

**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
December 7, 2011

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
MEETING AGENDA
DECEMBER 7, 2011**

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

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

ATTENDING BOARD MEETINGS:

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

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

Time: The **Board of Education's Open Session meeting will begin at 6:30 PM.** The Board will convene at **5:30 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 Annual Organization Meeting**

Comment:

Board Bylaw 9100 governs the dimensions of the annual organization meeting. At this meeting, the Board shall:

- Elect a president and a clerk from its members.
- Appoint a secretary to the Board.
- Authorize signatures.
- Develop a schedule of regular meetings for the year.
- Develop a Board calendar for the year.
- Designate Board representatives.

Board policy does not detail procedure for nomination and election of Officers. The Brown Act precludes board members from discussing their vote outside of board meetings with more than one other board member. Nominations for the office of President will be made by any board member without requiring a second after which a roll call vote will be taken. Tie votes will be resolved by a run-off vote. Following the election of the President, the same procedure will be repeated for the office of Clerk.

Recommendation:

That the Board:

1. Elect a president and clerk;
2. That the Board use a separate motion to approve the following routine matters:

Appoint the Superintendent as Secretary to the Board as prescribed by law;

Authorize the President of the Board to sign documents for the Board and for the Clerk to sign documents in the absence of the President;

Affirm the previously adopted schedule of regular meetings in 2012 including: January 4, January 18, February 1, February 15, March 7, March 21, April 4, April 25, May 9, May 23, June 13, June 27, July 11, July 25; August 15, September 5, September 19, October 10, October 24, November 2, November 14, November 28, December 12.

Establish a Board calendar for 2012 that includes:

- Budget Hearing, June 13
- Budget Adoption, June 27
- Superintendent Evaluation, October 10
- Annual Organization Meeting, December 12

3. That the Board make appointments for the committees listed below:
 - Board Facilities Subcommittee

Board Academic Subcommittee
Citizens Budget Advisory Committee
Citizens Bond Oversight Committee
District Safety Committee
Select Committee on High Schools
Youth Commission

Fiscal Impact:
None

B.4 Roll Call

B.5 Presentation of Student Board Representative from DeAnza High School

B.6 Report/Ratification of Closed Session

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

* **B.8 Minutes:** November 2, 2011 as corrected; November 16, 2011

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 December 7, 2011.

Recommendation:

Recommend Approval

Fiscal Impact:

As noted per grants summary

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

Comment:

The District has received donations as summarized dated December 7, 2011. The estimated values for any non-cash donations are those provided by the donor. Staff recommends acceptance of these donations.

Recommendation:

Recommend Approval

Fiscal Impact:

As noted per donations summary

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

Comment:

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

Recommendation:

Recommend Approval

Fiscal Impact:

Additional revenue for schools

***CI C.4 Contracted Services**

Comment:

Permission is requested of the Board of Education to approve contracts for services as detailed, dated December 7, 2011.

Recommendation:

Recommend Approval

Fiscal Impact:

As noted per contracts summary

***CI C.5 Notification of Claims Approval and Settlement Payments**

Comment:

The District has received a claim regarding compensation for personal injury. The District's risk management firm has investigated this claim and is requesting the School Board to ratify the authorized settlement payment.

Recommendation:

Ratify the authorized approval of claim and payment for personal injury.

Fiscal Impact:

Self-Insurance Program \$22,500

***CI C.6 Routine Personnel Changes – Certificated**

Comment:

Routine personnel changes include actions to hire, promote, or terminate certificated employees in accord with appropriate laws, established policies and procedures.

Recommendation:

For Information Only

Fiscal Impact:

None

***CI C.7 Certificated Board Authorization - Education Code 44285.3**

Comment:

Ed Code 44285.3 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.8 Call for Nominations for California School Boards Association (CSBA) Delegate Assembly**

Comment:

The California School Boards Association is accepting nominations for its Delegate Assembly. Delegates will serve a two-year term beginning April 1, 2012 through March 31, 2014 and are required to attend two meetings each year. There are three delegates in Region 7, Sub-Region 7-A, whose terms expire in 2012. Antonio Medrano has expressed an interest in serving on the Delegate Assembly.

Recommendation:

That the Board nominate Antonio Medrano as a delegate on the CSBA Delegate Assembly.

Fiscal Impact:

None

***CI C.9 Resolution No. 75-1112: Certificate of Signatures**

Comment:

School districts are required to hold an annual organizational meeting in December to adopt a new Certification of Signatures. The effective period of the resolution should be the date of the organizational meeting per Educational Code Sections: K-12 Districts 42632, 42633, and 44843.

Recommendation:

Recommend Approval

Fiscal Impact:

None

***CI C.10 Chevron Tax Appeal Resolution No. 76-1112**

Comment:

Chevron Corporation appealed the assessed value of its Richmond refinery property. If Chevron is successful in the appeal, West Contra Costa taxpayers will have an additional charge on the tax bills for

the WCCUSD bond program. The impact on the City of Richmond and the other cities that are served by WCCUSD will be much greater.

Recommendation:

Adopt Resolution No. 76-1112 requesting that Chevron withdraw its property tax appeals.

Fiscal Impact:

Exact amount is unknown at this time.

***CI C.11 Ratification and Approval of Engineering Services Contracts**

Comment:

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

Recommendation:

Ratify and approve contracts as noted

Fiscal Impact:

Total for this action: \$886,844. Funding sources as noted.

***CI C.12 Ratification and Approval of Negotiated Change Orders**

Comment:

Staff is seeking ratification of change orders on the following current District construction projects: Dover ES New School, King ES New School, Ford ES New School, Collins ES Parking & Driveway and Crespi Middle School Miscellaneous 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 Ford ES New School project are required by the Board, with special findings as noted, because these projects are in excess of the Public Contract Code limit of 10% of the original contract value. In accordance with Public Contract Code 20118.4, the Board, by approving and ratifying these change orders, finds that it would have been futile to publicly bid the work in question because of the tight time frames to complete this work without affecting the operations of the District, and that the public is best served by having this work completed by the contractor on the project.

Recommendation:

Ratify negotiated change orders as noted.

Fiscal Impact:

Total ratification and approval by this action: \$397,530.34

***CI C.13 Approval of Additional Program Management General Conditions Reimbursable Expenses**

Comment:

The District has retained Seville Group (SGI) as the Program Manager for the Bond Program. A portion of the Program Management contract for the firm is known as General Conditions Reimbursable Expenses (“GCR’s”). These are costs which the District has negotiated as a part of the contract for which the firm bills direct expense plus markup. GCR’s include computer software/hardware expenses, office equipment, legally required advertisements, postage, security, office supplies, and telephone/fax expense. These types of costs also include personnel such as the Facilities Operations Center Receptionists, Network Administrator, and Fiscal Controls Specialist. In addition, these costs include cost estimating, scheduling, and software programming.

Recommendation:

Approve additional Program Management General Conditions Reimbursable Expenses for Seville Group, Inc.

Fiscal Impact:

Total for this action: \$1,276,965. Funding source is Measures J and D-2010 bonds. Program Management General Conditions Reimbursable Expenses.

***CI C.14 Approval of the District Deferred Capital Improvement Projects**

Comment:

The District has completed a study on the Deferred Capital Improvement projects; priorities will be based on health, fire, life, safety, ADA compliance and other criteria, and will be based on project eligibility for State matching fund. The sample projects are located at Grant, Olinda, Collins, Lake, North Campus, Shannon Elementary Schools, as well as Crespi Middle School.

The list of sample projects was presented to the Facilities Subcommittee at their meeting of November 15, 2011. The Facilities Subcommittee recommends approval by the full Board.

A complete list of the sample projects is provided for review under separate cover.

Recommendation:

Approve the Deferred Capital Projects list for the D 2010 Bond program.

Fiscal Impact:

\$2,300,000 Funding source is Measure D 2010 Bond.

***CI C.15 Approval of the Relocation of the CCS Program**

Comment:

The California Children Services (CCS) Medical Therapy program is run by Contra Costa Health Services and provides physical therapy to West Contra Costa Unified School District students with special needs. The program is currently housed in portable buildings located on the now-closed Castro Elementary School Campus. This campus is slated to become the new home of Portola Middle School and is due to be demolished at the start of construction for the new Portola Middle School at Castro.

The demolition process is scheduled to begin in the second quarter of 2012. As such, the facilities that house this CCS program must be relocated to meet the timeline. A study was performed by HY Architect, to find a suitable location for the program, and the Downer Elementary School campus was chosen as an interim site. Additional studies will determine a permanent site at a later date.

The interim relocation of the program was presented to the Facilities Subcommittee at their meeting on November 15, 2011. The Facilities Subcommittee recommends approval by the full Board.

Recommendation:

Approve the relocation of the California Children Services program to the Downer Elementary School site.

Fiscal Impact:

Total for this action estimated to be **\$84,704**. Funding sources is measure J.

***CI C.16 Approval of Stege Elementary School Construction Document Design Fees**

Comment:

Stege Elementary School Campus Replacement is one of the listed projects in Measure D-2010 Bond. The Master Plan documents have been completed by Powell & Partners Architects, and approved by the Board of Trustees on July 13, 2011. The scope of work includes schematic design, design development, and construction document services by the architect and the architect's sub-consultants, and \$35,000 for reimbursable.

Recommendation:

Approve proposed Stege Elementary School Construction Document Design Fees.

Fiscal Impact:

Total for this action: \$2,785,630. Funding source is Measure D-2010 Bond.

***CI C.17 Pinole Middle School Miscellaneous Repairs**

Comment:

The Pinole Middle School Miscellaneous Repairs Project includes surface, material and equipment repairs in Buildings B and C, including installation of tackable wall surfaces, installation of tile surfaces at select locations, miscellaneous painting, removal/replacement of select toilet room accessories and replacement of select locksets.

The District engaged in a public bid process for the project. Bids were opened on November 14, 2011. Three contractors submitted bids. They are as follows: AM Woo Construction, \$89,700; Affordable Painting, \$91,000; and ERA Construction, \$104,700. The apparent lowest bidder is AM Woo Construction.

Recommendation:

Award contract to the lowest responsive, responsible bidder.

Fiscal Impact:

Funded by the Measure J Bond

***CI C.18 Kennedy High School Quad Renovations**

Comment:

Renovations to Kennedy High School Quad include site demolition of existing concrete sidewalks and landscaping in three exterior courtyards, installation of new landscaping, irrigation system, site drainage, walkways, landscaping, and exterior lights at Kennedy High School.

The District engaged in a public bid process for the project in which the bids were opened on October 27, 2011. Five contractors submitted bids as follows: CF Contracting, \$982,800; Romkon Inc., \$1,000,087; Lister Construction, \$1,186,000; EF Brett Co., \$1,543,238; and BRCO Constructors, \$1,569,000. The apparent lowest bidder is CF Contracting.

Recommendation:

Award contract to the lowest responsive, responsible bidder.

Fiscal Impact:

\$982,800. Funded by the Measure J Bond.

***CI C.19 Riverside Elementary School Restroom Resurfacing Project**

Comment:

The Riverside Elementary School Restroom Resurfacing Project includes patching, repair, and removal of damaged substrate (as needed), application of tile system and accessories, removal and reinstallation of all items and fixtures over tiled area including testing for adequate performance, painting of ceilings and walls above tile, application of additional sealer coats over epoxy floor coating, and miscellaneous plumbing repairs.

The District engaged in a public bid process for the project in which the bids were opened on November 10, 2011. Three contractors submitted bids as follows: Streamline Builders, \$81,500; Affordable Painting, \$96,000; and AM Woo Construction, \$99,700. The apparent lowest bidder is Streamline Builders.

Recommendation:

Award contract to the lowest responsive, responsible bidder.

Fiscal Impact:

\$81,500. Funded by the Measure J Bond.

***CI C.20 Religious/Cultural Celebration**

Comment:

Board Policy 6141.2 governs the teaching about the various religions and cultures including religious works, symbols to illustrate their relationship with culture, literature and arts. In support of the histories of holiday celebrations, teachers and other staff demonstrate to all students and families that their beliefs and traditions play an important role in assisting students to be global thinkers with international partners around the world. As the student population has become more diverse with more than 80 home languages spoken among families, the need to recognize and teach about the religions and customs increases.

Recommendation:

That the Board directs staff to add information and resources to the District website for use by parents, students and teachers about many of the holidays and cultural celebrations of students and families. This is a living document, meaning that as our populations of students increase and diversify, their holiday customs and beliefs can be included as part of on-going learning within West Contra Costa Unified School District.

August/September/October
Rosh Hashanah and
Yom Kippur
Ramadan

November/December
Christmas
Hanukkah
Kwanzaa

January/February
Asian Lunar New Year
Ash Wednesday

March/April
Maundy or Holy Thursday
and Good Friday
Easter
Passover

Fiscal Impact:

None

D. AWARDS, RECOGNITIONS, AND REPORTS

*** D.1 Recognition of Richmond High's Robotics Team**

Comment:

Richmond High School competed in the MadTown Robotics Competition in Madera in mid-November. This is the last competition that the team's tenth robot, Chompy, would participate in before the start of the new 2012 season. Richmond High won the competition. The RHS students continue to represent our school community and demonstrate that our students are engineering leaders.

Recommendation:

That the Board recognize the accomplishments of the RHS robotics team.

Fiscal Impact:

None

*** D.2 Recognition of CIF Champion Stephanie Lin, Pinole Valley High**

Comment:

Junior Stephanie Lin won the California Interscholastic Federation's North Coast Section Division I Girls' Tennis Single Championship on November 16. The last time a PVHS student athlete took a first in NCS play was 2009 Softball Division II. The player Stephanie beat in the championship is a senior (Amador HS) who has a full scholarship to USF next year.

Recommendation:

That the Board recognize Stephanie Lin's accomplishment.

Fiscal Impact:

None

* **D.3 Recognition of Vickie Tukeva, Eukel Trust Teacher Award**

Comment:

Richmond High teacher Vickie Tukeva was recently recognized by the Warren W. Eukel Trust as a teacher of excellence and awarded a \$10,000 grant. The award from the Eukel Teacher Trust recognizes truly gifted teachers who excel in the field. The Trust selects three teachers each year who have exhibited “extraordinary commitment to their students”.

Recommendation:

That the Board recognize the accomplishments Vickie Tukeva.

Fiscal Impact:

None

* **D.4 Transitional Kindergarten Implementation**

Comment:

The Kindergarten Readiness Act, signed into law in 2010, is one of the most significant educational reforms in California’s recent history. It made a fundamental change to kindergarten in our state, shifting the age of children entering kindergarten and creating transitional kindergarten for those students turning five between September 1, and December 2. Transitional kindergarten, the first year of a two-year kindergarten experience, will give children the gift of time to develop the skills that will prepare them for the challenges of elementary school. It is adding an additional grade level to the existing kindergarten program. The new law will be phased in over three years beginning in 2012, and when fully implemented, 120,000 children statewide will benefit from transitional kindergarten (TK).

Staff will give a report on our current transitional kindergarten (TK) pilot at Coronado.

Recommendation:

For Information Only

Fiscal Impact:

None

* **D.5 180° Program**

Comment:

The 180° Program is a newly developed educational framework designed to be integrated into the academic school setting targeting middle school and high school age youth. Through a powerful curriculum, the 180° Program provides the opportunity and educational framework for middle school and high school youth to fully develop their internal compass so they can develop healthy goals based upon a foundation of strong personal values, reflective and critical thinking skills, and social awareness and responsibility.

Recommendation:

That the Board review the program.

Fiscal Impact:
No direct costs

* **D.6 Standing Reports**

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

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

* **D.7 In Memory of Members of the School Community**

Comment:

The District would like to take time to recognize the contributions of members of our school community who have passed away. The District requests the community to submit names to be reported as a regular part of each agenda.

Joe Vargas, former Head Football Coach for Pinole Valley High School, recently passed away. A graduate of Richmond High School, Mr. Vargas, went on to attend the University of Santa Clara and later Stanford University. His love of football gave him the opportunity to play at the college level and play in the 1950 Orange Bowl. He coached many young athletes at Richmond High, El Cerrito High and Pinole Valley High Schools during his years with the school district.

Saveth Soun passed away. She started work with the District in 2000 as a teacher at Adams, Helms, Teacher on Special Assignment in the Curriculum Office, and worked most recently as the Sheltered Instruction Observation Protocol (SIOP) Coach at the Academic Intervention office. Ms. Soun was the recipient of the Teacher of the Year Award in 2005-2006. She was also very involved in her community.

Recommendation:

For Information Only

Fiscal Impact:

None

E. PUBLIC AND COMMITTEE COMMUNICATIONS
(Education Code 35145.5; Government Code 54950 et seq.)

* **E.1 Superintendent’s Report**

* **E.2 WCCUSD Public Comment**

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

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

F. ACTION ITEMS

*** F.1 First Interim Report, 2011-2012**

Comment:

The District’s First Interim Report for 2011-2012, which covers the financial and budgetary status of the district for the period ended October 31, 2011, is provided.

Education Code Section 4230 requires school districts to prepare interim financial reports each year. The First Interim Report covers the period ending October 31; the Second Interim Report covers the period ending January 31. These financial reports are subject to standards and criteria adopted by the State Board of Education to monitor the fiscal stability of local educational agencies.

The District shall certify whether it is able to meet its financial obligations for the current fiscal year and, based on current forecasts, for the two subsequent fiscal years. A positive certification shall be assigned when a district will meet its financial obligations for the current fiscal year and subsequent two fiscal years. A qualified certification shall be assigned when a district may not meet its financial obligations for the current fiscal year and subsequent two fiscal years. A negative certification shall be assigned when a district will be unable to meet its financial obligations for the remainder of the fiscal year.

Recommendation:

Recommend approval of the First Interim Report for 2011-2012

Fiscal Impact:

Positive Budget Certification

*** F.2 K-6 RLA Instructional Materials Adoption**

Comment:

The K-6 RLA adoption committee conducted a comprehensive curriculum review process of updated state-approved instructional materials. The committee is comprised of teachers from across the District, principals, and Educational Services staff.

Materials were on physical display at two locations in the district for teachers, administrators, and parents to review. We also posted a Frequently Asked Questions (FAQ) document to answer questions that our stakeholders were asking. The FAQ is included in this board packet.

Finally, we posted links on the district website that supported stakeholders to review the instructional materials on-line.

The committee also collected and analyzed surveys from teachers, administrators, and parents.

Current annual K-6 instructional material costs are as follows: \$600,000 on K-5 Open Court materials, \$100,000 on 6th grade Prentice Hall materials, and \$150,000 on supplemental ELD, Writing, Spelling, and culturally relevant and linguistically responsive materials. The original adoption date of these materials occurred in 2001.

Members of the RLA adoption committee will give a report on the review process and recommend selected materials to the Board of Education for approval.

Recommendation:
Recommend Approval

Fiscal Impact:
\$900,000 over 3 years for a Total = \$2.7 Million (Parcel Tax monies)

* **F.3 Archiving for Portola Middle School**

Comment:
In 2005-06 privately raised funds were used to fund the cost of the archiving project for El Cerrito High School. The Portola Middle School project is requesting that \$47,092 from the Measure J bond funds be used to complete a similar project for Portola.

Recommendation:
That the Board consider the Portola Middle School request.

Fiscal Impact:
\$47,092 from Measure J

* **F.4 Integrity Educational Center Charter School Petition**

Comment:
On October 13, 2011, West Contra Costa Unified School District received a charter petition (“Petition”) from Lead Petitioner James Madden proposing a charter school to be known as Integrity Educational Center (“Charter School”). Pursuant to the Charter Schools Act of 1992 (the “Act”), Education Code section 47600 *et seq.*, the Legislature has charged local school boards with the responsibility for reviewing and acting on charter school petitions.

The Charter School would be governed by a nonprofit public benefit corporation, but the District would be responsible for oversight of the Charter School. As presented in the Petition, the Charter School expects to serve approximately 150 students in grades 10 and 11 in its first year of operation (2012-

2013), increasing to 240 students in grades 10 through 12 in its second year of operation (2013-2014) and 330 students at full implementation, in year five (2015-2016). (Petition, Addendum 4: Financial Projections Years 1-5.)

Petitioners intend the Charter School to serve students who have dropped out or who are at risk for dropping out of a District or other school. Petitioners propose to utilize an online credit-recovery curriculum in conjunction with a “project-based” curriculum designed to equip students with “career technical education and employment. (Petition, p. 3.)

Submission of a charter petition is governed by the requirements of Education Code section 47605 and 47607. 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 public hearing was held on November 2, 2011.

The Act states that a school district governing board considering whether to grant a charter petition “shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.” (Ed. Code, § 47605(b).) With this legislative intent in mind, the governing board must grant a charter “if it is satisfied that granting the charter is consistent with sound educational practice.” (Ed. Code, § 47605(b).)

Upon receipt, components of the Petition were assigned to various staff members of the District for review and analysis based on individual areas of expertise. Review of the different components of the charter petition was allocated as follows: Educational Program, Linda Jackson, Executive Director Emeritus, Lyn Potter, Director Educational Services, Sonja Neely-Johnson, Humphrey Kiuruwi, Susan Dunlap, Liz Torio, Nicole Joyner, Coordinators Educational Services; Special Education, Steve Collins, SELPA Director; Fiscal/Budget, Martin Coyne, Executive Director, CPA; Human Resources/Employee Issues, Patricia Calvert, Director of Human Resources; Maintenance/Operations, Luis Freese; Legal/Operational, Lozano Smith Attorneys at Law.

Staff and legal counsel have reviewed the Petition and prepared the *Staff Written Findings Regarding Integrity Educational Center Charter School Petition* (“Findings”), which are attached. Staff’s analysis of the Petition includes a review of its educational program, fiscal and governance structure, student admissions and discipline, labor and personnel issues, facilities and legal issues. The Findings also include Staff’s recommendation to the Board regarding approval or denial of the Petition.

Recommendation:

Staff recommends that the Board deny the charter petition on the following grounds pursuant to Education Code section 47605:

1. The Charter School presents an unsound educational program for the students to be enrolled in the Charter School. (Ed. Code § 47605(b) (1).)
2. The Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition. (Ed. Code § 47605(b) (2).)
3. The Petition does not contain reasonably comprehensive descriptions of certain required elements set forth in Education Code section 47605, subdivisions (b)(5)(A-P).

In order to deny the Petition on the grounds set forth above, Education Code section 47605, subdivision (b) requires the Governing Board to make “written factual findings, specific to the particular Petition, setting forth specific facts to support one or more” of the grounds for denying the charter. Staff recommends that the Board adopt the proposed findings of fact, attached, as its own. Staff further recommends that the Board deny the Petition.

Fiscal Impact:

None

G. DISCUSSION ITEMS

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

Comment:

The Richmond Charter Academy Middle School, a nonprofit benefit corporation, submitted a petition to West Contra Costa Unified School District (WCCUSD) on November 29, 2011, to establish an independent charter school known as Richmond Charter Academy Middle School. Pursuant to the Charter School Act of 1992 (the “Act”), Education Code Section 47600 et seq., the Legislature has charged local school boards with the responsibility of reviewing and acting on petitions for charter schools.

Education Code section 47605(b) requires the Board, within 30 days of receiving a petition, to hold a public hearing to consider the level of support for the petition. That is the purpose of this agenda item.

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 hearing only

Fiscal Impact:

None

*** G.2 Project Status Report – Facilities Planning and Construction**

Comment:

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

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

Recommendation:

For Information Only

Fiscal Impact:
None

- H. UNFINISHED REQUESTS TO ADDRESS THE BOARD** (continued from Item E)
- I. COMMENTS OF THE BOARD OF EDUCATION AND SUPERINTENDENT**
- J. THE NEXT SCHEDULED BOARD OF EDUCATION MEETING**
Lovonya DeJean Middle School – January 4, 2012
- K. ADJOURNMENT**

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

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

A. CLOSED SESSION

A.1 CALL TO ORDER

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

A.3 RECESS TO CLOSED SESSION AS SCHEDULED

See Exhibit A

(Government Code Section 54954.5)

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

EXHIBIT A

(Government Code Section 54954.5)

CLOSED SESSION AGENDA

December 7, 2011

1. CONFERENCE WITH REAL PROPERTY NEGOTIATOR

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

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

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

Four cases

4. LIABILITY CLAIMS (Government Code Section 54956.95)

5. CONFERENCE WITH LABOR NEGOTIATORS

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

- c. Unrepresented Employees
 - Confidential and Management

6. PUBLIC EMPLOYEE APPOINTMENT

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: December 7, 2011

From: Bruce Harter

Agenda Item: B.3

Subject: Annual Organization Meeting

Background Information:

Board Bylaw 9100 governs the dimensions of the annual organization meeting. At this meeting, the Board shall:

- Elect a president and a clerk from its members.
- Appoint a secretary to the Board.
- Authorize signatures.
- Develop a schedule of regular meetings for the year.
- Develop a Board calendar for the year.
- Designate Board representatives.

Board policy does not detail procedure for nomination and election of Officers. The Brown Act precludes board members from discussing their vote outside of board meetings with more than one other board member. Nominations for the office of President will be made by any board member without requiring a second after which a roll call vote will be taken. Tie votes will be resolved by a run-off vote. Following the election of the President, the same procedure will be repeated for the office of Clerk.

Recommendation: That the Board:

1. Elect a president and clerk;
2. That the Board use a separate motion to approve the following routine matters:

Appoint the Superintendent as Secretary to the Board as prescribed by law;

Authorize the President of the Board to sign documents for the Board and for the Clerk to sign documents in the absence of the President;

Affirm the previously adopted schedule of regular meetings in 2012 including: January 4, January 18, February 1, February 15, March 7, March 21, April 4, April 25, May 9, May 23, June 13, June 27, July 11, July 25; August 15, September 5, September 19, October 10, October 24, November 2, November 14, November 28, December 12.

Establish a Board calendar for 2012 that includes:

- Budget Hearing, June 13
- Budget Adoption, June 27
- Superintendent Evaluation, October 10

Annual Organization Meeting, December 12

3. That the Board make appointments for the committees listed below:

Board Facilities Subcommittee

Board Academic Subcommittee

Citizens Budget Advisory Committee

Citizens Bond Oversight Committee

District Safety Committee

Select Committee on High Schools

Youth Commission

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: December 7, 2011

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

Agenda Item: B.5

Subject: Presentation of Student Board Representative from DeAnza High School

Background Information:

A Student Board Representative from DeAnza High School will attend the Board of Education on December 7, 2011. We would like to recognize and commend their participation.

Recommendation: For Information Only

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

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

Agenda Item B.8

November 2, 2011
Corrected November 21, 2011

A. CLOSED SESSION

B. OPENING PROCEDURES

President Charles Ramsey called the meeting to order at 5:30 P.M. The Board recessed into Closed Session.
President Ramsey called the Public Session to order at 6:37 P.M.

B.1 Pledge of Allegiance

President Ramsey led the pledge of allegiance.

B.2 Welcome and Meeting Procedures

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

B.3 Roll Call

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

Staff Present: Magdy Abdalla, District Engineering Officer; Rosa Cornejo, Staff Secretary; Otilia Espinoza, Interpreter; Bill Fay, Associate Superintendent Operations; Luis Freese, Executive Director Maintenance & Operations; Sheri Gamba, Associate Superintendent Business Services; Wendell Greer, Associate Superintendent K-Adult Schools; Bruce Harter, Superintendent; Joshua Herrera, Electronics Technician; Joe Mayes, Maintenance Manager; Nia Rashidchi, Assistant Superintendent Educational Services

B.4 Presentation of Student Board Representative from El Cerrito High School

Claudia Campos provided a report of activities at Kennedy High School.

B.5 Report/Ratification of Closed Session

Superintendent Harter asked the Board to ratify the action taken in Closed Session regarding administrative appointments:

Elaine Brady: Interim Principal, Shannon Elementary School

Rose Bright: Interim Instructional Specialist, Nystrom Elementary School

Motion: Mr. Medrano moved to ratify the action taken in Closed Session regarding the approval of the administrative appointments. Ms. Kronenberg seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Mr. Thurmond and President Ramsey voted yes with no abstentions and no absences. Motion carried 5-0-0-0.

B.6 Agenda Review and Adoption

President Ramsey requested to move agenda items D.1 and F.1 to follow item B.6.

MOTION: Mr. Thurmond moved approval of the agenda, with moving the agenda items D.1 and F.1. Ms. Merriweather seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Tony Thurmond, Student Representative Claudia Campos (advisory vote only), and President Ramsey voted yes with no abstentions and no absences. Motion carried 5-0-0-0.

B.7 Minutes: October 19, 2011

MOTION: Mr. Thurmond moved approval of the Minutes of October 19, 2011. Ms. Merriweather seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Mr. Thurmond and Student Representative Claudia Campos (advisory vote only), and President Ramsey voted yes with no abstentions and no absences. Motion carried 5-0-0-0.

D.1 The Ed. Fund Grant Winners for 2011

Ms. Rashidchi invited Mr. Zuhair Saadat from the Ed Fund to talk about the mini grants. Mr. Saadat said that he was pleased to announce that they were able to award 74 grants totaling over \$54,000 to schools in the District. The focus this year was 23 of the grants are going to support music. Mr. Saadat announced and congratulated the winners. Board members joined in congratulating the awardees.

F.1 Naming the Gymnasium at John F. Kennedy High School in Memory of Dolly Felix

Superintendent Harter talked about the request received by the community to rename the John F Kennedy Gym in honor of Dolly Felix.

Public Comment:

Linda Felix-Lambie

Board Comment:

None

MOTION: Mr. Thurmond moved approval of Naming the Gymnasium at John F. Kennedy High School in Memory of Dolly Felix. Mr. Medrano seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Mr. Thurmond and Student Representative Claudia Campos (advisory vote only), and President Ramsey voted yes with no abstentions and no absences. Motion carried 5-0-0-0.

C. BUSINESS ITEMS

C.1 Grants/Awards/Agreements

C.2 Acceptance of Donations

C.3 Approval of Fund-Raising Activities

C.4 Contracted Services

C.5 Resolution No. 71-1112: State and Federal Surplus Property Program

C.6 Certificated Board Authorization - Education Code 44285.3

C.7 Ratification and Approval of Engineering Services Contracts

C.8 Ratification and Approval of Negotiated Change Orders

C.9 Approval of Portola Middle School at Castro Elementary Site Construction Administration Fees

C.10 Resolution No. 70-1112: Recognizing Contributions of Veterans to the Country

C.11 Citizens' Bond Oversight Committee (CBOC) appointment by the City of Hercules

MOTION: Ms. Kronenberg moved approval of Consent Items C.1 – C.11. Mr. Medrano seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Mr. Thurmond and Student Representative Claudia Campos (advisory vote only), and President Ramsey voted yes with no abstentions and no absences. Motion carried 5-0-0-0.

President Ramsey requested moving item G.1 to follow consent items.

MOTION: Ms. Kronenberg moved approval to move agenda item G.1 to follow consent items. Ms. Merriweather seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Mr. Thurmond and Student Representative Claudia Campos (advisory vote only), and President Ramsey voted yes with no abstentions and no absences. Motion carried 5-0-0-0.

G. DISCUSSION ITEMS

G.1 Integrity Education Center Charter School

Mr. Greer introduced Mr. James Madden who gave in depth presentation of his proposed school program.

Public Comment:

Harold Clemetson

Board Comment:

Mr. Thurmond asked Mr. Madden how his program will be a drop out preventative. Mr. Madden responded.

D. AWARDS, RECOGNITIONS, AND REPORTS

D.1 The Ed. Fund Grant Winners for 2011

This item was moved to follow item B.7.

D.2 Standing Reports

Youth Commission: Andre Taylor gave brief updates on ideas of how schools should handle bullying complaints.

Academic Subcommittee: Ms. Rashidchi announced that the Academic Subcommittee will be hosting the first town hall academic meeting on November 8th at 6:30 at Helms Middle School.

Safety Committee: Mr. Thurmond announced that the Safety Committee's next meeting will be November 9th, 6:00 PM at El Cerrito High.

Ivy League Connection: President Ramsey gave an update on the successful event held at La Strada. Mr. Ramsey shared that they will be having dinner with a Brown University admissions officer. Ms. Kronenberg will be visiting students at Brown and Yale and having dinner with admissions officers. The Ivy League Connection has been nominated for the Golden Bell Award and may receive recognition by the State of California.

E. PUBLIC AND COMMITTEE COMMUNICATIONS

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

E.1 Superintendent's Report

Superintendent Harter provided a report of activities in the District.

E.2 WCCUSD Public Comment

None

F. ACTION ITEMS

F.1 Naming the Gymnasium at John F. Kennedy High School in Memory of Dolly Felix

This item was moved to follow item D.1

G. DISCUSSION ITEMS

This item moved to follow consent items.

G.2 Project Status Report – Facilities Planning and Construction

Mr. Fay introduced Mr. Hibser, lead architect of HY Architects for the Portola Middle School project. Mr. Hibser gave a presentation with an overview of the project and a status report.

Mr. Medrano asked if the green roof design is similar to one used in San Francisco. Mr. Hibser stated that they are using a design that will use the least maintenance possible. Mr. Brad Steen of Kleinfelder gave an overview of geological investigation and geological hazard assessment. He confirmed that two reports have been approved. Mr. Ramsey request to have copies provided of the approval letters. President Ramsey suggested staff and consultants work with the City of El Cerrito. Mr. Hibser stated that they have been working closely with the City.

Ken Yang, structural engineer, gave an overview of the design structure. President Ramsey asked what they are doing to the design to make it earthquake safe. Mr. Yang responded. President Ramsey asked why they are keeping the wood structure from the original Castro building as part of the new Portola Middle School. Mr. Hibser responded that it is part of the agreement with the community and result of the environmental impact report.

Mr. Medrano asked for clarification of Building A and why it isn't being rebuilt instead being structurally sound. Mr. Hibser responded. President Ramsey and Mr. Medrano both expressed concern that the building is not going to be as seismically safe as the rest of the buildings. Mr. Steen responded that the seismic codes are more stringent on existing buildings in schools when retrofitted. Ms. Merriweather wanted clarification on the different levels. Mr. Hibser clarified.

Ms. Kronenberg asked if there have been any conversations with the archiving people to save anything from Portola before it is demolished. Mr. Hibser responded that Go Portola group will be addressing it. She also asked if they have brought this presentation to the City of El Cerrito. Mr. Hibser responded.

Mr. Thurmond asked about the traffic measures. Mr. Hibser explained that they worked with a traffic consultant and city staff. He explained where the students will be dropped off by public transit as well by parents. Mr. Ramsey asked about Special Education classrooms. Mr. Hibser responded that they have provided them with specialized facilities for severely disabled students. The Special Education classes have been integrated within the regular classroom buildings.

Kevin MacQuarrie and Sisi Meng of WLC Architects gave a presentation with an overview of the temporary housing at Kennedy for the Coronado project. President Ramsey asked whether there is a need for a geotechnical work. Mr. Brad Steen of Kleinfelder responded that requirements for portables are less stringent. The District has elected to do a geotechnical investigation. Mr. Medrano asked about a covered area for students to eat lunch. Ms. Meng responded that the student will have a multipurpose room.

Mr. MacQuarrie and Sisi Meng gave an overview presentation of the Coronado project. Ms. Meng also talked about the Health Center at Coronado. Simon Makdessi, Principal of RMA Group, talked about the geologic hazard assessment and geotechnical investigation reports for Coronado. Warren Pottebaum, structural engineer from Thornton Tomasetti spoke about the structure design of Coronado. Mr. Ramsey asked whether they have received any comments back from DSA. Mr. Pottebaum said they have a back check appointment with the Division of State Architects (DSA) on December 1, 2011. President Ramsey asked about the estimated construction time. Mr. MacQuarrie responded that they are looking at about eighteen months. Mr. Medrano asked Ms. Cohen for her comments. Ms. Cohen said it has been a long process but well worth the wait.

Andrew Butt from Interactive Resources gave a presentation with an overview of the Nystrom project. President Ramsey asked if they have done any revisions. Mr. Butt responded. President Ramsey asked when the project will go out to bid. Mr. Abdalla responded. Mr. Fay stated that these three projects are almost ready for bids and will be preparing a bid schedule.

Mr. Matt Pettler from School Facility Consults gave a presentation update on the state facility funding. President Ramsey asked Mr. Pettler to speak about the state loan for Leadership Public High School (LPS). Mr. Pettler responded that they have worked out a structure with LPS. President Ramsey asked why the State won't fund at least half of the Portola project. Mr. Pettler responded that the state funding is formula driven.

Public Comment:
None

Board Comment:
President Ramsey said that the District's construction projects are exciting. He thanked the community for their support.

Ms. Kronenberg said she continues to see the importance of being aggressive in seeking state funding.

Mr. Medrano said he thinks it's great and to continue being aggressive.

President Ramsey asked Mr. Pettler about the Hardship Program and San Bernardino Unified School District. Mr. Pettler responded.

Ms. Merriweather asked if the Jobs Bill passes whether the District will be eligible for that money. Mr. Pettler responded that they are tracking it closely.

President Ramsey thanked everyone for their presentations.

G.3 Project Status Report – Facilities Planning and Construction Mr. Abdalla gave a construction status report on projects in the District.

Public Comment:
None

Board Comment:

Mr. Medrano asked Mr. Abdalla why the marquee is not working at Helms. Ms. Abdalla assured Mr. Medrano that they are working on it. Mr. Fay also informed Mr. Medrano that the wiring is being redone.

