps and initiatives have been developed to address the problem, but there is little consensus on the long-term goal. There are many stakeholder groups engaged in the issues, but without District-wide vision, initiatives and partners operate independent of one another, creating inefficiency, and ultimately, falling short of their potential to further student success.

The Need to Decentralize

While student success is the focus of this Strategic Plan, it is critical to acknowledge that principals and teachers are the lynchpin for the Plan's success. A key theme of this Strategic Plan is decentralization; the Plan explicitly calls on the District to give principals and teachers more leeway to effectively implement their vision in their schools and classrooms. The community, from students to parents to administrators to external stakeholders, all articulated the need to trust, support, and ultimately empower teachers and principals to educate and inspire the District's students. The District's size and diversity demand a partially decentralized approach; the District should ensure resource and talent parity across its schools, but recognize that school culture, style, and vision are not one-size-fits-all and are therefore best left to the principals, teachers, and staff to define on a site-by-site basis.

To support principals and teachers in doing this work, the Strategic Plan repeatedly calls on the District to develop and implement high-quality professional development through professional learning communities. The District should strive to create world-class teacher training programs that invigorate, support, and inspire teachers and principals in their pursuit of creating excellent schools.

Evidence of success

The single, most important determinant of whether the Strategic Plan has been effectively implemented by all District stakeholders is student success. Success is when all students are provided with meaningful academic, social, and emotional growth opportunities; students are aware of their options; and all students are prepared and supported to pursue their interests and achieve their goals.

Strategic Plan

The Strategic Plan has been created to re-establish District vision, inspire a culture of change, and guide WCCUSD's strategic decisions. The potential end result of coordinated stakeholder efforts far surpasses the result of a District working independent of partners. The plan requires all stakeholders work together to further student success.



Mission, Vision, and Values

Mission

A revision of WCCUSD's mission statement re-focuses key priorities and partnerships. Providing a high quality education goes beyond the walls of the classroom and integrates real-world learning experiences that require students to utilize social and intellectual skills. Increasingly, educational leaders recognize students' social-emotional development and overall wellness are critical to academic and personal success.

The school and District staff cannot do it alone. There are many individuals, organizations, and businesses in the community working toward West Contra Costa student success. The District values these partners and is committed to creating and maintaining strong partnerships through coordination, collaboration and communication.

Mission Statement:

WCCUSD, in partnership with the community, serves the whole child, empowering every student to succeed in higher education, career, and life by pairing high quality academics with social, emotional, and wellness support.

Vision

The vision statement frames the District's mindset and solidifies long-term goals. The District vows to never be stagnant, to be constantly reflecting on successes and failures in order to re-define and refine best practices to better serve students.

To continue to raise the bar for District-wide student achievement, all parties must be engaged and encouraged to celebrate successes and voice constructive criticism. District leaders set the tone for an inclusive community where all are supported, heard, and empowered to do their best work.

Vision Statement:

WCCUSD envisions a school District that continuously sets and meets high expectations; embraces challenges and innovative solutions; supports its teachers and employees whole-heartedly; builds a community with shared values and buy-in; and above all, prepares every student to succeed in all facets of education and life.

Values

All of the District's decisions and actions are rooted in core beliefs about student achievement; what defines student success and the necessary components. The listed values on the following page reflect the mindset District leadership, educators, employees, program partners, and all stakeholders, are expected to embody and instill in students.



Mission, Vision, and Values

Values:

Student Success

Student success, in the classroom and in life, is at the forefront of everything we do. WCCUSD strives to equip all students, children and adults, with the academic, social and emotional skills necessary for success.

Collective Ownership

WCCUSD believes all stakeholders – students, teachers, employees, partners and community members - are fundamental to creating and maintaining safe and effective learning environments. In order to provide every student with a high quality education WCCUSD relies on continuous participation and feedback from stakeholders.

High Expectations

WCCUSD believes that every student can succeed at a high level and expects them to excel in the classroom, in career, and in life. Similarly, the District expects all stakeholders to operate at the highest level and to continuously seek out the best strategies and processes to ensure District-wide success.

Accountability

The District is dedicated to fostering a culture of transparency and maintaining open lines of communication that are engaging, informative and accessible. WCCUSD recognizes that data and metrics are essential for effective decision making.

Leadership

WCCUSD is committed to developing classroom, school and community leaders with the vision and skill set to execute the District's mission.

Quality Instruction

Quality educators facilitate growth, set and achieve ambitious goals and advance student learning. WCCUSD believes standards-based curriculum, data tracking and analysis drive student achievement and empowers educators to innovate and collaborate to identify best practices. Rigorous training, support, and development for educators strengthen teacher effectiveness and accelerate student achievement.

Diversity

WCCUSD celebrates the diversity of West Contra Costa and values the strength in varying perspectives, beliefs and backgrounds.



A comprehensive analysis of WCCUSD’s key Strengths, Weaknesses, Opportunities and Threats (SWOT) provides insight into the District’s areas of opportunity and potential challenges moving forward.

The below SWOT analysis was grounded in stakeholder feedback gathered through extensive community engagement: 45 one-on-one interviews, 30 focus groups, eight town halls, and 831 surveys, 191 of which were conducted in Spanish. Students, parents, teachers, school and District staff, District leaders, community members, businesses and community-based organizations all offered their perspective on the District.

Aggregating and analyzing their reflections and insights resulted in the following:

STRENGTHS

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|---|---|
| <i>Staff and faculty passion</i> | From administrators to teachers to school staff, almost everyone in the District is passionate about student success. |
| <i>Diversity</i> | The District serves and represents a community that boasts phenomenal diversity, in terms of demographics, socio-economic standing, experiences, and perspectives. |
| <i>Constituent support</i> | As evidenced by the passing of numerous school bonds and the presence of dozens of highly-engaged stakeholder groups, the District has a strong support base. |
| <i>Facilities</i> | The District and its community have successfully leveraged a large bond program to ensure strong school facilities. |
| <i>Perseverance</i> | The District leadership and staff have shown great perseverance in advancing the District despite continual budget cuts. |
| <i>District and classroom “rockstars”</i> | The strong individuals at the District-, school- and classroom-level are exceptionally strong. |
| <i>Whole-child initiatives</i> | In order to better support and develop the whole child, the District has implemented initiatives such as the School-Based Health Centers and Full Service Community Schools that have positively impacted students’ social, emotional, and academic learning. |

Additional District strengths include: strong civic partnerships; a commitment to responsible financial management; and the ability to effectively manage and coordinate several constituency groups.



WEAKNESSES

| | |
|--|---|
| <i>Achievement gap</i> | The District's African-American and Latino students, particularly the males, far underperform their White, Asian and Filipino counterparts. |
| <i>Poor communication</i> | Without a clear vision and a defined communications strategy, the District is unable to communicate effectively with its internal or external stakeholders. |
| <i>Lack of data tracking and reporting</i> | Data is necessary to make informed decisions, but the District's current data tracking and reporting practices are insufficient. |
| <i>Weak talent recruitment and retention</i> | The District is unable to recruit or retain top talent, especially at the principal level, which inhibits instruction and management and negatively impacts school culture. |
| <i>Lack of leadership pipeline</i> | The District lacks a set process by which to identify and develop leaders, a problem that is amplified by the school board's high turnover rate. |
| <i>Insufficient professional development for teachers</i> | Teachers in the District are not receiving the support and development they need to become great teachers. Lack of development and training negatively impacts instruction, curriculum development, teacher collaboration, and student achievement. |
| <i>Lack of parent involvement</i> | Systems have not been established to ensure consistent communication with parents or provide ongoing opportunities for families to be present at their children's schools and engaged with their education. |
| <i>Inadequate college counseling</i> | Current college counseling resources and strategies across the District are insufficient and unable to properly and fully guide students into and through higher education. |

Additional weaknesses include: large class sizes; antiquated processes (especially in regards to human resources); and the District's annual retirement liability.



OPPORTUNITIES

| | |
|---|--|
| <i>Look to best practices</i> | There is no reason for WCCUSD to reinvent the wheel on issues and initiatives that have proven best practices within and/or outside the District. |
| <i>Mission articulation, alignment, and buy-in</i> | A unifying mission and vision will align all of the moving pieces within the District and provide clear structure on the ways in which stakeholders can engage. |
| <i>Innovation and experimentation</i> | The District would benefit immensely from a culture of innovation and experimentation, one in which the District does not shy away from difficult issues or settle for the status quo. |
| <i>Data</i> | If the District can capture and objectively analyze school and District-wide data, District and school leadership will be able to make more informed and strategic decisions. |
| <i>Linked learning</i> | Linked learning programs engage the business community and provide experiential learning opportunities for students. |
| <i>Stronger teacher professional development</i> | A stronger professional development program for teachers will enhance teacher leadership opportunities and lead to greater student success and higher teacher retention. |
| <i>Early childhood education</i> | System-wide student success requires early access and intervention. |
| <i>Student voice and leadership development</i> | If students' interests are represented, their voices encouraged, and they have opportunities to be leaders in their schools and communities, students will be invested in their academic success. |
| <i>Leverage local community</i> | Local businesses, funders, civic partners, and community-based organizations hold great potential for complementing the District's work supporting students' educational, emotional, and social needs. |
| <i>School-site empowerment</i> | With the right balance of school autonomy and District-run streamlined processes, school leaders will be able to make faster, smarter, and more effective decisions at their school sites. |

Additional opportunities include: integrating Common Core standards; technology improvements; developing a strategic dual immersion plan; scaling the Full-Service Community Schools model; and improving communication and alignment with community college partners.



THREATS

| | |
|---|---|
| <i>Lack of Program Alignment</i> | There are numerous successful programs operating within the District, but there is little coordination between the efforts. Lack of alignment leads to poor investments, miscommunication, and ineffectiveness. |
| <i>Low expectations</i> | Expectations frame the conversation about what the District can and should accomplish. Currently, the expectations are far too low, with many individuals inside and outside the District viewing student failure (especially among African-American and Latino boys) as a foregone conclusion. |
| <i>No sense of urgency</i> | Though many within the District want to see change, there is little sense of urgency to see that change happen now. Until there is true motivation to enact change, the status quo mindset will prevail. |
| <i>Little accountability</i> | Without more accountability at the board-, leadership-, and school-level, the system will continue to see programs with weak deliverables and poor outcomes. Transparent decision-making processes will improve communication and increase trust and stakeholder buy-in. |
| <i>Low Trust</i> | Internally and externally, far too many individuals and organizations assume the worst of the District, bringing an unhealthy level of skepticism into every District initiative and interaction. |
| <i>“White Flight”</i> | In any District where performance and student success lag, the wealthiest and most resourceful will find alternative education options, including private schools and more successful public school Districts. In WCCUSD, this is most prevalent in the wealthier Caucasian community. |
| <i>Budget Cuts</i> | In a financially-strapped state, budget cuts are a constant concern. |

Additional threats to the District include: employees stretched too thin; resistance to innovative thinking; summer learning loss; decreasing AP enrollment; and insufficient and outdated HR policies.

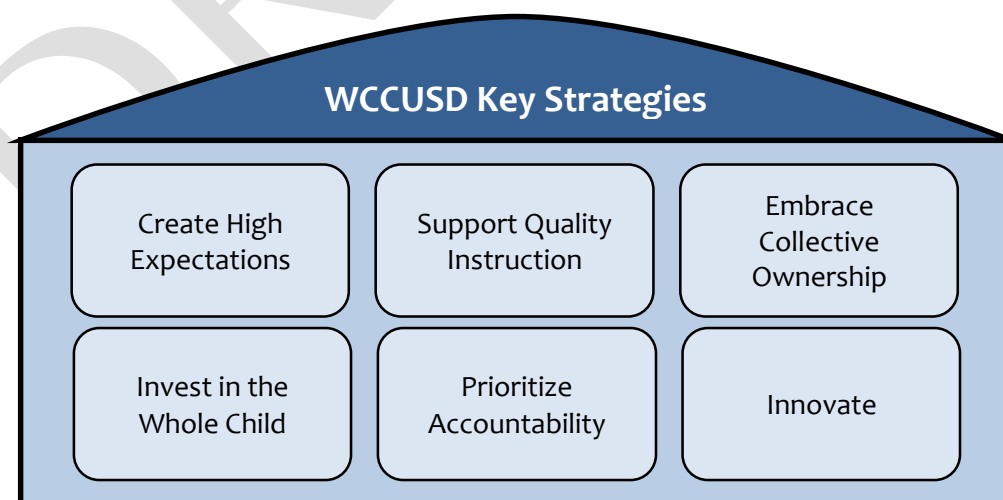


Critical Hurdles and Key Strategies

The preceding SWOT analysis outlines WCCUSD’s accomplishments and impact on students, as well as obstacles to overcome. Being candid about these hurdles is necessary for the District to realize its vision (see page 6) and dramatically increase positive student outcomes. It is important to note, however, that all weaknesses and threats in the SWOT analysis are not created equal; seven should be prioritized, as they represent the root causes of the majority of the District’s challenges:

- 1. Achievement gap** – The District’s African-American and Latino students, particularly the males, far underperform their White, Asian and Filipino counterparts.
- 2. Insufficient professional development for teachers** – Teachers in the District are not receiving the support and development they need to become great teachers. Lack of development and training negatively impacts instruction, curriculum development, teacher collaboration, and student achievement.
- 3. Weak talent recruitment and retention** – The District is unable to recruit or retain top talent, especially at the principal level, which inhibits instruction and management, and negatively impacts school culture.
- 4. No sense of urgency** – Though many within the District want to see change, there is little sense of urgency to see that change happen now. Until there is true motivation and collective action to enact change, the status quo will prevail.
- 5. Low trust** – Internally and externally, far too many individuals and organizations assume the worst of the District, bringing an unhealthy level of skepticism into every District initiative and interaction.
- 6. Poor communication** – Without a clear vision and a defined communications strategy, the District is unable to communicate effectively with its internal or external stakeholders.
- 7. Lack of program alignment** – There are numerous successful programs operating within the District, but there is little coordination between the efforts. Lack of alignment leads to poor investments, miscommunication, and ineffectiveness.

To address these seven critical hurdles, WCCUSD identifies six key strategies to pursue over the next five years. Those six key strategies are:





Critical Hurdles and Key Strategies

Each of these six key strategies is designed to address specific critical hurdles, as the chart below illustrates:

| | | WCCUSD Key Strategies | | | | | |
|--------------------------------|--|--------------------------|-----------------------------|------------------------------|---------------------------|---------------------------|----------|
| | | Create high expectations | Support quality instruction | Embrace collective ownership | Invest in the whole child | Prioritize accountability | Innovate |
| WCCUSD Critical Hurdles | Achievement gap | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
| | Insufficient professional development for teachers | ◆ | ◆ | | | | ◆ |
| | Weak talent recruitment and retention | ◆ | ◆ | | | | ◆ |
| | No sense of urgency | ◆ | | | ◆ | ◆ | |
| | Low trust | ◆ | | ◆ | | ◆ | |
| | Poor communication | | | ◆ | | ◆ | |
| | Lack of program alignment | ◆ | ◆ | ◆ | ◆ | | ◆ |

A detailed blueprint for how to execute each of these six key strategies is included in the following section, which provides specific objectives and tactics for each priority, along with an accompanying implementation timeline and budget implication.



STRATEGY #1: CREATE HIGH EXPECTATIONS

Academic accomplishments should not be dependent on ethnicity or the zip code where a child resides. West Contra Costa Unified, like most urban school districts, has an achievement gap that is divided along socioeconomic status and ethnicity. But it doesn't have to be this way. Schools around California and throughout the United States have proven that given adequate resources and quality instruction, students will achieve. The District has capable students, devoted teachers, and committed external partners, such that every student can achieve. WCCUSD and the greater community must embrace and communicate its faith in its students and align the District's programs to empower students to realize their potential.

| Implementation Strategy | Timeline | Budget Implication |
|--|-----------|--------------------|
| OBJECTIVE 1: COMMUNICATE HIGH EXPECTATIONS | | |
| 1.1: Frame School as an Opportunity. At every school and in every grade, students should be answering the question “What is your dream?” Teachers should begin the school year with a more formal process by which students can identify and record their aspirations. To the extent possible, these responses should be maintained and follow the students as they matriculate, keeping the students’ goals fresh on their mind and hammering home the message that education is their opportunity to attain their goals. Teachers and principals should be able to talk about their students’ dreams and make their lessons relevant by tying them to their students’ dreams. | 2014-2015 | None |
| 1.2: Create school environments that connote high expectations. See Objective 5. | 2014-2015 | None |
| 1.3: Define College and Career Ready. WCCUSD should partner with Contra Costa College, the Ed Fund’s West County College Access Network, and other community stakeholders, in addition to following the work of CORE and the new state Academic Performance Index, to create a college and career ready policy, articulating exactly what it means to be “college and career ready” at each grade level. | 2014-2015 | Minimal (staffing) |



STRATEGY #1: CREATE HIGH EXPECTATIONS *(continued)*

| Implementation Strategy | Timeline | Budget Implication |
|--|---|--------------------|
| OBJECTIVE 2: EMPOWER STUDENTS TO RECOGNIZE THEIR ABILITY | | |
| <p>2.1: Teach All Students to Self-Advocate. The District should empower students to advocate for their individual and collective interests in order to get them to buy into and share ownership in their academic success. The District should examine its slate of extra-curricular activities and leadership classes, two of the primary areas where this student advocacy is learned and nurtured, to see how it can better support teachers, coaches, and other involved community members in their work. This may involve the creation of new activities, teacher professional development, or other yet-to-be-determined supports.</p> | 2014-2015 | Minimal (staffing) |
| <p>2.2: Establish Male and Female Leadership Cohorts. The District should establish Male and Female Leadership Cohorts in its middle and high schools to cultivate student leaders. To start, the District should learn from the models established at Long Beach Unified School District, Sacramento City Unified School District, and Fresno Unified School District and consider piloting the program at one or two high schools.</p> | 2014-2015 (study models) 2015-2016 (pilot) | Minimal (staffing) |
| <p>2.3: Implement Meaningful Leadership Development. The District should develop and deploy a leadership development curriculum to be piloted with high school leadership classes. Assuming its efficacy, the District should consider implementing the curriculum across the entire student body.</p> | 2014-2015 (develop curriculum) 2015-2016 (pilot) | Minimal (staffing) |
| <p>2.4: Make Leadership Classes Meaningful. WCCUSD should work to make the high school leadership classes more substantive. These classes should move beyond planning parties and rallies, and be used to train student leaders. To unify and empower the District’s student voice, the District should facilitate the collaboration of leadership classes across schools through summits, school site visits, and other cross-school team building and bonding opportunities.</p> | 2014-2015 | Minimal (staffing) |



STRATEGY #1: CREATE HIGH EXPECTATIONS *(continued)*

| Implementation Strategy | Timeline | Budget Implication |
|--|---|---------------------|
| OBJECTIVE 3: CHALLENGE EVERYONE TO THINK BEYOND THE TEST | | |
| 3.1: Infuse Critical Thinking and Leadership into the Student Experience. By creating opportunities for exploration, challenging students to think critically, and empowering students to teach and learn from their peers, students will have a greater sense of ownership over their education. | 2014-2015 | Minimal (staffing) |
| 3.2: Encourage Teachers to Think Creatively About Lesson Planning. Administrators should embrace teachers developing cross-subject curricula that engage students, pique their curiosity, inspire their creativity, and increase their desire to learn. | 2014-2015 | None |
| 3.3: Continue to Expand the District’s Linked Learning Initiative. The District has already adopted and invested in Linked Learning, but it can do more. The District should (1) actively work with the AB 790 Consortium in expanding its Linked learning Initiative, (2) provide professional development opportunities for teachers to work together in developing college and career pathways, and (3) increase its outreach into the business community to expand its mentoring and internship offerings, opening the door to all students having work-based learning opportunities and challenging students to apply the knowledge they acquire in the classroom in a professional setting. | Ongoing | Minimal (staffing) |
| OBJECTIVE 4: PUT EVERY STUDENT ON THE PATH TO GRADUATE HIGH SCHOOL WITH OPPORTUNITY FOR POST-SECONDARY EDUCATION | | |
| 4.1: Provide A-G Counseling to All Students Entering 8th Grade. To better increase the chance of high school success, the District should begin counseling students toward college before they arrive at high school. By arming all students with the information they need to succeed and a clear understanding of what is expected of them, students will enter high school at an advantage compared to students unfamiliar with the A-G requirements. | 2014-2015 (pilot) 2015-2016 (roll out) | Moderate (staffing) |



STRATEGY #1: CREATE HIGH EXPECTATIONS *(continued)*

| Implementation Strategy | Timeline | Budget Implication |
|---|-----------|--|
| <p>4.2: Ensure That Every Middle and High School Student Meets With An Academic Counselor Every Semester. While widespread 1-on-1 counseling support may not be realistic, the District should establish a counseling protocol whereby every middle and high school student meets 1-on-1 with a counselor at least once per semester.</p> | 2016-2017 | Substantial (staffing) |
| <p>4.3: Implement Tracking System. To better track student academic counseling services, the District should invest in or adapt an existing database capable of managing basic functions including scheduling, review of a student’s academic history, and a notes tool so counselors can input summaries of the advice provided to a student. By keeping a master database, the school will be able to maintain the institutional knowledge of the counseling services each student has received.</p> | 2016-2017 | Moderate (technology) |
| <p>4.4: Implement the Transcript Evaluation Service to Track Students. The District should utilize software to track student progress against A-G requirements. This will make it easier for counselors to communicate with students and their families about their progress and identify any existing or potential problems with students fulfilling the A-G requirements.</p> | 2014-2015 | Moderate (technology); Potential long-term savings due to efficiencies in counselor time |
| <p>4.5: Provide CAHSEE Support. As long as the CAHSEE is a graduation requirement, the District should continue to offer and expand its CAHSEE support to students to ensure that all high school students who have met their high school course requirements pass the CAHSEE.</p> | 2014-2015 | Minimal |



STRATEGY #1: CREATE HIGH EXPECTATIONS *(continued)*

| Implementation Strategy | Timeline | Budget Implication |
|--|---|--|
| <p>4.6: Streamline Basic Information Dissemination Processes. Some percentage of the current counseling workload does not require a 1-on-1 format because it is not individualized. Basic and general information regarding topics like A-G requirements, standardized testing, and the college application process should be automated and/or streamlined to free up counselor time. This could occur through assemblies, printed checklists and tips, and online resources. Additionally, where appropriate, counselors should provide non-sensitive counseling support in groups. Counselors should seek to limit the amount of time they are providing repetitive advice.</p> | <p>2014-2015</p> | <p>None; Potential savings in counselor time</p> |
| <p>OBJECTIVE 5: INFUSE THE SCHOOLS WITH A COLLEGE-GOING CULTURE</p> | | |
| <p>5.1: Start Regular College Tours in Elementary School. The District should strategically expose all students to college by providing class field trips to visit college campuses. By introducing students to college starting in elementary school, the District can make the dream of going to college more real and tangible. Wherever possible, invite parents to attend these field trips, as well.</p> | <p>2014-2015 (develop college tour curriculum) 2015-2016 (roll out)</p> | <p>Moderate (staffing, travel)</p> |
| <p>5.2: Refer to Each Class as the Graduating Class of 20XX. By calling each class by the year of their expected 4-year college graduation, the District will effectively communicate to students that (1) their educational path does not stop at high school and (2) the District believes that they can and will graduate from a 4-year college.</p> | <p>2014-2015</p> | <p>None</p> |



STRATEGY #1: CREATE HIGH EXPECTATIONS *(continued)*

| Implementation Strategy | Timeline | Budget Implication |
|---|-----------|--------------------|
| <p>5.3: Post College Pennants Representing Alumni Alma Maters. To celebrate success, the District should encourage schools to post college pennants for each college in which one of their graduates enrolls. By putting up the pennant, the District will be asking students to leave their mark on the school in a positive way. Over time, pennants will cover the walls of the District’s high schools, each with a story of a student success for administrators, teachers, parents, and students to point to as an example for themselves, their students, and their children.</p> | 2014-2015 | None |
| <p>5.4: Post College Acceptance Letters. Similar to 5.3, the District should encourage high schools to prominently post copies of college acceptance letters received by high school seniors. As the spring comes, the main halls of each high school will be covered with acceptance letters, communicating the strong norm of the school’s college-going culture.</p> | 2014-2015 | None |
| <p>5.5: Build College-Going Vocabulary For All Students Beginning In Kindergarten. Teachers should be encouraged and supported to use college-going vocabulary (e.g., university, acceptance, major, minor, etc.) throughout K-12 to build comfort with and demystify the idea of higher education. This vocabulary can be used informally during classroom discussions or more formally in the curriculum (e.g., spelling vocabulary).</p> | 2014-2015 | None |
| <p>5.6: Encourage Teachers to Celebrate Their Alma Maters. Teachers should be encouraged to represent their alma maters by decorating their classrooms and wearing college apparel. By tying college to the students’ understanding of their teacher’s identity and demonstrating the fun and excitement of college, teachers can support the creation and development of the school’s college-going culture.</p> | 2014-2015 | None |



STRATEGY #1: CREATE HIGH EXPECTATIONS (continued)

| Implementation Strategy | Timeline | Budget Implication |
|---|-----------|--------------------|
| OBJECTIVE 6: EMPHASIZE PRE-K THROUGH 3RD GRADE TO RAPIDLY BRING STUDENT PERFORMANCE TO GRADE LEVEL | | |
| <p>6.1: Phase in Extended-Day Kindergarten. The District should develop a realistic plan to phase in extended-day Kindergarten to all District students, starting with the elementary schools in the school families with the lowest performing high schools. By essentially doubling the amount of time students spend in Kindergarten, WCCUSD will be able to provide significant academic support at the outset and set the students on the course toward success and achievement.</p> | 2015-2016 | Substantial |
| <p>6.2: Provide Preschool for All. While the District has invested significant resources in its transitional kindergarten program, WCCUSD would benefit significantly by building out a comprehensive preschool program. This would enable the District to reach its student population earlier and work with them to develop the skills, including an expanded vocabulary, necessary for success in K-12. Although this is not a financially realistic option at the moment, the District should revisit the possibility of preschool for all toward the tail-end of this strategic plan.</p> | 2017-2018 | Substantial |
| <p>6.3: Partner With Local Preschools and Head Start sites to Align Preschool Curricula with District Standards. The District should partner with local preschools and Head Start sites to establish a set of guidelines for preschool curricula. While the District can't enforce curricular standards, the District and Head Start sites and preschools should open lines of communication so that the District can clearly articulate which skills it hopes students possess when entering Kindergarten and Head Start sites and preschools can receive curriculum development support.</p> | 2015-2016 | Minimal (staffing) |



STRATEGY #1: CREATE HIGH EXPECTATIONS *(continued)*

| Implementation Strategy | Timeline | Budget Implication |
|---|---|---------------------|
| <p>6.4: Stress to Parents the Importance of Early Exposure to Reading and Vocabulary. The District should work to communicate with all parents to reach students earlier, emphasizing the importance of early exposure to reading and vocabulary. The District can reach parents through its current operational communication channels, but it should also actively seek to partner with community organizations and the faith community already working with these parents.</p> | 2014-2015 | Minimal |
| <p>6.5: Establish a Relationship With Local Libraries to Get Students Visiting and Reading Early On. The District should reach out to the Contra Costa County Library system to develop a strategic partnership that supports student literacy.</p> | 2014-2015 | None |
| <p>OBJECTIVE 7: IMPLEMENT COMMON CORE AT ALL GRADE LEVELS</p> | | |
| <p>7.1: Continue Implementation of Common Core at all grade levels.</p> | Ongoing | Moderate (staffing) |
| <p>7.2: Educate Parents and Community About Implementation. The District has already and should continue to create opportunities to educate parents and the wider community about the adoption and implementation of the Common Core standards. Possible means for sharing information about Common Core include community-wide town halls, smaller school meetings, letters and other materials sent home through students, email and phone messaging, and regular website updates.</p> | Ongoing through entire transition process | Minimal (staffing) |



STRATEGY #2: SUPPORT QUALITY INSTRUCTION

Teachers in the classroom are the front line of quality education. Over the past years, teachers have consistently been given additional responsibilities with inadequate resources. As the District’s funding increases, resources should be directed to professional development opportunities and classroom support. Creating District infrastructure that truly values teachers’ voices and provides teachers more responsibility and flexibility will lead to better results.

| Implementation Strategy | Timeline | Budget Implication |
|--|--|--|
| OBJECTIVE 8: DECENTRALIZE DISTRICT BY EMPOWERING SCHOOL-SITE ADMINISTRATORS, TEACHERS, AND STAFF | | |
| <p>8.1: Empower School-Sites to Establish Their Own Budgets. After sufficient professional development, the District should provide principals with a set of expectations and a total annual budget. Principals should then be given the autonomy to establish their own budgets within those parameters and asked to collaborate with school-site staff and parents to set budget priorities. The District should provide support to principals both in the budgeting and community collaboration processes.</p> | <p>Begin in 2014-2015; complete by 2017-2018</p> | <p>Minimal (staffing)</p> |
| <p>8.2: Empower School-Sites to Manage Their Own Teacher Selection and Training Processes. To the extent possible, the District should decentralize most human capital decisions, giving school sites control of creating and establishing their own unique culture. The District should establish a protocol to support school sites that need help finding and attracting talent and ensure that schools with the greatest need are given the opportunity to attract quality teachers.</p> | <p>Begin in 2015-2016; complete by 2017-2018</p> | <p>Minimal (staffing)</p> |
| <p>8.3: Minimize red tape. Principals throughout the District are mired in paperwork in response to District policies and special requests. The District must revisit its data collection, reporting, and compliance practices to minimize red tape and free principals to run their schools. In reevaluating what paperwork is necessary and what is not, the District should align its requests with WCCUSD’s mission, vision, and values.</p> | <p>2014-2015</p> | <p>None; Potential long-term savings</p> |



STRATEGY #2: SUPPORT QUALITY INSTRUCTION *(continued)*

| Implementation Strategy | Timeline | Budget Implication |
|---|-----------|--------------------------------|
| <p>8.4: Facilitate Teacher, Parent, and Principal Collaborative Decision-Making. The District should facilitate collaboration between principals, teachers, and parents to strengthen school performance, increase community buy-in, and create a collaborative, cooperative school environment. This structure may take on a variety of forms, including school town halls, school site councils, and special committees.</p> | 2014-2015 | Minimal (staffing) |
| <p>8.5: Develop Standardized Measurements for Principal and School Performance Assessment. The District, in conjunction with principals, teachers, parents, and community stakeholders, should collaboratively develop standardized measurements for school performance. The CORE accountability system and its school quality index and multiple measures could be used as a model. These measures should be used for principals to assess school progress, the District to gauge principal and school effectiveness (both individually and across the District), and for the District to communicate school performance.</p> | 2014-2015 | Minimal (staffing) |
| <p>OBJECTIVE 9: PROVIDE WORLD-CLASS PROFESSIONAL DEVELOPMENT TO CREATE A CULTURE OF CONSTANT IMPROVEMENT</p> | | |
| <p>9.1: Develop Comprehensive Professional Learning Communities (PLCs). The District should create a unified, cohesive PLC structure to provide access to PLCs to all teachers, administrators, and classified employees on all critical District concerns.</p> | 2014-2015 | Minimal (staffing) |
| <p>9.2: Make Professional Development Site -Specific and Teacher Led. The District should provide guidelines regarding professional development goals to all schools. Within the guidelines, the District should allow school sites and teachers to drive the content of their professional development so that it better meets the goals of the specific school-site and the needs of the teaching staff. The District should support principals by helping them survey their teachers about school-wide professional development needs. This upfront analysis will help principals strategically slate professional development throughout the year.</p> | 2014-2015 | Minimal to moderate (staffing) |



STRATEGY #2: SUPPORT QUALITY INSTRUCTION *(continued)*

| Implementation Strategy | Timeline | Budget Implication |
|--|-----------|------------------------------------|
| <p>9.3: Create Time for Collaboration. While most principals, teachers, and classified staff are eager to participate in PLCs, the current school day structure does not make such collaboration easy to facilitate. WCCUSD should support PLC development by adapting its school schedule, hiring additional support to ensure classroom coverage, and creating meeting space to enable meaningful collaboration.</p> | 2014-215 | Moderate (staffing) |
| <p>9.4: Develop Standardized Evaluation. To track the efficacy of school-site driven professional development, the District should develop a basic evaluation form that teachers will be asked to submit after completing a professional development session. By centralizing this function, the District will be able to monitor the professional development work in the District and provide strategic support to schools in need of improved professional training.</p> | 2014-2015 | Minimal (staffing) |
| <p>9.5: Share Best Practices. The District should devote staff time to monitor PLCs to learn about effective collaboratives and creative initiatives. As best practices emerge, the District should share the practices throughout the District. The District may want to consider developing its website to include a resource bank and comment board for District staff to share and discuss best practices.</p> | 2014-2015 | Moderate (staffing) |
| <p>9.6: Expand the Teacher Coach Program. The District should seek to replicate the success of its Math Coach program by developing parallel efforts in other subject areas. The District should look to find dynamic teachers of teachers to develop the coaching programs and share best practices.</p> | 2014-2015 | Moderate to substantial (staffing) |



STRATEGY #2: SUPPORT QUALITY INSTRUCTION *(continued)*

| Implementation Strategy | Timeline | Budget Implication |
|--|------------------------------|-------------------------------|
| <p>9.7: Facilitate Teacher Mentoring Program. To support teacher professional development and protect against burn out, WCCUSD should look to formalize a teacher mentoring program. Younger, less experienced teachers should be asked to identify more experienced teachers that they want to learn from and the District should facilitate the matching process. In order for the program to succeed, the District should make accommodations for both the mentor and mentee to spend time with one another during the school day.</p> | <p>2014-2015 (pilot)</p> | <p>Minimal (staffing)</p> |
| <p>9.8: Establish Principal Coaching and Mentoring Programs. As with teachers, principals are eager to receive meaningful professional development and would benefit from coaching and mentoring programs. The District should look to a well-respected principal and someone who would be a good teacher of principals to develop these efforts.</p> | <p>2015-2016 (pilot)</p> | <p>Minimal (staffing)</p> |
| <p>OBJECTIVE 10: PRIORITIZE GOOD HUMAN CAPITAL PRACTICES</p> | | |
| <p>10.1: Recruit and Retain Dynamic Principals and Teachers. It is no secret that the District has struggled with recruiting and retaining principals and teachers; turnover has been extremely high. The District should prioritize school leadership and world-class teaching by emphasizing recruiting, training, and retaining strong, effective, and dynamic principals and teachers. In addition to the strong principals already in place, the District should look within its own ranks to identify and groom talent, as well as look outside of the District to aggressively recruit leaders to work in the District. The District should put a premium on retaining talent, going out of its way to create positive and supportive work environments. In addition, the District may want to consider creating a bonus structure to incentivize principals and teachers to stay at least five years.</p> | <p>To begin immediately</p> | <p>Moderate</p> |



STRATEGY #2: SUPPORT QUALITY INSTRUCTION *(continued)*

| Implementation Strategy | Timeline | Budget Implication |
|---|----------------------|-------------------------------|
| <p>10.2: Develop a Principal and Administrator Leadership Academy. Empowering principals means that the District needs high quality, committed, and professional principals and administrators. To sustain the long-term supply of qualified individuals, the District must invest in its human capital and leadership pipeline. By developing a principal academy, WCCUSD can develop strong principal professional development and training programs that will adequately prepare the District’s principals for success.</p> | 2016-2017 | Substantial |
| <p>10.3: Regularly Acknowledge High Quality Instruction. The District should strategically identify principals and teachers it wants to retain and acknowledge their good work. This can occur publicly (e.g., award ceremonies, School Board meetings, etc.) and privately (e.g., informally over coffee, call from the Superintendent, etc.).</p> | Ongoing | None |
| <p>10.4: Leverage External Teacher and Administrator Training Programs. The District should embrace programs such as Teach for America and New Leaders that are bringing young, energetic, talented educators to WCCUSD. The District should work to integrate these program participants into their school sites, connecting them with mentors, and empowering them to take initiative. The District should be vocal about its desire to retain alumni and its view of these programs as a long-term talent pipeline. The District should not view these programs as a source to replace current principals and teachers, but a way to supplement existing staff and fill specific needs.</p> | To begin immediately | Moderate (program investment) |
| <p>OBJECTIVE 11: SUPPORT STUDENT DATA AND INFORMATION SHARING ACROSS GRADE LEVELS</p> | | |
| <p>11.1: Leverage the California Healthy Kids Survey and Adopt CORE Accountability System. The District should use the data from the California Healthy Kids Survey and CORE Accountability System to provide each teacher with a dossier on each incoming student’s academic, social, and emotional skills. By plying teachers with this information, they will be better prepared to meet their students’ needs.</p> | 2015-2016 | Moderate (technology) |



STRATEGY #2: SUPPORT QUALITY INSTRUCTION *(continued)*

| Implementation Strategy | Timeline | Budget Implication |
|---|-----------|------------------------------------|
| <p>11.2: Make Teacher Access to Student Data Easy. The District should ensure that the method by which it maintains student data and information is easily accessible and useable by teachers. This must be balanced with the obvious privacy interests of the students, most likely through a technological solution.</p> | 2016-2017 | Moderate (technology) |
| OBJECTIVE 12: CUSTOMIZE EDUCATION TO MEET ALL STUDENTS' NEEDS | | |
| <p>12.1: Create an English Language Learners Best Practices Learning Community. The District should partner with other school districts and ELL experts for technical assistance.</p> | 2014-2015 | Substantial |
| <p>12.2: Support Existing Dual Immersion Programs and Expand Dual Immersion Program Geographically. There is substantial demand throughout the District for dual immersion education programs. The District should consider expanding the program to parts of the District without access to these programs.</p> | 2015-2016 | Minimal |
| <p>12.3: Increase Graduation Rate for Students With Disabilities. The District should develop state-of-the-art, inclusive programs to serve its moderate to severe students. The District should also implement the Instruction Support Program (ISP) Model across K -12 to better meet the needs of its special education students.</p> | 2016-2017 | Substantial (staffing, technology) |
| <p>12.4: Strengthen Special-Ed Teaching Staff. The District should partner with higher institutions to recruit, retain and train highly qualified special education teachers. Additionally, the District should provide professional development on Universal Design for Learning to increase teacher capacity in developing student goals and objectives aligned with the common core standards.</p> | 2014-2015 | Minimal (staffing) |
| <p>12.5: Challenge Each School to Develop a Program for High Achieving and Gifted Students. Meeting the needs of all students also requires programs that challenge high achieving and GATE students and helps to retain those students and their families in the District. The District should support every school in developing programs that best fit their academic environment and share best practices throughout the District.</p> | 2016-2017 | Substantial |



STRATEGY #2: SUPPORT QUALITY INSTRUCTION *(continued)*

| Implementation Strategy | Timeline | Budget Implication |
|---|----------------------|---------------------------------|
| <p>12.6: Provide Culturally Responsive Instruction Professional Development. While some teachers are comfortable and adept at culturally responsive instruction, many identified this as an area where they need professional development. As such, the District should work to integrate this training into its professional development schedule and PLC structure. To emphasize the District’s commitment to the implementation of culturally responsive instruction, teacher reviews and observations should include some analysis of the teacher’s progress toward integrating quality culturally responsive instruction methods.</p> | 2014-2015 | Minimal (staffing) |
| <p>12.7: Improve Response to Intervention. The District should work with general education teachers to increase their comfort with teaching Tier 1 interventions and perfect all schools’ implementation of Tier 2 and Tier 3 interventions.</p> | 2014-2015, 2015-2016 | Minimal |
| <p>12.8: Develop Learning Centers at All Elementary Schools. The District should support all elementary schools in developing a functional Learning Center with appropriately credentialed teachers to provide RTI Tier 2 and Tier 3 supports.</p> | 2015-2016 | Moderate |
| <p>12.9: Encourage Students To Take Classes Beyond Their Academy. The District should adapt the academy structure to enable students to branch out and take classes in other disciplines and engage with students with other interests. The District might want to consider developing a majors/minors structure akin to post-secondary education. This would give students additional flexibility and potentially support Objective 5.</p> | 2015-2016 | Moderate (staffing) |
| <p>12.10: Expand Innovative STEM Opportunities District-Wide. There is substantial demand throughout the District for access to some of the innovative STEM programming offered at some schools. The District should consider working with current external funders to expand the program to parts of the District without access to these programs.</p> | 2014-2015 | Moderate (staffing, facilities) |
| <p>12.11: Provide Students With Critical Technology Skills. The District should identify the key technology skills every student should possess to be successful in the 21st century and integrate those skills into the curriculum.</p> | 2015-2016 | Minimal (staffing) |



STRATEGY #3: EMBRACE COLLECTIVE OWNERSHIP

Success for all students in the West Contra Costa Unified School District should be the collective responsibility of the entire community. Education, particularly given the needs of WCCUSD students, is a 24/7 proposition and requires resources beyond the capacity of any single entity. The District should open itself to meaningful engagement from, and collaboration with, parents, nonprofits, local businesses, foundations, and other community members.

| Implementation Strategy | Timeline | Budget Implication |
|--|-----------|---------------------|
| OBJECTIVE 13: CENTRALIZE THE MANAGEMENT OF COMMUNITY-BASED ORGANIZATIONS, FUNDERS, AND THE BUSINESS COMMUNITY | | |
| <p>13.1: Create a Cabinet-Level Office of Community Engagement. The District should create a cabinet-level Office of Community Engagement that will serve as the central entry point for all community organizations, governmental agencies, funders, and businesses that want to engage with the District. The Office of Community Engagement will be responsible for all communication, management, accountability, and sustainability issues applicable to the District’s work with community partners. By centralizing this function, the District will be able to better and more clearly communicate with, develop relationships with, and leverage its community partners. Fundamentally, the Office of Community Engagement will make it substantially easier for community partners to work with the District.</p> | 2014-2015 | Moderate (staffing) |
| <p>13.2: Define the Relationship Between Out-of-School Time (OST) Providers and the District. The District should have the Office of Community Engagement create clear goals, roles, and responsibilities for OST providers and the District. By explicitly articulating expectations, the District will be able to better manage OST programs and OST providers will be able to more effectively tailor their programs to meet District expectations.</p> | 2014-2015 | Minimal (staffing) |



STRATEGY #3: EMBRACE COLLECTIVE OWNERSHIP (continued)

| Implementation Strategy | Timeline | Budget Implication |
|--|--|------------------------------------|
| <p>13.3: Develop a Menu of Community Offerings. The District should develop a full menu of the various programs and services offered by community partners to schools and students for school sites to select from. By centrally compiling and publishing this information, the District will free schools from vetting each individual program, create equity in program offerings across the District, and ease the administrative burden on the District’s community partners that results from offering these programs school by school.</p> | 2014-2015 | Moderate (staffing) |
| <p>13.4: Adopt A District-Wide Policy About Being A Good Partner. As the District expands and deepens its work with community partners, including businesses, foundations, nonprofits, and others, the District should be vigilant about being a good partner. The District should adopt language that signals humbleness and openness to the ideas offered by its partners. The District should strive to be viewed as a valued community asset that every community-based organization, business, and foundation is excited about and proud to work with.</p> | 2014-2015 | None |
| <p>13.5: Provide Professional Development On Collaboration. The District should provide administrators working with external partners professional training on how to collaborate and be a good partner.</p> | 2014-2015 | Minimal (staffing) |
| <p>OBJECTIVE 14: INCREASE PARENT ENGAGEMENT AND PRESENCE AT SCHOOL</p> | | |
| <p>14.1: Establish an Office of Parent/Guardian Engagement. The District should reorganize itself to create one central location for parents and guardians to engage with the District. In addition to making the District more accessible to parents and guardians, this Office will be responsible for proactively engaging parents, too. The new office will allow for the District to rapidly respond to parent concerns and questions.</p> | 2014-2015 (planning) 2015-2016 (roll out) | Moderate to substantial (staffing) |



STRATEGY #3: EMBRACE COLLECTIVE OWNERSHIP (continued)

| Implementation Strategy | Timeline | Budget Implication |
|---|-----------|------------------------------------|
| <p>14.2: Lower the Barriers to Parents Volunteering at School. The District should work with parents to explore how it might make parent volunteering opportunities more accessible while still complying with the law. The current requirements, especially mandating that all volunteers be fingerprinted, serve as a deterrent to some parents interested in volunteering. One possible option is for the District to provide LiveScan fingerprint services at school sites.</p> | 2014-2015 | Minimal (staffing) |
| <p>14.3: Develop and Deploy District-Wide Communications Plan for Parents. The District must develop a robust communications plan to reach parents and guardians. The District must think strategically about its messaging to and methods for reaching parents and guardians. The District should encourage its teachers to develop strong relationships with their students’ parents and guardians, starting by supporting teachers developing their own, customized plan for communicating with parents and guardians, maintaining open lines of communications, and tracking parental interaction.</p> | 2014-2015 | Minimal (staffing) |
| <p>14.4: Provide Professional Development To Build Teachers’ Family Engagement Skills. The District should provide teachers and administrators professional development designed to train them how to better engage parents and families. This should likely occur through the District’s PLC structure.</p> | 2014-2015 | Minimal (staffing) |
| <p>14.5: Develop Robust Home Visit Program. To increase the likelihood of successful home visits, the District should partner with experts in home visit programs, such as the California Home Visit Program, to provide professional development to teachers and administrators that will be responsible for carrying out the home visits.</p> | 2014-2015 | Moderate to substantial (staffing) |
| <p>14.6: Implement Parent Contracts. The District should consider piloting parent/guardian contracts that focus on student attendance, performance, attitude, as well as overall parent engagement. By beginning each year with each teacher clearly articulating their expectations of parents, parental engagement and communication should improve.</p> | 2015-2016 | None |



STRATEGY #3: EMBRACE COLLECTIVE OWNERSHIP (continued)

| Implementation Strategy | Timeline | Budget Implication |
|---|-----------|----------------------|
| <p>14.7: Provide Targeted ESL Classes For Parents. Given the substantial ELL population in the District, teachers will have substantially more support in the home if the District helps parents of ELL students learn English language skills. By building their own language base, parents of ELL students will be able to work with their students at home and increase their chances of success in the classroom.</p> | 2014-2015 | Moderate (staffing) |
| <p>14.8: Train Parents to Support Their Children’s Education. The District should expand its efforts to train parent how to best support their children. Between programs like PIQE and the home visit program (Objective 14.5), the District will be able to better create a network of supporters, both in the school and in the home, committed to the same objective: student success.</p> | 2014-2015 | Moderate (staffing) |
| <p>OBJECTIVE 15: STRENGTHEN SCHOOL/COMMUNITY RELATIONSHIPS AND MAKE SCHOOL SITES THE EPICENTER OF THE COMMUNITY</p> | | |
| <p>15.1: For Each School, Identify a Staff Member, Parent Volunteer, or Team of People To Be Responsible for Community Engagement and School Culture. The District should replicate Peres’ school culture model by specifically charging an individual or team of people to be responsible for welcoming students, parents, and community members into the school and all other aspects of opening the school to the community.</p> | 2014-2015 | Minimal (staffing) |
| <p>15.2: Use The School Facilities For Community Programming In The Evenings and Weekends. One of the District’s core strengths, its renovated facilities, should be an asset for the entire community. By making the space available for other community programming, especially programs targeting parents and families, the school will further become a familiar and welcoming location. As the District moves towards Full Service Community Schools, this type of engagement should occur naturally.</p> | 2014-2015 | Minimal (facilities) |



STRATEGY #3: EMBRACE COLLECTIVE OWNERSHIP *(continued)*

| Implementation Strategy | Timeline | Budget Implication |
|--|-----------|--------------------|
| OBJECTIVE 16: EXPAND OUTREACH TO BUSINESS COMMUNITY | | |
| <p>16.1: Map and Engage the Business Community. Although there are some very strong partnerships between the District and West County businesses, the District needs to invest the time and energy expanding its network and cultivating relationships with the local business community. As a first step, the District should partner with local business collaboratives and organizations to map the West County business community and identify potential Linked Learning partners. Second, the District, through the Office of Community Engagement, should develop a campaign to invite local businesses to engage with the District’s work. The campaign could include small group meetings, lunches with business organizations such as the Chamber of Commerce and the Council of Industries, meetings at local companies, direct mail, or a variety of other outreach methods.</p> | 2014-2015 | Minimal (staffing) |
| <p>16.2: Build WCCUSD Business Council. The District should form the WCCUSD Business Council, a committee of local business and civic leaders committed to the District’s success. This Council should meet quarterly and be used as (1) a forum to update the business community on key District initiatives and goings on, (2) a forum for the business community to bring community issues and concerns to the attention of the District, (3) an opportunity to brainstorm solutions to District problems (especially those related to the community-at-large), and (4) serve as a conduit between the District and the business community, helping the District build its network of business leaders.</p> | 2014-2015 | Minimal (staffing) |



STRATEGY #3: EMBRACE COLLECTIVE OWNERSHIP (continued)

| Implementation Strategy | Timeline | Budget Implication |
|--|-----------|--------------------|
| <p>16.3: Formalize Linked Learning Partner Expectations. Currently, serving as a Linked Learning partner is somewhat ambiguous; partners do not know what the District expects and the District does not have clarity as to how partners are committed to supporting its Linked Learning efforts. To overcome this ambiguity, the District should commit to formalize its expectations of Linked Learning partners so that the cooperative endeavor is maximally valuable. In doing this, the District should rely on its current and potential Linked Learning partners to develop the expectations collaboratively.</p> | 2014-2015 | None |
| <p>16.4: Invite Business Leaders Into School. The District should be intentional about inviting business leaders, especially those from companies serving as Linked Learning partners, into schools to engage with students. These interactions can occur through formal presentations about the work of a particular business leader or informally through in-class discussions or mentorship. By exposing students to the business leaders and new perspectives, WCCUSD will pique students’ intellectual curiosity and increase their excitement about future career opportunities.</p> | 2014-2015 | None |
| <p>16.5: Streamline Opportunities for Businesses and Employees To Engage with the District. The District, through the Office of Community Engagement, should develop a menu of options and guidelines for how businesses can plug into the District’s work.</p> | 2014-2015 | Minimal |
| <p>OBJECTIVE 17: EXPAND AND DEEPEN RELATIONSHIPS WITH THE WEST COUNTY PHILANTHROPIC COMMUNITY</p> | | |
| <p>17.1: Map the Philanthropic Community. The District should partner with the Richmond Funders Collaborative to better understand the bounds of the West County philanthropic community.</p> | 2014-2015 | Minimal (staffing) |



STRATEGY #3: EMBRACE COLLECTIVE OWNERSHIP *(continued)*

| Implementation Strategy | Timeline | Budget Implication |
|--|-----------------|---------------------------|
| 17.2: Network With the Philanthropic Community. The District should work to strengthen its relationships with its friends and colleagues in the West County philanthropic community. It is important that the District have a positive and open dialogue with the major foundations and philanthropists in the region so that the District is able to partner with the philanthropic community when opportunities arise. The District should also work to meet West County foundations and philanthropists that it does not currently know. | 2014-2015 | Minimal (staffing) |
| 17.3: Work With Philanthropic Community to Align Funding to WCCUSD's Strategic Plan. The District should work closely with current and interested foundations and philanthropists to align their educational funding with the needs of the WCCUSD's strategic plan. | 2014-2015 | Minimal (staffing) |

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STRATEGY #4: INVEST IN THE WHOLE CHILD