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

I. COMMENTS OF THE BOARD OF EDUCATION AND SUPERINTENDENT

Mr. Thurmond thanked everyone who gave presentations. He also took the opportunity to thank President Ramsey for finding dollars that can support our operating cost and educating kids. Mr. Thurmond also thanked the citizens.

Ms. Merriweather congratulated the grant winners. She is also excited about the Academic Town Hall meeting.

Mr. Medrano talked about a youth meeting he attended last weekend in San Pablo Town Hall. He reminded everyone that the Ed Fund has scholarships for students.

Ms. Kronenberg thanked everyone that participated in the Parent University.

President Ramsey announced that they will be having a special meeting on December 12, 2011 to discuss academics at the high schools. They will also be meeting the second Wednesday of the month to talk about three different high schools' systems and structures. Every third Monday of the month they will rotate and meet at each high school.

President Ramsey adjourned the meeting in the name of Shelly Meron.

J. THE NEXT SCHEDULED BOARD OF EDUCATION MEETING

Lovonya DeJean Middle School – November 16, 2011

K. ADJOURNMENT

President Ramsey adjourned the meeting at 9:56 P.M.

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

BH:rc

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

Agenda Item B.8

November 16, 2011

A. CLOSED SESSION

B. OPENING PROCEDURES

President Charles Ramsey called the meeting to order at 5:30 P.M. The Board recessed into Closed Session.
President Ramsey called the Public Session to order at 6:30 P.M.

B.1 Pledge of Allegiance

President Ramsey led the pledge of allegiance.

B.2 Welcome and Meeting Procedures

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

B.3 Roll Call

Board Members Present: Madeline Kronenberg, Antonio Medrano, Elaine Merriweather, Charles Ramsey. Tony Thurmond arrived 6:35 p.m.

Staff Present: Magdy Abdalla, District Engineering Officer; Patricia Calvert, Executive Director Human Resources; Martin Coyne, Senior Director Bond Finance; Otilia Espinoza, Interpreter; Bill Fay, Associate Superintendent for Operations; Luis Freese, Executive Director Maintenance and Operations; Sheri Gamba, Associate Superintendent for Business Services; Wendell Greer, Associate Superintendent K-Adult Schools; Bruce Harter, Superintendent; Debbie Haynie; Executive Secretary; Joe Mayes, Maintenance Manager; Ken McDaniel, Maintenance Supervisor; Rod McPherson, Business Application Analyst; Emily Millar, Director Employee Relations; Nia Rashidchi, Assistant Superintendent Educational Services; Ann Reinhausen, Assistant Superintendent Human Resources; Debbie Sellers-Edwards, Personnel Technician

B.4 Presentation of Student Board Representative from El Cerrito High School

Mr. Aidan Brorsen provided a report of activities at El Cerrito High School.

B.5 Report/Ratification of Closed Session

Superintendent Harter asked the Board to ratify the action taken in Closed Session regarding the November 16, 2011 recommendation to approve expulsion cases #001, #002, #003 and #004.

Motion: Mr. Medrano moved to ratify the action taken in Closed Session regarding the recommendations of November 16, 2011 for expulsion cases #001, #002, #003, and #004. Ms. Kronenberg seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather and President Ramsey voted yes, with Mr. Thurmond abstaining and no absences. Motion carried 4-0-1-0.

B.6 Agenda Review and Adoption

MOTION: Mr. Thurmond moved approval of the agenda which included moving item E.3, Public Comment, before Consent Items. Mr. Medrano seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Tony Thurmond, Student Representative Aidan Brorsen (advisory vote only), and President Ramsey voted yes with no abstentions no absences. Motion carried 5-0-0-0.

B.7 Minutes: October 19, 2011; November 2, 2011

MOTION: Ms. Kronenberg moved approval of the Minutes of October 19, 2011 and November 2, 2011. Mr. Medrano seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Mr. Thurmond, Student Representative Aidan Brorsen (advisory vote only), and President Ramsey voted yes with no abstentions and no absences. Motion carried 5-0-0-0.

E.3 Public Comment:

Harding school students Cloe Coscoy, Isabel Bustamante and Henry Lindsay; Monica Chico, Robelia de Leon, Jazmin Medina, Amanda Henderson, Michael Beer

C. BUSINESS ITEMS

- C.1 Grants/Awards/Agreements**
- C.2 Acceptance of Donations**
- C.3 Approval of Fund-Raising Activities**
- C.4 Contracted Services**
- C.5 Summary of Payroll and Vendor Warrant Reports**
- C.6 Notice of Completions: Bid J068301 Richmond High School Arts Building Fire & Intrusion Alarm Project, Bid J068217 Kennedy High School Security Fencing Project, Bid J068263 Crespi Middle School Roof Restoration Project**
- C.7 Certificated Board Authorization - Education Code 44285.3**
- C.8 Routine Personnel Changes - Certificated**
- C.9 Routine Personnel Changes – Classified**
- C.10 Acceptance of Contracts for Placement of Student Teachers**
- C.11 Ratification and Approval of Engineering Services Contracts**
- C.12 Approval of Wilson Elementary School Construction Document Design Fees**
- C.13 Approval of Superintendent and Board Members Attending California School Boards Association Annual Education Conference**
- C.14 Resolution No. 73-1112: Supporting the California Cancer Research Act**
- C.15 Annual Williams Review**
This item was pulled for comment.
- C.16 Resolution No. 72-1112: Educators Recognition Resolution**
- C.17 Modification for Policy 7214.2**

President Ramsey acknowledged Dr. Cynthia LeBlanc in the audience, for her work with the American Cancer Society as National Director.

MOTION: Ms. Kronenberg moved approval of Consent Items C.1 – C. 14, C.16 – C.17. Mr. Medrano seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Tony Thurmond, Student Representative Aidan Brorsen (advisory vote only), and President Ramsey voted yes with no abstentions no absences. Motion carried 5-0-0-0.

C.15 Annual Williams Review

Ms. Merriweather had questions about the repair process for maintenance concerns. Mr. Fay responded that the Maintenance Department makes a priority of all Williams claims and spoke about the length of time to clear the complete list.

MOTION: Mr. Medrano moved approval of Consent Items C.15 Annual Williams Review. Ms. Kronenberg seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Tony Thurmond, Student Representative Aidan Brorsen (advisory vote only), and President Ramsey voted yes with no abstentions no absences. Motion carried 5-0-0-0.

D. AWARDS, RECOGNITIONS, AND REPORTS

D.1 Employee Service Anniversary Recognition

Ms. Reinhausen invited the Board and Cabinet to recognize employees for annual service awards. She also invited the union representatives in the audience to join in the recognition: Sandra Falk, Scott Brown, Sharon Lambie, Diane Brown. Ms. Reinhausen said that sixty-one employees are being acknowledged for their years of service. Those in attendance were awarded service pins.

D.2 Parcel Tax Survey Presentation

Superintendent Harter provided context regarding the Board's authorization earlier in the year, for a committee to determine whether the community would support a revenue enhancing measure on the ballot. The committee selected Godbe Research to do a survey of the community. Mr. Bryan Godbe provided a report of the survey findings.

Public Comment:

Debra Lane, Diane Brown, Marisol Sanchez, Fayza Ayyad, David Yarnell

Board Comment:

Mr. Medrano spoke about the recent community support for Doctor's Hospital Medical Center and asking for the same support for education.

Ms. Kronenberg asked questions about a June or November ballot measure. Discussion continued.

President Ramsey spoke of his experience in working on eleven election measures and the political action committee For the Children of West County, that has been in place for the last fifteen years and its fundraising efforts.

Discussion continued about the possibilities of a June and November ballot measure.

Mr. Thurmond asked about different dollar amounts for the average parcel homeowner. Mr. Godbe responded.

President Ramsey said that the average combined cost is \$175 per parcel for MRAD and the current parcel tax

Mr. Thurmond expressed concern about voter turn out for a June election. Mr. Godbe responded. Discussion continued regarding the shorter interval, as well as an approach for November should June not be successful.

Superintendent Harter reported that projected revenue could be about \$1.1 million per tenth of a cent. For example a three cent increase could yield \$3.3 or \$3.5 million and five cents could yield about \$5.5 million or \$5.7 million in increased revenue.

Ms. Kronenberg said she supported a June ballot and going back in November if necessary.

Ms. Merriweather asked questions about how the sampling was done. Mr. Godbe responded that the sampling was proportionate to the expected voter turn out.

Mr. Ramsey thanked Mr. Godbe and asked Dr. Harter to approach bargaining units about support for a campaign.

President Ramsey asked the Board to consider moving item E.2, Request to Address the Board - Billy Alexander, up on the agenda to follow this item.

MOTION: Ms. Kronenberg moved approval of moving item E.2 up on the agenda. Mr. Medrano seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Tony Thurmond, Student Representative Aidan Brorsen (advisory vote only), and President Ramsey voted yes with no abstentions no absences. Motion carried 5-0-0-0.

E.2 Request to Address the Board – Billy Alexander

Mr. Billy Alexander spoke about Kwanza as the result of a needs assessment done for the District and previously implemented until budget cuts. He asked the Board to renew a commitment by approving a budget and giving authorization to bring this program back.

President Ramsey asked Superintendent Harter to bring this item back to the December 7 meeting for consideration.

President Ramsey asked the Board to consider moving item D.6, Standing Reports, upon the agenda to follow this item.

MOTION: Ms. Kronenberg moved approval of moving item D.6 up on the agenda. Mr. Medrano seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Tony Thurmond, Student Representative Aidan Brorsen (advisory vote only), and President Ramsey voted yes with no abstentions no absences. Motion carried 5-0-0-0.

D.6 Standing Reports

United Teachers of Richmond. President Diane Brown spoke about the November 18 KEYS collaboration and support meeting. She said that UTR is inviting the Board to stop by and talk with its members. Ms. Rashidchi responded about the administrators planning to attend. Ms. Brown said she hoped for a better representation for direct collaboration with teachers. She continued to speak about the language art textbook adoption process. She further said that UTR wants to invoke Article 33 of the contract regarding educational objectives, content of courses and selection of textbooks.

Citizens' Bond Oversight Committee. Robert Studdiford thanked the Board for the approval of the newest members, making the committee stronger. He also thanked the Board for approval of the Board policy bringing the committee in compliance. He said the committee is looking toward approval of new bylaws as well as approval and posting of minutes. The next meeting is scheduled for November 30, 6:00 p.m. at the Facilities Operations Center. There will not be a December meeting, but the January meeting will be held at Ford Elementary with a tour of the campus.

President Ramsey acknowledged Local One and School Supervisors Association representatives in the audience.

Linked Learning. Mr. Medrano spoke about a successful conference in Sacramento where districts funded by the Irvine Foundation met.

Safety Committee. Mr. Thurmond reported that the committee will meet on December 14 at Richmond High School where agenda topics will include district programs that support mental health and drug prevention for students.

Ivy League Connection. Ms. Kronenberg spoke about recently chaperoning students to attend a symposium at Brown University. She said our students did a great job of presenting their action plans that address worldwide issues. The symposium was intended to prepare students for Ivy League schools.

Youth Commission. Mr. Greer reported on the last meeting where students were in the process of recruiting and approving members for election of officers. This year students plan to focus on working with the District in closing the achievement gap. He said students will come to future Board meetings to give updates.

Academic Subcommittee. Ms. Rashidchi reported on Academic Townhall Meeting which was very successful with over 250 parents in attendance. She said the discussion included districtwide data, essential program components, school specific information. She said next steps will be to summarize the feedback and share the information. The next Academic Subcommittee meeting is planned for December 13 at Helms Middle School.

Facilities Subcommittee. Mr. Medrano reported on the last meeting where action included approval of a resolution for complex construction projects, approval of deferred capital projects, and relocation of the California Children's Services to the old El Sobrante Elementary site. The next meeting is scheduled for December 13 at the Facilities Operations Center.

D.4 Report on Dental Clinic

Mr. Fay introduced the speakers for this presentation, Marcus Hibser of Hibser Yamauchi Architects, Inc., Rick Williams of Henry Schein Dental Equipment, Dr. Daniel Tanita, and Principal Jean Hansen. Mr. Hibser shared diagrams of the planned construction of the new clinic to be located at front of the campus. He spoke about renovating the clinic to provide services that will have a positive impact on learning environment for students. Principal Hansen spoke positively about the project and the excitement to be able provide better services to students. President Ramsey asked for a consensus of the Board to move the project forward. Dr. Tanita said he was extremely grateful to the Board for the effort to serve students even from the humble beginnings in 1998. He said the clinic provides a first class comprehensive service with volunteer dentists and hygienists, and a great potential to help kids and the community. Discussion continued regarding this project being unique as a school based clinic. Dr. Tanita remarked that in the 13 years of volunteer work in the Peres community, the clinic provided kids with regular dental care and has seen a change in culture as well as increased health of students. Mr. Ramsey asked questions about the kind of equipment to be installed in the new clinic. Mr. Williams responded and spoke of the contribution of dental professionals over the next years. Mr. Greer presented Dr. Tanita with a certificate of recognition for outstanding service to children. Ms. Kronenberg thanked Dr. Tanita for his commitment and spoke of his determination. Mr. Medrano remarked that this will be the model to follow for Coronado dental clinic. Mr. Thurmond and Ms. Merriweather added their thanks to Dr. Tanita and his colleagues for their work and dedication.

D.3 Report on the School Based Health Centers

Mr. Greer introduced health educators Bianca La Cheaux and Theresa Boone, who gave an overview of the health centers at the six comprehensive high schools. Kennedy High student Dacia Stewart gave her perspective as a youth advisory board member and advocate for the health center. Mr. Greer spoke about the team work of Mr. Fay and the Facilities division and Ms. Gamba and Business Services for their support to the efforts of the health clinics.

D.4 Report on Dental Clinic

This item moved to follow D.6.

D.7 In Memory of Members of the School Community

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

Student Representative Aidan Brorsen left the meeting for the evening.

E.1 Superintendent's Report

Superintendent Harter provided a report of activities in the District.

D.5 Measure D 2010 Bond Sale

Ms. Gamba introduced the bond finance team of Dave Olson, KNN Public Finance, Jeff Barrata of Piper Jaffray, John Solarczyk and Scott Henry of De La Rosa Co., Kris Vaca of GCR, LLP and Catrina Cartagena of Stradling, Yocca, Carlson and Rauth.

Mr. Olson reported on the recent successful sale of \$100 million in bonds, the first series of bonds issued under 2010-D bond program. He spoke about new strategies used, objectives, and the primary results. He also spoke about investor outreach and participation feedback. Discussion continued regarding the aspects of the sale and comparisons with sales over previous years.

Further discussion concerned disclosure of the District's history, moving forward with the state loan payoff, and release of the state trustee.

Mr. Thurmond spoke about investors making comparisons and what the District should do to add meaningful value to its portfolio. Mr. Solarczyk responded.

Mr. Olson concluded by saying that this bond effort will result in delivery of a high quality construction program.

President Ramsey thanked the team for their work over the last 18 months.

Board members Kronenberg, Medrano, Merriweather and Thurmond thanked the finance team for their work, and leadership in this successful sale

D.6 Standing Reports

This item was moved to follow E.2.

D.7 In Memory of Members of the School Community

This item was moved to follow D.3.

E. PUBLIC AND COMMITTEE COMMUNICATIONS

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

E.1 Superintendent's Report

This item was moved to follow D.3.

E.2 Request to Address the Board – Billy Alexander

This item was moved to follow D.2.

E.3 WCCUSD Public Comment

This item was moved to follow B.7.

F. ACTION ITEMS

None

G. DISCUSSION ITEMS

None

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

None

I. COMMENTS OF THE BOARD OF EDUCATION AND SUPERINTENDENT

Mr. Medrano thanked the Board for their work together as a team. He also congratulated four Richmond High Juniors for their essay contest scholarships; Jillian Ortiz, Curz, Perla Ponce, Diana Osorio, and Alex Uribe. He also mentioned Pinole Valley High Environmental Studies Academy students and teachers who attended the National Career Academy Coalition recently in Anaheim. The teachers included William Harris, William Wilson, Leslie Ganick and Monica Tennison-Luthy. The students who presented at the coalition included Motasim Hassan, Khalil Ferguson, Celeste Mendoza and Mayra Martinez.

Mr. Thurmond thanked President Ramsey for his leadership in being financial stewards and bringing a level of intensity to raising the academic bar.

Ms. Merriweather thanked her colleagues for the excellent job with the bond sale and remarked at how much she has learned during her first year on the Board. She wished everyone a Happy Thanksgiving.

Ms. Kronenberg commented on a recent celebration of the 100 years that women have been able to vote in California and the hard work of Assemblymember Nancy Skinner on behalf of for female elected officials. She also commented on attending the Contra Costa Women's Summit where she heard Delaine Easton speak about the impact of budget cuts on women and children, and the need to maintain the length of the school day in the state.

President Ramsey wished staff a restful Thanksgiving holiday. He reflected on the past year's accomplishments, hoping to go forward with responsible conversations with voters regarding a parcel tax.

J. THE NEXT SCHEDULED BOARD OF EDUCATION MEETING

Lovonya DeJean Middle School – January 4, 2012

K. ADJOURNMENT

President Ramsey adjourned the meeting at 9:58 P.M. in honor of students of the District.

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

BH:dh

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

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: December 7, 2011

From: Sheri Gamba
Associate Superintendent Business Services

Agenda Item: CI C.1

Subject: Grants/Awards/Agreements

Background Information: Formal action is requested from the Board of Education to accept the grants/awards/agreements, as detailed on the attached sheet dated December 7, 2011.

Recommendation: Recommend Approval

Fiscal Impact: As noted per grants summary

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District
December 7, 2011 Board Meeting

GRANT / AWARD / AGREEMENT NOTIFICATIONS

Project Name	Project Amount for Budget Period	Funding Agency	Comments
Alternative Dispute Resolution 2011-12	\$15,000	California Department of Education - Special Educat- tion Division, Grants	Special Ed
Resource # 3395	7/1/11 - 6/30/15		PCA # 13007-01
Low Incidence Entitlements	\$11,861	California Department of Education - Special Education Division Grants	Special Education Entitlement
Resource # 6530	7/1/11 - 6/30/12		PCA# 24464-01

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: December 7, 2011

From: Sheri Gamba
Associate Superintendent Business Services

Agenda Item: CI C.2

Subject: Acceptance of Donations

Background Information: The District has received donations as summarized on the attached sheet dated December 7, 2011. The estimated values for any non-cash donations (as indicated by an asterisk) are those provided by the donor. Staff recommends acceptance of these donations.

Recommendation: Recommend Approval

Fiscal Impact: As noted per donations summary.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District
December 7, 2011 Board Meeting

<u>Donor Name</u>	<u>Description or Purpose</u>	<u>Estimated Value</u>	<u>Receiving School or Department</u>
P.G. & E Corporation Foundation	Materials and Supplies	\$312.00	Downer Elementary
Mechanics Bank	Supplies and Study Trip	\$5,000.00	Downer Elementary
Target Take Charge of Education	Supplies	\$185.08	Helms Middle
Rotary Club of Richmond	Annual Support	\$750.00	DeJean Middle
Mr. & Mrs. Raymond Dennen	Close-Up Foundation	\$25.00	Kennedy High
Mr. Salvatore Morabito	Athletic Scholarship	\$100.00	Kennedy High
Mr. Raymond Miles	Close-Up Foundation	\$150.00	Kennedy High
Mr. H. Carey Thomas III	Track	\$150.00	Kennedy High
Mr. Nathan Sender	Office Supplies	\$296.00	Pinole Valley High
T & B Pizza DBA Papa Murphy's Pizza	Football Supplies	\$153.00	Pinole Valley High
Wells Fargo Community	Supplies	\$210.00	Pinole Valley High
P.G. & E Corporation Foundation	Supplies	\$75.00	Cameron School
eScrip	Supplies	\$11.97	Cameron School
Save Mart Supermarkets	Supplies	\$6.48	Cameron School
Ms. Emiley Olson	Supplies	\$30.00	Cameron School
Mr. Luz Del Carmen	Supplies	\$80.00	Cameron School
Mr. Denise Logsdon	Supplies	\$30.00	Cameron School
Ms. Luis Hernandez	Supplies	\$30.00	Cameron School

*Estimated values for the non-cash donations are provided by the donor
Donation Précis 120711

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: December 7, 2011

From: Sheri Gamba
Associate Superintendent Business Services

Agenda Item: CI C.3

Subject: Approval of Fund-Raising Activities

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

Recommendation: Recommend Approval

Fiscal Impact: Additional revenue for schools

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

APPROVAL OF FUND-RAISERS

<u>School</u>	<u>Fund-Raising Activity</u>	<u>Activity Sponsor</u>
Lupine Hills Elementary	Selling Steel Logo & Water Containers	Lupine Hills Elementary
Valley View Elementary	Sell Candy Canes & Smencils	Valley View Student Council
Portola Middle School	Catalog Sales	Portola PTSA
Portola Middle School	Sweatshirts & T-Shirt Sales	Portola PTSA
Portola Middle School	Raffle	Portola PTSA
Portola Middle School	Golden Gate Fields Concession Sales	Portola PTSA
Portola Middle School	Various Dining out events	Portola PTSA
De Anza High	Online Fundraiser for various items e.g. Magazines, Cookie Dough, Restaurant Gift Cards	Girls Soccer Team
El Cerrito High	Valentine-Selling Roses	Class of 2012
El Cerrito High	Valentine's Day Candy Grams	ECHS Class of 2015
El Cerrito High	Rubio's Restaurant Night	ECHS Class of 2014
El Cerrito High	Winter Carnival	El Cerrito High School
Hercules High School	Candy Cane Gram	Junior Class of 2013

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: December 7, 2011

From: Sheri Gamba
Associate Superintendent Business Services

Agenda Item: CI C.4

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 December 7, 2011.

Recommendation: Recommend Approval

Fiscal Impact: As noted per contracts summary

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District
December 7, 2011 Board Meeting

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>
Bond and Finance Department	7/1/2011 Thru 6/30/2012	Total School Solutions R31655	\$141,000 Measure J	Consultant will complete and submit the annual performance audit for fiscal year 2010-2011 findings on or before January 31st and the midyear review of annual findings on or before June 30th, following the year of the audit. (the scheduled time frames above apply with each fiscal year renewal.)

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

Date: December 7, 2011

From: Sheri Gamba 
Associate Superintendent Business Services

Agenda Item: CI C.5

Subject: Notification of Claims Approval and Settlement Payments

Background Information: The District has received a claim regarding compensation for personal injury. The District's risk management firm has investigated this claim and is requesting the School Board to ratify the authorized settlement payment.

Recommendation: Ratify the authorized approval of claim and payment for personal injury.

Fiscal Impact: Self-Insurance Program
\$22,500

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

West Contra Costa Unified School District
December 7, 2011

2011-2012 CLAIM SETTLEMENT

<u>Plaintiff</u>	<u>Defendant</u>	<u>Settlement</u>
Student	WCCUSD	\$22,500

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: December 7, 2011

From: Ann Reinhausen,
Assistant Superintendent Human Resources



Agenda Item: CI C.6

Subject: Routine Personnel Changes - Certificated

Background Information:

Routine personnel changes include actions to hire, promote, or terminate certificated employees in accord with appropriate laws, established policies and procedures.

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
December 7, 2011
For Information Only

Certificated Board Changes

New Hire/Re Hire/Transfer

<u>First Name</u>	<u>Last Name</u>	<u>Site</u>	<u>Position</u>	<u>Status</u>	<u>Hire Date</u>
Kristine	Ilochi	DeJean	English SEI	New Hire	11/08/2011
Benjamin	Ruiz	Nystrom	1st SEI	New Hire	11/09/2011
Jacob	Flick	Stege	5th SEI	New Hire	11/16/2011

Terminated/Retired

<u>First Name</u>	<u>Last Name</u>	<u>Site</u>	<u>Position</u>	<u>Status</u>	<u>Term Date</u>
Patti	Cohoon De Buitrago	Lincoln	Teacher	Resigned	11/04/2011
Robert	John	Kensington	Teacher	Retired	11/10/2011
Kathleen	Young	Ford	Teacher	Retired	12/16/2011
Juana	Stolarz	North Campus	Teacher	Retired	12/31/2011

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: December 7, 2011

From: Ann Reinhausen,
Assistant Superintendent Human Resources

Agenda Item: CI C.7

Subject: Certificated Board Authorization - Education Code 44285.3

Background Information: Ed Code 44285.3 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 _____

December 7, 2011

Waivers

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

Name

Rousseau, Mark

Site

Richmond High School

Assignment

Advance Film Studies

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: December 7, 2011

From: Bruce Harter
Superintendent

Agenda Item: CI C.8

Subject: Call for Nominations for California School Boards Association (CSBA) Delegate Assembly

Background Information: The California School Boards Association is accepting nominations for its Delegate Assembly. Delegates will serve a two-year term beginning April 1, 2012 through March 31, 2014 and are required to attend two meetings each year. There are three delegates in Region 7, Sub-Region 7-A, whose terms expire in 2012. Antonio Medrano has expressed an interest in serving on the Delegate Assembly.

Recommendation: That the Board nominate Antonio Medrano as a delegate on the CSBA Delegate Assembly.

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

TIME SENSITIVE – For Board ACTION –
Nominations due Monday, January 9, 2012
Please deliver to all members of the governing board. Thank you.

October 28, 2011



MEMORANDUM

TO: Board Presidents and Superintendents - CSBA Member Boards of Education
FROM: Martha Fluor, President
SUBJECT: **Call for Nominations for CSBA Delegate Assembly**

CSBA's Delegate Assembly is a vital link in the association's governance structure. Working with local districts, county offices, the Board of Directors and Executive Committee, Delegates ensure that the association reflects the interests of school districts and county offices of education throughout the state. **Nomination and Candidate Biographical Sketch forms for CSBA's Delegate Assembly are now being accepted until Monday, January 9, 2012.** All forms and information related to the election process are available to download from the CSBA website at www.csba.org/AboutCSBA.aspx.

- Any CSBA member board is eligible to nominate board members within their geographical region or subregion.
- Boards may nominate as many individuals as it chooses by using the nomination form.
- Approval from board member to be nominated to CSBA's Delegate Assembly.
- All nominees must submit a one-page, single-sided, candidate biographical sketch form and an optional one-page, one-sided résumé, (résumé cannot be substituted for the candidate biographical sketch form).
- All nomination materials must be postmarked or faxed no later than **Monday, January 9.**
- Delegates serve two-year terms beginning April 1, 2012 through March 31, 2014
- There are two required Delegate Assembly meetings each year, one in May in Sacramento and one preceding the CSBA Annual Education Conference and Trade show in November/December.

For further information about the Delegate Assembly, please contact Michelle Neto in CSBA's Administration department at (800) 266-3382. You may download the following forms and find more information at www.csba.org/AboutCSBA.aspx. Thank you.

- ❖ Delegate Assembly Brochure
- ❖ Nomination Form
- ❖ Candidate's Biographical Sketch Form
- ❖ Important Dates
- ❖ List of all Delegates whose term expires in 2012
- ❖ Alphabetical List of Districts and County offices
- ❖ FAQ



2012 Delegate Assembly Nomination Form

Due: Monday, January 9, 2012 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

CSBA Region/subregion # ____/____

The Board of Education of the _____
(Nominating School District or COE)

wishes to nominate _____
(Nominee)

The nominee is a member of the _____,
(Nominee's School District or COE)

which is a member of the California School Boards Association.

- ☐ The nominee has consented to this nomination.
- ☐ Attached is the nominee's required one-page, single-sided candidate biographical sketch form and optional one-page, single-sided résumé.
- ☐ The nominee's required one-page, single-sided candidate biographical sketch form and optional one-page, single-sided résumé will be sent by the deadline date.

Board Clerk or Board Secretary (signed) Date

Board Clerk or Board Secretary (printed)

PLEASE NOTE: The nomination and candidate biographical sketch forms must be faxed or U.S. postmarked no later than **Monday, January 9, 2012**. **Forms postmarked or faxed after January 9 cannot be accepted.** Please contact Michelle Neto at (800) 266-3382 should you have any questions.

Return nomination to:

California School Boards Association | 3100 Beacon Blvd., P.O. Box 1660 | West Sacramento, CA 95691-1660
(916) 371-4691 (800) 266-3382 | Fax: (916) 371-3407 or (916) 669-3305 | www.csba.org



CSBA

2012 Delegate Assembly Candidate Biographical Sketch Form

Due: Monday, January 9, 2012 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

Please complete, sign and date this **required** candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state “see résumé” and please do not re-type this form. Any additional page(s) exceeding this candidate form will **not** be accepted.

Name: _____	CSBA Region/Subregion: _____ / _____
District or COE: _____	Years on board: _____ ADA: _____
Contact Number: _____	E-mail: _____
Are you a continuing Delegate? <input type="checkbox"/> Yes <input type="checkbox"/> No	If you, how long have you served as a Delegate? _____

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____ Date: _____

CSBA DELEGATES WHOSE ELECTED TERM EXPIRES IN 2012

Below are the names of Delegates in each region/subregion whose term expires in 2011 and are up for re-elections, if they choose to run. Delegates must be nominated by a CSBA member board that is located within the region or subregion. If a subregion is not listed, it is because the Delegate's term has not expired. *Nomination and Candidate Biographical sketch forms are due Monday, January 9, 2012.*

REGION 1 - Counties: Del Norte, Humboldt, Lake, Mendocino

Subregion 1-A (Del Norte, Humboldt)

Vacant (Two-Year Term)

Subregion 1-B (Lake, Mendocino)

Kathy James (Ukiah USD)

REGION 2 - Counties: Lassen, Modoc, Plumas, Shasta, Siskiyou, Trinity

Subregion 2-C (Lassen, Plumas)

Ken Theobald (Lassen Union HSD)

REGION 3 - Counties: Marin, Napa, Solano, Sonoma

Subregion 3-A (Sonoma)

Katherine Sanchez (Bennett Valley Union SD)

Subregion 3-C (Solano)

Patricia Shamansky (Fairfield-Suisun USD)

Subregion 3-D (Marin)

Linda M. Jackson (San Rafael City Schools)

REGION 4 - Counties: Butte, Colusa, Glenn, Nevada, Placer, Sierra, Sutter, Tehama, Yuba

Subregion 4-A (Glenn, Tehama)

Rhonda J. Johnson (Red Bluff Joint Union HSD)

Subregion 4-C (Colusa, Sutter, Yuba)

Jim Flurry (Marysville Joint USD)

Subregion 4-D (Nevada, Placer, Sierra)

Brian Haley (Western Placer USD)

REGION 5 - Counties: San Francisco, San Mateo

Subregion 5-B (San Mateo)

Peter H. Hanley (San Mateo Union HSD)

Shelly Masur (Redwood City ESD)

Chris Thomsen (Sequoia Union HSD)

REGION 6 - Counties: Alpine, Amador, El Dorado, Mono, Sacramento, Yolo

Subregion 6-A (Yolo)

Susan Lovenburg (Davis Joint USD)

Subregion 6-B (Sacramento)

Janis Green (Twin Rivers USD)

Bruce Roberts (Natomas USD)

Teresa Stanley (Folsom-Cordova USD)

Subregion 6-C (Alpine, Amador, El Dorado, Mono)

Ellen Driscoll (Rescue Union ESD)

REGION 7 - Counties: Alameda, Contra Costa

Subregion 7-A (Contra Costa)

Kathi McLaughlin (Martinez USD)

Raymond Valverde (Liberty Union HSD)

William L. Wong (Pittsburg USD)

Subregion 7-B (Alameda)

Valerie Arkin (Pleasanton USD)

Janice Friesen (Castro Valley USD)

Michael McMahon (Alameda City USD)

Anne White (Livermore Valley Joint USD)

REGION 8 - Counties: Calaveras, Mariposa, Merced, San Joaquin, Stanislaus, Tuolumne

Subregion 8-A (San Joaquin)

Ken Davis (Lodi USD)

Diana Machado (Linden USD)

Evelyn Moore (Manteca USD)

Subregion 8-C (Stanislaus)

Faye Lane (Ceres USD)

Subregion 8-D (Merced)

Ida M. Johnson (Merced Union HSD)

REGION 9 - Counties: Monterey, San Benito, San Luis Obispo, Santa Cruz

Subregion 9-A (San Benito, Santa Cruz)

Bernard Bricmont (Live Oak ESD)

Rachel Dewey-Thorsett (Santa Cruz City Schools)

Subregion 9-B (Monterey)

Bettye L. Lusk (Monterey Peninsula USD)

Subregion 9-C (San Luis Obispo)

Mark Buchman (San Luis Coastal USD)

REGION 10 - Counties: Fresno, Kings, Madera

Subregion 10-B (Fresno)

Gilbert F. Coelho (Firebaugh-Las Deltas USD)

Jose Dominguez (Kerman USD)

Betsy J. Sandoval (Clovis USD)

Subregion 10-C (Kings)

Vacant (Two-Year Term)



REGION 11 - Counties: Santa Barbara, Ventura & Las Virgenes USD

Subregion 11-A (Santa Barbara)

Jack C. Garvin (Santa Maria Joint Union HSD)

Subregion 11-B (Ventura County and Las Virgenes USD)

Darlene A. Bruno (Hueneme ESD)

Rob Collins (Simi Valley USD)

Ana Del Rio-Barba (Oxnard ESD)

Jan Iceland (Oak Park USD)

REGION 12 - Counties: Kern, Tulare

Subregion 12-A (Tulare)

Donna S. Martin (Visalia USD)

Richard Morris (Porterville USD)

Subregion 12-B (Kern)

William H. Farris (Sierra Sands USD)

Scott Starkey (Southern Kern USD)

REGION 15 - Counties: Orange County and Lowell Jt. USD

Tammie Bullard (Tustin USD)

Meg Cutuli (Los Alamitos USD)

Judy Franco (Newport-Mesa USD)

Susan Henry (Huntington Beach Union HSD)

Kathryn A. Moffat (Orange USD)

Jo-Ann Purcell (Westminster ESD)

Esther H. Wallace (Magnolia ESD)

Sharon Wallin (Irvine USD)

REGION 16 - Counties: Inyo, San Bernardino

Subregion 16-B (San Bernardino)

Barbara J. Dew (Victor Valley Union HSD)

Holly Eckes (Adelanto ESD)

Cathline Fort (Etiwanda ESD)

Caryn Payzant (Alta Loma ESD)

Wilson So (Apple Valley USD)

Donna West (Redlands USD)

Vacant (Two-Year Term)

REGION 17 - County: San Diego

Comischell Bradley-Rodriguez (Del Mar Union SD)

Zoe Carpenter (Escondido Union SD)

Katie Dexter (Lemon Grove SD)

James Grier (National SD)

Barbara Groth (San Dieguito Union HSD)

Steve Lilly (Vista USD)

Dan Lopez (Ramona USD)

Raquel Marquez-Maden (San Ysidro ESD)

Anne Renshaw (Fallbrook Union ESD)

REGION 18 - Counties: Imperial, Riverside

Subregion 18-A (Riverside)

Jerry Bowman (Menifee Union ESD)

Deborah Dukes (Banning USD)

William Sanborn (Hemet USD)

Vacant (Two-Year Term)

Vacant (Two-Year Term)

Vacant (Two-Year Term)

Subregion 18-B (Imperial)

Frances A. Terrazas (El Centro ESD)

REGION 20 - County: Santa Clara

Frank Biehl (East Side Union HSD)

Cynthia Chang (Los Gatos-Saratoga Jt. Union HSD)

Judy Hannemann (Mountain View-Los Altos Un. HSD)

Mary Noel (Oak Grove ESD)

Kathleen Sullivan (Morgan Hill USD)

REGION 22 - Los Angeles County: North Los Angeles

Gwendolyn Farrell (Westside Union ESD)

Steven M. Sturgeon (William S. Hart Union HSD)

Donita J. Winn (Antelope Valley Union HSD)

REGION 23 - Los Angeles County: San Gabriel Valley and East Los Angeles

Subregion 23-A

Bob Bruesch (Garvey ESD)

Ed Honowitz (Pasadena USD)

Joylene Wagner (Glendale USD)

Subregion 23-B

Gilbert G. Garcia (Rowland USD)

Subregion 23-C

Rosemary Garcia (Azusa USD)

Camie Poulos (West Covina USD)

Joseph Probst (Charter Oak USD)

REGION 24 - Los Angeles County: Southwest Crescent

Darryl R. Adams (Norwalk-La Mirada USD)

Leighton Anderson (Whittier Union HSD)

Vivian Hansen (Paramount USD)

Donald E. LaPlante (Downey USD)

Sylvia V. Macias (South Whittier ESD)

Catherine McCurdy (Hermosa Beach City ESD)

Ann M. Phillips (Lawndale ESD)

Emma Sharif (Compton USD)

10/28/11



California School Boards Association

3100 Beacon Blvd., P.O. Box 1660 | West Sacramento, CA 95691-1660

(916) 371-4691 (800) 266-3382 | Fax: (916) 371-3407 | E-Mail: csba@csba.org | www.csba.org

Page 2 of 2

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: December 7, 2011

From: Bruce Harter
Superintendent

Agenda Item: CI C.9

Subject: Resolution No. 75-1112: Certificate of Signatures

Background Information: School districts are required to hold an annual organizational meeting in December to adopt a new Certification of Signatures. The effective period of the resolution should be the date of the organizational meeting per Educational Code Sections: K-12 Districts 42632, 42633, and 44843.