Educators around the state and nation have come to the same conclusion that parents have always known – that working with and investing in the whole child is necessary for student success. Parents and community members expressed this sentiment repeatedly throughout the stakeholder engagement phase of the strategic planning process (see page 3). The District has seen the benefits of a whole child approach to education through its school-based health centers and Full Service Community School Initiative. Now is the time for the District to scale this approach and invest in the social, emotional, and physical health of every student in WCCUSD.

| Implementation Strategy | Timeline | Budget Implication |
|--|-----------|--------------------|
| OBJECTIVE 18: SUPPORT PHYSICAL, SOCIAL, AND EMOTIONAL HEALTH | | |
| 18.1: Expand On-Site Health Clinics. The District should continue to build out its on-site health offerings to meet student health needs. | 2015-2016 | Substantial |
| 18.2: Expand Social and Emotional Counseling. The District should continue to expand its psychological counseling services to meet the demands of the WCCUSD student body. | 2014-2015 | Substantial |
| 18.3: Further Invest In Teacher Professional Development To Provide Social And Emotional Learning Support. The District should create additional opportunities for teacher professional development targeting social and emotional learning. The District should look to work with and learn from Sacramento City Unified School District, a school district that is developing and implementing many best practices regarding classroom social and emotional learning, including teacher professional development. | 2014-2015 | Minimal (staffing) |
| 18.4: Expand Efforts to Provide Healthy Food to Students. The District should review its food program and identify opportunities to provide healthier options to students. The District should consider expanding its school gardens program, healthy cooking classes, and other nutrition education programs, where possible. In doing this, the District should look to Berkeley Unified School District’s food program as a thought partner and source of best practices. | 2015-2016 | Minimal (staffing) |



STRATEGY #4: INVEST IN THE WHOLE CHILD (continued)

| Implementation Strategy | Timeline | Budget Implication |
|--|-----------|---------------------|
| OBJECTIVE 19: SUPPORT FULL-SERVICE COMMUNITY SCHOOLS (FSCS) THROUGHOUT THE DISTRICT | | |
| <p>19.1: Empower a Director to Oversee FSCS Program. Expansion of the FSCS program is a major undertaking requiring a central staff member to be responsible for coordinating the various moving parts. To enable the Director to succeed, the District should grant the Director substantial decision-making authority. The Director should be housed in the Office of Community Engagement.</p> | 2014-2015 | Minimal (staffing) |
| <p>19.2: Establish Vertical Collaboratives For Each School Family. The District should use the San Pablo Engine Team as a model and create FSCS collaboratives for every school family. All key actors and stakeholders involved in the school family’s geography should be invited to participate to assist with coordination, collaboration, and clear communication.</p> | 2014-2015 | Minimal (staffing) |
| <p>19.3: Establish A Horizontal Collaborative Across the FSCS Teams. The District’s FSCS Program Director should facilitate this collaborative, comprised of 1-3 leaders from each school family’s FSCS effort. The collaborative can be used to share best practices and provide relevant professional development across the FSCS teams.</p> | 2014-2015 | Minimal (staffing) |
| <p>19.4: Aggressively Seek External Funding for Support. The District should aggressively solicit support from the federal, state, county, and city governments, corporate foundations, and private philanthropists to help fund the development and expansion of the District’s FSCS initiative.</p> | Ongoing | Minimal (staffing) |
| OBJECTIVE 20: PROVIDE EVERY STUDENT WITH ACCESS TO ART AND MUSIC EDUCATION | | |
| <p>20.1: Assess Current State of Arts and Music Education Programs. The District should analyze the arts and music education programs currently functioning in the District to determine the breadth of depth of the offerings. The District should determine the current baseline percentage of students served and determine what it needs to fill the gap.</p> | 2014-2015 | Moderate (staffing) |



STRATEGY #4: INVEST IN THE WHOLE CHILD (continued)

| Implementation Strategy | Timeline | Budget Implication |
|--|-----------|------------------------------------|
| 20.2: Conduct a Landscape Analysis of Community-Based Organization Arts and Music Education Providers. The District should identify the CBO arts and music education providers currently (and those interested in) working within the District. | 2014-2015 | Minimal (staffing) |
| 20.3: Raise External Funding To Fill Budget Gaps. The District should seek to fill arts and music education budget gaps by identifying and partnering with foundations and other funders interested in arts and music education. | 2015-2016 | Minimal (staffing) |
| OBJECTIVE 21: BUILD OUT A SUITE OF OUT-OF-SCHOOL TIME PROGRAMS TO SERVE THE WHOLE CHILD | | |
| 21.1: Conduct School-By-School Audit Of Services Offered. The District, through the Office of Community Engagement, should work closely with the Ed Fund and other community partners to comprehensively map all of the services and programs offered at every school. Through this process, the District should identify what services and programs are missing. | 2014-2015 | Moderate (staffing) |
| 21.2 Identify and Recruit Program Providers to Fill the Gaps. The District should collaborate with the Ed Fund, Richmond Funders Collaborative, faith based organizations, and others to identify and recruit CBOs and other service providers to fill the gaps. The District should pay particular attention to finding additional high quality school-based academic and instructional support programs to improve learning in all schools. | 2014-2015 | Moderate (staffing, program costs) |
| OBJECTIVE 22: CREATE A WELCOMING, EXCITING, AND VIBRANT SCHOOL CLIMATE CONDUCTIVE TO STUDENT SUCCESS | | |
| 22.1: Foster a Customer Service Mindset. The District should review its practices and procedures to make the District and schools more welcoming to students, parents, teachers, and community members. Among other things, the District should revisit school signage to make sure that the messaging is positive, provide office staff with basic customer service training, and adopt a policy about timely responsiveness to student, parent, teacher, and community member inquiries and contacts. | 2014-2015 | Minimal |



STRATEGY #4: INVEST IN THE WHOLE CHILD (continued)

| Implementation Strategy | Timeline | Budget Implication |
|--|-----------|---------------------|
| <p>22.2: Invite Parents On Campus At The Start and End of School. The District should make its school campuses welcoming to parents by inviting them to come to school at the start and end of each school day. This will have two positive results: (1) by building a critical mass of parents on campus, schools will be sending the message that they want parents to be involved, and (2) it will further open the lines of communication between teachers and parents.</p> | 2014-2015 | None |
| <p>OBJECTIVE 23: KEEP ALL SCHOOL FACILITIES SAFE AND CLEAN</p> | | |
| <p>23.1: Create an Anti-Bullying Plan. The District should facilitate students at each elementary, middle and high school in developing an anti-bullying plan that will be embedded into each master school site plan.</p> | 2015-2016 | Minimal (staffing) |
| <p>23.2: Further Implement the Restorative Justice Program. The District should continue implementing its restorative justice program throughout WCCUSD.</p> | 2014-2015 | Moderate (staffing) |
| <p>23.3: Strengthen Relationships Between SROs and City Police. The District should collaborate with city police departments to provide training programs for SROs and city police to strengthen communication and working relationships.</p> | 2014-2015 | Minimal (staffing) |
| <p>23.4: Increase Overall Emergency Preparedness. The District should hold more emergency and crisis preparedness drills for teachers and staff. The District might want to consider offering staff an emergency preparedness certification program.</p> | 2014-2015 | Moderate (staffing) |
| <p>23.5: Improve Campus Cleanliness and Maintenance. The District should hire additional janitorial and maintenance staff to improve overall cleanliness and upkeep of campuses</p> | 2014-2015 | Moderate |
| <p>23.6: Increase Community Awareness. The District should create a system to regularly educate and update school staff about potential safety concerns, community happenings, and gang activity so all staff members understand the broader context for their students, the school, and the community.</p> | 2014-2015 | Minimal (staffing) |



STRATEGY #5: PRIORITIZE ACCOUNTABILITY

To achieve the goals articulated in this Strategic Plan, the District must have the trust of all stakeholders. Earning and stewarding this trust will require rigorous data collection and analysis and open and honest communication. Throughout the implementation of this Strategic Plan, it is important that the District structure its data and communications work in a way that will support its core mission. Data and transparency should not be a burden at the District, school, or classroom level; rather, it should be a tool to help everyone do their work better.

| Implementation Strategy | Timeline | Budget Implication |
|--|-----------|---------------------|
| OBJECTIVE 24: COLLABORATIVELY SET DISTRICT-WIDE TEACHER AND ADMINISTRATOR PERFORMANCE STANDARDS TO DETERMINE PROFESSIONAL DEVELOPMENT NEEDS | | |
| 24.1: Create 360° Teacher and Administrator Reviews. The District should establish a 360° review protocol for teacher and administrators. As part of the protocol, teachers and administrators should collaboratively determine which stakeholders (mix of students, parents, direct reports, supervisors, and peers) will be asked to review which personnel. | 2015-2016 | Moderate (staffing) |
| 24.2: Share Anonymized Results. The District should publish anonymized review results for each school and across WCCUSD. | 2016-2017 | Minimal (staffing) |
| OBJECTIVE 25: CREATE OPEN AND TRANSPARENT DIALOGUE WITH STUDENTS, TEACHERS, PARENTS, AND THE COMMUNITY | | |
| 25.1: Implement Ongoing, Consistent Stakeholder Engagement. The District should conduct regular stakeholder focus groups to delve more deeply into issues of concern to specific schools and stakeholder groups. While all stakeholder groups should be reached through the focus groups, the District should go out of its way to understand the perspectives and concerns of its teachers. The District should also facilitate town halls three times per year for school-site and District administration to listen to the concerns of students, parents, teachers, classified staff, and external stakeholders. The District should seek to make these events as inclusive and participatory as possible. The District should also seek to increase community engagement through its social media channels. | 2014-2015 | Minimal (staffing) |



STRATEGY #5: PRIORITIZE ACCOUNTABILITY *(continued)*

| Implementation Strategy | Timeline | Budget Implication |
|---|-----------|---------------------------|
| <p>25.2: Create Formal Process To Listen to Students. The District should create a formal student focus group and town hall program to enable the District to get unfiltered and honest student feedback about their educational experience. The District should schedule regular quarterly student focus groups or town halls and host the meetings at different schools throughout the year. Teachers, school-site administrators, central office administrators, and external partners should be asked to participate and listen to the students and the District should summarize the meeting content and circulate to the School Board.</p> | 2014-2015 | Minimal (staffing) |
| <p>25.3: Survey Stakeholders. In addition to in-person and social media engagement, the District should strategically use online and offline surveys to gauge stakeholder opinion regarding key District concerns.</p> | 2014-2015 | Minimal (staffing) |
| <p>25.4: Publicly Respond to Important Parent Concerns. Where appropriate, the District should publicly respond to important parent issues that continue to arise. While the District should attempt to respond to all reasonable parent concerns, it should be judicious about publicly responding to concern trends. The goal is for the District to gain public confidence that it is listening and responding in a reasonable, thoughtful, and appropriate manner. Public responses may occur through the District’s website, email, robocalls, press releases, social media, and other methods for mass communication.</p> | 2014-2015 | Minimal (staffing) |
| <p>25.5: Report on Progress. The District should use the Strategic Plan Accountability Report to publicly share data on a regular basis. Data and honest analysis should be boiled down to key messages that can be shared through traditional and social media channels.</p> | 2014-2015 | Minimal (staffing) |
| <p>25.6: Provide Updates From the Superintendent. The Superintendent should consider giving an annual State of the School District speech that lays out a clear vision of where the District is heading. As part of this event, the Superintendent should host a public Q&A session.</p> | 2014-2015 | Minimal (staffing, event) |



STRATEGY #5: PRIORITIZE ACCOUNTABILITY *(continued)*

| Implementation Strategy | Timeline | Budget Implication |
|--|-----------|---------------------|
| OBJECTIVE 26: IMPROVE INTERNAL DATA COLLECTION AND MANAGEMENT SYSTEM | | |
| <p>26.1: Conduct Data Needs Assessment And Simplify Collection Practices. The District currently collects an enormous amount of data, due in part to compliance policies and in part to established practices and procedures. The District should conduct an assessment of what data it actually needs to collect and what data it wants to collect. Once completed, the District should develop streamlined data collection policies that reflect the need to collect data on the District’s critical metrics.</p> | 2014-2015 | Moderate (staffing) |
| <p>26.2: Establish Simple Data Collection Protocol. Once the District streamlines and identifies the data it plans to collect, the District should establish a simple data collection protocol. The goal of the protocol should be to reduce the amount of time teachers and administrators spend gathering data and compiling reports for the District. The protocol should also create a simple process for the District to acquire and process the collected data from all of the school sites.</p> | 2014-2015 | Minimal (staffing) |
| <p>26.3: Empower a Chief Data Officer. The District should establish a Chief Data Officer for managing the District’s data collection, processing, analysis, and reporting efforts.</p> | 2014-2015 | Moderate (staffing) |
| <p>26.4: Develop a Regular Data Reporting Process. The District should establish a regular reporting process and calendar for sharing data with key stakeholders, including the WCCUSD Cabinet, School Board, school-site administrators, Strategic Plan Accountability Committee (a new entity comprised of community leaders to monitor strategic plan progress; see Objective 30), and the general public.</p> | 2014-2015 | Minimal (staffing) |
| <p>26.5: Leverage Data Analysis Expertise. Look to build a strategic partnership with an educational institution, such as UC Berkeley, to manage, scrub, and crunch WCCUSD’s data in exchange for the right to use the data for education research. The District should study and consider replicating the Redwood City 2020 model, a good example of a partnership between a public school district and a higher education research institution.</p> | 2015-2016 | Minimal (staffing) |



STRATEGY #5: PRIORITIZE ACCOUNTABILITY (continued)

| Implementation Strategy | Timeline | Budget Implication |
|--|-----------|---------------------|
| OBJECTIVE 27: SUPPORT STRATEGIC PARTNERS (CBOS, FUNDERS) BY PROVIDING DATA NECESSARY TO IMPROVE PROGRAM OUTCOMES | | |
| <p>27.1: Establish Clear Expectations Regarding Data. The District, through the Office of Community Engagement (see Objective 13), should collaborate with community organization collaboratives, including the Ed Fund and the Richmond Funders Collaborative, to create clear guidelines as to what data the District expects its partners (especially community-based organization service providers) to collect and what data the District will collect. The guidelines should prescribe how the District will share data with its partners and the intervals at which the District will share the data. The District and its community partners should revisit the guidelines on a regular basis to make sure that they are working properly and do not need revision.</p> | 2014-2015 | Minimal (staffing) |
| <p>27.2: Share Agreed-Upon Data With Community Partners. To the extent possible, the District, through the Office of Community Engagement, should share collected data identified in the agreed upon guidelines (see Objective 27.1). The District should avoid fulfilling one-off data requests from external partners to maintain the primacy of the guidelines and eliminate any claims of bias or favoritism.</p> | 2015-2016 | Minimal (staffing) |
| OBJECTIVE 28: TRANSPARENTLY IDENTIFY DISTRICT STAFF’S ROLES AND RESPONSIBILITIES | | |
| <p>28.1: Simplify the District’s Organizational Chart and Update Job Descriptions. The District’s current organizational structure is complicated and inaccessible. Internal and external stakeholders complain of being overwhelmed by the bureaucracy and paralyzed by the inability to find the “right person.” The District should consider simplifying the current organizational structure. Even if the District opts to maintain its current structure, it should update job descriptions for all departments and positions so that there is internal clarity about who is responsible for each District function, program, and service.</p> | 2014-2015 | Moderate (staffing) |



STRATEGY #5: PRIORITIZE ACCOUNTABILITY *(continued)*

| Implementation Strategy | Timeline | Budget Implication |
|---|-----------|---------------------------------|
| <p>28.2: Make the District’s Organizational Chart and Job Descriptions Public. The District should publish the WCCUSD organizational chart and a description of each department on its website to enable students, parents, teachers, administrators, and the public to more easily navigate the District’s bureaucracy.</p> | 2014-2015 | Minimal (staffing) |
| <p>OBJECTIVE 29: STRENGTHEN EXTERNAL COMMUNICATIONS</p> | | |
| <p>29.1: Redesign the WCCUSD Website. The District should consider redesigning the WCCUSD website to make it more user friendly. It should also consider adding social functionality (e.g., social media sharing enabled, community posting, etc.).</p> | 2015-2016 | Moderate (staffing, technology) |
| <p>29.2: Build Social Media Presence. The District should invest the time and energy into developing a more robust social media presence. By strategically building its social media communities, the District will be able to better listen to a more diverse community of voices and more rapidly respond to community concerns.</p> | 2014-2015 | Moderate (staffing) |
| <p>29.3: Improve Media Outreach. The District should consider working with a communications firm to strengthen its media outreach capabilities. The District would benefit by having more effective communications and public relations.</p> | 2016-2017 | Moderate (staffing) |



STRATEGY #5: PRIORITIZE ACCOUNTABILITY *(continued)*

| Implementation Strategy | Timeline | Budget Implication |
|--|-----------|--------------------|
| OBJECTIVE 30: CREATE AND IMPLEMENT A STRATEGIC PLAN ACCOUNTABILITY PROCESS | | |
| <p>30.1: Create a Strategic Plan Accountability Committee. The District should create an ongoing Strategic Plan Accountability Committee comprised of community-wide stakeholders that will report to the School Board. The Committee will be charged with monitoring the District’s progress against the strategic plan and helping the District address strategic hurdles that emerge during the implementation phase.</p> | 2014-2015 | Minimal (staffing) |
| <p>30.2: Review Progress Every Month. The School Board should reserve time during one Board meeting per month to hear a report on one of the Strategic Plan’s six key strategies and discuss next steps. The School Board should ask the Superintendent and the Strategic Plan Accountability Committee to provide an update and be available to answer any questions. Through this process, the School Board will revisit each priority once every six months.</p> | 2014-2015 | None |



STRATEGY #6: INNOVATE

As the District moves to add flexibility at the site level, it will also need to recognize both the importance of innovation and the potential for failure. District staff at all levels should commit to trying new ideas and building a culture that celebrates curiosity, thoughtful experimentation, and constant learning and improvement.

| Implementation Strategy | Timeline | Budget Implication |
|---|-----------|-----------------------------|
| OBJECTIVE 31: LOWER BARRIERS TO EXPERIMENTATION | | |
| <p>31.1: Balance Compliance Regulations With School-Site Autonomy. The District should work to increase school-site autonomy while clearly articulating its expectations of principals. As part of this transition, the District should reevaluate the scope of compliance it truly requires from each school. The more flexibility and local control the District is able to provide principals and teachers, the greater the opportunity for innovation, experimentation, and new breakthroughs.</p> | 2014-2015 | None |
| <p>31.2: Celebrate Experimentation. The District should publicly celebrate principal, teacher, and student experiment successes and failures in an effort to build a culture of innovation. The District might want to consider giving a school innovation award for the boldest and most creative innovations. Additionally, the District might consider holding a “Fail Fair” where teachers and principals from across the District are invited to a town hall to share stories of brave risk-taking and experimentation that failed.</p> | 2015-2016 | Minimal (staffing, event) |
| <p>31.3: Establish an Experimentation Fund. The District should partner with external funders to develop an experimentation fund for classroom teachers and school-site administrators to try novel ideas. Grant recipients should be required to transparently share their outcomes.</p> | 2014-2015 | Moderate (staffing, grants) |
| <p>31.4: Partner With Charter Schools. The District should consider partnering with local charter schools to develop a set of guidelines for District-charter collaboration and shared learning. Both District schools and charters can learn from one another and should develop a healthy working relationship.</p> | 2014-2015 | Variable |



STRATEGY #6: INNOVATE (continued)

| Implementation Strategy | Timeline | Budget Implication |
|--|-----------|--|
| OBJECTIVE 32: STRATEGICALLY INTEGRATE TECHNOLOGY INTO THE CLASSROOM, SCHOOL-SITE, AND DISTRICT | | |
| <p>32.1: Make Smart Investments in Technology. The District should conduct an audit of the technology it is using both for educational and operational purposes and identify what technology it needs to improve efficiency and educational effectiveness. Based on the findings, the District should make smart investments in technology. The District should consider forming an ad hoc committee to evaluate potential District-wide technology purchases with the goal of avoiding overpaying or selecting substandard products. To the extent possible, the District should decentralize the technology acquisition process so that school-site administrators can rapidly respond to their school needs.</p> | 2014-2015 | Minimal (staffing) |
| <p>32.2: Transition to E-Books and Online Resources. The District should work to phase out textbooks and other print resources and replace them with e-books and other online resources. To do this effectively, the District will ultimately likely need to have a computer, tablet, or other internet-enabled device per student.</p> | 2017-2018 | Substantial start-up (technology); Potential long-term savings |
| <p>32.3: Train Teachers and Administrators to Properly and Effectively Use New Technology. New technology is only as valuable as it is applied and integrated in the classroom and District offices; if teachers and administrators do not know how to use the technology, it will go to waste. The District should invest significant time and energy in developing and deploying accessible technology training for all staff.</p> | 2014-2015 | Moderate (staffing) |
| <p>32.4: Provide Ongoing Tech Support. The District should invest in the necessary tech support to ensure that the District’s technology is working and up-to-date. While the District can train teachers and administrators how to use the technology (see Objective 32.3), technology will inevitably fail. If tech problems, even minor ones, go unfixed, the technology will be useless to the District.</p> | 2014-2015 | Moderate (staffing) |



STRATEGY #6: INNOVATE (continued)

| Implementation Strategy | Timeline | Budget Implication |
|---|-----------|---------------------------------------|
| 32.5: Regularly Evaluate All Tech Initiatives. The District should evaluate all tech initiatives based on their impact on student success. The District should continue to invest in those initiatives that have a positive correlation and pivot from those that don't. | 2014-2015 | Minimal (staffing) |
| OBJECTIVE 33: EXPOSE STUDENTS TO NEW IDEAS | | |
| 33.1: Create Experiential Learning Opportunities. In addition to dynamic curricular content and teaching, the District should consider expanding field trip programs and internship programs. The District should seek to provide these opportunities during the normal school day as well as through after school and summer programming. | 2014-2015 | Moderate (staffing, travel, programs) |
| OBJECTIVE 34: PROACTIVELY LEARN FROM OTHER DISTRICTS | | |
| 34.1: Organize Study Missions. The District should establish a study trip program to take a cohort of stakeholders, including administrators, teachers, and community members to visit well-run and innovative schools and school districts to meet with and learn from others. | 2014-2015 | Moderate (staffing, travel) |
| 34.2: Share Lessons Learned. Upon returning from the study missions, the cohort of stakeholders that attended should be asked to share their findings with the School Board, District Cabinet, and District-identified stakeholders working on the issues at hand. | 2014-2015 | None |



As a District that jettisoned its dedicated communications staff in 2009 due to budget cuts, WCCUSD is in a position to, essentially, rebuild its communications operation from scratch. It is an opportunity to take a fresh look at how best to communicate key issues to important audiences. The following plan is built to be achievable and scalable over time and to focus communications actions on activities that support overall District goals. It sets an agenda for the first year with some suggested improvements for subsequent years, although the activities recommended for Year 1 provide enough of a robust communications operation that it should be sufficient over time to address nearly all of the District's communications needs.

A comprehensive communications plan should do the following:

1. Implement a communications program that directly helps the District achieve its strategic goals.
2. Foster strong relationships with District stakeholders.
3. Provide focus and direction for messages/methods in support of the District's goals.
4. Enable the District to present itself accurately to audiences.

Strategic Considerations

The Strategic Plan recommendations are based on the following conditions:

- It is critical that WCCUSD devote at least 1.5 FTE to District communications, both internal and external. It is nearly impossible to effectively communicate without having a person whose primary focus is driving and implementing communications strategy. The leader of this effort should be part of the District's management team to ensure integration of communications with key District activities and priorities.
- The communications plan is a living document that incorporates lessons learned and feedback from audiences and stakeholders.
- The plan places less emphasis on press releases and formal media announcements while focusing more on meeting the needs of constituents where they normally get their information. Mail and email are becoming much less effective than texts, social media and graphically rich communications.
- The plan places a premium on efficient means of information delivery with a heavy emphasis on platforms that reach the most people (often through online media).
- Modern communications activities require a two-way capability. Most audiences are no longer content to simply receive information, they want to interact, comment, express their opinions and ask questions.
- WCCUSD must be committed to open, honest and ongoing communication with internal and external stakeholders. Maintaining a two-way conversation with stakeholders is essential for building relationships.
- In general, WCCUSD should focus more on short, easy to understand communications through a variety of channels.



- The plan should be reviewed on an annual basis by the District leadership. It should be used as a basis for providing a framework for future resource and budgetary consideration.

Summary of Year 1 Plan and Activities

This plan includes an ambitious but achievable set of recommendations for the first year of the Strategic Plan. Given that the District is embarking on a new overall strategy, it's important to integrate communications activities early. The summary of the first year activities are:

- Hire and onboard FTEs
- Identify key audiences and stakeholders
- Perform a communications vulnerability assessment
- Create short and long-term communication milestone calendars
- Establish metrics for success
- Establish personal relationships with key media members
- Content mining
- Grow online presence
- Develop a crisis communications plan

Hire FTEs

WCCUSD should immediately begin a search for a senior communications professional to manage the District's communications operation. The Communications Director should:

- Have at least five years experience in progressively advancing communications positions
- Be able to work in a self-directed environment
- Have significant experience designing and implementing social media efforts
- Have a proven record of success in designing and implementing comprehensive communications campaigns
- Be able to prioritize
- Have public education policy knowledge (not essential, but definitely a plus)

Identify Key Audiences and Stakeholders

WCCUSD should identify and prioritize audiences to whom it will direct its communications activities then design messaging and communications plans that address their specific concerns. First, focus on those audiences and communities who opt-in and who must have information. Efforts should be cost-effective and initially not concerned with reaching 100% of constituents (unless it is required communication by law, regulation or policy). Some examples of key audiences are:

- Parents
- Students
- Teachers
- Business leaders
- Community leaders
- Religious organizations



In future years, the District should continue to expand the reach of the communications strategy to reach other audiences and stakeholders.

Perform a Communications Vulnerability Assessment

It's very important that the District has a clear understanding of where it is likely to receive criticism from the media, the public, elected officials and others so that it is prepared to address them when the criticism occurs, or in some instances, before it happens.

Create Short and Long-Term Communications Milestone Calendars

Early on, the communications department should develop a calendar of significant announcements regarding key milestones, such as academic progress, infrastructure improvements, new partnerships, etc.

Establish Metrics for Success

For each communications undertaking, WCCUSD communications should develop metrics that define success and how the achievement of those metrics contribute to the overall success of WCCUSD initiatives. Examples of success metrics include:

- Social media engagement (likes, shares, clicks on embedded links)
- Ability to influence media stories
- Key audience engagement
- Ability to drive communications narrative
- Number of attendees for public events

The metrics should be attributable to communications activities but also have a meaningful relationship to wider District goals.

Establish Personal Relationships with Key Media Members

It is important that the Communications Director has a positive and meaningful relationship with the local media. Positive media relationships allow District personnel to be a resource to the media and to be able to learn and manage potentially negative information before it is released to the public. Important local media outlets include:

- The Contra Costa Times
- Various Patch publications

Content Mining

Every day there are ample stories from every school about special achievements and improvements; "wins" that are great content to share with key audiences. The communications department should make it a priority to survey each school for compelling stories that can be shared as social media announcements or even made into larger communications campaigns. The key to a robust communications program is the creation of compelling content, and schools are great sources. In addition, the District should consider repurposing materials designed for an internal audience into something for public consumption through social or other media. The District should then use the data gleaned from who likes/views/retweets/shares information to design future



communication activities. Finally, video and photo content (when available and where appropriate) will help to make communications more engaging for public audiences.

Examples of content to mine:

- Academic and/or extracurricular student success stories
- Athletic achievements
- Infrastructure improvements
- Teacher/principal training materials
- Field trips
- Academic events

Grow Online Presence

WCCUSD has done a good job of improving its online presence and it should continue to make online growth a top priority considering social media's exponential growth and influence with key audiences. In addition to tracking and improving the number of "likes," followers, and page views, the District should mine the data of those who engage with the District's social media sites to achieve District objectives. For example, consider matching the data from social media usage to the state voter file to encourage voter registration and participation in municipal elections and to identify community leaders and organizers who can help push for District priorities.

District website – The main District website (www.wccusd.net) was submitted to bigwebstats.com to perform a topline analysis of its build, usability and security. Their report can be accessed here: <http://www.bigwebstats.com/site/wccusd.net>. Throughout the report, there are recommendations for making improvements to make it more findable, usable and secure. Only someone with access to WCCUSD's site-specific analytics can accurately analyze the online traffic patterns, however there are some developing best practices that the District should consider to raise its web profile:

- Consider moving content to (or replicating it) on "microsites." People increasingly expect web information to be readily accessible when landing on a particular page. The more clicks a person has to perform, the more likely they are to leave the site before getting the information they need. They are also less likely to return in the future. Microsites are websites that serve a limited purpose or appeal to a specific audience. They frequently have very few pages and contain essential information. For example, the landing page for the "parent" section on the current website is used only for hosting small links to calendars while parents have to search a sidebar for more categories (that also include student information links). WCCUSD should create a parent microsite that features the most searched/clicked links on the landing page in order to make it easier for parents to navigate and give them a dedicated page to return to. Microsites also can be frequently updated and changed to meet evolving audience needs.
- Significantly increase the amount of multi-media on the WCCUSD website. Websites with pictures and videos attract much more attention and are more optimized in searches than text-dominated sites.



Communications Plan

Facebook – Facebook is an important communications tool because it gives the District an opportunity to engage in two-way communication with its key audiences. However, in this medium, content is king and the District must work to engage current audiences and attract others in order to remain a regularly visited page. The people who manage the Facebook page have a wealth of information at their fingertips through the analytics function. It can tell the demographics of each visitor, times when most of their followers are online, what days are most effective for posting and which are least. WCCUSD has clearly invested time and resources in improving its Facebook presence but it is still a greatly underutilized tool:

- While the page has 700 “likes” it only has 2 people “talking about this.” This signifies a very low engagement level by page viewers and is an indication that the posts lack compelling information.
- Past site activity shows periods of increased engagement but without corresponding increases in page likes.
- WCCUSD should increase its posting frequency and experiment with a number of different kinds of posts rather than the WCCUSD-specific, largely one-way messages of the last several months. Potential new posts include:
 - Images of teachers helping students accompanied by simple headlines;
 - Cross posts from other websites that introduce WCCUSD to additional audiences;
 - Calls to action on specific issues; and
 - Promoted posts and Facebook ads to broaden the audience and reach of the page.

In a District of 30,000 students and thousands of staff, WCCUSD’s Facebook page should be a hub of activity and frequently visited by key audiences. Broadening the reach of the posts and varying the types and frequency of posts will help determine which messages are most effective.

Develop a Crisis Communications Plan

It is critical that the District have a written, understood, practiced and effective crisis communications plan that addresses every reasonable crisis scenario from natural disasters to extreme employee misconduct. WCCUSD should engage a communications firm to draft the plan and train District leaders on its use.



Quantitative and qualitative data are both required to accurately assess the Strategic Plan’s effectiveness and progress. Quantitatively, the District should continue to track hard data on student outcomes and achievement, particularly API scores, high school graduation rates, third grade literacy rates, and attendance. Qualitatively, there are specific soft data points needed to gauge the progress of the cultural shift called for in the Strategic Plan. Below are the most critical of these cultural and behavioral metrics for each Strategic Plan priority and the method by which to gather the necessary data.

| Priority | Metric | Method |
|-------------------------------------|--|--------------------------------------|
| Create High Expectations | Percentage of students in 5 th – 12 th grade who believe they can earn a college degree | Annual student survey |
| | Rate at which seniors are pursuing their #1 post-graduation goal | Annual student survey |
| Support Quality Instruction | Degree to which teachers believe they are stronger teachers this year than the year prior | Annual teacher survey |
| | Degree to which teachers and principals believe there is a strong professional learning community at their school | Annual teacher and principal surveys |
| | Degree to which students feel academically challenged and empowered in the classroom | Annual student survey |
| | Teacher retention rate | Standard count |
| Embrace Collective Ownership | Percentage of stakeholders who can articulate what role they play in providing a high quality education to the students of West County | Annual stakeholder survey |
| | Percentage of stakeholders who believe their actions directly and positively impact student success | Annual stakeholder survey |



| | | |
|----------------------------------|--|---|
| | Degree to which District leaders, school leaders, and parents believe outside stakeholder groups directly and positively impact student success | Annual District leadership, principal, and parent surveys |
| Invest in the Whole Child | Degree to which students, teachers and principals believe their school climate is safe, supportive, and fun | Annual student, teacher, and principal surveys |
| | Average number of out-of-school activities per year per student | Standard count |
| Prioritize Accountability | Degree to which all stakeholder groups feel they have a firm understanding of the District’s foci, efforts, and outcomes | Annual stakeholder survey |
| | Degree to which all stakeholder groups believe their voice is encouraged and heard within the District | Annual stakeholder survey |
| | Degree to which teachers, and District and school leaders believe they are able to make data-informed decisions efficiently | Annual District leadership, principals, and teacher surveys |
| Innovate | Percentage of teachers, principals, and District leaders who attempted a new approach to solve an existing problem | Annual teacher, principal, and District leadership surveys |
| | Degree to which teachers, principals, and District leaders believe they are able and encouraged to experiment, collaborate, and learn from each other’s successes and failures | Annual teacher, principal, and District leadership surveys |



All strategic initiatives face some degree of risk. Identifying and anticipating critical risks helps mitigate the downside and better position the District for long-term success. WCCUSD acknowledges the following critical risks:

- **Lack of Buy-In** – For the Strategic Plan to be effective, all stakeholders have to commit and genuinely believe the priorities and strategies are worthy, realistic, and designed to improve student outcomes.
- **Budget Cuts** – Though some of the strategies do not require substantial funding, many require financial support from the state, local municipalities, and private donors.
- **Priority Derailment** – The strategies identified in this document are grounded in extensive stakeholder input and data review and should therefore take precedence over other initiatives that may detract from the District’s limited pool of resources.
- **Legacy Thinking** – Executing the Plan successfully will require stakeholders to abandon legacy thinking and embrace the reality that for WCCUSD to improve, old practices and habits that do not positively and substantially impact student learning need to be addressed and improved.
- **Mistreatment of Partners** – For WCCUSD to reach its potential, it will require the trust, dedication, and support of its nonprofit, business, and community partners.
- **Territorial Attitude** –The District and its partners must embrace collective ownership and recognize that positive student outcomes represent the success of all involved.
- **Inflexibility** – While the strategies should remain constant, individual tactics will require regular evaluation and modification to ensure effectiveness.
- **Overloaded and/or Unaligned Communication** – At all levels, internal District communication and communication among stakeholders must be aligned, purposeful and clear.
- **Over-Responding to Initial Setbacks** – Change and improvement take time, but it is essential that WCCUSD maintain direction and focus and not sacrifice long-term success in the face of short-term hurdles.



Opportunities for the Future

As the education landscape continues to evolve, WCCUSD will be presented with numerous opportunities not yet addressed within this Strategic Plan. The District should not disregard new opportunities, but rather evaluate each opportunity for alignment with the District's vision and key strategies in order to maintain focus and prioritize effectively. Listed below are the opportunities that will most likely present themselves and have the greatest potential to positively impact the District:

- **Blended Learning Models** – As class sizes throughout California continue to grow, innovative class management strategies offer an opportunity to increase student learning and alleviate added pressure on teachers without putting a substantial strain on the budget.
- **Revisit the Union Contracts** – The current union contracts (for teachers and classified employees) could be restructured to better align with the Strategic Plan's six key strategies. For WCCUSD to become a "District of choice," all stakeholders – including the unions – will need to reexamine structures, roles, and systems, and improve methods to further facilitate positive student outcomes.
- **Expand Adult Education Programs** – Parent involvement is an essential component to a successful school District, but in WCCUSD, parent involvement is limited by adult education levels and language and cultural barriers. A robust adult education program is the District's best tool to help break down those barriers and create more involved and effective parent partners.
- **Clear the District's Annual Retirement Liability** – The existing \$20,000,000 annual liability is a legal necessity, but a significant drain on an already-limited resource pool. The District needs to uphold its obligations, but should be open to ways to free up this capital and redirect the funds to mission-driven programs and personnel.
- **Use Case Studies to Build District's National Reputation** – With world renowned universities such as UC Berkeley, Stanford, and UC Davis all within close proximity to WCCUSD, the District should explore opportunities to partner with their education departments to write case studies that track the student and District improvements that emerge from the Strategic Plan. Building national recognition and prestige will help attract top talent and private donors.
- **Year-Round School** – Restructuring the school calendar to minimize dormant academic periods would eliminate summer learning loss and help students maintain positive academic momentum from one grade to the next.

West Contra Costa Unified School District

STRATEGIC PLAN

2013-2018

DRAFT II

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:** October 2, 2013

From: Wendell C. Greer **Agenda Item:** G.2
Associate Superintendent K-Adult Operations

Subject: Richmond Charter Elementary School

Background Information: Amethod Public Schools (AMPS), a nonprofit public benefit corporation, submitted a petition to West Contra Costa Unified School District (WCCUSD) on September 13, 2013, to establish an independent charter school known as Richmond Charter Elementary School (RCE). 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.

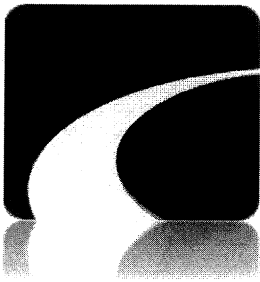
The Act also requires the Board to either grant or deny the Petition within 60 days of submission.

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 _____ |



AMPS- PATH² Academies

**RICHMOND CHARTER ELEMENTARY SCHOOL
(RCE)**

**A Charter Petition- Submitted to West Contra Costa Unified School
District**

By Amethod Public Schools (AMPS)

HONOR HARD WORK

September 12, 2013

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 Unified School District (WCCUSD) to grant approval of the renewal charter pursuant to Education Code 4605 to enable the function of Richmond Charter Elementary School (RCE).

Amethod Public Schools agrees to operate the school, Richmond Charter Elementary, 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 RCE. The organization's Executive Director will be authorized to negotiate any amendments to the attached charter in order to secure approval by the Unified School District's Governing Board.

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

Richmond Charter Elementary 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 Elementary

RICHMOND CHARTER ELEMENTARY SCHOOL

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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 Elementary (RCE) Elementary 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 Elementary School petitions the West Contra Costa Unified School District to grant the petition for a new elementary school campus which will enable us to continue 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 Elementary 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., are proud to submit the following petition to establish the Richmond Charter Elementary School. Amethod Public Schools, a 501 (c) (3) nonprofit public benefit corporation, was founded in Oakland, CA in 1993 with the intent to create charter schools that produce academic results and reduce the

achievement disparity that exists among the different student subgroups. The organization's flagship school, Oakland Charter Academy, is the oldest charter school in the City of Oakland, and 8th school chartered in the state. For nearly twenty years, we have been serving hundreds of Bay Area families with effective programs that produce results.

Members of the founding group and key staff will continue to meet with different groups, families, and hold outreach meetings at different locations in the West County in preparation for the drafting of this petition and opening of the school.

It is the objective of the new campus to create a thriving and energetic elementary school environment and culture where perseverance and curiosity are the norm. Through the years, our campuses have demonstrated that public schools can prepare inner city students to be college bound and life ready. 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 four distinct sites; three charter schools, and one satellite campus in the cities of Oakland and Richmond. 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.

Downtown Charter Academy (DCA) will join the AMPS network of PATH Academies by becoming its third middle school site in the bay area. Initially in operation as a Satellite campus to OCA in 2011- since then DCA achieved an API score of 912 in 2013. In 2013, DCA campus maintained a 99% attendance rate through the entire year.

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. The site has expanded to an additional satellite campus in the downtown area.

Oakland Charter High School (OCHS), established in 2007, is currently the fourth highest performing high school in California, tied with Lowell High School in San Francisco with an API Score of 956 outranking many high schools in the more affluent areas of California. Recently named a California Distinguished School, over 98% of OCHS's graduating classes have been accepted to four year colleges.

Richmond Charter Academy (RCA), established in 2012 middle School located within the boundaries of West Contra Costa Unified School District (WCCUSD) represents the organization's first school to operate outside of the OUSD umbrella. Currently the school,

which is located in Central Richmond, is serving a 100% minority demographic and seeks to change the areas dismal academic record. In its first year of operation, RCA became the WCCUSD's highest performing middle school with an API that of 810.

Having established a Blue Ribbon Award Middle School in Oakland, a top performing middle school in Richmond, and promoted our third graduating class of students to send off too colleges and universities, Amethod Public Schools looks forward to establishing the new Richmond Elementary School campus.

FOUNDING ADVISORY GROUP

AINYE LONG - Ainye currently works as an educational consultant providing curriculum reviews (K-5), leadership training, community awareness, data analysis, and action planning for school leaders, and CMO groups. Previous to her current position, Ms. Long worked as a Community Organizer for Families That Can- Bay Area, where she provided family workshops and trainings throughout to inform, educate and empower parents and families to understand the relevance of good schools and the need for every child to have access to a high-quality public education. Ainye also worked as a teacher in Oakland, CA for over four years. She 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, and an Administrative Credential from Fortune School of Education.

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. Shawn has an extensive background in managing the complexities of wealth for affluent families, foundations and institutions. Most recently, he served as Director for BNY Mellon Wealth Management where he developed and conducted corporate planning and strategy meetings. As a Member of NYSE/ARCE, Shawn developed an expertise in Capital Markets and implied volatility through his role as a Trader and Market Maker on Regulated Exchanges in Europe and the US. Currently, Shawn is the Senior Partner for SB & A where he works on some of the largest, most complex estates in preparing clients for the unexpected experiences in dealing with the complexities of wealth and asset management as an independent private advisor.

SAM TSITRIN- Currently he serves as Performance Data Coordinator for the Amethod Public School system where he has worked with AMPS system over 8 years. Prior to joining Amethod Schools, Mr. Tsitrin worked 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 and is part of the Instructional Leadership Team for Amethod Public Schools. Mr. Tsitrin received his undergraduate degree in Physics from UC Berkeley, and Teacher certifications from Aliant University. Currently, Mr. Tsitrin is finishing his graduate 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

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

JORGE LOPEZ- Mr. Lopez is originally from Richmond, CA, and serves as the Chief Executive Officer 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 charter management system (Amethod Public Schools) whose schools rank among the highest in the state of California. He is a former member of the California State Board of Education (SBE), appointed by Governor Arnold Schwarzenegger. Mr. Lopez also served as the SBE liaison to the Advisory Committee on Charter Schools (ACCS) for the State Board of Education until 2010. Previous to working at Amethod Public Schools, Mr. Lopez served as founding teacher and Principal of Dolores Huerta Learning Academy (K-8) charter school in Oakland, CA and as the Area Director for the Federal Migrant Education Program Region 23 in San Joaquin County. Mr. Lopez has served as a reviewer for United States Department of Education- Charter Schools Division, and for the California Department of Education. Mr. Lopez holds a BA and graduate degree in Education from Sacramento State University.

INTRODUCTION

MISSION STATEMENT

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

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.

Amethod Public Schools Core Values

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

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

AMPS PATH²

The PATH² Distinctions are the guiding principles our students and teachers follow throughout the year. They are posted at every school and elaborated through the entire year and embodies what traits that we have identified as necessary for inner city students to continue through the college years. The PATH Traits are the following:

- P: Perseverance & Persistence
- A: Academics & Adaptability

T: Together & Teamwork

H: Honor & Hard Work

AMPS Record of Excellence

(OCHS) Oakland Charter High School, (OCA) Oakland Charter Academy, (RCA) Richmond Charter Academy

- (OCA) becomes the first charter school established in Oakland and eighth overall in the state of California and has been in operation for nearly 20 years.
- (OCA) became the 2nd highest performing middle school in Oakland in 2009 with an API of 951, and achieves a Similar School Rank of 10- the highest possible rank for a California Public School. (OCA)CST scores have increased 600% since 2004.
- (OCHS) became the highest performing high school in 2009 with a 955 API and has continued on to remain as the highest performing high school in Oakland and the County of Alameda. Currently OCHS is tied at 4th highest performing high school in the state of California with Lowell High School in San Francisco.
- In 2013 (OCHS) Received a 6 year WASC Accreditation, the highest possible ranking for a public school.
- In 2011, (OCHS) Advanced Placement Passing Rate is 76% (*Higher than state and national norms*). AP courses included History, and Calculus.
- Starting in 2008, AMPS organization began the establishment of a sports program for students. The Oakland Warthog Rugby program began in 2008, as well as girls rowing through the Oakland Strokes and OCHS Boys and Girl Soccer.
 - *In 2011 OCHS Matador Soccer reaches Semi Championship Game in the BASAC Conference, Warthog Rugby in 2010 become Silver Division High School Champions, and four OCHS Girls invited to row in Germany as part of the Oakland Strokes International Team in 2011.*
- Over 75 Middle School Students have attended Johns Hopkins-CTY College Programs on scholarships throughout the years.
- (OCA) has been awarded the California Department of Education Title I Awards : 2007, 2008, 2009. 2010
- (OCA) was selected as a California Blue Ribbon Award 2007; and subsequently as the recipient of the National (NCLB) Blue Ribbon Award: 2008. It was the second Oakland Unified School District school to win the prestigious award;
- (OCA) was awarded the California Charter Schools Association– Hart Award- School of the Year 2009 among over 1000 other schools in the state of California .
- (RCA) was established in 2012 to establish a middle school within the West Contra Costa Unified School District.
- In 2013, (RCA's) 6th grade class reached the important milestone of having reached 102 days of perfect attendance. The entire school averaged a 98 % attendance rate with other grades following with 72, and 65 perfect days' streak.
- (RCA) achieved an Academic Performance Index score of 810 in its first year making it the highest performing middle school (6-8) program in the history of West Contra Costa Unified School District.

- Both OCA and OCHS have been awarded the CBEE School Excellence Award winner 2007-2010. In 2009-12 both schools received the STEM Award Distinction for achieving high accolades in math and science.
- In 2013 (OCHS) was awarded the California Distinguished School Award.

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 continue to provide a solid and proven academic program to students of West Contra Costa Unified School District.

Highlights of AMPS College Acceptances

Amethod Public Schools is committed to preparing its students to attend and compete at the top colleges and universities in the nation. Accordingly, AMPS graduates have been accepted and attend prestigious universities including but not limited to:

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

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 perseverance, academic focused, teamwork, honor, persistence, adaptability, togetherness, and hard work. These characteristic are known as the AMPS PATH² Commitments. It is what our schools have become known for 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 all phases of the K -12 public school system and beyond.

Furthermore, we do not seek to simply be a choice for a few families from the district who may be deemed as more motivated or encouraged in seeking public school alternatives. It is, however, our intent to inspire, cultivate and grow a greater number of interested, informed and engaged families from the WCCUSD district. RCE will allow us to grow our own motivated kids from the Richmond/San Pablo neighborhoods to prepare a greater number of West County students for the rigors of a demanding secondary school setting like our middle school campus, Richmond Charter Academy, and for life post K-12 years that will make a greater impact in the community as a result. We 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.

Richmond Charter Elementary Goals

- RCE will enable financially disadvantaged students with limited English skills to achieve grade-level proficiency in the core subjects by second grade and achieve above grade level by the time they leave RCE.
- RCE students will become self-motivated, driven, and lifelong learners.
- RCE students will develop a deep love of reading and writing.
- RCE will provide parents of West County with a path for their children to take in order to have the best chance to attend a four-year college.
- RCE will encourage our alumni both to become leaders in their community and help others achieve their goals.
- RCE will prepare elementary school aged children with a sound academic foundation that will best prepare them for advanced secondary school classes.

Parent and Family Involvement

Families, parents and community are a driving force for the RCE campus. It was through conversations, meetings and gatherings with families and friends from the Richmond Charter Academy Middle School community where the roots of the elementary school campus developed. The founding families for Richmond Charter Elementary assisted in the outreach efforts and focus group discussions at different community events where needs were discussed in relation academic preparation. During focus group discussions with, families discussed the need for an elementary school that would offer a better foundation for the rigors of a high

performing secondary school. The Amethod Public School families from the Richmond area worked together with AMPS staff to gather signatures for the RCE petition.

The elementary school families will actively participate in numerous ways that directly impact their student success. While getting involved at school is very important for their children, it is also vital that parents learn what a good school looks like based on data and metrics. AMP parents attend sessions co facilitated by the parent advisory group *Families That Can* and learn how school progress is measured, state exams and statistics. Moreover, parents learn how to become advocates for their child at home, school and community as their child progresses through their K-12 education.

The Family-Staff-Team (FST) Advisory

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

Other activities where the RCE parents will participate are:

- CTY camp
- Sports teams
- Carnival
- Summer Field Day
- Excursions
- School Beautification
- Book Fair
- Communications
- Food Drive
- Harvest Festival
- Sports
- Photography
- Battle of the Books
- Committee Work (Graduation, Family Staff Team (FST))

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)

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

Based on the Amethod Public Schools PATH pillars and model, Richmond Charter Elementary School will support each student to accelerate their progress and achieve at high levels through quality first school, instructional process, and effective classrooms. Robust learning depends on a rigorous standards-based curriculum as the foundation and teachers that actively engage students in a inspirational manner that leads to academic success through interdisciplinary approaches. Central to the school's mission is the belief that all students can succeed in an organized, vibrant and college-prep environments when provided with high expectations, standards based program with embedded liberal arts traits, extended time for learning, and access to a wide range of enriching learning experiences. It is now a truism that an excellent college education is necessary for expanded opportunities in an increasingly competitive and global 21st century job market. Therefore, a college preparatory ethos drives all aspects of the school, from the educational program to the allocation of resources and daily scheduling.

AMPS Richmond Elementary Charter understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be trained to:

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

Instructional 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 and domains 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, Doug Lemov, Robert Marzano, Linda Gonzales, and John Saphier, and in house techniques and research. Amethod Public Schools' own practices have also influenced the standards for the organization. Each domain is designed to create clear, rigorous and effective Amethod Public School site patterns for success.

The ultimate academic goal for RCE students is to graduate from a four-year university. RCE intends to provide students with options after middle school that includes the opportunity to attend and graduate from a college-prep high school and a four-year university. The Common Core State Standards will guide the academic plans for all RCE students. Starting in Kindergarten, the academic plans will be skillfully crafted along the continuum of learning in preparation for the rigors of college preparatory secondary schools. Crucial skills needed to be successful in college will be developed during the course of each student's K-5 experience. Specific focus will be on reading and math to give students the foundation to reach higher levels of learning in middle and be prepared for a college preparatory high school experience in light of the most recent data (2011-2012) from the California Department of Education indicate that less than 10% of students living in poverty graduate from California high schools having met the eligibility requirements of the UC and/or CSU systems.

By utilizing the rigorous grade-level expectations articulated in California's Common Core Content Standards as well as by referencing the California State Blueprint and Framework, academic learning at Richmond Charter Elementary School will be driven by the AMPS Network Instructional Leadership Team's design and implementation of year-long pacing guides that ensure students have mastered core standards by the end of the third quarter. Data drives instruction at every step. Intervention and accelerated groups are used to ensure all students are challenged and supported in individual learning levels

Moreover, we believe that communities, families, and educators 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, Amethod 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.

Richmond Charter Elementary will deliver all of its educational services through a site-based program. In this section, we discuss our instructional approach using the Common Core State Standards, as well as our curriculum and teaching methods. We will describe our criteria for curriculum selection and development and detail our course sequence for grades K-5.

AMPS-RCE Instructional Guidelines

When planning, Richmond Charter Elementary teachers will think of how their instruction will meet the individual needs of students. They will plan incorporating the different learning modalities and multiple intelligences informed by the work of Howard Gardner, psychologist

and author of *Multiple Intelligences*. Further, the teachers will use a mixture of groupings during their instruction. At times they will utilize whole class instruction, while others they will use collaborative learning groups, depending on the needs of the students. Small group instruction will especially be prioritized in the core subjects of English language arts and mathematics.

Teachers will further differentiate instruction through modifications to the content, process, or product while ensuring they are providing the needed scaffolding to set their students up for success. By utilizing effective teaching methodologies and building a professional library and resource base which will be incorporated into professional development, the teachers will address the varied needs of students and targeted student population in order for all students to meet and exceed the goals of No Child Left Behind (NCLB).

RCE will adhere to measured and assessed methodologies, as discussed in the content sections in this petition, and not to the educational fads that cannot 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 rigorous 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, sub group achievement gaps, 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 strong content knowledge are essential to effective teaching and learning. Inexperienced or laissez-faire teachers tend to lack classroom management techniques and allow students to take over for the class focus. 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.

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

1. Differentiated Instruction & Standards-based Instruction

All too often, teachers “teach to the middle”, meaning instruction is geared toward the mid-range of academic levels in the classroom. This severely hampers students who are struggling and those who are excelling. In order to maximize the learning opportunities and attainment of California Standards in all core subjects for all students, Richmond Charter Elementary will

utilize a variety of differentiated instructional strategies. Specifically, instruction will be delivered through a variety of modalities (auditory, visual, multi-media, “hands-on”) and flexible grouping strategies (whole class, cooperative groups, blended learning , and project-based learning). In addition, all teachers will collect, analyze and reflect upon student achievement data on a weekly basis to guide the instruction and ensure that all students’ needs are being met.

2. Low Student-Teacher Ratios

Class-size reduction will be in effect in primary RCE Academy classrooms. We will seek to limit class sizes to 25 students in the early elementary school setting of K-3rd Grade. For students needing intense intervention in math and reading, resource tutors will be provided who will work with small groups in the schools Learning Lab with an ideal ratio of 15:1.

3. Individualized Learning Plans

Students are unique individuals with specific needs. In order for instruction to be most effective, the particular levels and learning styles of students must be taken into account. Therefore, the school will create Individualized Learning Plans (ILP) student’s based on assessed needs The ILP’s map out each student’s entry point into their respective grade level standards, goals being set academically, linguistically and socially for the specific student.

4. Extended Day and Year

RCE will serve populations of students who often come to school far below grade level and without the foundational academic skills necessary to thrive in an environment of high standards. A core principle of RCE is to increase and maximize time understanding that students will often need additional time in order to attain grade level mastery. The school will follow a extended academic calendar, which has been shown to be more conducive to students’ retention of academic information and skills. RCE will provide more instructional time for students through an extended-day schedule , before and after school tutoring, Saturday School, and Intersession instructional programs in the Fall, Spring and Summer. As shared in numerous studies, supplemental programs, such as after-school programs, can effectively address students’ academic, recreational and social needs, especially when the programs insist on structure and data reviews.

Character Development

It is important that primary school educators to understand the relevance of a person’s “character” in light of its definition; a summation of a person’s habits, attitudes and attributes. Character qualities do not happen automatically, they are learned, and thus, they can also be purposefully taught. For inner city children, a focus on effective positive decision making and character from early on will provide a solid foundation for future intellectual and character challenges.

RCE students will follow the Character Counts Program- A framework centered on basic values called the *Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship.*

Students will realize that their success and happiness depend on who they are inside, and the decisions they make, and not on what they have or don't have, or how they look. RCE will reinforce and praise good behavior and discourage undesirable behavior by imposing fair, consistent consequences that prove you are serious about character. Staff will demonstrate courage and firmness by enforcing the core values even when it is difficult or costly to do so. The school will create events, and school focus events based on the Six Pillars to assure it permeates the classrooms and campus.

WHOM THE SCHOOL IS TRYING TO EDUCATE

Richmond Charter Elementary 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, the school will make a substantial effort to recruit underserved, low-income students in the Richmond, and San Pablo areas. These are the students who fall well into the achievement gaps in Contra Costa County and state of California.

Table 1 illustrates the Academic Performance Index of WCCUSD elementary school who serve students that are located within the vicinity of the RCE campus.

Comparison 2011 API Scores (WCCUSD Elementary Schools)

Table 1

| | | | | | |
|---------------|------------|----------|----------|-----------|---------------|
| Grant | 694 | 1 | 2 | No | Year 5 |
| Chavez | 716 | 1 | 3 | No | Year 5 |
| Downer | 683 | 1 | 1 | No | Year 5 |
| Dover | 719 | 1 | 2 | No | Year 5 |

Source: California Department of Education- Data Quest

Note: schools listed are similar demographic schools

WCCUSD Student Enrollment (2012)

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-12TH grade system during the 2010 school year. Those student populations are represented in percentage totals in *Table 2 and 3* below:

Table 2

| | | |
|--|---------------|--------------|
| 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% |
| Total | 30,087 | 100% |

WCCUSD (Sub Groups)

Table 3

| | | |
|---------------------------------|---------------|--------------|
| English Learners | 9,822 | 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.

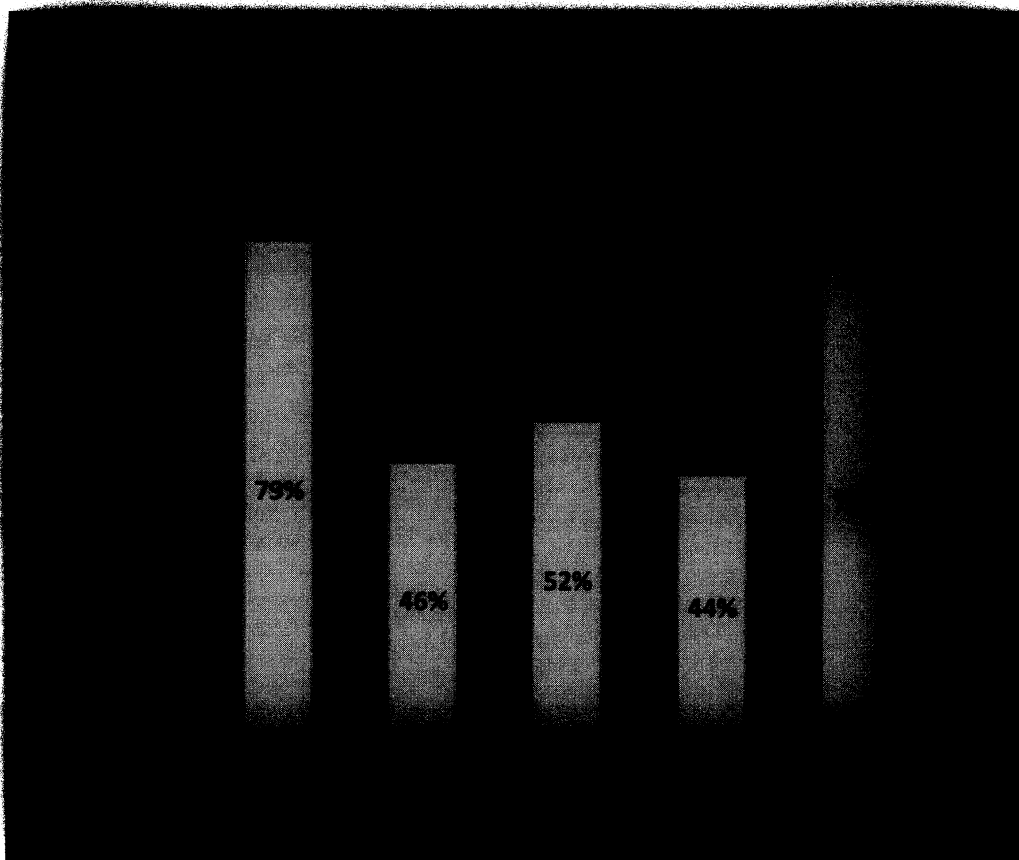


Table 5

Source: California Department of Education (2010)

According to the state data detailed above; 80% of the district's 3rd grade English Language Learner (ELL) population, WCCUSD's third largest subgroup, failed to meet grade level standards in English and Math in 2012. Furthermore, 73% of 3rd grade students who live below

the poverty line are not at grade level in English Language Arts according to the California Department of Education statistics. RCE will seek to address such gaps in performance for Richmond students.

As previously stated, Richmond Charter Elementary 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 21ST CENTURY

An individual must be able to subsist in a demanding, fast paced and extremely competitive global environment within a very demanding and fluid economic and technological market. Opportunities for a successful and prosperous future in the 21st 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, analyze, 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.

At present, 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 dollars¹.

Implementing the highest-quality instructional program is paramount to the AMPS track record of success. At RCE, high-quality instruction through state and Common Core standards-based, with an emphasis on character, determination, and academic skills is vital and explicitly tied to the school's mission of preparing students in Richmond for success in college and in life. Although there are several important factors that contribute to student achievement, research has demonstrated that the quality of instruction in the classroom has the biggest impact on student achievement as other school-wide policies.

¹ US Census Bureau Report (2009)

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

The seven skills highlighted by Wagner are the following:

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

The goal of RCE is to provide an environment in which children will develop into confident, self-motivated, competent, productive and lifelong learners that will prepare for the rigors of a college preparatory education and for 21st Century needs. Vested with these skills, and coupled with an embedded culture of self responsibility, inner city students will have a higher propensity to succeed.

It is imperative that our schools exist to ensure the pipeline to college is filled with students who possess the knowledge and aptitude necessary to succeed in college and the increasingly competitive society. Regardless of their backgrounds, economic standing or any other demographic, it is our task to instill in our students desire to achieve so as to become a productive member in their communities. It is an RCE goal to instill and cultivate these habits with our students and see to it that they possess the habits, skills, and confidence necessary to succeed in school and beyond, as contributing citizens of the 21st century.

HOW LEARNING BEST OCCURS

Not only does every young child possess a bright eyed eager approach to learning all new things, every child regardless of ethnicity, language, socioeconomic status, or residency status—each also possess a wide range of learning skills and strengths. Richmond Charter Elementary believes that learning best occurs when students attend schools that offer a true balance between academic rigor, support, and no excuses. A school must offer a comprehensive curriculum and active instructional design that promotes learning in a challenging yet exciting way. At the core of each child success, it is fundamentally essential that students attend a school where a high-quality instructional program is paramount. High quality instruction is a result of proper organizational management, leadership training, and varied instructional technique methodology and training in curricular approaches that are relevant to student needs.

There are seven successful strategies to the Richmond Charter Elementary approach to high quality instruction on how learning best occurs.

1. *Learning Best Occurs When: There is a School-wide Expectation of High Achievement*

A high expectation of every individual (adults and kids) is a core value of the Amethod Public Schools network. At RCE every teacher will be striving for major advances with each of their students. Through established school and class goals, the achievements are defined as measurable academic progress for every year in school. We believe that many of our at-risk and EL students will come to school 1.5 years behind, because of factors such as a lack of English or literacy habits at home. Our goal is that by making 1.5 years of progress each year as measured by internal measures and state exams. We believe that we can bring our students to grade level by second grade and graduate students at or above grade level through our proven methodologies. Data is a significant component used during teacher evaluation and compensation discussions and a constant at AMPS sites, and overall driver of all measures of accountability.

2. *Learning Best Occurs When: Quality Instruction is Differentiated.*

Students' process material in a variety of ways, thus, teachers at Richmond Charter Elementary continuously work together as a team and with the greater organization to enhance student learning by sharing, developing, and refining effective teaching strategies. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the day. Students whose needs have not been met through traditional teaching methods benefit from supplemental, direct instruction, small group work, workshop, call and response, hands-on learning, chanting, role-playing, team-teaching, individualized instruction, cooperative learning, peer tutoring, computer activities, and other innovative techniques. RCE will also complete ILP's for students whom need further attention and add a blended learning rotation model for individualized leveled instructional supplements.

3. *Learning Best Occurs When : Students Have Extra Time to Practice*

RCE will offer all students the opportunity to participate in an extended learning calendar that provides a summer school program, extended day calendar, after school activities, and a Learning Laboratory for up two hours each day (either before, during and after school). The Learning Lab is a combination of a computer lab, resource, and tutoring center. The Learning Lab has a full-set of leveled books where students can read independently at their "just right" level (the top of their independent reading level) as well as at computers running online programs that allows students to access instruction at exactly their current level of understanding. Tutors and peer tutors will be available through the hours of the learning lab .

4. *Learning Best Occurs When: Quality Instruction is Standards-Based and data driven.*

Richmond Charter Elementary will correlate its curriculum objectives to the Common Core standards that will reach full implementation in 2014-2015. Incoming student needs and performance levels will determine the weight that teachers place on different elements of the curriculum. The school's expectation is to accelerate student learning to ensure that mastery of the state standards is achieved at a faster pace to make up for lost learning time to prepare

students for the rigorous and challenging curriculum they will encounter in middle school and high school honors and advanced placement programs. As with other AMPS Network schools, all instructional decisions at RCE will be anchored in student data. Teachers will begin by using diagnostic and beginning-of-year assessment data to adjust pacing guides and differentiate instruction. During lesson planning, teachers will identify formal and informal ways to collect data about student understanding; and furthermore, teachers use this data to adjust scaffolds, pacing and student grouping. Teachers analyze student data during grade-level meetings and professional development to inform practice. The School Director uses student data to drive observations, feedback and teacher development.

5. Learning Best Occurs When: Teachers Are Highly Motivated

Amethod Public Schools is committed to combat the enormous turnover among new teachers that plagues many public schools. It is estimated that 50% of new teachers leave the profession within five years. We believe that teachers need a career path which rewards their success both with more responsibility and significantly greater compensation. Amethod Public Schools has created a career ladder for teachers, which recognizes class and student performance as a primary factor in advancement. The Up and Coming Leader Program (UCLP), through a rigorous screening process, identifies and rewards great teachers by providing leadership training, and residency opportunities. A career ladder like Amethod Richmond's has several advantages, including employee retention, succession planning, leadership development, and better career development (CA State Dept of Employee Development, 2003). The teacher career path consists of both opportunities to advance in compensation and level of responsibility in the classroom and opportunities to move into leadership positions within the network.

The AMPS the Up and Coming Leader Program (UCLP) that identifies and prepares teachers for leadership at different levels through ongoing trainings, school visits and real time leadership opportunities with everything from a Data Director at a specific site to the AMPS Chief Academic Officer, an experienced and trained staffer who works in teacher coaching and elementary instructional content, with both outstanding classroom results and leadership abilities. We believe this career ladder will motivate young teachers to make the investment in their teaching and advance. Please see Appendix for a description of the UCLP Program

6. Learning Best Occurs When : the Curriculum and planning is Individualized

AMPS believes that individualization should be a core component of all twenty- first century schools. The Amethod Richmond school model offers a Response to Intervention model with the Individual Learning Plans, three tiers of intervention for students in need of additional assistance and regular interim assessment where results are analyzed to identify students who are failing to make adequate progress. For each student in this category, an Individualized Learning Plan (ILP) is generated which specifies areas of strength and weakness and explicit classroom modifications, areas to target in our computer-based curriculum, and specific goals and methods for tutors. The first tier of intervention is in the classroom. Guided Reading groups will often be used to deliver these more individualized objectives during normal

classroom instruction. Students not making significant gains will also receive individualized instruction during Learning Lab. At current Amethod Schools, the second tier of intervention is conducted in Learning Lab, where a tutor will work daily in a small-group intervention with a group of students with similar needs, focused on goals from each student's ILP. RCE will offer all students the opportunity to participate in our Learning Laboratory additional hours of instruction and practice each day. The purpose of the Learning Lab is to provide students with additional practice in Literacy and Math at exactly their current level of instruction through the use of tutors and technology.

7. *Learning Best Occurs in: a Well-Run Organization and School*

AMPS Central Office provides the critical systems and support for Amethod Richmond. AMPS trains school staff on how to effectively use the systems that allows for the continued successful practices at Amethod campuses by supporting the notion that leaders need ample time to focus on instruction, students and teachers to assure the academics remain crisp and effective.

The AMPS Central support includes:

- Operations Personnel for streamlining state reporting and compliance
- Teacher Recruitment procedures and support;
- Teacher Development and Leader Framework through Chief Academic Officer and Instructional Leadership Team models;
- Leadership Development Program (UCLP)
- Centralized Operations Management including Attendance, Facilities and Maintenance;
- Amethod Schools-negotiated vendor contracts for food service, software, computers, curriculum, special education service providers;
- Full Scope and Sequence planning for core subject areas;
- Systems for many operational issues including attendance, food service management, assessments and assessment data management.

In addition to the Amethod Public Schools support, the network mitigates financial risks of developing new schools and provides the following services during the school development process:

- Removing the challenge and risk of securing adequate and affordable facilities by negotiating with real estate development organizations to acquire leased facilities;
- Creation of each school's charter document and collaborating with charter school authorizers to receive approval and develop operating contracts;
- Offering established financial management systems through the services of back office support from Edtec;
- Bringing government and philanthropic support to school start-up

Once a school is operational, Amethod provides on-going support in the following areas:

- On-going training and mentoring for leader and staff

- Operational training for school Office Manager
- Support for real estate, finance, IT, Special Education, and legal issues

Instructional Domains

Our faculty will adhere to Amethod Public Schools Instructional Domains that guide the instructional standards and expectations for each Amethod Public School classroom. The Amethod Schools Domains are a compilation of desired best teaching practices summarized with common measures of student success. Amethod Public Schools own practice and internal data analysis have been the main influence to 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 Domains are used to gauge teacher effectiveness and instructional practice in Amethod Public Schools classrooms. The domains provide 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.

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

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

Domain 1: Purposeful Planning

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

Domain 2: Effective Instruction

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

Domain 3: Data Evaluations & Assessments

- *Classroom Assessments*

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

Domain 4: Classroom Management

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

Domain 5: Professionalism (Expectations)

- *Timeliness (School Day, Classes, Meetings)*
- *Ability to Meet Deadlines*
- *Professional Dress and Attitude*
- *Additional Contributions and Responsibilities*
- *Professional Development Participation and Implementation*
- *Relationships with Colleagues/ School*

(See Full Teacher Domain and Evaluation Descriptions as Attachment A)

CURRICULUM AND PROGRAM

Amethod Public Schools-Scope and Sequence

K-8 Common Core State Standards

The California State Board of Education has established “rigorous world-class” content and performance standards through the adoption of the Common Core State Standards (CCSS). RCE will ensure that students demonstrate mastery of these new standards in the core disciplines (English/Language Arts, Mathematics, Social Studies/History, and Science). RCE is committed to following the state’s timeline for implementation of the Common Core State Standards that requires full adoption in California by 2015. Every RCE student, teacher, and parent associated with the school will be familiar with the standards for his/her grade level. To achieve this, grade-level appropriate standards shall be clearly articulated and posted in every classroom, integrated into all lesson plans and classroom activities, and shall be referenced in the homework assigned to students.

(See AMPS Common Core Transition in Appendix Section as Attachment B)

Transition to Common Core

RCE will successfully and fully implement the California Common Core standards by 2014-2015. RCE recognizes the delicate balance between the present California State Standards and accountability measures and the implementation of the newly adopted Common Core Standards and the balance between positive impact and potential challenges it will have on our

schools. AMPS Chief Academic Officer and the Instructional Leadership Team have created a long-term plan and timeline for incorporation of Common Core over time, including:

- Implementing Common Core standards to drive instruction;
- Incorporating performance tasks to assess Common Core standards in summative assessments and a criteria for success at each stage of timeline;
- Teacher/instructional support needs identified and resources matched;
- Technology readiness plan.

Correlation CST/CCSS Standards

It has been a consistent belief within the AMPS organization that a standards-based education helps to assure that students receive a vetted and thoroughly analyzed curriculum that provides the blueprint for high leveled education. We believe that the CCSS standards provide ample room for the innovation, creativity, and reflection essential to teaching and learning and do not dictate instructional practice and delivery; instead providing a blueprint for what needs to be taught. By maintaining an adherence to grade specific state standards , stakeholders (i.e. parent's, authorizers, teachers, and administrators) can feel confident 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 or lackadaisical classroom instruction. In essence, the regular program offers a program embedded with prevention based attributes such as extended instructional minutes and calendars that assure the majority of students identified as needing further support are due to actual need.

RCE Actions towards the Shift to CCSS: The following points highlight our approach towards the CCSS standards shift.

1. *Recognize the Shifts:* Ensure teachers, and instructional staff know and understand the CCSS for mathematics and ELA / literacy and the Shifts they require.
2. *Support aligned instructional practice:* Ensure tools and programs used to guide instructional practice reflect and prioritize the expectations of the CCSS.
3. *Focus professional development:* Ensure PD and resources spent on learning deepen educators' knowledge of and facility with the CCSS.
4. *Align materials:* Review existing state aligned materials and ensure instructional resources meet the goals and expectations of the CST and CCSS.
5. *Align assessments:* Ensure school interim assessments accurately reflect the expectation of the CCSS. Preview released exams as early as 2013 and practice.
6. *Involve the community:* Engage staff, parents and community members in the intent and plan for the school to incorporate the CCSS.

Standards-based Curriculum & Instructional Materials

As previously stated, RCE's instructional approach is to have fidelity to standards-based, state-adopted instructional materials. We will offer extensive professional development to all of our teachers in this area, helping them develop, among other things, a standards-based and engaging lesson plans. RCE will provide teachers with a professional development plan that addresses instructional materials prior to the start of school followed by ongoing coaching and

professional development sessions. RCE will also utilize Intersession periods in our academic calendar to provide teachers with time for professional development, collaboration and planning.

RCE's goal is to adopt and implement a balanced and comprehensive curriculum that provides its teachers with standards-based instructional resources. Therefore, RCE will use the criteria described in the Frameworks for California Public Schools to select our K-6 instructional materials:

1. **Assessment.** A system for placement of students in small-group or 1:1 learning environments, and a monitoring system to gauge student learning.
2. **Skills Development.** A set of instructional strategies and resources to develop student mastery of each of the core subject content standards.
3. **Intervention.** A specific academic plan and course of action for students who are below basic or far below grade level and whose learning must be quickly accelerated in order to be on track to meet state standards expeditiously.
4. **Re-Teach.** Strategies and resources for students who did not attain mastery the first time a lesson on a specific standard was presented.
5. **Hands-on Learning.** Learning should be interactive and engage all students.
6. **English Language Learners.** Materials that help students develop proficiency in the academic core areas as well as literacy and oral language skills.

Core Areas of Instruction

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

The CCSS require that students read more challenging texts during instruction than has been general practice in the past. The reasoning implemented highlights that this shift could help students reach more advanced literacy achievement levels. But this will be a complex instructional issue and one that will not likely be accomplished successfully without a nuanced and thoughtful approach. Merely adding more challenging texts to the curriculum will not be a sufficient or effective response to this requirement. As it is widely known, reading is the essential key for the future. In today's society, life itself depends on words and the understanding of what is spoken, written, and transmitted. News, opinions, and information appear in hard copy, online transmissions, and round-the clock television at a 24 hour, seven day a week speed. In such an environment, young people will have to develop a deep range of varied interests through engaged and analytical reading and writing. Unfortunately, as demonstrated by national and state data achievement gaps many students, especially for poor, minority and non native English speaker groups struggle with reading and language understanding.

In kindergarten through the second grade, the most notable shifts in the standards when compared to state standards include explicit preparation to read informational text and a requirement that students' reading material be substantive and linked in meaningful ways to content area learning. CCSS will also include a more in-depth approach to vocabulary development and a requirement that students encounter sufficiently complex text through

listening even while they are learning how to read and write. The new standards will provide a coherent approach to reading comprehension in the early years built on *anchor standards* that extend into third through twelfth grade learning. Finally, the standards cultivate a wide range of writing including narrative expression of experiences real and imagined as well as sharing information and opinions. The response will require awareness of a subtle but important distinction that is made in the shifting state to CCSS Standards.

A key aspect of learning to read conventionally in these early years involves cracking the alphabetic code; being able to decode words effectively and to develop solid word recognition skills. The most suitable texts for these purposes include features like decodable words, common sight words, and predictable language, rather than the presentation of highly complex ideas and language. Kindergarten and Grade 1 children should have opportunities to engage with complex texts, but this best takes place in the context of having those texts read to them, a practice that supports their language development and emerging comprehension skills. For their own reading, texts written at traditional levels are most appropriate, and unlike the texts for Grades 2–12, should not be raised at this time.

The Common Core State Standards specify the levels of text that students need to be able to read effectively by the end of school years. However, this does not mean that all assigned reading should be at these levels. In order to help students to attain the necessary end-of-year levels, RCE teachers will establish an ambitious itinerary of rich and varied narrative and informational texts, including some texts that are easier than the Standards specify. Athletes vary their routines to build strength, flexibility, and stamina; likewise, readers need reading experiences with a range of text difficulties and lengths if they are to develop these characteristics as readers.

Range of Text Types for K–5

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

| Literature | | Informational Text | |
|--|---|---|---|
| <i>Stories</i> | <i>Drama</i> | <i>Poetry</i> | <i>Literary Nonfiction and Historical, Scientific, and Technical Texts</i> |
| Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth. | Includes staged dialogue and brief familiar scenes. | Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem. | Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. |

www.cde.ca.gov

Finally, beyond the beginning reading levels, the CCSS guidelines on text complexity encourage teachers to engage students in reading at least some texts they are likely to struggle

with in terms of fluency and reading comprehension. This represents a major shift in instructional approach.

Key Instruction Shifts of the Common Core State Standards for ELA/Literacy:

- Building knowledge through content-rich nonfiction
- Reading, writing and speaking grounded in evidence from text, both literary and informational
- Regular practice with complex text and its academic language

To ensure that the interactions with such texts lead to maximum student learning, RCE teachers will provide significantly greater and more skillful instructional scaffolding, employing rereading, explanation, encouragement, and other supports within lessons. To accomplish this shift successfully, teachers will have access to appropriate instructional resources and of course, professional learning opportunities that support them in providing such scaffolding.

To promote literacy, the RCE's ELA program will provide a core and supplemental curriculum that addresses language development, academically rich, intellectual stimulation, and fundamentals. RCE students will benefit from instructional time dedicated to phonics, reading comprehension, and writing through the daily blocks and scheduled workshop times. Open Court, the primary instructional program selected for use in grades kindergarten through fourth grade, will be supplemented with a variety of novels, story books and other informational selections that will enhance the program.

During our Literacy block, time will be split between whole-class Reading instruction using the Open Court curriculum, writing as described in the next section, small-group Guided Reading instruction, and in the upper grades an additional focus on chapter books and reading comprehension.

In order to address the individual needs of students, accelerating those who are ahead and meeting the needs of those who are behind, Richmond Charter Elementary will use the following approaches to English-Language Arts instruction. The components of the program are:

- *Whole Class Reading:* During whole-class Reading instruction, textbook-based activities will include Read Alouds, Choral Reading, and Explicit Phonics instruction. Students are provided with intensive instruction in phonics, vocabulary, and spelling during the word study.
- *Read Aloud:* The teacher reads a text aloud and involves the students in what is read through comprehension activities. Students acquire and sharpen their listening and comprehension skills through this exercise. The teacher also uses this time to model the application of reading skills.

- *Shared Reading*: The teachers and students work from a common text to study particular reading skills and strategies. Literature choices take into consideration themes across content areas, literature genres, and texts read and discussed. Students also gain considerable exposure to expository texts.
- *Guided Reading*: Teachers will usually be with four or five students, and the other students will be working on different literacy centers, practicing skills relevant to their stage of development. In order to meet the individual needs of all students, students spend time in fluid reading groups working on particular reading skills with the teacher. The rationale is to provide students with enrichment and remedial instruction to ensure each student is a successful reader. This will occur during workshop time while the other students are engaged in workshop stations based on targeted standards.
- *Independent Reading*: There is a time set aside each day for independent reading (also known as Silent Sustained Reading). RCE will provide leveled books throughout the classroom libraries with varied levels to guide readers to the appropriate levels.

We expect that a significant amount of small group time in K-2 will be spent on oral language acquisition and fluency for our EL students, and on phonemic awareness and phonics skills leading to grade-level reading fluency. In grades 3-5, students who are performing at grade-level will have mastered most aspects of oral language, phonics, and phonemic awareness, and we will be focused more on deep vocabulary investigation and comprehension of fiction and non-fiction texts. Across all grade levels, teachers will work vigorously to develop students' reading fluency, which is a key to their ability to develop more of their concentration to analysis of the text. More of this topic will be discussed under the ELL section of this petition.

In addition, all RCE 5th grade students will be expected to complete an *Extended Analysis Project*. The Extended Analysis Project is similar to an honor's thesis, which will require the student to utilize their academic skills of math, reading, writing, and possibly other areas as well. The students will present their projects at the conclusion of the year, which will be their opportunity to demonstrate their overall learning, knowledge, and capacity as independent, life-long learners as well.

CCSS Scope & Sequence (ELA)
Key Ideas and Details (K-3- By Grade)

Kindergarten
Key Ideas and Details

- ✓ CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
- ✓ CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.

- ✓ CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

- ✓ CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
- ✓ CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
- ✓ CCSS.ELA-Literacy.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

- ✓ CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- ✓ (RL.K.8 not applicable to literature)
- ✓ CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

1st Grade

Key Ideas and Details

- ✓ CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.
- ✓ CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- ✓ CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.

Craft and Structure

- ✓ CCSS.ELA-Literacy.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- ✓ CCSS.ELA-Literacy.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- ✓ CCSS.ELA-Literacy.RL.1.6 Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

- ✓ CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

- ✓ (RL.1.8 not applicable to literature)
- ✓ CCSS.ELA-Literacy.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

2nd Grade

Key Ideas and Details

- ✓ CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- ✓ CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- ✓ CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

- ✓ CCSS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- ✓ CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- ✓ CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

- ✓ CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- ✓ (RL.2.8 not applicable to literature)
- ✓ CCSS.ELA-Literacy.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

3rd Grade

Key Ideas and Details

- ✓ CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- ✓ CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

- ✓ CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

Craft and Structure

- ✓ CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- ✓ CCSS.ELA-Literacy.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- ✓ CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

- ✓ CCSS.ELA-Literacy.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- ✓ (RL.3.8 not applicable to literature)
- ✓ CCSS.ELA-Literacy.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Writing

In accordance to the CCSS, each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. RCE students advancing through the grades will be expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

The CCSS Writing Standards strongly emphasize the need for students to learn to write about the information that they find in text. This is in line with recent research suggesting that writing about texts and engaging in the act of writing text increase reading comprehension. Thus, research and presenting the results of research, both in writing and multimedia formats are central to the standards and as such, students need to know how to summarize text, critically analyze the information reported in texts, and synthesize information from multiple texts, using what is drawn from sources as evidence in support of students' own ideas. RCE students advancing through the grades are will meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades as defined by the CCSS. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples.

The CCSS writing standards reflect a major shift in instructional emphasis from existing state writing standards that will require more explicit teaching and professional development effort to ensure that teachers know how to teach students to write about text.

Key Instruction Shifts of the Common Core State Standards for ELA/Writing:

- Teachers will provide opportunities for students to write in response to reading across the curriculum.
- Teachers will emphasize the role and importance of reflection logs and feedback observations through the usage of *quick writes and feedback analysis* .
- Teachers will provide research opportunities that involve reading both print and digital texts, and that require writing in response to reading.
- Teachers will receive professional development in teaching students how to write the types of texts required in the CCSS. This professional development will include teachers doing their own writing, as well as analyzing annotated student writing

Writing will be taught as part of the overall ELA and writers workshops blocks. Instructional strategies will vary by grade level.

- ✓ For beginning writers in Kindergarten, shared writing linked to a read-aloud book will be more common.
- ✓ By second grade, we expect to conduct a structured writer's workshop with students in all stages of development including brainstorming, organizing, drafting, editing, revising, and creating an illustrated final draft.
- ✓ In all grade levels, students will develop the ability to distinguish between expository and narrative writing and the different strategies and purposes behind each style of writing.

Each grade level will introduce or extend students' understanding of various genres of writing including response to literature, summary, personal narrative, informational writing, and letter writing. In addition to Open Court, Richmond Charter Elementary will supplement the writing curriculum organized around the *Writers Workshop* model. This model focuses on the goal of creating lifelong writers and is based upon the following principles: students will write about their own lives, they will use a consistent writing process, they will work in authentic ways, and the model will foster independence.

In Writing Workshop, each grade level has specific units of study tailored to meet developmental and curricular needs.

RCE will include:

- *Shared Writing*: As a whole group, students will write common texts in order to practice and model types of writing, elements of style, and grammar. This is also a good time for teachers to model and reinforce the writing process.
- *Guided Writing*: Students will work with the teacher collaboratively to create a piece in order to develop and enhance their writing skills.
- *Independent Writing*: Students will spend time daily writing in journals, writing about a particular topic or developing a writing piece for a particular purpose. There will also be an emphasis on self-reflection and self-correction of writing pieces.
- *Picture Writing*: Younger students will practice of both self illustration and personal reflections as combined assignments.

At AMPS we stipulate that all teachers in all subjects are reading teachers. Literacy is a focus in all subjects and reading and writing strategies will be reinforced across all of the disciplines. Reading skills will be used in reading Science textbooks and materials, in Social Studies readings, primary sources, and materials, and in Math textbooks and word problems. Writing will be stressed in various types of reports, science labs, and explanations of math processes. This cross-curricular approach gives students the opportunity to understand that the skills of reading and writing are not limited to English-Language Arts.

Mathematics

Math is an important point of instruction at Richmond Charter Elementary as the school acknowledges its fundamental importance in academics and life. The math program at Richmond Charter Elementary will be designed to ensure that every student will gain a strong understanding of all math strands, the ability to perform accurate computations, and the application of problem-solving skills at high levels in the real world. The CCSS Standards for mathematical content are a balanced combination of procedure and understanding given that the CCSS include standards for mathematical practices in addition to standards in content. Rather than racing to cover topics in the current mile wide inch deep California standards race, RCE teachers will use the Common Core State Standards to significantly narrow and deepen the way time and energy is spent in the math content.

RCE Teachers will focus deeply on the major work and anchor standards of each grade so that students can gain strong foundations and solid conceptual understanding. AMPS believes that these strands are taught best through a combination of direct instruction of basic skills, hands-on activities to provide a deeper understanding of math concepts by relating them to real world situations and experiences, and differentiated instruction based on the needs of the students. With a target population of students from both economically and educationally underserved backgrounds, Richmond Charter Elementary will implement a program to ensure a solid math foundation is developed for each child and to offer students a higher level of mathematical knowledge and skills to put them on the path to and through college.

Some days these workshops will be homogeneously grouped to target the specific areas of growth, while others they will be heterogeneously grouped. Homogenous grouping will be fluid and will be used as an intervention strategy for those students needing support. The program draws from a variety of resources, including textbooks, critical thinking activities, and

math manipulatives. In each grade level students will learn the fundamentals of each math strand which include number sense, algebra and functions, measurement and geometry, statistics, data analysis, and probability, and mathematical reasoning.

Key Instruction Shifts of the Common Core State Standards for Mathematics

- **Focus:** The CCSS standards call for a greater focus in mathematics. They focus deeply on the major work of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom. In essence, teachers will take advantage of focus to actually pay attention to sense-making in math
- **Coherence:** The standards call for the faculty to think across grades, and link to major topics within grades. In other words, CCSS standards speak to the idea that math does not consist of a list of isolated topics. The Standards themselves, and therefore any instruction, should build on major concepts within a given school year as well as major concepts from previous school years.
- **Thinking across grades:** The CCSS Standards are designed around coherent progressions from grade to grade. RCE Faculty will carefully connect the learning across grades so that students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it given that each standard is not a new event, but an extension of previous learning.
- **Linking to major topics:** Instead of allowing additional or supporting topics to detract from the focus of the grade, these topics can serve the grade level focus. For example, instead of data displays as an end in themselves, they support grade-level word problems.
- **Rigor:** Major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity. Rigor is about the depth of what is expected in the standards, and also about what one should expect to see happening in the classroom, in curricular materials, learning, and so on.
- **Conceptual understanding:** The standards call for conceptual understanding of key concepts, such as place value and ratios. RCE teachers will support students' ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures.
- **Procedural skill and fluency:** The standards call for speed and accuracy in calculation. RCE Teachers structure class time and/or homework time for students to practice core functions such as single digit multiplication so that students have access to more complex concepts and procedures.
- **Application:** The standards call for students to use math flexibly for applications. Teachers provide opportunities for students to apply math in context. Teachers in content areas outside of math, particularly science, ensure that students are using math to make meaning of and access content.

In order to address the individual needs of students, accelerating those who are ahead and meeting the needs of those who are behind, RCE will supplement math instruction with critical

thinking and problem solving activities, which assist in developing a greater understanding of math concepts and higher order thinking skills. Math skills will be utilized and reinforced in various content areas at Richmond Charter Elementary. For example, math skills will be reinforced in Science when students measure temperature. Reinforcing the math standards across the disciplines provides students with the opportunity to understand that math skills are not limited solely to Math class.

(See Math Grade Level Overview in Appendix as Attachment C)

Science

CCSS Standards for K–5 science and technical subjects are integrated into the K–5 Reading standards, however by establishing an inquiry based foundation in Science, RCE will enable students to observe the world through a different lens and develop their intuition, as well as their observation, thinking and analytical skills about the living and functioning world. Richmond Charter Elementary will use the Delta Science program in grades kindergarten through fourth grade as a tool in ensuring adherence to the standards in Science. The fourth and fifth grade class will use the Holt Science Program, a more comprehensive text based program combined with selected Delta science projects. Throughout the program, our goal is to have concepts build on one another to create a strong science foundation. The following are program highlights that are offered through the various Delta Science modules.

- **Hands-on investigations to teach science.** Engage students as they develop process skills and a deeper understanding of concepts.
- **An inquiry-approach.** This enriches science understanding by encouraging student questions by nurturing children's natural curiosity and help students develop the skills and confidence to solve problems.
- **Use Ready equipment kits designed for the classroom.** The Delta FOSS series keeps all the science equipment and materials neat, organized, and at the teachers fingertips. Kits contain the materials and approaches needed for planning and implementation of lessons.
- **Research-based science program.** FOSS, Holt, and SCIS 3+ units work together to meet the teacher's needs by including a comprehensive teacher guide with student assessment, materials kit for an entire class of students, and student journals.

| Science: Program Scope and Sequence (K-5) | | |
|---|------------------|------------------------------|
| Grade | Life Environment | Physical Earth |
| K | Beginnings | |
| 1 | Organisms | Material Objects |
| 2 | Life Cycles | Interaction and Systems |
| 3 | Populations | Subsystems and Variables |
| 4 | Environments | Relative Position and Motion |

Social Studies

In order to become responsible and self-confident global citizens who will positively impact community; developing a strong sense of self, history, social, economic, and political trends over time is essential for students. During their time at Richmond Charter Elementary, students will develop historical and social science analysis skills through the development of reasoning, reflection, research and analytical skills. Students will also develop chronological and spatial thinking, gathering research, evidence, and point of view, in process of developing their own interpretation based on the historical facts. The teaching staff will build lesson plans based on long-term plans for Social Studies that will address the need to build knowledge systematically through the use of instructional level, texts (within and across grade levels) that will be selected around grade level social science topics or themes. Within a grade level, there will be an adequate number of titles on a single topic that will allow students to explore and study a topic for a sustained period. The knowledge children will have learned about particular topics in early grade levels will then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics through further reading and research.

Students in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing and projects. However, children in the early grades (particularly K–2) will participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing. Preparation that uses domain-specific nonfiction titles across grade levels to illustrate how classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies will be implemented.

The Social Studies curriculum will be organized around the following topic themes in each grade level:

| | | |
|---------------------|---|---|
| Kindergarten | Self and Others | My timeline Celebration of similarities and uniqueness |
| First Grade | My Family and Other Families, Now and Long Ago | Ancestors and heritage Immigration |
| Second Grade | My Community and Other United States Communities | Local government and history United States geography |
| Third Grade | Communities around the World – Learning about People and Places | Geography Oceans and travel Commerce and trade |
| Fourth Grade | State/ local History and Government | Southwest history (Native American-Mexican-American) Local historical themes and artifacts |

| | | |
|--------------------|--|--|
| | | |
| Fifth Grade | The United States, Canada, and Latin America | Forming new nations Conflict & Cooperation Border countries and treaties |

Non-Core Areas of Instruction

Richmond Charter Elementary Academy believes strongly in offering a wide variety of programs to promote a multifaceted approach to learning. By the time the school is at full enrollment, we plan to offer a mix of the following courses: arts, music, and physical education/health.

Arts and Music

Richmond Charter Elementary Academy will offer an arts and music education program to grow the innate talents of students. Instruction will be organized to target the strands of: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, and applications. In addition, literacy skills are woven into these additional areas. Similar to our middle school campuses, RCE will offer music programs for students that focus on music structure, fundamentals and performance. However, different than the middle school program, RCE will seek to add the music program as integral part of the curriculum by the fourth year of the program. This program may serve as the primer for our middle school band program. The classes may be blocked with other elective courses that will be available to students.

Technology

Because excelling in technology is an essential skill in today's global society, beginning in kindergarten students will begin developing their technological awareness. Teachers will be trained and expected to support and enrich lessons through use of technology and online software. For example, if a first grade class is conducting an author study on children's book author, a whole group or workshop activity may be to visit the website to learn more about the specific author and the characters in the story.

As students move up through the grades, technology will increasingly be used as part of the curricular program. Students may work on developing PowerPoint presentations, Word documents, typing, and other skills that will complement the core content instruction. In order to meet these learning goals, teachers will develop technology lesson plans in accordance to the technology standards. Technology lessons will be embedded into the core subject curriculum and will not be a standalone time block in the daily schedule; instead, teachers will develop some technology lessons following the Richmond Charter Elementary to support different subject areas such as where a technology lesson could include learning website navigation and web browsing in support of reading comprehension. Providing Richmond Charter Elementary students with technology time, skills and knowledge will better equip them for success in high school and college and set them up to be competitive members of our global society.

Students need to learn that there are many more technological applications available to them other than social media and the internet and we aim to teach them how to use these tools that

will serve them on through college. By fifth grade, our students will develop technological competency to communicate information and ideas effectively to multiple audiences using a variety of media and formats. Students can master this standard by giving oral presentations, using Keynote or Microsoft PowerPoint, about a topic they researched or a personal experience that they have had. In addition, Richmond Charter Elementary Academy students will learn to type and publish final drafts of their written work using Microsoft Word documents, become adept at using internet search engines, and prepare presentations for their Middle School Analysis Project, a presentation each student must create in fifth grade in order to be promoted to leave Richmond Charter Elementary School.

Physical Education

Physical education classes develop the students' motor skills while promoting the good health habits that will have a positive effect on students' well-being. In addition, students develop sportsmanship and teamwork skills. The program will be organized in accordance with the California content standards in Physical Education at each grade level, following these overarching standards:

- **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.

Selected Instructional Curricular Programs (Overview)

| | | |
|-------------------------------------|--|--|
| English Language Arts | Open Court Holt Harcourt California Excursions 2008 (K-5) NWREL 6 Trait Writing | Language 4 th Edition (Sopris West) Steck-Vaughn California Gateways 2008 (grades 4-8 Intensive Intervention) Step Up Writing |
| English Language Development | Holt Harcourt California Excursions 2008 Universal Access Support (K-5 Intermediate, Early Advanced and Advanced EL Students) NWREL 6 Trait Writing | Language 4 th Edition (Sopris West) (Beginning and Early Intermediate EL Students) |

| | | |
|---|---|--|
| Mathematics | Holt Harcourt Math 2007 (K-5) | Harcourt Fast Forward Math 2007 (Grades 4-7 Intensive Intervention)/ ST Math |
| Science | Holt Harcourt Science (K-5) Delta Science (K-5) | Holt Supplements in (K-3)- Core Text 4-5 th Grade |
| Social Science | Open Court Holt Harcourt Social Studies (K-5) | State aligned materials |
| Blended Learning Programs <i>(In Development)</i> | Dreambox Learning, ST Math, Achieve3000, Accelerated Reader | |

Each of these instructional programs was selected due to its comprehensive nature and aligned to the California State Standards and eventually to the California Common Core Standards. Each program includes teaching approaches to differentiate instruction, to meet the needs of English Learners and students with special needs and to challenge identified Gifted and Talented students. Each program has been created by reputable publishers with a record of successful implementation with the student population Richmond Charter Elementary will serve.

Blended Style Learning

In addition to the materials listed above, Richmond Charter Elementary Academy plans to incorporate standards-based *Station Rotation* computer based blended learning programs to supplement instruction in core subjects. The attraction to blended learning comes from the theory that use of the Internet to deliver instruction and content can help personalize each student's education, thereby improving results, and at the same time maintain or even lower the student to teacher ratio at key points throughout the instructional day.

The advantages of online learning combined with all the benefits of the traditional classroom through rigorous and engaging online content such as (but not limited to) Dreambox Learning, ST Math, or Achieve3000, or Accelerated Reader, students will be able to access individualized instruction at their level to practice what they've learned in class sustained usage of computer hardware and smart software. While the specific online curricula is yet to be chosen, when selecting online learning content, the Instructional Leadership Team and Site Director will consider the level of academic rigor, the likelihood that content will engage students, and each program's alignment to the Common Core standards.

While we are not exploring a complete replacement of the regular direct instruction model that has generated much of the success of AMPS schools, we are encouraging leaders and staff to employ a stronger use of technology to both drive student learning and increase school-level sustainability. We believe that technology does have a role in improving primary areas of

teaching and learning in order to increase student achievement as well as teacher satisfaction and efficacy.

The following are four key areas where we believe that a blended learning style approach can have effect in the class:

1. **Differentiated content and instruction:** Through the use of smart software, student individualized programs will be assessed and scaled at their current level of core content subject matter.
2. **Small group instruction:** While a group of students work individually on their assigned individual tasks at the in class computer work stations, another group will be working in a much smaller setting with their classroom teacher who will be able to provide a more personalized teaching opportunity with kids. We believe that this model will help ameliorate the problem of high student-teacher ratios
3. **Data driven instruction:** Prompt online data can be tracked daily and used to group students based on specific ability levels in specific subjects. The prompt collection of data can be used to influence a student's ILP program and approach to Learning Lab tutor times.
4. **Student ownership of their learning:** Student will take control of their own learning by working at a station at their appropriate pace on individual tasks. One of the benefits of a blended style approach is the fact that students will be using technology that they are more familiar with (computers) than those of previous generations.

Extended School Year Calendar

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 Elementary campus, as all other Amethod Public Schools sites, will 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.

Richmond Charter Elementary assures that it will offer, at a minimum, the number of instructional minutes set forth in Education Code 47612.5 of 36,000 minutes per fiscal year for students in kindergarten, 50,400 minutes per year for students in grades 1-3, and 54,000

minutes per year for students in grades 4-5.

Each year, Richmond Charter Elementary will organize its calendar to coincide with WCCUSD's draft of the Single Track instructional Calendar with adjustments to assist families with siblings or other relatives in other WCCUSD schools. Richmond Charter Elementary will offer a supplemented school year with summer school offered each year..

Bell Schedule and Instructional Minutes

Amethod Richmond school days will run from 7:45 am a.m. to 3:30 p.m. Schedules will be differentiated by grade levels. For students enrolled in the Response to Intervention Program, Amethod Richmond may offer a school day from 8 a.m. to 5:30 p.m. The number of instructional minutes offered for all grades will meet or exceed the State's requirements in Education Code Section 47612.5(a)(1). This table delineates subject areas and minutes by grade level.

| Grade Level | ELA - Reading (Not including Social Studies) | Math (Not including Science) | Total (ELA/Math) Daily Minutes |
|--------------------|---|---|---|
| K | 175 | 130 | 305 |
| 1 | 175 | 130 | 305 |
| 2 | 185 | 120 | 305 |
| 3 | 185 | 120 | 300 |
| 4 | 185 | 120 | 300 |
| 5 | 185 | 130 | 315 |

The Amethod Public Schools Classroom

The classrooms of successful and prepared teachers have a particular energy present. A quiet buzz that pervades the room is a constant in these classrooms. The soft bustle of pages being turned, pencils scratching busily across paper, student voices exchanging ideas and bright eyed engagement throughout are the norm. Student desks are covered with materials, books full of margin notes, and highlighting applied to the text. These teachers move around the classroom, stopping to speak to students and groups for a few moments at a time, answering questions and sometimes asking them, always pausing at critical junctures to pose a question to the whole class, the teacher asks students to produce evidence to support their point of view or provide a deeper explanations. Other times, the teacher will guide students to certain key passages, positioning them to recognize important ideas and nuances, always pushing them to articulate their thinking out loud and on the notebook that is sitting atop their desks throughout the entire day. In the early grades where teaching becomes a dazzling display of character, voice control, and music constant, the class transitions smoothly from one subject to the next through the sound of song and play.

Welcome to the Amethod Public Schools school classroom. The goal of successful teaching within the Amethod classrooms is not teaching; its learning, and AMPS teachers, therefore, carefully design a learning plan beforehand that will maximize the learning experiences of their students. AMPS teachers intentionally devise classroom activities to help students make deep meaning from the text they are reading and show it in writing. They do so by planning

backwards for the understanding of the concept they want their students to have and systematically unfolding a series of questions and tasks that lead to deep learning on the part of their students. AMPS teachers are expected to work hard at envisioning the kinds of text-dependent questions that would lead students to uncover evidence they could use in writing about the text, and most of all, by the end of the design process, teachers can answer the all-important question of why students should learn this particular lesson and how completion will look.

But before that, 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, performed either by a teacher, or student monitor(s). Being a part of the class community means that all students have assigned tasks. 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. As you look around, you will see vibrancy and color on the walls, varied leveled libraries, and colorful reading areas. 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, students, and school. This is an active classroom where active pacing is clear and student work showcased.

Instructional Day

Each minute of instructional time will be maximized at Richmond Charter Elementary Academy. The daily schedule is designed to develop well-rounded students with strong skills in a wide variety of content areas. The supplemented schedule is created to ensure students have a significant amount of time allocated to English-Language Arts with separate times allocated to phonics and vocabulary, reading, and writing. ELA will also be targeted at times during workshop time, which is created to form small groups to meet the needs of the students and provide necessary intervention and support. Students have multiple times to develop their math skills through the morning math meeting, the math block, as well as workshop which at times will be dedicated to math standards. Students will also engage in focused blocks of Social Studies and Science which will alternate. The schedule is also designed to allocate time to art, music, and physical education, which Richmond Charter Elementary Academy believes are essential to build upon students' natural talents. In addition, time for explicit instruction of the school's values will be scheduled at least once a week at an extended school-wide morning assembly to meaningfully target students' character development. Kindergarten will also include a rest time.

Below is a sample daily schedule for Kindergarten and a sample full week's schedule for first grade.

Daily Schedule for Kindergarten (Sample)

| Time | Topic |
|---------------|---|
| 7:30am-7:50am | Breakfast |
| 7:50am-9:00am | Morning Round-up Literacy Block Phonics/Vocabulary ELA Workshop |

| | |
|-------------|---|
| 9:00-9:20 | Snack/ Recess |
| 9:20-10:20 | Reading Workshop |
| 10:20-12:30 | Math – Direct Instruction Math- Workshop |
| 12:30-12:55 | Lunch |
| 12:55-1:15 | Rest/Nap |
| 1:15-2:00 | Writers Workshop |
| 2:00-245 | PE/Music Block |
| 2:45-3:15 | Science/Social Studies Block |

Typical Day

Eva is a kindergartener at Richmond Charter Elementary School. She is the student leader for the all school assembly that takes place every morning. She goes to school excited to lead her peers in the morning chant.