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. 75-1112

CERTIFICATE OF SIGNATURES

Bruce Harter, Secretary to the Board of Education of the West Contra Costa Unified School District of Contra Costa County, California certifies that the signatures shown below are the verified signatures of the members of the governing board of the above-named school district (Column No.1). Verified signatures of person or persons authorized to sign orders drawn on the funds of the school district and Notices of Employment appear on Column No. 2. These certifications are made in accordance with the provisions of Education Code Sections below.* If those authorized to sign orders as shown in Column 2 are unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures will be considered valid for the period of: December 7, 2011 to December 7, 2012

Date of Board action: December 7, 2011

Signature _____
Secretary of the Board

Signatures of Members of Governing Board

Signature: _____
Typed: _____
PRESIDENT of the Board of Trustees/Education

Signature: _____
Typed: _____
CLERK of the Board of Trustees/Education

Signature: _____
Typed: Madeline Kronenberg
MEMBER of the Board of Trustees/Education

Signature: _____
Typed: Antonio Medrano
MEMBER of the Board of Trustees/Education

Signature: _____
Typed: Elaine Merriweather
MEMBER of the Board of Trustees/Education

Signature: _____
Typed: Charles Ramsey
MEMBER of the Board of Trustees/Education

Signature: _____
Typed: Tony Thurmond
MEMBER of the Board of Trustees/Education

If the Board has given special instructions for signing warrants or orders, please attach a copy of the resolution to this form.

NOTE: Please TYPE name under signature.

Signatures of Personnel and/or Members of the Governing Board authorized to Sign Warrants, Orders for Salary Payment, Notice of Employment, and Contracts.

Signature: _____
Typed: Bruce Harter
Title: _____

Signature: _____
Typed: Sheri Gamba
Title: _____

Signature: _____
Typed: Lisa Erwin
Title: _____

Signature: _____
Typed: Patricia Calvert
Title: _____

Signature: _____
Typed: _____
Title: _____

Signature: _____
Typed: _____
Title: _____

Signature: _____
Typed: _____
Title: _____

Number of Signatures District Requires:

**Order of Salary Payment
On "A" Warrants – Payroll _____
On "B" Warrants – Accts Payable _____
On Notice of Employment _____
On Contracts _____

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: December 7, 2011

From: Bruce Harter
Superintendent

Agenda Item: CI C.10

Subject: Chevron Tax Appeal Resolution No. 76-1112

Background Information:

Chevron Corporation appealed the assessed value of its Richmond refinery property. If Chevron is successful in the appeal, West Contra Costa taxpayers will have an additional charge on the tax bills for the WCCUSD bond program. The impact on the City of Richmond and the other cities that are served by WCCUSD will be much greater.

Recommendation:

Adopt Resolution No. 76-1112 requesting that Chevron withdraw its property tax appeals.

Fiscal Impact: Exact amount is unknown at this time.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 76-1112

RESOLUTION OF THE BOARD OF EDUCATION, WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT, ASKING CHEVRON TO DROP ITS PROPERTY TAX APPEALS

WHEREAS, Chevron Corporation, (formerly Standard Oil) has successfully operated an oil refinery in Richmond since 1904, thus contributing to the economic well-being of the community and the corporation's profitability for over 100 years; and

WHEREAS, Chevron declares that it wants to be a good neighbor to Richmond and West Contra Costa County residents; and

WHEREAS, Chevron has made numerous contributions to schools and the West Contra Costa District for science, engineering, and math initiatives including computer labs, mathematics coaches, grants to teachers as well as generous support to the Linked Learning program; and,

WHEREAS, Chevron's successful appeal of its 2004-06 property taxes cost the State of California an additional \$722,000 in revenue limit funds and cost the local taxpayers \$1.7 million in property taxes on district bonds; and

WHEREAS, Chevron is now appealing its property taxes for 2007-09 before the Contra Costa Assessment Appeals Board; and,

WHEREAS, Chevron's appeal of the 2007-09 property tax assessment is likely to cost the West County tax payers much more than the assessment of the 2004-06 appeal did; and,

WHEREAS, the City of Richmond stands to lose much more than the school district in the event that Chevron is successful in this appeal; and,

WHEREAS, Chevron's successful appeal of the 2004-06 assessment has resulted in a suit by the City of Brentwood of the Contra Costa County that costs taxpayers and could have an even greater impact on West Contra Costa and the City of Richmond; and,

WHEREAS, Chevron has also appealed its 2010 assessed valuable for the Richmond refinery with the potential for additional revenue cuts to the City of Richmond and negative tax impact for West Contra Costa taxpayers;

BE IT THEREFORE RESOLVED, that the West Contra Costa School District Board of Education respectfully asks Chevron Corporation to withdraw and dismiss all of its property tax appeals on past years' assessments and pay the full amount due on current and future property tax assessments for the Richmond refinery.

APPROVED, PASSED AND ADOPTED by the Governing Board of the West Contra Costa Unified School District on the seventh day of December, by the following vote:

AYES: _____ NOES: _____ ABSTENTIONS: _____ ABSENT: _____

I DO HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced, passed and adopted by the members of the Governing Board of the West Contra Costa Unified School District at a public meeting of said Board held on December 7, 2011.

President of the Governing Board
West Contra Costa Unified School District

Secretary of the Governing Board
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: December 7, 2011

From: Bill Fay
Associate Superintendent for Operations

Agenda Item: CI C.11

Subject: Ratification and Approval of Engineering Services Contracts

Background Information:

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

Recommendation: Ratify and approve contracts as noted.

Fiscal Impact: Total for this action: **\$886,844.** Funding sources as noted

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

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

ENGINEERING & ARCHITECTURAL SERVICES CONTRACTS

Project/Funding	Dates	Firm	Contract Cost	Reference
Valley View Elementary School Campus Replacement Measure D-2010 Bond	December 2011 thru March 2012	Kleinfelder	\$28,800	Geotechnical investigation and hazard assessment services.
Valley View Elementary School Campus Replacement Measure D-2010 Bond	December 2011 thru March 2012	BKF Engineers	\$23,600	Boundary and topographic survey services of property for new campus.
Ford Elementary School Campus Replacement Measure J Bond	October 2011 thru January 2012	Sally Swanson Architects	\$72,000	Additional bid, construction administration and closeout services for period beyond original contract schedule.
Coronado Elementary School Campus Replacement Measure D-2010 Bond	November 2011 thru January 2012	WLC Architects	\$37,520	Additional design services to incorporate Community Health Services.
Ohlone Elementary School Replacement Campus Measure J Bond	January 2012 thru June 2013	Grossmann Design Group	\$110,100	Waterproofing construction administration services for Phase 1.
Lupine Hills Elementary School Exterior Repairs Measure J Bond	January 2012 thru April 2012	Grossmann Design Group	\$5,600	Waterproofing construction administration services.

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

ENGINEERING & ARCHITECTURAL SERVICES CONTRACTS

Crespi Middle School Seismic Mitigation Measure J Bond	December 2011 thru March 2012	Thornton Tomasetti	\$32,500	Engineering services to provide evaluation and design criteria report.
Gompers Charter High School and Leadership Public School Replacement Campuses Measure J Bond	December 2011 thru March 2012	RGA Environmental	\$23,665	Additional sub- slab excavation observation, sample collection and analysis services for demolition of Gompers HS site.
ML King Elementary School Campus Replacement Measure J Bond	December 2011 thru March 2012	Quattrocchi Kwok Architects	\$1,300	Additional services to coordinate with security camera system consultant's design.
Gompers Charter High School and Leadership Public School Replacement Campuses Measure J Bond	December 2011 thru February 2012	Maggiore Brothers	Not to Exceed \$30,000	Services for destruction of existing well at Gompers HS site.
Ford Elementary School Measure J Bond	November 2011 thru April 2012	SGI Construction Management	\$172,300	Additional construction management services due to schedule extension
Riverside and Washington Elementary Schools Measure J Bond	November 2011 thru February 2012	SGI Construction Management	\$32,174	Construction management services

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

ENGINEERING & ARCHITECTURAL SERVICES CONTRACTS

Kennedy High Schools Measure J Bond	November 2011 thru June 2012	SGI Construction Management	\$204,745	Construction management services
De Anza High School Measure J Bond	November 2011 thru October 2012	Optony	\$26,800	Commissioning service for photo-voltaic system.
Bond Program Management Measures J & D-2010 Bonds	November 2011 thru January 2012	Jeff E. Frates	\$45,600	Programming assessment services to effect automation between District's financial data base and bond program's contract management system.
Restroom Wall Finishes Repair Projects – Murphy Elementary, Sheldon Elementary, Mira Vista Elementary Schools Measure J Bond	December 2011 thru April 2011	AE3 Partners	\$19,280	Architectural and engineering services for construction documents and construction administration
El Cerrito High School Stadium Project Measure J Bond	December 2011 thru April 2011	AE3 Partners	\$20,860	Constructability review 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:** December 7, 2011
From: Bill Fay **Agenda Item:** CI C.12
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: Dover ES New School, King ES New School, Ford ES New School, Collins ES Parking & Driveway and Crespi Middle School Miscellaneous 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 Ford Elementary School project are required by the Board, with special findings as noted below, because these projects are in excess of the Public Contract Code limit of 10% of the original contract value. In accordance with Public Contract Code 20118.4, the Board, by approving and ratifying these change orders, finds that it would have been futile to publicly bid the work in question because of the tight time frames to complete this work without affecting the operations of the District, and that the public is best served by having this work completed by the contractor on the project.

Recommendation: Ratify negotiated change orders as noted.

Fiscal Impact: Total ratification and approval by this action: **\$397,530.34**

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

December 7, 2011 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	Dover ES New School	Alten Construction, Inc.	\$21,491,000.00	\$545,097.50	\$109,560.00	\$0.00	\$654,657.50	3.05%	\$22,145,657.50	14
2	King ES New School	West Bay Builders, Inc.	\$15,595,000.00	\$494,240.16	\$50,884.00	\$0.00	\$545,124.16	3.50%	\$16,140,124.16	11
3	Ford ES New School	Alten Construction, Inc.	\$16,734,206.00	\$1,664,603.00	\$8,817.60	\$198,299.40	\$1,871,720.00	11.18%	\$18,605,926.00	26
4	Collins ES Parking & Driveway	McKim Company	\$178,750.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	8.39%	\$193,750.00	1
5	Crespi MS Miscellaneous Repairs	ERA Construction	\$168,900.00	\$0.00	\$14,969.34	\$0.00	\$14,969.34	8.86%	\$183,869.34	1

Pending Board Actions	Ratifications	\$199,230.94
	Approvals	\$198,299.40
	Total Board Action	\$397,530.34

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

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

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education **Meeting Date:** December 7, 2011
From: Bill Fay **Agenda Item:** CI C.13
Associate Superintendent for Operations
Subject: Approval of Additional Program Management General Conditions Reimbursable Expenses

Background Information:

The District has retained Seville Group Incorporated (SGI) as the Program Manager for the Bond program. A portion of the Program Management contract for the firm is known as General Conditions Reimbursable Expenses ("GCR's"). These are costs which the District has negotiated as a part of the contract for which the firm bills direct expense, plus markup. GCR's include computer software/hardware expenses, office equipment, legally required advertisements, postage, security, office supplies, and telephone/fax expense. These types of costs also include personnel such as the Facilities Operations Center Receptionists, Network Administrator, and Fiscal Controls Specialist. In addition, these costs include cost estimating, scheduling, and software programming.

Recommendation: Approve additional Program Management General Conditions Reimbursable Expenses for Seville Group, Inc.

Fiscal Impact: Total for this action: **\$1,276,965**. Funding source is Measures J and D-2010 Bonds. Program Management General Conditions Reimbursable Expenses.

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: December 7, 2011

From: Bill Fay
Associate Superintendent for Operations

Agenda Item: CI C.14

Subject: Approval of the District Deferred Capital Improvement Projects.

Background Information:

The District has completed a study on the Deferred Capital Improvement Projects; priorities will be based on health, fire, life, safety, ADA compliance and other criteria, and will be based on project eligibility for State matching fund. The sample projects located at Grant, Olinda, Collins, Lake, North Campus, Shannon Elementary Schools, as well as Crespi Middle school.

The list of sample projects was presented to the Facilities Subcommittee at their meeting of November 15, 2011. The Facilities Subcommittee recommends approval by the full Board.

A complete list of the sample projects is provided for review under separate cover.

Recommendation: Approve the Deferred Capital Projects list for the D 2010 Bond program.

Fiscal Impact: \$2,300,000 Funding source is Measure D 2010 Bond.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

MEASURE D (2010)
DEFERRED CAPITAL IMPROVEMENT
SUMMARY BY SCHOOL

School	Estimated Cost (*)	Priority List
Grant ES	\$2,078,000.00	\$625,000
Olinda ES	\$ 2,720,000.00	\$480,000
Collins ES	\$ 1,232,000.00	\$480,000
Lake ES	\$2,099,000	
North Campus	\$ 1,715,000.00	\$250,000
Crespi M/HS	\$ 1,150,000.00	\$425,000
Wilson ES	\$ 132,000.00	\$40,000
Contingency Budget	\$50,000	
TOTAL ESTIMATED COST:	\$11,176,000.00	\$2,300,000
Total	\$13,476,000	

(*) Estimates based on Sq. Ft. and Parsons Facility Condition Assessment Report (June 2010)

MEASURE D (2010)
DEFERRED CAPITAL IMPROVEMENTS
PROPOSED PROJECTS

School	Type of Project	Description
Grant ES	Classroom doors	in hallways / ADA
	Electrical upgrades	due to age size and code compliance
	Fencing	beyond useful life
	Fire/ Intrusion	The system is inadequate by current standards
	Floor Replacement	Remove ACT replace with VCT
	Doors and Hardware for classrooms	interior doors and hardware not ADA
	Heating	upgrade
	Intercom	beyond useful life
	Lighting	upgrade make compliant
	Paint: exterior walls and trim	beyond useful life
	Paint: interior/ walls and ceilings	interior in poor condition/discolored and old
	Paving	alligatoring and needs overlay/grind and replace
	Portables	replace six/ dry rotted and beyond useful life
	Restroom repairs	existing are not ADA
	Roof and gutter	Gutters are in bad shape/ roof canopies needs resurfacing
	Windows Replacement	upgrade/ leaking
Olinda ES	Bathrooms	Wall resurface with tile
	Communications and security system	beyond useful life
	Exterior doors and hardware	existing hardware not ADA
	Fire/ Intrusion	The system is inadequate by current standards
	Lighting	upgrade make compliant
	Paint	beyond useful life
	Playground Structure: Three structures	1 kindergarten/ 2 upper upgrade make compliant ADA
	Roof	reroof portables and office
	Walls (siding portables)	dry rotten
	Drinking fountains	outside drinking fountains ADA
	HVAC furnace units	upgrade
	MPR Doors	upgrade make compliant
Collins ES	Boiler	renew boiler system
	Fire/ Intrusion	The system is inadequate by current standards
	Flooring	replace cork floor tiles in halls with VCT

MEASURE D (2010)
DEFERRED CAPITAL IMPROVEMENTS
PROPOSED PROJECTS

School	Type of Project	Description
	Replace ceiling tiles	beyond useful life
	Replace windows	upgrade/ leaking
	Restroom repairs	existing are not ADA
Lake ES	Drinking fountains	upgrade make compliant ADA
	Electrical upgrades	due to age size and code compliance
	Exterior doors and hardware	existing hardware not ADA
	Fire/ Intrusion	The system is inadequate by current standards
	Floor Replacement	Remove ACT replace with VCT
	Intercom	beyond useful life
	Lighting	upgrade make compliant
	Restroom repairs	existing are not ADA
	Windows Replacement	upgrade/ leaking
North Campus	Drinking fountains	upgrade make compliant ADA
	Exterior door replacement	dry rotted and leaking
	Fire/ Intrusion	The system is inadequate by current standards
	Floor Replacement	Remove ACT replace with VCT
	Replace door hardware	ADA
	Restroom repairs	Resurface walls with tile
	Roof rafter beams	cut back and or removed dry rotted beams
	Wall systems	front of school; leaking water/ reconstruction needed
	Windows Replacement	upgrade/ leaking
Crespi MS	Exterior paint	beyond useful life
	Flooring	Replace ACT with VCT
	Gym Roof	beyond useful life/ install overflow drains
	Interior door hardware	upgrade/ ADA compliant
	Interior paint	beyond useful life
	Paving	Employee lot
	Quad work	ADA compliant
	Restrooms	Upgrade / compliant ADA
Shannon ES	Roof replacement	minimize water intrusion

MEASURE D (2010)
DEFERRED CAPITAL IMPROVEMENTS
PROPOSED PROJECTS

School	Type of Project	Description
	Heating	upgrade/ new boilers
	Bathrooms	Wall resurfacing and ADA
	Drinking fountains	outside drinking fountains ADA
	Flooring	VCT
	Gutters R&R	Minimize mold
	Communications	replace/ upgrade
	Exterior wall siding R&R	minimum work; water seal /anti mold protection
	Gas piping	beyond useful life
	Fencing	replace/ 40+years old
	Portables	need repairs or demo
	Toilet Partitions	beyond useful life

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:** December 7, 2011

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

Subject: Approval of the Relocation of the CCS Program

Background Information:

The California Children Services (CCS) Medical Therapy program is run by Contra Costa Health Services and provides physical therapy to West Contra Costa Unified School District students with special needs. The program is currently housed in portable buildings located on the now-closed Castro Elementary School Campus. This campus is slated to become the new home of Portola Middle School and is due to be demolished at the start of construction for the new Portola Middle School at Castro.

The demolition process is scheduled to begin in the second quarter of 2012. As such, the facilities that house this CCS program must be relocated to meet the timeline. A study was performed by HY Architect, to find a suitable location for the program, and the Downer Elementary School campus was chosen as an interim site. Additional studies will determine a permanent site at a later date.

The interim relocation of the program was presented to the Facilities Subcommittee at their meeting on November 15, 2011. The Facilities Subcommittee recommends approval by the full Board.

Recommendation: Approve the relocation of the California Children Services program to the Downer Elementary School site.

Fiscal Impact: Total for this action estimated to be **\$84,704**. Funding sources is measure J.

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: December 7, 2011

From: Bill Fay
Associate Superintendent for Operations

Agenda Item: CI C.16

Subject: Approval of Stege Elementary School Construction Document Design Fees.

Background Information:

Stege Elementary School Campus Replacement is one of the listed projects in Measure D-2010 Bond. The Master Plan Documents have been completed by Powell & Partners Architects, and approved by the Board of Trustees on July 13, 2011. The scope of work includes schematic design, design development, and construction document services by the architect and the architect's sub-consultants, and \$35,000 for reimbursable.

Recommendation: Approve proposed Stege Elementary School Construction Document Design Fees.

Fiscal Impact: Total for this action: **\$2,785,630.** Funding source is Measure D-2010 Bond.

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:** December 7, 2011
From: Bill Fay **Agenda Item:** CI C.17
Associate Superintendent for Operations
Subject: Pinole Middle School Miscellaneous Repairs

Background Information:

The Pinole Middle School Miscellaneous Repairs Project includes surface, material and equipment repairs in Buildings B and C, including installation of tackable wall surfaces, installation of tile surfaces at select locations, miscellaneous painting, removal/replacement of select toilet room accessories and replacement of select locksets.

The District engaged in a public bid process for the project. Bids were opened on November 14, 2011. Three contractors submitted bids, as follows: AM Woo Construction, \$89,700; Affordable Painting, \$91,000; and ERA Construction, \$104,700. The apparent lowest bidder is AM Woo Construction.

Recommendation: Award contract to the lowest responsive, responsible bidder.

Fiscal Impact: \$89,700. Funded by the Measure J Bond.

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:** December 7, 2011
From: Bill Fay **Agenda Item:** CI C.18
Associate Superintendent for Operations
Subject: Kennedy High School Quad Renovations

Background Information:

Renovations to Kennedy High School Quad include site demolition of existing concrete sidewalks and landscaping in three exterior courtyards, installation of new landscaping, irrigation system, site drainage, walkways, landscaping, and exterior lights at Kennedy High School.

The District engaged in a public bid process for the project, in which the bids were opened on October 27, 2011. Five contractors submitted bids; as follows: CF Contracting, \$982,800; Romkon Inc., \$1,000,087; Lister Construction, \$1,186,000; EF Brett Co., \$1,543,238; and BRCO Constructors, \$1,569,000. The apparent lowest bidder is CF Contracting.

Recommendation: Award contract to the lowest responsive, responsible bidder.

Fiscal Impact: \$982,800. Funded by the Measure J Bond.

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:** December 7, 2011
From: Bill Fay **Agenda Item:** CI C.19
Associate Superintendent for Operations
Subject: Riverside Elementary School Restroom Resurfacing Project

Background Information:

The Riverside Elementary School Restroom Resurfacing Project includes patching, repair, and removal of damaged substrate (as needed), application of tile system and accessories, removal and reinstallation of all items and fixtures over tiled area including testing for adequate performance, painting of ceilings and walls above tile, application of additional sealer coats over epoxy floor coating, and miscellaneous plumbing repairs.

The District engaged in a public bid process for the project in which the bids were opened on November 10, 2011. Three contractors submitted bids as follows: Streamline Builders, \$81,500; Affordable Painting, \$96,000; and AM Woo Construction, \$99,700. The apparent lowest bidder is Streamline Builders.

Recommendation: Award contract to the lowest responsive, responsible bidder.

Fiscal Impact: \$81,500. Funded by the Measure J Bond.

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: December 7, 2011

From: Wendell Greer
Associate Superintendent, K- Adult Education

Agenda Item: CI C.20

Subject: Religious/Cultural Celebration

Background Information:

Board Policy 6141.2 governs the teaching about the various religions and cultures including religious works, symbols to illustrate their relationship with culture, literature and arts. In support of the histories of holiday celebrations, teachers and other staff demonstrate to all students and families that their beliefs and traditions play an important role in assisting students to be global thinkers with international partners around the world. As the student population has become more diverse with more than 80 home languages spoken among families, the need to recognize and teach about the religions and customs increases.

Recommendation:

That the Board directs staff to add information and resources to the District website for use by parents, students and teachers about many of the holidays and cultural celebrations of students and families. This is a living document, meaning that as our populations of students increase and diversify, their holiday customs and beliefs can be included as part of on-going learning within West Contra Costa Unified School District.

August/September/October
Rosh Hashanah and
Yom Kippur
Ramadan

November/December
Christmas
Hanukkah
Kwanzaa

January/February
Asian Lunar New Year
Ash Wednesday

March/April
Maundy or Holy Thursday
and Good Friday
Easter
Passover

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: December 7, 2011

From: Wendell Greer
Associate Superintendent, K-Adult Operations

Agenda Item: D.1

Subject: Recognition of Richmond High's Robotics Team

Background Information:

Richmond High School competed in the MadTown Robotics Competition in Madera in mid-November. This is the last competition that the team's tenth robot, Chompy, would participate in before the start of the new 2012 season. Richmond High won the competition. The RHS students continue to represent our school community and demonstrate that our students are engineering leaders.

Recommendation:

That the Board recognize the accomplishments of the RHS robotics team

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: December 7, 2011

From: Wendell Greer
Associate Superintendent, K-Adult Operations

Agenda Item: D.2

Subject: Recognition of CIF Champion Stephanie Lin, Pinole Valley High

Background Information:

Junior Stephanie Lin won the California Interscholastic Federation's North Coast Section Division I Girls' Tennis Single Championship on November 16. The last time a PVHS student athlete took a first in NCS play was 2009 Softball Division II. The player Stephanie beat in the championship is a senior (Amador HS) who has a full scholarship to USF next year.

Recommendation:

That the Board recognize Stephanie Lin's accomplishment

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: December 7, 2011

From: Bruce Harter, Superintendent

Agenda Item: D.3

Subject: Recognition of Vickie Tukeva, Eukel Trust Teacher Award

Background Information:

Richmond High teacher Vickie Tukeva was recently recognized by the Warren W. Eukel Trust as a teacher of excellence and awarded a \$10,000 grant. The award from the Eukel Teacher Trust recognizes truly gifted teachers who excel in the field. The Trust selects three teachers each year who have exhibited "extraordinary commitment to their students".

Recommendation:

That the Board recognize the accomplishments Vickie Tukeva.

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:** December 7, 2011
From: Nia Rashidchi **Agenda Item:** D.4
Assistant Superintendent Educational Services
Subject: Transitional Kindergarten Implementation

Background Information:

The Kindergarten Readiness Act, signed into law in 2010, is one of the most significant educational reforms in California's recent history. It made a fundamental change to kindergarten in our state, shifting the age of children entering kindergarten and creating transitional kindergarten for those students turning five between September 1, and December 2. Transitional kindergarten, the first year of a two-year kindergarten experience, will give children the gift of time to develop the skills that will prepare them for the challenges of elementary school. It is adding an additional grade level to the existing kindergarten program. The new law will be phased in over three years beginning in 2012, and when fully implemented, 120,000 children statewide will benefit from transitional kindergarten (TK).

Staff will give a report on our current transitional kindergarten (TK) pilot at Coronado.

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
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: December 7, 2011

From: Madeline Kronenberg, Board Member

Agenda Item: D.5

Subject: 180° Program

Background Information:

The 180° Program is a newly developed educational framework designed to be integrated into the academic school setting targeting middle school and high school age youth. Through a powerful curriculum, the 180° Program provides the opportunity and educational framework for middle school and high school youth to fully develop their internal compass so they can develop healthy goals based upon a foundation of strong personal values, reflective and critical thinking skills, and social awareness and responsibility.

Recommendation:

That the Board review the program

Fiscal Impact: No direct costs

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:** December 7, 2011
From: Bruce Harter **Agenda Item:** D.7
Subject: In Memory of Members of the School Community

Background Information:

The District would like to take time to recognize the contributions of members of our school community who have passed away. The District requests the community to submit names to be reported as a regular part of each agenda.

Joe Vargas, former Head Football Coach for Pinole Valley High School, recently passed away. A graduate of Richmond High School, Mr. Vargas, went on to attend the University of Santa Clara and later Stanford University. His love of football gave him the opportunity to play at the college level and play in the 1950 Orange Bowl. He coached many young athletes at Richmond High, El Cerrito High and Pinole Valley High Schools during his years with the school district.

Saveth Soun passed away. She started work with the District in 2000 as a teacher at Adams, Helms, Teacher on Special Assignment in the Curriculum Office, and worked most recently as the Sheltered Instruction Observation Protocol (SIOP) Coach at the Academic Intervention office. Ms. Soun was the recipient of the Teacher of the Year Award in 2005-2006. She was also very involved in her community.

Our thoughts go out to the family and friends in the loss of their loved one.

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: December 7, 2011

From: Sheri Gamba,
Associate Superintendent Business Services

Agenda Item: F.1

Subject: First Interim Report, 2011-2012

Background Information: Enclosed is the District's First Interim Report for 2011-2012, which covers the financial and budgetary status of the district for the period ended October 31, 2011.

Education Code Section 4230 requires school districts to prepare interim financial reports each year. The First Interim Report covers the period ending October 31; the Second Interim Report covers the period ending January 31. These financial reports are subject to standards and criteria adopted by the State Board of Education to monitor the fiscal stability of local educational agencies.

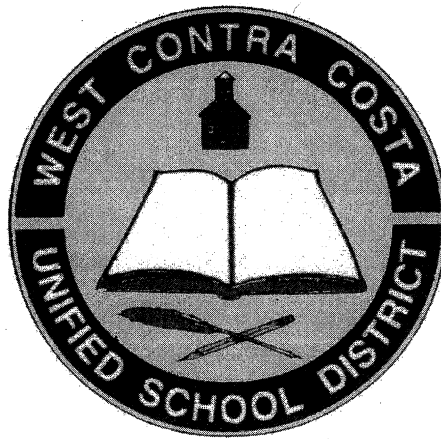
The District shall certify whether it is able to meet its financial obligations for the current fiscal year and, based on current forecasts, for the two subsequent fiscal years. A positive certification shall be assigned when a district will meet its financial obligations for the current fiscal year and subsequent two fiscal years. A qualified certification shall be assigned when a district may not meet its financial obligations for the current fiscal year and subsequent two fiscal years. A negative certification shall be assigned when a district will be unable to meet its financial obligations for the remainder of the fiscal year.

Recommendation: Recommend approval of the First Interim Report for 2011-2012

Fiscal Impact: Positive Budget Certification

DISPOSITION BY BOARD OF EDUCATION
Motion by: _____ Seconded by: _____
Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District



2011-12 Executive Summary First Interim Report October 31, 2011

West Contra Costa Unified School District 2011-12 First Interim Report

First Interim Financial Report Overview

Two Interim Financial Reports are routinely required by the California Department of Education each year. Districts must submit the completed reports for review to the County Office of Education who then submits them to the State.

California school district revenues and expenditures are subject to constant change. School district budgets are not static documents, but instead are constantly being revised to respond to decisions at the state and federal levels, as well as to the expenditure needs of the local agency. The First Interim Report's financial projections have been updated to reflect new information received and board action taken since the original budget adoption.

The Executive Summary includes an overview of the financial data reported in the SACS (Standardized Account Code) First Interim Report. It is provided to assist the reader in understanding the information being reported on the SACS forms. The SACS forms also include supporting reports such as the Revenue Limit Funding calculation, Average Daily Attendance estimates, Criteria and Standards and the Multi-year Projection report.

With each financial report the District is asked to project the general fund financial status through year-end, June 30, 2012. The Multi-year projection is then required to determine if the District will be financially solvent for two subsequent years, in this case through the 2013-14 fiscal year.

State Budget Impact on District Planning

For the third consecutive year the District has struggled with a budget adopted by the State that does not realistically solve its major deficit. So for the fourth year in a row we repeat this statement: "This year the District is facing enormous financial challenges..." Since the 2008-09 school year the state and national economies have driven funding downward causing an unprecedented loss in revenue to the levels that are now budgeted for all California Schools.

On June 30, 2011, Governor Brown signed the State Budget Act and the Education Trailer Bill. The Trailer Bill includes "trigger language" that, places school district budgets on a course of mid-year uncertainties with unknown revision potential. The States revenue deferral schedules coupled with the uncertainty that the funds will actually be available this year has made budget planning efforts all the more difficult.

In spite of these challenges, the West Contra Costa Unified School District Board continues to plan for and adopt fiscally responsible plans that have kept our District on strong financial footing.

2011-12 General Budget Information

The original adopted budget is included in the state forms for the First Interim Report. These original items remain in place, as originally adopted by the Board in June. Since the June adoption of the 2011-12 budget several areas of the budget have been adjusted to reflect changes in funding received as well as expenditure adjustments to reflect more accurate program costs.

General Fund Unrestricted

Revenue Limit

Revenue Limit funding is based mainly upon student attendance. Revenue Limit funding is the dollar amount for each student that is in attendance on average during the course of the school or fiscal year. Revenue limits are the primary revenue component of the school district's budget.

The Average Daily Attendance (ADA) funding that drives the funding or "Revenue Limit" is reported in both the restricted and unrestricted revenues of the District because certain ADA, such as for students in Special Education, are earned by the ADA generated in restricted programs.

The West Contra Costa Unified School District has been considered a declining enrollment district. As such the Revenue Limit funding is based mainly on the prior year 10-11 Average Daily Attendance. This provision is considered a "hold harmless" for districts as they adjust to the decline. Student attendance is estimated to generate \$148,509,167 of which \$7,107,208 is restricted. The balance of \$141,401,959 is 83.3% of the District's General Fund unrestricted revenues for the 2011-12 fiscal year.

While the district is held harmless as it relates to ADA, or per pupil funding, it is still subject to the cuts to revenue per ADA that the State has passed as a part of the overall budget.

Fund Balance

After three fiscal years of decline the unrestricted ending fund balance increased based upon the unaudited actual financial reports ending June of 2011. The following table illustrates the unrestricted ending fund balance for each year end closing.

June 2007	June 2008	June 2009	June 2010	June 2011
\$28,936,748	\$21,567,077	\$20,049,661	\$15,439,421	\$18,438,897
Net Increase (Decrease):	(\$7,369,671)	(\$1,517,416)	(\$4,610,240)	\$2,999,476

The District's 2011-12 projected unrestricted ending fund balance is \$17,695,485. This balance has certain required funding designations including the State required designation for economic uncertainty.

Designations

Revolving Cash	\$ 70,000
Stores	\$ 230,000
Mid Year Trigger Reserve	\$8,097,480
Economic Uncertainty 3%	<u>\$8,495,648</u>
 Total Designations	 \$16,893,128
Unappropriated Balance	<u>\$ 802,357</u>

Other State and Local Revenue

Other State Revenue includes K-3 Class Size Reduction, State Lottery and Supplemental Instruction and unrestricted Tier III programs. There is a slight increase based upon the receipt of testing and mandated cost reimbursement. Local Revenue consists of interest earnings, support from the cities of Richmond and San Pablo and other miscellaneous revenues.

Expenditure Summary

The projections reflected in the First Interim Report are a result of the analysis of year-to-date expenditures against the adopted budget. This includes a review of expenditure trends for all major categories within the budget. Staff also examines position vacancies and generates an estimate of salary and benefit savings due to unfilled (no substitute) vacancies. Actions taken by the Board, such as the additional expense for support to the law academy programs and the pay-off of the IBM debt are included in this report.

General Fund Restricted

The General Fund is the general operating fund of the District; it is used to account for the day-to-day operations of the District. The fund is divided into two sections, unrestricted and restricted. Restricted funds are monies received by the District that are categorical in nature, i.e., they can only be used for the purposes allowed by the funding agency.

Restricted revenue funding is recognized in two different ways. For funding subject to deferred revenue, the revenue is only recognized once it is spent. This means that any funds received and not spent, with carryover provisions, are deferred into the next fiscal year. For funding subject to ending fund balance, the revenue is recognized in the year received and any funds remaining at the end of the year are recorded as a restricted ending fund balance.

The First Interim Report includes the carryover of prior year funds through the update in restricted fund balance and the posting of deferred revenue from 10/11 into the books for 11/12. This carryover is then appropriated to the expenditure accounts according to grant guidelines and school site plans.

Multi Year Projection (SACS Forms)

The multi-year projection for the First Interim Report utilizes the County Office recommended assumptions published by School Services of California for the development of revenue projections. This includes a \$260 Mid-Year Trigger cut in 2011-12 and zero COLA for 2012-13 and 2013-14. This is considered a fiscally conservative contingency plan due to the State's economic crisis and its questionable ability to fund COLA in the out years. Expenditure projections include estimated step and column increases as well as staffing changes based upon enrollment or expiration of one time funding. Supply and service expenditures utilize the California Consumer Price Index as an estimate for cost increases.

The following are the specific assumptions used for the development of the multi-year projections.

2012-13 Assumptions

- Funded ADA: 27,300
- Revenue Limit COLA: 0%
- Revenue Limit Deficit: 0%
- California CPI: 2.8%
- Step and Column: 1.0%
- Active Health Benefits: 0%
- Retiree Health Benefits: 10%

2013-14 Assumptions

- Funded ADA: 27,080
- Revenue Limit COLA: 0%
- Revenue Limit Deficit: 0%
- California CPI: 3%
- Step and Column: 1.0%
- Health Benefits: 0%
- Retiree Health Benefits: 10%

The multi-year projection using the current assumptions for 2011-12 indicates that the District will have planned deficit spending which is a result of the one-time pay off of the IBM loan (utilizing fund balance dollars). The District has designated an \$8 million reserve in the 2011-12 budget to account for potential Mid-Year triggers.

The multi-year Projection using the current assumptions for 2012-13 indicates that the District will not be deficit spending; however this is due to one-time dollars set aside by the Board in the Special Reserve Fund. Special Reserves, in the amount of \$2.9 million are used in this Multi-year Projection to offset the Revenue Limit Loss

In 2013-14 the multi-year Projections using the assumptions listed above would require an additional transfer of Special Reserve Fund dollars in the amount of \$6.6 million in order to balance the budget. This transfer of Special Reserve funds totals \$9.5 million over two years.

This Multi-year projection includes the direction to keep Shannon and Lake Elementary Schools open, ongoing. It does not include adding the K-3 Class Size Reduction program into the unrestricted budget for 2012-13

Multi-year Fiscal Plan

West Contra Costa is a Fiscally Responsible District

During the years of the greatest economic down turn in US history West Contra Costa Unified School District has addressed funding cuts by focusing on many of the cost saving measures pointed out through numerous fiscal reports and studies. Through the collective bargaining process contract modifications are now in place to control benefit costs and staffing in order to accomplish necessary budget savings. School and facility closures have occurred according to a plan adopted by the Board to address school facility consolidation. In addition, the Board has adopted flexibility options including modified K-3 Class size reduction and categorical flexibility. The Board has arranged for temporary inter-fund borrowing should it be necessary due to cash flow constraints. The Board has also undertaken efforts to improve funding for schools by engaging in efforts to raise local taxes in support of locally controlled funds for schools. In spite of the corrective action and demonstrated fiscal responsibility, the district must still face the State's funding uncertainties as it prepares a multi-year plan. The following is a summary of various program focus areas the Board has discussed over the past year as well as information on the potential State funding shortfall.

Parcel Tax – Local Support for Students

The parcel tax program includes support for a wide variety of services to students of the District. The parcel tax funding, renewed in November of 2008, is accounted for in a locally restricted account and is subject to the review by the Citizens Budget Advisory Committee. The current parcel tax expires in 2013-14. The Board has recently conducted a poll and anticipates calling for an election in June or November of 2012. The following table illustrates a summary of estimated funding levels for programs in the 2011-12 school year. The District expects to collect \$9.7 in 2011-12.