Eva and her dad walk up to the front of the school, where the teachers and school director greet students as they arrive to campus. Eva says goodbye to her dad and then gets ready to shake the School Director's hand. The School Director greets Eva by name as she extends her right hand for Eva to shake, with left hand cupping Eva's hand in the RCE expected greeting as they each exchange good mornings.

Eva then goes to breakfast where whole grain cereal is waiting for her. She eats her cereal while talking with her friends about how excited they are for writers workshop class that afternoon. When she is done she gets the handheld broom to clean up her area to make sure that the cafeteria looks even better than she found it.

At 7:50 Eva is at the Morning Round up assembly, where all of the students are together for a community meeting to start the day off with the RCE chant. As a student leader, Eva stands in front of all the students, along with a few other student leaders who are all there to lead the school through the Pledge of Allegiance, motivational chants, as well as the school's values. The School Director then greets the entire school and shares any important announcements that either she or the students have. Every day before the students go off to their classrooms, the School Director finishes Round Up by asking: "Who are we?" Then the students respond: "Scholars!" At that moment the School Director then asks: "What are we going to do today?" and the students say "Prepare for our future"? How will we do this?"- school responds "Through honor and hard work"!

Eva's teacher greets her as she lines up to walk to class. As she walks into the room, she says hello to her friends as she gets out her homework and the book she is going to read for the morning choice reading time. During this choice reading time Eva places her homework in the homework center area ready to be checked and corrected. The teacher will give feedback on a particular page that day to make sure all of the students are mastering the standards taught that week. While correcting Eva's homework, the teacher is impressed by the curiosity Eva showed on her homework, because she added inferred questions to certain pages with colored post-its. Her teacher tells Eva that she will have a chance to research those questions later in the week.

After choice reading time and homework check, the class comes to the carpet for Early Riser Morning Meeting. The teacher brings them over to the carpet, and the transition is seamless because it is done to a song that they have heard many times before. Eva especially loves the song because it gives her and her friends the chance to move and refocus as they transition to a new part of the day. The meeting is lead by the teacher and a student leader. The class is singing songs to identify the months of the year, days of the week, numbers, and rhyming words in the song of the month. The students then read the Morning Message, where they count the words, correct misspelled sight words, and answer the word problem of the day.

After the am meeting the students get ready for their Literacy Block. Eva gets ready for Phonics, a topic she loves because she gets the chance to learn the sounds that make up the English language. Today she is learning about the letter “N”. First Eva will listen for N in words, practice saying the sound for N, and then she will read words with N in them. After the short phonics lesson, she will practice writing the letter N in the ELA Workshop, where they go to standards-aligned ELA centers. During this time, students will practice a variety of ELA skills at different centers. These centers switch every two weeks and align with the assessments Eva takes bi-weekly to help her master the Common Core standards. Each child goes to his or her center for that day, after completing a *Must Do*. During ELA Workshop, the teacher is working with groups of students are at the back table to focus on any standards with which the students need support while other students work at the ELA extended workshop where they will then sort words based on the sounds. While the students are working independently, the teacher works with groups of students on sounds with which that they need help. Today Eva is at the back table working on identifying ending sounds and today she mastered it! Soon after celebrating her growth, a song Eva knows as the “clean up song” plays, and she begins to help her friends clean up.

After the Phonics block, Eva gets ready snack and a recess break. Eva cant wait to go outside and jump rope and talk with her friends about what they will do during Readers’ Workshop. Every Readers Workshop opens with a 20 minute read aloud. Eva loves the book they are reading by Eric Carle, because the characters are so inspiring. Today her teacher modeled how she expects the students to work to comprehend their books by writing down any questions they have about a text on colored post-its. Eva loves this strategy because she is full of questions. Immediately following the Read Aloud lesson, Eva gets her bag full of “just right” books from the back of her chair, just like her peers. This bag has books that are “just right” because it has three books on level B (her independent level) and two books at level C (her push level). Eva chose these books independently from the class’ leveled library last Friday. She is able to choose them independently at this time of year because she is well prepared having selected chosen books several times with the teacher. She knows that it is her job to master the books she chose before she exchanges them the following Friday. She gets these books out of her bag with her post-its so that she may begin reading and asking questions.

Eva reads for thirty minutes independently while her teacher pulls groups for Guided Reading. At the end of Readers Workshop, Eva is excited to share out the questions she had about *Go Dog Go*. She shares her favorite question, which is “Why did the author write a book where dogs drive cars?”

Next on the schedule comes the DI Math lesson. Eva is excited for Math today because she wants to use the collection of Popsicle sticks she brought to school to use for problem solving. Today's lesson focuses on comparing different number quantities, with the help of manipulatives. The lesson will start with students building different numbers, and they will collectively write their findings on the board for all of the students to see. Eva loves Math because she feels empowered as a mathematician who can solve any problem if she uses the strategies she has in her toolbox. The Math lesson is followed by Math Workshop, where the students go to centers that are standards aligned, while the teacher works with a small group to remediate on the standards that are not yet mastered. Throughout the week Eva will go to a variety of math centers. These centers switch every two weeks and align with the assessments Eva takes bi-weekly to help her master the Common Core standards.

After Math, Eva has play time and lunch. She is very hungry from all the learning she did in the morning. She is looking forward to the school's lunch that day. She is even more excited to play at stations outside. She plays and eats, and before leaving the cafeteria to return to class, Eva helps her friends clean the cafeteria. She uses the handheld broom to sweep up the crumbs while her friends wipe down the tables. After lunch, Eva comes into a classroom that has Beethoven playing and comfortable mats set up for naptime. She goes directly to her mat and lies down understanding that she needs to rest for the needs for the remainder of the day.

Following naptime, Eva feels perfectly refreshed and inspired for Writers' Workshop. She loves the genre they are working on right now: "*All About Writing*." She is writing a research paper on penguins, the animal she is most passionate about at the moment. Today's lesson is all about how to take the information gathered from the research the students have done on their computers and in their textbooks and make it their own. Eva is the author, so she is going to decide what she wants to share with her audience, and she needs to do it in her own words. Eva is excited to work for fifteen minutes independently and then compare her findings with her partner for five minutes during the collaborative work time at the end of the lesson because her partner is also writing about penguins. They have really discovered some incredible things together!

As soon as the classroom looks organized and better than it was before Workshop, Eva's music teacher comes into the classroom, ringing bells in a familiar rhythm. The music teacher is helping the class prepare for the presentation they have coming up in a couple of weeks. The students are going to practice singing songs in both Spanish and English, while also taking breaks from the singing to play the same songs on their recorders. After Music, Eva comes back to her desk area and she sees that it is all set up for Science. Each table has a fish tank on it with filled with water along with the sand and plants they had put in the tank the day before. Yesterday they were learning all about a fish's habitat, so they all built one in groups. Eva notices that today there are a lot little fish on the teacher's table in little cups. She is so excited! The fish are going to be introduced to their habitat today. As the class sits down for the lesson, Eva is eager to hear what the teacher has to say. The teacher explains that today all the students will be scientists and will need to examine the fish to determine if they are boys or girls. Boy fish have larger fins, so the students should be able to identify

them right away. The teacher has asked that they students draw the fish based on their observations and name the things the fish will need to survive: water, food, oxygen, and a warm shelter in their science journals. It's clean up time and Eva and her classmates know that a lesson is not over until all materials are put away and work areas cleaned.

After Science, it is the end of the day. It is time for classroom helpers to do their jobs, like wipe the tables, sharpen pencils, organize the library, water the plants, and the other jobs that will make sure the classroom is cleaner than they found it. Once all of the students are packed up and their jobs are done, they all come together in a circle at the carpet. They are getting ready to share highlights from the day, as well as share *the highlights* for their classmates. Before the students leave, one lucky student will get to take home a class mascot and book. Today the mascot is Clifford, and the book tells of his adventures. Their names are chosen from a cup of Popsicle sticks, and once a child is chosen their name is put in the chosen cup. Eva's good friend, Victor, gets the mascot today, and she is happy for him. Once the closing is over, Eva smiles and gets ready to show some gratitude as she says goodbye to her teacher, "Thanks for a great day!" Eva did have a great day of school. She is inspired and excited to see what tomorrow's school day will bring.

PROFESSIONAL DEVELOPMENT

At Amethod Richmond Charter Elementary, we believe that professional development is a critical component to the success of our teachers and staff, but more importantly, it is a critical element to the success of our kids. Amethod Education's professional development model involves multiple resources, which are detailed below.

Teachers at RCE will be focused on developing a deep understanding of the school's pedagogical approach and benefits to the school's approach to the subject area during summer professional development session. They will understand the importance of classroom practice and of well defined learning objectives. Typically, the learning objectives sessions will include:

- A focus on the pedagogy which shapes the curriculum in their instructional focus area (literacy/social studies and/or math/science);
- A focus on the organizational culture and values and leadership skills necessary to lead students and families to significant gains ;
- An understanding of the instructional techniques used and how to use them especially through the Professional Growth Plan ("PGP");
- Building an understanding of how to use student data to identify learning challenges, especially during Data Analysis Days;
- Developing techniques for individualizing their planning and instruction (PGP) ;
- Observing excellent schools or instructors and learning their techniques/strategies;
- Investing students and families in the attainment of ambitious academic growth goals

(PGP).

To develop the necessary subject expertise for our teachers as well as provide ongoing support for the academic programs, AMPS provides internal support through the service of an experienced Chief Academic Officer and the benefit of an Instructional Leadership Team, seasoned AMPS teachers who serve as teacher mentors. AMPS also partners with external professional development organizations such as Education Partners, New Directions, Fortune School of Education, and other higher education institutions to conduct in-depth professional development in Literacy and Math. Amethod Public Schools is constantly reflecting on student achievement data and teacher instructional needs in order to further develop the professional development program and coordination of resources in order to ensure that all student, teacher, and school needs are addressed in order to realize significant gains in student achievement.

Professional Growth Plan

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

Weekly reflective logs are kept by teachers when assessments are given. The logs are submitted to Site Directors for review and reflection. Through this reflective process, teachers can plan their anticipated plans of action for the subsequent week. Such discourse will also assist in the guide of teacher and grade level meetings. Measurable targets are the driver of the PGP that it ensures that the teacher, site director, and central staff are able to remain focused on the annual goal and current progress towards these academic goals, thus, making professional development decisions that will have the greatest positive impact on ensuring that the AMPS Core Value of *Students First* is realized.

The first component of the plan is to set immediate personal, classroom, school and organizational goals to accomplish first within a priority. We believe that deep engagement in the Professional Growth Plan process will increase each school leaders' efficacy and their impact on scholar achievement and by completing their own process, they will reflect an identify strengths, growth areas, and concrete, actionable goals with their mentor or director.

Through the reflective Film Session series; it is our intention to have teachers gain a real time perspective of their teaching style and classes through self reflected and leader guided analysis of video. The film will offer a clearer sense of where they are and what they must change, work on, or keep continuing to grow and develop. This process is an opportunity for to formally connect with teachers, directors, and coaches.

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

(Refer to Professional Growth Plan Overview as in Appendix Attachment D)

Summer Professional Development

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 beginning in June for refreshers and survival guide trainings for veteran and new teachers, and then four weeks prior to the start of school, typically in August.

During this time, the schools focus on various items, including first year teacher school culture, data analysis, classroom management, planning (daily lesson plans, unit planning, and year-long planning), common core/curriculum implementation, instructional techniques, and parent engagement.

These first few weeks in the summer create a critical foundation for the staff at a school to build a collaborative culture of trust, but to also focus in-depth on creating a strong school culture and aligning on school and grade level goals for the year. A sample professional development calendar for August 2013 is attached in Appendix- Attachment E. Moreover, this additional time grants the AMPS Chief Academic Officer, Instructional Leadership Team, and Site Directors the opportunity to better on-board new teaching staff or new teachers in general. Thus, better equipping teachers with an understanding of the cultural expectations of the school, how to effectively engage students, how to properly assess their student achievement and progress, and granting them additional time to familiarize themselves with the curricula and scope and sequence of instructional objectives for the year. This additional month of time solely reserved for professional development ensures that Amethod schools are able to commence with a cohesive, collaborative team of educators that have already begun to invest parents and families in this work, while also being much more thoroughly prepared instructionally to ensure that the academic year is successful from day one.

Yearlong Planning

Within our curricular model, each Friday is a minimum day, set aside from 2 to 5pm 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 100 Minute Clinic Professional Development Series, a program that reinforces the summer trainings, or new material that is relevant based on teacher, or student need. Senior staff gathers best practice techniques in content areas and deliver a concise and visual 100 Minute professional

presentation to other staff members that include handouts, videos, posting on organizational Wikis for future staff reference.

(Refer to AMPS Training Overview as in Appendix Attachment E)

Another integral component of professional development at Amethod Public Schools is the observation-debrief cycle (coaching cycle). The Site Director will formally observe teachers, and following the observation, the Site Director and teacher will discuss student learning based on student data and notes from the observation. Teachers will also be empowered to observe and provide feedback to their colleagues and mentor staff. These observations will allow the school leader and teachers to notice instructional and cultural trends across the school. This one-on-one professional development will cultivate a profound desire in teachers to continue to improve their craft so their students can achieve.

Lesson Planning

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

Given that the new Common Core State Standards are based on anchor standards that indicate college and career readiness at the end of 12th grade, and are backward mapped through the grade levels, the traditional approach of organizing learning activities and then developing assessments does not support learning for understanding as required for the CCSS. Instead, AMPS faculty will focus on the big ideas of each topic. They will ask what is essential for students to learn, and once these big ideas are established, the next step is to design assessments that will provide evidence of student learning and mastery of those objectives. After that, and only then, will they be in a position to design and sequence learning activities that will lead students to an understanding of the concepts.

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

- ***Stage 1: Identify Desired Results***
 - What should students know, understand, and be able to do?
 - In Stage 1, consider the goals, examine content standards, and review curriculum expectations.
- ***Stage 2: Determine Acceptable Evidence***
 - What assessment evidence will we accept as evidence of student understanding?
 - In Stage 2, consider a variety of evidence, including both formative and summative assessments. Teaching for understanding means assessing for understanding.
- ***Stage 3: Plan Learning Activities***
 - What sequence of learning activities will lead students to an understanding of the big ideas?

- In Stage 3, consider the knowledge and skills that students will need to know to perform effectively. Identify the materials and resources that will best meet the goals set out in Stage 1.

Lesson Plan Process: *This process takes place during the summer, prior to the start of school.*

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

(See AMPS Lesson Plan Diagram as Attachment F in Appendix Section)

Full Scope Lesson Plan

New /rookie 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 that was addressed during the summer training module. 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 80% 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 G in Appendix Section.)

Instructional Leadership Team/ Teacher Support

Amethod Public Schools understands that effective teachers and leaders are essential in order to assure successful students. As such, as part of the UCLP Series, the Amethod Public Schools

Academic Dean together with the AMPS Chief Academic Officer, create and an Instructional Leadership Team composed of veteran teachers, and school leaders, whose task

The purpose of the Instructional Leadership Team is to improve organization and school-wide instruction and student learning. This team will facilitate professional development through distributed leadership allowing *all* staff members to participate.

To accomplish this, AMPS team will be collectively responsible for:

- Developing a detailed plan for improving instruction and student learning and communicating this plan to everyone at our school.
- Leading and overseeing the enactment of the plan; providing professional development and supporting teacher learning and doing.
- Helping everyone understand what is desired and why; what is expected and why
- Monitoring plan enactment; identifying and responding to professional development needs, obstacles and challenges to ensure progress.

Most recent goals of the Amethod ILT were to begin unpacking the common core state standards (CCSS) to improve instruction ; to continue to understand, implement, and improve differentiation across the content areas and to foster trusting relationships among the new and veteran faculty, and staff to create a collegial environment for problem-solving, collaboration and reflection that will benefit student first.

BTSA – Beginning Teacher Support

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

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

Students who are performing below grade level in each of the content areas as measured by informal and formal classroom assessments will receive individual and small group instruction to target their individual needs. During whole class instruction, the teacher may differentiate instruction based upon students' needs, interests, readiness, and learning profile. In addition, other types of instructional support that Richmond Charter Elementary School may utilize to support students achieving below grade level include:

- Individual, small group, and workshop time targeting specific standards
- More time to increase learning opportunities, including supplemented day and summer school

- Guided reading groups
- Scaffolding
- Pre-teaching
- Technology supports such as Accelerated Reader
- Pairing struggling readers with younger readers, so they feel like they are reading books at their level with a purpose
- Valuing strengths and building self-confidence
- Recognizing growth
- Enhancing parent involvement
- Tutoring and homework support
- Using Intervention Teachers to target specific needs

If an area of growth for student success becomes evident across a grade level or the school, such as reading comprehension, professional development will be dedicated to that focus. In addition, teachers and administrators will work collaboratively to share best practices and ideas to support students achieving below grade level.

If after implementing the aforementioned instructional support strategies significant progress has not been made as measured by assessments, students achieving below grade level may be referred by the teacher or by the parent for a Student Success Team (SST) meeting. In these meetings, the classroom teacher, the parent, the School Leader, and any other relevant party will convene to discuss the child's strengths and areas of concern. The SST uses multiple sources of information and data to create a plan that addresses the individual needs of each student. Teachers, parents, and other relevant parties will bring student work samples, tests and quizzes, portfolio work (if applicable), notes from observations of performance or behavior, discipline logs and any other pertinent source of information concerning the child's demonstrated abilities. Based on the evidence and the discussion of its meaning, action steps will be generated for follow-up interventions to further assist the child in academic or behavioral growth. Additionally, tools are either gathered or generated to track the progress of the student given the new interventions. Specific strategies, interventions and accommodations will be implemented and documented based on the individualized needs and areas of concern. In addition to detailing the steps, the expected outcomes and the responsible personnel, the SST will also schedule timely follow-up meetings to review and discuss the student's response to the interventions. Based on the progress a student makes, the level of intervention can be adjusted in order to meet each student's needs.

After three meetings, if significant progress has not been made as measured by assessments, the student may be referred for assessment to determine if the child is eligible for special education services under the Individuals with Disabilities Education Act (IDEA), if appropriate. The school will make efforts to ensure an exhaustive list of interventions is utilized to avoid over identification of students in Special Education.

Parents of low-achieving students are contacted by the end of the third week of school year via personal contact and on-going progress reports.

According to the United States Department of Education (1999b), the number of students meeting grade-level standards would be increased significantly if educators concentrated on:

- *Setting clear objectives for students to meet performance standards at key grades*
- *Identifying student needs early on and intervening with appropriate instructional strategies*
- *Providing high-quality curriculum and instruction for all students*
- *Providing professional development that deepens teachers' content knowledge and improves*
- *instructional strategies to engage all children in learning*
- *Providing summer school for students who are not meeting academic standards*
- *Extending learning time by providing before- and after-school programs, tutoring, homework centers, and year-round schooling*
- *Reducing class sizes in the primary grades*
- *Keeping students and teachers together for more than one year*

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 which 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 older students to enter the school being less than proficient in math, science and English and as such, our middle school 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. At RCE, the primary prevention level of the methodology includes the assurance of a high quality core instructional program with increased instructional time.

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' 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.

Individual Learning Plan (ILP)

An ILP is a user (student) specific program or strategy that takes into consideration the student's strengths, weaknesses, and needs. 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.

ILP's include assessment information, measurable goals that are realistic yet ambitious for a 4-8 week period and defines 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.

The process of looking at interim assessment data and formulating a proper Independent Learning Plan (ILP) takes practice for teachers and is an area we spend time both in formal professional development and in mentorship between the AMPS Academic Dean, Site Director and each teacher. Our teachers will spend a significant amount of time with the Academic Dean analyzing overall class performance to know in which areas they need to develop their skills. Equally important is the deep knowledge that a teacher builds over time of the specific types of problems that students may have and the best ways to overcome these problems. Teachers will focus on more effective diagnosis of students' problems and development of effective scaffolding for these students while building the Individualized Learning Plans.

Tier 1- First Phase

Teachers attempt small in class modifications such as preferred seating before implementing the ILP in the general education classroom. Teachers assess student progress after three weeks of instruction with various formative assessments. 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.

Students who do not respond adequately to the initial instruction receive additional modifications and support in the general education classroom and an ILP process may begin. These modifications may include adjustments in intensity, and frequency of instruction. Teachers may meet with smaller groups more often for longer periods of time and adjust instructional strategies and materials as well.

Tier 2 - 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 aide or tutor. During this time, they work directly with a tutor on the specific skills they are lacking. For example, if a student in first grade is stuck at a DRA level 6, they will need practice with sight words, blending long vowel words, chunking multisyllabic words into syllables, describing main characters using adjectives, and making strong connections between the text and their own life. Intervention tutors are provided with a very specific multi-week plan combining suggestions from the classroom teacher and Site Director in teams of strategies and approaches to use to get a student to meet their target at the end of their planned time.

When we assess student again, we measure to see if meaningful progress has been made by the Intervention students. 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.

Tier 3-Third Phase

If the student fails to make progress in both Phase 1 and Phase 2 interventions after 2 interim cycles (8 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.

(See a copy of the ILP Form as Attachment H in Appendix Section)

Reading (Interventions)

By individualizing instruction through the Response to Intervention model we will help our students make rapid gains in fluency. Reading is central to all parts of the Amethod Richmond curriculum, especially in grades K-2. We will also actively prioritize Reading above other subject areas in the early grades and for students who are still struggling in later grades. This can mean a student is pulled out of a content area class for individualized reading instruction or an ILP for a student which allocates them a double block of reading if necessary.

We are firm believers in the findings of the National Reading Panel ("NRP").² The NRP reviewed all of the available high quality research with measurable results and a study size and student composition indicating that they could be generalized to the entire population of American students. They found five general areas of reading instruction which were crucial for developing excellent readers: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

RCE uses Open Court for the whole-class portion of our ELA-Literacy block and will use Pearson's Developmental Reading Assessment ("DRA 2") assessments Unit Assessments to diagnose current reading ability with students. DRA 2 contains running record assessments measuring a student's fluency and comprehension which establishes a baseline reading ability. These assessments drive decisions about whether students need additional classroom support or tutoring during Learning Lab.

The ILP is organized by Common Core Standards, and is automatically populated with relevant learning content associated with each of these standards. Teachers can then add and subtract learning objectives, as appropriate, based on assessments of the student's achievement in each of these areas.

The Learning Lab (Overview)

| | |
|---|--|
| <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/ 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>Technology/Leverage</i> | Through the use of a blended learning program within the classroom, teachers and tutors are able to group students at level or mixed level to provide smaller group tutoring and reinforcements, and then rotate them into the computer based group to work on individual tasks. The computer adaptive work will be leveled at the students ability level and progress in difficulty as students become more familiar with the specific task and standard. |
| <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 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 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. RCE 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. RCE 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.

ELL objectives are aligned to the California English-language development (ELD) standards which demonstrate what English learners should know and be able to do as they move toward full fluency in English. RCE's philosophy is to incorporate ELD principles directly into its literacy curriculum and instructional practices. The acquisition and eventual mastery of the English language is demonstrated for each English language domain (listening, speaking, reading, and writing) as well as in the application of these skills in accessing grade level content. Within the context of those standards, the key objectives students are expected to master by the end of their grade levels are listed below. In order to identify the key objectives (also referred to as 'power standards,') we examined the standards in terms of how heavily they are assessed on State standardized tests (STAR), Smarter Balanced Assessments, and we examined the level of Bloom's Taxonomy required by each standard. We compared

California's Academic Content Standards with the Common Core standards for each grade level, and made a comprehensive list of all standards for each grade level: from this list, we selected the most rigorous standards as those which are the most important markers of student success.

(See a copy of the ELD Overview as Attachment I in Appendix Section)

Home Language Survey

For all students, RCE 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.

RCE 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 part of the school day hour where ELL students will work with their teacher through the usage of supplemental instructional programs and curriculum. The interventions may include small group work during the regular day and before and/or after school support.

Strategies for English Learner Instruction and Intervention

SDAIE strategies will be used to enhance the following;

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

Examples of utilizing SDAIE strategies include supporting verbal explanations with nonverbal

cues and designing appropriate learning sequences, such as building upon prior knowledge. In addition to SDAIE strategies, teachers will also provide students with differentiated explicit language instruction. To further support students who are not progressing through the English language development levels, the following instructional strategies may be used to support these students in gaining higher levels of English proficiency:

- Workshop focused on English Language development skills such as vocabulary development, oral language skills, comprehension skills ;
- Small group work to lower the affective filter and target specific areas of growth;
- Using Instructional Assistants (Tutors) to target specific needs;
- Leveled grouping;
- Increasing collaborative time to increase the amount of interaction spoken in English
- Pre-teaching content vocabulary and frontloading concepts
- Echo reading and choral reading
- Offering at-home development support, such as providing packets, games, CDs, and other tools aligned with students' English levels to take home for additional language practice

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

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

To embed ELD principles across all subjects, we work with Project GLAD (Guided Language Acquisition Design) to instruct our teachers' methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the ELA/Literacy block in Guided Reading, when EL students will be leveled by English fluency and provided with explicit ELD instruction. EL students who are not making significant gains receive additional small group instruction as well as ELD as appropriate to accomplish goals in their ILP. Amethod Richmond uses Open Court's ELD program in the Literacy classroom, and Language 4th Edition.

The most important aspect of the ELD assessment and standards from the CELDT, in our opinion, is to help the teacher level his or her instruction appropriately for a child at different stages of language acquisition. Although it is difficult to categorize a student into a single English Language Development stage, they are helpful for thinking about the different scaffolding necessary to provide for students who are at Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced stages during lesson planning. These categories require distinct skills and strategies as well. In the Language Arts, we believe that oral

language comprehension and production is the critical link allowing EL students to make large gains in Reading and Writing.

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

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. In addition, there is vocabulary instruction for these students through the usage of graphic organizers, drawings, motions, pictures, and other means. Finally, all tutors are instructed to emphasize the relationships between and among words to build oral language skills that includes story retells that target both comprehension and language development.

In Science and Social Studies, we intend to focus on hands-on and project-based curriculum in order to build our students curiosity about these subjects. We then provide leveled readers so that they can build academic vocabulary at their current reading level. Academic vocabulary is much more difficult for EL students to acquire than spoken vocabulary. We believe that curious students who are able to access texts at their instructional level will allow our students to make significant gains in their Science and Social Studies knowledge. Thus, the purposeful focus on the use of guided reading as an instructional strategy and ensuring that all students have access and use leveled texts in learning lab is critical to their success and further acquisition of language.

Structurally, RCE runs a full-inclusion program for our EL students. EL students will not be in sheltered or bilingual instruction classes at RCE. From the first day of school, EL students will be immersed in English, with the support they need to learn the language and develop the grammatical framework and vocabulary needed to begin developing as readers and writers. In our experience, the most crucial aspect of teaching EL students is the professional development that teachers have had in order to understand the steps that their students are going through in order to acquire English. Thus, this is a critical focus at RCE through the provision of explicit professional development focused on EL students. In addition, all RCE staff will be fully trained in GLAD strategies, and will receive continuous training from our partner New Directions who have been providing ELD and SDAIE training to AMPS staff in 2009.

Much of the data we will be gathering among our younger students will be focused on speech production and listening comprehension. Because RCE focuses on the individual student, we are able to accommodate a much wider range of levels in literacy. For example, our classes are

broken into multiple groups. ELs will probably be the majority in all groups in the RCE Kindergarten and First Grade and are likely to constitute at least one group in subsequent years. That will allow teachers to focus instruction on the language acquisition issues at the current level of the student. In addition, because curriculum can be tailored for small group or individual student, ELs will have more time to practice their English in a one on one setting, especially during Learning Lab work.

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.

Certifications

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

(See a copy of the ELD Objectives Overview (ELA & Math) as Attachment I in Appendix Section)

Depending on their entry point in English as determined by the CELDT exam and a reading scale exam through the ELL curriculum assessment, students will be assigned to the appropriate leveled groups within the class. Students that are struggling due to language proficiency will be participating in intervention period activities that are specifically focused on decoding 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.

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:

Based on the reclassification procedures developed by the California Department of Education (CDE) and set forth in Education Code Section 313(d), RCE shall utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:

1. Assess English Language Proficiency

Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test pursuant to Section 60810 of the Education Code . 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.*
- *The student must demonstrate English proficiency on the annual CELDT by achieving an overall performance level of 4 or 5 with skill area scores of 3 or higher.*

2. Compare Student's Performance in Basic Skills

Comparison of the student's performance in basic skills against an empirically established range of the performance of English proficient students of the same age in basic skills that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

Basic skills criteria include:

- *A student's score on the CST for English Language Arts is basic or higher in English Language Arts. For students in Elementary grades, this score must be obtained two years in a row. This score suggests that the pupil may be sufficiently prepared to participate effectively*

in the curriculum and should be considered for reclassification.

- *Students with scores above the cut point on the CST selected by the local school district should be considered for reclassification.*
- *For students scoring below the cut point, Richmond Charter Elementary Academy in accordance with criteria set by the school local district should attempt to determine whether factors other than English language proficiency are responsible for low performance on the CST for English Language Arts and whether it is reasonable to reclassify the student.*

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. Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery, will be reviewed as well.

- *Grade for most recently completed semester or quarter*
- *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.*
- *Student academic performance in core subject areas to inform the reclassification process.*
- *RCE teachers understand and note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.*

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.*
- *RCE 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.*

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING

As all students are challenged to reach their intellectual potential within the instructional program, Richmond Charter Elementary will not offer a formal, separate gifted and talented program. At Richmond Charter Elementary, all teachers participate and contribute to the academic goals of high achieving students as all teachers may have high achieving students in their classroom and are responsible for meeting these students' needs.

Throughout the day, the staff may differentiate instruction based upon the individual needs of the students and will provide an opportunity to excel for those students who are achieving at high levels or demonstrate a specific ability or talent, as identified through student data or evidence of a pupil's capacity. Teachers will differentiate in the forms of acceleration, depth, complexity, and novelty and will differentiate the process, content, or product to meet the needs of gifted and talented students.

Examples of instructional models that may be employed with gifted and talented students at RCE are:

- Project-based learning
- Discovery learning
- Computer research activities, and targeted instruction through online content
- Utilizing higher levels of questioning and thinking skills
- Ensuring there is a wide variety of materials at different skill levels that engage a wide variety of interests
- Individual or group inquiry projects
- Field trips to broaden experience base
- Ensuring that the curriculum is sufficiently challenging

Flexible Grouping:

Teachers use flexible grouping. High achieving students at RCE will receive differentiated instruction during language arts and mathematics including use of differentiated materials and instruction that reflects advanced levels of thinking (*synthesis and evaluation*). Teachers plan for horizontal curriculum alignment through grade-level meetings, as well as vertical curriculum alignment between grade levels to ensure a continuum of learning that reflects one or more years above grade level.

Accelerated Curriculum:

High achieving students at RCE study the same core curriculum as their peers in social studies, science, music and art, however, these students have opportunities to study topics in detail, and are required to demonstrate their understanding through projects, experiments, competitions, presentations, and other means of creative expression. Teachers continually modify instructional strategies to include flexible groupings and hands-on learning experiences.

Programs:

RCE 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 eighty five high achieving students to attend and study at university campuses in a three week residential programs, or at local schools through commuter programs. Many of students receive financial aid scholarships to participate.

High Achieving Students Assessment and Evaluation

1. Teachers continually assess program design and progress at grade level and staff meetings.
2. Students keep portfolios and participate in self-assessments, demonstrating exceptional achievement of curricular standards.
3. Grades and interim assessment evaluations
4. Teachers analyze STAR test results and other assessments of advanced performance such as demonstrated success in math competitions to determine the strengths and weaknesses of programs in place.

PLAN FOR SPECIAL EDUCATION

RCE 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 Elementary 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 Elementary 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 Elementary 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 Elementary 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 on a yearly basis.

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 Elementary's school year, all students will be evaluated as a means of class placement through the usage of our formative, observation, assessment and interim exams. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Site Director, Richmond Charter Elementary 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 Elementary 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 Elementary 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 Elementary with an existing IEP, Richmond Charter Elementary 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 Elementary 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 personnel 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. RCE 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 RCE will also be involved in assuring that all IEPs and 504 plans are properly implemented.

In year 4, of the RCE 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

RCE, 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 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 RCE 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 Elementary 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. RCE 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 Resolution²

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 (RCE) 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 (RCE) agrees that it shall be jointly represented by legal counsel of the West Contra Costa Unified School District's choosing.

² *In the event that RCE opts to operate as an LEA in a SELPA other than the authorizer, RCE reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education.*

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 Elementary if the authorizer determines such action is legally necessary or advisable. RCE agrees to cooperate fully with the Authorizer in such a proceeding.

So long as Richmond Charter Elementary 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

Section 504 of the Rehabilitation Act is a function of the “*regular*” school program and not as program for Special Education.

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 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. To reiterate, 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. RCE 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 RCE 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 RCE 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 Elementary is responsible for keeping daily attendance for each student by reporting and certifying attendance monthly on district forms, and filing them with the District.

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)

RCE 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, Smarter Balanced Assessments (CCSS), 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.

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

The targets outlined below are consistent with Amethod Public Schools commitment to ensuring that all students have the knowledge and skills to be successful in middle school, high school, college, and the competitive world beyond. RCE will strive to have its students meet NCLB's ambitious standards, as reported in achievement measures consistent with the California Standards Test and other statewide assessments tools that are developed in the transition to the CCSS. Assessments will measure the extent to which all students demonstrate that they have attained skills, knowledge and attitudes as specified in the goals. Should the California state goals and targets be adjusted, RCE will adjust goals and targets to ensure alignment. Each year, Richmond Charter Elementary will use data from standardized tests to ensure accountability for the teachers, the grade levels, the administration, and the staff overall, as well as to provide the administration, teachers and parents with additional data to evaluate the effectiveness of the school's program.

Measurement of desired student outcomes is critical for continuous improvement at all programmatic levels, including school-wide evaluation, various subject areas, specific classes and programs, subgroups of students (desegregated by gender, race, income levels, and English proficiency), individual teachers, and individual students. The AMPS and RCE instructional team is committed to growing a school culture that embraces the information attained through valid assessment processes as a measure for improvement and assurances that schools retain a student's first focus .

To ensure that valid collection is completed and pupil assessments conducted, RCE will identify an onsite testing coordinator to manage our testing program. The testing coordinator will work with Site Director and faculty to ensure that students meet statewide performance standards and develop plans to improve pupil learning.

- 1) **Target One:** At least 68% of all RCE (Grades 3-5) students will meet state-established proficiency levels for English Language Arts and Mathematics on the Common Core assessment and norm-referenced tests.

RCE will seek to build students' mastery every year, move students to higher performance band levels, and increase the percentage of students scoring Proficient or Advanced year by year. In grades three and four, students will take the Common Core assessment, a criterion referenced test; students will be assessed using a norm-referenced test, such as the MAP assessment, in grades K-2.

- 2) **Target Two:** RCE will meet or exceed its Annual Performance Index (API) or its equivalent target score.

NCLB requires that each state adopt an "additional" indicator for AYP. Given this, California

has chosen the API as an additional indicator of school performance. The API however, is under current consideration to be replaced by a new school measurement tool.

- 3) **Target Three:** By the 3rd year of operation, 75% of all RCE fourth grade students will score a 6 or higher on the California Writing Standards Test.

75% of Richmond Charter Elementary School students will be able to score a 3 or higher on a 4 point writing rubric in each genre in order to prepare students to have the knowledge and skills to realize the school's mission.

- 4) **Target Four:** RCE will meet the AYP participation rates by at least 95% of students and 95% of each numerically significant subgroup taking the statewide assessments.

RCE will assure that all students and grade levels who are to be included in statewide assessment test in as mandated by the California Department of Education, will take part in the test. Our goal is 100%.

- 5) **Target Five:** RCE will maintain a student attendance average of 94% throughout the school year.

Attendance is a focus at all AMPS campuses. We will continue to promote and incentivize a high student attendance rate at RCE.

- 6) **Target Six:** 85% RCE 5th grade students will score higher in math than the district average by the third year.

- 7) **Target Seven:** At least 70% of RCE second through fourth grade students will score 75% or higher overall on Science standards-based assessments such as quizzes, end-of-unit assessments, quarterly assessments and year-end assessments and/or projects (*projects will be measured by rubric-specific criteria and evidence*).

- 8) **Target Eight:** At least 75% of RCE of fifth grade students will score higher than that of comparable WCCUSD schools in ELA.

- 9) **Target Nine:** At least 75% of RCE English Learners (ELs) will advance one performance level in English Language proficiency annually as measured by the California English Language Development Test (CELDT) each year.

- 10) **Target Ten:** At least 75% of RCE English Learners (ELs) will become redesignated before exiting sixth grade as measured by CELDT and CST criterion, as well as local District measures by the schools 3rd year of operation.

In addition, each grade-level team will create grade level appropriate goals before the beginning of the school year. For example, the first grade team may set the following goal: 80% of RCE first grade students will be able to read 80 words correctly per minute on a grade-

level fluency passage. Other types of grade-level appropriate goals will include comprehension-specific and math fact goals.

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. The fact is that without data, feelings and subjectivity prevails, and in this case, whoever has the authority, or power is the ultimate authority and therefore is, in essence, always right. A method 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 for students and families.

The goal of RCE is to teach the academic skills, prepare intellectual work habits, and cultivate the character traits needed for our students to thrive in middle school, high school, college, and life. In order to ensure the realization of this goal, the staff must consistently monitor and measure students' progress and the effectiveness of the school's instructional program. At RCE, students will be assessed in several ways. RCE and the AMPS administration and board will monitor the school's progress in meeting student outcomes through the assessments outlined below.

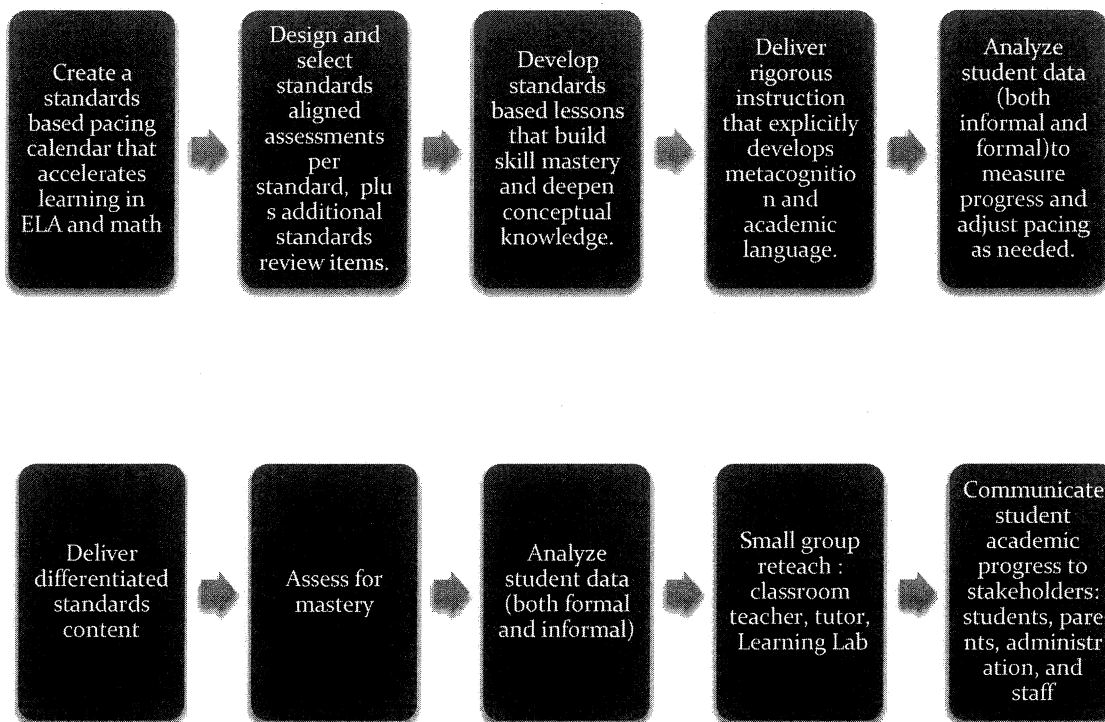
Richmond Charter Elementary School's curriculum and assessment systems are grounded by the California Content Standards and State Frameworks and the Common Core Aligned Assessments as developed and adopted by the California Department of Education and State Board of Education. As is the essence of charter law, RCE will operate an instructional program distinct from the authorizing entity, but will work cooperatively with the Districts, county and state to monitor progress in meeting student outcomes. After the initial Baseline Assessments, teachers are given a list of students who scored at the Basic, Below Basic, and Far Below Basic in specific subjects so that they can analyze and plan intervention activities to fill gaps in core knowledge and skills. They are also given an analysis of their impact on their previous students' achievements by comparing efficiency bands of their students at the beginning of the prior school year (on the CST from two years ago) with their student's achievement at the end of the year (on prior year's CST). This allows teachers to analyze their impact on student achievement, identify areas for professional growth and development, and to analyze and refine their teaching practice. These reports are provided by the AMPS Central Office, but school leaders facilitate conversations each August through September with individual teachers using these reports.

Instructional cycle and assessment

Beginning in kindergarten, RCE teachers will use an instructional cycle driven by standards

mastery and student data in language arts and mathematics. Other core content areas such as Social Studies and Science will follow an adapted version of this cycle. Professional development, grade-level planning and 1:1 check-ins between leaders and teachers will support the implementation and execution of each of the instructional cycle's steps. The cycle is a framework for teachers to use as a tool in their instructional design and delivery. This framework is meant to provide alignment both across and between grade-levels.

The following graph shows the ten steps of the AMPS instructional cycle. While the first step will be completed in the summer, the following steps in the cycle will be ongoing.



Using the standards-based pacing calendar established in the summer, teachers will create assessments to appropriately measure standard mastery. All assessments will be Common Core-aligned, and teachers will be encouraged to design rigorous, authentic assessments that mirror performance tasks as designed by the SMARTER Balanced Assessment Consortium. Time will be spent developing the capacity of teachers to design meaningful assessments during summer and yearlong professional development.

Initial Assessments

In the summer and at the beginning of each school year, students in every grade level will be given initial assessments to determine their performance levels in all subject areas, particularly in English Language Arts and mathematics. For example, students entering fourth grade will be

given teacher created assessments that employ CST release questions to determine individual base line proficiency levels and drive the year's instruction. For Kindergarten students, teacher will use an entry level assessment that will include areas such as; letter recognition, identify beginning sounds of words, identify alphabet letters, and identify numbers and numerical sense.

In writing, all teachers will administer a grade-level appropriate writing task; every year, the school will use the same genre for the beginning-of-the-year writing assessment.

(Please see Appendix K for a sample of a Kindergarten Initial Assessment)

These initial assessment results will be discussed and analyzed in depth to determine ways to differentiate instruction based on the needs of the students. Teachers will discuss the data collaboratively to share ideas and effective strategies to drive forward student achievement. Teachers will also use this data to create fluid intervention groups in which they will target specific needs of students. These assessments will also serve as a beginning point in which progress will be monitored and measured against.

Interim Assessments

From kindergarten through fourth grade, RCE will administer a bi-weekly interim assessment cycle throughout the school year in every subject area. The standards taught during this interim assessment period will be based on a scope and sequence the teachers create after systematically backwards mapping the state standards as well as reviewing student performance on previous interim assessments. The structure and format of these assessments will mimic the structures found in the Common Core Assessments. Assessments at RCE will consist of structured response items, constructed response items, extended response items, performance tasks, and technology-enhanced tasks. Every four weeks, students will take summative assessments. These summative assessments will be a spiral of every standard learned up until that point in the year, and they will always have a performance task that students will need to work with their peers to complete.

After each cycle's assessments are completed, teachers will convene to analyze the data, discuss trends, and create the scope and sequence for their respective group for the next interim assessment cycle. Special attention will be paid to the creation of intervention groups, differentiating instruction for struggling learners, and further enrichment for more advanced students. In addition, at grade-level meetings throughout the interim assessment cycles, teachers will continue to discuss their students' progress in mastering standards, analyze student work, and discuss best practices. Furthermore, each teacher will receive one-on-one coaching that will, in part, focus on planning, lesson observation, feedback, and informal assessments as they relate to student mastery of interim assessment standards.

Testing

RCE will administer state mandated assessments as required under the California Standardized Testing and Reporting (STAR) pursuant to Education Code 60602.5. RCE agrees to comply with and adhere to the State requirements for participation and administration of all state

mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.

CELDT

In addition, students in grades two through four who have been in the United States for less than twelve months and have Spanish indicated on their Home Language Survey may take the Standards-based Tests in Spanish (STS). All students who are English Learners as identified by their Home Language Survey will take the California English Language Development Test (CELDT) each year as required.

Data Director

Constant measurement and assessment is a hallmark of all Amethod Public Schools. In addition to administering the assessments under STAR, RCE will administer the Data Director (ZOOM) assessment. The organization chose the program because it is very flexible and allows for comparisons such as longitudinal measures that compares to other AMPS schools, and state results instantly. This allows teachers to see how students performed on a comparative basis with students across the state that are attending similar schools with similar curriculum and educational programs.

The Data Director will also be used to determine academic gains and losses with students new to the school within the school year. At the end of the year, the students will be tested again to measure the academic gains or losses achieved within the school year. This data is used to measure student progress, compare different sets of classes, gains and losses across years and within-year student gains, all in an effort to improve instructional materials, school-developed assessments, instructional methods and sequencing, and inform professional development based on areas of weaknesses.

Each year, school-wide data will be disaggregated by gender, race, and socioeconomic status and analyzed, in order to make any needed adjustments to the instructional program. The school expects students in each gender, racial, and socioeconomic group to meet the school's performance goals. Assessment data for individual students is reported to each student's family. As soon as the data is released, it will be carefully examined by the faculty; substantial disparities in improvement across racial or class lines may result in modifications to curriculum, schedule, school staffing, or provision of support services.

Other Assessments

In addition to the aforementioned assessments, student progress will be assessed and measured continuously with other approaches such as using longitudinal, survey, and other data. For example, using more informal data, teachers will consistently monitor who is responding to questions, how students are doing on homework, student performance on class work, and student participation. Teachers will maintain anecdotal notes and running records in which to organize some of these informal assessments. Teachers may also incorporate other forms of formal assessments such as quizzes to monitor student progress, writing assessments based on a prompt, portfolios, or projects. Assessment tools included in the instructional programs will

also be utilized as assessment tools to monitor the effectiveness of teaching and learning. The use of longitudinal, survey, and other data will also be utilized in measuring pupil progress.

Additionally, three times a year students in grades two through four will take RCE Common Assessments in English Language Arts and Mathematics. These assessments are created by the Instructional Leadership Team, Chief Academic Officer and the school Director. Common assessments help teachers and leaders to identify trends in student achievement across the region, allowing teachers to share lesson plans and best practices and helping instructional leaders in the region to identify potential areas of professional development for teachers.

Developmental Reading Assessment (DRA)

DRA is a standardized reading test used to determine a student's instructional level in reading. The DRA is administered individually to students by teachers. Students read a selection (or selections) and then retell what they have read *to* the examiner. As the levels increase, so does the difficulty level for each selection.

The DRA will be administered to all students in grades 1-3 during a testing window in September, then January, and again in May. It may be administered at other times during the school year, especially at mid-year, so that teachers can track student progress.

The DRA level indicated on a student's report card shows the score attained during the testing window show a student's current reading level according to a Developmental Reading Continuum, along with grade level benchmarks for the beginning and end of grades 1-3. Teachers use DRA results, along with the results of other assessments, to determine whether students are reading on, above, or below grade level. By knowing student DRA levels, teachers can plan for small group, guided reading instruction, including targeted interventions and supplemental support. Teachers select materials that match students' instructional levels and provide appropriate instruction to challenge them. Descriptions of the assessed characteristics range from Emergent, Early, Transitional, and Extending Readers.

Assessment in the Non-Core Subjects

Using the physical education scope and sequence to build a standards-based pacing guide will allow teachers to build a program in which progress can be assessed. Given the number of standards for physical education, teachers will aim to design authentic assessments that pull in various strands of standards, such as observing students participating in athletic activity centers. Again, given the nature of each standard, some standards maybe better assessed through an objective measure, such as a timed activity or a particular physical task, to determine students' knowledge.

To ensure students are mastering the California content standards for visual arts and music as well as growing in their overall knowledge of art and music history, all units will have culminating authentic assessments that will be scored against a rubric. These authentic assessments may take the form of an art piece such as a painting that allows students to synthesize the various skills learned over the course of the unit or students playing different musical notes and patterns on an instrument.

Additionally, smaller, more frequent assessments in the form of exit slips, multiple-choice quizzes, quick writes, or open-ended questions will be used to determine student knowledge and skills gained on a daily or weekly basis. Assessments will always be linked to showing mastery of standards, following the scope and sequence as well as the grade-level created standards-based pacing guides. Teachers will leave time for differentiated re-teach in order to ensure all students acquire the necessary skills and knowledge to be proficient in the California content standards for each grade level. These smaller assessments will drive instruction and give both students and teachers feedback on rigor and strength of instruction.

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 Director 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 Directors 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*

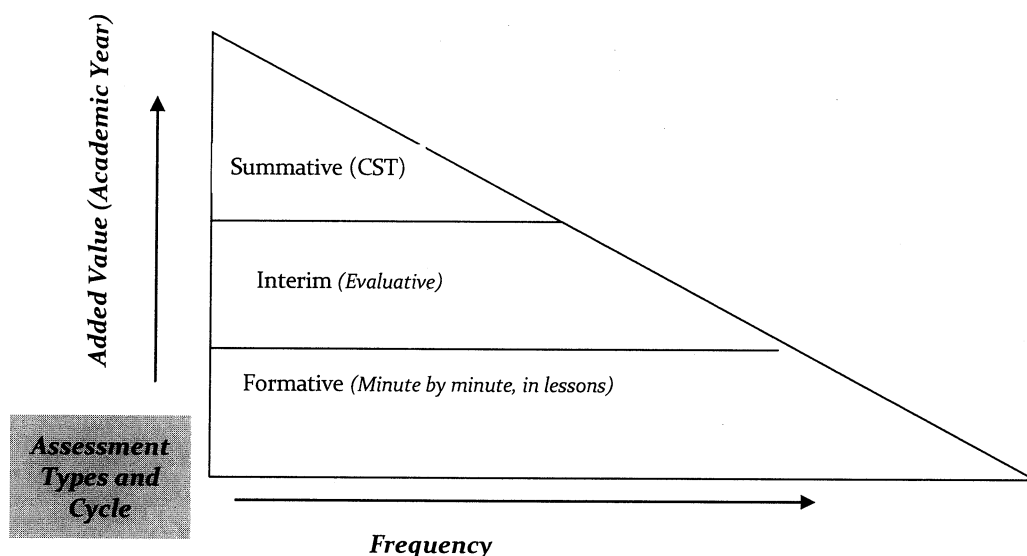
(See Analysis Cycle -Data Dive Overview as Attachment J in Appendix Section)

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 concept mastery at the Richmond Charter Elementary 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



Reporting Data

All interim and state mandated results will be reported to all of the schools stakeholders and posted on the organizational data management systems. 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

The School Director 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:
Grading Policy

Grades K-1

- 4 Exceeds grade level standards/objectives
- 3 Meets grade level standards/objectives
- 2 Experiences difficulty meeting grade level standards/objectives
- 1 Does not meet grade level standard/objectives

Grades 2-5

- A 100-95
- A- 94-90
- B+ 89-87
- B 86-83
- B- 82-80
- C+ 79-77
- C 76-73
- C- 72-70
- D+ 69-67
- D 66-63
- D- 62-60
- F 59 and below

Grade Descriptions

- | | |
|----------------|--|
| A level | Students receiving an A have demonstrated mastery of at least 90-100% of the subject standard that has been taught. |
| B level | Students receiving a B have demonstrated mastery of at least 80-89% of the subject standards that have been taught. |
| C level | Students receiving a C have demonstrated the minimum mastery requirement of 79-70% of the subject standard. |
| D level | Students Receiving a D , 59-60% have deficits that require additional attention and student effort. Thus, a student receiving a D is not passing the given class. The families or parents of students receiving at least 1 (D) at the end of the first grading period will be contacted to discuss the grade. |
| F level | Students receiving an F 59% & below, have MAJOR grade deficits that require a change in approach, more focus, assistance, and increased |

effort. The families or parents of students receiving at least 1 (F) at the end of the first grading period will be contacted to discuss the grade.

The following scale is used to evaluate citizenship and work habits in grades K-5

- E Excellent
- S Satisfactory
- U Unsatisfactory

The following general guidelines will be used for grading students:

- Test/assessments 50% of student's grade
- Quizzes 20%
- Projects 20%
- Participation /homework 10%

Percentages may vary based on the complexity of the assignment.

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 Elementary 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 Elementary 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 Elementary 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 Elementary'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 Elementary or Amethod Public Schools for claims arising from the performance of acts, errors, or omissions by Richmond Charter Elementary 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.

Process for Selecting Governing Board Members

Governing board members are identified, reviewed and nominated for membership by a standing committee of the board, assigned that responsibility, the Committee on Board Nomination. The Committee solicits Advisory Board members, community leaders parents, past parents, and current trustees for prospective members. The Committee on Board Members nominates candidates on the basis of guidance from the board on the skills needed for the effective oversight of the schools. The Committee furnishes information on each candidate to all members of the board. The full board elects new members by majority vote at the annual meeting every year or on an as needed to fill vacancies. Once nominated, the board undergoes a thorough review process including a nominee’s professional background, community involvement, and commitment to Amethod Public Schools mission and core values.

Board members are elected for three year and holds office until expiration of the term which is the date of the following annual meeting. The Committee on Board Nomination also develops and administers a program of orientation for newly elected board members and nominates candidates for Board Member Emeritus status.

How Often the Governing Board will Meet

The meeting schedule is set at the annual meeting each January. At least seven meetings are scheduled each year and are held at 6:00 pm at the AMPS headquarters. All AMPS sites, including Richmond Elementary Charter Elementary will comply with the Brown Act. Board Meetings will be posted in the lobby at 345 12th Street Oakland, CA 94607 no less than 72 hours in advance of the Board Meeting. Agendas and governing board actions can be obtained from the same address.

Board of Directors

Richmond Charter Elementary 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.

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, Education Management Consultant -

Ainye is currently a consultant and works for different charter school groups, CMO's, and traditional district schools and provides leadership training, data analysis, and action planning for school leaders and key staff. Previous to her current position, Ms. Long worked as a community organizer for *Families That Can*, where she provided 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. Ainye also serves as a teacher in with different charter school organizations in East Oakland, CA for over four years. 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, and an Administrative Credential from Fortune School of Education.

Steve Moyer-Senior Partner- LCB Capital Management

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, www.PrudentBear.com, and 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.

Peter Hanley

Peter is currently executive director of the American Center for School Choice, a national nonprofit organization dedicated to bringing school choice to the center of the political spectrum and focusing on equity for all families. As the Center's executive director, Hanley

brings extensive leadership experience in evaluation, strategic planning, budgeting, and project management. He has worked across the spectrum of education reform to improve the lives of children. His community has elected him three times as a reformer to the San Mateo Union High School District board, where he is board president. He is vice chair of the Community School for Creative Education in Oakland, California, the first Waldorf-inspired charter serving inner city students as well as a board member of Amethod Public Schools, a charter management organization with schools in inner city Oakland and Richmond, California. He previously founded the Oakland Charter School Collaborative in 2007. Peter received his undergraduate degree from University of Oregon in Political Science and his graduate degree in International Affairs from George Mason University. Mr. Hanley also has a Masters in Governance from the California School Boards Association.

Ludmyrna Lopez, Alameda County Administrator's Office

Ms. Lopez is currently an Administrative Analyst Intergovernmental Affairs and Civic Engagement for Alameda County Administrator's Office. Prior to her current position, she was a member of the Richmond City Council in 2006, and elected as Vice Mayor in 2009. Ms. Lopez also served as the Chair of City Council Finance, Administrative Services and Economic Development Committee in 2008. Myrna is also on the Citizens' Oversight Committee of the West Contra Costa Unified School District, and Richmond General Plan Advisory Committee boards. Lopez has worked for Mayor Willie Brown as a fiscal analyst for the City and County of San Francisco, advising department heads, the budget director, and the mayor during all phases of the budget, including fiscal planning of new programs. She served in several leadership positions within the U. S. Environmental Protection Agency in Washington, D.C. in particular related to the Superfund and Brownfields Programs. Currently, Lopez now sits on its board of the Chicana/Latina Scholarship Fund. Ms. Lopez holds a Master's Degree of Science in Public Policy from Carnegie Mellon University, and a BA from California State University, Hayward.

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.

(Board Resumes are in Appendix as Attachment L)

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 key staff. The management team meets on a weekly basis to focus on key issues dealing with all matters pertaining to the schools' and organization. This process helps ensure that the schools are hitting their targets and are continually improving. Data, and fiscal projections are used as the primary guide for decision making as the organization continues to thrive.

Jorge Lopez- Executive Director

Mr. Lopez, born and raised in Richmond, is the founder of Amethod Public Schools. Mr. Lopez has over thirteen 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 overseeing K-12 education site based services for identified migrant agricultural families and students. Mr. Lopez also served as a founding teacher and Principal for Dolores Huerta Learning Academy (a K-6th) in Oakland, CA. Mr. Lopez holds a BA and Masters degree in Education from Sacramento State University.

Pete Cordero- Chief Operations Officer

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

Evelia Villa- Chief Academic Officer

Evelia Villa is the chief academic officer for Amethod Public Schools. Prior to her role as The Chief Academic Officer, Evelia over saw the Oakland Charter High School campus that under her leadership became the highest performing high school in Alameda County , and fourth highest in the state of California with a 956 API. Ms. Villa also served as the founding

principal of Richmond Charter Elementary serving a 100% minority student population in the West Contra Costa Unified School District. In the schools first year, Ms. Villa led RCA to become the highest performing public middle school in the history of WCCUSD with an API of 813. Silicon Valley Latino Magazine recently selected Evelia as one of the *Top 40 under 40 Latino/a Leaders to Watch* in the bay area. Prior to joining Amethod Public Schools Ms. Villa served as a Vice Principal for Parkway Elementary School (K-6) in Sacramento, CA and as a Teacher on Special Assignment within the Sacramento City Unified School District. Ms. Villa also as a New Teacher Mentor for the BTSA Program with Oakland Unified School District and various bay area charter schools. Ms. Villa received her undergraduate Degree from Chico State University and her graduate degree and credential from Sacramento State University.

Angela Ortega- AMPS Academic Dean-

Angela Ortega has served as a public school teacher for over seven years and currently serves as the Academic Dean and heads the AMPS Instructional Leadership Team where she mentors new teachers and evaluates school instructional programs which include learning labs, ELD, and teacher evaluations. Ms. Ortega is the lead transition expert for the AMPS School system Common Core alignment Team that has developed training and assessment modules for the network curriculum's alignment to the Common Core Implementation in 2015. Prior to becoming a teacher, Ms. Ortega serves as a lead scientist for NASA as a lead geological researcher at the Ames NASA facility. Angela received her undergraduate degree from University of the Pacific in Geology and her graduate degree in Teaching and Education from Aliant University.

(Management Staff Resumes are in Appendix as Attachment M)

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 all AMPS sites, approves major school and Amethod Public School policies. The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established. The Board may also establish committees such as personnel, instructional, or specific committees as recommended and requested by the Board President and members. The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the school or Amethod Public Schools any of those duties. The Board however, retains ultimate responsibility over the performance of those powers or duties

so delegated. Such delegation will: be in writing; specify the entity designated; describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and require an affirmative vote of a majority of Board members.

Board Meetings

The entire Amethod Public Schools Board of Directors meets at minimum seven times a year, and Advisory committees meet on alternate months. All board meetings are open to the public. Meeting notices and agendas will be made available and posted to the public prior to board meetings (both online posting as well as physical posting for public viewing). For all regular meetings, an agenda will be posted 72 hours in advance, on its website www.amethodschools.org as well as on the main entrance of its corporate offices at 345 12th Street Oakland, CA 94607 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 Elementary 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.

RCE 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.

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. Along with the description detailed in the Introduction section of this petition, the methods in use for existing Amethod Public School parents and also include focus groups, surveys, parent/teacher conferences, orientation meetings, town halls, student showcases, 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.
- *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 Powerschool server that will have their class schedules, grades, assessment data, attendance reports, 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.
- *Festivals/celebrations:* The school will host celebrations throughout the year. In the past events such as the Spring Carnival, Fall Harvest Festival, and the Summer Field Day have been overwhelming successes. Parents assist in the planning and coordination of the festivities.
- *Family Workshops/Trainings:* 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.
- *California Charter Schools Association statewide:* As with other AMPS families, RCE families will be invited to participate with school leaders and attend the California Charter Schools Association statewide conference to attend the Parents as Leaders forum held yearly. RCE families will learn the basics of public school accountability. Parent participation, and community advocacy along with other aspects necessary to assure that students, staff and families work together in maintaining a vibrant school community.

Complaint Procedures

AMPS will use the established formal complaint policy (*AMPS Internal Resolution Service*) 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. RCE 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 Director 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).

(Please see full description of UCP Process in Attachment N)

ELEMENT V: EMPLOYEE QUALIFICATIONS

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

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

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

The key factors of success in recruiting are:

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

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

Primary outreach strategies include:

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

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

AMPS Up and Coming Leader Program (UCLP)

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

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

Through a combination of assigned tasks, and a service period, or leader post, we expect to provide the necessary tools to lead a thriving Amethod School Campus. The goal of the program is to place successful participants in an Amethod Public School location and/ or program and provide them with ongoing support, and guidance.

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 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 UCLP Descriptions and Questions as Attachment O 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 AMPS UCLP Coursework and assignments
- (4) A minimum of three years teaching experience

Assigned tasks

- 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 UCLP, Amethod Public School Directors will be required to attend the following workshops/programs during their initial year(s);

- 1. Charter School Development Center – Leader Boot Camp/ Chief Financial Officer Trainings ;**

2. **California Charter Schools Association-** Annual Conference and regional workshops on areas such as state assessment updates on Common Core, governance, fiscal management, and blended learning modules.
3. **FCMAT Charter School Fiscal Management Workshops**
4. **Other Trainings:** Internal trainings for leaders are conducted on an ongoing basis. Some of the Amethod School modules include workshops on charter law, instructional practice, Teacher evaluation, team building, organizational management, data driven module, and school culture.

Teacher Selection

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 Elementary 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 Elementary 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 Elementary 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 RCE

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)***

RCE will ensure that the school is a safe and healthy environment for teaching and learning. All faculty and staff will undergo a criminal background check. RCE will ensure that all students and staff provide records documenting immunizations to the same extent that is required for all public schools within the West Contra Costa Unified School District and in EC44237. In particular, staff shall honor the requirements for periodic tuberculosis tests every four years using the Mantoux tuberculosis test. RCE will require its employees to be examined for tuberculosis in the manner described in Education Code section 49406.

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 Elementary will have implement a health, safety and risk management policies similar to that of other Amethod Public School sites. RCE shall implement comprehensive set of health, safety and risk management policies that will address, at a minimum, the following:

- Policies and procedures for responses to disasters and emergencies including fire and earthquakes;
- Policies relating to blood-borne pathogens;
- A policy requiring that instructional and administrative staff to receive training in emergency response, including first aid, first responder training or its equivalent;
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by CAL OSHA, the California Health and Safety Code, and EPA;
- Policies relating to the administration of prescription drugs and other medicines;
- A policy establishing RCE 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 RCE. 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 Elementary 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 RCE 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.

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. RCE will have both a breakfast and lunch program.

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

RCE 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:

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

Emergency Preparedness

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

The Family Educational Rights and Privacy Act (FERPA)

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

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

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

ELEMENT VII: RACIAL AND ETHNIC BALANCE

Governing Law - *The means by which the 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).

RCE 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. All Amethod schools are open-enrollment public schools. Students choose to attend a AMPS schools because they want a safe, challenging environment that provides them with every educational opportunity and puts them on the path to and through college.

The RCE Recruitment strategy will be carried out throughout various communities to provide families with the opportunity to participate in the school. Richmond Charter Elementary 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:

- Working with churches to reach families in the local area;
- Attending elementary school, and middle school option fairs;
- Enlisting support from lead parents of existing AMPS schools to reach out to their family and friends in search of students for RCE. *Lead parents can provide strong referrals and assurance to other parents of the quality of the school and of the program.*
- Targeting the siblings of current AMP – RCA middle school students to enroll in RCE. *These students and families already know the expectations and culture of the AMPS program and could become a base for further student recruitment.*
- Meeting with local Athletic Teams and leagues;
- Local community leaders and businesses will be contacted to assist in the recruitment effort by spreading the word about AMPS and posting information and advertisements geared towards student recruitment.
- Conferences: AMPS representatives will continue to attend relevant conferences such as those hosted by ; the California Charter Schools Association, CA Hispanic Chamber, and A Black Education Congress Conference
- Hosting open houses at the school and partnering campuses;
- Community events and community organizations will also be targeted to build relationships and spread information about AMPS. *Community events will serve as a way to connect with families and potential students who may be of age to attend RCE.*
- Walking the community and being visible is also essential so that community members meet the RCE Leader and begin understanding the mission of the school.
- Press releases and other communications with local news media;
- Posting of notices or banners in libraries and other public buildings and spaces, as well as with local businesses and religious institutions.
- 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 Elementary will also host at minimum, two (2) community events to promote the opening of the school and to disperse applications and school informational.

Working with Diverse groups

As part of an ongoing effort to work with diverse providers and communities, AMPS Network will continue to seek out partnerships to reach different communities. In the past, AMPS has worked with groups such as Family Bridges, Hispanic Chambers of Commerce, and most recently with the A Black Education Congress, a coalition that represents the vision of a network of Black educators that seek to elevate and celebrate “what works” for African children in educational settings.

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 Elementary (RCE) 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.

RCE 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 30, 2014, 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 RCE agreement to participate and abide by school guidelines.
5. Attendance to Family Orientation Meeting.
6. Completed Enrollment/Registration forms and documents.

At full capacity, Richmond Charter Elementary will have a population of 345 students in a K-5th grade program. In the first year of operation, the school plans to admit a Kindergarten – 3rd Grade population at two classrooms per grade level and a total of 200 students in the first year of operation. As per California Education Code, RCE will determine enrollment based on a random public lottery should the number of pupils who submitted completed application packets during the open enrollment period and wish to attend RCE exceed capacity for any grade, and a waitlist of applicants at each grade level will also be established to fill vacancies. After the first year of RCE's operations, existing students of RCE are not subject to the random public lottery.

Lottery Procedures

- Each applicant's name will be assigned a number (or in the case of the preference described below, three numbers).
- 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 numbers chosen for available seats by grade level are accepted to the school.
- Once the student list has been set, a rank-ordered 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 Elementary 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 30th. The lottery will be held at the school or a large community center, church, auditorium, or any public venue capable of seating all applicants comfortably. The lottery will take place on a weekday evening or weekend morning to ensure all interested parties will be able to attend.

Once admitted, registration forms for students who are admitted will also gather the following: proof of immunization; home language survey; completion of emergency medical information form; proof of maximum age requirements, e.g. birth certificate; and release of records from previous school.

If the number of applicants, by grade level, exceeds the enrollment capacity for such grade level(s) at the end of the open enrollment period, a single random public lottery will be used for admission. Children of RCE founders and RCE teaching staff members will be exempt from the lottery and the sum of the students receiving these exemptions will not exceed 10% of total enrollment. Siblings of students already enrolled at RCE, or admitted during the course of the random public lottery, will be also exempt from the lottery. In addition, a 3:1 preference will be granted to in-district students (upon proof of residence); in other words, such in-district students will receive three numbers and cards. 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 RCE 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 15th 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 15th 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.

From the initial setting of expectations (such as with the Commitment to Distinction and an introductory summer session) through the schools' consistent reinforcement of student standards, AMPS students are constantly acculturated to values and expectations. RCE will create a school environment in which inappropriate behavior is recognized by teachers, parents and students as harmful to the interests of all and, therefore, not acceptable. RCE students will follow the Character Counts Program- A framework centered on basic values called the *Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship.*

In addition, RCE will reinforce and praise good behavior and discourage undesirable behavior by imposing fair, consistent consequences that prove you are serious about character. Staff will demonstrate courage and firmness by enforcing the core values even when it is difficult or costly to do so. The school will create events, and school focus events based on the Six Pillars to assure it permeates the classrooms and campus.

By utilizing a range of progressive disciplinary options, RCE will curtail misconduct before there is a need for more serious sanctions. Potential actions include (but are not limited to):

- Additional assignments to be completed at home and/or at school, overseen by teachers and/or grade level leaders;
- Parent meetings with teachers;
- Mandatory study hall during and/or after school (with notification to parent(s)/ guardian and overseen by assigned staff;
- Loss of incentives or privileges ;
- Contact and follow through(requiring the students and parents to call or email teachers to notify them of homework completion);
- Daily conduct log (in which a student is required to get teacher acknowledgement of appropriate behavior after each class) ;
- In-school suspension plans, providing opportunity for the teachers or School Leader to meet with an individual student to discuss misconduct and to determine appropriate consequences ;
- Written and verbal apology for misconduct ;
- A “7 Pillars” sheet that document in real time student decisions in relation to the values of the school. Problematic choices can quickly be identified and addressed;
- Disciplinary probation with notice to parents and explanation of required improvement;
- Study teams, resource panel teams, or other assessment-related teams ;
- Peer presentations of personal improvement plan ;
- Referral to counselors, psychologist, child welfare attendance personnel, or other school support service staff as needed.

The Site Director or a designee will handle all discipline referrals and based on the severity of the action, will respond fairly and appropriately. The Site Director or the designee will document on the discipline referral how the action was handled. The discipline referral will be sent home to be signed by the student’s parent or guardian and must be returned the following day. A copy of the referral will be given to the classroom teacher and one will be kept on file with the leader or designee.

Structure and discipline will be an integrated part of the RCE curriculum. If a student is disrespectful, (talking back to an adult, refusing to follow a directive, etc.) or disrupting the classroom environment, a meeting will be scheduled with the RCE Site Director, teacher and family 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

Lower Grades (k-3)

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.

Upper Grades (4-5) - Detentions

Upper grades detention may take form in after school, loss of recess, and loss of other privileges. Any member of the staff/faculty may assign a detention to a student. A 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, 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.

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 three inches.

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.

RCE 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 will be provided by Amethod Public Schools. Health, dental, vision, and related benefits will also be provided to all full-time employees at the cost of the school. Amethod Public Schools will purchase health, dental, and vision insurance for employees.

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

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, RCE does not have any jurisdiction of any WCCUSD school policies or programs. All students have the same right to apply for admission to RCE.

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 12th Street, Second Floor
 Oakland, CA 94604

Director of Charter Schools:
 West Contra Costa Unified School District
 Charter Schools Division
 1108 Bissell Ave
 Oakland, 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 Elementary 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 RCE 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 Elementary 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 RCE 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 ELEMENTARY (RCE) Charter School Budget Narrative

The attached budget and cash flow projection are based on conservative estimates of the actual costs to implement the Richmond Charter Elementary (RCE) program as described in the charter.

Demographics

RCE is projected to open with 200 students in grades K-3. The school will grow organically adding two K classes each year and adding 10 students in 4th grade and above. Richmond Charter Academy MS opened full in its first year and has had a lot of interest among current and prospective families who would like to have children enrolled at the elementary grades.

The demographics assumed in the budget reflect the demographics of Richmond Charter Academy: 90% FRL, 50% EL.

The attendance rate is assumed to be 96%, which is consistent with the attendance patterns at Richmond Charter Academy MS (96.7% in 12-13).

Revenues

Per state statute and the advice of state finance officials, the school will adopt the “Base Rate” of West Contra Costa Unified School District, and will grow in line with currently projected LCFF growth rates to its “Target Rate” (\$9,613) over eight years consistent with the demographics of the school and the cap set based on WCCUSD’s demographics. The school has used the Department of Finance’s estimates for WCCUSD’s base rate for 2013-14 (\$7,357) as its base rate for 2014-15, which is likely conservatively low by ~\$300 per ADA.

The school is exploring joining a Charter SELPA, but since that process is not complete, the school is budgeting to be a “school of the district” for Special Education purpose, so no Special Education revenues are included.

The school is planning to offer a Free and Reduced lunch meal program. The revenues for that program are estimated to be 5% less than food cost alone, which is consistent with other high FRL schools offering a lunch program. Revolution Foods, a vendor to many charter schools has found its clients typically recoup 98% of the food cost.

Given its projected free or reduced lunch population, the school is planning to apply for Title funding after completing its LEA Plan in late summer 2014. The school assumes the sequester is still in place and has adjusted its estimates downward for the funding rates accordingly.

The demographics of RCE meet the requirements for applying for a facilities grant under SB 740. That revenue is included in the budget at the lesser of \$750 per ADA or 75% of the lease costs.

The school intends to apply for the Mandate Block Grant, which is assumed at the lower funding rates released by the CDE in August 2013 (\$24 per student).

The school has not included any grants or fundraising, although the school is currently submitting a Public Charter School Grant Program Grant. A method was successful in its last application to PCSGP for RCA.

The school will also apply for an ASES grant (as it successfully did with RCA), but has not budgeted receiving it in the petition budget.

Expenses

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

Staffing and benefits:

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

| Position | Avg. Salary per FTE (2014-15) | FTE Yr 1 | FTE Yr 2 | FTE Yr 3 |
|----------------------|--------------------------------------|-----------------|-----------------|-----------------|
| Teacher | \$47,000 | 8 | 10 | 12 |
| Substitutes | \$12,096 | .4 | .4 | .4 |
| Site Admin | \$85,000 | 1 | 1 | 1 |
| Dean of Students | \$65,000 | 0 | 1 | 1 |
| Receptionist | \$42,000 | 1 | 1 | 1 |
| Tutor | \$35,000 | 2 | 3 | 3 |
| Resource Teacher | \$44,000 | 1 | 1 | 1 |
| Elective Teacher | \$44,000 | 0 | 1 | 1 |
| After school support | \$28,500 (4 PT) | 0 | 2 | 2 |

The salaries assumed in the budget map directly to the average salaries paid by Amethod at Richmond Charter Academy, increased by 4%.

RCE assumes a 6% absence rate among its faculty and a daily sub rate of \$140.

RCE will receive business services from its Amethod and therefore will not build out its site level administrative staff.

Richmond Charter Elementary (RCE) will offer a cafeteria health plan with a fixed contribution amount per employee per year (\$6500), which will grow by 10% per year, in line with health cost increases. All staff will participate in an Amethod retirement plan, to which Amethod will contribute 3% of salaries.

Books and Supplies: RCE is budgeting to purchase Common Core aligned textbooks for all students, and has included a smaller budget for replacement texts in the out years. Instructional materials are budgeted at \$150 per student, which is higher than current spending levels at other Amethod Schools. The school is also budgeting \$25 per student for art and PE supplies each year.

The school is planning to have a 5:1 ratio of students to computers in the classrooms.

Classroom furniture has been budgeted at \$200 per new student to outfit the classrooms.

RCE will offer a Free and Reduced Lunch program, and is estimating the cost per meal at \$3.25 and 90% utilization.

Services and Operating: Most of services and operating budget items were based directly on the actual spending/contracts at current Amethod Schools. Accounting services, professional development, insurance, student information systems, assessment systems, communications, and janitorial come directly from actual quotes for services or current spending patterns at other Amethod Schools.

Rent and utilities are based on the actual costs of the facility in Richmond that will be used by RCE (Amethod has a lease on the facility and an option to expand).

Although RCE is exploring joining a charter SELPA, for budgeting purposes the school is assuming it will be a "school of the district" for SPED purposes, since there is no uncertainty about the school's ability to be a "school of the district" for SPED purposes. The school is budgeting \$732 per ADA to cover its pro-rata share of the costs for SPED paid through the general fund. This is based on the current encroachment of \$690 grown by 3% compounded over two years.

The school is budgeting to pay a 7.5% CMO fee to Amethod to pay for business, instructional leadership, assessment, attendance, and operational support services.

The school has included the required 1% oversight payment to its charter authorizer.

Capital Outlay: The school does not intend to do any renovations; the current facilities recently were upgraded.

Cash Flow: The cash forecast assumes that the currently proposed deferrals for April - June are still in place in 2014-15 and beyond. This is a *conservative* assumption given that the Governor has already signaled an interest in rolling back more of deferrals each year.

Amethod Schools will set aside \$300,000 to support the launch of RCE. These funds are projected to be repaid by the beginning of Year 3. Once the charter is approved, the school will also apply for a \$250K CDE Revolving Loan to help fund the initial purchase of equipment and manage the cash flow, which may obviate the need for a loan from Amethod. The school successfully applied for a CDE Revolving Loan for RCA in 12-13.

Contingencies and Reserves: Given its size, the school is maintaining a 4% budget reserve in addition to a \$15,000 contingency in the event of closure (beginning in year 2).

Budgets (Interim and unaudited)

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

The school will maintain appropriate records pursuant to legislation and organizational policies. In accordance with the timelines required by Education Code § 47604.33, a copy of the proposed fiscal year budget for RCE, 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 Financials 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. The AMPS organization has a secured a site at 3200 Barrett Avenue Richmond- a site used previously by two charter schools. The facility provides sufficient classrooms, student

bathrooms, office space, yard space, staff bathrooms, and private entrance and drop off areas. However, AMPS also intends to file a Prop.39 request to the district for available underutilized district school space , and lastly will continue to seek out facilities through the search of available properties in the Richmond area through the partnership with a commercial real estate firm in the that will most appropriately serve the RCE campus at full enrollment.

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.

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 Oakland.

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

AMPS – PATH Academies

Instructional and Teacher Evaluation Domains

[Type the author name]

6/1/2013

The following domains describe what effective teaching practices are within the PATH Academies classrooms.

Domain 1: Purposeful Planning

| Competencies | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| 1.1 Lesson Design | <ul style="list-style-type: none"> Lessons are clearly aligned with the skill objectives that are outlined in the curriculum. All lesson objectives are focused, measurable, attainable, and challenging. Lessons are highly detailed, with scripted questions, anticipated challenges, and interspersed checking for understanding. Goals and objectives are consistently being satisfied through the lesson's activities. | <ul style="list-style-type: none"> Lessons are aligned with the content and skill objectives that are outlined in the curriculum. Most lesson objectives meet all of the following criteria: focused, measurable, attainable, and challenging Lessons are detailed, with some scripted questions, and interspersed checking for understanding. Goals and objectives are frequently being satisfied through the lesson's activities. Activities and objectives are well aligned | <ul style="list-style-type: none"> Lessons are inconsistently aligned with the content and skill objectives that are outlined in the curriculum. Lesson objectives consistently fail to meet one of the following criteria: focused, measurable, attainable, and challenging. Lessons have a basic outline of activities with no scripted questions or interspersed checking for understanding. Goals and objectives are inconsistently being satisfied through the lesson's activities. Activities are not always aligned with objectives | <ul style="list-style-type: none"> Lessons are regularly not aligned with the content and skill objectives that are outlined in the curriculum. Lesson objectives consistently fail to meet one of the following criteria: focused, measurable, attainable, and challenging. Lessons are superficial and incomplete. Goals and objectives are not being satisfied through the lesson's activities. Activities and objectives are not aligned |
| 1.2 Lesson Materials | <ul style="list-style-type: none"> All student materials are always rigorous, attractive, error-free, and conducive to high-quality work. | <ul style="list-style-type: none"> Most student materials are rigorous, attractive, error-free, and conducive to high-quality work. | <ul style="list-style-type: none"> Student materials are inconsistently rigorous, attractive, error-free, and conducive to high-quality work. | <ul style="list-style-type: none"> Student materials consistently fail to meet more than one of the following criteria: rigor, attractiveness, error free, and conducive to high-quality work. |
| 1.3 Objective Driven-Plans and Assessments | <ul style="list-style-type: none"> Plans for a variety of differentiated instructional strategies, anticipating where these will be needed Incorporates a variety of informal assessments and checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction Clearly identifies lesson objectives that are aligned to state content standards. Matches instructional strategies as well as meaningful and relevant | <ul style="list-style-type: none"> Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction Incorporates a variety of informal assessments and checks for understanding and uses assessments to directly inform instruction Clearly Identifies lesson objectives that are aligned to state content standards. Matches instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives consistently at times | <ul style="list-style-type: none"> Does not plans for a variety of differentiated instructional strategies, or anticipate where these will be needed to enhance instruction Incorporates a few informal assessments and checks for understanding and uses paper assessments only. Identifies lesson objectives that are aligned to state content standards. Rarely matches instructional strategies as well as meaningful and relevant activities/assignments to the | <ul style="list-style-type: none"> Teacher rarely or never plans daily lessons accordingly Daily lessons are planned, but appear disorganized or cluttered, Objectives lack meaningful goals, instructional strategies, or assignments. |

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| | <p>activities/assignments to the lesson objectives consistently</p> <ul style="list-style-type: none"> Seeks to design formative assessments that measure progress towards mastery and inform instruction | <ul style="list-style-type: none"> Seeks to design formative assessments that measure progress towards mastery and inform instruction | <p>lesson objectives.</p> <ul style="list-style-type: none"> Designs formative assessments that measure progress towards mastery that informs instruction sometimes or inform instruction. | |
| <p>1.4 Focus on All Learners (Modifications)</p> | <ul style="list-style-type: none"> Teacher makes constant adjustments to instruction based on checks for understanding that lead to increased understanding for most students Teacher responds to misunderstandings with effective techniques Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful and seeks out advice. Teacher anticipates student misunderstandings and preemptively addresses them Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement | <ul style="list-style-type: none"> Teacher makes some adjustments to instruction based on checks for understanding that lead to increased understanding for most students Teacher responds to misunderstandings with effective techniques Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful Teacher attempts to anticipate student misunderstandings and addresses them on the spot. Teacher is able to modify instruction to respond to misunderstandings with some success without taking away from the flow of the lesson or losing engagement | <ul style="list-style-type: none"> Teacher needs improvement at modifying instruction as needed Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding | <ul style="list-style-type: none"> Teacher is ineffective at modifying instruction as needed Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students Teacher only responds to misunderstandings by using simple questions with yes/ no answers Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding |

Domain 2: Effective Instruction

| Competencies | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|--|--|---|--|---|
| 2.0 Establishing Learning Expectations and Student Engagement | <ul style="list-style-type: none"> Serves as a model in establishing expectations. Demands high expectations for student learning, behavior, and quality of work in a variety of ways. Has developed a classroom culture where 95-100% of the students are engaged in the learning activity, as demonstrated by their attentiveness and participation. 85%-90% of student hands are raised or students are ready to answer immediately when reviewing taught material. More than 50% of hands are raised during new material Entire class urgency to learning is consistent. | <ul style="list-style-type: none"> Establishes high expectations. Demands high expectations for student learning, behavior, and quality of work in a variety of ways. Has developed a classroom culture where 95-100% of the students are engaged in the learning activity, as demonstrated by their attentiveness and participation. 85%-90% of student hands are raised or students are ready to answer immediately when reviewing taught material. More than 50% of hands are raised during new material Most of Students exhibit urgency to learn consistently. | <ul style="list-style-type: none"> Inconsistently establishes, communicates, and demands high expectations for student learning, behavior, and quality of work . Has developed a classroom culture where 80% of the students are engaged in the learning activity. 65%-75% of hands are raised when reviewing taught material. About 35%- 45% of hands are raised during new material. Some students exhibit a sense of urgency. | <ul style="list-style-type: none"> Does not succeed in establishing, communicating, and/or demanding high expectations for student learning, behavior, and quality of work. Less than 80% of students are engaged in the learning activity. Less than 65% of hands are raised when reviewing taught material. Less than 35% of hands are raised during new material. Urgency is not apparent. Class is chaotic. |
| 2.1 Use of Instructional Strategies | <ul style="list-style-type: none"> Uses a sufficient variety of instructional strategies and activities that are academically rigorous and highly engaging. Consistently ensures student learning through modeling, guided practice, and independent practice. Actively seeks and implements new instructional strategies. | <ul style="list-style-type: none"> Uses a variety of instructional strategies and activities that are academically rigorous and highly engaging. Consistently ensures student learning through modeling, guided practice, and independent practice. Actively seeks and implements new instructional strategies. | <ul style="list-style-type: none"> Limited in the variety of instructional strategies and/or not all activities are academically rigorous and highly engaging. Inconsistently uses modeling, guided practice, and independent practice. | <ul style="list-style-type: none"> May inappropriately rely on only one or two instructional strategies and activities, which are either not academically rigorous or engaging for students. Does not use modeling, guided practice, and independent practice with any regularity. |
| 2.2 Pace of Instruction | <ul style="list-style-type: none"> Pace of instruction is always highly efficient, engaging, and urgent. Adjusts the pace of instruction according to the needs of the activity, appropriately varying | <ul style="list-style-type: none"> Pace of instruction is usually efficient, engaging, and urgent. Usually adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson. | <ul style="list-style-type: none"> Pace of instruction is inconsistently efficient, engaging, or urgent. Only occasionally adjusts the pace of instruction and does not appropriately vary the pace throughout the lesson. | <ul style="list-style-type: none"> Pace of instruction is not efficient, engaging, or urgent. Does not adjust the pace of instruction according to the needs of the activity and does not vary |
| 2.3 Assuring All Students Interact With New Knowledge | <ul style="list-style-type: none"> Has established a consistent system of classroom procedures, modification plans, and assignments to reach a range of | <ul style="list-style-type: none"> Regularly uses classroom assignments to reach a range of learners. These assignments are accommodating to those who have | <ul style="list-style-type: none"> Occasionally has individual assignments geared towards students with difficulties in the subject area and towards | <ul style="list-style-type: none"> Does not use assignments to target different learners, and the teacher only targets the average learner in the classroom. |

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| <i>Addressing the Range of Learners</i> | <p>learners. These assignments are attainable to students with difficulties in the subject area and challenging to students who excel in the subject area.</p> <ul style="list-style-type: none"> • Constantly reflects on student learning to seek new ways to support students on both ends of the learning spectrum. | <p>difficulty in the subject and those who excel in the subject area.</p> <ul style="list-style-type: none"> • Reflects on student learning to support students who have difficulties in the subject area. | <p>students who excel in the subject area, but most of the time, the teacher targets the average learner in the classroom.</p> <ul style="list-style-type: none"> • Rarely reflects on student learning and sometimes supports students on either end of the learning spectrum. | <ul style="list-style-type: none"> • Does not reflect on student learning and does not support students on either end of the learning spectrum. |
| 2.4 Urgency | <ul style="list-style-type: none"> • Always communicates a tangible sense of urgency in tone, movement, intensity, enthusiasm and preparation. • Classroom time is considered sacred and is used in a highly efficient manner. | <ul style="list-style-type: none"> • Mostly communicates a sense of urgency. • Classroom time is clearly for teaching and learning. | <ul style="list-style-type: none"> • Inconsistently communicates a sense of urgency. • Most classroom time is for teaching and learning, but some time is lost in casual behavior. • Some time is lost to tangents from objective. | <ul style="list-style-type: none"> • Fails to communicate a sense of urgency. • Classroom time is not always for teaching and learning. • Explanations not provided. • Objectives not addressed in part due to tangents. |
| 2.5 Classroom Setting | <ul style="list-style-type: none"> • Creates and frequently updates attractive bulletin boards and instructional and inspirational signage that supports student learning, • Quality and updated student work is posted inside • The classroom is well organized, neat and free of clutter. • Classroom shelves and binders are consistently well maintained. • Walls are covered with positive statements, work, adornments and active color | <ul style="list-style-type: none"> • Creates and regularly updates bulletin board boards and visual displays to support student learning, Some quality and updated student work is posted inside • The classroom is organized and free of clutter. • Classroom shelves and binders are frequently well maintained. • Many walls covered with positive statements, work, adornments and active color . | <ul style="list-style-type: none"> • Has bulletin boards and visual displays that may be out of date or simply decorative • The classroom is somewhat disorganized or cluttered. • Some walls are covered with positive statements, work, adornments and active color , bulletin paper dim/faded | <ul style="list-style-type: none"> • Does not use bulletin boards and visual displays to support student learning, • The classroom is disorganized and/or cluttered. • Not a positive learning environment |
| 2.6 Academic Content Mastery and Delivery | <ul style="list-style-type: none"> • Exhibits confidence and ability with content • The teacher's plans identify the necessary prerequisite knowledge for students, in terms of content and skills. • The teacher includes specific learning activities to address known gaps in that prerequisite knowledge for individual students. • The teacher's plans identify misconceptions and include | <ul style="list-style-type: none"> • Teacher exhibits confidence and ability with content • The teacher's plans identify the necessary prerequisite knowledge for students, in terms of content and skills. • The teacher does not include specific learning activities to address known gaps in that knowledge for the class as a whole. • The teacher's plans identify misconceptions and include | <ul style="list-style-type: none"> • The teacher stumbles with content delivery at times, but does exhibit understanding of materials. • The teacher's plans identify the necessary prerequisite knowledge, in terms of content and skills, for the class as a whole but the teacher does not have a clear plan for addressing known gaps in knowledge or skills. | <ul style="list-style-type: none"> • The teacher appears visibly uncertain with the content during delivery • The teacher's plans do not adequately identify the necessary prerequisite knowledge for students, in terms of content and skills. • The teacher's plans do not adequately or accurately identify common student misconceptions. |

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| | multiple strategies for uncovering additional misconceptions as well as explaining the reasons for prevalent misconceptions. | strategies for avoiding and correcting these cognitive errors. | <ul style="list-style-type: none"> • The teacher’s plans identify misconceptions and include strategies for avoiding and correcting these cognitive errors. • Common misconceptions proactively addressed. | |
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Domain 3: Data Evaluations & Assessments

| Competencies | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|--|--|---|---|--|
| 3.0 Classroom Assessments | <ul style="list-style-type: none"> • Classroom assessments are models for measuring student learning. • Classroom assessments cover all skill and content material as outlined in the curriculum. • Classroom assessments are aligned with classroom activities and school assessments. • Assessments are given at least every other week. | <ul style="list-style-type: none"> • Classroom assessments cover all skill and content material as outlined in the curriculum. • Classroom assessments are aligned with classroom activities and school assessments. • Assessments are given with enough frequency to monitor student learning. | <ul style="list-style-type: none"> • Classroom assessments inconsistently cover the skill and content material as outlined in the curriculum. • Classroom assessments may be inconsistently aligned with classroom activities and school assessments. • Classroom assessments are given infrequently. | <ul style="list-style-type: none"> • Classroom assessments are not closely linked to the skill and content material as outlined in the curriculum and/or • Classroom assessments are not aligned with classroom activities and school assessments. |
| 3.1 Checking for Understanding and Responsiveness to Daily Student Learning | <ul style="list-style-type: none"> • Adeptly, efficiently and frequently uses a variety of checking for understanding techniques to constantly monitor student learning. • Frequently and consistently uses higher order thinking questions to push student thinking • Always uses real-time data to adjust instruction. • Unrelentingly focuses on student mastery of specific objectives | <ul style="list-style-type: none"> • Consistently uses a sampling of checking for understanding techniques to constantly monitor student learning. • Often uses higher order thinking questions to push student thinking • Usually uses real-time data to adjust instruction. • Usually focuses on student mastery of specific objectives | <ul style="list-style-type: none"> • Occasionally uses a few checking for understanding techniques to monitor student learning. • Sometimes, but not consistently, uses higher order thinking questions to push student thinking • Sometimes uses real-time data to adjust instruction. • Inconsistently focuses on student mastery of objectives | <ul style="list-style-type: none"> • Does not employ techniques to check for understanding and plows ahead without monitoring student understanding. • Does not use higher order thinking questions to push student thinking. • Does not use real-time data to adjust instruction. • Does not focus on student mastery of objectives |
| 3.2 Ability to Analyze Assessment Results | <ul style="list-style-type: none"> • Analyzes classroom and school assessment results in ways that are highly effective in the understanding of student learning needs. • Thoroughly plans with detail to address learning needs. | <ul style="list-style-type: none"> • Analyzes classroom and school assessment results in ways that are often effective in the understanding of student learning needs. • Thoroughly plans to address learning needs post-assessment. • Implements that plan as written and | <ul style="list-style-type: none"> • Does not thoroughly analyze assessment results to understand student progress and learning needs. • Only puts in minimal effort in developing plans to address learning needs post | <ul style="list-style-type: none"> • Little evidence that teacher uses assessment results to understand student progress and learning needs. • Does not plan to address learning needs post-assessment, or the plan is inadequate. |

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| | <ul style="list-style-type: none"> Always implements the plans, incorporating them seamlessly into daily lesson plans and adjusting them as necessary. | ensures that re-teaching a spiraling happens. | <p>assessment.</p> <ul style="list-style-type: none"> Lacks detail and thoughtful analysis Inconsistent in implementing that plan as written so that re-teaching and spiraling does not always happen. | <ul style="list-style-type: none"> Does not follow through on plan. |
| 3.3 Appropriateness of Response to Assessment Results | <ul style="list-style-type: none"> Provides fair, accurate, and constructive feedback to students on their progress, especially after a major assessment. Graded work is returned quickly. Takes full responsibility for student failure and constantly works to respond to the students' learning needs. Uses tutoring strategically to address student learning needs. | <ul style="list-style-type: none"> Usually provides fair, accurate, and constructive feedback to students on their progress, especially after a major assessment. Graded work is returned within a reasonable amount of time. Takes full responsibility for student failure and works to respond to the students' learning needs. Uses tutoring as a way to address needs. | <ul style="list-style-type: none"> Inconsistently provides fair, accurate, and/or constructive feedback to students on their progress. Graded work is returned to students late. Does not always take full responsibility for student failure, allowing large numbers of students to fail. Does not use tutoring strategically. | <ul style="list-style-type: none"> Does not provide timely, fair, accurate, and constructive feedback to students on their progress. Graded work is returned very late or not at all, and the teacher does not grade an adequate number of assignments. Does not always take full responsibility for student failure, allowing large numbers of students to fail and/or lowering expectations to let student pass too easily. Blames students for failure |
| 3.4 Growth on Interim Assessments | <ul style="list-style-type: none"> Students have met or exceeded the goal of 75 percent over 75% proficiency on the latest assessment in the areas for which the teacher is responsible. | <ul style="list-style-type: none"> Students have scored between 65 and 74 percent over 75% proficiency on the latest assessment in the areas for which the teacher is responsible. | <ul style="list-style-type: none"> Students have scored between 45% and 64% over seventh – five percent proficiency on the latest assessment in the areas for which the teacher is responsible. | <ul style="list-style-type: none"> Students have scored below 45% percent correct on the latest Assessment in the areas for which the teacher is responsible. |

Domain 4: Classroom Management

| Competencies | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|--|---|---|--|---|
| 4.0 Classroom Tone: Strong Voice and Positive Framing | <ul style="list-style-type: none"> The general tone of classroom is efficient, respectful and positive. Frequently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students. Consistently builds compliance through procedures, and nonverbal authority and signals | <ul style="list-style-type: none"> The general tone of the classroom is efficient, respectful and positive. Narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students. Often builds compliance through procedures, and nonverbal authority and signals | <ul style="list-style-type: none"> The general tone of the classroom is inconsistent in efficiency, respectfulness, and positivity. Does not use Positive framing OR Narrates negative student behaviors as often as positive, or teacher does not use positive framing inconsistently using praise, challenge or aspiration to motivate students. Rarely builds compliance | <ul style="list-style-type: none"> The general tone of classroom is inefficient and/or negative. Does not use positive framing, and does not work to motivate students. Fails to build compliance through procedures, and nonverbal authority and signals |

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| | | | through procedures, and nonverbal authority and signals | |
| 4.1 Alignment with School Culture | <ul style="list-style-type: none"> School rules, values, and positive behaviors are clearly enforced and emphasized. Implemented a multitude of management strategies so well that the class appears to have few if any management problems. | <ul style="list-style-type: none"> School rules, values, and positive behaviors are clearly enforced and emphasized. Utilizes several management strategies well so that class has minimal management problems. | <ul style="list-style-type: none"> School rules, values, and positive behaviors are clearly enforced and emphasized but with mixed effectiveness. Inconsistently uses management strategies, and student behaviors can distract learning. | <ul style="list-style-type: none"> Does not enforce or emphasize school rules, values, Management strategies are generally not employed or employed ineffectively. Classroom learning suffers from a lack of management. |
| 4.2 Classroom Procedures and What to Do | <ul style="list-style-type: none"> There is always a prompt start, smooth finish to class. The classroom runs like clockwork, and students seem standardized to all procedures. It appears the classroom could run without the teacher. Subject and hallway transitions are a model of silent efficiency. Gives what to do directions that are specific, concrete, sequential, and observable. Narrates compliance instead of narrating what not to do. | <ul style="list-style-type: none"> There is usually a prompt start, a smooth finish to class. The classroom runs efficiently, and students seem standardize to all procedures. Subject and hallway transitions are smooth, silent and efficient. Gives What to Do directions that are specific, concrete, sequential, and observable, but sometimes the directions need to be rephrased. Narrates compliance instead of narrating what not to do. | <ul style="list-style-type: none"> The class may not have a prompt start or a smooth finish. Some classroom routines are efficient, while others are not, causing a lack of flow in the classroom. Subject and hallway transitions are not consistently silent and efficient. Sometimes gives directions that are not specific, concrete, sequential and/or observable. Specific directions are not offered is students do not comply Sometimes narrates what not to do. | <ul style="list-style-type: none"> The classroom does not have a prompt start or a smooth finish. There are no clear routines OR routines are poorly executed, causing a lack of flow in the class. Subject and hallway transitions are inefficient and/or noisy. Gives directions that are vague and difficult to follow/understand. Often narrates what not to do. |
| 4.3 Ability to Refocus a Class and Do It Again | <ul style="list-style-type: none"> When necessary, teacher efficiently and positively refocuses a class when students move off task or lose concentration. Successfully uses Do It Again when appropriate, and moments of Do It Again are always positive and end in success. There is little recognizable need for Do It Again because there is 100% compliance. | <ul style="list-style-type: none"> Usually recognizes the need to refocus a class. Successfully uses Do It Again when appropriate, and moments of Do It Again are usually positive and end in success. There is only an occasional need for Do it Again because compliance is happening consistently. | <ul style="list-style-type: none"> Inconsistently recognizes the need to refocus a class and may allow problems to escalate. Does not always use Do It Again when appropriate, and/or moments of Do It Again do not always end in success. | <ul style="list-style-type: none"> Demonstrates an inability to recognize when a class needs to be refocused and/or Use of Do It Again escalates problems rather than refocuses students. |
| 4.4 Level of On Task Behavior and 100% | <ul style="list-style-type: none"> In a lesson, all students are on task at all times, and there are no side conversations. | <ul style="list-style-type: none"> In a lesson, nearly all students are on task at all times, and there are few, if any side conversations. | <ul style="list-style-type: none"> In a lesson, 80% of students are consistently on task. The teacher does not always | <ul style="list-style-type: none"> In a lesson, fewer than 80% of students are on task. The teacher usually does not |

| | | | | |
|--|---|---|---|---|
| | <ul style="list-style-type: none"> • If a student moves off task, teacher immediately addresses the student always using the least invasive form of intervention and without major adjustments to the pace of instruction. | <ul style="list-style-type: none"> • If a student moves off task, teacher immediately addresses the student frequently using the least invasive form of intervention. Or may not use least invasive but addresses and stops the problems. | <p>notice AND/OR address off-task behavior</p> <ul style="list-style-type: none"> • The teacher does not consistently use the least invasive form of intervention. | <p>notice off-task behavior AND/OR address off task behavior.</p> <ul style="list-style-type: none"> • The teacher does not use the least invasive form of intervention, and much class time is wasted with efforts to refocus the class. |
| <p>4.5 Dealing with Challenging Situations and Students</p> | <ul style="list-style-type: none"> • Always deals appropriately with challenging situations and students without derailing the learning process. • Deftly applies elements of strong voice to address challenges. • Does not ever engage in student excuses/distractions during correction of student misbehavior. • Students nearly always respond to correction respectfully and with compliance. • Always knows when and how to diffuse situations with students and/or when to involve school leaders. | <ul style="list-style-type: none"> • Normally deals in an appropriate way with challenging situations and students. • Applies elements of strong voice to address challenges. • Rarely engages student excuses/distractions during correction of student misbehavior. • Students usually respond to correction respectfully and with compliance. • Usually knows when and how to diffuse these situations and/or when to involve school leaders. | <ul style="list-style-type: none"> • Does not consistently deal in an appropriate way with challenging situations and students. • Inconsistently respond to correction respectfully and with compliance. • Does not always know when and how to diffuse these situations, sometimes escalating problems. The teacher may be too reliant on or does not utilize school leaders. | <ul style="list-style-type: none"> • Has difficulty dealing with challenging situations and students AND/OR does not deal with them appropriately. • Students do not respond respectfully and/or with compliance, resulting in escalated problems which cause an unsafe or off-task learning environment. • Over-reliant on or does not involve school leaders at appropriate times. |
| <p>4.6 Relationships with Students</p> | <ul style="list-style-type: none"> • Creates a climate of caring in the classroom by addressing students in a respectful and positive manner. • Positive relationships with students support learning in the classroom. • Demonstrates open concern and develops a sense of responsibility for students' academic and personal growth • Teacher demonstrates that s/he will not give up on students. • Gains entire classroom respect and Buy In is clearly visible | <ul style="list-style-type: none"> • Addresses students in a respectful and professional manner. • Positive relationships with students support learning in the classroom. • Willing to go above and beyond to help students. • Gains classroom respect and Buy In is visible | <ul style="list-style-type: none"> • Does not consistently address students in a professional manner • Fails to establish positive relationships with students that support learning. • Gains classroom respect some times and Buy In is apparent at times | <ul style="list-style-type: none"> • Does not address students in a professional manner AND/OR • Relationships with students are inappropriate. • Fails to garner class respect. Students view with opposition. |

Domain 5: Professionalism

| Competencies | Highly Effective (4) | Effective (3) | Development Necessary (2) | Ineffective (1) |
|--|--|---|--|---|
| 5.0 Timeliness (School Day, Classes, Meetings) | <ul style="list-style-type: none"> Always punctual for the school day, scheduled classes/pick-up times, and/or meetings. | <ul style="list-style-type: none"> Usually punctual for the school day, scheduled classes/pick-up times, and/or meetings. | <ul style="list-style-type: none"> Inconsistently punctual for the school day, scheduled classes/pickup times, and/or meetings. | <ul style="list-style-type: none"> Rarely on time for the school day, scheduled classes/pick-up times, and/or meetings. |
| 5.1 Ability to Meet Deadlines | <ul style="list-style-type: none"> Always meets deadlines for lesson plans, progress reports, and/or report cards, as well as assessment analysis/reflections. | <ul style="list-style-type: none"> Usually meets deadlines for lesson plans, progress reports, and/or report cards as well as assessment analysis/reflections. | <ul style="list-style-type: none"> Inconsistently meets deadlines for lesson plans, progress reports, and/or report cards, as well as assessment analysis/reflections which may inconvenience self, colleagues, and/or leaders. | <ul style="list-style-type: none"> Consistently does not make deadlines or lesson plans, progress reports, and/or report cards as well as assessment analysis/reflections, which inconveniences self, colleagues, and/or leaders. |
| 5.2 Professional Dress and Attitude | <ul style="list-style-type: none"> Dress always models professional attire. Attitude is positive and respectful of students, families, colleagues, and school leaders. Always positive during staff meetings and participates actively. | <ul style="list-style-type: none"> Dress is professional. Attitude is respectful of students, families, colleagues, and school leaders. Professional during staff meetings and participates often. | <ul style="list-style-type: none"> Dress is mostly professional. Attitude is inconsistently professional with students, families, colleagues, and/or school leaders. Sometimes disengaged in staff meetings and/or participates infrequently. | <ul style="list-style-type: none"> Dress is not professional. Attitude is negative, inappropriate, and/or disrespectful to students, families, colleagues, and school leaders. Usually disengaged in staff meetings and does not participate frequently. |
| 5.3 Additional Contributions and Responsibilities | <ul style="list-style-type: none"> Puts in an extraordinary amount of time and effort to contribute to student and school success. Independently assumes additional responsibilities when necessary and demonstrates leadership. Always willing to lead and /or pitch in with events or other school needs. | <ul style="list-style-type: none"> Puts in extra time and effort to contribute to student and school success. Often assumes additional responsibilities when necessary, especially when asked. Willing to pitch in and help with events or school needs. | <ul style="list-style-type: none"> Puts in sufficient time and effort to contribute to student and/or school success. Occasionally assumes additional responsibilities. | <ul style="list-style-type: none"> Puts in minimal time and effort to contribute to student and school success. Does not assume additional responsibilities. |
| 5.4 Professional Development Participation and Implementation | <ul style="list-style-type: none"> Has a leadership presence in professional development workshops. Actively seeks out and implements professional development strategies in his/her classroom. | <ul style="list-style-type: none"> Actively participates in professional development workshops. Actively seeks out and implements professional development strategies in his/her classroom. Successfully implements strategies | <ul style="list-style-type: none"> Sometimes participates actively in professional development workshops. Occasionally seeks out and implements professional development strategies in his/her classroom. | <ul style="list-style-type: none"> Not an active participant in professional development workshops. Does not take steps to seek out or utilize professional development strategies. Rarely implements new strategies |

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| | <ul style="list-style-type: none"> • Successfully and quickly implements strategies presented in workshops in lesson plans and presents evidence in video. • Willing to actively train other teachers in their developed expertise. | presented in workshops in lesson plans and presents evidence in video | <ul style="list-style-type: none"> • Sometimes implements strategies presented in workshops, but does so inconsistently in lesson plans and/or video. | presented in workshops. |
| 5.5 Relationships with Colleagues/ School | <ul style="list-style-type: none"> • Relationships with colleagues are extremely positive, collaborative, and generous. • Assumes leadership among colleagues, often supporting them and engaging in professional exchange. • Exerts a positive influence on the entire staff. | <ul style="list-style-type: none"> • Relationships with colleagues are positive and collaborative. • Regularly engages in professional exchange with colleagues. • Upbeat, positive and does not complain often. | <ul style="list-style-type: none"> • Relationships with colleagues are uneven, and collaboration is not consistently evident. • Occasionally engages in professional exchange with colleagues. • Can be negative and or complain about school, job, and kids. | <ul style="list-style-type: none"> • Relationships with colleagues negatively affect the working environment, and collaboration is not evident. • Rarely engages in professional exchange with colleagues. • Complains frequently and is negative about the school/job/kids. |

Common Core Transition- An Overview

Overview

The Common Core State Standards are a new set of expectations designed to ensure all students achieve college and career readiness. Forty-six states have now adopted these shared standards so their students can compete and succeed on a world stage. The Common Core State Standards (CCSS) will be replacing the current state standards and frameworks that have existed since 1997. The Common Core State Standards (CCSS) exist for English-language arts and mathematics, kindergarten through grade twelve. Full implementation of CCSS systems will occur over several years and in the context of a continuous learning process.