West Contra Costa Unified School district		
Measure D Parcel Tax Estimated Expenditure Budget Summary		
2011-12		
Library and athletic programs	\$	3,023,623
*Reduced class sizes for Kindergarten through third grade	\$	1,920,000
Textbooks and teaching materials	\$	1,250,000
Teachers and counselors	\$	3,018,124
Custodial support - Facilities clean and in good condition	\$	537,520
Grand Total	\$	9,749,267

* Parcel tax funding pays for a small portion of the K-3 CSR program

Maintenance and Recreation Assessment District – MRAD

In an effort to raise and sustain funding for the school district in 1994 the District formed a Maintenance and Recreation District. In 1996 the formation of MRAD was followed by a vote of the people to continue these levies. This allows the District to levy taxes to support the maintenance and operations of fields and outdoor areas for the purpose of public use. MRAD is budgeted for 2011-12 in the amount of \$5.5 million, which pays for evening/after school custodial services, gardeners and outdoor capital projects.

Funding Flexibility – The Tier III Shift

The 2009 Budget Act enacted a series of reductions to the revenues of school districts and also contained language permitting districts to seek relief from these cuts by repurposing funds from what has traditionally been restricted funding. The practical application of repurposing these funds requires that school districts either cut the programs and staffing associated with the State funds or find alternative funding sources to support the ongoing efforts of these programs.

The Board took action for 2009-10, 2010-11 and 2011-12 school years to identify the programs and estimated amounts available for the Tier III shift and used that funding to offset cuts from the State. The 2011-12 First Interim budget includes the continued use of Tier III funding in the estimated amount of \$14.4 million. Tier III flexibility has been extended to June of 2015.

The Board has elected to keep the Adult Education Program in place at a reduced level of funding. There is an additional estimated, \$1 million in additional Tier III funding transfer available for the District's general fund should the Board choose to downsize the Adult Education program. The multi-year projection assumes the program is funded at the same level as 2011-12 for the 2012-13 and 2013-14 school years.

The Tier III funding resolution can be found at the end of this Executive Summary and is part of the Board's adoption of the First Interim Report.

Federal Stimulus Funding

The intent of the American Recovery and Reinvestment Act (ARRA) and subsequent Ed Jobs federal funding was to save jobs and stimulate the economy. The 2010 Ed Jobs one time funding was more restricted than the previous ARRA funding provided by the federal government and will be spent during the 2011-12 school year. It is being used for school site level jobs and related services. The District has received \$5.2 million in funding which was budgeted for 2011-12. This funding is paying for 65 jobs; this funding helped offset the loss of the onetime ARRA funds and has been used toward the implementation K-3 Class Size Reduction, teacher salaries and benefits as well as for site safety positions.

Class Size Reduction

The State budget includes the continued flexibility for the K-3 Class Size Reduction program. The flexibility is designed to provide financial relief and flexibility to school districts during these difficult times. Class size flexibility legislation expires in June of

2014. In accordance with State funding flexibility, the Board has adopted a modified class size reduction program for 2011-12. Class size targets have been set at 24 for kindergarten, 20 for first and second grades and 28 for third grade. One time Ed Jobs Federal Funding and Title I carry over, in the amount of \$6.1 million, is being used to fund the program. These one-time funding sources pay for 100 teachers. Parcel tax funding is also provided in the amount of \$1.9 million toward this program, which would be roughly equivalent to the cost of 29 teachers. The combination of one time Federal funding and Parcel Tax funding pays for 129 teachers. The multi-year projection does not include the staffing costs necessary to implement the K-3 Class Size Reduction Program as it is currently configured in 2011-12 in 2012-13 and beyond. Approximately 35 teachers will be needed next year to staff the K-3 grades at 28:1, Parcel Tax will pay for 29 and the general fund would have to pay for the additional 6 fte to run the program at the 28:1 level in grades K-3. Other Districts in Contra Costa County have struggled to keep class size reduction in place. Few have managed to keep class sizes below 31. (See appendix for K-3 Class Size Reduction Chart)

At the October 26, 2011 Board Session on the Budget the Board re-affirmed a commitment to operate class sizes in grades K-3 as low as possible. The Board moved to use \$2.4 million toward the program in 2012-13. However, the latest Mid-Year Trigger information depletes the District resources, including the unrestricted fund balance and the Special Reserve funds without adding this program back. Therefore, the multi-year Projection does not include the program beyond what is funded through the Parcel Tax. If the Mid-Year Trigger information, which is scheduled to be announced on December 15, 2011, provides a better financial outlook for the District the first funding available will be used to reduce class sizes in grades K-3 up to the \$2.4 million directed by the Board on October 26.

In addition to the K-3 Class Size Reduction Program the Board has also placed an emphasis on closing the achievement gap, Linked Learning/academy based programs, and promoting a college going culture by making the effort to offer additional advanced placement classes. In order to make progress in those areas the Board has indicated that it wishes to consider adding staffing and lowering class sizes at the secondary level, should funding become available.

School Resource Officers

The School Resource Officer program carries a cost of \$1.9 million per year. It should be noted that in all cases the Police Departments at each agency offer special programs to school sites as well as special services at school events such as athletics, dances and special assemblies as a part of their contract. The 2011-12 budget, along with the multi-year projection includes the funding for this service.

Shared Commitments and Employee Concessions

Over the past three years the Board has requested concessions from employees and through negotiations with employee groups has enacted reductions, keeping the District fiscally solvent.

In 2008-09 the executive team (Superintendent and Cabinet) took a three day furlough. In January of 2009 the entire unrepresented management team; including the executive

team, were placed on a tiered capped benefit program. During the 2009-10 school year all groups both represented and unrepresented were placed on a tiered cap program for health benefits. Employees gave up the previous retiree lifetime benefit program and began a three year plan of work year reduction with a commensurate salary reduction. In addition, teacher class sizes were increased and prep teachers were eliminated saving \$3.2 million. The work year reduction for all employees saves \$4.4 million per year. The tiered cap program saves the district \$9.9 million per year. For the employee, these types of reductions mean less take home pay. It would have been impossible to cut the number of jobs needed to enact these savings and still serve the students of this district.

Certain work year reduction agreements sunset at the end of 2011-12. Therefore projected funding, for the restoration of two work days for teachers and 5-6 days for all other employees (depending on if they are 11 or 12 month employees), in the amount of \$2.5 million is included in the multi-year projection beginning in 2012-13.

Other Post Retirement Benefit Liability (OPEB) or Retiree Lifetime Benefits

The Board has taken action, with the cooperation of employee groups, to substantially reduce the District's long term liability for post-employment health care. In the actuarial study completed in 2008 it was determined that the Governmental Accounting Standards Board or "GASB 34" liability was \$495 million. Had the program not been amended the GASB 34 liability would have grown to \$550 million, with the implementation of new retiree benefit provisions the GASB 34 liability is \$385 million.

Effective July 1, 2010 employees of the District are no longer eligible to enter a retiree benefit program with uncapped lifetime benefits. Each union has ratified a modified retiree benefit program for existing and future employees. This change is essential for the long term financial stability of the District and further shows the commitment to fiscal responsibility this Board has made.

School Closure

The West Contra Costa Unified School District has experienced a decline in enrollment of over 5,000 students since the 2002-03 school year. School sizes in the West Contra Costa Unified School District are smaller on average than comparable school districts in California. In order to address the structural deficit, the School Board passed a resolution on February 11, 2009 to close schools and other facilities under a three year plan.

The City of San Pablo and the City of Richmond have provided strong support since the adoption of the school closure plan and have provided financial support to keep Lake, Kennedy, Grant and Olinda schools open. The City of Richmond will continue its financial commitment to keep Kennedy, Grant and Olinda Schools open by granting the District \$1.5 million per year, ongoing. On October 26 the Board removed Shannon and Lake Elementary Schools from the closure plan for June of 2012 at a cost of \$600,000 per year ongoing. The Board has set this as a priority since the closing of Shannon would require a commitment of capital facility funding to create additional student housing at nearby schools or it would require a re-districting (boundary change) of all

the elementary schools in the northern half of the district. The cost for keeping Shannon and Lake open is included in the Multi-year Projection and ongoing.

Long Term Debt

The Board action on September 7, 2011 to pay off the State Loan means the District no longer has to budget out of the general fund for this loan payment, which has improved the multi-year projection. The outstanding principal on the debt is estimated to be \$8.1 million, a final pay off figure will be requested from the Infrastructure Bank. The fund balance for the Debt Service fund reserved for the State Loan is \$9 million. The Board prioritized the use of fund balance – one time dollars – to pay off the IBM loan this fiscal year at the October 26 meeting. This pay-off will be accomplished in the early spring. The Voluntary Integration Program (VIP) outstanding debt is paid off this year as well. This means the Board now has only one outstanding general fund long term debt obligation, the Certificate of Participation (COP). These actions relieve the District of ongoing general fund expenses and leave more of the “1990’s era” debt behind. These debt service savings are reflected in the multi-year projection.

Mid- Year Triggers

The \$96.4 billion state budget was constructed on the assumption that there would be \$4 billion in additional revenues that was projected after the estimates developed in the May Revision. Should the revenue not materialize the State Director of Finance has the authority to implement a schedule of specified reductions outlined in the budget package known as the “Mid-Year Triggers”. The State Director of Finance will decide whether to pull the trigger by no later than December 15 based on the higher of the Department of Finance or the Legislative Analyst estimates submitted in its annual November report.

If revised revenue forecasts prepared by the Legislative Analyst's Office (LAO) released in November, and revenue forecasts prepared by the Governor's Department of Finance (DOF) in December, are more than \$1 billion, but less than \$2 billion below the estimate for the 2011-12 State Budget, midyear cuts of up to \$601 million are implemented, including a \$23 million cut to child care, a \$30 million reduction in community college funding, and a \$10 per unit increase to community college enrollment fees (the fee increase would not be effective until summer 2012). If both revised forecasts fall \$2 billion or more short, then additional reductions of up to \$248 million in home-to-school transportation, \$1.5 billion (4%) in school district revenue limits, and \$72 million to community colleges are triggered.

As an example, for approximately every \$214 million of State shortfall, the District is cut an estimated \$1 million – plus a proportional transportation cut as shown in the table below.

State Revenue Projection is Short	Projected District Revenue Reduction	Projected Transportation Reduction	Projected District Reduction
2 Billion	0	0	0
2 Billion + \$214 million	\$1,040,000	\$135,500	\$1,175,500
2 Billion + \$642 million	\$3,120,000	\$406,500	\$3,526,500
2 Billion + \$1.5 billion	\$7,280,000	\$948,500	\$8,228,500

The County Office of Education recommends that the District use an estimated Mid-Year Trigger of \$260 per pupil, plus the Transportation reduction, in accordance with School Services of California Financial Projection Dartboard. For our District this is an \$8 million dollar reserve which is noted on the multi-year projection.

Future Planning - Support Systems and Operational Driven Costs

District plans to fund the support, operational and communication needs of the District's schools and communities have been placed on the "back burner" during these tough economic times.

The Board has taken advantage of the Tier III sweep programs to help keep the District solvent. However, by doing so, it has placed an additional burden on the Bond fund by requiring those funds to be used for capital outlay related to certain deferred projects. In addition, as the District opens and operates new campuses the Board should consider the level of staffing provided to keep these campuses in top operating condition. Past studies indicate the District is understaffed for the square footage we are operating in terms of the maintenance and custodial staff. As we add more sophisticated building components, such as technology infrastructure, climate control and sophisticated security systems it is important to consider the number and types of staff provided to keep these investments in good working order for our students. It would be worthwhile for the Board to consider a support staff study to quantify the types and levels of staffing that are desirable for newly constructed schools.

A technology upgrade or conversion will be necessary for the District's Enterprise System which house all financial and human resources programs. The goal is to select and negotiate a cost neutral solution for the ongoing expenditures of the District. However the implementation will require a short term increase of cost due to increased staff time and training. Staff is currently working on the selection of the appropriate vendor for this program and will be developing cost estimates for the purchase and implementation. There is a \$500 thousand balance from a previous upgrade, set aside in the Special Reserve fund to help offset the expense.

The Communications Department was dissolved during previous budget cuts. While staff has done their best to provide communication through existing avenues the District lacks the communication outreach, both on the web and through other communication tools that would enable us to communicate the good news on our efforts to serve students and community. Re-establishing a Communication Department would cost approximately \$125,000.

The costs associated with the future planning section are not included in the multi-year projection.

Next Steps

The Board has reacted and responded to extraordinary budget cuts imposed by the State. In doing so, the Board has addressed many of the ongoing fiscal issues pointed out in recovery plans and management studies. Unfortunately, it is unclear how and when the State's economy will recover. For that reason, the Board must continue to plan in order to prepare for the issues that are unresolved at the State level this year and next. In addition, the Board must be mindful of the additional problem of short term fixes that have been implemented by the State as well as locally within the negotiated contracts and use of fund balances. Staff will provide the Board with budget information as it becomes available as we move toward a balanced budget for 2011-12 and beyond.

West Contra Costa Unified School District
 Budget Flexibility Transfer for Tier III Programs
 October 31, 2011
 First Interim Report
 Appendix A

	Tier III	Estimated
Resource	Program Name	2011-2012
7394	Targeted Instructional Improvement Grant (TIIG)	\$ 2,788,366
7395	School and Library Improvement Block Grant	\$ 1,956,037
7393	Professional Development Block Grant	\$ 1,298,281
7080	Supplemental School Counseling Program	\$ 780,177
7392	Teacher Credentialing Block Grant (BTSA)	\$ 580,706
7325	Administrator Training	\$ 33,963
6760	Arts and Music Block Grant	\$ 421,314
6405	School Safety Block Grant	\$ 188,783
7390	Pupil Retention Block Grant	\$ 1,162,384
7055	CAHSEE Supplemental Instruction	\$ 271,874
7294	Mathematics and Reading Professional Development	\$ 223,532
7140	Gifted and Talented (GATE)	\$ 190,715
6258	PE Teacher Incentive Grants	\$ 411,041
7271	Peer Assistance Review (PAR)	\$ 122,985
7156	IMFRP	\$ 1,665,288
7276	Certificated Staff Mentoring Program	\$ 147,831
6260/6263	Alternative Credentialing	\$ 190,975
6267	National Board Certification	\$ 13,422
Fund 11	Adult Education	\$ 1,000,000
Fund 14	Deferred Maintenance	\$ 1,000,000
	Total	\$ 14,447,674
	Supported Programs/General Fund	
	Teacher Salary and Benefits for K-12 Education	
	GATE Support	
	Pupil Retention Program	
	Special Education Bussing	
	School Safety Staff	

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
2011-12 FIRST INTERIM
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE

Schedule 1

	GENERAL FUND			SPECIAL	CAPITAL	OTHER	DISTRICT
	UNRESTRICTED	RESTRICTED	TOTAL	REVENUE FUNDS Schedule 2	OUTLAY FUNDS Schedule 3	FUNDS Schedule 4	
REVENUES							
Revenue Limit Sources	\$ 141,401,959	\$ 7,107,208	\$ 148,509,167	\$ -	\$ -	\$ -	\$ 148,509,167
Federal Revenues	0	38,718,057	38,718,057	10,560,490	-	-	49,278,547
Other State Revenues	25,561,563	36,489,024	62,050,587	7,298,807	-	-	69,349,394
Other Local Revenues	2,745,054	17,561,376	20,306,430	1,780,322	1,449,040	20,042,615	43,578,407
Total Revenues	169,708,576	99,875,665	269,584,241	19,639,619	1,449,040	20,042,615	310,715,515
EXPENDITURES							
Certificated Salaries	67,000,922	40,695,047	107,695,969	2,544,324	-	-	110,240,293
Classified Salaries	19,828,013	21,103,047	40,931,060	5,348,242	987,094	63,844	47,330,240
Employee Benefits	37,529,120	25,074,766	62,603,886	2,891,035	400,983	33,039	65,928,943
Books and Supplies	3,404,502	8,166,194	11,570,696	5,052,863	5,246,943	28,226	21,898,728
Services and Other Operating Expenditures	9,809,226	41,296,991	51,106,217	811,908	14,594,890	22,116,781	88,629,796
Capital Outlay	108,500	2,912,473	3,020,973	250,000	133,623,403	-	136,894,376
Other Outgo	7,010,179	-	7,010,179	97,525	-	-	7,107,704
Direct/Indirect Support Costs	(2,181,409)	1,430,705	(750,704)	750,704	-	-	-
Total Expenditures	142,509,053	140,679,223	283,188,276	17,746,601	154,853,313	22,241,890	478,030,080
INCREASE OF (DECREASE) IN FUND BALANCE RESULTING FROM OPERATIONS	27,199,523	(40,803,558)	(13,604,035)	1,893,018	(153,404,273)	(2,199,275)	(167,314,565)
OTHER FINANCING SOURCES AND (USES)							
Interfund Transfers In	2,872,000	-	2,872,000	-	-	-	2,872,000
Interfund Transfers Out	-	-	-	(2,872,000)	-	-	(2,872,000)
Other Sources	-	-	-	-	100,000,000	-	100,000,000
Other Uses	-	-	-	-	-	-	-
Contributions To Restricted Programs	(30,814,935)	30,814,935	-	-	-	-	-
Total Other Financing Sources and Uses	(27,942,935)	30,814,935	2,872,000	(2,872,000)	100,000,000	-	100,000,000
NET CHANGE IN FUND BALANCE	(743,412)	(9,988,623)	(10,732,035)	(978,982)	(53,404,273)	(2,199,275)	(67,314,565)
BEGINNING FUND BALANCE, JULY 1, 2011	18,438,898	27,130,317	45,569,215	17,453,589	121,286,067	55,836,720	240,145,591
PROJECTED ENDING FUND BALANCE JUNE 30, 2012	\$ 17,695,486	\$ 17,141,694	\$ 34,837,180	\$ 16,474,607	\$ 67,881,794	\$ 53,637,445	\$ 172,831,026

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

Schedule 2

2011-12 FIRST INTERIM

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE

SPECIAL REVENUE FUNDS

REVENUES

	ADULT EDUCATION	CHILD DEVELOPMENT	CAFETERIA	DEFERRED MAINTENANCE	SPECIAL RESERVE	TOTAL SPECIAL REVENUE FUNDS
Revenue Limit Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenues	303,906	367,642	9,888,942	-	-	10,560,490.00
Other State Revenues	3,288,006	2,172,463	838,338	1,000,000	-	7,298,807
Other Local Revenues	335,000	164,472	1,238,850	-	42,000	1,780,322
Total Revenues	3,926,912	2,704,577	11,966,130	1,000,000	42,000	19,639,619

EXPENDITURES

Certificated Salaries	1,350,864	1,193,460	-	-	-	2,544,324
Classified Salaries	589,902	582,786	4,175,554	-	-	5,348,242
Employee Benefits	506,347	680,565	1,704,123	-	-	2,891,035
Books and Supplies	78,826	74,037	4,900,000	-	-	5,052,863
Services and Other Operating Expenditures	238,458	32,300	541,150	-	-	811,908
Capital Outlay	-	-	250,000	-	-	250,000
Other Outgo	-	97,525	-	-	-	97,525
Direct/Indirect Support Costs	164,655	43,904	542,145	-	-	750,704
Total Expenditures	2,929,052	2,704,577	12,112,972	-	-	17,746,601

INCREASE OF (DECREASE) IN FUND BALANCE
RESULTING FROM OPERATIONS

997,860	-	(146,842)	1,000,000	42,000	1,893,018
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OTHER FINANCING SOURCES AND (USES)

Interfund Transfers In	-	-	-	-	-	-
Interfund Transfers Out	(1,000,000)	-	-	(1,000,000)	(872,000)	(2,872,000)
Other Sources	-	-	-	-	-	-
Other Uses	-	-	-	-	-	-
Contributions To Restricted Programs	-	-	-	-	-	-
Total Other Financing Sources and Uses	(1,000,000)	-	-	(1,000,000)	(872,000)	(2,872,000)

NET CHANGE IN FUND BALANCE

(2,140)	-	(146,842)	-	(830,000)	(978,982)
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BEGINNING FUND BALANCE, JULY 1, 2011

1,945,858	225,110	2,752,150	1,196,457	11,334,014	17,453,589
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PROJECTED ENDING FUND BALANCE
JUNE 30, 2012

\$ 1,943,718	\$ 225,110	\$ 2,605,308	\$ 1,196,457	\$ 10,504,014	\$ 16,474,607
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WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

Schedule 3

2011-12 FIRST INTERIM

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE

CAPITAL OUTLAY FUNDS

REVENUES

	BUILDING	CAPITAL FACILITIES	COUNTY SCHOOL FACILITIES	SPECIAL RESERVE FOR CAPITAL OUTLAY	TOTAL CAPITAL OUTLAY FUNDS
Revenue Limit Sources	\$ -	\$ -	\$ -	\$ -	-
Federal Revenues	-	-	-	-	-
Other State Revenues	-	-	-	-	-
Other Local Revenues	500,000	176,000	5,000	768,040	1,449,040
Total Revenues	500,000	176,000	5,000	768,040	1,449,040

EXPENDITURES

Certificated Salaries	-	-	-	-	-
Classified Salaries	962,094	-	-	25,000	987,094
Employee Benefits	394,346	-	-	6,637	400,983
Books and Supplies	5,019,713	20,000	-	207,230	5,246,943
Services and Other Operating Expenditures	13,548,130	688,100	-	358,660	14,594,890
Capital Outlay	131,689,853	940,000	-	993,550	133,623,403
Other Outgo	-	-	-	-	-
Direct/Indirect Support Costs	-	-	-	-	-
Total Expenditures	151,614,136	1,648,100	-	1,591,077	154,853,313

**INCREASE OF (DECREASE) IN FUND BALANCE
RESULTING FROM OPERATIONS**

(151,114,136)	(1,472,100)	5,000	(823,037)	(153,404,273)
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OTHER FINANCING SOURCES AND (USES)

Interfund Transfers In	-	-	-	-	-
Interfund Transfers Out	-	-	-	-	-
Other Sources	100,000,000	-	-	-	100,000,000
Other Uses	-	-	-	-	-
Contributions To Restricted Programs	-	-	-	-	-
Total Other Financing Sources and Uses	100,000,000	-	-	-	100,000,000

NET CHANGE IN FUND BALANCE

(51,114,136)	(1,472,100)	5,000	(823,037)	(53,404,273)
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BEGINNING FUND BALANCE, JULY 1, 2011

110,660,126	3,468,417	13,956	7,143,568	121,286,067
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**PROJECTED ENDING FUND BALANCE
JUNE 30, 2012**

\$ 59,545,990	\$ 1,996,317	\$ 18,956	\$ 6,320,531	\$ 67,881,794
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WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

Schedule 4

2011-12 FIRST INTERIM

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE

OTHER FUNDS

	BOND INTEREST AND REDEMPTION	DEBT SERVICE COMPONENT UNIT (COPs)	DEBT SERVICE	SELF INSURANCE	RETIREE BENEFITS	TOTAL OTHER FUNDS
REVENUES						
Revenue Limit Sources	-	-	-	-	-	-
Federal Revenues	-	-	-	-	-	-
Other State Revenues	-	-	-	-	-	-
Other Local Revenues	-	-	35,000	1,751,000	18,256,615	20,042,615
Total Revenues	-	-	35,000	1,751,000	18,256,615	20,042,615
EXPENDITURES						
Certificated Salaries	-	-	-	-	-	-
Classified Salaries	-	-	-	63,844	-	63,844
Employee Benefits	-	-	-	33,039	-	33,039
Books and Supplies	-	-	-	28,226	-	28,226
Services and Other Operating Expenditures	-	-	-	2,402,624	19,714,157	22,116,781
Capital Outlay	-	-	-	-	-	-
Other Outgo	-	-	-	-	-	-
Direct/Indirect Support Costs	-	-	-	-	-	-
Total Expenditures	-	-	-	2,527,733	19,714,157	22,241,890
INCREASE OF (DECREASE) IN FUND BALANCE RESULTING FROM OPERATIONS	-	-	35,000	(776,733)	(1,457,542)	(2,199,275)
OTHER FINANCING SOURCES AND (USES)						
Interfund Transfers In	-	-	-	-	-	-
Interfund Transfers Out	-	-	-	-	-	-
Other Sources	-	-	-	-	-	-
Other Uses	-	-	-	-	-	-
Contributions To Restricted Programs	-	-	-	-	-	-
Total Other Financing Sources and Uses	-	-	-	-	-	-
NET CHANGE IN FUND BALANCE	-	-	35,000	(776,733)	(1,457,542)	(2,199,275)
BEGINNING FUND BALANCE, JULY 1, 2011	32,024,202	1,276,877	9,020,381	1,800,851	11,714,409	55,836,720
PROJECTED ENDING FUND BALANCE JUNE 30, 2012	\$ 32,024,202	\$ 1,276,877	\$ 9,055,381	\$ 1,024,118	\$ 10,256,867	\$ 53,637,445

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: December 7, 2011

From: Nia Rashidchi, Assistant Superintendent
Educational Services

Agenda Item: F.2

Subject: K-6 RLA Instructional Materials Adoption

Background Information:

The K-6 RLA adoption committee conducted a comprehensive curriculum review process of updated state-approved instructional materials. The committee is comprised of teachers from across the District, principals, and Educational Services staff.

Materials were on physical display at two locations in the district for teachers, administrators, and parents to review. We also posted a Frequently Asked Questions (FAQ) document to answer questions that our stakeholders were asking. The FAQ is included in this board packet.

Finally, we posted links on the district website that supported stakeholders to review the instructional materials on-line.

The committee also collected and analyzed surveys from teachers, administrators, and parents.

Current annual K-6 instructional material costs are as follows: \$600,000 on K-5 Open Court materials, \$100,000 on 6th grade Prentice Hall materials, and \$150,000 on supplemental ELD, Writing, Spelling, and culturally relevant and linguistically responsive materials. The original adoption date of these materials occurred in 2001.

Members of the RLA adoption committee will give a report on the review process and recommend selected materials to the Board of Education for approval.

Recommendation: Recommend Approval

Fiscal Impact: \$900,000 over 3 years for a Total = \$2.7 Million (Parcel Tax monies)

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

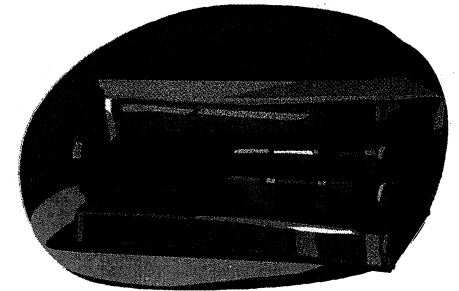
Approved _____

Not Approved _____

Tabled _____

WCCUSD 2011

K-6 Reading/Language Arts (RLA) Adoption Process Frequently Asked Questions (FAQs): Part I



1) Why is WCCUSD going through a K-6 adoption process now?

Consider the following reasons:

- ✓ We are a Year 3 Program Improvement district that is charged with accelerating the learning of all students and closing the achievement gap.
- ✓ WCCUSD teachers have stated over the years that Open Court Reading (OCR) lacks an aligned ELD program, robust writing program, an abundance of non-fiction literature, and culturally relevant and linguistically responsive strategies and practices. We currently purchase ELD (MIE), writing and CRLP materials to supplement OCR.
- ✓ Our current OCR program is 11 years old and not aligned with the newly adopted Common Core State Standards (CCSS).
- ✓ We need materials that have an intervention component to directly serve students who are 2 or more levels below grade level.
- ✓ A standards-based, engaging curriculum is part of the process to implement the Essential Program Components system (EPCs) to close the achievement gap and move students to high levels of achievement.
- ✓ The next scheduled CA RLA state adoption is in 2018 or 2020; this timing does not prepare our students for 21st century learning, nor the Common Core Assessments that students will be tested on in school year 2014-15.
- ✓ Many districts (Fairfield, Gilroy, Hayward, LAUSD, Modesto, Pittsburg, San Bernardino, South San Francisco, Stockton, Vacaville, and many others) have already adopted the most recent instructional materials.
- ✓ Adopting now gives the RLA Adoption Committee time to create a comprehensive, thoughtful PD plan for all K-6 teachers. This planning will take place from January – June 2012.
- ✓ Publishers are offering financial incentives now - Free PD for the life of the adoption (6 years); any additional CCSS curriculum modules mandated by the state are free to WCCUSD; consumables are free for the life of the adoption, and there is an extended payment plan that allows us to pay for the adoption over a 3 year period. These incentives expire December 2011.

2) How many programs are being considered in this adoption process?

There are 3 programs being considered for adoption:

- ✓ California Treasures – Tesoros de Lectura (McMillan-McGraw Hill)
- ✓ Pearson CA Reading Street/Language Central-Calle de Lectura (Scotts Foresman-Pearson)
- ✓ Imagine it! – Imaginalo! (SRA-McGraw Hill)

3) Why only 3 programs?

These are the only state-adopted programs that meet the needs of WCCUSD:

- ✓ They have bilingual programs.
- ✓ They have daily ELD programs that are connected to the CORE.
- ✓ They are 90% - 98% correlated to the CCSS.
- ✓ They have a strong writing component.
- ✓ There is a significant increase in non-fiction reading and writing materials.
- ✓ They have an instructional focus on academic vocabulary and language skills, as well as culturally relevant and linguistically responsive strategies.
- ✓ They use progress monitoring assessments.
- ✓ They provide coverage of science and history social science standards.

4) What is the 2011-2012 timeline of the adoption process?

November 8 th	Instructional materials on display at the Academic Townhall Meeting for stakeholders to review and give feedback
November 9 th - 18 th	Instructional materials on display in District lobby for stakeholders
November 10 th	Publishers present to the K-6 Adoption Committee
November 14 th - 18 th	<div>Instructional Materials on display at Vista for Stakeholders to review and give feedback<ul style="list-style-type: none">– Committee members share information from November 10th meeting with sites and encourage staff to review materials and give feedback at Vista.– School teachers and principals without RLA Adoption Committee membership are sent flyers, emails, and ConnectEd messages to review materials and give feedback at Vista.– Stakeholders can review materials online via the District website (See Headlines section and click on Adoption RLA K-6)– Parents are sent ConnectEd message to review materials and give feedback at Vista.</div>
November 21 st	K-6 Adoption Committee reconvenes to hear additional information, feedback, and select/vote for materials
December 7 th	Recommendation goes to Board for approval
Jan 2012- June 2012	RLA Adoption Committee creates plan for PD and 2012-13 Implementation

5) *Once adopted, when would the new program be implemented?*

All K-6 teachers would be trained in June – August 2012 for full implementation during the 2012-13 school year. With implementation in 2012-13, we will have 3 years of implementation under our belts before the first Common Core Assessments are given to students.

6) *What is the funding source for instructional materials?*

Every year, we use Parcel Tax dollars to purchase K-12 instructional materials. Parcel Tax monies will be used for this adoption.

7) *What is the current cost for OCR, Prentice Hall, and other RLA materials?*

- ✓ Open Court materials, training, copies, etc. = \$600,000
- ✓ Prentice Hall = \$100,000
- ✓ ELD, Writing, Spelling, and CRLP materials = \$150,000

8) *What are the estimated costs of a new K-6 RLA Adoption?*

\$900,000 over the next 3 years for a total of \$2.7 Million

9) *Who is on the K-6 RLA Adoption Committee?*

The committee is comprised of teachers from across the District, principals, and Educational Services staff. Specific members are: Amanda Henderson (Kinder-UTR), Chris Hurwitz (Kinder-UTR), Marcela Jamerson (2nd-UTR), Sara Szkup (1st-UTR), Steve Kirby (3rd-UTR), Wendy Gonzalez (3rd-UTR), Barb Martien (RSP-UTR), Silvia Whitson (6th-UTR), Holly Ruff (1st-UTR), Dora Valentin (UTR), Marylee Stadler (UTR), Kate Gliksmann (UTR), Lyda Butler (UTR), Cheryl Broomall (UTR), Marco Gonzales (WCCAA), Wendy Forrest (WCCAA), Eddie Scruggs-Smith (WCCAA), Sonja Neely-Johnson (WCCAA), Susan Dunlap (WCCAA), Humphrey Kiuruwi (WCCAA), Darlene Almeida (WCCAA), Nia Rashidchi (Central Office), and Lyn Potter (Central Office).

10) *If teachers, principals, or parents have questions, who should they call?*

They should contact Sonja Neely-Johnson at (510) 307-4522 or sneely-johnson@wccusd.net.

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: December 7, 2011

From: Bill Fay
Associate Superintendent for Operations

Agenda Item: F.3

Subject: Archiving for Portola Middle School

Background Information:

In 2005-06 privately raised funds were used to fund the cost of the archiving project for El Cerrito High School. The Portola Middle School project is requesting that \$47,092 from the Measure J bond funds be used to complete a similar project for Portola.

Recommendation:

That the Board consider the Portola Middle School request.

Fiscal Impact: \$47,092 from Measure J

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: December 7, 2011

From: Wendell Greer
Associate Superintendent K-Adult Operations

Agenda Item: F.4

Subject: Integrity Educational Center Charter School Petition

Background Information:

On October 13, 2011, West Contra Costa Unified School District received a charter petition ("Petition") from Lead Petitioner James Madden proposing a charter school to be known as Integrity Educational Center ("Charter School"). Pursuant to the Charter Schools Act of 1992 (the "Act"), Education Code section 47600 *et seq.*, the Legislature has charged local school boards with the responsibility for reviewing and acting on charter school petitions.

The Charter School would be governed by a nonprofit public benefit corporation, but the District would be responsible for oversight of the Charter School. As presented in the Petition, the Charter School expects to serve approximately 150 students in grades 10 and 11 in its first year of operation (2012-2013), increasing to 240 students in grades 10 through 12 in its second year of operation (2013-2014) and 330 students at full implementation, in year five (2015-2016). (Petition, Addendum 4: Financial Projections Years 1-5.)

Petitioners intend the Charter School to serve students who have dropped out or who are at risk for dropping out of a District or other school. Petitioners propose to utilize an online credit-recovery curriculum in conjunction with a "project-based" curriculum designed to equip students with "career technical education and employment. (Petition, p. 3.)

Submission of a charter petition is governed by the requirements of Education Code section 47605 and 47607. 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 public hearing was held on November 2, 2011.

The Act states that a school district governing board considering whether to grant a charter petition "shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged." (Ed. Code, § 47605(b).) With this legislative intent in mind, the governing board must grant a charter "if it is satisfied that granting the charter is consistent with sound educational practice." (Ed. Code, § 47605(b).)

Upon receipt, components of the Petition were assigned to various staff members of the District for review and analysis based on individual areas of expertise. Review of the different

components of the charter petition was allocated as follows: Educational Program, Linda Jackson, Executive Director Emeritus, Lyn Potter, Director Educational Services, Sonja Neely-Johnson, Humphrey Kiuruwi, Susan Dunlap, Liz Torio, Nicole Joyner, Coordinators Educational Services; Special Education, Steve Collins, SELPA Director; Fiscal/Budget, Martin Coyne, Executive Director, CPA; Human Resources/Employee Issues, Patricia Calvert, Director of Human Resources; Maintenance/Operations, Luis Freese; Legal/Operational, Lozano Smith Attorneys at Law.

Staff and legal counsel have reviewed the Petition and prepared the *Staff Written Findings Regarding Integrity Educational Center Charter School Petition* ("Findings"), which are attached. Staff's analysis of the Petition includes a review of its educational program, fiscal and governance structure, student admissions and discipline, labor and personnel issues, facilities and legal issues. The Findings also include Staff's recommendation to the Board regarding approval or denial of the Petition.

Recommendation

Staff recommends that the Board deny the charter petition on the following grounds pursuant to Education Code section 47605:

1. The Charter School presents an unsound educational program for the students to be enrolled in the Charter School. (Ed. Code § 47605(b) (1).)
2. The Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition. (Ed. Code § 47605(b) (2).)
3. The Petition does not contain reasonably comprehensive descriptions of certain required elements set forth in Education Code section 47605, subdivisions (b)(5)(A-P).

In order to deny the Petition on the grounds set forth above, Education Code section 47605, subdivision (b) requires the Governing Board to make "written factual findings, specific to the particular Petition, setting forth specific facts to support one or more" of the grounds for denying the charter. Staff recommends that the Board adopt the proposed findings of fact, attached, as its own. Staff further recommends that the Board deny the Petition.

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

STAFF REPORT AND PROPOSED FINDINGS OF FACT REGARDING INTEGRITY EDUCATIONAL CENTER CHARTER PETITION

Introduction

The West Contra Costa Unified School District (“District”) received a charter petition (“Petition”) on October 13, 2011, from Integrity Educational Center, Inc., a California nonprofit public benefit corporation. The Petition proposes the creation of a charter school to be called the Integrity Educational Center (“IEC” or “Charter School”). The proposed Charter School is described by Petitioners as “a dropout prevention school for grades 10-12 and age’s [sic] 16-18.” (Petition, p. 3.) The Petition proposes a Charter term of five (5) years. Petitioners intend that the Charter School will utilize a curriculum that “emphasizes project-based technology” designed to equip students with “career technical education and employment.” (Petition, p. 3.)

Serving students who have dropped out or who are at risk for dropping out is a laudable mission. Sadly, Petitioners’ plans to provide career guidance, job training, and the opportunity to complete course work needed to earn a high school diploma, are ill-defined and poorly-developed. Petitioners do not address the needs of pregnant teens or teen parents who have dropped out and do not explain how students with prior criminal records, or those on parole, under court orders, or who are homeless will be served. Because it is youth from these populations who are particularly at-risk for dropping-out of school, Petitioners’ failure to address their particularized needs calls into serious question Petitioners’ experience and qualifications to serve the Charter School’s target student population. Moreover, for a student population already at-risk for dropping out, the heavy academic course load proposed for Charter School pupils who are working to make-up credits, is likely to be an additional deterrent to returning to school.