Phases of Implementation

Accordingly, the method is planning exists a phased in transition to the CCSS process. The phases are straightforward yet lightly defined because for each program and project there exists an ongoing development and progression that will evolve regarding the testing requirements for the program.

Phases:

- ❖ *The Awareness Phase* represents an introduction to the CCSS, the initial planning of systems implementation, and establishment of collaborations. 2012-2103
- ❖ *The Transition Phase* is the concentration on building foundational resources, implementing needs assessments, establishing new professional learning opportunities, and expanding collaborations between all stakeholders. 2013-2014
- ❖ *The Implementation Phase* expands the new professional learning support, fully aligns curriculum, instruction, and assessments, and effectively integrates these elements across the field. 2013-2015

AMPS PATH- Guiding Strategies (CCSS)

Our plan is grounded in seven guiding strategies for implementation. These strategies encompass all areas of our instructional system, and while they provide focus to the work, they also reveal a highly integrated nature.

The seven guiding strategies for Amps- CCSS systems implementation are:

1. Facilitate high quality professional learning opportunities and host workshops for our coaches and teachers to ensure that every student has access to teachers who are prepared to teach to the levels of rigor and depth required by the CCSS.

2. Provide CCSS-aligned instructional resources designed to meet the demands of the state.
3. Develop and transition to CCSS-aligned assessment systems by 2013 to inform instruction, establish priorities for professional learning, and provide tools for accountability.
4. Collaborate with feeder schools, authorizers, parents, and other experts and extended learning communities to integrate the CCSS into programs and activities beyond the K-12 school setting.
5. Collaborate with the postsecondary and business communities and additional stakeholders to ensure that all students are prepared for success in career and college.
6. Create infrastructure and prepare to disseminate resources to support CCSS systems, including technology) as implementation moves forward.
7. Design and establish systems of effective data assessments and communication among stakeholders.

| | | Awareness | Transition | Implementation |
|--|--|-----------|--|---|
| Standards Documents | | | <ul style="list-style-type: none"> ◆ Review in print and online the CCSS with CA additions (2012-13) ◆ Translate the CCSS with CA additions into Spanish (June 2013-Fall 2013) ◆ Review curriculum frameworks (math: fall 2013, ELA: spring 2014) | <ul style="list-style-type: none"> ◆ Review and compare ELA and Math standards of the CCSS with CA additions. ◆ Establish Training sheets and PD for the 2013 schedules |
| English Language Development Standards | <ul style="list-style-type: none"> ◆ Align the ELD standards to the CCSS for ELA ◆ Hold three trainings (1 for coaches 2 for faculty- EPIC Partners) (June-August 2013) ◆ Present the revised ELD standards to the Instructional Leadership team for action (August 2013) | | <ul style="list-style-type: none"> ◆ Review the revised ELD standards ◆ Incorporate new ELD standards into revised ELA framework for AMPS Instructional Program. | <ul style="list-style-type: none"> ◆ Develop calendar for trainings, webinars, and conferences for Instructional leaders to prep for the work with faculty. |

| | Awareness | Transition | Implementation |
|--------------------------------------|--|--|---|
| Supplemental Instructional Materials | <ul style="list-style-type: none"> ◆ Develop a plan and timeline for the review of supplemental instructional materials aligned to the CCSS (2012–14) ◆ Instructional Leadership team will prepare a brief of publishers on the review by Fall 2013 ◆ Create an information page and FAQ on the review (Fall/winter 2013) | <ul style="list-style-type: none"> ◆ Create list of recommended supplemental instructional materials (February 2014) | <ul style="list-style-type: none"> ◆ Provide ongoing support to the faculty on issues related to instructional materials and the CCSS (e.g., instructional materials funding, sufficiency) |
| Curriculum Frameworks | <ul style="list-style-type: none"> ◆ Plan and timeline for the revision of the curriculum frameworks for mathematics and ELA to incorporate and support the CCSS | <ul style="list-style-type: none"> ◆ Contract with content experts to prepare for curriculum adoptions before the 2015 adoption ◆ Review technology plans to assure all AMP sites have the needed infrastructure to support the phasing in of computer adaptive testing. ◆ Conduct a site visit with an ERATE provider for possible application. ◆ | <ul style="list-style-type: none"> ◆ Adoption of revised frameworks 2015 ◆ Develop and present an introduction of the revised frameworks to staff, by 2013 ◆ Provide the revised curriculum frameworks |
| Instructional Materials Adoptions | <ul style="list-style-type: none"> ◆ Plan timeline for future CCSS-aligned instructional materials adoptions for kindergarten through grade eight following the July 1, 2015 expiration of legislative suspension. | <ul style="list-style-type: none"> ◆ Initiate cycle of new adoptions following the July 1, 2015 expiration of legislative suspension of SBE instructional materials adoptions. ◆ Increase the use of platform-neutral technology-based instructional resources | <ul style="list-style-type: none"> ◆ SBE adopts CCSS-aligned instructional materials for mathematics (2016) and ELA (2018) |

Key Instruction Shifts of the Common Core State Standards for Mathematics

Focus strongly where the Standards focus

The Standards call for a greater focus in mathematics. Rather than racing to cover topics in today's mileS wide, inchS deep curriculum, teachers use the power of the eraser and significantly narrow and deepen the way time and energy is spent in the math classroom. They focus deeply on the major work* of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.

Coherence: think across grades, and link to major topics within grades

Thinking across grades: The Standards are designed around coherent progressions from grade to grade. Principals and teachers carefully connect the learning across grades so that students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.

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

Rigor: in major topics pursue **conceptual understanding**, procedural skill and **fluency**, and **application** with equal intensity.

Conceptual understanding: The Standards call for conceptual understanding of key concepts, such as place value and ratios. Teachers support students' ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures.

Procedural skill and fluency: The Standards call for speed and accuracy in calculation. Teachers structure class time and/or homework time for students to practice core functions such as single-digit multiplication so that students have access to more complex concepts and procedures.

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

*For a list of major, additional and supporting clusters by grade, please refer to pp. 4 - 12

| | |
|-----|--|
| | |
| K-2 | Addition and subtraction - concepts, skills, and problem solving, and place value |
| 3-5 | Multiplication and division of whole numbers and fractions - concepts, skills, and problem solving |
| 6 | Ratios and proportional reasoning; early expressions and equations |
| 7 | Ratios and proportional reasoning; arithmetic of rational numbers |
| 8 | Linear algebra and linear functions |

Required Fluencies in K-6

| Grade | Standard | Required Fluency |
|-------|-------------------|--|
| K | K.OA.5 | Add/subtract within 5 |
| 1 | 1.OA.6 | Add/subtract within 10 |
| 2 | 2.OA.2 2.NBT.5 | Add/subtract within 20 Add/subtract within 100 |
| 3 | 3.OA.7 3.NBT.2 | Multiply/divide within 100 Add/subtract within 1000 |
| 4 | 4.NBT.4 | Add/subtract within 1,000,000 |
| 5 | 5.NBT.5 | Multi-digit multiplication |
| 6 | 6.NS.2,3 | Multi-digit division Multi-digit decimal operations |

Content Emphases by Cluster--Kindergarten *

Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than the others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. The following table identifies the Major Clusters, Additional Clusters, and Supporting Clusters for this grade.

Key: ■ Major Clusters; ▣ Supporting Clusters; ○ Additional Clusters

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

* Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Content Emphases by Cluster--Grade 1*

Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than the others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. The following table identifies the Major Clusters, Additional Clusters, and Supporting Clusters for this grade.

Key: ■ Major Clusters; ▣ Supporting Clusters; ○ Additional Clusters

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten

- Extending the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- ▣ Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

* Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Content Emphases by Cluster--Grade 2*

Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than the others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. The following table identifies the Major Clusters, Additional Clusters, and Supporting Clusters for this grade.

Key: ■ Major Clusters; □ Supporting Clusters; ○ Additional Clusters

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

Number and Operations in Base Ten

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

* Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Content Emphases by Cluster--Grade 3*

Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than the others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. The following table identifies the Major Clusters, Additional Clusters, and Supporting Clusters for this grade.

Key: ■ Major Clusters; ▣ Supporting Clusters; ○ Additional Clusters

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- ▣ Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- ▣ Reason with shapes and their attributes.

* Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Content Emphases by Cluster--Grade 4*

Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than the others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. The following table identifies the Major Clusters, Additional Clusters, and Supporting Clusters for this grade.

Key: ■ Major Clusters; ▣ Supporting Clusters; ○ Additional Clusters

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.
- ▣ Gain familiarity with factors and multiples.
- Generate and analyze patterns.

Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations--Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data

- ▣ Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- ▣ Represent and interpret data
- Geometric measurement: understand concepts of angle and measure angles.

Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

* Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Content Emphases by Cluster--Grade 5*

Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than the others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. The following table identifies the Major Clusters, Additional Clusters, and Supporting Clusters for this grade.

Key: ■ Major Clusters; ▣ Supporting Clusters; ○ Additional Clusters

Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

Number and Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations—Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data

- ▣ Convert like measurement units within a given measurement system.
- ▣ Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

* Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Content Emphases by Cluster--Grade 6*

Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than the others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. The following table identifies the Major Clusters, Additional Clusters, and Supporting Clusters for this grade.

Key: ■ Major Clusters; ▣ Supporting Clusters; ○ Additional Clusters

Ratios and Proportional Reasoning

- Understand ratio concepts and use ratio reasoning to solve problems.

The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Geometry

- ▣ Solve real-world and mathematical problems involving area, surface area, and volume.

Statistics and Probability

- Develop understanding of statistical variability.
- Summarize and describe distributions.

* Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Content Emphases by Cluster--Grade 7*

Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than the others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. The following table identifies the Major Clusters, Additional Clusters, and Supporting Clusters for this grade.

Key: ■ Major Clusters; ▣ Supporting Clusters; □ Additional Clusters

Ratios and Proportional Reasoning

- Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations

- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Geometry

- Draw, construct and describe geometrical figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Statistics and Probability

- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

* Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Content Emphases by Cluster--Grade 8*

Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than the others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. The following table identifies the Major Clusters, Additional Clusters, and Supporting Clusters for this grade.

Key: ■ Major Clusters; ▣ Supporting Clusters; ○ Additional Clusters

The Number System

- Know that there are numbers that are not rational, and approximate them by rational numbers.

Expressions and Equations

- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

Functions

- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

Geometry

- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

Statistics and Probability

- Investigate patterns of association in bivariate data.

* Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

AMPS. PATH ACADEMIES- Professional Growth Plan/Improvement Plan

| Teacher | Principal | ILT Coordinator | Instructional Coach | |
|--------------------------------------|--------------------------------------|-------------------|------------------------------------|-----------------------|
| | | | | |
| School Site/ Grade (Subject): | | | | |
| Team Members: | | | | |
| Standard Area: | | | | |
| Area of Concern: | | | | |
| Performance Goals | Strategies, Activities and Timetable | Support Structure | Data Collection Method and Sources | Evidence for Progress |
| 1. | 1. | 1. | 1. | 1. |
| 2. | 2. | 2. | 2. | 2. |
| 3. | 3. | 3. | 3. | 3. |
| | 4. | 4. | 4. | 4. |
| 4. | 5. | 5. | 5. | 5. |
| | Other Notes: | | | |

AMPS. PATH ACADEMIES- Professional Growth Plan/Improvement Plan

| Teacher | Principal | ILT Coordinator | Instructional Coach | |
|--------------------------------------|--------------------------------------|-------------------|------------------------------------|-----------------------|
| | | | | |
| School Site/ Grade (Subject): | | | | |
| Team Members: | | | | |
| Standard Area: | | | | |
| Area of Concern: | | | | |
| Performance Goals | Strategies, Activities and Timetable | Support Structure | Data Collection Method and Sources | Evidence for Progress |
| 1. | 1. | 1. | 1. | 1. |
| 2. | 2. | 2. | 2. | 2. |
| 3. | 3. | 3. | 3. | 3. |
| 4. | 4. | 4. | 4. | 4. |
| 4. | 5. | 5. | 5. | 5. |
| Other Notes: | | | | |

AMPS Network School Professional Training Overview

| | | | |
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| <p>Summer Training Sessions (also a first step induction program for new staff)</p> | <p>summer period prior to the start of school to plan the school year.</p> <p>The purpose of this workshop prior to summer programs is to review standards such as attendance, behavior, discipline rules, and curriculum. The pre-summer session is a good time to discuss where ideas and information learned during the pre-summer school training are reviewed, and some challenged.</p> | <ul style="list-style-type: none"> • Curriculum • Instructional Strategies • Instructional Systems • Assessment • Classroom Management • Classroom Organization • Data • Student Instruction • Instructional Resources • Instructional Resources (Data Analysis) • Instructional Resources and Checks • Instructional Resources • Instructional Resources • Instructional Resources (gathered about learning objectives (L.Os)) <p>Summer students will also be profiled through gathering of previous year's data. Trends will be noted and instruction plans and goals drafted from finding.</p> | <p>Summer training</p> |
| <p>Classroom Management</p> | <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>RCE Discipline Procedures which encompass: Procedures, Boundary Setting, Accountability Training (Whole class management) and The Back Up systems will be discussed.</p> | <p>(2) 2 hour trainings.</p> |
| <p>Instructional Practice</p> | <p>For teachers, especially first year teachers, practices are required for survival let alone effectiveness. This includes the skill of pacing instruction for student engagement and also to keep up with the fast paced demands of the classroom.</p> | <p>Instructional practice presentations are provided pre and post summer session. This training reviews topics such as pacing, grouping, instructional strategies and assessments. The purpose of this method is to produce student engagement and concept significance.</p> | <p>3-4 Hours – Modeling included (via Film Sessions)</p> |
| | <p>(Instructional Materials Training &</p> | <p>NEXT Steps:</p> | <p>1 Day</p> |

AMPS Network School Professional Training Overview

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| | <p>Planning):</p> <p>Teachers applied what they learned from Data-Driven Instruction about Standards & Objectives and Backward Design. Teachers evaluated their Instructional Materials to ensure instructional materials will be used with fidelity, alignment with STAR CST key Standards, as well as to appropriately prepare students with the prerequisite skills for the next grade level or subject. Teachers strategically and collaboratively planned Year-Long Pacing Plans for every grade level and every subject.</p> | <ul style="list-style-type: none"> • <i>CAO will work with Site Directors, ILT Dean and Teachers to ensure that we have the appropriate materials to cover all key Standards.</i> • <i>Teachers will also be trained to use Weekly Data & Reflections to strategically adjust their Year-Long Pacing Plans to ensure opportunities for re-teaching or challenging students.</i> | |
| | <p>(Lesson Planning & Common Core State Standards):</p> <p>After completing the rigorous process of developing Year-Long Pacing Plans, Teachers delivered with poise a 2-minute presentation to CAO, ILT and Site Directors, who provided strategic feedback to Teachers. Teachers then began to develop weekly lesson plans and learned how to strategically add the Common Core standards into their instructional program.</p> | <p>NEXT Steps:</p> <ul style="list-style-type: none"> • <i>Teachers must know what day/time Lesson Plans are due each week.</i> • <i>CAO will also set up a page on the Wilkspaca website for each school to allow Teachers to easily share their Year-Long Pacing Plans and weekly lesson plans with Site Directors and Teachers.</i> • <i>School Leaders will be trained on how to review and provide feedback to Teachers on weekly lesson plans.</i> • <i>Teachers will get ongoing training on how to deliver engaging classroom instruction using research-based strategies from highly-effective Teachers and high-performing schools.</i> | <p>1 Day</p> |

AMPS Network School Professional Training Overview

| | | | |
|--|--|---|-------------------------|
| | | <ul style="list-style-type: none"> • School Leaders must also be trained on how to use Observation & Feedback to develop and evaluate Teachers. • CAO will calibrate AMPS Teacher Observation form that aligned with the AMPS Teacher Evaluation rubric. | |
| Strategies EL Students | Learn and Practice different strategies and programs when working with varied levels of English Language (EL) Learners and different support programs and strategies. | <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> | (1 day) |
| External Trainings (Varied) | Administrators, Board Members, and teachers, have participated in a number of special training programs, such as: <i>(i.e., best practices in Standards-based curriculum and Pre A.P Alignment)</i> | <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 Director to the State Board of Education.</i> | As Needed |
| | (Data-Driven Day 1): Teachers Researched, Analyzed and Presented 2013 CST student achievement for AMPS. Teachers also collaboratively de-constructed Standards and learned to write outstanding Objectives aligned to assessments. | NEXT Steps: <ul style="list-style-type: none"> • Beginning August 30, all Teachers will be further trained on how to monitor, adjust and improve instruction and learning for all students through Weekly Student Achievement Data & Reflections. • CAO will also ensure that all Teachers are using Standards-based Assessments. • Site Directors will be trained on how to provide feedback to Teachers' data & reflections. • CAO will set up a Wikispaces website for each school to allow Teachers to easily share their data & reflections with Site Directors and Teachers. | 1 Week |
| Special Education | To learn proper Search , identification, | <i>A very important training that is required yearly by</i> | Training through |

AMPS Network School Professional Training Overview

| | | | |
|--|--|---|--|
| | strategies, assessments plans, laws, and applicable to Special Education | <i>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> | outside provider |
| Film Sessions | Teachers are recorded during a block subject period to review pre and post video teaching efficacies. Additionally, video serves as an opportunity to facilitate self reflection for beginning teachers and post analysis for better practice. | <i>Several videotaped lessons throughout the year that are followed by discussions with Department heads and 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> | Ongoing (At least two times a year) |
| Instructional Materials Training | 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> | As Needed |
| Attendance Reporting and Audit Requirements | As aprt of the UCLP modules, Site Leaders will work with external provider to learn about proper attendance reporting, and regulations. | <ul style="list-style-type: none"> • Different regulations and laws • Attendance Calendar calibration with school calendar • P1 and P2 attendance cycles • Powerschool • Absences | ½ Day |
| 1000 Minute Clinics | A series of trainings that are held throughout the year with veteran teacher and administrator led sessions. The purpose is to create a professional expertise and culture that recognize the inner expertise of staff. There is an expensive associated with this, so we attempt to offer more sessions throughout the year. Approximately 50% of these trainings are planned by administration 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> | Ongoing (Bi weekly) |



Weekly Lesson Plan Backward Design

Stage 1 - Identify Desired Results

| | |
|---|--|
| Establish Goals: (Standards) | Establish Goals: (Objectives) |
| Students will know: | Students will be able to: |

Stage 2 - Determine Acceptable Evidence

| | |
|---|-----------------------|
| Performance Tasks: (Assess for performance of objective) | Other Evidence |
|---|-----------------------|

Stage 3 - Plan Learning Experiences and Instruction

Describe Learning Activities, Materials, and Resources

Reference: Wiggins, G. & McTighe, J. (2005). *Understanding by Design: Expanded Second Edition*. Alexandria, VA: Association for Supervision and Curriculum Development. p. 22.

Individual Learning Plan - ILP

___ Initial ___ Follow Up (include past notes for meetings and dates) ___ SST (Date if Applicable) ___

Student Name: _____ Grade: _____

Teacher(s): _____

Site: _____

| Subjects | Assessment/HW Scores | | | | Notes |
|------------------------|----------------------|----------|-----------|----|-------|
| | In Percents (to | Interims | Tests/Qui | HW | |
| English/Language Arts | Advanced | | | | |
| | Proficient | | | | |
| | Basic | | | | |
| | Below Basic | | | | |
| Mathematics | Advanced | | | | |
| | Proficient | | | | |
| | Basic | | | | |
| | Below Basic | | | | |
| Science | Advanced | | | | |
| | Proficient | | | | |
| | Basic | | | | |
| | Below Basic | | | | |
| Literature/Writing | 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%)

Attendance:

| | |
|----------|-----------|
| Tardies: | Absences: |
|----------|-----------|

Behavior Summary (if necessary):

Individual Student Goals:

Teacher Comments

Learning Lab Coordinator Comments:

Next Steps

Parent/Guardian Signature

Date

Site Director/Designee

Date

Richmond Charter Elementary –English Language Development - Course Objectives and EL Development (ELA/Math ELD Overview)

All curricula will be based on the California State Frameworks and Academic Content Standards of California Public Schools. Within the context of those standards, the key objectives students are expected to master by the end of their grade levels are listed below. In order to identify the key objectives (*also referred to as power standards or big ideas*) we examined the standards in terms of how heavily they are assessed on State standardized tests (STAR), and we examined the level of Bloom's Taxonomy required by each standard. We compared California's Academic Content Standards with the Common Core standards for each grade level, and made a comprehensive list of all standards for each grade level: from this list, we selected the most rigorous standards as those which are the most important markers of student success. This process allows us to determine which standards are most important in the eyes of the State, and which standards are at a high level of cognition, and will therefore require significant time and focus for students to achieve mastery. The intent of the process is not to eliminate standards; rather, all grade-level standards will be addressed in every course. Instead, the intent is to prioritize the focus of instruction, and build units around power standards as they are referred to at AMPS, thus incorporating the other standards into this more meaningful, cognitively complex context.

These standards are at the core of the academic curriculum and program at AMPS and thus RCE. These standards have gone through a rigorous review process: the staff at Amethod Public Schools refined them over the years using a backwards planning method. The team began by examining the standards from fifth grade and adjusted them as needed based upon Bloom's Taxonomy, STAR results, and an evaluation of which standards would best prepare our students for sixth grade and beyond. The AMPS staff then backwards mapped these fifth grade Power Standards through to kindergarten. This established the foundation of the longterm plans for each grade level throughout the year. As discussed in the summer Professional Development session, AMPS provides all its sites with a rigorous, standards-based long-term plan to aid with planning for instruction in each grade level.

The development of the long-term plans leads to the teachers establishing eight to twelve week units that are focused on the instruction of the power standards in a meaningful and scaffolded manner. As described in the body of the petition, under "Professional Development", Teachers are trained to plan backwards and unpack and prioritize the standards, and develop standards-based units and lesson plans using that process. Most importantly, these units and long-term plans are developed prior to the start of the summer professional development, which allows the staff to focus completely on refining them based upon the data they have for their incoming students and allows the Instructional Leadership Team, Chief Academic Officer, Academic Dean and Site Director to review and further refine the units prior to the beginning of instruction.

The acquisition and eventual mastery of the English language is demonstrated for each English language domain (listening, speaking, reading, and writing) as well as in the application of these skills in accessing grade level content. Language proficiency levels are identified as *beginning*, *intermediate*, and *advanced*, grouping the five TESOL levels into three for the purpose of displaying basic differentiation of teaching methods for EL students. The curricular expectations of English learners depend more on language proficiency rather than on age or grade.

Literacy

PHONEMIC AWARENESS

Phonemic awareness is the ability of a student to recognize individual sounds in words. An example of a phoneme in the word "hat" is /h/ (the sound h makes, rather than the letter). Phonemic awareness can start orally well before a student is able to decode words to read. Thus, phonemic awareness is not the same as phonics. Phonemic awareness focuses on sounds, while phonics focuses on the relationship between sounds and their written symbols. Phonemic awareness is a pre-cursor to phonics.

Areas we plan on focusing within phonemic awareness include:

- Phoneme isolation- "What is the first sound in hat?"
- Phoneme identification - "What sound is the same in hat, hand, and hair?"
- Phoneme categorization- "Which word doesn't belong: hat, had, bad?"
- Phoneme blending- "What word is /h/ /a/ It/?"
- Phoneme segmentation- "Break up hat for me into its sounds."
- Phoneme deletion - "What is hat without the /h/?"
- Phoneme addition- "What word do you get if you add an /s/ to the end of hat?"
- Phoneme substitution- "What word do you get if you start with hat and change the /a/ to an /i/?"

PHONICS

Phonics is the process of building up pattern-recognition within students to associate sounds with written letters. In the past two decades, phonics developed a poor reputation as it was overused and over-scripted. However, methodologies like the word sorts from Words Their Way or Make-a-Word exercises are engaging, flexible, and have an immediate impact on the types of words that students can decode. For example, most of our EL students will not likely know that the letters "sh" make the sound *Ish!* instead of *Is/ /hi*. If a student simply reads texts over and over again, they will eventually figure out that "sh" makes *Ish!* For a group of students who have catching up to do, the direct instruction of this relationship can help them identify this sooner and move on to other unknown sound/symbol relationships or eventually to being able to focus more of their mental energy on comprehension.

We plan on utilizing the curriculum Open Court Reading, and especially the phonics section of this curriculum, in order to reinforce and teach the concepts of phonemic awareness and phonics. Open Court includes various strategies that explicitly focus on this type of "word work," which provides students a strong phonemic foundation, and, thus, they are more prepared to read. For example, students are usually able to identify initial consonants before any other part of a word. Word work activities like sorts, matching games, and making words exercises, therefore, will be focused on this area before short vowel sounds. In addition to occurring in the middle of the word, short vowels are often confusing to EL students when the sound does not occur in their language. We can expect to spend days helping our students differentiate the short vowel sounds of /a/, *lei*, and /i/ which sound almost identical to many ELs. In addition to using Open Court,

Richmond Charter Elementary will provide direct instruction in spelling. Student spelling is highly correlated with their current stage of development in recognition, so our spelling lists will be leveled based on a child's word work as well.

Words Their Way categorizes spelling stages as:

1. **Emergent Stage**- primarily phonemic awareness focus.
2. **Letter-Name Stage**- primarily focused on correlating letters, blends and digraphs with the sounds they make.
3. **Within Word Pattern Stage**- usually focused within a single syllable on patterns which form long vowels, r-controlled vowels, three letter blends, and diphthongs.
4. **Syllable-Affix Stage**- Examines patterns around syllabication. For example, rules for doubling of the consonant before adding ed or ing. Also begins to study prefixes and suffixes.
5. **Derivational Relations Stage**- focused primarily on word roots, prefixes and suffixes that can help students build meaning and comprehension.

FLUENCY

Fluency is the ability to read text accurately and quickly. It reflects the readers' ability to automatically recognize words instead of decoding them. Combined with vocabulary development (not just recognizing but understanding the meaning of many words), fluency is a crucial stepping stone to comprehension. If a student is spending most of their mental energy using their phonics skills to decode words, they don't have as much time to comprehend what they are reading and their overall comprehension will suffer. RCE plans to organize a portion of our reading block around a combination of small teacher-led reading groups with other students in the classroom working in reading centers. A teacher-led reading group is similar to a Guided Reading group, but also incorporates instruction beyond simply reading of texts. For example, we will level our phonics instruction by reading group and students in each group will receive phonics instruction in their group at their current level. This is one way of individualizing reading instruction.

Fluency instruction in our groups will be conducted by selecting a text which is on the independent level for the students in that group. This is a text in which the student can recognize 90% or more of words in a text (not necessarily automatically) and have good comprehension (generally 80% on factual answers and some analysis and inference). Students will repeatedly read the text orally, working on both their speed and their phrasing. The teacher will prompt students to improve phrasing our automaticity with certain words. Four repeated readings are generally sufficient to improve student fluency. Note that this exercise is very different from a guided reading lesson on an instructional-level text where it is expected that most of the student and teacher's energy will go in to decoding unknown words. A fluency lesson is with a different text and focuses on speed and phrasing.

In addition, RCA will utilize the DRA2 assessment in order to assess a student's progress with their fluency skills. The DRA2 is a reading comprehension assessment which also assesses fluency, scoring students on reading rate (number of words read accurately per minute) in addition to expression. Using this assessment will give RCA staff insight to a student's individual needs and growth as well.

Research has not proven that independent silent reading alone aids in fluency. This is a somewhat counterintuitive finding; given the enormous focus schools have given independent reading. However, we believe there is a crucial aspect to independent reading, which if managed correctly,

does contribute greatly to fluency. The most important part of independent reading is book selection. If a student is reading an instructional or frustrational text, they will not improve their fluency by reading it. Likewise, if a student is reading a text that is not at the top of their independent level, it will be too easy, and they won't increase their fluency. Most of the books in today's classrooms and school libraries are not precisely leveled. For beginning readers, this corresponds to a student's current stage of word decoding development. Many books combine decodable words with ones that will lead to student frustration. Luckily, special books are propagating now due to the popularity of Guided Reading. These books are precisely leveled, so that one can choose a book that each student will be able to read fluently within Guided Reading.

This same method can be used for independent reading. By using a library of precisely-leveled texts and specifying a narrow range of levels which a student can choose, we can help our students develop fluency through their independent reading. The RCE Learning Lab will have a library of leveled texts to aid our students in their independent reading. We also believe that reading great children's books builds a student's love of reading, so our library will also include these books for students general enjoyment and they will have time each day to read not only leveled books but from children's literature.

VOCABULARY

Vocabulary is the lexicon of words that a student understands. The level of understanding (precision) can vary from word to word. There are two kinds of vocabulary instruction that we plan on conducting at RCE.

First, direct instruction of key vocabulary words. The most important aspect of this type of instruction is repeated exposure and manipulation of these words. For example, if a teacher has five vocabulary words in a week, these words should occur in one or two of the read-alouds that week, in a teacher-led reading group selection, and students should be given the ability to practice those words through various exercises in reading centers. RCE teachers will use a method called word webs. Students will be required to write the vocabulary word in one circle and then connect that circle to other circles which had words or short phrases like that word. The point of this exercise was to help students develop a general meaning of the word in relationship to other words they knew, even if they could not precisely define the word. This is very useful in reading a new text because the combination of a general understanding of the word along with context and visual clues can help build a complete understanding.

The second method of building vocabulary is giving students the tools they need to accelerate the building of their vocabulary. Our word work will progress past phonics to focus on word parts like prefixes, suffixes, and roots which can give clues about the meaning of a word. One exciting thing about this for EL students is that if the language they speak is a Latin derivative, they are likely to know roots that English-only students will not, because these words are common in their language, but not in English. Another way that we believe we can build our EL students vocabulary is through the use of cognates. There are 15,000 words that share similar meanings between English and Spanish, though they usually have different pronunciations. Explicitly relating a new English word to its cognate can make the development of vocabulary much easier.

Comprehension

Comprehension is a student's understanding of the text they have read. Ultimately, all of the other areas in reading are about improving a student's comprehension. Comprehension is also the

most difficult area for all students, and in particular can be difficult for EL students who lack the background knowledge to understand some of the concepts. While developing the other areas of literacy will give students the ability to focus on comprehension, they are not as powerful in building comprehension as Direct Instruction in reading strategies and skills. . Direct Instruction in comprehension helps students name and practice the strategies that proficient adult readers are able to use unconsciously (for example, visualizing and creating mental images while reading, or using the headings of a nonfiction text to gather clues about the topic). Initially, one of the most important parts of comprehension is for the student to identify what they don't understand. Once this realization has happened, the teacher can work with the student on strategies to develop an understanding-reading back in the text for clues, skipping the section and coming back, rephrase what they have read, formulate clarifying questions, etc. In general, comprehension progresses from factual (does the reader understand what was written) to analytical (can they compare and contrast this with another story they've read for example) to inferential (what was the author's purpose in writing this text).

Comprehension for fictional works relies on very different skills than non-fiction text and RCE plans on teaching techniques for both explicitly. RCE teachers provide Direct Instruction in reading strategies during small-group Guided Reading lessons in which students are grouped according to reading level. Teachers model appropriate strategies for each group and give students an opportunity to practice independently with texts that are at their level (ones which they are able to decode fluently).

This type of leveled practice is powerful because it requires that students constantly work within their zone of proximal development: with the teacher's assistance, students are led to comprehend increasingly advanced texts. When done by a skilled teacher, Guided Reading can be a powerful tool for accelerating student learning. Groups are formed flexibly at RCE, and students are re-grouped every eight weeks (and often more frequently) based upon assessment results. RCE will also explicitly focus on the skill of comprehension, especially for EL students, through the use of Direct Instruction with chapter books. This instruction will primarily occur in second grade and up. The utilization of chapter books at an appropriate level will allow the students to further engage with the text and hopefully find the joy in reading a continuous text. In addition, the staff at RCE will create and/or utilize packets that include questions for each chapter of a book. These questions will require the students to not only write their answers, but also cite where they found the answer and what reading strategy they used. Through the use of these reading packets and strategies, students in second grade and up will be able to focus on their further development of the skill or reading comprehension.

English Language Development through Literacy

| EL Level | K-2 | 3-5 |
|---------------------|---|---|
| Beginning (CELDT 1) | Teachers use chants and songs to introduce basic phonemes. Students receive instruction on survival communication. Teachers use controlled speech rate and variation. Cognates (words with common roots and look or sound similar in related languages) that exist between primary and English language are used to explain simple concepts. The teacher uses those | Teachers present the English alphabet using visuals and songs. Rhythm and repetition are key strategies for getting students accustomed to the sounds of spoken English. Daily rituals (morning meeting, bathroom pass requests, etc.) require students to use simple greetings and other phrases. Students have opportunities to tell and re-tell stories using drawing, mime, and basic words. In writer's workshop, students develop complex stories through pictures, and |

| | | |
|---------------------------------|--|---|
| | <p>drawings to help students develop new vocabulary. The teacher utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, T graphs, and various other strategies.</p> | <p>work with the teacher to put those stories into words. The teacher utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, T graphs, and various other strategies.</p> |
| <p>Intermediate (CELDT 2-3)</p> | <p>Students are engaged in real-world activities that require them to communicate basic needs, and describe common objects orally and with basic written language. In writer's workshop, the teacher introduces story boards with pictures and words to help students comprehend stories and to help them develop their own writing. Students practice reading aloud with rhyming poetry and stories, and have opportunities to dramatize fiction to enhance understanding. The teacher utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, T graphs, sentence patterns, "Farmer in the Dell," and various other strategies. Students at this level have acquired basic conversational skills, so the focus is on helping them acquire the academic language and syntax which they need in order to become more proficient speakers, readers, and writers of English.</p> | <p>Teachers present students with oral and written comprehension activities. In centers, students use audio books and then respond to texts in writing, using simple sentences. Significant time is spent on pre-reading vocabulary development activities. During writer's workshop, students focus on getting their first draft in writing, using invented spelling as needed. The revision process is an opportunity for the teacher to reinforce conventions, and teach new spelling concepts. The teacher utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, T graphs, sentence patterns, "Farmer in the Dell," ELD retell, and various other strategies. Students at this level have acquired basic conversational skills, so the focus IS on helping them acquire the academic language and syntax which they need in order to become more proficient speakers, readers, and writers of English.</p> |
| <p>Advanced (CELDT4-5)</p> | <p>Teachers challenge students to find spelling patterns when reading. Students are given literature that is accessible but requires them to decode around 5-10% of the words they encounter. Centers allow students to explore vocabulary through antonyms and synonyms, and to explore how word meanings change in different contexts. Students read and respond to grade-level literature orally and in grade appropriate writing. Students analyze and compare literary devices used in different forms of prose. Students have multiple opportunities to read aloud for authentic purposes. Teachers use recording and feedback to help students reflect on their read-aloud skills. The teacher utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation</p> | <p>Students respond to texts using specific and appropriate language. The teacher uses many graphic organizers for both reading comprehension and pre-writing activities. Students have opportunities (dramatizations, speeches, circle time) to read aloud with accuracy and expression, from a variety of kinds of texts. Students read and write independently (and are able to self-correct) in literature circles and writer's workshop. The teacher helps students identify topics that are high interest, and assigns leveled literature that allows students to work in their zone of proximal development (not too easy, not too hard). The teacher utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, T graphs, sentence patterns, "Farmer in the Dell," ELD retell, and various other strategies.</p> |

| | | |
|--|--|--|
| | charts, inquiry charts, T graphs, sentence patterns, "Farmer in the Dell," ELD retell, and various other strategies. | |
|--|--|--|

In addition, we have broken down these Top 10 ELD – Power standards into key skills. These key skills are outlined below and the grade levels in which we expect them to be achieved.

| Grade levels | Power Standards and Process |
|--------------|--|
| Grades K-2 | <p>Listening and Speaking</p> <ul style="list-style-type: none"> • Follow directions • Listen Attentively • Speak to be understood • Vary ways of speaking • Participate in social conversations • Retell stories and summarize main idea • Recite rhymes and stories • Ask and answer questions <p>Reading: Word Analysis</p> <ul style="list-style-type: none"> • Understand concepts about print • Recognize and produce phonemes • Understand sound-symbol relationships • Segment sounds in words • Track sounds in words • Read sight words and apply knowledge of word parts • Read abbreviations • Read aloud <p>Reading: Fluency and Systematic Vocabulary Development</p> <ul style="list-style-type: none"> • Use vocabulary for communication • Use social and academic vocabulary • Correct errors • Read words • Read sounds and word families • Apply knowledge of word parts • Understand synonyms and antonyms • Understand prefixes and suffixes • Recognize abbreviations • Categorize words • Read aloud <p>Reading: Comprehension</p> <ul style="list-style-type: none"> • Follow directions • Interpret text features • Identify sequence of events • Draw and label pictures • Respond to comprehension questions • Draw inferences <p>Literary Response and Analysis</p> |

| | |
|--------------------------|---|
| | <ul style="list-style-type: none"> • Describe elements of poetry • Identify setting and characters • Respond to comprehension questions <p>Writing Strategies and Applications</p> <ul style="list-style-type: none"> • Write sentences • Write narratives • Write in content areas • Write a letter • Use the writing process <p>Writing Conventions</p> <ul style="list-style-type: none"> • Use correct mechanics, spelling, and grammar • Use correct grammar • Edit writing |
| <p>Grades 3-5</p> | <p>Listening and Speaking</p> <ul style="list-style-type: none"> • Follow directions • Listen Attentively • Speak to be understood • Vary ways of speaking • Participate in social conversations • Retell stories and summarize main idea • Recite rhymes and stories • Ask and answer questions <p>Reading Word Analysis</p> <ul style="list-style-type: none"> • Understand concepts about print • Recognize and produce phonemes • Understand sound-symbol relationships • Segment sounds in words • Track sounds in words • Read sight words and apply knowledge of word parts • Read abbreviations • Read aloud <p>Reading Fluency and Systematic Vocabulary Development</p> <ul style="list-style-type: none"> • Use vocabulary for communication • Use social and academic vocabulary • Correct errors • Read words • Read sounds and word families • Apply knowledge of word parts • Understand synonyms and antonyms • Understand prefixes and suffixes • Recognize abbreviations • Categorize words • Read aloud <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Follow directions • Interpret text features |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Identify sequence of events • Draw and label pictures • Respond to comprehension questions • Draw inferences <p>Literary Response and Analysis</p> <ul style="list-style-type: none"> • Describe elements of poetry • Identify setting and characters • Respond to comprehension questions <p>Writing Strategies and Applications</p> <ul style="list-style-type: none"> • Write sentences • Write narratives • Write in content areas • Write a letter • Use the writing process <p>Writing Conventions</p> <ul style="list-style-type: none"> • Use correct mechanics, spelling, and grammar • Use correct grammar • Edit writing |
|--|--|

Mathematics our focus with students will be primarily to develop number sense and algebraic thinking with our students. Below we describe the objectives within these key areas.

| Key Areas | Description |
|--|---|
| <p><u>Number Sense:</u> The instructional emphasis on <i>number sense</i> will ensure student mastery of the following mathematical concepts:</p> <ul style="list-style-type: none"> • Counting by rote • One-to-one correspondence • Conservation of number • Numeral recognition/ linking symbols to quantities • Numeral writing • Thinking in groups • Part-to-whole • More/less • Relationships to 5's and 10's • Beginning addition and subtraction | <p>These ten foundational components of number sense have been demonstrated to greatly enhance students' ability to succeed with higher level math concepts. Teachers will be provided with diagnostic tools to identify student strengths and weaknesses in these 10 areas.</p> <p>They will then be given an arsenal of instructional resources (within the core text, and supplemental materials) to reinforce student mastery in each area.</p> |
| <p><u>Algebraic Thinking:</u> K-5 algebra encompasses six 'big ideas.' Students who develop proficiency in the following 6 conceptual areas will be ready to engage in higher-level algebra work by the time they complete fifth grade:</p> <ul style="list-style-type: none"> • Multiple representations (graphs, charts, | <p>Teachers will be trained to know these big ideas, and to use their existing curriculum and supplemental materials to diagnose and reinforce mastery in those areas. Teachers will collaborate to identify relevant standards and skills at each grade level in relation to the above skills, and to incorporate those skills into their curriculum.</p> |

| | |
|---|--|
| <p>equivalence)</p> <ul style="list-style-type: none"> • Proportional reasoning (numerical relationships) • Functions (input/output, if given function, then ...) • Variables (missing information) • Balance (equivalence) • Proofs (inductive and deductive reasoning) <p>Within the context of these power standard ideas, students at each grade level will work towards mastery of the following specific learning outcomes:</p> <ul style="list-style-type: none"> • Solving simple equations • Manipulating integers • Manipulating exponents and scientific notation • Understanding prime and composite numbers • Factoring • Understand order of operations • Understand properties of real numbers | |
|---|--|

As discussed in the Implementation of Curriculum section in the body of our petition, our focus with students will be primarily to develop number sense and algebraic thinking with our students. Below we describe the objectives within these key areas.

Number Sense:

The instructional emphasis on number sense will ensure student mastery of the following mathematical concepts:

- Counting by rote
- One-to-one correspondence
- Conservation of number
- Numeral recognition/ linking symbols to quantities
- Numeral writing
- Thinking in groups
- Part-to-whole
- More/less
- Relationships to 5's and 10's
- Beginning addition and subtraction

These ten foundational components (power standards) of number sense have been demonstrated to greatly enhance students' ability to succeed with higher level math concepts. Teachers will be provided with diagnostic tools to identify student strengths and weaknesses in these 10 areas. They will then be given an arsenal of instructional resources (*within the core text, and supplemental materials*) to reinforce student mastery in each area.

Algebraic Thinking:

K-5 algebra encompasses six 'big ideas.' Students who develop proficiency in the following 6 conceptual areas will be ready to engage in higher-level algebra work by the time they complete fifth grade:

- Multiple representations (graphs, charts, equivalence)
- Proportional reasoning (numerical relationships)
- Functions (input/output, if given function, then ...)
- Variables (missing information)
- Balance (equivalence)
- Proofs (inductive and deductive reasoning)

Within the context of these six big ideas, students at each grade level will work towards mastery of the following specific learning outcomes:

- Solving simple equations
- Manipulating integers
- Manipulating exponents and scientific notation
- Understanding prime and composite numbers
- Factoring
- Understand order of operations
- Understand properties of real numbers

Teachers will be trained to know these big ideas, and to use their existing curriculum and supplemental materials to diagnose and reinforce mastery in those areas. Teachers will collaborate to identify relevant standards and skills at each grade level in relation to the above skills, and to incorporate those skills into their curriculum.

| Level | K-2 | 3-5 |
|-----------------------------|---|--|
| Beginning (CELDT 1) | Using an inquiry-based students will discover approach, scientific concepts via interactive investigations. Students are able to use drawings to depict their experiments. As students generate ideas to describe science experiments the teacher will formalize the terms and concepts in a clear and concise manner. Vocabulary can be listed on specific word walls for science. Teachers can record dictated accounts of students' discoveries. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies. | Using an inquiry-based approach, students will discover scientific concepts via interactive investigations. Students can keep science journals where they can draw their investigations and label key concepts. They can refer to bilingual dictionaries to support their writing. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies. |
| Intermediate (CELDT 2-3) | Using an inquiry-based approach, students will discover scientific concepts via | Using an inquiry-based approach, students will discover scientific concepts via |

| | | |
|--------------------------------|---|---|
| | <p>investigations (FOSS kits and other hands-on resources). The scientific method can be described and students can begin to formulate hypotheses before experiments and investigations. Students begin to ask and answer scientific questions using appropriate academic language. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.</p> | <p>investigations (FOSS kits and other hands on resources). Students begin and continue using and writing complex vocabulary and sentences appropriate to science. Students are able to ask and answer scientific questions (make predictions and formulate conclusions) using appropriate academic language. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.</p> |
| <p>Advanced (CELDT4-5)</p> | <p>Using an inquiry-based approach, students will discover scientific concepts via investigations (FOSS kits and other hands-on resources). Students will also use simple (grade-level appropriate) expository text to read for information and learn new concepts. Teachers can expect students to label their journals supported by short sentences that may have grammar and spelling errors. Teachers can monitor students' accurate use of high frequency words, and their integration of concept-specific language into both oral and written products. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.</p> | <p>Using an inquiry-based approach, students will discover scientific concepts via investigations (FOSS kits and other hands on resources). Students will also use expository text to read for information and learn new concepts. Students use complex vocabulary and sentences and write detailed and accurate scientific reports and describe investigations. Teacher explicitly teaches and holds students accountable for the use of Tier 3 (content related) academic language in their scientific reports. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.</p> |
| | | |



AMPS PATH Academies- Data Dive Overview

Analysis Circles: *Data Dives* (*Results Meeting Discussions*)

If assessments define the ultimate goal, analysis identifies that strategies and tactics to get there

THE ANALYSIS MEETING: Teachers and Leader Side By Side At Tables.

Many have seen the value of creating effective tools for assessment data analysis; however, an often overlooked and equally critical component is that leaders need to lead effective analysis meetings with teachers. *Too often schools assume that simply sitting down with the data is sufficient to ensure quality analysis. That assumption is fundamentally flawed.*

Interim assessment analysis meetings are conferences between teachers and instructional leaders in which results gathered from the last interim assessment are analyzed and discussed. Unlike traditional post-observation conferences, analysis meetings offer insight into months of student learning. Additionally, analysis meetings allow for more specific and nuanced advice than traditional observations since yearlong trends can be systematically assessed and analyzed.

- Analysis meetings also work to increase accountability by providing school leaders with a concrete record of class achievement.
- It also provides a school leader to discuss what worked or didn't in a short period of time, out in the open. Some staff will not ask questions (similar to students) but will pick up responses and cues from a school wide data discussion.
- Finally, and most important, such meetings are integral to changing from a culture focused on what students were taught to a culture focused on what students actually learned, which is the crux of data-driven instruction.

Work with the Test in Hand:

It is absolutely essential that assessment analysis be done test-in-hand, with teachers constantly comparing results posted on the template with the assessment questions themselves. Results provide almost no meaningful information unless they can be seen in the context of the assessment itself.

- a) **Question-Level Analysis-** with the test in hand, the most basic strategy for results analysis is to look over the template and identify the questions and standards on which students generally performed poorly. When combined with clear and easy-to-read data report templates, this strategy allows educators to quickly identify weaknesses and act on them.

¹ Bambrick-Santoyo, Paul (2010-03-18). *Driven by Data: A Practical Guide to Improve Instruction* (Kindle Locations 1427-1438). Jossey-Bass.