Several other significant concerns are raised with the Petition, including, but not limited to the Petition’s discussions concerning: the Charter School’s proposed educational and career guidance programs; its plan for educating English Learners, special education students, and students achieving above or below grade level; employee qualifications and job descriptions; the plan for governance of the Charter School; the Charter School’s failure to identify a facility, the lack of a technology program, and the Charter School’s proposed operating budget.

The Petition also includes a number of inconsistencies that make it difficult to assess the viability of the proposed program. For example, the Petition initially states that the Charter School expects to serve 420 students by its fifth year of operation with a maximum student-teacher ratio of 24:1. (Petition, p. 6.) However, subsequent references and Petitioners’ budget assumptions indicate that the Charter School will serve 330 students at full implementation, in Year 5 of its operation (2016-2017). (Petition, Addendum 4: Financial Projections.) Discrepancies in enrollment figures may be the result of revisions made following denial of the Petition earlier this year by the Berkeley Unified School District and the Oakland Unified School District. For the purposes of this

report, staff has used the enrollment figures set out in Petitioners' financial projections, with an anticipated maximum enrollment of 330 students in Year 5, as a baseline in its analysis of the Petition.

Additionally, Petitioners indicated to District personnel that they intend to enroll only students who have already dropped out of District or other schools; however, the Petition provides that the Charter School intends to "re enroll students who have dropped out of school *or are at risk of dropping out.*" (Petition, p. 5.)

Other discrepancies noted by staff include financial projections that indicate that the Charter School intends to hire eight certificated teachers during its first year of operation (Petition, p. 74.) However, elsewhere, Petitioners state that "the charter school estimates that 9.5 teachers will be employed by the charter school during its first year of operation under the charter term." (Petition, Addendum 3: Affirmations & Assurances, Required Teacher Signatures.)

Confusion is further amplified by Petitioners' assertion that it expects the student population to consist of "70% low-income (free and reduced-price lunch) students" (Petition, p. 8), while financial projections show an anticipated eligibility rate for free and reduced lunch program participation at 95% of the total Charter School student population. (Petition, p. 73.)

Again, these inaccuracies and discrepancies may reflect revisions made following denial of the Petition by the governing boards of the Berkeley Unified and Oakland Unified School District. In any event, coupled with the Petition's significant procedural and substantive deficiencies, mistakes of this magnitude throughout the Petition make evaluation of the Charter School's proposed program a frustrating task.

Summary

District staff concludes that there are significant portions of the Petition that have not been adequately developed or are not adequately described and that, based upon these omissions, the Petition should be denied. Time and cost preclude staff from discussing all of the Petition's defects in detail in this report. Instead, the report addresses only the most glaring deficiencies. In sum, Petitioners have not provided evidence of a feasible educational program that can be successfully implemented. The deficiencies on the face of the Petition are simply too significant to permit approval.

This report sets forth findings based upon a review of the Petition and its appendices by District staff and legal counsel. A number of significant concerns raised by staff are discussed in detail, below.

Overview of Charter Petitions Generally

The Charter Schools Act of 1992 ("Act") governs the creation of charter schools in the State of California. The Act states that a school district governing board considering

whether to grant a charter petition “shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.” (Ed. Code § 47605(b).) With this legislative intent in mind, the governing board must grant a charter “if it is satisfied that granting the charter is consistent with sound educational practice.” (Ed. Code § 47605(b).) The governing board may not deny a petition unless it sets forth specific facts to support one, or more, of the following five findings:

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required by Education Code section 47605, subdivision (a)(1)(A) or (a)(1)(B).
4. The petition does not contain an affirmation of certain specific conditions set forth in Education Code section 47605, subdivision (d), including that the charter school: (1) will be nonsectarian in its admission policies, employment practices, and all other operations; (2) will not charge tuition; and (3) will not discriminate against any student on the basis of the characteristics set forth in Education Code section 220.
5. The petition does not contain reasonably comprehensive descriptions of certain elements in its program and operations as set forth in Education Code section 47605, subdivision (b)(5)(A-P), which describes the following sixteen separate elements that must be addressed in every charter petition:
 - A. A description of the educational program of the school, 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 students to become self-motivated, competent, and lifelong learners.
 - B. The measurable student outcomes identified for use by the charter school. “Student outcomes” means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.
 - C. The method by which student progress in meeting those student outcomes is to be measured.
 - D. The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

- E. The qualifications to be met by individuals to be employed by the school.
- F. The procedures that the school will follow to ensure the health and safety of students and staff.
- G. The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.
- H. Admission requirements, if applicable.
- I. The manner in which annual, independent, financial audits will be conducted, which will employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies will be resolved to the satisfaction of the chartering authority.
- J. The procedures by which students can be suspended or expelled.
- K. 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.
- L. The public school attendance alternatives for students residing within the school district who choose not to attend charter schools.
- M. A 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.
- N. The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.
- O. A declaration whether or not the charter school will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act ("EERA" or "Rodda Act").
- P. A description of the procedures to be used if the charter school closes. These procedures must ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of student records.

Charter school petitions are also required to include discussion of the impact on the chartering district, including, the facilities to be utilized by the school, the manner in which administrative services will be provided, potential civil liabilities for the chartering school district, and a three year projected operational budget. (Ed. Code § 47605(g).)

Recommended Grounds for Denying the Charter Petition

Staff recommends that the Board deny the Petition on the following grounds, pursuant to Education Code section 47605:

1. The Charter School presents an unsound educational program for the students to be enrolled in the Charter School. (Ed. Code § 47605(b)(1).)
2. The Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition. (Ed. Code § 47605(b)(2).)
3. The Petition does not contain reasonably comprehensive descriptions of certain required elements set forth in Education Code section 47605, subdivisions (b)(5)(A-P).

In order to deny the Petition on the grounds set forth above, Education Code section 47605, subdivision (b), requires the Governing Board to make “written factual findings, specific to the particular Petition, setting forth specific facts to support one or more” of the grounds for denying the charter. Staff recommends that the Board adopt the proposed findings of fact, set forth below, as its own findings. Staff further recommends that the Board deny the Petition.

Please note that these findings of fact have been grouped for convenience under the aforementioned grounds for denial of a charter petition. However, certain findings of fact may support more than one ground for denial.

Proposed Findings of Fact

Finding 1: IEC Presents an Unsound Educational Program for Pupils to be Enrolled at the Charter School

As noted above, Petitioners intend the Charter School’s target population to be students in grades 10 through 12 who have dropped out from school or are at risk of dropping out. (Petition, p. 13.) Based upon the District’s experience, the Charter School should expect that this student population will present a wide range of learning abilities and skills, including low-achieving students, at-risk students, special education students and English Learners (“EL” students.) However, as described below, the Petition fails to adequately describe or address the specific educational interests, backgrounds, or challenges of the diverse student population it proposes to educate. Specifically, the Charter School

presents an unsound educational program for the students to be enrolled at the Charter School, for the following reasons:

- A. The Petition does not sufficiently describe the proposed curriculum or teaching methods to be employed at the Charter School.
 - B. The Petition does not include detailed plans for low achieving and at-risk students.
 - C. The Petition does not include a detailed plan for meeting the needs of its high-achieving students.
 - D. The Petition does not adequately address how the Charter School will modify its educational program to educate English Learners.
 - E. The Petition does not adequately address how the Charter School's educational program will serve special education students.
- A. The Petition does not sufficiently describe the proposed curriculum or teaching methods to be employed at the Charter School.

The description of the educational program of the Charter School should, at a minimum, include the instructional approach that the Charter School will utilize including, but not limited to the curriculum and teaching methods. (Ed. Code § 47605(b)(5).) The educational program and curriculum described in the Petition fails to meet this legal threshold and present an inadequate program for both its general program and its programs for special groups such as special education students and EL students.

1. *Classrooms, Class Sizes, Number of Teaching Staff.* Petitioners are proposing a maximum student-teacher ratio of 24:1. A review of the proposed bell schedules for 10th and 11th graders for Year 1 shows seven “cohorts”—four cohorts for 10th graders and three for 11th graders—with each cohort enrolled in seven periods of core and elective classes each school day. (Petition, pp. 11-12.) No bell schedule is provided for 12th graders, although enrollment projections indicate that 12th graders will be admitted to the Charter School in Year 2 (Petition, p. 76.)

Petitioners have budgeted to hire eight certificated teachers and a part-time Resource Specialist Teacher in the first year of the Charter School's operation (As noted above, the Petition elsewhere indicates that the Charter School intends to hire 9.5 certificated teachers in Year 1.) (Petition, 74; Addendum 3: Affirmations & Assurances, Required Teacher Signatures.) Because the Petition does not include a breakdown describing how teaching assignments will be distributed among the teaching staff, it is not clear whether certificated employees will be teaching elective courses such as video production, in addition to core courses. If certificated staff is not going to be covering non-core courses, then Petitioners may not be hiring enough teaching staff. Budget projections also do not

allocate any funds for instructional or classroom aides. (Petition, Addendum 4: Financial Projections for Years 1-5, at Table 7.) The Petition does not include any description as the duties of the part-time Resource Specialist Teacher, so it is not possible to deduce whether the Resource Specialist will be used to provide instruction or support in the classroom setting or the after-school program, or in some other capacity.

2. *Instructional Program, Curriculum, Teaching Strategies.* The Petition should, at a minimum, identify the proposed teaching materials and include an outline of the curriculum for each core academic subject area at one or more grade levels. However, the Petition sheds very little light on the proposed regular instructional program at the Charter School and does not explain how teaching staff will develop and implement specific lesson plans and curriculum. (Petition, pp. 3-14.) No sample lesson plans for any grade level are included and except for a brief description of the Apex Learning online credit-recovery curriculum, no specific teaching materials are identified. Petitioners state that “IEC will use state-approved textbooks to supplement the student’s individual learning plan” and that “[t]he California Content Standards will be the basis to define the knowledge, concepts, and skills that students should acquire at each grade level.” (Petition, p. 10.) However, the Petition includes no evidence that Petitioners are knowledgeable as to academic content standards by grade level or how the standards should be linked to instructional practices in order to ensure mastery of each core curricular area.

The bell schedules included in the Petition do not indicate when courses such as foreign language, health, music, or English Language Development will be offered. Although physical education (“P.E.”) is listed on the daily schedules, the Petition does not describe the proposed curriculum or where P.E. classes will be conducted. The Petition does not include any job description or list of qualifications for a P.E. instructor, and the financial projections do not allocate any funds for hiring a qualified P.E. teacher, or for purchasing equipment to support physical education activities.

The Petition makes frequent references to Petitioners’ intent to use a “project-based curriculum,” but does not articulate how a project-based curriculum will be structured or assessed, or how teachers will ensure that the projects will provide students with sufficient learning in core academic subjects to enable them to master these subjects. Many of the Charter School’s own course offerings require students to complete a “Technology Project” as a prerequisite for course passage. (Petition, Addendum 2: Course Descriptions.) However, the course descriptions do not explain how such a project will be assessed, what curricular and technology resources will be utilized, and how the Charter School will ensure that classroom teachers will be qualified to provide the guidance and support necessary for students to complete such projects. These shortcomings are significant, as they leave teachers and the District without any guidelines for understanding the “project-based” curriculum around which the Charter School has been designed. (Petition, pp. 4-6.)

The Petition includes very brief descriptions of the proposed regular course offerings at the Charter School. (Petition, Addendum 2: Course Offerings.) Some courses, such as

Geometry and Algebra II, require passage of Algebra with a grade of “C” or better as a prerequisite. However, no Algebra class is offered in the Charter School’s proposed instructional program.

Petitioners assert that the Charter School will offer all “a-g” courses required for admission to the University of California (“UC”). The online course offerings provided through Apex Learning have been approved as meeting UC’s “a-g” requirements; however, the Petition does not provide any evidence that the Charter School’s own course offerings have been submitted, reviewed, and approved by UC. Neither is there any evidence the Charter School’s course offerings will meet the entrance prerequisites for the California State University (“CSU”) system. Further, Petitioners have not provided any sample class schedules that demonstrate that Charter School students will be able to take all of the course work necessary to meet the Charter School’s own graduation requirements, as well as UC and CSU entrance standards. (Petition, p. 10.)

Petitioners further assure the District that the Charter School will seek WASC accreditation in its third year, but the Petition does not include any additional details regarding an action plan or timeline for undertaking the lengthy WASC accreditation process. Without assurances that the Charter School’s course of study meets UC and CSU entrance requirements and that the Charter School is properly affiliated with a recognized accreditation body, Charter School students are in danger of being shut out from California’s institutions of higher learning.

As noted above, Petitioners intend to break students into “cohorts that will be identified by career clusters.” (Petition, p. 11.) Each cohort is identified by different career paths including Business Administration, Engineering and Technology, Biotechnology, Accounting, MRI Technicians, Culinary Arts, and Health Care; however, a review of the Charter School’s course offerings does not reveal any specialized course work available to these cohorts. Petitioners do not indicate why certain cohorts are enrolled in a daily “Career Center” class, while others, such as 10-2, are not. Also unexplained is why 10th grade cohorts are identified by careers generally requiring significant college-level and postgraduate work, while 11th graders entering in Year 1, are limited to career clusters related to “vocational” career paths, such as culinary arts and MRI technicians. (Petition, pp. 11-12.)

As discussed above, Petitioners propose to utilize an online credit-recovery curriculum developed by Apex Learning for students entering the Charter School who are not on track for completing the 220 credits needed for graduation. (Petition, pp. 9-10.) However, other than a reference to the preparation of Individual Learning Plans, the Petition does not describe how the Apex online curriculum will be integrated into the classroom setting, or how students enrolled in online classes will be able to participate in the core and elective classes and Career Center activities offered during the regular instructional day. As noted in the Petition, each semester-long online course in the Apex curriculum consists of “90-120 hours of interactive direct instruction, guided practice, and robust enrichment, with integrated formative, summative, and diagnostic assessment.” (Petition, p. 17.) The sample daily bell schedules for 10th and 11th graders

included in the Petition do not set aside a study hall, free period, or other time for completion of such online coursework. (Petition, pp. 11-12.) If students will be expected to complete online credit-recovery courses independently outside of the regular seven-period school day, it is not clear how the Charter School plans to ensure that students will also be able to keep up with regular homework assignments and coursework for regular classes. A description of the after-school tutoring program does not indicate whether tutors will provide support for online coursework in addition to tutoring for classes taught during the regular school day.

Finally, the Petition does not include any discussion of the availability of computers, printers, and internet connectivity necessary for completion of online coursework, and there is no provision in the Petition describing how technology will be taught or implemented at the Charter School. This oversight is particularly concerning in light of the emphasis Petitioners have placed on student participation in the Apex Learning online curriculum.

3. *Career Placement; Job Training.* Petitioners place much emphasis on the importance of career guidance and job training for students enrolled in the Charter School (Petition, pp. 3-5), but the Petition contains few concrete details as to how students will actually be supported and guided towards viable career opportunities. Other than Video Production and Mouse Certification, no vocational or “career technical education” courses are included in the Charter School’s listed course offerings, although the daily schedule for the 11-3 cohort includes a construction class for which no course description is offered. In fact, for students enrolled in the 11-3 cohort (designated as the “Health Care” cohort) five periods of the seven-period school day appear to be devoted to “vocational” coursework—one period each of Career Center, Mouse Certification, and construction, and two periods of Video Production. No English, math, or science classes are listed in the daily bell schedule for the 11-3 cohort. (Petition, p. 12.)

A required year-long Career Center course for most cohorts promises career assessments, occupational information, career decision-making strategies, and general job application and resume skills, but no details are provided as to what assessments or career guidance tools will be used as curricular materials for the Career Center course. There is no discussion in the Petition of the staffing needs for the Career Center and the financial projections included in the Petition do not appear to show any funds allocated to hire additional staff qualified to teach Career Center classes. Instead, the job description for the Charter School Principal position includes “Career Technical Education Coordinator/Teacher” among the Principal’s duties. (Petition, p. 62) Assuming that no other staff will provide Career Center instruction, it is unclear how the Principal will be able to assume responsibility for teaching six periods of Career Center each day in addition to meeting his or her other job duties.

Perhaps most troubling, while Petitioners promise that students will be offered job-training skills, employment opportunities, and participate in business internships (Petition, pp. 4,5, 7, 17,18), the Petition includes only a single offer—from the United States Air Force—proposing to host field trips for Charter School students and provide

them with information about “career options.” (Petition, Addendum 8: Collaboration). As with so many other components of the Petition, the Charter School’s plan to provide students with solid career guidance, job-training opportunities, and business partnerships, appears to be highly speculative.

In sum, the instructional and curricular components of the Charter School, as described in the Petition, lack any coherent plan for the integrated delivery of instruction to Charter School pupils, and present an unsound educational program for the students to be enrolled in the school.

B. The Petition does not include detailed plans for serving low-achieving or at-risk students.

Petitioners promise to provide early intervention for under-performing or low-achieving students, which Petitioners identify as “those students performing below their grade level in core subjects.” (Petition, p. 15.) Despite its well-meaning intentions, the Petition only briefly references early intervention and after-school tutoring as services that the Charter School plans to make available to low-achieving and at-risk students. Moreover, the Petition makes no reference to scaffold instruction, types of learning materials, pre-teaching, re-teaching, or any of the other standard learning strategies used to address the needs of low performing students. (Petition, p. 15.)

Of particular concern is Petitioners’ plan to provide additional homework as part of the “improvement plans” to be developed for under-performing students. (Petition, p. 15.) As noted above, many of the Charter School’s targeted student population will likely be enrolled in credit-recovery online courses in addition to taking a regular seven-period course load. The addition of more homework as a strategy for remediating a student’s poor academic performance is likely to prove unduly burdensome to students already struggling academically, and is not an appropriate replacement for the use of proven intervention strategies implemented by teaching staff who are experienced in providing remedial instruction.

The Charter School also intends to utilize “step-down” tutoring as low-achieving students advance to grade level; however, the Petition does not include any information regarding what specific assessments will be conducted to determine a student’s progress, who will conduct such assessments, what kind of data teachers will actually use to complete student progress report forms, or how it will be determined whether specific interventions are effective. (Petition, p. 15.) Petitioners state that “[s]tudents can receive tutoring from faculty and volunteers.” It is not clear how many certificated staff will be available to provide tutoring each day, and volunteer tutors are simply identified as students enrolled in teacher-credentialing programs and “individuals working in business.” There is no discussion as to how tutoring assignments will be made or whether volunteer tutors will be required to have any specialized qualifications or training. If Petitioners intend to rely on volunteer tutors, the Petition should include the minimum qualifications necessary for providing supplemental academic instruction to low-achieving students. (Petition, p. 15.) Because the Petition does not include any discussion as to what the job duties and teaching assignment will be for the part-time Resource Specialist Teacher the Charter

School anticipates hiring in Year 1, it is not clear whether this teacher will be providing support during the after-school tutoring program. The financial projections provided in the Petition do not appear to allocate any funds for operation of the ambitious after-school tutoring program promised by the Charter School.

Lastly, the Petition indicates that the Charter School will offer behavioral health services to students and families during the after-school program. (Petition, pp. 4, 7, 8, 14). As with other elements of the Charter School, these services are not described in any detail, although budget assumptions indicate that Petitioners intend to hire a part-time counselor, a part-time teen peer consultant and part-time school psychologist. However, the Petition does not set out any required training and qualifications for these positions and does not indicate whether these staff will be required to have any specialized experience working with the Charter School's targeted school population. (Petition, Addendum 4: Financial Projections for Years 1-5.) Petitioners have indicated that students will receive behavioral health services during the after-school program, but the Petition does not include any plan for providing such services to parents and other family members, as is promised. (Petition, p. 4.)

In sum, the Petition fails to present a sound educational program for low-achieving and at-risk students.

C. The Petition does not include a detailed plan for meeting the needs of its high-achieving students.

While the Petition identifies broad intentions to provide opportunities for high-achieving students, it includes few descriptions of particular services or programs that will be available to high-achieving students, or how such services or programs will be implemented. (Petition, pp. 17-18.) Specifically, the Petition provides that high-achieving students will be offered the opportunity to enroll in Honors courses and Advanced Placement ("AP") courses through the Apex Learning online curriculum. Of note, the Charter School's own course offerings do not include any courses listed as Honors or AP courses and the Petition does not include any sample lesson plans or examples of how the Charter School teaching staff will modify its curriculum to meet the needs of high-achieving students.

The Charter School's plan for high-achieving students also indicates that a video production class "will be taking place for those students who are selected." (Petition, p. 17.) This suggests that the video production class is only open to students who meet certain requirements. However, the course description included in the Petition for video production does not specify any prerequisite. Moreover, the bell schedules for 10th and 11th graders included in the Petition include video production as an elective for all four 10th grade cohorts, and two of the three 11th grade cohorts. In fact, students enrolled in the 11-3 cohort, will have two periods of video production each day. Thus, participation in the video production class appears to be an elective open to all Charter School students and is not an opportunity offered to the Charter School's high-achieving students.

Petitioners also promise that high-achieving students will be eligible for concurrent enrollment in community college classes and will be able to earn accelerated credits towards graduation. Unfortunately, the Petition provides no details as to these options and indicates only that the Charter's School intends "to work out an agreement with Merritt College or another college school associated with a college system" to make enrollment in such courses available to high achievers. (Petition, pp. 17-18.) As with other components of the Charter School's proposed program, Petitioners' plans for concurrent enrollment in community college classes for high achieving students appear to be purely speculative at this point.

Finally, high-achieving students are offered a laundry list of other "opportunities" including: adult school; returning to home school; community college and transfer to a university; AA degree from a community college; job training schools; military; and work force. (Petition, p. 18.) Again, there is no discussion as to how these opportunities are any different for high achieving students than for the rest of the Charter School's student population, and Petitioners provide no details as to how they intend to ensure that Charter School students will be able to take advantage of any of these options.

Based on the scant information provided, the Charter School's plan for meeting the needs of high-achieving students is inadequate.

D. The Petition does not adequately address how the Charter School will educate English Learners.

According to the California Department of Education, all federal requirements and some state requirements for English Learner ("EL") programs apply to charter schools. Reviews under the State's Categorical Program Monitoring process are conducted in the same manner for charter schools as for other public schools. Overall, charter schools are not exempt from meeting the educational needs of English Learners. Moreover, Petitioners must have a plan for achieving "a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(b) (5)(G).)

A review of demographic data for the District shows that, for the 2010-2011 school year, 1,871, or 22.4 %, of District's 8,365 high school students were English Learners. Given their projected first year enrollment of 150 students, the Charter School should be prepared to meet the needs of approximately 30-35 EL students.

Petitioners assert that the Charter School intends to provide direct English Language Development ("ELD") to eligible students but the Petition lacks any substantive discussion regarding how and when ELD will be provided and how Petitioners intend to meet their legal obligations in educating EL students. At a minimum, the Petition should identify a consistent ELD curriculum, specific assessments, and a schedule for monitoring student progress in reaching English proficiency. (Petition, p. 27).

Specifically, the information provided in the Petition raises the following areas of concern regarding the Charter School's plan for educating its EL students:

1. *Identification & Reclassification.* In identifying EL students, the Petition indicates that the California English Language Development Test ("CELDT") will be administered annually to students with a home language other than English, but does not indicate what score on that assessment identifies the student as an English Learner. Neither does the Petition describe the different levels of English Language placement or the services and/or programs that will be available to EL students at each of the levels. (Petition, pp. 27-8.)

Other than the CELDT and review of data from the California Standards Tests ("CST"), the Petition does not include any substantive information as to the Charter School's plan for the identification, placement, and reclassification of EL students. Instead, Petitioners simply promise to use CELDT and CST data, teacher observations, and optional parent input to identify, place and reclassify EL students as English proficient when appropriate.

The Petition does not include any discussion of the reclassification criteria for English proficiency provided in State regulations and does not indicate which measurement of basic skills will be used. (Petition, p. 27.) It does not appear that the Charter School understands that it must conduct its EL reclassification and annual reviews using a Language Review Team ("LRT") process, which is required under state and federal Categorical Program Review, if the Charter School intends to apply for federal Title III-NCLB funding, or state Economic Impact Aid--Limited English Proficiency ("EIA-LEP") funding, as is indicated in the budgetary assumptions included in the Petition. (Petition, Addendum 4: Financial Projections for Years 1-5.) Specifically, the LRT process is designed to ensure that each EL student is making appropriate progress and is appropriately placed. Reclassified Fluent English Proficient ("RFEP") students must also be evaluated twice each year, for two years following their RFEP designation, to ensure that they are receiving adequate support for transitioning into the mainstream classroom after termination of targeted ELD support.

2. *Curriculum and Instruction.* Other than a brief course description for a single-year ELD course, the Petition fails to describe any specialized curriculum or other specialized materials that would be available to English Learners at the Charter School. (Petition, pp. 27-28; and Addendum 2: Course Offerings.) The single ELD course offered does not address differentiating instruction for different proficiency levels. The course description also notes that the course is intended for English Learners who have not mastered the English skills necessary for participating in mainstream English classes without support, but the Petition does not provide any information regarding the actual criteria for placement in the mainstream English classes.

Moreover, the Petition does not address how EL students will be provided the necessary support in their core curriculum classes, or how ELD will be delivered in the classroom setting. The daily bell schedules for 10th and 11th graders provided in the Petition do not specify a class period during which ELD will be delivered; thus it must be assumed that

EL students will be enrolled in ELD during the period that mainstream English is offered to each of the seven cohorts. The Petition indicates that “[t]utoring for ESL students will take place during the after school program. (Petition, p. 28.) Perhaps this is a typographical error and Petitioners intend that tutoring will be provided to EL students, rather than to ESL (English as a Second Language) students during the after-school program. Petitioners also state that they intend to provide “instructional support in the home language of students who have low ELD levels.” (Petition, p. 28.) It is not clear whether Petitioners are referencing some sort of sheltered language setting, the use of aides fluent in the home languages of students, or some other strategy for providing this type of support. There is also no mention in the Petition of translation or interpreting services for the parents of English Learners.

3. *Staffing.* With regard to staffing needs for English Learners, the Petition provides that teachers will be required to have a clear CLAD certificate by the end of their first year of employment. This raises the question as to how the Charter School intends to ensure that qualified teaching staff will be available to provide ELD instruction to English Learners from the date the Charter School intends to commence operations. Although the Petition states that professional development training will be offered to teachers, it does not provide any specific examples of how interventions and strategies appropriate for English Learners will be implemented throughout the day by classroom teachers. (Petition, pp.27.)

Lastly, Petitioners reference the formation of an English Language [sic] Advisory Committee (“ELAC”) upon acceptance of categorical funds. However, there is no additional information in the Petition that demonstrates that Petitioners are cognizant of the role or composition of the English Learner Advisory Committee as set out in law.

Overall, Petitioners provide an insufficient description of how English Learners will be supported and do not have a sound and realistic plan for meeting their legal obligations to this subgroup of learners.

E. The Petition does not address how the Charter School’s educational program will serve special education students.

1. *Overview.* The Petition contains only broad statements as to Petitioners’ understanding of their obligations pursuant to the Individuals with Disabilities Education Act (“IDEA”), and appears to include a great deal of “boilerplate” language lifted from other petitions submitted throughout the state. (Petition, pp. 19-26.)

2. *Delineation of Duties; Funding; Staffing.* Petitioners indicate that they intend to execute a memorandum of understanding (“MOU”) with the District that apportions responsibility for the provision of special education services to the District, in exchange for the District’s retention of the Charter School’s allocation of state and local special education funding. (Petition, pp. 21, 22, 26.) However, Petitioners’ reliance on any agreement between the parties is premature. Even assuming such an agreement is reached, the Petition must still set forth a sufficiently comprehensive educational program

that describes how the Charter School intends to ensure that every Charter School student eligible for special education and related services will receive a free appropriate public education (“FAPE”).

Throughout their discussion of the Charter School’s plan for educating students with disabilities, Petitioners repeatedly place the obligation for understanding and complying with all requirements related to special education under state and federal law on the District, choosing to simply assert that “IEC and the district intend that they will jointly ensure that all students entitled to services under IDEA and California Educating [sic] Code Section 56000, et seq., will receive those services.” (Petition, p. 23.)

As examples of the lack of any concrete evidence of Petitioners’ familiarity with the IDEA, there is no indication in the Petition that Petitioners are aware of state and federal requirements regarding a properly noticed and convened IEP team meeting or what constitutes a properly developed IEP. Neither is there any language establishing that Petitioners are aware that an IEP requires programmatic decisions that are individualized to the student, and designed to meet the student’s unique needs, based on input from his/her IEP team. Instead, the Petition generally provides that “responsibility for arranging necessary IEP meetings shall be allocated in accordance with the district’s general practice and procedures and applicable laws” and elsewhere, that “services and placements shall be provided to all eligible IEC students in accordance with the policies, procedures and requirements of the district and of the WCCUSD agreement regarding the organization, implementation, administration and operation of SELPA.” (Petition, p. 24.) Nowhere do Petitioners present evidence that that they understand the applicable provisions of state and federal special education law, or that they are familiar with District and SELPA policies and procedures.

3. *Identification, Referral and Assessment.* More particularly, the Petition fails to demonstrate that Petitioners understand their obligations under the IDEA with regard to the identification, referral, and assessment of special education students. Instead, Petitioners simply state that they intend to work cooperatively with the District in identifying students with disabilities who may be eligible for special education services. (Petition, p. 23.) The Petition does not include any substantive discussion as to how students are referred for possible special education eligibility or any indication that Petitioners are familiar with the requirements in state and federal law related to assessments for special education eligibility. Lastly, the Petition does not describe any of the legal timelines mandated for referral, development of an assessment plan, and for convening an IEP team meeting following assessment.

The Petition’s almost complete lack of specificity as to its duties and obligations with regard to the identification, referral, and assessment of students who may be eligible for special education and related services suggests that Petitioners cannot ensure that Charter School pupils will receive the services to which they are legally entitled under federal and state special education law.

4. *Extended School Year.* The Petition fails to discuss the Charter School's obligation to provide extended school year ("ESY") services for an eligible student as determined by the student's IEP team. It is not clear if the Charter School intends the District to provide those services, and if so, where they are to be provided during the ESY period. The Charter School cannot rely on the District to provide these services unless an agreement is reached regarding same.

5. *Additional Missing Special Education Program Elements.* The Petition does not describe or discuss numerous other special education program elements, including, but not limited to: how the Charter School will respond to requests for Independent Educational Evaluations; how the Charter School will timely refer students for reevaluations, mental health services and/or behavioral assessments; functional assessment analyses; the development of behavioral intervention plans, how the Charter School will comply with Least Restrictive Environment mandates, or the method by which the Charter School's special education program will comply with independent study law.

6. *Section 504.* Other than asserting an intent to comply with the law, the Petition otherwise fails to discuss the provision of services to Charter School students pursuant to the Americans with Disabilities Act ("ADA") and Section 504 of the federal Rehabilitation Act of 1973 ("Section 504") (Petition, p. 21.) The Charter School's duties and obligations for the provision of special education and related services pursuant to the IDEA are separate and distinct from its responsibilities under Section 504. Without a clear and complete description of the Charter School's plan for the provision of Section 504 services and accommodations, the District cannot adequately assess Petitioners' understanding of its obligations under the law.

In sum, the Charter School has not presented a reasonably comprehensive plan for special education and has not demonstrated an understanding of its responsibility for individuals with special needs or its ability to comply with federal and state law. Without a comprehensive plan available for review, District staff cannot reasonably be expected to evaluate this essential element of the Petition.

Finding 2: The Petitioners are Demonstrably Unlikely to Successfully Implement the Program Set Forth in the Petition.

In order to successfully implement the educational program described in the Petition, the Petition must demonstrate that its policies and procedures are consistent with the educational program. Based upon the information provided in the Petition, the Petitioners are demonstrably unlikely to successfully implement the educational program for the following reasons:

- A. The employee qualifications described in the Petition are inconsistent with the educational program.

- B. The Petition presents an inadequate and unrealistic financial and operational plan for the proposed charter school.
- C. The Petition fails to provide certain policies and procedures described in the Petition that are necessary to confirm that the program can be implemented.
- A. The employee qualifications described in the Petition are inconsistent with the educational program.

The Petition includes minimal job descriptions for the positions of Principal, Dean of Academics, Business Manager, Teacher, and School Secretary. No job descriptions are included for the Resource Specialist Teacher, counselor, teen peer consultant, school psychologist, the campus monitor, or the custodian that Petitioners anticipate will be hired in the Charter School's first year of operation. (Petition, pp. 62-68.)

With regard to teaching staff, Petitioners have not indicated how teaching assignments for certificated teachers will be allocated. The minimal job description provided does not require that a teacher have any actual experience teaching or working with the target population of students who have already dropped out of school or are at risk of dropping out. Such experience is merely "desirable." (Petition, p. 65.) Moreover, other than indicating that a teacher must hold appropriate California teaching credentials, the job qualifications included in the Petition do not actually require a teacher to have either a CLAD or BCLAD credential, despite the anticipated EL student population. Instead, teachers will be obligated to obtain a CLAD certificate by the end of the first year of teaching. Unless the Charter School requires that teachers hold CLAD certification by the date they begin employment with the Charter School, there is no assurance that English Learners enrolled at the Charter School will receive the services to which they are entitled.

Although the Petition states that the Principal will select classified and other personnel (Petition, p. 68), the Petition does not include any job descriptions or a list of the employment qualifications for non-certificated teachers of non-core classes. Without such job requirements, there is no way to ensure that state non-credentialed instructors will have sufficient subject matter expertise, professional experience and the demonstrated ability to work with students in the targeted population. While charter schools have "flexibility" for hiring instructors for non-core classes, the qualifications for these positions should be high and clearly articulated.

As discussed above, the job description for the Principal position appears to describe a position that requires the Principal to assume teaching responsibilities for Career/Technical Education in addition to his/her other duties, yet the job description does not describe how many periods each day the Principal should be required to teach.

In light of the student population proposed to be served by the Charter School, the employment qualifications for Charter School employees as described in the Petition are inconsistent with the educational program and therefore, Petitioners are unlikely to successfully implement the proposed educational program.

B. The Petition presents an inadequate and unrealistic financial and operational plan for the proposed charter school.

A review of the Charter School's proposed financial plan and financial projections (Petition, pp. 73-91; and Addendum 4: Financial Projections for Years 1-5) raises several significant concerns, including the following:

1. Petitioners have indicated that they expect 95% participation in federal Free and Reduced Lunch programs; however, the Petition does not indicate how Petitioners arrived at this calculation and there appear to be no funds allocated for the costs associated with a lunch program.
2. An average certificated salary for the Charter School's first year is listed as \$52,471, which Petitioners describe as "a competitive salary." (Petition, p. 74.) There is no explanation as to how this figure was determined, or how it, or the administrative, clerical, maintenance, food service and classified salaries included in the Petition, compare to District salaries, or certificated salaries at other local charter schools. Additionally, the teacher work year is listed as 213 eight-hour school days (Petition, pp. 15, 70.) Because this is significantly more work days than the average at most districts, the Charter School is likely to find itself at a serious disadvantage in attracting qualified certificated personnel.
3. The Charter School financial projections do not reflect that any funds are available for the first year's rental costs. Even assuming that Petitioners are successful in the Charter School Planning and Implementation Grant application process, the Charter School may not use such funds to pay facility rental costs. Alternatively, funds available through the Charter School Facility Grant Program, which operates as a reimbursement program, may not be used for Year 1 facilities expenses. Thus, the Charter School will be responsible for paying its first year rental costs up front, and there appear to be no other funds available for this purpose.
4. The Charter School's projected health costs—3.85% of salary—are extremely low. The Charter School will find it difficult to attract teachers since, using Kaiser health insurance as an example, single teachers will have to pay approximately \$4,000 out-of-pocket for single coverage and nearly \$12,000 for family coverage.
5. Special education encroachment costs are significantly underestimated for all five years. The District projects that the special education encroachment will be \$850 per ADA in Year 1 and will increase by \$50 annually thereafter. Thus, Petitioners have underestimated their special education costs by \$57,150 in Year 1, \$103,260 in Year 2, \$145,770 in Year 3, \$161,100 in Year 4, and \$189,180 in Year 5.

6. Petitioners have misidentified state and federal special education funding as revenue. Assuming the Charter School intends to operate as a public school of the district for special education purposes, such revenue will stay with the SELPA. As a result, the Charter School's revenue is overstated by \$51,858 in Year 1, \$87,014 in Year 2, \$112,856 in Year 3, \$120,060 in Year 4, and \$136, 316 in Year 5.
7. The Charter School will be "cash flow negative" due to extra costs associated with facilities rental, special education encroachment, the reduction of special education revenue, and the State of California's current plan for deferral of revenue (approximately 39% of revenue to be deferred over a year).
8. The Charter School's financial projections do not include the costs of hiring a certificated school nurse or contracting with a private agency for health and nursing services.
9. No monthly cash statement or documentation of monthly cash flow and revolving loan was provided.

In addition, the Petition does not provide a description of the annual budget development, implementation and review process, including the process by which the Charter School leadership will monitor and report regarding the continued financial solvency of the Charter School. Petitioners have not included any description of the process by which the Charter School will prepare a preliminary budget, interim financial reports, and other reports required by law.

As a result of the foregoing financial issues, Petitioners are demonstrably unlikely to successfully implement the proposed program.

C. The Petition fails to provide certain policies and procedures described in the Petition that are necessary to confirm that the program can be implemented.

1. *Health and Safety Policies and Procedures.* Education Code section 47605(b)(5)(F) requires the Petition to include "the procedures that the school will follow to ensure the health and safety of pupils and staff." Petitioners have indicated that they plan to "implement a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment." However, no draft policies are included with the Petition (Petition, pp. 42-43.) This is troubling, given that Petitioners are intending to commence operation of the Charter School at the beginning of the 2012-2013 school year.

The Petition also fails to include any assurances that Petitioners intend to hire a certificated school nurse or contract with an agency for nursing services. (Petition, pp. 42-43.) Moreover, the financial projections submitted with the Petition do not appear to allocate any funding for such expenses. (Petition, Addendum 4: Financial Projections for Years 1-5) Given that a single student with diabetes may need substantial nursing

services, including the administration of insulin, multiple times during the school day, these omissions suggests that Petitioners are not familiar with the legally-mandated requirements and costs for the provision of health and nursing services to students who require such services to access their educational program.

Of further concern, Petitioners have indicated that the Charter School will be a “zero-tolerance zone for sexual harassment,” but no draft policy is included in the Petition. (Petition, p. 42),

In sum, without additional information, copies of the required policies and procedures, and a realistic assessment of staffing and budget projections needed to provide for the health and safety of its students, the District cannot evaluate whether those policies will sufficiently protect the health and safety of pupils and staff, thereby facilitating successful implementation of the Charter School program. Petitioners’ failure to develop comprehensive health and safety policies again demonstrates that they are demonstrably unlikely to successfully implement the Charter School’s program.

2. *Free Speech and Expression Rights.* Recently enacted Senate Bill (“SB”) 438 amends Education Code section 48907 to require charter schools to give their students freedom of the press and expression in what they say, wear, and write in official school publications. Section 48907 further requires charter schools to adopt a written policy that includes reasonable restrictions for conducting such activities. The Petition does not include the required policy and its absence suggests that Petitioners may not be aware of current law related to charter schools.

Finding 3: The Petition Does Not Contain Reasonably Comprehensive Descriptions of Certain Required Elements

A. Pupil Outcomes & Pupil Progress

At a minimum, a charter petition must include measurable student outcomes that describe the extent to which all students of the school will demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. (Ed. Code § 47605(b)(5)(B),(C).) The Petition must also include a description of the method by which student progress in meeting those student outcomes is to be measured. The Petition fails to meet this legal threshold.

Petitioners’ plan describing *Pupil Outcomes* identifies only limited and unmeasurable expected outcomes for Charter School students. (Petition, p.31) Students will be expected to “be knowledgeable about educational pathways and career choices” and the school “will have a lower dropout rate than the district norm.” Students will “demonstrate school-wide improvement on standardized tests”, but the Petition does not define or quantify “school-wide improvement.” (Petition, p. 31) A chart listing measurable outcomes by curricular area is somewhat more detailed, but again, it only requires students to “demonstrate improvement” on standardized tests. (Petition, p. 33.)

Petitioners briefly reference a plan for utilizing “rubrics that list the criteria for a particular project and graduations of quality for each criterion;” however the Petition provides little additional information and no sample rubrics are included. (Petition, p. 30.) While Petitioners make reference to the use of “standardized tests and reporting tools” they not describe any plan for examining data or assessment results as a method for driving instruction. Neither does the Petition describe how assessments will be aligned to the Charter School’s mission, exit outcomes, and curriculum, or the minimum performance levels for attaining each identified standard. (Petition, pp. 30-33.)

Without detailed assessment measures and objective methods of measuring student outcomes, the District cannot evaluate the effectiveness of the Charter School’s academic programs.

B. Governance

1. *Officers and Directors.* The scant information included in the Petition describing the backgrounds of three of the Charter School’s founders and Board members reveals little hands-on experience in education. In fact, two members’ qualifications list nothing related to education—one is a social worker, and the other is the pastor of a local church. A summary of the third member’s qualifications provides that he has a master’s degree in Educational Administration and “more than five years” of unspecified experience in education. None of the three Board members profiled in the Petition list any actual teaching or school-based administrative experience among their qualifications, or any experience with at-risk or dropout student populations. No biographical information is provided for James Madden—identified as the Lead Petitioner and listed as a director on the Articles of Incorporation filed with the Secretary of State on behalf of Integrity Educational Center, Inc.—other than copies of a diploma awarding him a master’s degree in Educational Administration, a vocational education teaching credential, and a CLAD certificate. (Petition, Addendum 7: Evidence of Lead Petitioners [sic] Qualifications.)

It is also not clear that the current Board members possess the skills the Petition states will be required for membership on the Board. These include: “Knowledge of effective educational strategies”, “Experience leading multiethnic or culturally diverse projects”, and “International business or management experience” (Petition, p. 34), yet it is not clear from the biographical information provided whether any of the current Board members possess such experience.

Without sufficient information as to the background and relevant experience of the Charter School’s founders and Board members, the District cannot adequately evaluate whether they have the necessary experience and qualifications to go forward with an undertaking of this magnitude and whether they are likely to be successful in implementing the proposed educational program.

2. *Conflicts of Interest.* The Petition’s discussion of conflict of interest issues, and the attached conflict of interest policy, also gives rise to concern. The Petition states that the Board will “voluntarily comply” with the Political Reform Act and “will commit to

compliance with the terms of Government Code Section 1090 et seq., and the common law conflict of interest doctrine.” (Petition, p. 34.) It is counsel’s view that these statutory rules are binding, not voluntary for charter schools. While some charter school advocates dispute that view (contending that less strict conflict of interest rules applying to nonprofit corporations should be applied to charter schools operated by nonprofits), counsel recommends that in the interests of good governance the District’s charter schools be required to adhere to the statutory conflict of interest laws that apply to public agencies like the District.

It is all the more troubling, therefore, that the conflict of interest policy attached to the Petition (which according to the Petition has been “developed, signed and enacted” (Petition, p. 34 and Addendum 1: IEC Conflict of Interest Policy) is not in compliance with Government Code section 1090 *et seq.* That statutory scheme requires that a governing body not enter into any transaction in which one of its members has a financial interest, even if the member abstains from the decision-making process. Fines and criminal penalties may be imposed for violation of these requirements. Yet IEC’s conflict of interest policy provides that the Board can enter into a transaction in which one of its members has a financial interest, so long as the interested member abstains – although the member can make a presentation to the Board about the transaction prior to leaving the meeting (see Art. 3, section 3(a) of the Conflict of Interest policy). These and other terms of the policy are not in compliance with applicable law, raising concerns that the Board of the proposed charter school is not reasonably likely to succeed in implementing the Petition without potentially violating the law.

3. *Compliance with Open Meeting Laws.* Petitioners’ understanding of the Brown Act is also questionable. The Petition states that the Charter School’s Board will “voluntarily comply” with the Brown Act. (There is little dispute that the Brown Act applies to the deliberations of the governing bodies of charter schools, so compliance is not, in fact, voluntary.) However, the corporation’s Bylaws indicate that “No notice shall be given of any regular meeting but the Agenda . . . shall be posted on the school’s web site private directory” (Petition, Addendum 1, Bylaws, p. 6, Art. 6). Posting on a private website directory is not sufficient to satisfy the Brown Act’s agenda posting requirements. The Bylaws go on to provide that special meetings may be conducted by phone (see Bylaws, p. 7, Art.6, sec. (d)), a procedure that is generally not permitted by the Brown Act because it inhibits public participation in Board meetings. The same section indicates that the agendas for such special meetings will not be posted for the public (instead, the Secretary of the Board “shall give at least one-week prior notice to each Trustee for each special meeting”). These and other terms of the Bylaws are not in compliance with the Brown Act’s agenda posting requirements, raising concerns that the Board of the proposed Charter School is not reasonably likely to succeed in implementing the Petition without violating the law.

The Petition indicates that regular Board meetings will take place every three months, which seems too infrequent to provide for adequate governance of the Charter School. (Petition, p. 35.)

4. *English Learner Advisory Committee and School Site Council.* No mention is made of the Charter School's obligation, if it intends to apply for Title I funding, to develop an English Learner Advisory Committee ("ELAC"), which provides important opportunities for parental participation. While the Petition provides for the creation of a school site council, the proposed membership of that council is not in compliance with Education Code section 52852, which could also jeopardize the Charter School's ability to apply for Title I funding. Education Code section 52852 requires that school site councils "be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school." The Petition contemplates a site council that would not have non-teacher staff representation, and also does not seem to take into account Education Code section 52825's requirement that the council "be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) equal numbers of parents, or other community members selected by parents, and pupils."

5. *Parent Participation.* Finally, the Petition's discussion of the means for parents to participate in the school does not seem to offer parents sufficient opportunities. (Petition, p. 37.) The Petition states that a parent club will be formed, but that "The parent club will fulfill its advising function primarily through its representatives on the SSC and Integrity Educational Center Board." If the purpose of a parent club would be only to provide advice to the one parent member the Petition calls for on the school site council, and to any Board members who happen to be parents, the functions of such a club seem unduly limited. Beyond the parent club, the Petition indicates only that parents can get counseling along with their students and can attend events at school. Without greater parental involvement (such as volunteering, fundraising, and greater representation in school governance), it seems petitioners are unlikely to succeed in implementing the charter school program.

Overall, the discussion of charter school governance requirements reflects a lack of substantive knowledge regarding the requirements for managing and operating a charter school, raising concerns that the petitioners are not likely to successfully implement the charter School's program.

C. Plan for Achieving Racial and Ethnic Balance

The Petition must include a reasonably comprehensive description of the means by which the Charter School will achieve a racial and ethnic balance among its students *that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.* (Ed. Code § 47605(b)(5)(G).) However, Petitioners' plan for achieving the required racial and ethnic balance at the Charter School does not demonstrate their commitment to attract a student population reflective of the general population residing within the boundaries of the West Contra Costa Unified School District. For example, the Charter School's outreach plans do not describe any specific efforts to recruit and enroll Hispanic/Latino students or students

from the diverse Asian populations, including Hmong, Vietnamese, and Laotians, which make up significant demographic populations within the District's boundaries. In fact, Petitioners' plan for achieving the required racial and ethnic balance appears to be nothing more than "boilerplate" verbiage and is not individualized to address the need to attract students that reflect the general population residing within the District. Other than indicating that they intend to advertise in local media "in other languages, such as Spanish", Petitioners do not indicate whether they intend to provide interpreters during the presentations and information sessions they have promised to conduct, or whether additional recruitment materials will be provided in Spanish, Vietnamese, Hmong, or other languages. (Petition, p. 39.)

Although Petitioners anticipate a start-up date for the Charter School in August 2012, none of the proposed strategies for achieving a racial/ethnic balance among the Charter School's student body have yet been developed or implemented. Petitioners' cookie-cutter description of its recruitment plan strongly suggests that they have taken no steps likely to ensure the Charter School will achieve a racial/ethnic balance that reflects the District as a whole.

D. Qualifications of School Employees

Concerns raised regarding the qualifications of Charter School employees as described in the Petition, are addressed in detail, above, at Finding 2.A.

E. Health and Safety Plan

As discussed in greater detail above, the Petition does not include any policies or procedures related to health and safety. Also missing from the Petition are copies of the Charter School's comprehensive sexual harassment policy, emergency plans, and a School Safety Plan.

F. Suspension and Expulsion Procedures

In general, the Petition's description of the student discipline policies to be enforced at the school are clear and are consistent with the Education Code's requirements for discipline by school districts. (Although these provisions are not binding on charter schools, many charter schools elect to follow the Education Code's student discipline statutes.) However, one area of concern is that the Petition provides for appeals of student expulsions by the Charter School to the District's governing board (Petition, p. 51). The Petition would even give the District's board the ability to reinstate a student to enrollment at the Charter School in some cases. It is not typical for the governing board of the agency overseeing a charter school to hear appeals from expulsions at the charter schools, and staff does not recommend that the District's board take on that responsibility. Not only would hearing such appeals potentially distract from other District business (particularly if, for instance, the student resides in another district), the overturning of an expulsion decision could lead to unnecessary disputes between the

District and the Charter School. As in other instances, this provision of the Petition reflects a lack of familiarity with best practices for charter school management.

The discussion of the application of the discipline policies to students with special needs also raises concerns, and does not reflect a thorough understanding of special education law. Also, throughout this discussion (at pages 51-52 of the Petition), Petitioners assume that District staff will be involved in manifestation determinations and related decisions. As noted above, such an assumption is wholly premature, as the District has not yet agreed to provide special education services to Charter School students.

G. Dispute Resolution

Staff's concerns regarding the dispute resolution procedures set out in the Petition (pages 53-54) are numerous, and include the following:

- The Petition provides that the District will inform the Charter School's principal if the District is contacted regarding a dispute at the Charter School, and will forward any written complaint to the Charter School. Such requirements are unnecessary and, since in some cases a complainant may turn to the District expecting not to be identified to the Charter School, these terms could inhibit the District's ability to conduct effective oversight;
- The Petition requires the District to give the Charter School an opportunity to present its position on a dispute before the District takes any action on that dispute. Such requirements are unnecessary and, since in some cases the Charter School may assert that a particular issue is a matter of "dispute" when the District deems the same issue to be within its discretion as overseeing agency, these terms could inhibit the District's ability to conduct effective oversight;
- The Petition incorrectly states that the District can revoke the Charter immediately if the District has a "strong basis to believe that a particular infraction of the charter may cause immediate harm to students or staff", when in fact Education Code section 47607 permits the District to move toward revocation without notice to the Charter School if the District "determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils.";
- The Petition provides that a mediator for any dispute "may be selected from the approved list of mediators prepared by the American Arbitrator [*sic*] Association. Mediation proceedings must be administered in accordance with mediation rules or guidelines of the American Arbitration Association." These requirements are unnecessary and could add unnecessary cost and complexity to the resolution of any dispute with the Charter School;
- The Petition calls for any dispute not settled by mediation to be resolved by non-binding arbitration in accordance with American Arbitration Association rules. (P. 55.) Since the

Petition already provides for mediation, non-binding arbitration would entail unnecessary additional expense and time;

- The Petition requires the District not to “intervene” in internal disputes (p. 55). Such a requirement could hamper the District’s ability to oversee the operations of the Charter School; and

- The Petition contains the confusing statement, “All disputes between IEC and WCCUSD will be handled internally and in accordance with the bylaws, policies, and procedures of Integrity Educational Center and WCCUSD. WCCUSD will not be involved in such disputes ...”. It is not clear how disputes between the parties could be handled without the District’s involvement.

The deficiencies and concerns regarding the Petition’s dispute resolution procedures, as enumerated above, give rise to concern that Petitioners cannot successfully implement the Charter School’s program.

Additional Comments

Although the Charter School is expected to open its doors in August 2012, Petitioners have not yet identified a facility within the District. (Petition, p. 92.) Petitioners indicate that they intend to apply for facilities funding through the state’s Charter School Facilities Grant Program (“CSFGP”). As noted above, the CSFGP operates as a reimbursement program, and charter schools may not use such funding for first year rental costs. As a “last option”, Petitioners indicate that they intend to apply for District facilities pursuant to Proposition 39. Petitioners appear to be unaware that pursuant to the implementing regulations of Education Code section 47614 (“Prop. 39”), charter schools must have requested facilities for the 2012-2013 school year by November 1, 2011.

Unless Petitioners are able to identify a facility to house the Charter School, it is demonstrably unlikely that the Petitioners will successfully implement the program set forth in the Petition.

Recommendation of Denial of Petition

Based on the foregoing, staff makes the following recommendations:

1. That the Petition be denied for reasons including, but not limited to, the failure of the Petitioners to present a sound educational program.
2. That the Petition be denied for reasons because it is demonstrably unlikely that the Petitioners will successfully implement the program set forth in the Petition.

3. That the Petition be denied because it does not contain reasonably comprehensive descriptions of certain required elements set forth in Education Code section 47605, subdivisions (b)(5)(A-P).

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

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: December 7, 2011

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

Agenda Item: G.1

Subject: Richmond Charter Academy Middle School

Background Information:

The Richmond Charter Academy Middle School, a nonprofit benefit corporation, submitted a petition to West Contra Costa Unified School District (WCCUSD) on November 29, 2011, to establish an independent charter school known as Richmond Charter Academy Middle School. Pursuant to the Charter School Act of 1992 (the "Act"), Education Code Section 47600 et seq., the Legislature has charged local school boards with the responsibility of reviewing and acting on petitions for charter schools.

Education Code section 47605(b) requires the Board, within 30 days of receiving a petition, to hold a public hearing to consider the level of support for the petition. That is the purpose of this agenda item.

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 hearing only

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____



Amethod Public Schools

Honor Hard Work

RICHMOND CHARTER ACADEMY MIDDLE SCHOOL

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

SUBMITTED BY AMETHOD PUBLIC SCHOOLS

November 29, 2011

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

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

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

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

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

Please direct any questions regarding this charter to me at (510) 532-6751.

Respectfully,

Jorge Lopez
Lead Petitioner
Richmond Charter Academy

RICHMOND CHARTER ACADEMY MIDDLE SCHOOL
Richmond, California

TABLE OF CONTENTS

SUBJECT	PAGE
AFFIRMATIONS AND ASSURANCES	7
INTENT OF CHARTER SCHOOLS ACT	9
AMETHOD PUBLIC SCHOOLS- EXECUTIVE SUMMARY <i>Results of Existing Schools</i> <i>Graduation & College Acceptances</i> <i>Amethod Schools- Campus Profiles</i> <i>Founding Advisory Group</i>	10
INTRODUCTION <i>Mission Statement</i> <i>Vision Statement</i> <i>Proven Results</i> <i>Replication of Successful Programs</i> <i>Data Overview and Comparison</i>	13
ELEMENT I: EDUCATIONAL PHILOSOPHY & PROGRAM <i>Program Overview</i> <i>Instructional program overview</i> Whom the school is trying to educate <i>Comparisons: WCCUSD</i> What it means to be an educated person in the 21st Century How Learning Best Occurs <i>Seven successful strategies</i> <i>Instructional guidelines & Practice framework</i> <i>Extended school year</i> <i>Curriculum & Program</i> <i>Content Overview</i> <i>Scope & sequence</i> <i>Sample middle school schedule</i> <i>The Amethod classroom</i> <i>Lesson Content Delivery</i> <i>Middle School Curriculum</i> <i>Literature Program</i> Professional Development <i>Amethod Shared Network</i> <i>Professional Growth Plan</i> <i>Summer Sessions</i> <i>Yearlong Planning</i> <i>Lesson Planning</i> <i>Full scope lessons</i> Plan for Students who are Academically Low Achieving	16



<i>Independent Learning Plan (ILP)</i> Plan for Students who are Academically High Achieving Plan for Special Education Plan for English Language Learners <i>Reclassification Procedures</i>	
ELEMENT II: MEASURABLE PUPIL OUTCOMES <i>Expected Outcomes</i> Measurable Student Outcomes <i>Non-Academic Outcome Goals</i> <i>Continuous Student Achievement Improvement</i>	79
ELEMENT III: OUTCOME MEASUREMENT PROCESS <i>Student Assessments</i> <i>Analysis Cycle (Data Dive)</i> <i>Reporting Data</i> <i>Grade Reports</i> <i>Progress Reports</i>	85
ELEMENT IV: GOVERNANCE STRUCTURE Legal Status <i>Board of Directors</i> <i>AMPS Management</i> <i>Board Authority</i> <i>Board Meetings</i> <i>Public Operating Principles</i> <i>Governance Training</i> <i>Advisory Council</i> <i>Family Participation</i> <i>Complaint Procedures</i> Uniform Complaint Procedure (UCP)	89
ELEMENT V: EMPLOYEE QUALIFICATIONS <i>Process for Staff Selection</i> <i>Leader Selection</i> <i>Leader job Description</i> <i>Teacher Selection</i> <i>Teacher Job Description</i> <i>Other Job Descriptions</i> <i>AMPS Anti-Discrimination Statement</i>	97
ELEMENT VI: HEALTH AND SAFETY OF PUPILS <i>Procedures for background checks</i> <i>Mandated reporters</i> <i>Sexual harassment policies</i> <i>Immunizations</i> <i>Blood Borne Pathogens</i> <i>Drug, alcohol, and smoke free environment</i> <i>Facility safety</i> <i>Food service</i> <i>Nursing</i> <i>Vision/Hearing/Scoliosis Checks</i> <i>Emergency Handbook</i> <i>Emergency Preparedness</i> <i>FERPA Policy</i>	100



ELEMENT VII: RACIAL AND ETHNIC BALANCE <i>Recruiting and Marketing</i>	104
ELEMENT VIII: ADMISSION REQUIREMENTS <i>Enrollment Process</i> <i>Lottery Procedures</i> <i>Waitlist</i>	106
ELEMENT IX: ANNUAL AUDIT	108
ELEMENT X: STUDENT DISCIPLINE <i>Progression of disciplinary procedures</i> <i>Detentions</i> Suspension & Expulsion Policy <i>Special Needs students</i> <i>Due Process</i> <i>Future Placements</i>	109
ELEMENT XI: RETIREMENT SYSTEM	118
ELEMENT XII: STUDENT ATTENDANCE	119
ELEMENT XIII: RETURN RIGHTS OF EMPLOYEES	119
ELEMENT XIV: DISPUTE RESOLUTION <i>Public Comments</i> <i>Disputes Arising within the School</i> <i>Disputes Between the School and charter granting agency</i>	120
ELEMENT XV: EMPLOYEE REPRESENTATION	122
ELEMENT XVI: PROCEDURES FOR SCHOOL CLOSURE	123
ELEMENT XVII: FINANCIAL PLANNING AND REPORTING <i>Budget Narrative</i> <i>Demographics</i> <i>Revenues</i> <i>Expenses</i> <i>Staffing & Benefits</i> <i>Books/Supplies</i> <i>Services</i> <i>Budgets and Cash flows</i> <i>Source of Funds</i> <i>Use of funds</i> <i>Facilities</i> <i>Insurance Requirements</i>	124
ELEMENT XVIII: IMPACT ON THE CHARTER AUTHORIZER <i>Administrative Services</i> <i>Transportation</i>	131
ELEMENT XIX: CONCLUSION	132



APPENDIX: ATTACHMENTS**133**

- (A) *Instructional Standards: Framework*
- (B) *Sample school Calendar*
- (C) *Professional growth plan*
- (D) *Lesson Plan Diagram*
- (E) *Full scope Lesson Plan*
- (F) *ILP Form*
- (G) *Analysis Cycle (Data Dive)*
- (H) *Assessment Calendar*
- (I) *Bylaws*
- (J) *Program Planning Model*
- (K) *Emergency Guidebook Sample*
- (L) *Application Form Sample*
- (M) *Budget Projection*
- (N) *Family Signatures*
- (O) *Staff Signatures*
- (P) *Letters of Support*

MISCELLANEOUS ATTACHMENTS

- *Organization & Study Skills*
- *Reading Strategies Sample*
- *Middle School Writing Rubric*
- *Assessment to Workplan*
- *Reading Survey*
- *Tutor Trainings*
- *Amethod CREDO*



AFFIRMATIONS/ASSURANCES

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

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

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

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

Authorized Representative's Signature

INTENT OF CHARTER SCHOOLS ACT

In accordance with the California Charter Schools Act of 1992, as amended (the “Charter Schools Act”), Richmond Charter Academy petitions the West Contra Costa Unified School District to grant the petition for a new middle school campus which will enable us to serve the City of Richmond.

The Charter Schools Act states:

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

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

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

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

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

EXECUTIVE SUMMARY

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

It is the objective of the new campus to create a positive school environment and culture where being diligent and taking personal responsibility is the norm. We are demonstrating that public schools can do a far better job of educating students if they are operated in a more demanding and effective manner. It is the organizational belief that any child has the opportunity to be successful if they receive the proper education they need to be triumphant in college, family, and life.

Results of Existing Schools

Amethod Public Schools has opened three distinct sites; two charter schools, and one satellite campus in the Oakland area. All of the Amethod school sites are successfully serving students who have traditionally struggled in the public school system and are achieving far greater results than comparable schools on all key performance metrics such as standardized test scores, graduation rates, and college acceptance rates.

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

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

Graduation and College Acceptance

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



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

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

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

Amethod Public Schools- Campus Profiles

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

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

3001 International Blvd. Oakland, CA 94601

OCA opened in 1994 *(oldest charter school in the city)*
API Score: 933 **API Rank:** 10 **Similar Schools Rank:** 1

2010 Campus Demographics & Indicators):

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

Students have attended Johns Hopkins-CTY College Programs on scholarships.

Goldman Sachs Next Generation venture Fund Scholarship students, (*Attend Summer Programs at Johns Hopkins University in MD, and Carnegie Mellon University in PA*).

OAKLAND CHARTER HIGH SCHOOL (GRADES 9-12) :

345 12th Street Oakland , CA 94604

OCHS opened in 2007

API Score: 939

API Rank: 10

Similar Schools Rank: 1

2011 Campus Demographics & Indicators):

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



SAT w/ Prep courses

FOUNDING ADVISORY GROUP

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

SAM TSITRIN- Currently he serves as a teacher and Data Coordinator for the Amethod Public School system where he has worked with system over 6 years. Mr. Tsitrin has served as a Research Assistant in the Space Sciences Laboratory at the UC Berkeley where he conducted independent and team research and analysis of interstellar and cometary dust grains. Implemented and developed. Sam also worked as a USRP Intern at NASA Goddard Space Center in Maryland conducting research in the Astrochemistry Laboratory on Lab simulated Protosolar Iron Silicate Grains for analysis. Most recently, he served as the Director of Oakland Charter High School in 2010 and currently heads the Instructional Leadership Team for Amethod Public Schools and is currently finishing his Master Degree in Physics at San Francisco State University.

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

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

documentation and has represented various non profits, and charter schools in the bay area to locate and negotiate space for their prospective educational programs

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

INTRODUCTION

Vision Statement

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

MISSION STATEMENT

Richmond Charter Academy (RCA) seeks to advance students' motivation and belief in academic achievement while in their pursuit of a thriving future. We are a free and public charter school that believes in the promise of hard working students from diverse perspectives, socio economic status, backgrounds, and talents. The school will serve up to 150 students in the sixth through eighth grades by its fourth year of operation with the goal of achieving higher academic results than neighboring middle school campuses. RCA will provide a rigorous academic program that reinforces the academic fundamentals in reading, math, science, language, and history to all students who wish to attend. The school will meet its mission by working in collaboration with all stakeholders.

Proven Results Serving the Community

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

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



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

Replication of Successful Programs

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

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

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

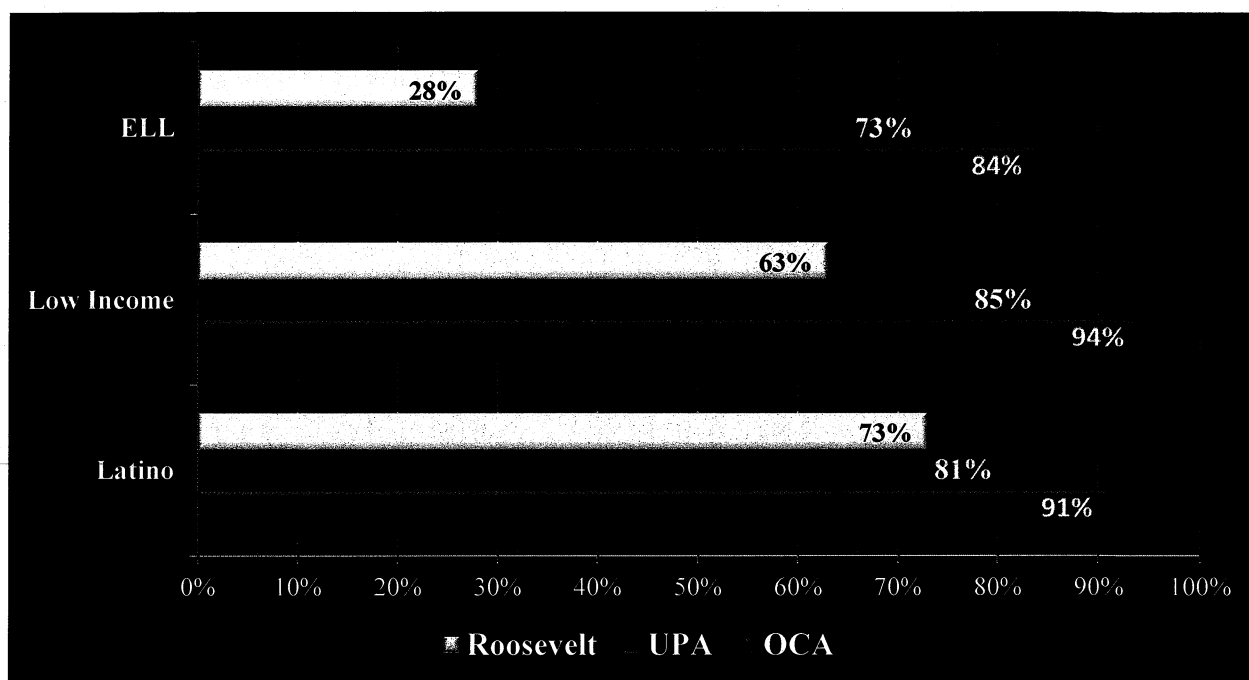
Data Overview & Comparisons

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

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

Subgroup Comparables – OUSD Neighboring schools (2010 Demographics)

Table 1



Source: www.cde.ca.gov

Comparison 2010 API Scores (OUSD Middle Schools)

Table 1A

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

Source: California Department of Education.

Note: schools listed are neighboring schools

CST Scores –6th - 8th grade 2010

Percent Scoring Proficient and Above

Table 1B

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

ELEMENT I: EDUCATIONAL PHILOSOPHY AND PROGRAM



Governing Law - A description of the school's educational program, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

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

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

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

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

Moreover, we believe that students and families need to be conscious of the obscure messages that exude low expectations and excuses which are pervasive in many institutions, including public schools, and the messages they convey to inner city students. As such, our schools conscientiously coach families and students to get past the non measurable topics of focus in academics; and become accustomed to scrutinizing quantifiably measured perspectives in the academic forum.

Instructional Program Overview

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

instructional program is the stability and consistency of the self contained classroom and the consistency of the teacher practice create an accommodating atmosphere for all students.

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

Families will understand that when students accept greater responsibility for their learning, they have higher propensity to achieve at higher levels in part because of intrinsically self-directed importance of their intellectual growth. The goal for all of our students is to develop an understanding that education is imperative for their future, and where a perseverant work ethic is absolutely necessary. Richmond Charter Academy will provide clear expectations for students that will spotlight school college attendance, program rules and procedures that cultivate an environment for success in an urban middle school. It is our intent to establish a school culture where diligence, perseverance, and intellect are respected, and where being responsible for one's education is the ultimate goal.

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

- **Classroom Focus:** Teachers will focus on classroom management, practices and responsibility training first and foremost in every classroom.
- **Instructional Practice Framework:** Teaching practices common among all Amethod Public Schools.
- **Professional Development Series:** The use of different professional development modules for teachers and leaders are ongoing throughout the year.
- **State Aligned Curriculum:** Adopted curriculum that is aligned to the California State Board of Education adopted frameworks and standards.
- **Support Programs:** Programs such as homework help, and/or tutoring that will support students in succeeding our demanding environment.
- **Structure and Responsibility:** Provide a school environment that produces an environment of consistency at all times.
- **Accountability:** Charter schools, by nature of term limits, must be prepared to be held accountable for program success. It is our philosophy that accountability at all levels is essential to school success.
- **Student Achievement First:** Results, responsibility, and accountability will be expected of all faculty, administrators, and employees to assure our students reach academic goals.

WHOM THE SCHOOL IS TRYING TO EDUCATE

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

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

Overview & Comparison-Local WCCUSD Elementary and Middle Schools

(Middle School campuses are shaded)

Table 1

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

Comparison 2011 API Scores (WCCUSD Middle Schools)

Table 2

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

Source: California Department of Education.

Note: schools listed are similar demographic schools

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

WCCUSD Student Enrollment (2009)

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

Table 3

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

*WCCUSD (Sub Groups)**Table 4*

Subgroup	Total Number of Students	Percent of Enrollment
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.



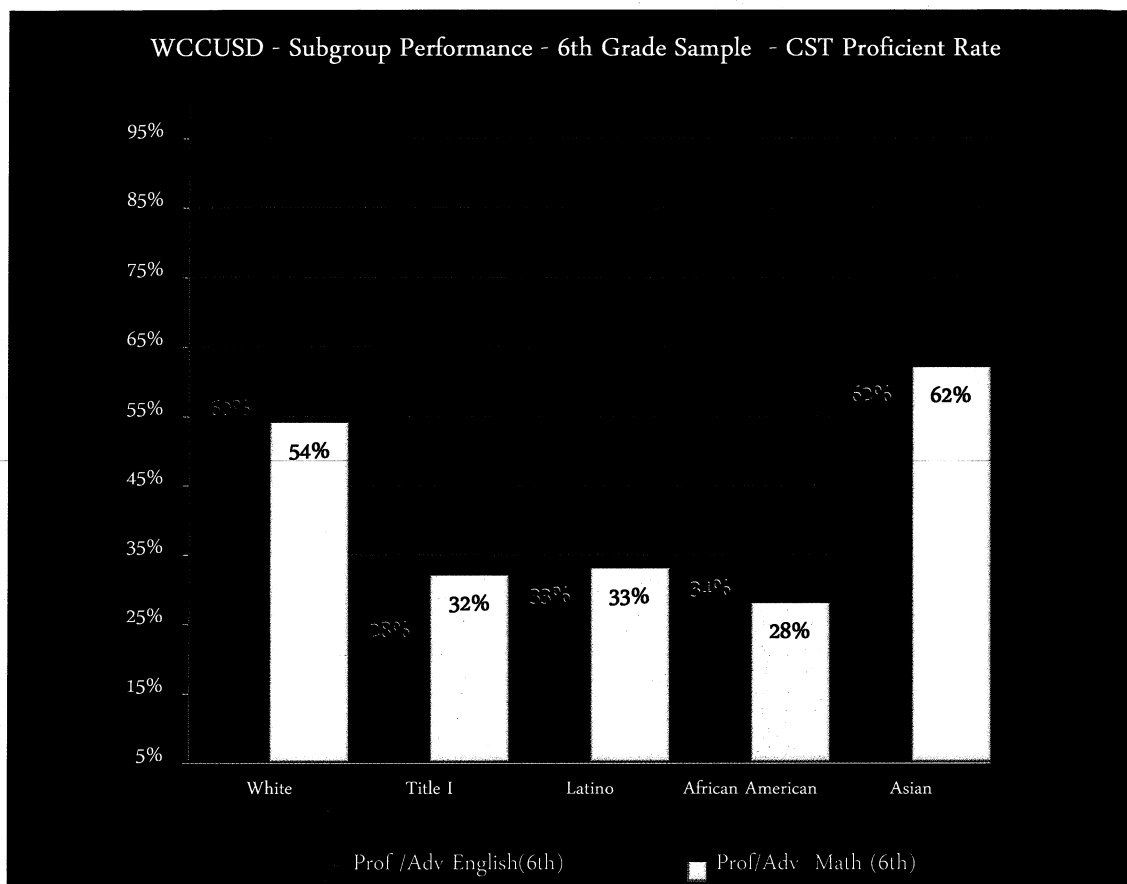


Table 5

Source: California Department of Education (2010)

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

Dejean Middle School

Table 6

Student Groups	API Score	Met AYP
Latino	646	No
Afr. American	640	No
ELL	648	No
Free / Red. Lunch	629	No

Source: California Department of Education

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

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

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

An individual must be able to subsist in a demanding and fast paced global environment with ever complicated economic and technological developments. Opportunities for a successful and prosperous future in the 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 and analyze with an open mind and make informed decisions based on discernment and understanding of a wide range of perspectives and possibilities will also be essential. This is what education should provide, an academic foundation that will offer the opportunity to enter the world of academia and higher learning in preparation for the challenges of the future global market.

Contemporary success and prosperous career paths, more often than not, demands 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. Unfortunately, poor and minority groups are severely underrepresented on college and university campuses while being over represented in state and federal prison systems.

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

¹ US Census Bureau Report (2009)

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

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

HOW LEARNING BEST OCCURS

Unfortunately, in a reactionary response to education reform, far too many educational fads, theories and esoteric practices have been experimented with in public school classrooms, predominantly those where large numbers of poor and minority youth attend. Many such fads may not sustain longevity and can eventually flounder or prove unsustainable. Our schools do not ascribe to idealistic or subjectively based educational practices and instead use data and data analysis as the guiding standards to our methodology. We collect and evaluate achievement, grade performance, and non academic data such as attendance, and suspensions to measure the effectiveness of the schools overall performance. One of the core concepts for our methodology is increase instructional minutes in core content subjects such as math and English. For example, students in our model receive 100 minutes of English daily, five days a week-including the full day three week summer school program.

Another pillar is our belief that a school must first and foremost provide a safe, orderly, and disciplined classroom culture otherwise the resulting chaos will have a detrimental effect on the learning, and success of all students. Too many excuses are being made and negative attitudes tolerated in local schools and this has resulted in chaotic campuses, school safety issues, burned out faculty, and meager student performance. Learning best occurs when the teacher is organized, engaging, constantly assessing and capturing student attention all the while commanding the curriculum and management of the class. We assert that proper

classroom procedures, practice and a sound discipline policy are essential to effective teaching and learning. Inexperienced or laissez-faire teachers tend to be fearful of allowing students to share responsibility for the class. Indeed, many students will behave irresponsibly when given too much latitude while some students, when given a choice in the matter, will choose to not work at all.