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- b) **Standard level Analysis:** Teachers *should constantly* ask why students bombed given questions. Did students all choose the same wrong answer? Why or why not?
- If comparing similar standards to one another or by examining trends within given standards, teachers can find the trends in student errors. Do results in fractions influence division of mixed numbers? Do systemic failures in sequence have any relation to the ability to summarize?
 - By understanding the linkages between different standards, teachers can better understand why a given question posed problems to a group or individual students.
 - At the level of the individual standard, consider if students performed similarly on all questions or if they found some harder than others. If so, why?
- c) **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.** Can also guide the given support systems such as tutor, or aides in knowing what specific groups need to work on.
- If for example, three lowest-achieving students answered question 2 incorrectly. Those results clearly indicate that targeted re-teaching and support for those three students on that particular standard could help them catch up to their peers.
 - On the other end of the spectrum, the top third of the class answered question 11 correctly, suggesting that they could be given a stretch assignment or independent work while the teacher focuses on re-teaching that standard to the rest of the class.
 - The teacher can offer the higher performing students a more challenging application or standard or serving as tutors to their peers during that re-teaching session.
- d) **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.



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Without it, a student could have been placed in endless re-teaching sessions, while she might have needed only a good night's sleep before an assessment.

- In short, without a student-level analysis like this, it's easy to reach significantly wrong conclusions as to why a student is struggling.
 - Student-by-student analysis like this helps teachers identify the right approach for each student.
- e) **Fast Turnaround—(Laying the Foundation For Effective Action):** Finally, for analysis to be useful it must be timely. Assessment results that are not returned and analyzed in a timely manner are wasted.
- Ideally, schools should design their calendar to ensure that interim assessments are :
 - ✓ Analyzed within forty-eight hours of being scored-
 - ✓ Analyzed 1 week for discussions.
 - By keeping the analysis process under a week, schools can ensure that information gained from data-driven analysis is quickly applied to the classroom and those re-teaching targets weaknesses while material is still fresh in students' minds.

Who Should Conduct the Meeting? : The school principal should conduct data analysis meetings, since this makes it possible to directly supervise the implementation of data-driven instruction and feedback. Also, this is a setting for some difficult conversations and school leaders can demonstrate school wide adherence and importance to data. It absolutely matters!

Good assessments provide a tremendous amount of raw data, but great analysis is impossible unless that data is recorded and presented in a readily useful form.

Effective data report charts are those that organize student results in a way that allows for analysis at many important levels:

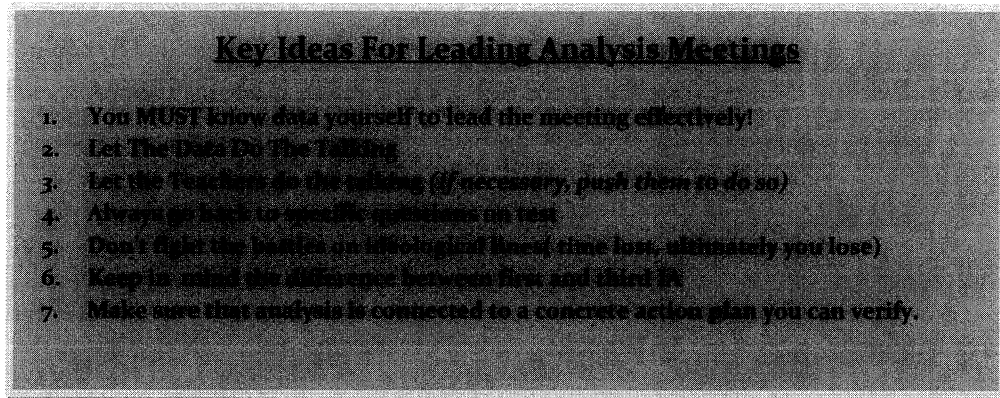
1. **Question level** (*the most overlooked level of analysis*). Same as you should expect teachers to have for their students, you must have questions at hand in the meeting;
 2. **Standard level** (*all questions measuring the same standard*) ;
 3. **Individual student level**;*(Student by student snapshot)*;
 4. **Whole class level** (*By Teachers*) : It is essential that the data report template keep the ultimate users—teachers and school leaders—in mind.
- To that end, report templates must have a teacher-friendly learning curve. Templates need not be overly simplistic, but they must be designed so that most teachers can, with



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reasonable effort, master their complexities. Templates that are too difficult to be useful will lead to frustration, not to results.

AT THE ANALYSIS (DATA DIVE) MEETING



1. **Know the Data Yourself:** Arm yourself with nuanced knowledge about classroom data. If you were the teacher, what would you look at, next steps and so forth, then think how you as a leader can guide that
2. **Let Data Do the Talking:** Simply point to the data at hand and ask teachers what they believe it means. The data is the central focus of the meeting. The data should be central and presented as results of objective facts.
3. **Let the Teachers do the Talking:** Teachers must own the process of assessment and analysis and it is therefore critical that they reach their own conclusions. Leaders can prompt staff to explain their interpretation of data.
4. **Always go Back to Specific Questions on the Test:** All should have copies of the test in front of them. This allows for a more detailed and productive analysis session
5. **Don't Fight the Battles on Ideological Lines:** arguments in pedagogical philosophies boggle down time and the defined task at hand. Data analysis meetings are, meant to shift the discussion from irresolvable ideological dilemmas to pragmatic and objective facts.
6. **Keep in Mind the Difference Between the First and Third IA:** **Though** analysis are always teacher led discussions, the leader **MUST** be willing to change their tone if a marked improvement has not been seen. **THIS IS YOUR JOB!** When weaknesses persist after 3 IA, then this must be acknowledge with teacher(s), more observations, and evaluations should be occurring and outside assistance called in preparation for some very difficult decisions.
7. **Make Sure Analysis is Connected to a Concrete, Verifiable Plan:** All solutions, plans and commitments **MUST BE WRITTEN DOWN** and put into action as part of a concrete and verifiable plan. Even the best insights or ideas will be meaningless if they aren't documented and put into practice.



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REFLECTION PART OF MEETING

The following questions are scripted to engage teachers in reviewing the data.

As you read through it, they do seem over simplistic and you will add your own, however be leery of teachers who feel attacked by the data, and those who will argue the importance of it, etc.

- ✓ ***The analysis is all about being reflective of what is going on with every student in the school. The bottom line is that we must get students to progress through the academic year, and teachers to guide and deliver that progression.***
- ✓ **The goal is to effect teacher practice, student practice, all in the goal of excelling student achievement.** By arguing or taking blame stances; the end goal will not be as clear to others.
- ✓ You can have individual conversations as needed (only after), but in the meeting with the group adhere to the underlying practice below:

TEACHER QUESTIONS

Getting started: For many, simply getting started is the most challenging aspect of data meetings. Those who lead the meeting should understand that data meetings can be difficult at times but ultimately the leader must take the student's best interest.

Moment of Truth

Pass out copies of the data plan to your colleagues and staff.....

- Give 5 minutes for each team/group to review the data.
- Have them look over the patterns in performance

The following are a few start up questions for the meetings:

1. *So what's the data telling you*
2. *Congratulations to the _____grade/department, scores have increased_____. You should feel proud, let's talk a little about what you did or say differently*
3. *So the data in _____regressed or did not move enough. Any thoughts? So how do we begin our action plan- any ideas?*

1. **(Global Questions):**

- "What's the data telling you?"
- "How did class do as a whole?"
- "What are strengths weaknesses in standards? Where do we need to work the most?"



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- "How did class do overall on old versus new standards?" "Are they forgetting or improving an old material?"
 - "Who are the strong and weak students" any surprises this go round?"
 - "How are the results different for different type of questions? (Open ended, multiple choice, essay?"
 - How well did the class do as a whole?
 - What are the strengths and weaknesses in the standards: where do we need to work the most?
2. **(Dig In Questions):**
- **Bombed questions:** "Did students all choose same wrong answer?" Why/why not?"
 - **Break Down Standard:** "Did students perform similarly on every question within standard or were some questions harder?"
 - **Compare similar standards:** "Do results in one influence the other?"
 - **Sort data by students' scores:** Are there questions that separate proficient and non proficient students?"
 - **Look horizontally at students:** Are there any anomalies occurring with any students?"
3. **(By class, subject, or grade): Praise for standard mastered.** Students performed really well on that standard. Was there any specific focus or strategy that prepared them to gain a better understanding of that subject or standard?"
4. **(Test in hand analysis/side by side) :** Surfacing concern areas
5. **Action Planning/Action Plan evaluation**

WHAT DO YOU DO WHEN THE STUDENTS HAVE DONE POORLY ON EVERY ASPECT OF AN INTERIM ASSESSMENT?

You cannot really re-teach all of it; however this is an excellent question.

When students fail on almost all the questions of an assessment, there are obviously major problems. However, our goal is for all students to be proficient, and as we all know, many students arrive well below grade level. So.....expect the question.....how do you address the need to cover more than a year's worth of learning in one year?

The reasons behind bombed performance probably include one or more of the following:

1. The test was well above what the students were able to master in the prescribed time period.
2. The test doesn't assess what the teacher taught during that time period.
3. The students arrived years below grade level, so a grade-level assessment is beyond their reach at the moment.
4. The teaching was inadequate. One of the core premises of assessment is that you must start at the students' learning level.



5. Deeper cognitive matters (*this will need multiple assessments to verify however*)

Action Planning

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

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

Successful action plans share several key characteristics:

- **Correct analysis:** If analysis is not sound, then plans won't improve student
- **New strategies:** Action plans are only worth creating when a school believes it has room for improvement. If an action plan calls for a continuation of the status quo, then it is a waste of time and resources since more of the same will not yield different results. Plan with purpose, not for the sake of planning in itself.
- **Specific time of implementation:** Any and all suggested changes should be clearly marked with a date and a time for implementation; if a plan is made without a specific and well-defined time for action then it will probably be neglected due to the perpetual demands competing for a teacher's time.

Action Plan on the Cheap

Overly complex strategies and plans will get teachers tied up and frustrated. We have to keep it cheap for them. Sample Action Plan (Math): The table I below is a sample of where we can eventually get with it. A very simple way is to add a reflection/Reteach section to the lesson plan template that we use, and have teachers highlight what they will focus on during the week, (*See Table II Below*). You may want to add this (with added boxes into the template) for multiple subjects and then begin to incorporate the Action Plan detailed in the table below.

Action Planning

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Kindergarten Assessment Checklist

Name _____ Birth date _____

Baseline _____ 1st MP _____ 2nd MP _____ 3rd MP _____
(red) (blue) (green) (black)

Color Recognition - / indicates recognizes x indicates reads word

red yellow blue green orange black brown purple white

Recognizes Own Name - / indicates recognizes

first name

last name

Writes Name

base _____

1st MP _____

2nd MP _____

3rd MP _____

Letter/Sound/Word Recognition

| Upper Case | Identifies Letter | | | | Lower Case | Identifies Letter | | | | Sounds | Reproduces sound | | | | Word | Identifies word | | | | |
|--------------|-----------------------------|-----------------|-----------------|-----------------|--------------|-------------------|-----------------|-----------------|-----------------|--------------|--|---------|---|-----------------|---------------|-----------------|-----------------|--|--|--|
| | B | 1 st | 2 nd | 3 rd | | B | 1 st | 2 nd | 3 rd | | -/long | u/short | B | 1 st | | 2 nd | 3 rd | | | |
| A | | | | | a | | | | | a | / | / | / | / | I | | | | | |
| F | | | | | f | | | | | f | | | | | a | | | | | |
| K | | | | | k | | | | | k | | | | | an | | | | | |
| P | | | | | p | | | | | p | | | | | to | | | | | |
| W | | | | | w | | | | | w | | | | | see | | | | | |
| Z | | | | | z | | | | | z | | | | | we | | | | | |
| B | | | | | b | | | | | b | | | | | is | | | | | |
| H | | | | | h | | | | | h | | | | | my | | | | | |
| O | | | | | o | | | | | o | / | / | / | / | in | | | | | |
| J | | | | | j | | | | | j | | | | | the | | | | | |
| U | | | | | u | | | | | u | / | / | / | / | can | | | | | |
| C | | | | | c | | | | | c | / | / | / | / | at | | | | | |
| Y | | | | | y | | | | | y | | | | | it | | | | | |
| L | | | | | l | | | | | l | | | | | me | | | | | |
| Q | | | | | q | | | | | q | | | | | and | | | | | |
| M | | | | | m | | | | | m | | | | | he | | | | | |
| D | | | | | d | | | | | d | | | | | you | | | | | |
| N | | | | | n | | | | | n | | | | | here | | | | | |
| S | | | | | s | | | | | s | | | | | she | | | | | |
| X | | | | | x | | | | | x | | | | | go | | | | | |
| I | | | | | i | | | | | i | / | / | / | / | said | | | | | |
| E | | | | | e | | | | | e | / | / | / | / | like | | | | | |
| G | | | | | g | | | | | g | / | / | / | / | have | | | | | |
| R | | | | | r | | | | | r | | | | | for | | | | | |
| V | | | | | v | | | | | v | | | | | play | | | | | |
| T | | | | | t | | | | | t | | | | | are | | | | | |
| total | | | | | total | | | | | total | | | | | saw | | | | | |
| rubric score | | | | | rubric score | | | | | rubric score | | | | | went | | | | | |
| | 1/ <19 2/ 19-25 3/ 26 | | | | | | | | | | 1/ <12 2/ 12-22 3/ 23-30 4/ 31-33 | | | | | | | | | |
| | | | | | | | | | | | | | | | some | | | | | |
| | | | | | | | | | | | | | | | this | | | | | |
| | | | | | | | | | | | | | | | Total | | | | | |
| | | | | | | | | | | | | | | | Rubric | | | | | |

1/ <10
2/ 10-19
3/ 20
4/ >20

Uses Oral Communication Effectively

| Skills | base | 1 st MP | 2 nd MP | 3 rd MP |
|--|------|--------------------|--------------------|--------------------|
| speaks in complete sentences | | | | |
| shares an idea on a topic | | | | |
| uses appropriate volume | | | | |
| speaks with clarity (i.e. articulation; pronoun usage) | | | | |
| uses an extensive oral vocabulary | | | | |
| totals | /5 | /5 | /5 | /5 |
| Rubric Score | | | | |

1/ 0-2
2/ 3
3/ 4
4/ 5

Demonstrates Concept of Print

| Concepts | base | 1 st MP | 2 nd MP | 3 rd MP |
|---------------------|--------|--------------------|--------------------|--------------------|
| letter | | | | |
| word | | | | |
| sentences | | | | |
| where start reading | | | | |
| left to right | | | | |
| return sweep | | | | |
| voice/print match | | | | |
| front cover | | | | |
| back cover | | | | |
| title | | | | |
| totals | ___/10 | ___/10 | ___/10 | ___/10 |
| Rubric Score | | | | |

1/ < 5
2/ 5-9
3/ 10
4/ >10

___ author ___ illustrator ___ title page ___ dedication page

Rhyme - Produces with prompt

| Rhyme | base | 1 st MP | 2 nd MP | 3 rd MP |
|--------|-------|--------------------|--------------------|--------------------|
| bat | | | | |
| cake | | | | |
| hop | | | | |
| sun | | | | |
| totals | ___/4 | ___/4 | ___/4 | ___/4 |

Phonological Awareness - DIBELS Phoneme Segmentation Fluency Score

| | 1 st MP | 2 nd MP | 3 rd MP |
|----------------------|--------------------|--------------------|--------------------|
| PSF Score | | | |
| Alternate tool score | | | |
| Rubric Score | | | |

1 - <10 PSF and/or understands concept of word
2 - 10-34 PSF and/or understands concept of word, concept of syllable and identifies initial sounds.
3 - 35 PSF and/or understands concepts above and segments sounds in words
4 - >35 PSF and/or understands concepts above and blends sounds

Oral Comprehension/Story Retell

Say to the student(s): "I will read a story. When I am finished I will ask you questions about the story. So, be a good listener!" After reading the story, ask:

| | Base | 1 st MP | 2 nd MP | 3 rd MP |
|--|------|--------------------|--------------------|--------------------|
| Book Title | | | | |
| Who are the main characters? | | | | |
| What is the setting? Where did the story happen? | | | | |
| How does the story begin? | | | | |
| What happened next? Next? | | | | |
| How does the story end? | | | | |
| Why ...? | | | | |
| Total | /6 | /6 | /6 | /6 |
| Rubric Score | | | | |

1/ answers 1-2 questions
2/ answers 3 questions
3/ answers 4-5 questions
4/ answers all 6 questions

Identifies Shapes -/ indicates recognition



| | Base | 1 st MP | 2 nd MP | 3 rd MP |
|--------------|------|--------------------|--------------------|--------------------|
| Total | / 7 | / 7 | / 7 | / 7 |
| Rubric Score | | | | |

1/ <3
2/ 3
3/ 4-6
4/ 7

Recognizes and Names Numerals -/ indicates recognition

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 ___ more than 20

| | Base | 1 st MP | 2 nd MP | 3 rd MP |
|--------------|------|--------------------|--------------------|--------------------|
| Total | / 21 | / 21 | / 21 | / 21 |
| Rubric Score | | | | |

1/ <10
2/ 10-20
3/ 21
4/ >21

Counts Objects

| | base | 1 st MP | 2 nd MP | 3 rd MP |
|--------------|------|--------------------|--------------------|--------------------|
| Total | 1 - | 1 - | 1 - | 1 - |
| Rubric Score | | | | |

1/ <10
2/ 10-19
3/ 20
4/ >20

Understands Patterns

| | Base | 1 st MP | 2 nd MP | 3 rd MP |
|--------------------------|------|--------------------|--------------------|--------------------|
| unable to recognize | | | | |
| recognizes & extends | | | | |
| creates & names AB | | | | |
| creates & names involved | | | | |
| Rubric Score | | | | |

Sorts Objects by Attributes

| | Base | 1 st MP | 2 nd MP | 3 rd MP |
|---------------------|------|--------------------|--------------------|--------------------|
| cannot sort | | | | |
| 1 attribute | | | | |
| 2 attributes | | | | |
| 3 attributes | | | | |
| Rubric Score | | | | |

1/ unable to recognize pattern
2/ recognizes and extends a pattern
3/ creates and names an AB pattern
4/ creates and names a more involved pattern

1/ unable to sort
2/ sorts by 1 given attribute
3/ sorts by 2 given attributes
4/ sorts by >2 given attributes

Organizes Data/Interprets Graphs

| | base | 1 st MP | 2 nd MP | 3 rd MP |
|----------------------|------|--------------------|--------------------|--------------------|
| Unable to organize | | | | |
| More/most | | | | |
| Less/least | | | | |
| Same/equal | | | | |
| numerical comparison | | | | |
| Rubric Score | | | | |

1/ unable to organize
2/ organizes correctly
3/ organizes and interprets using terms
4/ interprets using numerical comparison

Understands Concept of Number

| | 2 nd MP | 3 rd MP |
|---------------------|--------------------|--------------------|
| Number | | |
| Rubric score | | |

1/ combo of <3
2/ combo of 3 or 4
3/ combo of 5
4/ combo of 6 -10

Oakland Charter Academy Inc.
Public Charter Schools

Uniform Complaint Procedure (UCP)

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

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

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

The Oakland Charter Governing Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This may include keeping the identity of the complainant confidential in written, verbal and electronic form as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee, on a case -by-case basis.

The Oakland Charter Governing Board prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

The goal of the Uniform Complaint Procedure is to ensure the implementation of a single procedure for all relevant programs and to ensure that all schools conduct high quality programs that are effectively managed and operated within legal parameters.

The Governing Board President, Executive Director, or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Governing Board, Executive Director or designee.

The report of the school's decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the school will arrange a meeting at which a community member will interpret it for the complainant.

This report shall include:

- A. The findings and disposition of the complaint, including corrective actions, if any. (5 CCR 4631)
- B. The rationale for the above disposition. (CCR 4631)
- C. Notice of the complainant's right to appeal the decision to the California Department of Education within 20 days, and procedures to be followed for initiating such an appeal. (5 CCR 4631)
- D. A statement of all specific issues that were brought up during the investigation and the extent to which these issues were resolved. The report shall not give any further information as the nature of the disciplinary action.

The Oakland Charter Academy Governing Board encourages the early, informal resolution of complaints whenever possible.

Formal Complaint Procedures

Any individual, public agency or organization may file a written complaint, alleging a matter which, if true, would constitute a violation by Oakland Charter Academy Inc. of federal or state laws or regulations governing the programs as well as allegations of unlawful discrimination identified in the General Information section of this document. The complaint will be processed in the following manner:

The complainant will submit a written complaint to:

Jorge Lopez
Executive Director
Oakland Charter Academy Inc.
345 12th Street 94607
Telephone: (510) 893-8700

This person/office shall be considered the representative of Oakland Charter Academy Inc. for purposes of receiving and coordinating responses to complaints and correspondence related to this policy. Oakland Charter Academy Inc. ensures the representative assigned to investigate complaints is knowledgeable about the laws/programs that he/she is assigned to investigate and ensures compliance. Only a complaint with the original signature will be processed. A complaint received by facsimile or electronic mail will not be accepted.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Procedures

The following procedures shall be used to address all complaints which allege that the school has violated federal or state laws or regulations governing educational programs. The appointed person listed above or board president shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with the Code of Regulations, Title 5, Section 4632.

Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the school.

Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination. (Title 5, Section 4630)

The complaint shall be presented to the designee who shall maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, staff shall help him/her to file the complaint. (Title 5, Section 4600)

Step 2: Mediation

Within seven (7) days of receiving the complaint, the designee may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the appointed representative shall make all arrangements for this process.

Before initiating the mediation of a discrimination complaint, the designee shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the designee shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the school's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (Title 5, Section 4631)

Step 3: Investigation of Complaint

The designee will review the complaint and documents submitted. The investigation shall include an opportunity for the complainant, or the complainant's representative, or both, to present the complaint(s) and evidence or information leading to evidence to support the allegations of non-compliance with state and federal laws and/or regulations. (Title 5, Section 4631)

Step 4: Response

Within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the school's investigation and decision. (Title 5, Section 4631)

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the designee's decision is final.

If the Board hears the complaint, the designee shall send the Board's decision to the complainant within 60 days of the school's initially receiving the complaint or within the time period that has been specified in a written agreement with the complainant. (Title 5, Section 4631)

Step 5: Final Written Decision

The report of the school's decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the school shall arrange a meeting at which a community member selected by the school, will interpret it for the complainant.

This report shall include:

- A. The findings and disposition of the complaint, including corrective actions, if any. (5 CCR 4631)
- B. The rationale for the above disposition. (CCR 4631)
- C. Notice of the complainant's right to appeal the decision to the California Department of Education within 20 days, and procedures to be followed for initiating such an appeal. (5 CCR 4631)
- D. A statement of all specific issues that were brought up during the investigation and the extent to which these issues were resolved. The report shall not give any further information as the nature of the disciplinary act.

Uniform Complaint Form

This Uniform Complaint Form has been developed pursuant to site regulations and Charter Governing Board Policy to address, investigate, and seek to resolve complaints in a timely manner as stipulated in our adopted policy.

| | |
|---|--|
| Name Of Complainant: | |
| Date: | |
| Address: | |
| Phone Number: | |
| School Site Or Location: | |
| *Statement Of Complaint: | |
| Date(S) When Alleged | |
| Discipline(s) Occurred: | |
| Complainant's Statement Of Pertinent Facts: <i>(Please Indicate, If Available, Specific Provisions Of Law And /Or Policy Or Regulations)</i> | |
| Supporting Evidence And Remedies Sought: | |
| Signature Of Complainant: | |
| Date Submitted: | |

AMETHOD PUBLIC SCHOOLS

**UP AND COMING LEADER PROGRAM
(UCLP)**

Program Overview

AMETHOD PUBLIC SCHOOLS:

UP AND COMING LEADER PROGRAM

The Amethod Schools selection process will be evidence-based. The selection criteria outlined below serve as the basis for all selection and placement decisions.

Leadership

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

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

Through a combination of assigned tasks, and a service period, or leader post, we expect to provide the necessary tools to lead a thriving Amethod School Campus. The goal of the program is to place successful participants in an Amethod Public School location and/ or program and provide them with ongoing support, and guidance.

Job Position: Up-and-Coming Leader
Contact: EVELIA VILLA
Salary: Depends on Experience
Email: evilla@amethodschools.org
Min Years Experience Required: 2 Years teaching experience, preferably with an Amethod School site.
Start Date: 6/18/2013
Degree Required: Bachelors
Certification Required: No

UCLP: POSITION OVERVIEW

Position Information

Amethod Public Schools seeks exemplary candidates who are interested in serving as program and/or school leaders for existing programs, schools, and new school sites. Each candidate must be accepted into the program and successfully complete the assigned tasks and coursework.

As the case with any growing company or organization, Amethod Schools needs to assure that there are assigned and trained individuals within the organization ready for leader assignments and tasks. This is absolutely vital to the organization and foundation of the networks future.

Overview

In addition to the school-based responsibilities associated with their program leader or Site leader role, UCLP participants are expected to actively participate in the developmental process



and proactively pursue their own development through engagement and commitment to the learning process and through mentorship with other AMP colleagues and leaders.

The first year will be comprised of the following mandatory components in conjunction with partners and outside providers:

- 1) Cohort application and interview;
- 2) A 2-3 day orientation at in Sacramento;
- 3) Regional leadership development events;
- 4) Summer Institute;
- 5) Professional development calls with cohorts to share ideas and discuss topics of instruction and leadership.
- 6) Opportunities to dialogue with noted education experts
- 7) Monthly check-ins with your host/mentor school leader to address your Individualized Leadership Plan (ILP)
- 8) Ongoing coaching and evaluation with the AMP Talent Development Coordinator

Two visits to outside school sites throughout the AMP network and/or other participating schools that may include:

- ✓ Sacramento High School
- ✓ St. Hope Public Schools
- ✓ Alpha Charter School
- ✓ Fortune Charter Schools
- ✓ Monterey County Schools
- ✓ Natomas Charter School
- ✓ Unity High School
- ✓ Oakland Unified School District sites
- ✓ Additional sites in development

AMETHOD SCHOOLS: CORE GUIDING VALUES

- I. STUDENTS FIRST
- II. RESULT ORIENTED MINDSET
- III. A LEADER OF PEOPLE
- IV. COMMITMENT TO DISTINCTION

The program culminates in the spring, with an end-of-year evaluation by your mentor school leader and Talent Coordinator to help determine your preparedness for the next stage of school leadership.

Program Goals

The program will be designed to ensure that potential school leaders gain the many skills and specialized knowledge, as defined by the AMPS Core guiding values and the AMPS Leader Model. Our intent is to prepare individuals to be successful as a program leader, founding or existing school site leader with Amethod Public School.

The overarching programmatic goals of the program year are to empower participants to:



- Shift their perspective from teacher to leader;
- Reflect on how school culture and motivation matter;
- Reflect intentionally about who they are as leaders and how others view them in that role;
- Gain tools and expertise to navigate school leadership as a set of decision-making processes with inherent trade-offs and risks;
- Evaluate what makes high-performing organizations successful and apply those elements to the management of their own schools;
- Utilize instructional leadership skills to observe and develop teachers;
- Develop as coaches, and leaders of faculty.

Participant Responsibilities

As part of the program, candidates are expected to actively participate in the year-long developmental process and proactively pursue their own development through active engagement, questioning and commitment to the learning process.

The Program Will Be Comprised Of The Following Mandatory Components:

1. *Orientation*: 2 day overview of the program and year; held in April-May.
2. *Summer Institute*: Five days of intensive work in led by instructional experts, school reform organizations, and AMP staff. The intent is to establish the foundation for the philosophy, knowledge, skills, and confidence in community leadership. *See below for additional details.*
3. *Internships*: Duration (*minimum 10 weeks*) depending on experience and school placements, of a supervised residency at AMP and non-AMP schools statewide that will allow fellows to fully immerse themselves in community leadership, school culture, people management, and decision-making processes through interactions with school stakeholders (students, parents, teachers, and school leaders).
4. *Intercessions*: Three professional development conferences for continued coursework and in depth focus on specific topics.
5. *Individualized Coaching and Support*: Ongoing feedback on leadership skills and development with individualized leadership coaching.
6. *Evaluation*: Three formal evaluations based on a competency-aligned Leadership Performance Improvement Plan.

The Summer Institute Will Cover:

- Self-awareness and Our Own Leadership Styles, Strengths, and Weaknesses
- Academic Performance & Metrics ,(Data Analysis, Data Dives and Coaching)
- School Finance Primer: Audits, vendors, budgets
- Leadership and Organizational Alignment
- Instructional Vision and Strategic Plan
- Human Resource & Development
- Authorizer Relationships: New and renewals
- On your Feet Leadership Pillars: Management, Instruction, Motivation, and Culture



Participants Have The Following Responsibilities:

- Develop an Professional Growth Plan that will guide your development over the course of your first year.
- Participate in all professional development sessions and conferences.
- Participate in role play and film session assignments.
- Hold weekly check-in meetings and successfully complete all teaching and leadership responsibilities as defined by your school leader and Talent Coordinator.
- Maintain a journal with weekly entries detailing your development in specific leadership competencies.
- Read and engage with specific assigned instructional leadership literature.
- Engage in monthly professional development phone conferences with the Instructional Leadership Program team.

Up-and-coming Leaders Will Receive The Following Supports:

Your school leader and Talent Development Coordinator will:

- Coach and develop you toward reaching your goals, as established in your ILP;
- Assess your growth and development throughout the school year against the Leader Aptitude and selection rubric;
- Provide you with leadership responsibilities which enable you to develop adult management skills and have meaningful conversations with different stakeholders;
- Structure teaching responsibilities in core content areas;
- Take part in regular check-in meetings to discuss all aspects of your leadership development ;
- Receive coaching and evaluation in data analysis and difficult conversations through film session assignments;
- Engage in monthly phone conferences ;
- Attend all Professional Development sessions;
- Job-shadow (Co-Observation) - at least one day to provide feedback.

Qualifications

- ✓ Bachelor's Degree (required)
- ✓ Certification (Not Required, but in process)
- ✓ Teaching Experience (2 years)- see below

Experience

Applicants must have at least two years of teaching experience with demonstrated exemplary student achievement results, and experience working in a school in which >50% of students qualify for free or reduced price lunch. Applicants should have experience teaching and/or leading at the grade level for which they are applying when placement process opens.

We encourage you to talk with Talent development Coordinator, Evelia Villa



(evilla@amethodschools.org) or (510) 235-2465.

Additional Information

Compensation

Up-and-coming Leaders will receive a salary (exact salaries are determined by Instructional Leader Team and AMP Administration), graduate school matching scholarships, and/or added stipend program participation. A comprehensive compensation packet that can include a benefits package that including: medical, dental, vision, life insurance and a 401(k) retirement plan. Additionally, all travel, housing and coursework associated with the fellowship is paid for by the Amethod Schools network.

Regional Opportunities

In 2013-14, Program Leader and Site Director opportunities are available for the following AMPS locations and grade levels:

- Richmond: Middle
- Richmond : Elementary (Start up)
- Oakland: Middle (Start up);
- Newark: Middle (Start up)

To Apply

All Amps Personnel will receive an interest email. You will be asked to answer a few questions regarding your experience, interest and other such questions.

You will also be asked to submit a summary of your student achievement data as well as answers to several short answer essay questions.

NOTE: If you are a current employee, please discuss this opportunity with your Site Director before applying.

The 2013-14 application deadlines for the Up-and-Coming Leadership Program are:

- 1) Phase 1 Deadline 1: Sunday, March 11, 2013 *(Pushed Back to March 18)
 - 2) Phase 2 Deadline 2: March 30, 2013
- Additional dates and deadlines may be released should a second round of selection be required.

Application Requirements

In the initial phase, the applicant will submit the required documents by the deadline set. Once reviewed, the administrative panel will select and contact individuals to begin the second phase of the application process.

Review the following:

PHASE 1: Submission of required documents: Deadline 1: Sunday, March 17, 2013



1. Resume
2. Letter of Interest Answering: *Why are you in (or interested in) educational leadership? (What excites you about leadership? Concerns you?)*
3. CST Data Results from previous year (s): *All Amp Staff submit 2 years CST results*
4. Interim Assessment Results: 2 comparable snapshots: *year to year, or Interim to interim period.*
 - *If none available, please submit your student passing percentage (2 years by semesters) and your schools API from previous 2 years.*
5. A Summary of what the submitted data reveals to us.
6. * * (For Individuals outside of AMP Network): Provide 3 References: *(1 Personal and 2 from individuals whom have supervised you and your work).*

PHASE 2: Deadline: March 29, 2013 5:00pm: *Written responses and interview*

1. Candidate will answer 3 writing prompts.
2. Will be contacted for an interview by panel
3. Those who pass on will be expected to attend a 2-day orientation in May.

Notification

Individuals selected for the Program will be notified by email. Each person will be asked to attend a brief orientation either in person or via Skype or conference call.

Frequently Asked Questions

Will there be opportunities to receive my administrative certification after completing the UCLP?

You may opt into a program through Fortune School of Education to an administrative credential. The UCLP will merge some of the responsibilities and workload with that of the Fortune School as needed. The optional program allows participants to receive graduate course credits for the training provided through our partnership with Fortune School. Applicants will participate in ongoing coursework through Fortune School should they seek to receive their administrative credential. Tuition payments are the responsibility of the individual participants; however selected individuals for Site Director positions may receive full or partial scholarships as determined by UCLP program evaluation.

What are examples of program leader opportunities?

The Program Leader opportunities are modeled after graduate school internships, providing participants the opportunity to work, lead, and learn through varied of school situations. Each individual learning plan is unique, based upon individualized leadership goals that are informed from the selection interviews, input from the UCLP team, and recommendations from the executive director. Activities tailored to individualized learning goals may include:

- Observing a small group of teachers and being responsible for their ongoing coaching, feedback, and development;
- Assisting in operational management activities by researching vendor pricing and negotiating a vendor contract; and



- Practicing schoolwide motivation by leading morning rituals and meetings.

CHARTER PETITION
TEACHERS MEANINGFULLY INTERESTED IN TEACHING AT:
[Richmond Charter Elementary School]

The charter school estimates that 9 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 Elementary pursuant to Education Code Section 47605 beginning July 1, 2014 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 |
|----------------|-----------|--------------|---------------|-----------------|-----------------|
| Rosa Moreno | | 8/21/13 | | | |
| Shawna Healy | | 8/21/13 | | | |
| Eric Becker | | 8/21/13 | | | |
| Kimberly Chang | | 8/21/13 | | | |
| Adrian Cano | | 8/21/13 | | | |
| Angela Ortega | | 8/21/13 | | | |
| Sam Tsitrin | | 8/21/13 | | | |

*Education Code §47605(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

Richmond Charter Academy Elementary
 Monthly Cash Forecast
 8/28/2013

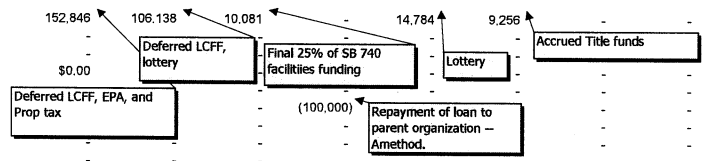
| | | 2014/15 | | | | | | | | | | | | Forecast | APIAR |
|--|---|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-----------|---------|
| | | Actual & Projected | | | | | | | | | | | | | |
| | | Jul Projected | Aug Projected | Sep Projected | Oct Projected | Nov Projected | Dec Projected | Jan Projected | Feb Projected | Mar Projected | Apr Projected | May Projected | Jun Projected | | |
| Beginning Cash | | 25,500 | 174,087 | 61,284 | 217,715 | 224,994 | 169,341 | 229,188 | 233,400 | 158,285 | 135,570 | 208,059 | 191,584 | | |
| Revenue | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 8012 | Education Protection Account | | | | 63,284 | - | - | 63,284 | - | - | 63,284 | - | - | 253,135 | 63,284 |
| 8015 | Charter Schools General Purpose Entitlement - State | | | 277,512 | - | - | 135,006 | - | - | 67,503 | 67,503 | 50,252 | - | 750,033 | 152,257 |
| 8019 | State Aid - Prior Years | | | | | | | | | | | | | | |
| 8096 | Charter Schools in Lieu of Prop. Taxes | | 24,565 | 49,130 | 32,753 | 32,753 | 32,753 | 32,753 | 32,753 | 57,318 | 28,659 | 28,659 | 28,659 | 409,417 | 28,659 |
| | Federal Income | | | 9,477 | 9,477 | 9,477 | 9,477 | 27,989 | 9,477 | 9,477 | 27,989 | 9,477 | 9,477 | 141,050 | 9,256 |
| | Other State Income | | | 527 | 527 | 527 | 20,689 | 527 | 527 | 527 | 527 | 10,608 | 527 | 75,158 | 39,649 |
| | Local Revenues | | | | | | | | | | | | | | |
| | Fundraising and Grants | | | | | | | | | | | | | | |
| | Total Revenue | | 24,565 | 338,646 | 106,041 | 42,757 | 197,925 | 124,553 | 42,757 | 134,825 | 187,961 | 98,996 | 38,663 | 1,628,793 | 293,105 |
| Expenses | | | | | | | | | | | | | | | |
| | Compensation & Benefits | 26,649 | 70,033 | 72,150 | 70,033 | 69,681 | 69,681 | 72,503 | 70,033 | 70,033 | 68,796 | 68,796 | 62,296 | 790,685 | - |
| | Books & Supplies | 12,583 | 55,038 | 55,038 | 15,371 | 15,371 | 15,371 | 15,371 | 15,371 | 15,371 | 15,371 | 15,371 | 15,371 | 261,000 | - |
| | Services & Other Operating Expenses | 12,181 | 12,298 | 53,026 | 13,358 | 13,358 | 53,026 | 32,467 | 32,467 | 72,135 | 31,305 | 31,305 | 70,973 | 427,897 | - |
| | Capital Outlay | | | | | | | | | | | | | | |
| | Total Expenses | 51,413 | 137,369 | 180,214 | 98,762 | 98,409 | 138,078 | 120,341 | 117,872 | 157,540 | 115,472 | 115,472 | 148,640 | 1,479,582 | - |
| Operating Cash Inflow (Outflow) | | (51,413) | (112,804) | 158,432 | 7,278 | (55,653) | 59,847 | 4,211 | (75,115) | (22,715) | 72,490 | (16,476) | (109,978) | 149,211 | 293,105 |
| | Revenues - Prior Year Accruals | | | | | | | | | | | | | | |
| | Expenses - Prior Year Accruals | | | | | | | | | | | | | | |
| | Accounts Receivable - Current Year | | | | | | | | | | | | | | |
| | Accounts Payable - Current Year | | | | | | | | | | | | | | |
| | Summerholdback for Teachers | | | | | | | | | | | | | | |
| | Loans Payable (Current) | 200,000 | | | | | | | | | | | | | |
| | Loans Payable (Long Term) | | | | | | | | | | | | | | |
| | Capital Leases Payable | | | | | | | | | | | | | | |
| | Other Long Term Debt | | | | | | | | | | | | | | |
| | Capital Expenditure & Depreciation | | | | | | | | | | | | | | |
| | Other Balance Sheet Changes | | | | | | | | | | | | | | |
| Ending Cash | | 174,087 | 61,284 | 217,715 | 224,994 | 169,341 | 229,188 | 233,400 | 158,285 | 135,570 | 208,059 | 191,584 | 81,606 | | |

\$100K loan from parent organization less startup costs.

Interest free loan from parent organization - Amethod (If CDE Revolving Loan does not come through.

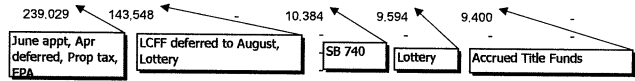
Richmond Charter Academy Elementary
 Monthly Cash Forecast
 8/28/2013

| | 2015/16 | | | | | | | | | | | | Forecast | AP/AR |
|--|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|----------------|----------------|
| | Projected | | | | | | | | | | | | | |
| | Jul Projected | Aug Projected | Sep Projected | Oct Projected | Nov Projected | Dec Projected | Jan Projected | Feb Projected | Mar Projected | Apr Projected | May Projected | Jun Projected | | |
| Beginning Cash | 81,606 | 157,912 | 158,610 | 48,897 | 121,468 | 109,808 | 60,220 | 154,041 | 111,967 | 85,546 | 204,429 | 189,314 | | |
| Revenue | | | | | | | | | | | | | | |
| 8012 Education Protection Account | - | - | - | 63,284 | - | - | 63,284 | - | - | 109,881 | - | - | 346,330 | 109,881 |
| 8015 Charter Schools General Purpose Entitlement - State | - | 37,502 | 37,502 | 166,161 | 67,503 | 67,503 | 115,499 | 67,503 | 98,980 | 98,980 | 73,685 | - | 1,054,074 | 223,256 |
| 8019 State Aid - Prior Years | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 8096 Charter Schools in Lieu of Prop. Taxes | - | 24,565 | 49,130 | 70,230 | 32,753 | 32,753 | 50,985 | 32,753 | 79,691 | 39,845 | 39,845 | 39,845 | 532,242 | 39,845 |
| Federal Income | - | - | 17,059 | 17,059 | 17,059 | 17,059 | 35,859 | 17,059 | 17,059 | 35,859 | 17,059 | 17,059 | 217,586 | 9,400 |
| Other State Income | - | - | 948 | 948 | 948 | 21,715 | 1,946 | 11,540 | 1,946 | 1,946 | 21,924 | 1,946 | 95,378 | 29,572 |
| Local Revenues | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fundraising and Grants | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Revenue | - | 62,067 | 104,638 | 317,681 | 118,263 | 139,030 | 287,573 | 128,855 | 197,676 | 286,512 | 152,513 | 58,850 | 2,245,610 | 411,954 |
| Expenses | | | | | | | | | | | | | | |
| Compensation & Benefits | 40,666 | 105,588 | 108,007 | 105,588 | 105,184 | 105,184 | 108,410 | 105,588 | 105,588 | 103,844 | 103,844 | 94,310 | 1,191,800 | - |
| Books & Supplies | 20,988 | 46,729 | 46,729 | 22,993 | 22,993 | 22,993 | 22,993 | 22,993 | 22,993 | 22,993 | 22,993 | 22,993 | 321,380 | - |
| Services & Other Operating Expenses | 14,886 | 15,190 | 69,697 | 16,529 | 16,529 | 69,697 | 42,349 | 42,349 | 95,516 | 40,792 | 40,792 | 93,960 | 558,267 | - |
| Capital Outlay | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 76,540 | 167,507 | 224,432 | 145,110 | 144,707 | 197,874 | 173,751 | 170,929 | 224,097 | 167,629 | 167,629 | 211,263 | 2,071,467 | - |
| Operating Cash Inflow (Outflow) | (76,540) | (105,440) | (119,794) | 172,571 | (26,444) | (58,844) | 93,821 | (42,074) | (26,421) | 118,883 | (15,118) | (152,413) | 174,144 | 411,954 |
| Revenues - Prior Year Accruals | 152,846 | 106,138 | 10,081 | 14,784 | 9,256 | - | - | - | - | - | - | - | - | - |
| Expenses - Prior Year Accruals | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Accounts Receivable - Current Year | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Accounts Payable - Current Year | \$0.00 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Summerholdback for Teachers | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Loans Payable (Current) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Loans Payable (Long Term) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Capital Leases Payable | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Long Term Debt | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Capital Expenditure & Depreciation | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Balance Sheet Changes | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Ending Cash | 157,912 | 158,610 | 48,897 | 121,468 | 109,808 | 60,220 | 154,041 | 111,967 | 85,546 | 204,429 | 189,314 | 36,901 | | |



Richmond Charter Academy Elementary
 Monthly Cash Forecast
 8/28/2013

| | | 2016/17 Projected | | | | | | | | | | | | Forecast | APIAR |
|--|---|----------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-----------|---------|
| | | Jul Projected | Aug Projected | Sep Projected | Oct Projected | Nov Projected | Dec Projected | Jan Projected | Feb Projected | Mar Projected | Apr Projected | May Projected | Jun Projected | | |
| Beginning Cash | | 36,901 | 136,413 | 172,068 | 47,076 | 160,201 | 161,139 | 115,666 | 268,684 | 238,933 | 218,324 | 389,384 | 382,168 | | |
| Revenue | | | | | | | | | | | | | | | |
| 8012 | Education Protection Account | - | - | - | 86,583 | - | - | 86,583 | - | - | 141,832 | - | - | 456,829 | 141,832 |
| 8015 | Charter Schools General Purpose Entitlement - State | - | 52,704 | 52,704 | 225,024 | 94,867 | 94,867 | 158,186 | 94,867 | 132,831 | 132,831 | 98,886 | - | 1,437,374 | 299,609 |
| 8019 | State Aid - Prior Years | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 8096 | Charter Schools in Lieu of Prop. Taxes | - | 31,935 | 63,869 | 87,551 | 42,579 | 42,579 | 64,458 | 42,579 | 93,172 | 46,586 | 46,586 | 46,586 | 655,067 | 46,586 |
| | Federal Income | - | - | 20,995 | 20,995 | 20,995 | 20,995 | 45,997 | 20,995 | 20,995 | 45,997 | 20,995 | 20,995 | 272,456 | 12,501 |
| | Other State Income | - | - | 1,166 | 1,166 | 1,166 | 22,557 | 2,446 | 14,254 | 2,446 | 2,446 | 24,949 | 2,446 | 109,356 | 34,311 |
| | Local Revenues | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Fundraising and Grants | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Total Revenue | - | 84,638 | 138,734 | 421,319 | 159,808 | 180,998 | 357,670 | 172,696 | 249,445 | 369,693 | 191,416 | 70,028 | 2,931,083 | 534,839 |
| Expenses | | | | | | | | | | | | | | | |
| | Compensation & Benefits | 46,075 | 121,138 | 123,028 | 121,138 | 120,823 | 120,823 | 123,343 | 121,138 | 121,138 | 119,297 | 119,297 | 107,500 | 1,364,734 | - |
| | Books & Supplies | 25,876 | 53,807 | 53,807 | 28,157 | 28,157 | 28,157 | 28,157 | 28,157 | 28,157 | 28,157 | 28,157 | 28,157 | 386,898 | - |
| | Services & Other Operating Expenses | 17,565 | 17,567 | 86,892 | 19,284 | 19,284 | 86,892 | 53,152 | 53,152 | 120,760 | 51,179 | 51,179 | 118,787 | 695,714 | - |
| | Capital Outlay | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Total Expenses | 89,516 | 192,531 | 263,726 | 168,578 | 168,263 | 235,871 | 204,652 | 202,447 | 270,054 | 198,633 | 198,633 | 254,443 | 2,447,346 | - |
| Operating Cash Inflow (Outflow) | | (89,516) | (107,893) | (124,992) | 252,741 | (8,656) | (54,873) | 153,018 | (29,751) | (20,609) | 171,060 | (7,216) | (184,415) | 483,737 | 534,839 |
| | Revenues - Prior Year Accruals | 239,029 | 143,548 | - | 10,384 | 9,594 | 9,400 | - | - | - | - | - | - | - | - |
| | Expenses - Prior Year Accruals | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Accounts Receivable - Current Year | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Accounts Payable - Current Year | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Summerholdback for Teachers | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Loans Payable (Current) | (50,000) | - | - | (150,000) | - | - | - | - | - | - | - | - | - | - |
| | Loans Payable (Long Term) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Capital Leases Payable | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Other Long Term Debt | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Capital Expenditure & Depreciation | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Other Balance Sheet Changes | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Ending Cash | | 136,413 | 172,068 | 47,076 | 160,201 | 161,139 | 115,666 | 268,684 | 238,933 | 218,324 | 389,384 | 382,168 | 197,753 | | |



Richmond Charter Academy Elementary
 Multiyear Budget Summary
 8/28/2013

| | 2012/13 | 2014/15 | 2014/15 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 |
|---|-----------------|------------------|-------------------------------------|---------|--------------------|--------------------|--------------------|--------------------|
| | Startup Budget | Operating Budget | Approved Budget (Including Startup) | Notes | Preliminary Budget | Preliminary Budget | Preliminary Budget | Preliminary Budget |
| SUMMARY | | | | | | | | |
| Revenue | | | | | | | | |
| General Block Grant | - | 1,398,210 | 1,398,210 | | 1,913,520 | 2,524,953 | 2,605,361 | 2,685,769 |
| Federal Revenue | - | 177,500 | 177,500 | | 217,586 | 272,456 | 288,768 | 291,232 |
| Other State Revenues | - | 76,875 | 76,875 | | 94,915 | 108,784 | 110,372 | 111,998 |
| Local Revenues | - | - | - | | - | - | - | - |
| Fundraising and Grants | - | - | - | | - | - | - | - |
| Total Revenue | - | 1,652,585 | 1,652,585 | | 2,226,022 | 2,906,194 | 3,004,501 | 3,088,999 |
| Expenses | | | | | | | | |
| Compensation and Benefits | - | 792,381 | 792,381 | | 1,190,053 | 1,359,337 | 1,409,833 | 1,462,835 |
| Books and Supplies | 67,500 | 301,500 | 369,000 | | 321,380 | 386,898 | 339,056 | 342,229 |
| Services and Other Operating Expenditure | 7,000 | 425,188 | 432,188 | | 554,666 | 691,119 | 713,232 | 734,727 |
| Capital Outlay | - | - | - | | - | - | - | - |
| Total Expenses | 74,500 | 1,519,069 | 1,593,569 | | 2,066,099 | 2,437,355 | 2,462,121 | 2,539,791 |
| Operating Income (excluding Depreciation) | (74,500) | 133,516 | 59,016 | | 159,922 | 468,839 | 542,380 | 549,208 |
| <i>Operating Income (including Depreciation)</i> | <i>(74,500)</i> | <i>133,516</i> | <i>59,016</i> | | <i>159,922</i> | <i>468,839</i> | <i>542,380</i> | <i>549,208</i> |
| Fund Balance | | | | | | | | |
| Beginning Balance (Unaudited) | - | - | - | | 61,041 | 220,963 | 689,802 | 1,232,183 |
| Audit Adjustment | - | - | - | | - | - | - | - |
| Beginning Balance (Audited) | - | - | - | | 61,041 | 220,963 | 689,802 | 1,232,183 |
| Operating Income (including Depreciation) | (74,500) | 133,516 | 59,016 | | 159,922 | 468,839 | 542,380 | 549,208 |
| Ending Fund Balance (including Depreciation) | (74,500) | 133,516 | 59,016 | | 220,963 | 689,802 | 1,232,183 | 1,781,391 |
| Ending Fund Balance as a % of Expenses | -100% | 9% | 4% | | 11% | 28% | 50% | 70% |