The Seven Successful Strategies

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

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

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

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

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

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

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

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

- 6) ***Added Time-*** As implemented in our Oakland Middle school sites, the Richmond campus will continue to offer a 100 minute daily block each for math and English /Language Arts. This block allows for a more in depth and comprehensive study of the subject matter by offering each student more than 480 additional minutes of English and Math weekly; more than twice the amount required by the state. This abundance of instructional time in these core subjects affords more time for students for content mastery. The self contained curricular model also offers more time on subject material by eliminating the passing hallway rotation system and increased risk of tardies and class cutting.
- 7) ***High Expectations for All Students-*** Amethod Public Schools are centered on high expectations for all students. We assure that every student takes rigorous courses, such as Algebra I in the 8th grade, so that every student is on track to have a better choice for advanced and/or honors college preparatory high school courses. Considering that we are an academic focused school system, we require extensive individual and group work outside of the classroom. As such, our schools offer academic support programs to meet the needs of the entire student population, and to empower students to reach their full potential. The staff is committed to and required to ensure that all students are either performing on grade level or working their way through, regardless of their skill level upon enrolling in the school. We also have high standards for student behavior and expect all staff, parents, student, and administrators to understand and reinforce the adherence to proper student conduct and school policies.

Instructional Guidelines & Practice Framework

Our faculty will adhere to Amethod Public Schools Instructional Practice Framework which guides the instructional standards and expectations for each Amethod Public School classroom. The Amethod Schools Instructional Standards are a compilation of desired best teaching practices summarized with common measures of student success. The standards have been distilled from a wide variety of resources and are supported by practitioners and researchers such as Madeline Hunter, Linda Gonzales, and Barak Rosenshine, and in house techniques and research. Amethod Public Schools own practice has also influenced the standards for every school site. Each standard is designed to create clear, rigorous and effective Amethod Public School site.

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

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

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

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

1. *Planning & Preparation:* A teacher's essential responsibility is to ensure that students learn, thus it is imperative that they learn to select and adapt learning activities such that students learn the content. Planning is a matter of design that requires organization, introspection, reflection and most importantly-preparation. Teachers who excel reflect an understanding of the basics in the important concepts and principles in the subjects they teach; this requires diligence and review of the material on behalf of the teacher in anticipation to the given. We expect teachers to understand their students—their backgrounds, interests, and skills as the year develops through a summer socio cultural competency trainings, home visits, family meetings and dialogue. Thorough preparation is demonstrated primarily through the plans that are submitted and approved by site directors. The approved lessons guide their teaching and the decisions they make; ultimately through the success of their plan. However, a teacher's most important asset is to be able to think on their feet as they modify instructional designs into small sequences of activities and exercises that make it accessible to students as needed in real time. All elements of the instructional design—learning activities, materials, and strategies—must be appropriate to both the content, and students aligned with larger instructional goals, curriculum and standards. Assessment techniques must also reflect the instructional outcomes and should serve to document student progress during and at the end of a teaching episode. Furthermore, in designing assessment strategies, teachers must consider their use for formative purposes and how assessments can provide diagnostic opportunities for students to demonstrate their level of understanding during the instructional sequence, while there is still time to make adjustments.
2. *The Classroom Environment:* The Classroom environment sets the stage for all learning including the physical environment that should be supportive of the instructional purposes. The components of this domain establish a comfortable, vibrant, and respectful classroom environment that cultivates a culture for learning and a safe place for academic risk taking. The atmosphere is businesslike, with non-instructional procedures handled efficiently as a consequence to proper training. Student behaviors that are non cooperative and disruptive are dealt with swiftly without high stakes gamble on behalf of the teacher. Teachers are expected to never forget their primary role as adults and that they are not in the business to be friends with



students. We expect teachers to know that their natural authority with students is grounded in their knowledge, experience, and knowledge rather than just an authoritarian role alone. Effective teachers are indisputably in charge, but their students regard them as a role model, a protector, a challenger, or a guide. This Strand is demonstrated through classroom interaction and captured on paper through interviews with or surveys, or are observed in action, either in person or on videotape.

3. *Instruction:* Student achievement is our bottom line philosophy. Teachers prepare plans appropriate to their students grounded in deep understanding of the content, aligned with school expectations, state standards. Teachers demonstrate, through their instructional skills, that they can successfully implement their plans and can think on their feet with common sense. Students are engaged in meaningful work, which carries significance beyond the next test and which can provide skills and knowledge necessary for answering important questions or contributing to important projects. Teachers will be expected to motivate their students in ways which they organize and present the content (I.E. pacing/proximity), the roles they encourage students to assume, and in ways they motivate students to excel. Student work is real (not busy), significant, and it is important to students as well as to teachers. Teachers are to seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations, relating to what the students have just learned in sub areas. Direct teacher questioning probes student thinking and serves to extend understanding onto the next area for deeper analysis. We expect teachers to be attentive to different students in the class and to the degree to which the students are engaged. When they observe inattention, they move to correct it without hesitation and deal with even small matters swiftly as they know it will affect student knowledge. Above all, they carefully monitor student understanding as they go through well-designed questions, strategies, and/or activities. The organizational instructional program and procedures demand that efficiency begin at the door as the first kid arrives, and continue until the last student leaves at the end of the day.
4. *Teachers as Professionals:* It is our belief that teachers merit respect of the community, families and students. The fact that Amethod Public School teachers encompass roles outside of the regular day and in addition to those in the classroom with students; and work through extended calendars; respect is required. The components in this strand are associated with being a true professional educator within the Amethod Public School system that expects teachers to go the extra mile for student results and achievement. Parents and the larger community may observe, support or criticize teachers for this strand; however these activities are critical to assuring the profession and more importantly, school improvement. We expect teachers to follow and understand that such matters as tutoring for success, documentation, maintaining organized records, and communicating with administration is expected and looked upon as an integral part of their work. We also expect that staff will seek to add to the development of the professional learning community established within the site and organization by actively participating in the sharing of best practices learned. After their first few years of teaching within the school system, or after they have mastered, the nuances of

classroom management and instruction- they will be asked and expected to further leader participation to better the organization. It is through the skills of this strand that highly effective and professional teachers distinguish themselves from less proficient colleagues.

5. **Expectations:** The school system can only do so much to develop practices and systems to assure that students are authentically challenged. Too many times, teachers enter the class and begin to slowly make excuses for students through the lackadaisical enforcement of rules, policies and by weakening the grading procedures. We expect teachers to be authentic in their approach to working with our student population and to conceptualize and understand the issues faced by them and address their needs and concerns through quantifiable solutions. Through their practice, teachers must be able to demonstrate an authentic desire to challenge and inspire students to expect more. Teachers, will NOT seek to undercut, patronize, or make excuses for students in their schools and should reflect on their ideals as they will be challenged in the Amethod school system. Teachers are expected to exhibit a competitive nature for their classroom and class/student goals; however those that cannot sustain these measures or be loyal to the creation of a climate for developing student achievement among the Amethod Public School setting will falter.

Extended School Year

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

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

AMPS summer "Boot camp" school serves three primary purposes:

1. ***Introduction to Methods*** – During summer school, students are introduced to the school culture, rituals, and procedures such as submitting homework, entering school buildings, proper class behavior, chores and duties, and our concept of working together as a team. Students are taught and re-taught all of the school-wide systems and class procedures known as



The Methods used to provide structure and order to a students' school experience. The Methods include class and school-wide procedures for student behavior; dress code; class presentations, and other practices. For returning students, these lessons provide an overview in any changes to school policies and procedures, as well as a powerful reminder of what it means to be a team member.

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

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

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

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

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

Richmond Charter Academy, as other Amethod middle school sites, assumes that most students do not yet have a study method down pact. To be clear, EVERY student at every level will benefit from knowing a variety of well explained lessons in study. There are some general

techniques that can produce some results which we will cover in the summary form in this document. It's unrealistic to think that every kid is going to find all teachers, or every subject, to be so interesting that studying it is not work but pleasure! Yeah, maybe in an ideal teacher dreamland or in suburbs! However, a successful student has different tools and methods to study given subjects that will reflect in their grades and your levels of frustration. This is what will be addressed during summer program. Students will learn the principles of topics such as outlining, flashcards, highlighting, etc.

(See sample Calendar as Attachment B in Appendix Section)

CURRICULUM AND PROGRAM

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

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

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

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

(ACT, 2008- *The Forgotten Middle-Iowa City, IA*)³

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

Middle School Curricular Offerings-Overview

	6th Grade	7th Grade	8th Grade
Core Classes	<ul style="list-style-type: none"> -Social Studies: Ancient Civilizations -English 6 /Language Arts -Math (General Math/6) -Earth Science - Physical Education 	<ul style="list-style-type: none"> -Social Studies: Medieval and Early Modern Times -English 7/ Language Arts -Math (Pre-Algebra, Pre-Algebra /Honors -Life Science - Physical Education 	<ul style="list-style-type: none"> -History: United States History and Geography -English 8/ Language Arts -Math: Algebra/Algebra I -Physical Science - Physical Education
Electives	<ul style="list-style-type: none"> -Literature -Health -Writing - Health 	<ul style="list-style-type: none"> -Literature -Health -Intro to Foreign Language -Technology 	<ul style="list-style-type: none"> -Literature -Advisory (Pre-HS) -Health -Foreign Language 1 -Writing
Intervention	<ul style="list-style-type: none"> -ELL Strategies -Math Foundations -Resource Assistance -ILP 	<ul style="list-style-type: none"> -ELL Strategies -Math Foundations -Resource Assistance -ILP 	<ul style="list-style-type: none"> -ELL Strategies -Math Foundations -Resource Assistance -ILP

Amethod Public Schools-Middle School Content Overview

English/Language Arts

In today's society, life itself depends on words that are spoken, written, and digitally transmitted. News, opinions, and entertainment appear in hard copy, online transmissions, and round-the clock television. In such an environment, all students need to develop a range of rich language proficiencies and resources. Unfortunately as demonstrated by national and state data achievement gaps many students, especially for poor, minority and non native English speaker groups struggle with Reading /Language Arts. The National Reading Panel Report (2000)⁴ and other research summaries emphasized the five essential components of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension.

⁴ (The National Reading Panel, 2000)

Further, The National Reading Panel recommends that English/Language Arts instruction must be rigorous and the presentation of that content must be direct, systematic and objective⁵. The subject must assure that it provide high academic engagement, excellent and positive classroom management, explicit teaching of skills and large amounts of reading and writing, and more importantly, added time to offer students sufficient guided and independent practice. RCA student will use the Holt Literature & Language Arts series with the accompanying Holt Handbook and supplements that have been implemented at Oakland Charter Academy with great results. Across all grade levels, teachers will work vigorously to develop students' reading fluency, and comprehension both which are essential to their ability to develop more concentration to analysis of text.

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

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

Literature

In 1995 the California Reading Task Force⁶ identified four components that a balanced, comprehensive approach to reading must contain. It states that students need to read varied challenging grade leveled novels and selections that every school and district must organize and implement a comprehensive and a balanced reading program that is research-based and combines skills development with literature and language-rich activities. The RCA campus will offer the Amethod Public Schools Literature courses for middle school that provides grade specific novels that provide challenges for guided reading with accompanying supplements. In the RCA classroom, students will many opportunities to respond to questions through the usage of choral responses, sentence frames and Amethod Schools strategies such as; (will call, all calls, and Q&A's) as students dialogue about texts.

The Amethod Public Schools Literature program promotes the development of critical reading and analytical skills as middle school students become proficient at analyzing literary text with greater sophistication. The program affords the students a rich and varied offering of literature including classical and contemporary titles. Teachers provide opportunities for reflection and discussion of the aesthetics and meaning relative to individual and universal themes through

⁵ (The National Reading Panel, 2000)

⁶ (The Report of the California Reading Task Force, 1995- Sacramento, CA)

Interactive Question and Response Approach that provides an interactive and scripted approach that gets all learners involved.

Writing

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

Good writing has:

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

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

Mathematics

Students will master the basic skills and computational fluency required in California's state standards through lessons aligned with McDougall-Littell state-adopted mathematics curriculum. Within the context of the State standards, students will constantly be challenged to reason and communicate mathematically, in addition to demonstrating proficiency in all required math standards. As students progress, this will be constantly monitored and evaluated by the central organizing theme of preparing them for Algebra, which will drive much of our Math instruction.

6 General Principles:

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

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

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

- **Before lesson**
 - Review
 - *Explanation of objectives or informed teaching: precise statements of the goal, rationale for learning the strategy, and information on when the strategy should be implemented.*
- **During Lesson**
 - Modeling the task
 - Prompting - *engage students in dialogue that promotes the development of student-generated problem-solving strategies and reflective thinking (students self-evaluate while they are solving problems).*
 - Guided and independent practice – wide range of examples
 - Corrective and positive feedbacks
 - concrete-representational-abstract C-R-A (Manipulatives)
 - Direct/Explicit instruction - modeling



- *Instructional Variables*
- **Strategy Instruction**
 - *Metacognitive Strategy*
 - *Structured Worksheets; Diagramming*
 - *Mnemonics (PEMDAS)*
 - *Graphic organizers*
- **After Lesson**
 - *Reviews*
 - *Exit tickets*
 - *Assessments*
 - *Re-teach*
 - *Individual practice*
 - *Assessments*

History/Social Science

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

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

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

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

Science

We believe that effective standards based Science programs are extremely lacking among many inner city elementary schools. It has been our experience over the past seven years that students entering the 6th grade lack the specific science based vocabulary and understandings that are necessary to address middle school standards as defined by the State Board of Education. For many students, elementary science has been defined solely by "hands on" science and experiments. While hands on activities are certainly relevant when supplementing a text based program, many elementary students have been explicitly trained to think that science is nothing more than "fun time". Many students leaving the elementary schools do not

have the understanding of the scientific process of question and proof that is at the core of scientific thought.

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

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

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

Scope and Sequence

Correlation with State Standards

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

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

6th Grade Overview

READING / ENGLISH

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

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

2.0 Reading Comprehension (Focus on Informational Materials)

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

3.0 Literary Response and Analysis

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

WRITING

1.0 Writing Strategies

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

2.0 Writing Applications (Genres and Their Characteristics)

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

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

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



sets of skills.

1.0 Written and Oral English Language Conventions

2.0 Speaking Applications (Genres and Their Characteristics)

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

MATHEMATICS

Number Sense

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

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

Algebra and Functions

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

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

3.0 Students investigate geometric patterns and describe them algebraically:

Measurement and Geometry

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

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

Statistics, Data Analysis, and Probability

1.0 Students compute and analyze statistical measurements for data sets.

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

3.0 Students determine theoretical and experimental probabilities and use these to make

predictions about events:

Mathematical Reasoning

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

SCIENCE

1. Focus on Earth Sciences

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

2. Shaping Earth's Surface

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

3. Heat (Thermal Energy) (Physical Sciences)

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

4. Energy in the Earth System

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

5. Ecology (Life Sciences)

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

6. Resources

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

7. Investigation and Experimentation

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



SOCIAL STUDIES

Ancient Civilizations:

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

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

7th Grade Overview

ENGLISH / LANGUAGE ARTS

Reading

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

Writing

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

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

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

- 1.0 Written and Oral English Language Conventions

Listening and Speaking

- 1.0 Listening and Speaking Strategies
- 2.0 Speaking Applications (Genres and Their Characteristics)

MATHEMATICS

Number Sense

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

ALGEBRA AND FUNCTIONS

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

Measurement and Geometry

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

Statistics, Data Analysis, and Probability

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

SCIENCE

1. Focus on Life Sciences

Cell Biology

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

2. Evolution

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

3. Earth and Life History (Earth Sciences)

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

4. Structure and Function in Living Systems

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

5. Physical Principles in Living Systems (Physical Sciences)

Physical principles underlie biological structures and functions.

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

SOCIAL STUDIES

Medieval and Modern Times

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

8th Grade Overview



ENGLISH

Reading

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

Writing

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

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

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

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

MATHEMATICS: ALGEBRA I

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

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

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



symbolic expression is a function and justify the conclusion.

19.0 Students know the quadratic formula and are familiar with its proof by completing the square.

20.0 Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.

21.0 Students graph quadratic functions and know that their roots are the x -intercepts.

22.0 Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x -axis in zero, one, or two points.

23.0 Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.

24.0 Students use and know simple aspects of a logical argument.

25.0 Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements.

SCIENCE

Physical Science

1. Motion

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

2. Forces

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

3. Structure of Matter

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

4. Earth in the Solar System (Earth Sciences)

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

5. Reactions

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

6. Chemistry of Living Systems (Life Sciences)

Principles of chemistry underlie the functioning of biological systems.



7. Periodic Table

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

8. Density and Buoyancy

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

9. Investigation and Experimentation

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

HISTORY

United States History and Government

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

Sample Middle School Daily Schedule

The following schedule is similar to that implemented at the Oakland Charter Academy Middle School. The increase in instructional time in core subjects coupled with the elimination of lost time during class and subject rotations implemented in most traditional middle schools, allow our students to receive a daily program that provides increased instructional time than that mandated by the state of California.

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



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

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

Additional Courses

- ***Physical Education***

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

- ***PE Content Standards***

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

- ***Standard 1:*** Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- ***Standard 2:*** Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- ***Standard 3:*** Students assess and maintain a level of physical fitness to improve health and performance.
- ***Standard 4:*** Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

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

- *Character Education*

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

The Amethod Classroom

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

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

(Excerpt from Methods Guide and Manual)

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

Door Postings

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

- Teacher Name
- Daily Schedule
- School's Mission Statement
- School Rules
- Motto: "*HONOR HARD WORK*"

As you enter the classroom, you will notice that the arrangement for the class is structured in rows, emphasizing the importance for individualized seatwork and lecture style classes appropriate for this grade level. The rows are wide enough for the teacher to pace throughout so as to accommodate for the usage of proximity and other pacing structures so important in the Amethod class. The idea is for teachers to be able to get to any student in the fewest steps possible.

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

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

A dim and cluttered classroom with book shelves in disarray, walls that are filthy with stacked paperwork are among the worst first impressions for a teacher, a class and school for that matter can make. This is not permissible in our schools.

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

Students:

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

Teachers:

- Teachers need to be aware and remember always that they must model the organization and cleanliness they expect of their students! All walls and all bookshelves should be kept orderly and clean
- Keep your desk organized
- Bookshelves orderly and organized
- Also, while at yard duty, make sure all is picked up from lunch area, or else the assigned staff will clean. Its either you or them!!
- Keep walls clean of marking, writing, stickers and handprints.
- Make sure doors and wiped and disinfected.
- No teachers should have more than 2 bookshelves. If class gets cluttered they will expected to



- remove clutter and give up unnecessary furniture.
- Each classroom will receive a file cabinet to store student portfolio work, assessments, and for overall teacher organization.

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

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

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

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

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

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

The following table details the presentation of a new lesson.

Technique	Implementation
<i>Daily review, checking</i>	-Checking homework

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

Recommended Middle School Curriculum

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

Below is an outline of the current recommended curriculum that has proven to be successful at Oakland Charter Academy middle. Some adjustments may be made in certain courses as the administrators and teachers make adjustments to adapt to the specific needs of their students as

assessments results are analyzed in the summer. This curriculum will be offered at the Richmond Charter Academy campus.

6th Grade	7th Grade	8th Grade
English / Lang. Arts.	English/ Lang. Arts	English/ Lang. Arts.
Holt Literature & Lang. Arts (textbook) ISBN: 0-03-06529-0	Holt Literature & Lang. Arts (textbook) ISBN: 0-61805049-5	Holt Literature & Lang. Arts (textbook) ISBN: 0-03-056493x
Holt Grammar Handbook ISBN: 0-03-065279-0	Holt Grammar Handbook ISBN: 0-618-07823-0	Holt Grammar Handbook ISBN: 0-03-065279-0
Holt Literature Interactive Reading (workbook) ISBN: 0-03-065027-5	Holt Literature Interactive Reading Holt Literature (workbook) ISBN: 0-03-65028-3	Holt Literature Interactive Reading Holt Literature (workbook) ISBN: 0-03-65029-1
Math	Math	Math
Mcdougal-Littell: Mathematics Concept & Skills (textbook) Course 1 ISBN: 0-618-05045-0	Mcdougal-Littell: Mathematics Concept & Skills (textbook) Course 2 ISBN: 0-618-07832-0	Mcdougal-Littell: Structure & Method Algebra 1 (Book 1) (textbook) ISBN: 0-618-04430-2
Mathematics Concept & Skills (workbook) Course 1 ISBN: 0-618-07799-5/0-618-07796-0	Mathematics Concept & Skills (workbook) Course 2 ISBN: 0-618-07832-0 Prentice Hall: Algebra 1(2 nd Semester) ISBN#0-13-044263-1	Mcdougal-Littell: Structure & Method Algebra 1 and trigonometry Book 2 (workbook) Course 1 ISBN: 0-395-977725-8
History	History	History
Glencoe: Ancient Civilization (textbook) ISBN: 0-07-868874-4	Glencoe: Medieval & Early Modern Times (textbook) ISBN: 0-07-868876-0	McGraw Hill: The American Journey ISBN: 0-02-821876-0
McGraw Hill Ancient World Handbook ISBN: 0-03065033-x	McGraw Hill: Medieval and early Modern Times (textbook) ISBN: 0-07-870266-6	
Science	Science	Science
McGraw-Hill:Glencoe Earth Science Voyages (textbook) ISBN: 0-07-823987-7	McGraw-Hill:Glencoe Life Science Voyages (textbook) ISBN: 0-07-823987-7	McGraw-Hill:Glencoe Earth & Life Science (textbook) ISBN: 0-07-823997-5
Earth Science Voyages Handbook ISBN: 0-07-823980-x	Life Science Voyages Handbook ISBN: 0-07-823978-8	Earth & Life Science Handbook ISBN:0-07-823976-1

Middle School Literature Program

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

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

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

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

Grade Six

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

6th grade

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

Grade Seven

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

7th grade

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

Grade Eight

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

8th grade

- The Good Earth (*Pearl S. Buck*)
- Across Five Aprils (*Irene Hunt*)
- And the Earth Did Not Devour Him (*Tomas Rivera*)
- Animal Farm (*George Orwell*)
- The Autobiography of Anne Frank (*Anne Frank*)
- To Kill a Mockingbird (*Harper Lee*)

-Romeo and Juliet (*Shakespeare*)*

PROFESSIONAL DEVELOPMENT

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

With the implementation of features such as grade level meetings, 60 minute clinics, Film Sessions, Math Huddles, webinars etc; teachers are encouraged to be more self reflective in their content delivery and continue to practice and develop their craft.

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

Amethod Shared Networks (Google Docs/ Powerschool)

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

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

Professional Growth Plan

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

Assessment data is the driver of the PGP that it ensures that the teacher, Director, and Executive Director are able to remain focused on the annual goal and current progress towards these academic goals, thus, making professional development decisions that will have the greatest positive impact on ensuring that students realize these annual academic goals. The first component of the plan is the school goals, personal, and class goals

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

Consequently, planning is the first section of the PGP as setting goals, creating a long term plan, and creating a daily lesson plan are typically the first items that are challenging for a new teacher. Similarly, after a teacher has mastered planning, classroom management, and delivery, they are then more able to focus on the leadership skills such as creating in house workshops and seminars that will be required of them to emerge as lead teachers or other positions like a Site Director. Thus, Leadership is the final section of the PGP.

(Refer to Professional Growth Plan as Attachment C in Appendix)

Summer Sessions

Professional development begins two weeks after the end of the school year and once again two weeks prior to the start of school, typically in August. During the first session, teachers discuss strategies for the preparation of the new "rookies" entering the campus (students and teachers) and offer basic survival tactics such as setting class rules, class management, class/school policies. The second session focus on various items, including school culture, classroom management, backup systems, planning (daily lesson plans, unit planning, and year-long planning) data analysis, home /family visits and instructional techniques.

The second summer session sets the firm foundation for the staff, especially new teachers, with an understanding of the cultural expectations of the school, classroom management

techniques, how to properly assess their student achievement and progress. By granting them additional time to familiarize themselves with the curricula and scope and sequence of instructional objectives and standards for the year, teachers will enter the regular school year much more prepared and comfortable with the curriculums.

Yearlong Planning

The fact is that time is of essence, thus Amethod Public Schools has designed professional development program to maximize available time. The organizations commitment to teacher professional development is further evidenced in the amount of time that is set aside throughout the year for teacher development. Within our curricular model, each Friday is a minimum day, set aside from 1 to 4pm reserved for professional development as needed. The professional development sessions are primarily organized by the Site Directors through collaboration with staff and the organizational Instructional Leadership Team composed of senior Amethod Public School faculty.

Moreover, ongoing through the year, staff attends and facilitates 60 Minute Clinic Professional Development Series, a bi weekly program that reinforces the summer trainings, or new material that is relevant based on student need. Senior staff gathers best practice techniques in content areas and deliver a concise and visual 60 minute professional presentation to other staff members that include handouts, videos, posting on Google Docs, Q and A's, and/or surveys. Amethod Public Schools will assure that Richmond Charter Academy staff have the opportunity to participate in the 60 minute clinic series through an established Moodle account that will allow for real time video in case staff cannot attend the in person trainings. However, trainings will also be held at the Richmond campus as well.

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

Training	Purpose	Content	Length
Summer Training Sessions <i>(also a first step induction program for new staff)</i>	<p>All staff attends workshops before and soon after the Rookie Boot camp and summer period; prior to the start of school to plan the school year.</p> <p>The purpose of the workshops prior to summer program is to go over essentials such as attendance, policies, procedures, rules, and curriculum. The post summer session is a post reality check session where ideas and methods learned during the pre summer</p>	<p><i>Pre Summer (sample material)</i></p> <ul style="list-style-type: none"> • Curriculum • Lesson planning • Standard Reviews • Methods • Class Management • Class procedures • Class settings • Rules • Special Education <p><i>Post Summer Trainings (Sample)</i></p> <ul style="list-style-type: none"> • Curriculum • Interim Assessments (data Analysis) • Standard Reviews and 	<p><i>(4-5 days)</i> 3- 5 Hour Per training</p>

	school training are reviewed, and some challenged.	<i>checks</i> <ul style="list-style-type: none"> • Classroom set ups • Faculty review information gathered about incoming students (Profiles). <i>Returning students will also be profiled through gathering of previous year's data. Trends will be noted and instruction plans and goals drafted from finding.</i>	
Classroom Management	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.	<i>OCA Discipline Procedures which encompass: Procedures, Boundary Setting, Accountability Training (Whole class management) and The Back Up systems will be discussed.</i>	(2) 2 hour trainings.
Instructional Practice	For teachers, especially first year teachers, practices are required for survival let alone effectiveness. For example, the skill of pacing is essential for student engagement and also to keep up with the fast paced demands of the classroom.	<i>Instructional practice presentations are provided pre and post summer session. This training reviews topics such as lesson planning, instructional strategies and ad assessments. The purpose of this method is to produce student engagement and concept significance.</i>	3-4 Hours – Modeling included (via Film Sessions)
Strategies EL Students	To discuss 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.</i>	training with outside provider (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
Special Education	To learn proper Search , identification, strategies, assessments plans, laws, and	<i>A very important training that is required yearly by the Governance Board. Intent of</i>	Training through outside

	applicable to Special Education	<i>training are to assure that schools remain in compliance with proper Child Find process and provide best practice modifications for all students.</i>	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 <i>(At least two times a year)</i>
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
60 Minute Clinics	A series of trainings that are held throughout the year with veteran teacher and administrator led sessions. The purpose is to capture organizational expertise and culture and to maximize the inner experts we possess. Time is an expensive asset within our system, so we attempt to offer much concise training throughout the year. Approximately 50% of these trainings are planned by administrators and 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 <i>(Bi weekly/ weekly)</i>

Lesson Planning

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

Teachers prepare Objective driven lesson plans that serve as a guide for the day. Teachers are required to submit their lesson plans to their Site Director every Thursday prior for review and commentary. By focusing on a multi step lesson guide, Site Directors review every teacher and tutor /volunteer lesson plan to assure proper adherence to effective lesson plans are followed.

The following Lesson Plan overview is explained to every teacher during our summer teacher training and also reviewed during a 60 minute Clinic workshop.

1. The Hook: How will you capture their attention?
2. Reflection: Here, the teacher lists the focus on covering topics identified as needing attention from Interim assessments.
3. Learning Objective: A statement describing what students will be able to do by the end of the lesson. It must match the Independent Practice and be clearly stated to the students.
4. Key Vocabulary: The introduction of new terminology is important to share with students prior to the lesson delivery.
5. Introduction: Presenting the lesson and its importance. A demonstration and explanation by the teacher with key points discussed.
6. Concept Development: Teaching students the concepts contained in the Learning Objective. New gained insight.
7. Checking for Understanding: Observing students and providing opportunities for quick and immediate assessments.
8. Guided Practice: Working problems with students at the same time, step-by-step, while checking that they execute each step correctly.
9. Lesson Closure: Having students work problems or answer questions to prove that they have learned the concepts and skills in the Learning Objective before they are given Independent Practice to do by themselves.
10. Independent Practice: Having students successfully practice exactly what they were just taught. FYI.....*lessons incorporate lesson delivery strategies, including • Checking for Understanding: Continually verifying that students are learning while they are being taught*
11. Explaining: Teaching by telling, and re-telling. Do not wait for hands here.
12. Modeling: Teaching using think-aloud to reveal to students the strategic thinking required to solve a problem
13. Demonstrating: Teaching using physical objects to clarify the content and to support kinesthetic learning, especially useful for ELL, or modified instruction.

(See Lesson Plan Diagram as Attachment D in Appendix Section)

Full Scope Lesson Plan

New Amethod teachers will be expected to submit a Full Scope lesson plan that is much more detailed and descriptive than the regular expected template. The intent of the full scope is to have teachers focus on all aspects of a given lesson in a specific subject– from preparation to

closing. Once teachers have completed their rookie season, which can last past the first year, they may be asked to submit the full scope periodically.

The Full Scope Lesson Plan is a much more descriptive and structures lesson plan that details all of the steps in a given lesson. It asks for specific hooks used in the opening, for example, and asks how the teacher has assured that students have mastered the concepts to a success rate of at least 75% as measured by formative assessments such as weekly quizzes and exit tickets.

New teachers will submit a mandatory Full Scope lesson plan bi-weekly as mandatory; however a School Director may ask for a Full scope as many times as they feel is needed to guide the teacher and assure lessons are structured correctly.

(See a copy of the Full Scope Lesson Plan as Attachment E in Appendix Section.)

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

Closing the Gaps

Amethod Public Schools is committed to helping students who are struggling to reach grade level proficiency through the usage of a prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. The fact is that we expect many of our students to enter the school being less than proficient in math, science and English and as such, our sites implement a Response to Intervention (RTI) practice in providing high-quality instruction support, tutoring and progress monitoring to struggling learners. The Amethod Public Schools Response to Intervention approach integrates ongoing assessment and intervention within a multi-leveled support system to maximize time and effort. The primary prevention level of the methodology includes the assurance of a high quality core instructional program with increased instructional time.

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

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

Richmond Charter Academy will establish a series of interventions that will offer a myriad of support services driven by proportional increases in direct instructional time similar to that of the Oakland Charter Academy campus.

At our current middle school, students receive 100 daily minutes in English and mathematics to offer the student and teacher more time for direct instruction, explanation and practice. In addition, programs such as before school, after school, noncore tutoring (small & individual) programs will be offered according to student needs.

Students who continue to struggle through specific subjects beyond a Data point, one score that represents a student's performance, through a second Interim assessment receive extra assistance will enter intervention programs such as but not limited too; summer sessions, intercession tutoring, and increased noncore one to one sessions.

Individual Learning Plan (ILP)

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

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

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

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

First Phase

Teachers attempt small in class modifications such as preferred seating, cloze notes, etc, before implementing the ILP in the general education classroom. Teachers assess student progress

after 8 weeks of instruction with formative assessments (*Data Director*) and formative based assessments (end of chapter quizzes, etc.) and establish a *Data Point*. Students, who continue to struggle in the classroom through the initial instructional programs, receive additional support in the classroom. Adjustments that may be established after this initial phase include adjustments in duration, and frequency of direct instruction. Teachers may meet with smaller groups more often for longer periods of time and may adjust instructional strategies and materials as needed for modifications.

Second Phase

Students goals laid out in the initial ILP for the general education classroom are set. If a student is identified as significantly below grade level in the first round of assessments, they are given a revised ILP directing their work in an additional period each day during small group tutoring time as an intervention through the usage of an intern, or volunteer tutor. During this time, they work directly with a tutor on the specific skills they are lacking or teachers cross refer students to different classes for grade level remediation.

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

Third Phase

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

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

Intervention Overview

Program	Description
Math Tutorial	Students struggling in Math receive intervention through small group and personalized attention from an identified teacher and or volunteer tutor assistant. Utilizing a group tutorial structure, students receive a more individualized instructional setting.

<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>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 vacation intersession for students. Teachers and administrators will meet with families to discuss the program as needed.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING

Richmond Charter Academy expects all students to reach high standards of success. For those students who excel academically, RCA will offer supplemental programs and opportunities for students through partnerships with colleges and programs. Amethod Public Schools has partnered with Johns Hopkins University Center for Talented Youth Program (CTY) for over a decade and has sent over seventy-five high achieving students to attend and study at university campuses in a three week residential program- many of whom receive scholarships. High achieving Richmond Charter Academy students will also have the opportunity to participate in the Amethod Public Schools- Johns Hopkins University collaboration.

Moreover, RCA will also offer in house programs such as a Pre-Advanced Placement Math and Honors English Program offered through the Amethod Public Schools organization that will prepare students who are academically ready; to enter high leveled high school programs such Advanced Placement and Honors courses. These students will be challenged to work through advanced coursework that is more commonly presented to high school students. High performing students will also have an opportunity to enroll in an accepted online course offered on site through academic partners such as Johns Hopkins University. We will also seek

to partner with local community partners and organizations such as Contra Costa Community College to offer college leveled courses to high achieving students at RCA. By the third year of operation, Amethod Public Schools will establish the Pre-Advanced Placement program at Richmond Charter Academy to best prepare high performing middle class students for the additional rigors of Honors and advanced courses in high school.

PLAN FOR SPECIAL EDUCATION

RCA recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with WCCUSD or applicable SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs. Richmond Charter Academy shall comply with all applicable State and Federal Laws in serving children with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA"). California law gives schools various options on how to deliver special education and related services either as (1) an arm of the charter-granting agency, (2) an independent local education agency, or (3) as a charter SELPA.

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

So long as the school operates as a public school of the authorizer, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the West Contra Costa Unified School District will fund and provide special education services for students enrolled in the Richmond Charter Academy to the extent required by law. Specifically, the authorizer will (A) serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and/or (B) provide the school with an equitable share of state and federal special education funding to support special education instruction or designated instructed and services to students enrolled in the charter school. Richmond Charter Academy reserves the right to contract with agencies and vendors outside the authorizer when appropriate to secure special education services, including administrative support services.

Richmond Charter Academy anticipates that a Memorandum of Understanding ("MOU") will be developed between the school and the authorizer, which shall delineate the respective responsibilities of the school and the authorizer with regard to the funding and delivery of special education and related services.

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

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

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

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. We also will look to be able to provide one- to-one instruction for those students with more significant needs in interventions programs. As discussed earlier, all teachers are responsible for all learners. On-going support and professional development builds the capacity of all Amethod School teachers to reach a diverse range of students' learning needs. A system of general and special education teachers proactively supporting students are better able to put into place effective interventions prior to student failure.

With an integrated service model, all students learning takes place in heterogeneous environments. This means that students are, for the most part, not grouped by similar characteristics in the same way all the time. There are '*seats*' in every classroom for every potential learner ensuring FAPE-Free Appropriate Public Education, for all eligible students. All students have a system of supports readily available at the beginning of a student's difficulties to provide preventive academic and behavioral instruction within the general education environment. In this way, students-many of who are typically misrepresented and over- identified, receive appropriate integrated services, and it becomes unnecessary for Amethod Schools to refer and excessively determine eligible students who are often those students of color and poverty. All students with special needs attending the RCA campus will receive a high quality rigorous public education and will be integrated into the normal program of the school. RCA ensures that any student with a disability attending the school will be identified and served appropriately.

Search and Serve

Upon the commencement of Richmond Charter Academy's school year, all students will be evaluated as a means of class placement through the usage of our placement exams. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Site Director, Richmond Charter Academy will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. The Site Director and faculty will then convene the Student Study Team for that student that will include the parents of the child.

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

For students who are identified as needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the Site Director, and an Richmond Charter Academy faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. Richmond Charter Academy may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Charter School Students

If a student enrolls at Richmond Charter Academy with an existing IEP, Richmond Charter Academy will contact the district within 5 days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, the school shall work with the District or SELPA to implement the existing IEP at Richmond Charter Academy or as otherwise agreed by the parent/guardian.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having disabilities and show potential signs of needing of support or special education related services. The assessment process will include examining student screening information and making a decision about whether or not to conduct a formal educational assessment. The parent of any student suspected of needing or qualifying for special education services may also make a referral for evaluation. Any such referrals will be responded to in writing by the Special Education staff or Director within 15 days. Parents will be informed via the SELPA Special Education Resource Teacher or Site Director that special education and related services are provided at no cost to them. Assessments will be done only upon receipt of written parent permission.