Richmond Charter Academy Elementary
 Multiyear Budget Summary
 8/28/2013

| | 2012/13 | 2014/15 | 2014/15 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 |
|---------------------------------|----------------|------------------|-------------------------------------|--------------|--------------------|--------------------|--------------------|--------------------|
| Detail | Startup Budget | Operating Budget | Approved Budget (Including Startup) | Notes | Preliminary Budget | Preliminary Budget | Preliminary Budget | Preliminary Budget |
| Enrollment Breakdown | | | | | | | | |
| K | | 5 | 50 | 50 | - | 50 | 50 | 50 |
| 1 | | 5 | 50 | 50 | - | 50 | 50 | 50 |
| 2 | | 5 | 50 | 50 | - | 50 | 50 | 50 |
| 3 | | 5 | 50 | 50 | - | 50 | 50 | 50 |
| 4 | | 20 | - | - | - | 50 | 50 | 50 |
| 5 | | - | - | - | - | 60 | 60 | 60 |
| 6 | | - | - | - | - | - | 60 | 60 |
| 7 | | - | - | - | - | - | - | - |
| 8 | | - | - | - | - | - | - | - |
| 9 | | - | - | - | - | - | - | - |
| 10 | | - | - | - | - | - | - | - |
| 11 | | - | - | - | - | - | - | - |
| 12 | | - | - | - | - | - | - | - |
| Enrollment Summary: | | | | | | | | |
| K-3 | - | 200 | 200 | - | 200 | 200 | 200 | 200 |
| 4-6 | - | - | - | - | 60 | 120 | 120 | 120 |
| 7-8 | - | - | - | - | - | - | - | - |
| 9-12 | - | - | - | - | - | - | - | - |
| Total Enrollee | - | 200 | 200 | - | 260 | 320 | 320 | 320 |
| ADA % | | | | | | | | |
| K-3 | | 0% | 95% | 95% | - | 95% | 95% | 95% |
| 4-6 | | 0% | 95% | 95% | - | 95% | 95% | 95% |
| 7-8 | | 0% | 95% | 95% | - | 95% | 95% | 95% |
| 9-12 | | 0% | 95% | 95% | - | 95% | 95% | 95% |
| Average | | 0% | 95% | 95% | - | 95% | 95% | 95% |
| ADA | | | | | | | | |
| K-3 | | 0.0 | 190.0 | 190.0 | - | 190.0 | 190.0 | 190.0 |
| 4-6 | | 0.0 | 0.0 | 0.0 | - | 57.0 | 114.0 | 114.0 |
| 7-8 | | 0.0 | 0.0 | 0.0 | - | 0.0 | 0.0 | 0.0 |
| 9-12 | | 0.0 | 0.0 | 0.0 | - | 0.0 | 0.0 | 0.0 |
| Total ADA | | 0.0 | 190.0 | 190.0 | - | 247.0 | 304.0 | 304.0 |
| Demographic Information: | | | | | | | | |
| Current Year | | - | - | - | - | - | - | - |
| Enrollment (CBEDS) | | - | 200 | 200 | - | 260 | 320 | 320 |
| # ED Students (P-1) | | - | 90 | 90 | - | 117 | 144 | 144 |
| # Free Lunch (Con App) | | - | 140 | 140 | - | 182 | 224 | 224 |
| # Reduced Lunch (Con App) | | - | 40 | 40 | - | 52 | 64 | 64 |
| # ELL (CALPADS) | | - | 100 | 100 | - | 130 | 160 | 160 |
| New Students | | - | 200 | 200 | - | 60 | 60 | - |

Richmond Charter Academy Elementary
 Multiyear Budget Summary
 8/28/2013

| | | 2012/13 | 2014/15 | 2014/15 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 |
|-------------------------------------|---|----------------|------------------|-------------------------------------|--|--------------------|--------------------|--------------------|--------------------|
| | | Startup Budget | Operating Budget | Approved Budget (Including Startup) | Notes | Preliminary Budget | Preliminary Budget | Preliminary Budget | Preliminary Budget |
| General Purpose Block Grant (K - 3) | | - | 1,398,210 | 1,398,210 | \$7359 per ADA based on DOF estimates for WCCSD Base for 2014-15 (\$7359), then grown to projected RCAE target of \$9828 | 1,471,939 | 1,578,096 | 1,628,351 | 1,678,606 |
| General Purpose Block Grant (4 - 6) | | - | - | - | \$7359 per ADA based on DOF estimates for WCCSD Base for 2014-15 (\$7359), then grown to | 441,582 | 946,858 | 977,011 | 1,007,164 |
| | | - | 1,398,210 | 1,398,210 | Rates provided by EdTec based on DOF estimates for WCCSD Base for 2014-15 (\$7359), then grown to | 1,913,520 | 2,524,953 | 2,605,361 | 2,685,769 |
| General Purpose Entitlements | | | | | | | | | |
| 8012 | Education Protection Account | - | 250,559 | 250,559 | Greater of: \$200 per ADA or 17.92% of Block Grant | 342,903 | 452,472 | 466,881 | 481,290 |
| 8015 | Charter Schools General Purpose Entitlement | - | 742,499 | 742,499 | Backfills General Purpose Block Grant | 1,043,919 | 1,424,238 | 1,490,237 | 1,556,236 |
| 8019 | State Aid - Prior Years | - | - | - | | - | - | - | - |
| 8096 | Charter Schools in Lieu of Prop. Taxes | - | 405,152 | 405,152 | In accordance with Local Property Tax of \$2132.38 per ADA | 526,698 | 648,244 | 648,244 | 648,244 |
| Placeholder | Local Control Funding Formula | - | - | - | | - | - | - | - |
| | | - | 1,398,210 | 1,398,210 | | 1,913,520 | 2,524,953 | 2,605,361 | 2,685,769 |
| 8100 | Federal Revenue | | | | | | | | |
| 8220 | Child Nutrition Programs | - | 131,220 | 131,220 | Estimated reimbursement at 90% of total Food Service Cost. | 170,586 | 209,952 | 209,952 | 209,952 |
| 8291 | Title I | - | 41,040 | 41,040 | \$228 per Title I eligible student | 41,760 | 55,692 | 70,272 | 72,288 |
| 8292 | Title II | - | 3,240 | 3,240 | \$18 per Title I eligible student | 3,240 | 4,212 | 5,184 | 5,472 |
| 8293 | Title III | - | 2,000 | 2,000 | \$20 per Title I eligible student | 2,000 | 2,600 | 3,360 | 3,520 |
| 8298 | Implementation Grant | - | - | - | | - | - | - | - |
| | SUBTOTAL - Federal Income | - | 177,500 | 177,500 | | 217,586 | 272,456 | 288,768 | 291,232 |
| 8300 | Other State Revenues | | | | | | | | |
| 8520 | Child Nutrition - State | - | 7,290 | 7,290 | Estimated reimbursement at 5% of total Food Service Cost. | 9,477 | 11,664 | 11,664 | 11,664 |
| 8545 | School Facilities Apportionments | - | 40,325 | 40,325 | The lesser of \$750 per ADA or 0.75 of rent | 41,534 | 42,780 | 44,064 | 45,386 |
| 8550 | Mandated Cost Reimbursements | - | - | - | \$24 per ADA, beginning in year 2 | 5,928 | 7,600 | 7,904 | 8,208 |
| 8560 | State Lottery Revenue | - | 29,260 | 29,260 | \$154 per ADA per SSC | 37,976 | 46,740 | 46,740 | 46,740 |
| | SUBTOTAL - Other State Income | - | 76,875 | 76,875 | | 94,915 | 108,784 | 110,372 | 111,998 |
| 8600 | Other Local Revenue | | | | | | | | |
| 8831 | Sales | - | - | - | | - | - | - | - |
| 8890 | Other Local Revenue | - | - | - | | - | - | - | - |
| | SUBTOTAL - Local Revenues | - | - | - | | - | - | - | - |
| 8800 | Donations/Fundraising | | | | | | | | |
| 8801 | Donations - Parents | - | - | - | | - | - | - | - |
| | SUBTOTAL - Fundraising and Grants | - | - | - | | - | - | - | - |
| TOTAL REVENUE | | - | 1,652,585 | 1,652,585 | | 2,226,022 | 2,906,194 | 3,004,601 | 3,088,999 |

Richmond Charter Academy Elementary
 Multiyear Budget Summary
 8/28/2013

| | | 2012/13 | 2014/15 | 2014/15 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 |
|------------------------------------|---|----------------|------------------|-------------------------------------|---|--------------------|--------------------|--------------------|--------------------|
| | | Startup Budget | Operating Budget | Approved Budget (Including Startup) | Notes | Preliminary Budget | Preliminary Budget | Preliminary Budget | Preliminary Budget |
| EXPENSES | | | | | | | | | |
| Compensation & Benefit: | | | | | | | | | |
| 1000 | Certificated Salaries: | | | | | | | | |
| 1100 | Teachers Salaries | - | 376,000 | 376,000 | 8 FTE, one teacher per classroom, \$47K avg salary, consistent with other Amethod Schools | 484,100 | 598,348 | 616,298 | 634,787 |
| 1103 | Teacher - Substitute Pay | - | 13,608 | 13,608 | 0.4 FTE | 14,016 | 14,437 | 14,870 | 15,316 |
| 1111 | Teacher - Elective | - | - | - | Elective teacher beginning in year 2 | 45,320 | 46,680 | 48,080 | 49,522 |
| 1148 | Teacher - Special Ed | - | 44,000 | 44,000 | 1 FTE Resource teacher | 45,320 | 46,680 | 48,080 | 49,522 |
| 1300 | Certificated Supervisor & Administrator Salari | - | - | - | Dean of Students beginning in year 2 | 66,950 | 68,959 | 71,027 | 73,158 |
| | SUBTOTAL - Certificated Employee: | - | 433,608 | 433,608 | | 655,706 | 775,102 | 798,355 | 822,306 |
| 2000 | Classified Salaries: | | | | | | | | |
| 2100 | Classified Instructional Aide Salaries | - | 70,000 | 70,000 | 2 FTE, growing to 3 in year 2 | 108,150 | 111,395 | 114,736 | 118,178 |
| 2300 | Classified Supervisor & Administrator Salaries: | - | 85,000 | 85,000 | 1 FTE, Site Director | 87,550 | 90,177 | 92,882 | 95,668 |
| 2400 | Classified Clerical & Office Salaries | - | 42,000 | 42,000 | 1 FTE, Receptionist | 43,260 | 44,558 | 45,895 | 47,271 |
| 2905 | Other Classified - After School | - | - | - | | 57,120 | 58,834 | 60,599 | 62,417 |
| | SUBTOTAL - Classified Employee: | - | 197,000 | 197,000 | | 296,080 | 304,962 | 314,111 | 323,535 |
| 3000 | Employee Benefits: | | | | | | | | |
| 3100 | STRS | - | - | - | | - | - | - | - |
| 3300 | OASDI-Medicare-Alternative | - | 48,340 | 48,340 | 7.65% of salaries | 72,973 | 82,800 | 85,279 | 87,832 |
| 3400 | Health & Welfare Benefits | - | 78,000 | 78,000 | \$6500 per FTE per year. Growing at 10% per year. | 114,400 | 141,570 | 155,727 | 171,300 |
| 3500 | Unemployment Insurance | - | 7,056 | 7,056 | .00% per first ~\$7K of pay per person | 8,064 | 6,300 | 6,300 | 6,300 |
| 3600 | Workers Comp Insurance | - | 9,459 | 9,459 | 1.50% of payroll, per insurance quote for Amethod Schools | 14,277 | 16,201 | 16,687 | 17,188 |
| 3700 | Retiree Benefits | - | 18,918 | 18,918 | 3.00% of payroll; Amethod Supplemental Retirement Plan | 28,554 | 32,402 | 33,374 | 34,375 |
| | SUBTOTAL - Employee Benefits | - | 161,773 | 161,773 | | 238,267 | 279,273 | 297,367 | 316,994 |

Richmond Charter Academy Elementary
 Multiyear Budget Summary
 8/28/2013

| | | 2012/13 | 2014/15 | 2014/15 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 |
|------|---|----------------|------------------|-------------------------------------|--|--------------------|--------------------|--------------------|--------------------|
| | | Startup Budget | Operating Budget | Approved Budget (Including Startup) | Notes | Preliminary Budget | Preliminary Budget | Preliminary Budget | Preliminary Budget |
| 4000 | Books & Supplies | | | | | | | | |
| 4100 | Approved Textbooks & Core Curricula Materi. | 25,000 | 55,000 | 80,000 | \$400 per New Student based on new textbook adoptions estimates at other Amethod Schools | 24,720 | 25,462 | - | - |
| 4200 | Books & Other Reference Materials | - | 10,000 | 10,000 | \$50 per Student for replacement texts | 13,390 | 16,974 | 17,484 | 18,008 |
| 4300 | Materials & Supplies | - | 30,000 | 30,000 | \$150 per Student high estimate for current spending at Amethod Schools | 40,170 | 50,923 | 52,451 | 54,024 |
| 4315 | Custodial Supplies | - | 1,000 | 1,000 | \$5 per Student | 1,339 | 1,697 | 1,748 | 1,801 |
| 4320 | Educational Software | - | 6,000 | 6,000 | \$30 per Studentfor software licenses | 8,034 | 10,185 | 10,490 | 10,805 |
| 4326 | Art & Music Supplies | - | 2,000 | 2,000 | \$10 per Student | 2,678 | 3,395 | 3,497 | 3,602 |
| 4330 | Office Supplies | 2,500 | 4,700 | 7,200 | \$600 per Monthly Rate | 7,416 | 7,838 | 7,868 | 8,104 |
| 4335 | PE Supplies | - | 3,000 | 3,000 | \$15 per Student | 4,017 | 5,092 | 5,245 | 5,402 |
| 4340 | Professional Development Supplies | - | - | - | | - | - | - | - |
| 4346 | Teacher Supplies | - | - | - | | - | - | - | - |
| 4350 | Uniforms | - | - | - | | - | - | - | - |
| 4410 | Classroom Furniture, Equipment & Supplies | 10,000 | 30,000 | 40,000 | \$200 per New Student | 12,360 | 12,731 | - | - |
| 4420 | Computers (individual items less than \$5k) | 30,000 | 10,000 | 40,000 | \$200 per New Student resulting in 1:5 student to computer ratio | 12,360 | 12,731 | - | - |
| 4700 | Food | - | - | - | | - | - | - | - |
| 4710 | Student Food Services | - | 145,800 | 145,800 | Assumes that 0.95% of total Food Service Cost is | 189,540 | 233,280 | 233,280 | 233,280 |
| 4720 | Other Food | - | 4,000 | 4,000 | \$20 per Student | 5,356 | 6,790 | 6,993 | 7,203 |
| | SUBTOTAL - Books and Supplies | 67,500 | 301,500 | 369,000 | | 321,380 | 386,898 | 339,056 | 342,229 |

Richmond Charter Academy Elementary
 Multiyear Budget Summary
 8/29/2013

| | | 2012/13 | 2014/15 | 2014/15 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 |
|--|---|----------------|------------------|-------------------------------------|---|--------------------|--------------------|--------------------|--------------------|
| | | Startup Budget | Operating Budget | Approved Budget (Including Startup) | Notes | Preliminary Budget | Preliminary Budget | Preliminary Budget | Preliminary Budget |
| 5000 | Services & Other Operating Expense: | | | | | | | | |
| 5100 | Subagreements for Services | - | - | - | | - | - | - | - |
| 5200 | Travel & Conferences | - | - | - | | - | - | - | - |
| 5210 | Conference Fees | - | 2,800 | 2,800 | \$350 per Teacher | 3,805 | 4,456 | 4,589 | 4,727 |
| 5215 | Travel - Mileage, Parking, Tolls | - | 1,200 | 1,200 | \$150 per Teacher | 1,545 | 1,910 | 1,967 | 2,026 |
| 5400 | Insurance | - | 12,400 | 12,400 | \$62 per Student | 16,604 | 21,048 | 21,680 | 22,330 |
| 5515 | Janitorial, Gardening Services & Supplies | - | 14,400 | 14,400 | \$1200 per Monthly Rate | 14,832 | 15,277 | 15,735 | 16,207 |
| 5535 | Utilities - All Utilities | - | 42,000 | 42,000 | RCAE's share of Richmond facility contract janitorial | - | - | - | - |
| 5605 | Equipment Leases | - | - | - | \$210 per Student | 56,238 | 71,292 | 73,431 | 75,634 |
| 5610 | Rent | - | 53,766 | 53,766 | \$4481 per Monthly Rate based on current leases in Richmond pro-rated by RCAE's occupancy | 55,379 | 57,040 | 58,752 | 60,514 |
| 5812 | Business Services/CMO Fees | - | 113,556 | 113,556 | 7.5% of revenues to Amethod for home office business services, attendance, assessment, and curriculum support | 153,447 | 201,343 | 208,716 | 215,054 |
| 5815 | Consultants - Instructional | - | - | - | Included in CMO fees | - | - | - | - |
| 5816 | Data Director | - | 1,200 | 1,200 | \$6 per Student | 1,607 | 2,037 | 2,098 | 2,161 |
| 5824 | District Oversight Fees | - | 13,982 | 13,982 | 1.0% of General & Categorical Block Grants | 19,135 | 25,250 | 26,054 | 26,858 |
| 5836 | Fingerprinting | - | 600 | 600 | \$75 per New Teacher | - | - | - | - |
| 5843 | Interest - Loans Less than 1 Year | - | - | - | | - | - | - | - |
| 5845 | Legal Fees | 2,000 | 4,000 | 6,000 | Consistent with spending patters at other Amethod schools | 6,180 | 6,365 | 6,556 | 6,753 |
| 5851 | Marketing and Student Recruiting | - | 4,000 | 4,000 | \$20 per Student | 5,356 | 6,790 | 6,993 | 7,203 |
| 5857 | Payroll Fees | - | - | - | Included in CMO fees | - | - | - | - |
| 5863 | Professional Development | 5,000 | 7,000 | 12,000 | \$1500 per Teacher | 15,450 | 19,096 | 19,669 | 20,259 |
| 5872 | Special Education Encroachment | - | 139,084 | 139,084 | \$690 per ADA estimate based on 12-13 encroachment in WCCUSD, grown by 3% over two | 186,233 | 236,087 | 243,169 | 250,464 |
| 5878 | Student Assessment | - | - | - | | - | - | - | - |
| 5880 | Student Health Services | - | 5,000 | 5,000 | \$25 per Student for health screenings and training | 6,695 | 8,487 | 8,742 | 9,004 |
| 5881 | Student Information System | - | 1,000 | 1,000 | \$5 per Student piggybacking on existing Powerschool contract | 1,339 | 1,697 | 1,748 | 1,801 |
| 5887 | Technology Services | - | - | - | Provided under CMO agreement | - | - | - | - |
| 5900 | Communications | - | 4,200 | 4,200 | \$350 per Monthly Rate consistent with current Amethod school spending patterns. | 4,326 | 4,456 | 4,589 | 4,727 |
| 5915 | Postage and Delivery | - | 5,000 | 5,000 | \$25 per Student consistent with current Amethod school spending patterns | 6,695 | 8,487 | 8,742 | 9,004 |
| SUBTOTAL - Services & Other Operating E | | 7,000 | 425,188 | 432,188 | | 554,666 | 691,119 | 713,232 | 734,727 |

Richmond Charter Academy Elementary
 Multiyear Budget Summary
 8/28/2013

| | | 2012/13 | 2014/15 | 2014/15 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 |
|--|--|----------------|------------------|-------------------------------------|---------|--------------------|--------------------|--------------------|--------------------|
| | | Startup Budget | Operating Budget | Approved Budget (Including Startup) | Notes | Preliminary Budget | Preliminary Budget | Preliminary Budget | Preliminary Budget |
| 6000 | Capital Outlay | | | | | | | | |
| 6100 | Sites & Improvement of Sites | - | - | - | | - | - | - | - |
| 6300 | School Libraries | - | - | - | | - | - | - | - |
| SUBTOTAL - Capital Outlay | | - | - | - | | - | - | - | - |
| TOTAL EXPENSES | | 74,500 | 1,519,069 | 1,593,569 | | 2,066,099 | 2,437,355 | 2,462,121 | 2,539,791 |
| 6900 | Total Depreciation (includes Prior Year) | - | - | - | | - | - | - | - |
| TOTAL EXPENSES including Depreciation | | 74,500 | 1,519,069 | 1,593,569 | | 2,066,099 | 2,437,355 | 2,462,121 | 2,539,791 |

Richmond Charter Academy Elementary
 Multiyear Budget Summary
 8/28/2013

| | 2013/14 | 2014/15 | 2014/15 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 |
|---|-----------------|------------------|-------------------------------------|---------|--------------------|--------------------|--------------------|--------------------|
| | Startup Budget | Operating Budget | Approved Budget (Including Startup) | Notes | Preliminary Budget | Preliminary Budget | Preliminary Budget | Preliminary Budget |
| SUMMARY | | | | | | | | |
| Revenue | | | | | | | | |
| General Block Grant | - | 1,412,585 | 1,412,585 | | 1,932,647 | 2,549,271 | 2,630,047 | 2,710,823 |
| Federal Revenue | - | 141,050 | 141,050 | | 217,586 | 272,456 | 288,768 | 291,232 |
| Other State Revenues | - | 75,158 | 75,158 | | 95,378 | 109,356 | 110,947 | 112,576 |
| Local Revenues | - | - | - | | - | - | - | - |
| Fundraising and Grants | - | - | - | | - | - | - | - |
| Total Revenue | - | 1,628,793 | 1,628,793 | | 2,245,610 | 2,931,083 | 3,029,762 | 3,114,631 |
| Expenses | | | | | | | | |
| Compensation and Benefits | - | 790,685 | 790,685 | | 1,191,800 | 1,364,734 | 1,415,392 | 1,468,560 |
| Books and Supplies | 67,500 | 261,000 | 328,500 | | 321,380 | 386,898 | 339,056 | 342,229 |
| Services and Other Operating Expenditure | 7,000 | 427,897 | 434,897 | | 558,287 | 695,714 | 717,933 | 739,537 |
| Capital Outlay | - | - | - | | - | - | - | - |
| Total Expenses | 74,500 | 1,479,582 | 1,554,082 | | 2,071,467 | 2,447,346 | 2,472,381 | 2,550,326 |
| Operating Income (excluding Depreciation) | (74,500) | 149,211 | 74,711 | | 174,144 | 483,737 | 557,381 | 564,305 |
| <i>Operating Income (including Depreciation)</i> | (74,500) | 149,211 | 74,711 | | 174,144 | 483,737 | 557,381 | 564,305 |
| Fund Balance | | | | | | | | |
| Beginning Balance (Unaudited) | - | - | - | | 74,711 | 248,855 | 732,591 | 1,289,972 |
| Audit Adjustment | - | - | - | | - | - | - | - |
| Beginning Balance (Audited) | - | - | - | | 74,711 | 248,855 | 732,591 | 1,289,972 |
| Operating Income (including Depreciation) | (74,500) | 149,211 | 74,711 | | 174,144 | 483,737 | 557,381 | 564,305 |
| Ending Fund Balance (including Depreciation) | (74,500) | 149,211 | 74,711 | | 248,855 | 732,591 | 1,289,972 | 1,854,277 |
| Ending Fund Balance as a % of Expenses | -100% | 10% | 5% | | 12% | 30% | 52% | 73% |



P.O. Box 15284
Wilmington, DE 19850

AMETHOD PUBLIC SCHOOLS
3001 INTERNATIONAL BLVD
OAKLAND, CA 94601-2203

Bus Platinum Privileges

Customer service information

- Customer service: 1.888.BUSINESS
- bankofamerica.com
- Bank of America, N.A.
P.O. Box 25118
Tampa, FL 33622-5118

Your Bus Platinum Privileges Business Advantage Checking

for August 1, 2013 to August 31, 2013

Account number: 0005 4621 6649

Please be sure to review the important changes to your account explained in the notice enclosed with this statement. We're available to discuss any questions you may have by calling us at the toll-free number on your statement or visiting a nearby banking center.

Account summary

| | |
|-------------------------------------|----------------|
| Beginning balance on August 1, 2013 | \$1,191,670.14 |
| Deposits and other credits | 291,311.17 |
| Withdrawals and other debits | -196,615.41 |
| Checks | -289,295.64 |
| Service fees | -0.00 |
| Ending balance on August 31, 2013 | \$997,070.26 |

of deposits/credits: 3
 # of withdrawals/debits: 105
 # of deposited items: 6
 # of days in cycle: 31
 Average ledger balance: \$1,143,021.76



Bank of America, N.A. Member FDIC

Online or on your mobile device, BankAmeriDeals® makes it easy to get cash back at stores, restaurants, online merchants and services. Just choose the cash back deals, pay with your eligible debit or credit card and the cash back gets put into your Bank of America® account.

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Scan this QR code with your smartphone and start picking your deals now.

IMPORTANT INFORMATION: BANK DEPOSIT ACCOUNTS

Change of address – Please call us at the telephone number listed on the front of this statement to tell us about a change of address.

Deposit agreement – When you opened your account, you received a deposit agreement and fee schedule and agreed that your account would be governed by the terms of these documents, as we may amend them from time to time. These documents are part of the contract for your deposit account and govern all transactions relating to your account, including all deposits and withdrawals. Copies of both the deposit agreement and fee schedule which contain the current version of the terms and conditions of your account relationship may be obtained at our banking centers.

Electronic transfers: In case of errors or questions about your electronic transfers – If you think your statement or receipt is wrong or you need more information about an electronic transfer (e.g., ATM transactions, direct deposits or withdrawals, point-of-sale transactions) on the statement or receipt, telephone or write us at the address and number listed on the front of this statement as soon as you can. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared.

Tell us your name and account number.

Describe the error or transfer you are unsure about, and explain as clearly as you can why you believe there is an error or why you need more information.

Tell us the dollar amount of the suspected error.

For consumer accounts used primarily for personal, family or household purposes, we will investigate your complaint and will correct any error promptly. If we take more than 10 business days (10 calendar days if you are a Massachusetts customer) (20 business days if you are a new customer, for electronic transfers occurring during the first 30 days after the first deposit is made to your account) to do this, we will credit your account for the amount you think is in error, so that you will have use of the money during the time it will take to complete our investigation.

For other accounts, we investigate, and if we find we have made an error, we credit your account at the conclusion of our investigation.

Reporting other problems – You must examine your statement carefully and promptly. You are in the best position to discover errors and unauthorized transactions on your account. If you fail to notify us in writing of suspected problems or an unauthorized transaction within the time period specified in the deposit agreement (which periods are no more than 60 days after we make the statement available to you and in some cases are 30 days or less), we are not liable to you for, and you agree to not make a claim against us for the problems or unauthorized transactions.

Direct deposits – If you have arranged to have direct deposits made to your account at least once every 60 days from the same person or company, you may call us at the telephone number listed on the front of this statement to find out if the deposit was made as scheduled.

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Bank of America, N.A. Member FDIC and  Equal Housing Lender

Deposits and other credits

| Date | Description | Amount |
|---|---------------------------------------|---------------------|
| 08/07/13 | Charter School Des:App-76739a Id:C014 | 41,829.00 |
| 08/07/13 | Charter School Des:App-76739a Id:C883 | 37,356.00 |
| 08/26/13 | Counter Credit | 212,126.17 |
| Total deposits and other credits | | \$291,311.17 |

Withdrawals and other debits

| Date | Description | Amount |
|---|---|----------------------|
| 08/01/13 | PAYCHEX EIB DES:INVOICE ID:X51094900005557 | -173.50 |
| 08/07/13 | BENEFIT RESOURCE DES:BRI XFER ID:XXXXXXXXXX | -85.00 |
| 08/08/13 | PAYCHEX TPS DES:TAXES ID:51204900000342X | -306.77 |
| 08/09/13 | PAYCHEX EIB DES:INVOICE ID:X51215500002493 | -54.85 |
| 08/19/13 | BENEFIT RESOURCE DES:BRI XFER ID:XXXXXXXXXX | -70.00 |
| 08/29/13 | PAYCHEX INC. DES:PAYROLL ID:51499500005138X | -132,438.61 |
| 08/30/13 | PAYCHEX TPS DES:TAXES ID:51493400008325X | -63,368.31 |
| 08/30/13 | PAYCHEX EIB DES:INVOICE ID:X51506500015910 | -118.37 |
| Total withdrawals and other debits | | -\$196,615.41 |

Checks

| Date | Check # | Amount | Date | Check # | Amount |
|----------|---------|-----------|----------|---------|------------|
| 08/26/13 | 102 | -1,594.64 | 08/01/13 | 2195* | -21.33 |
| 08/23/13 | 104* | -2,077.89 | 08/06/13 | 2213* | -9,000.00 |
| 08/26/13 | 2068* | -44.50 | 08/02/13 | 2214 | -13,250.00 |
| 08/21/13 | 2108* | -16.92 | 08/05/13 | 2219* | -94.87 |
| 08/08/13 | 2153* | -52.00 | 08/19/13 | 2221* | -1,435.00 |
| 08/01/13 | 2191* | -150.00 | 08/26/13 | 2222 | -810.00 |

continued on the next page

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Switching to paperless documents helps make secure record keeping easier. You can find, view, download and print any time—all in one place. You get email notifications when your statements are ready. Plus, it can help reduce the risk of mail fraud and identity theft.

To go paperless, enroll in Online Banking at www.bankofamerica.com/onlinebanking, find the green leaf icon on your account documents and click "go paperless."

Checks - continued

| Date | Check # | Amount | Date | Check # | Amount |
|----------|---------|------------|----------|---------|------------|
| 08/05/13 | 2223 | -226.19 | 08/20/13 | 2270 | -990.00 |
| 08/05/13 | 2224 | -288.38 | 08/20/13 | 2271 | -130.64 |
| 08/16/13 | 2226* | -12.86 | 08/19/13 | 2272 | -661.50 |
| 08/01/13 | 2227 | -1,239.00 | 08/20/13 | 2273 | -27.50 |
| 08/12/13 | 2229* | -954.00 | 08/30/13 | 2274 | -11,652.23 |
| 08/07/13 | 2231* | -146.00 | 08/30/13 | 2275 | -2,858.29 |
| 08/09/13 | 2232 | -1,500.00 | 08/20/13 | 2276 | -10,147.77 |
| 08/16/13 | 2233 | -70.26 | 08/20/13 | 2277 | -252.24 |
| 08/20/13 | 2234 | -32.60 | 08/21/13 | 2278 | -468.05 |
| 08/05/13 | 2235 | -8,198.18 | 08/19/13 | 2279 | -335.80 |
| 08/08/13 | 2236 | -158.95 | 08/19/13 | 2280 | -210.00 |
| 08/05/13 | 2237 | -9,887.41 | 08/23/13 | 2281 | -5,122.89 |
| 08/05/13 | 2238 | -130.00 | 08/27/13 | 2282 | -64.85 |
| 08/05/13 | 2239 | -1,920.00 | 08/26/13 | 2285* | -338.04 |
| 08/05/13 | 2240 | -7,660.16 | 08/26/13 | 2286 | -1,818.21 |
| 08/06/13 | 2241 | -31.00 | 08/26/13 | 2287 | -12.86 |
| 08/06/13 | 2242 | -40.00 | 08/23/13 | 2288 | -2,015.05 |
| 08/05/13 | 2243 | -368.91 | 08/30/13 | 2290* | -40,000.00 |
| 08/05/13 | 2244 | -22,193.33 | 08/23/13 | 2291 | -53.14 |
| 08/06/13 | 2245 | -54.30 | 08/26/13 | 2292 | -5,694.36 |
| 08/01/13 | 2247* | -1,428.00 | 08/26/13 | 2293 | -45.61 |
| 08/01/13 | 2248 | -1,560.00 | 08/21/13 | 2294 | -73,000.00 |
| 08/01/13 | 2249 | -846.00 | 08/26/13 | 2295 | -1,640.56 |
| 08/15/13 | 2250 | -467.14 | 08/22/13 | 2296 | -394.47 |
| 08/05/13 | 2251 | -1,278.00 | 08/30/13 | 2297 | -1,453.75 |
| 08/07/13 | 2252 | -228.30 | 08/30/13 | 2298 | -1,270.01 |
| 08/09/13 | 2253 | -4,740.09 | 08/12/13 | 10195* | -2,157.15 |
| 08/08/13 | 2254 | -300.00 | 08/20/13 | 10211* | -343.73 |
| 08/21/13 | 2255 | -74.74 | 08/12/13 | 10213* | -828.19 |
| 08/19/13 | 2257* | -2,266.00 | 08/06/13 | 10218* | -2,938.41 |
| 08/19/13 | 2259* | -4,536.33 | 08/06/13 | 10219 | -54.81 |
| 08/20/13 | 2260 | -151.74 | 08/06/13 | 10220 | -274.05 |
| 08/21/13 | 2261 | -80.00 | 08/02/13 | 10228* | -456.75 |
| 08/26/13 | 2262 | -57.50 | 08/01/13 | 10229 | -1,670.38 |
| 08/22/13 | 2263 | -153.00 | 08/01/13 | 10230 | -456.75 |
| 08/19/13 | 2264 | -162.83 | 08/05/13 | 10233* | -719.97 |
| 08/20/13 | 2265 | -9,400.00 | 08/01/13 | 10238* | -782.98 |
| 08/20/13 | 2266 | -475.00 | 08/01/13 | 10246* | -54.81 |
| 08/21/13 | 2267 | -225.76 | 08/01/13 | 10247 | -274.05 |
| 08/19/13 | 2268 | -252.00 | 08/21/13 | 10257* | -262.38 |
| 08/19/13 | 2269 | -187.75 | 08/09/13 | 10261* | -1,556.61 |

continued on the next page

Checks - continued

| Date | Check # | Amount | Date | Check # | Amount |
|----------|---------|---------|----------|---------|-------------------|
| 08/15/13 | 10263* | -311.42 | 08/30/13 | 10296* | -2,499.38 |
| 08/15/13 | 10264 | -467.14 | | | |
| | | | | | Total checks |
| | | | | | -289,295.64 |
| | | | | | Total # of checks |
| | | | | | 97 |

* There is a gap in sequential check numbers

Daily ledger balances

| Date | Balance (\$) | Date | Balance(\$) | Date | Balance (\$) |
|-------|--------------|-------|--------------|-------|--------------|
| 08/01 | 1,183,013.34 | 08/12 | 1,170,065.71 | 08/22 | 1,061,993.14 |
| 08/02 | 1,169,306.59 | 08/15 | 1,168,820.01 | 08/23 | 1,052,724.17 |
| 08/05 | 1,116,341.19 | 08/16 | 1,168,736.89 | 08/26 | 1,252,794.06 |
| 08/06 | 1,103,948.62 | 08/19 | 1,158,619.68 | 08/27 | 1,252,729.21 |
| 08/07 | 1,182,674.32 | 08/20 | 1,136,668.46 | 08/29 | 1,120,290.60 |
| 08/08 | 1,181,856.60 | 08/21 | 1,062,540.61 | 08/30 | 997,070.26 |
| 08/09 | 1,174,005.05 | | | | |

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000
CITIBANK, N. A.
Account
600519102
Statement Period
Aug 1 - Aug 31, 2013
Relationship Manager
US SERVICE CENTER
1-877-528-0990



AMETHOD PUBLIC SCHOOLS
3001 INTERNATIONAL BLVD.
OAKLAND CA 94601-4910



CitiBusiness® ACCOUNT AS OF AUGUST 31, 2013

Relationship Summary:

| | |
|---------------|-------------|
| Checking | \$89,661.50 |
| Savings | ***** |
| Checking Plus | ***** |

SERVICE CHARGE SUMMARY FROM JULY 1, 2013 THRU JULY 31, 2013

| Type of Charge | No./Units | Price/Unit | Amount |
|---|-----------|------------|----------------|
| CITIBUSINESS CHECKING # 600519102 | | | |
| Average Daily Collected Balance | | | \$89,684.30 |
| DEPOSIT SERVICES | | | |
| DEPOSIT ASSESSMENT | 89,684 | | 9.90 |
| MONTHLY MAINTENANCE FEE | 1 | 20.0000 | 20.00 |
| Total Charges for Services | | | \$29.90 |
| Average collected balances | | | \$89,684.30 |
| Balances eligible for Earnings Credit | | | \$89,684.30 |
| Balances Required to Offset Service Charges | | | \$176,021.30 |
| Earnings Credit allowance at 0.20000% | | | \$15.23 |
| Charges Subject to Earnings Credit | | | \$29.90 |
| Net Service Charge | | | \$14.67 |
| Charges debited from account # 600519102 | | | |

CHECKING ACTIVITY

CitiBusiness Checking
600519102

Beginning Balance: \$89,676.17
Ending Balance: \$89,661.50

| Date | Description | Debits | Credits | Balance |
|-------|---|--------|---------|-----------|
| 08/20 | SERVICE CHARGE ACCT ANALYSIS DIRECT DB | 14.67 | | 89,661.50 |

D50132420026730001
NNNN-NNNN-NNNN-NNNN

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: October 2, 2013

From: Bill Fay
Associate Superintendent for Operations

Agenda Item: G.3

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
- Construction Status Reports

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: 9/18/2013

Scope: Replacement Campus

Construction Status:

Architect: DLM Architects
 Project Manager: Marc Alojepan, SGI Construction Management
 Project Engineer:
 Contractor: Wright Contracting, Inc.
 Inspector: Steve Cayson
 WCCUSD Mgr: Ferdinand Vergeire

Contract Status:

| | | | |
|-------------------------------|------------|-----------------|-----------------|
| Notice to Proceed: | 05/17/2010 | | |
| | | Original | Approved |
| Construction Schedule (days): | 1,080 | 171 | 1,308 |
| Original Completion Date: | 05/01/2013 | | |
| Projected Completion: | 12/15/2013 | | |

Buildings:

| | |
|--------------------------|--|
| Building 1 | Administration & Library |
| Building 2 & 3 | Theater & Arts/Delta School |
| 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/Portico |

Progress This Period:

- Hazardous Material Abatement of Existing Campus Completed
- Demolition of Existing Building 100, 200, 300, 400, & Cafeteria
- Implementation of SWPPP Standards for Project Site
- Installation of Fitness and Weight Room Flooring
- Training for Staff

Anticipated Progress Next Period:

- Training for Staff
- Demolition of Existing Building 100 and Administration Building
- Implementation of SWPPP Standards for Project Site Continuation
- Installation of Fitness and Weight Room Flooring Continuation
- Installation of Gym Weight Equipment
- Rough Grading
- Close-Out Documentation

Schedule Assessment/Update:

| | |
|--|-------|
| Construction Duration (Calendar Days): | 1,308 |
| Construction Calendar Days Elapsed: | 1,220 |
| Construction Calendar Days Remaining: | 88 |
| Percent of Contract Calendar Days Elapsed: | 93% |
| Percent of Construction Completed: | 90% |

| | | |
|--------------------------------|------------|----------------------|
| Percentage of Work Done | 90% | Total Project |
|--------------------------------|------------|----------------------|

| | |
|----------------------------------|------|
| Milestone 1: New Construction | 100% |
| Milestone 2: Commissioning | 100% |
| Milestone 3: Furniture & Move-In | 100% |
| Milestone 4: Demo of (E) School | 50% |

Proposed Changes:

General Comment:

Notice of Completion of Milestone No. 1: New Campus, issued on April 11, 2013.
 Current Phase: Demolition and Abatement of Existing School Campus.

Progress Photos: 9/18/2013



Installation of Fitness and Weight Room Flooring



Implementation of SWPPP Standards for Soil Stockpile



Demolition of Existing Campus 200 & 300 Wing

PROJECT STATUS REPORT

Gompers and LPS Richmond Schools - New Construction

Period Ending: 9/18/2013

Scope: New Construction

Construction Status:

Architect: HMC Architects
 Project Manager: Gregory Smith, SGI Construction Management
 Project Engineer: Gaile Suarez, SGI Construction Management
 Contractor: Lathrop Construction Associates
 Inspector: Roy Moreno
 WCCUSD Mgr: Andrew Mixer

Contract Status:

| | | | |
|-------------------------------|------------|-----------------|-----------------|
| Notice to Proceed: | 08/20/2012 | | |
| | | Original | Approved |
| Construction Schedule (days): | 1,090 | | |
| Original Completion Date: | 08/15/2015 | | |
| Projected Completion: | 08/15/2015 | | |

Buildings:

| | |
|------------|---------------------------|
| Building A | Leadership Public Schools |
| Building B | Shared Gymnasium |
| Building C | Gompers High School |

Progress This Period:

- Building A - Metal stud framing, architectural concrete walls, stair installation, rough mechanical, electrical, and plumbing continues.
- Building B - Stair installation, roofing over gym, overhead MEP.
- Building C - Concrete pour slab on grade and 2nd floor deck.

Anticipated Progress Next Period:

- Building A - Metal stud framing, architectural concrete walls, stair installation, rough mechanical, electrical, and plumbing continues.
- Building B - Stair installation, roofing, overhead & rough mechanical, electrical and plumbing continues.
- Building C - Pour remaining concrete floors

Schedule Assessment/Update:

| | |
|--|-------|
| Construction Duration (Calendar Days): | 1,090 |
| Construction Calendar Days Elapsed: | 394 |
| Construction Calendar Days Remaining: | 696 |
| Percent of Contract Calendar Days Elapsed: | 36% |
| Percent of Construction Completed: | 36% |

| | | |
|--------------------------------|------------|----------------------|
| Percentage of Work Done | 36% | Total Project |
|--------------------------------|------------|----------------------|

Proposed Changes:

General Comment:

Progress Photos: 9/18/2013



Building A - Metal stud installation & arch walls



Building B - East stair installation



Building C - Slab on grade concrete pour

PROJECT STATUS REPORT

Grant Elementary - Fire Alarm Modernization

Period Ending: 9/18/2013

Scope: Installation of new fire alarm system and demolition of existing fire alarm system.

Construction Status:

Architect: Hamilton+Aitken Architects
 Project Manager: Toby Black, SGI Construction Management
 Project Engineer:
 Contractor: BBJ Electric
 Inspector: Kris Gilbert
 WCCUSD Mgr: Eduardo Donoso

Contract Status:

Notice to Proceed: 6/17/2013

| | Original | Approved | Projected |
|-------------------------------|------------|----------|-----------|
| Construction Schedule (days): | 150 | 150 | 120 |
| Original Completion Date: | 11/14/2013 | | |
| Projected Completion: | 10/15/2013 | | |

Buildings:

| | |
|--------------|---|
| Mobilization | Equipment, Materials, Containers |
| Rough-in | Layout, pulling of cable, device installation |
| Abatement | Buildings and Portables |
| Demolition | Existing Fire Alarm System |
| Completion | Fire Alarm Testing & Training |

Progress This Period:

- Install devices and fire alarm panel
- Pre-testing

Anticipated Progress Next Period:

- Final testing
- Demolition of existing fire alarm system
- Close out

Schedule Assessment/Update:

| | |
|--|-----|
| Construction Duration (Calendar Days): | 150 |
| Construction Calendar Days Elapsed: | 94 |
| Construction Calendar Days Remaining: | 56 |
| Percent of Contract Calendar Days Elapsed: | 62% |
| Percent of Construction Completed: | 97% |

| Percentage of Work Done | 97 % | Total Project |
|-------------------------|------|---------------|
| Mobilization | | 100% |
| Rough-in | | 96% |
| Abatement | | 100% |
| Demolition | | 0% |

Proposed Changes:

Installation of additional heat detectors not shown on the addendum per ASI#1.

General Comment:

Progress Photos: 9/18/2013



New FACP and Annunciator Panel in Administration Office



New devices in restroom



New smoke detectors in classroom corridor

PROJECT STATUS REPORT

Lake Elementary - Fire Alarm Modernization

Period Ending: 9/18/2013

Scope: Installation of new fire alarm system and demolition of existing fire alarm system.

Construction Status:

Architect: Hamilton+Aitken Architects
 Project Manager: Toby Black, SGI Construction Management
 Project Engineer:
 Contractor: BBJ Electric
 Inspector: Kris Gilbert
 WCCUSD Mgr: Eduardo Donoso

Contract Status:

Notice to Proceed: 6/17/2013

| | Original | Approved | Projected |
|-------------------------------|------------|----------|-----------|
| Construction Schedule (days): | 150 | 150 | 120 |
| Original Completion Date: | 11/14/2013 | | |
| Projected Completion: | 10/15/2013 | | |

Buildings:

| | |
|--------------|--|
| Mobilization | Equipment, Materials, Containers |
| Rough-in | Layout, installation, cable pulling, device installation |
| Abatement | Buildings and Portables |
| Demolition | Existing Fire Alarm System |
| Completion | Fire Alarm Testing & Training |

Progress This Period:

- Final Testing
- Training

Anticipated Progress Next Period:

- Demolition of existing fire alarm system
- Close out

Schedule Assessment/Update:

| | |
|--|-----|
| Construction Duration (Calendar Days): | 150 |
| Construction Calendar Days Elapsed: | 94 |
| Construction Calendar Days Remaining: | 56 |
| Percent of Contract Calendar Days Elapsed: | 62% |
| Percent of Construction Completed: | 97% |

| Percentage of Work Done | 97 % | Total Project |
|-------------------------|------|---------------|
| Mobilization | | 100% |
| Rough-in | | 97% |
| Abatement | | 100% |
| Demolition | | 0% |

Proposed Changes:

General Comment:

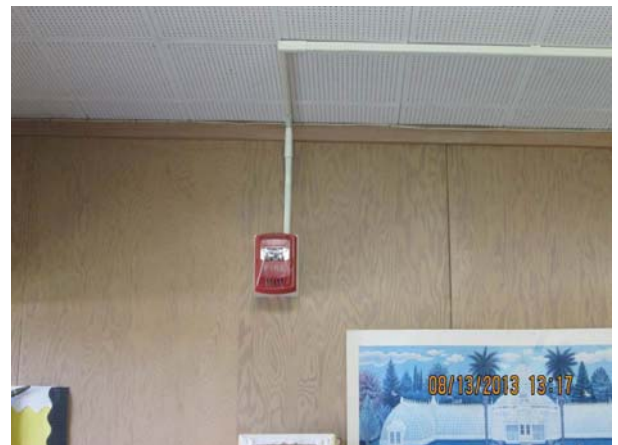
Progress Photos: 9/18/2013



New Hornstrobe and Smoke Detector in Kindergarten Bldg.



New Smoke Detector in Principal's Office



New Hornstrobe in Principal's Office

PROJECT STATUS REPORT

Nystrom Elementary - Abatement & Selective Demolition

Period Ending: 9/18/2013

Scope: Abatement and selective interior demo of main two-story building and full demo of kindergarten building, multi-purpose room and boiler room

Construction Status:

Architect: Interactive Resources
 Project Manager: Eddie Law, SGI Construction Management
 Project Engineer: Verna Van, SGI Construction Management
 Contractor: Performance Abatement Services
 Inspector: Mark Eriksen / RGA
 WCCUSD Mgr: Andrew Mixer

Contract Status:

| | | | |
|-------------------------------|-----------------|-----------------|------------------|
| Notice to Proceed: | 5/13/2013 | | |
| | Original | Approved | Projected |
| Construction Schedule (days): | 185 | 0 | 0 |
| Original Completion Date: | 11/14/2013 | | |
| Projected Completion: | 11/14/2013 | | |

Buildings:

| | |
|------------|---------------------------------------|
| Building A | Main Classroom Building & Boiler Room |
| Building B | Kindergarten Classroom Building |
| Building D | Multi-Use Building |

- Progress This Period:**
- Main Classroom Building - Selective demo completed, areas cleaned and punch walk completed.
 - Lead paint removal from historical wood trims completed and stored in corresponding classrooms.

- Anticipated Progress Next Period:**
- Contractor demobilization
 - Contract close-out, turn-over of as-built and keys.

Schedule Assessment/Update:

| | |
|--|------|
| Construction Duration (Calendar Days): | 185 |
| Construction Calendar Days Elapsed: | 128 |
| Construction Calendar Days Remaining: | 57 |
| Percent of Contract Calendar Days Elapsed: | 69% |
| Percent of Construction Completed: | 99 % |

Percentage of Work Done **99 %** **Total Project**

Proposed Changes:

General Comment:
 Underground Storage Tank removal currently on-going performed by separate contractor.

Progress Photos: 9/18/2013



Flooring Removal



Water Pressure Clean Concrete Floors



Lead Paint Free Historical Wood Trims

PROJECT STATUS REPORT

Ohlone Elementary School - West Campus

Period Ending: 9/18/2013

Scope: Ground up Construction of 2 buildings, landscaping and play grounds. Phase I & II.

Construction Status:

Architect: Powell & Partners
 Project Manager: Sonya Perkins, SGI Construction Management
 Project Engineer: Paul Orr, SGI Construction Management
 Contractor: Zovich & Sons Construction Company
 Inspector: Mark Eriksen
 WCCUSD Mgr: Ferdinand Fergeire

Contract Status:

| | | | |
|-------------------------------|-----------------|-----------------|------------------|
| Notice to Proceed: | 08/01/2011 | | |
| | Original | Approved | Projected |
| Construction Schedule (days): | 720 | | 1,151 |
| Original Completion Date: | 7/20/2013 | | |
| Projected Completion: | 3/20/2014 | | |

Buildings:

Bldg. A New Construction- 2 Story Bldg. / Admin & Classrooms
 Bldg. B Classrooms & Restrooms

Progress This Period:

- Building A:
- Canopy #3 finish stucco coat complete, form and pour curbs gutters & flatwork. Grading continues to winterize site prior to rainy season. Exterior painting, bead blasting floors, electrical fixtures & trim, metal roofing & fascia installation at canopies except #3. DW & FW connection.
- Building B:
- Install light fixtures & trim. Site work/rough & finish grading. Form & pour cubs, gutters, fence layout, floor leveling, fascia installation at metal roofing, start plumbing fixture installation and connect FW line.

Anticipated Progress Next Period:

- Buildings A & B:
- Prepare for PG&E to power up. Metal roof installation continues. Resin coating repairs continues at AHUs. Site work-finish grading, start interior finishes (flooring, cabinets, wall panels, ceiling tiles and plumbing fixtures). Commissioning /power/hvac, and off-haul dirt.

Schedule Assessment/Update:

| | |
|--|-----|
| Construction Duration (Calendar Days): | 719 |
| Construction Calendar Days Elapsed: | 618 |
| Construction Calendar Days Remaining: | 101 |
| Percent of Contract Calendar Days Elapsed: | 85% |
| Percent of Construction Completed: | 69% |

Percentage of Work Done 69% Total Project

Proposed Changes:

General Comment:

Progress Photos: 9/18/2013



Building A - North side curbs & grading



Building B - Classroom floor leveling



Building C - Utility yard/switchgear

PROJECT STATUS REPORT

Portola Middle School - New Campus

Period Ending: 9/30/2013

Scope: New Campus Project

Construction Status:

Architect: HY Architects
 Project Manager: Jose Chapa, SGI Construction Management
 Project Engineer: Rene Barrera, SGI Construction Management
 Contractor: Arntz, Builders, Inc.
 Inspector: Steve Cayson
 WCCUSD Mgr: Ferdie Vergeire

Contract Status:

Notice to Proceed: 5/13/2013
Original Approved Projected
 Construction Schedule (days): 960
 Original Completion Date: 12/29/2015
 Projected Completion: 12/29/2015

Buildings:

Progress This Period:

- Grading cuts for Site Hardscape on Zone 3 - 90% .
- Building A interior rough carpentry 40%.
- Lowering of Building A Basement Slab & Footings 70%.
- Building A alley main utility installation 4%.
- Grade Cut for Building D floor slab 85%
- Installation of Main RWL North Line 100%.

Anticipated Progress Next Period:

- Installation of Sanitary Sewer & Water Line on zone 1.
- Staking and Layout of Footings for Buildings B & C.
- Excavate footings for Building D.
- Building A alley main utility installation 50%.
- Trench and Install of SD line south of Building D.
- Electrical rough in, Building A.
- Roofing Building A.

Schedule Assessment/Update:

Construction Duration (Calendar Days): 960
 Construction Calendar Days Elapsed: 126
 Construction Calendar Days Remaining: 834
 Percent of Contract Calendar Days Elapsed: 13%
 Percent of Construction Completed: 13%

| Percentage of Work Done | 13% | Total Project |
|------------------------------|-----|---------------|
| Building D Pad Certification | | 90% |
| Building B Grade Cut | | 65% |
| Building C Grade Cut | | 20% |
| Utilities (SD,SS,W,G, FW) | | 13% |
| Building A Rough Framing | | 40% |

Proposed Changes:

General Comment:

Productivity percentage rate acceptable.

Progress Photos: 9/30/2013



Lowering of Building A Basement Slab & Footings 70%.



Building D Pad Engineered Fill



Building B Grade Cut