Assessment

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

Assessment guidelines that will be followed by the school include:

- Parents or guardians of any student referred must give their written consent for the school to administer the assessment;
- Evaluation in all areas related to the suspected disability will be conducted; multiple assessments will be delivered;
- Assessments will be delivered without cultural, racial or gender bias; assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multi-disciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

The school is responsible for developing the Assessment Plan and providing the assessment. RCA will work with the selected SELPA in order to carry out the assessment testing and IEP development. The Special Education Resource Specialist assigned to the school site will manage the entire testing process.

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 WCCUSD will hold ultimate responsibility for providing Special Education services (so long as Richmond Charter Academy operates as a school of the authorizer for purposes of special education), the school is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of.

It is the goal of RCA to employ at least one full time teacher who in addition to having the proper credentials to teach a general education subject, will also possess Special Education Credential. This teacher, along with the Site Director of Richmond Charter Academy, will be the primary school representative tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at RCA will also be involved in assuring that all IEPs and 504 plans are properly implemented.

In year 4, pending budgetary availability of the RCA Charter, Amethod Public Schools plans to employ a Special Education Manager that will have duties that will include:

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

In addition to the above special education staff, RCA also seeks related services from the Authorizer for special education students enrolled in Richmond Charter Academy in the

same manner as is provided to students in other West Contra Costa Unified School District schools (so long as Richmond Charter Academy operates as a public school of the WCCUSD district for purposes of special education). Richmond Charter Academy also reserves the right to contract with service providers outside of the West Contra Costa Unified School District when appropriate.

Reporting

RCA, in collaboration with West Contra Costa Unified School District (WCCUSD), will collect and maintain the following information on disabled students as required by IDEA:

- *A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;*
- *The number of students provided with test modifications and the types and the number of students exempted from District assessments;*
- *The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;*
- *The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and*
- *The basis of exit from RCA of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).*

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

Due Process and Procedural Safeguards

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

knowledgeable of the content of the student's IEP a copy of which shall be maintained at the school site. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

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

The school will adhere to all FERPA and Pupil Confidentiality Records.

Dispute Resolution⁷

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

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

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

Complaint Procedures

Parents or guardians also have the right to file a complaint with West Contra Costa Unified School District and/or California State Department of Education, and ultimately the Office of Civil Rights if they believe that the school has violated federal or state laws or regulations governing special education.

Section 504 of the Rehabilitation Act

The school recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school. A 504 team

⁷ In the event that RCA opts to operate as an LEA in a SELPA other than WCCUSD, RCA reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education.

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.

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

Richmond Charter Academy 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. RCA will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through Richmond Charter Academy's extended day and year. Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Professional Development for RCA Staff

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

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

The school also intends to seek professional development opportunities for its' staff through potential trainings facilitated by the Sacramento State University Office of Education, Aliant University (Hofstetdler School of Education), El Dorado Office of Education- Charter SELPA and recommended private companies.

Student discipline and procedures for suspension and expulsion will be in compliance with discipline procedures set forth in the IDEA and consistent with federal and state law. Discipline procedures will include positive behavioral interventions. Richmond Charter Academy is responsible for keeping daily attendance for each student by reporting and certifying attendance monthly on district forms, and filing them with the District.

PLAN FOR ENGLISH LEARNERS

The English language learner (ELL) student population continues to grow more rapidly than the student population as a whole, especially in California. Therefore it is that much more vital that schools address the needs of this growing demographic. As with other Amethod Public School sites; Richmond Charter Academy will hold high expectations for English Language Learners (ELL) population, and will assure that a demanding academic program is offered to all students regardless of any language or placement classification.

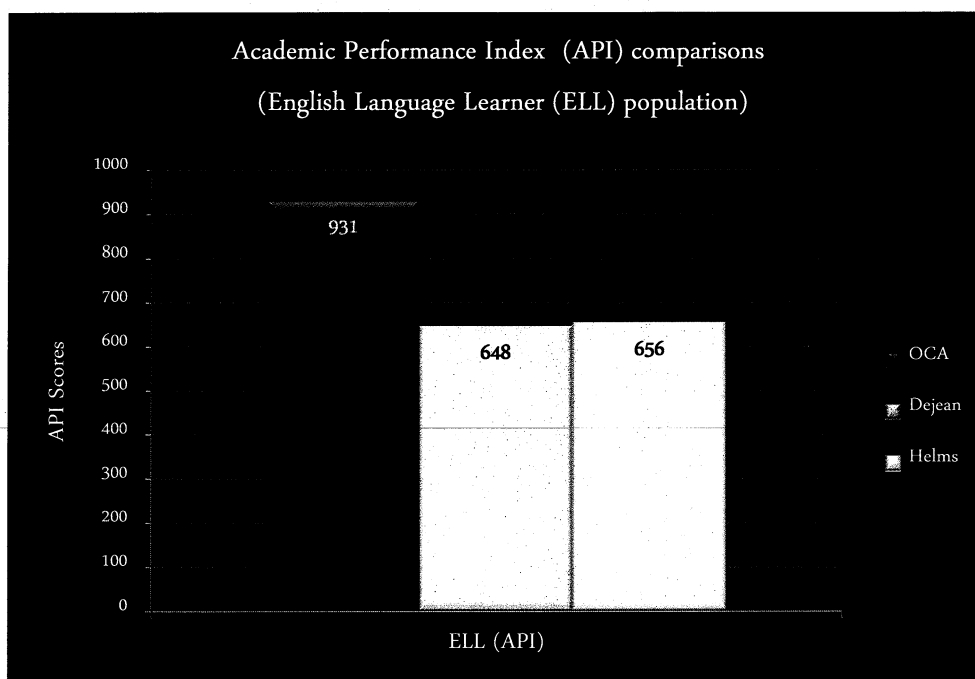
School	ELL (%) of Population	Subgroup API
Dejean Middle School	55%	648
Helms Middle School	73%	656
Oakland Charter Academy	99%	931

For all students, RCA will administer the home language survey upon a student's initial enrollment. After reviewing student home language surveys, and registration packet, student will be given CELDT exam on specified dates. 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 administered 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 programs such as tutoring help weekends, or before and after school programs. In order to promote students growth in reading, English learners will receive, phonemic awareness, decoding practice, vocabulary development, interactive/direct teaching, and word mini-lessons during tutoring and small group sessions either within the classroom setting in groups, or through before and/or after school programs.

RCA English Language students will be prepared with the skills in English and mathematics to meet California State Standards, and work towards being reclassified as Fluent English Proficient speakers through the usage of strategies such as Specially-Designed Academic-Instruction in English (SDAIE). Through this approach, that seeks to teach both content and language in a cognitively demanding environment, lessons include both content goals and language goals for the students. RCA will utilize confirmed state standards for measuring the progress of students. The school will not weaken or *water* down the core curriculum or expectations for these students and will treat them as any other student and will meet all requirements of federal and state law to provide equal access to the curriculum for English language learners.





English language learners will be enrolled in regular classes. The goal will be a high-quality instructional programs and with services for English learners through the usage of small grouping models to achieve the same challenging academic and standards as English-speaking students.

The following table describes a sampling of strategies and/or interventions used at Oakland Charter Academy middle school.

Strategy 1	Strategy 2	Strategy 3
Vocabulary & Language Development	Guided Interaction	Metacognition & Authentic Assessment
<p><u>Content knowledge:</u></p> <ul style="list-style-type: none"> • Introduce new concepts via essential academic vocabulary. • Connect student-accessible synonyms or concepts to these essential vocabularies. 	<p><u>Content knowledge:</u></p> <ul style="list-style-type: none"> • Structure multiple opportunities for peer-to-peer interactions as they learn content & develop their use of academic language in speaking/listening, reading & writing. 	<p><u>Content knowledge:</u></p> <ul style="list-style-type: none"> • Teach students processes for metacognition: i.e., pre-reading & pre-writing skills, word analysis, & methods to monitor their reading comprehension.

<ul style="list-style-type: none"> • Support students to distinguish word meanings, & their uses for subject-specific tasks & prerequisite language skills. <p><u>Academic language:</u></p> <ul style="list-style-type: none"> • Engage beginning-level students in using basic social & school vocabulary, phrases, & sentence structures. • As students' progress, continue to contextualize instruction of more complex language forms & uses: subject-specific academic vocabulary, grammatical forms, & sentence structures used in listening, speaking, reading & writing. • Respectfully distinguish differences between primary language use & standard academic English. <p><u>Sample Activities/Assessments</u> :</p> <ul style="list-style-type: none"> ✓ Word analysis: e.g., dissecting words into their parts (prefix, root, and suffix). ✓ Vocabulary journals, vocab. cards word webs, word walls. 	<ul style="list-style-type: none"> • Clarify expectations, outcomes, & procedures related to tasks for flexible group activities. • Allow for primary language interactions to clarify concepts. <p><u>Academic language:</u></p> <ul style="list-style-type: none"> • Structure multiple opportunities for peer-to-peer interactions to increase speaking, listening, reading comprehension & writing skills. • Support language interactions with review/preview of language forms, use of graphic organizers or other types of modeling. <p><u>Sample Activities/Assessments</u> :</p> <ul style="list-style-type: none"> ✓ Partner interviews, Class surveys, Think-Pair-Share, Heads Together, and Four Corners. ✓ Poster projects, group presentations. ✓ Perspective line-ups. 	<ul style="list-style-type: none"> • Teach & model ways for students to describe their thinking processes verbally & in writing. • Use a variety of activities & tasks to check for understanding. <p><u>Academic language:</u></p> <ul style="list-style-type: none"> • In addition to components listed above, ensure that assessment tasks are appropriate to students' assessed language development level. • Provide enough time to complete tasks, appropriate feedback, rubrics, & models to guide students' self-assessment. <p><u>Sample Activities/Assessments</u> :</p> <ul style="list-style-type: none"> ✓ Guided reading, completing chapter pre-reading guides, reciprocal teaching, Anticipation Guides, double-entry journals. ✓ Think-alouds, K-W-L. ✓ Learning logs/journals, quick-writes.
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✓ Interactive editing, cloze paragraphs, dictations, subject-specific journals.		✓ Regalia
Strategy 4	Strategy 5	Strategy 6
Explicit Instruction	Meaning-Based Context & Universal Themes	Modeling, Graphic Organizers, & Visuals
<p><u>Content knowledge:</u></p> <ul style="list-style-type: none"> • Teach essential grade-level concepts & build students' background knowledge as needed. • Connect overarching ideas (whole), then examine components or processes (part), culminating with students' own applications or synthesis of ideas (new whole). • Explicitly teach academic language & cognitive reading skills needed to complete subject-specific tasks, e.g., analyze, interpret, classify, compare, synthesize, persuade, solve. <p><u>Academic language:</u></p> <ul style="list-style-type: none"> • Teach essential language forms & uses per students' assessed language development level: listening/speaking, 	<p><u>Content knowledge:</u></p> <ul style="list-style-type: none"> • Introduce new concepts through familiar resources, prompts, visuals, or themes. • Use associated types of "realia" meaningful or familiar to students to affirm the appropriate context for using new language. • Sustain motivation to learn challenging concepts by linking ideas to resources or contexts that reflect student interests & sociocultural or linguistic backgrounds. <p><u>Academic language:</u></p> <ul style="list-style-type: none"> • Use methods listed above for introducing academic vocabulary, sentence structures, & language uses. • Link ongoing language practice or tasks to both school- 	<p><u>Content knowledge:</u></p> <ul style="list-style-type: none"> • Model how to complete tasks. • Provide graphic organizers & meaningful visuals to support students' recognition of essential information. • Use graphic organizers to support understanding of specific tasks, & specific uses of academic language. • Use advanced organizers to support metacognition, & overall comprehension. <p><u>Academic language:</u></p> <ul style="list-style-type: none"> • Use methods listed above with the addition of word banks, word walls, & modeling the use of graphic organizers appropriate to ELD



<p>reading & writing.</p> <ul style="list-style-type: none"> Follow contextualized introduction & explicit modeling of language use with repeated practice. <p><u>Sample activities/assessments:</u></p> <ul style="list-style-type: none"> ✓ Teach/explain prerequisite language applications: reading directions, idioms, sentence starters, essay formats, pattern drills, or completing a story map; check for understanding. ✓ Teach specific reading comprehension skills for completing: task procedures, answering questions, word problems, understanding text & graphics. 	<p>based & community-based uses.</p> <ul style="list-style-type: none"> Respectfully compare & analyze language use, & meanings to other cultures or context, to promote metacognition. <p><u>Sample activities/assessments:</u></p> <ul style="list-style-type: none"> ✓ Quick-write responses or recording student responses to visuals, current event stories, real-life models, video clips, teacher read-alouds, thematic prompts, role-play, comparing language uses for similar contexts. ✓ Identifying & analyzing different perspectives & language references re: essential concepts. 	<p>level.</p> <ul style="list-style-type: none"> Appropriately modulate language delivery, i.e., speed & enunciation, when modeling language forms or presenting content; repetition helps. <p><u>Sample activities/resource s:</u></p> <ul style="list-style-type: none"> ✓ Venn diagrams, story maps, main idea + supporting detail schematics, double-entry journals, semantic attribute matrices. ✓ Chants, read-aloud. Choral responses, Heads Together
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Reclassification Procedures

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

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

1. Assess English Language Proficiency

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

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

2. Compare Student's Performance in Basic Skills

Comparison of the pupil's performance in the STAR score examinations from, at minimum, past three (3) years on the English section of the California Standards Test, or assigned tests taken if from out of California. Students must meet an intermediate CELDT Score AND a proficient CST score in three (3) consecutive years for Reclassification.

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

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

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

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

4. Invite parents to Participate in the Reclassification Process

Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the school's consultation during the reclassification process.

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

5. Reclassify Student Fluent English Proficient

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

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

- *If student's scores Below Basic or Far Below Basic on CST-ELA, an intervention program is initiated as appropriate*
- *If student's English Language Arts grade falls below C, an intervention is initiated as appropriate*
- *Evidence of monitoring is entered onto the Student Reclassification Form in the student cumulative file.*

ELEMENT II: MEASURABLE PUPIL OUTCOMES

Governing Law - *The measurable pupil outcomes identified for use by the Charter School. "Pupil Outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.*

California Education Code Section 47605(b) (5) (B)

Richmond Charter Academy will meet all statewide standards and conduct all required state mandated student assessments as required by the charter school legislation, Education Code § 47605(c)(1). The School shall also meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments (This includes STAR, API/AYP, CELDT and any other requirement of NCLB.) The school will meet the requirements for renewal if it meets the requirements of Section 47607(b) of the Education Code.

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

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



Expected Outcomes

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

Academic Achievers who.....:

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

Effective Communicators who....:

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

Critical Thinkers who.....:

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

Life-long Learners who....:

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

Socially Responsible Citizens who.....:

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

MEASURABLE PUPIL OUTCOMES

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

progress of students will be tracked through various assessment types and methods throughout the school year.

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

Richmond Charter Academy will continue to focus on the stated Measurable Pupil Outcomes (MPO) as the guarantees and reassurances to all of the RCA stakeholders. Therefore, as with other Amethod Public School sites, the MPO are our targets and taken seriously. At Oakland Charter Academy Middle School, for example, the stated MPO's have been met every year over the past decade.

The following table details the Measurable Pupil Outcomes for Richmond Charter Academy.

SUBJECT	MEASURABLE OUTCOME	METHODS OF ASSESSMENT
MATH	<ol style="list-style-type: none"> 1. At least 60% of 7th graders will score proficient / advanced by 3rd year of the school's operation. 2. Students will demonstrate adequate progress towards meeting grade standards in mathematics. 3. 100% of 8th graders will be enrolled in Algebra I or higher. 4. At least 65% of 8th graders will pass the Algebra I CST examination by the 4th year of operation. 5. The schools overall ELL subgroup API will be higher than the overall district ELL subgroup average by the third year of operation. 	<ul style="list-style-type: none"> • STAR Test Battery • Standards Based Curriculum assessments • School Placements and Enrollment • Asses 2 Know (Standards Based Assessments) • Annual Academic Performance Index determination

ENGLISH/ LANGUAGE ARTS	<ol style="list-style-type: none"> 1. At least 62% of 8th graders will score at least proficient/advanced in ELA by the 3rd year of the school's operation. 2. At least 70 % of students at every grade level students will perform at school's passing rate on the school's final interim assessment Battery. 3. At least 60% of 7th graders will receive a passing score on the Writing test by the 3rd year of operation. 4. The schools overall ELL subgroup API will be higher than the overall district ELL subgroup average by the third year of operation. 5. All students will perform at a higher percentage of Proficient and advanced percentages than that of neighbor middle schools. 	<ul style="list-style-type: none"> • <i>California State Tests (CST)</i> • <i>7th Grade writing exam</i> • <i>Asses 2 Know (Standards Based Assessments)</i> • <i>Standards Based Curriculum assessments</i> • <i>STAR Test battery</i>
SCHOOL WIDE	<ol style="list-style-type: none"> 1. The school will achieve an API of 700 by the end of the third year of operation. 2. The school will meet or exceed school's annual API growth target each year after the 3rd year of operation. 3. The School shall meet or exceed a 90% attendance rate. 4. The School shall exceed the overall percentage of proficient or above 	<ul style="list-style-type: none"> • <i>Academic Performance Index (API)</i> • <i>California Department of Education (CDE) Similar School Ranking</i> • <i>Annual Academic Performance Index determination</i> • <i>Period two (2) attendance count.</i>



	proficient students who are enrolled in the school of attendance for the area in which the school is located by the third year.	<ul style="list-style-type: none"> • <i>CST Data</i>
SCIENCE	<ol style="list-style-type: none"> 1. At least 55% of 8th grade students will pass the CST Science section by the 3rd year. 2. 100% of students will meet or exceed the state curriculum requirement for middle school science 3. The schools ELL student subgroup will exceed the overall percentage of the district's ELL subgroup proficient/advanced percentage by the second year of operation. 	<ul style="list-style-type: none"> • <i>AMPS requirements</i> • <i>CDE Requirements</i> • <i>State Board of Education adopted standards and Frameworks for middle school.</i> • <i>California State Tests</i>
SOCIAL STUDIES/ HISTORY	<ol style="list-style-type: none"> 1. The schools ELL student subgroup will exceed the overall percentage of the district's similar ELL subgroup proficient/advanced percentage by the third year of operation. 2. The schools overall low income subgroup percentage will score above the district neighboring middle school proficient /advanced percentage by the fourth year of operation. 	<ul style="list-style-type: none"> • <i>California State Tests</i> • <i>Asses 2 Know Assessments</i> • <i>Annual Academic Performance Index determination</i> • <i>Grade Point Average</i>

Non-Academic Outcome Goals

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



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

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

All students will learn to approach their required work with attitudes and skills necessary to be successful in life, including but not limited to:

- *Perseverance;*
- *Attention to detail;*
- *Completeness;*
- *Accuracy; and Neatness.*

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

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

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

- *Scholarship;*
- *Teamwork;*
- *Integrity;*
- *Perseverance*

Continuous Student Achievement Improvement Template

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

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

Measure	Analysis	Action Plans
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Students	<ul style="list-style-type: none"> • State Tests • Classroom projects and grades • Attendance • Retention Rate • Disciplinary Actions 	<ul style="list-style-type: none"> • Compare with similar schools and to all California schools • Identify root causes of performance increases or decreases in each area 	<ul style="list-style-type: none"> • Create plan for improvement in low performing areas • Set targets for next academic year • Improvement required annually (after first three years of school)
Teachers	<ul style="list-style-type: none"> • Teacher Performance Evaluations • Student performance in individual classes • Teacher Satisfaction surveys • Teacher Retention 	<ul style="list-style-type: none"> • Identify strengths & opportunity areas for each teacher • Compare previous scorecards • Analyze staff retention to identify breakdowns (recruiting, staff development, etc.) 	<ul style="list-style-type: none"> • Create plan for improvement in low performing areas • Set targets for next academic year
Leadership	<ul style="list-style-type: none"> • Student performance • Teacher performance • Fiscal management • Community Engagement (Recruitment) 	<ul style="list-style-type: none"> • Compare with previous years, across similar schools • Measure Academic Data • Enrollment 	<ul style="list-style-type: none"> • Create plan for improvement in low performing areas • Set targets for next academic year
Governance	<ul style="list-style-type: none"> • Performance at individual schools • Employee Retention • New schools opened • Fiscal Management • organization 	<ul style="list-style-type: none"> • Compare with previous years and targets set by Board • Board Evaluations • Fundraising Goals met • Trainings 	<ul style="list-style-type: none"> • Create plan for improvement in low performing areas • Set targets with Board for next academic year



/systematic
change
influenced

ELEMENT III: OUTCOME MEASUREMENT

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is measured.*

California Education Code Section 47605(b) (5) (C)

Educational discourse is very often cloaked in the rhetoric of opinions. However, it is our organizational belief that data, particularly ongoing data and assessments, are necessary ingredients to the proper judiciousness of schools. It is important to note the fact that without data, feelings prevail. Where subjectivity prevails, whoever has the authority or power is the ultimate authority. Amethod Public Schools believe in the use of objective data as the barometer for a successful program. Our methods and data results have proven that our program, however unique from many inner city schools, produces enormously successful outcomes and data results.

Student Assessments

Aligned with its firm belief in accountability, Amethod Public Schools have rigorous assessment and goal-setting programs to measure students' proficiency levels and ensure that each student is making progress toward becoming a grade proficient student at the least. Students are assessed regularly from the time they enter the school through graduation and all staff monitor their progress closely.

The following assessments are currently used at Amethod Public School existing sites:

Subject	Description
Placement Exams	<p>All incoming students are given placement exams in order to determine proficiency levels in math, writing, and reading. Comparable tests are given at the end of the year to measure progress.</p> <p>The CELDT exam is administered at the beginning of the year to determine English language proficiency for those whose first language is not English. CEDLT is administered annually until students are designated English fluent.</p>
Summative Assessments (California Standardized Tests)	<p>The California State Test examinations are given one time at the end of the school year to evaluate students' performance against the defined set of State Board of Education content standards and they are the least flexible of the assessments implemented at our schools. Amethod Public Schools view the state exams as a vital piece of information</p>

	<p>to summarize the schools overall goal. We focus our curriculum on the standards that will be evaluated on this exam. Each grade level has a pacing guide the sets out the blueprint for the specific grade levels to be prepared for the California State Tests.</p>
<p>School Wide Interim Assessments</p>	<p>These assessments fall between formative and summative assessments. All Amethod Public Schools will use the interim assessments to assess student mastery of standards, norm teaching practices across schools, and drive teacher reflection and improvement of practice. The program implemented at Amethod Public School sites is the Data Director Program through Riverside Publishing. The program also provides the Assess 2 Know state and national standards test bank that allows faculty to pick and choose questions in accordance to a selected focus.</p> <p>In our system, Interim assessments serve the following purposes:</p> <ul style="list-style-type: none"> (1) evaluate students' knowledge and skills relative to a specific set of academic goals, within a 6- 8 week time frame, (2) Are designed to inform decisions at both the classroom and beyond the classroom and school level. <p>Unlike our formative assessments, the results of interim assessments will be aggregated and reported at a broader level throughout the sites. In essence, these assessments serve a variety of purposes, including interventions, re-teach periods, and predicting a student's ability to succeed on the large-scale CST summative assessment battery.</p>
<p>Formative Assessments (Traditional Classroom Assessments)</p>	<p>Used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning, and to improve student achievement of intended instructional outcomes. The assessment is embedded within the learning activity and linked directly to the current unit of instruction and curriculums.</p> <p>Formative assessments are used in providing corrective feedback (grades, progress reports, etc) or indicating areas of further instruction. Amethod School sites also use these averages for peer grade leveled comparisons Quizzes, essays, projects and exams are delivered regularly in classes.</p>



Analysis Cycles (Data Dives)

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

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

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

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

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

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

(See Analysis Cycle -Data Dive Overview and Questionnaires as Attachment G in Appendix Section)

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

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

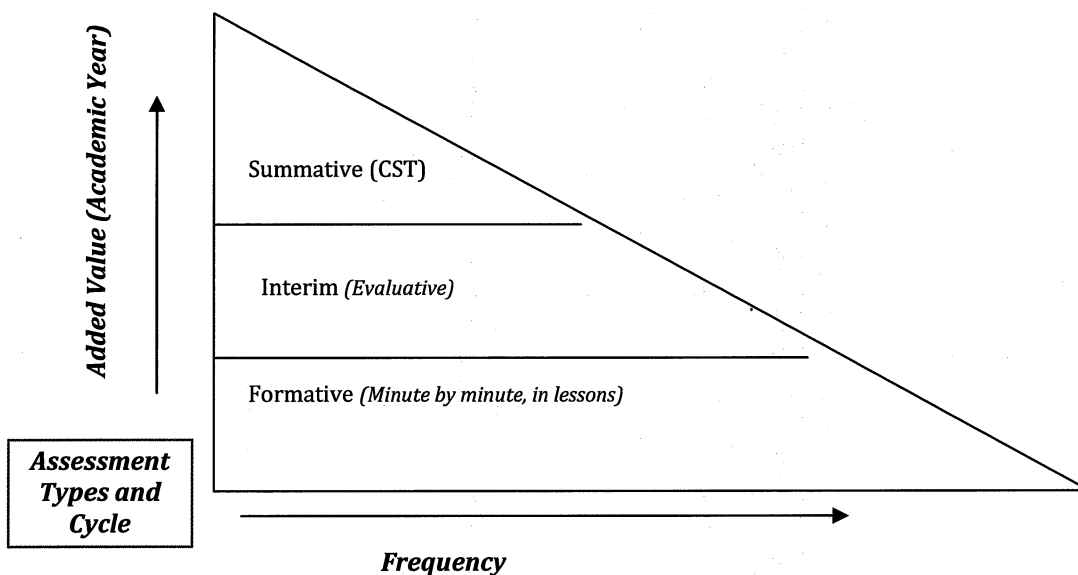
Aligned with a firm belief in student achievement, Amethod Public Schools will offer a rigorous assessment and data review program to measure and increase students' proficiency

levels and ensure that each student is making progress toward concert mastery at the Richmond Charter Academy site.

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

Every six – eight weeks, teachers, students and families will be given a Data Ticket that will summarize the progress that will accompany the progress report.

Tiers of Amethod Schools Assessment Plan



(See Assessment Calendar as Attachment H in Appendix Section)

Reporting Data

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

Administration will decide how they will report student progress to: (1) students and parents, (2) the chartering agency, (3) the broader public, and (4) teachers and school board members. Options for reporting data include progress and report cards, presentations, narratives, student involved conferences, annual reports, informational brochures, the school website and annual stakeholder meetings.

Power School

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

Grade Reports (Sample: Oakland Charter Academy)

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

- A** Students receiving an **A** have demonstrated **mastery** of at least 90-100% of the subject standard that has been taught.
- B** Students receiving a **B** have demonstrated mastery of at least 79-89% of the subject standards that have been taught.
- C** Students receiving a **C** have demonstrated the minimum mastery requirement of 68-78% of the subject standard.
- D** Students Receiving a **D**, 57-67% have deficits that require additional attention and student effort. Thus, a student receiving a **D** is not passing the given class.
- F** Students receiving an **F** 56% & below, have MAJOR grade deficits that require a change in approach, more focus, assistance, and increased effort. The families or parents of students receiving at least (1) **F** at the end of the first grading period will be contacted to discuss the grade.

Progress Reports

Students and families will receive a progress report every three (3) weeks indicating the student's progress in every subject. It is the responsibility of the parent/guardian to review progress reports with their student and to contact the school to make an appointment if there are questions or concerns. If a student is not meeting the minimum mastery requirements for a course (68%), the parent/guardian and student may be required to attend a conference with the student's teacher and Site Director to develop a plan to support the student's academic progress. Progress reports require a parent signature and must be returned to the classroom teacher to avoid any consequence.

ELEMENT IV: GOVERNANCE STRUCTURE

Governing Law: [Ref. California Education Code §5477605(b) and Ref. Criteria for Review; CCR-5 §11967.5.1(f) (4)]. *The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement*

—**California Education Code Section 47605(b) (5) (D)**



Legal Status- Nonprofit Public Benefit Corporation

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

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

Since Amethod Public Schools is a non-profit corporation, it can be sued as an independent entity and would be responsible for any debts incurred by the school. If this charter is found to be invalid or contrary to law by the California Department of Education, a court of law, or other appropriate jurisdictional agency, at that point, this charter petition shall be revoked and its authorizer shall be held harmless for having initially approved the request.

Board of Directors

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

In order to be confirmed, nominees will have to receive a unanimous vote by the existing board of directors. In accordance with Education Code Section 47604(b), the Amethod Public Schools Board of Directors shall permit the WCCUSD to appoint one representative to participate on the Board of Directors of Amethod Public Schools.

Amethod Public Schools- Board of Directors

Ainye Long, Director of Parent engagement-Families That Can

As Director of Parent engagement, Ms. Long provides workshops and trainings throughout the state to educate and empower parents and families from different improvised areas to understand the relevance of school reform and the need for every child to have access to a high-quality public education. Previous to her current position, Ms. Long worked as a teacher in two different charter school organizations in East Oakland, CA. She also was the founder of the University of California African/Black Coalition and served as the External Chair through



2006. Ms. Long serves as a volunteer for the African/Black Student Alliance's (A/BSA) program, (Destination Higher Education) and has provided personal, social and academic workshops that focus on the Black experience in Higher Education in the University of California system. Ainye is a graduate of the University of Santa Cruz with a degree in Economics and American Studies.

Shawn Brown- Director-Mellon Bank of New York

Mr. Brown is an executive skilled in Banking, Trading Operations and Data Processing Systems with a strong background in Private Banking, Marketing, Planning, Budgeting and P & L Management with a demonstrated record of developing and implementing solutions to multidimensional complex operational issues. Mr. Brown attended Wright State University in Ohio where he majored in Business Administration. Currently, Shawn serves as a Director for Bank of New York Mellon as a capital markets expert focused on managing the complexities of wealth for affluent families, foundations and institutions; particularly ones with wealth transfer concerns or philanthropic intentions. Mr. Brown developed and conducted corporate planning and strategy meetings in addition to having overall responsibility for operations, management and P & L. Mr. Brown has served on various boards and advisory committees including Guide Dogs for The Blind, and Chairman of Larkin Street Youth Services Charity Golf Tournament through the various years and manages the trusts of various nonprofit organizations in the San Francisco Bay Area.

Rosanna Munoz- City of Oakland- Business Division

Ms. Munoz is a Revenue Assistant and Investigator with the City of Oakland where part of her duties include verify business financial records for proper payment of business taxes and other fees (e.g. examining business tax returns for accuracy and completeness); and investigate potential unlicensed and delinquent business tax accounts using different computer programs and government websites and field visits. Previously Ms. Munoz worked for former Mayor, Ron Dellums, where she worked directly with the Secretary of Constituent services and assisted in the organization of Mayor Dellums' yearly Job Fair Program and the Christmas Toy Drive campaign for homeless and needy children in the City of Oakland. Ms. Munoz is a lifelong resident of the City of Oakland and attended Oakland Unified School District public schools. Ms. Munoz holds a BA from CSU East Bay in Criminal Justice, and an MA in Public Administration from CSU East Bay.

Khalif Muhammad- VIP Protective Security Firm

Mr. Muhammad is the Chief Operating Officer for VIP Protective Services based in Richmond, CA. The firm provides security consulting services from security patrol/guard services and to private investigative services for small, mid-size and large companies in the greater Bay Area. Services provided include business relationship advanced screening, Competitive Intelligence, Complete Background Reports, Counter Surveillance, Insurance Claims, Workers' Compensation, Risk Assessment, and armed Security Consulting. Mr. Muhammad has implemented the training of armed guards for specific tasks and personal bodyguard services authorized by the state of California. Mr. Muhammad attended the University of Alaska at Anchorage where he studied journalism and multi media. Previous to his current position, Mr. Muhammad served as the Chief Operating Officer for the Solano Trade Exchange Company

that focused on international trade partnerships and barter opportunities specifically with North American countries and exchange partners.

Steve Moyer-Senior Partner Moyer Realty Company

Steve has direct experience in the marketing, sale, leasing, acquisition and management of retail, office, industrial, and apartment, mixed-use, educational and institutional real estate including career sales of more than \$260 million. Commercial property purchasing and negotiations is his firms' expertise. Effectively managed groups of investors to acquire, rehabilitate and sell or manage 24 separate investment properties beginning in 1984. Familiarity with all aspects of real estate transactions and all forms of real estate contracts, disclosures, letters of intent, lease proposals and formal lease documentation. Steve represented has also represented various charter schools in the bay area to locate and negotiate space for their prospective educational programs. Mr. Moyer published an on-going series of internationally recognized columns pertaining to asset preservation and the real estate looming bubble in 2005. Columns now featured on prominent financial websites throughout the United States including www.Safehaven.com, 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.

David Bañuelos, Outreach Coordinator/Counselor Heald College

Mr. Bañuelos has extensive experience in working with high school college track programs. Prior to his position with Heald College, Mr. Bañuelos was the Program Coordinator for the Sacramento Youth Project, a group that worked with over twelve middle and high school sites providing conflict resolution and gang mediation services to the most at risk student populations throughout the Sacramento region. Mr. Bañuelos received his Associated Degree from Las Positas College in Liberal Studies and attended Sacramento State University. He has served on the Board of Directors of the Sacramento Children Home, and also for the Bay Area Youth Exchange. David currently is an Ambassador for the Sacramento Hispanic Chamber of Commerce and an Advisory Member for the PUENTE Program for the University of California system.

Amethod Public Schools Management

Amethod Public Schools management team will be responsible for the majority of the policy setting decisions including the following: general policies of the school; recommend and monitor the school's annual budget; ensure operation of the school in accordance with the charter and the law; and hiring the school's director. The management team meets on a bi-weekly basis to focus on key issues dealing with Richmond Charter Academy and other schools. The Executive Director meets with the site leaders formally on a monthly basis to discuss academic success, school operations, financial management, attendance, reporting, etc.

This process helps ensure that the schools are hitting their targets and are continually improving. School performance and data will be relied on heavily for decision-making.

Jorge Lopez- Executive Director

Mr. Lopez is the founder of Amethod Public Schools. Mr. Lopez has over ten year's experience of working with school reform organizations, charter schools, and at risk youth. Mr. Lopez is a former member of the California State Board of Education (SBE), appointed by Governor Arnold Schwarzenegger and served as the SBE liaison to the Advisory Committee on Charter Schools (ACCS) for the State Board of Education until 2010. Mr. Lopez oversaw the growth of Oakland Charter Academy from a flailing single middle school campus and transformed it into nationally renowned, multi site 6- 12th grade system whose schools rank among the highest in the state of California. Previous to working at Amethod Public Schools, Mr. Lopez has worked for the Federal Migrant Education Program Region 2 in Butte County, and Region 23 in San Joaquin County as a Program Director. Mr. Lopez holds a BA and Masters degree in Education from Sacramento State University and has attended Northwest California School of Law.

Perla Corea- Operations Manager

Ms. Corea is the Operations Manager for Amethod Public Schools. In her position, she is responsible for planning, coordinating, and supervising the day-to-day business operations of a school office, and serves as administrative aide for the Human Resource functions of the overall organization. The position works very closely with Edtec who provides the back office accounting for Amethod Public Schools. Prior to serving as the Operations Manager, Ms. Corea worked for Oakland Charter High School as the Registrar in charge of the daily attendance, and for working with the University of California, Doorways Office processing the course approvals for the high school. For over six years, Ms. Corea has worked as an assistant in private tax firm where she organized and pre screened federal and state tax returns. Ms. Corea has BS in Computer Information Systems from DeVry University.

Edtec- Back Office Accounting/ Business Operations

Business operations will be including interim actual reporting, other financial reports will be completed by performed by Edtec, an experienced national back office business service provider that has delivered services to more than 200 developers and charter schools supporting over 40,000 students across 50 districts in over 30 counties and six states. Payroll services will be outsourced to ADP Business Solutions who currently serve other Amethod Public Schools sites. Financial books shall be kept in accordance with State Accounting Procedures for Schools. An independent, certified auditor will be contracted by the Board of Directors to conduct an annual financial audit as required by the California Education Code.

Board Authority

The Board approves budgets for Richmond Charter Academy, approves major school and Amethod Public School policies. The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established. The Board may execute any powers delegated by law to it and shall discharge any

duty imposed by law upon it and may delegate to an employee of the school or Amethod Public Schools any of those duties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will: be in writing; specify the entity designated; describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and require an affirmative vote of a majority of Board members.

Board Meetings

The entire Amethod Public Schools Board of Directors meets on a quarterly basis. 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 94604 and at each school site. Meeting minutes and board actions are recorded and copies are placed on the bulletin board in the main office and made available to the public.

Public Operating Principles

Richmond Charter Academy will comply with all laws applicable to charter schools. All other meetings such as committee, advisory, special, ad-hoc, or emergency meetings will be established as the needed. The locations of the meetings will be within the boundaries of the state of California and will be posted in adherence to the Brown Act open meeting laws accordingly.

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

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

The Governance Board will be the responsible agent for the accountability requirements established by Senate Bill 1448 and the Charter itself, as well as policies regarding staff and board responsibilities, conflict of interest, personnel, budget development and approval. The school calendar and the selection of the school's administrative leadership are also the responsibilities of the Governance Board. The Governance Board is responsible for establishing subcommittees and delegating authority as needed.

Governance Training



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

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

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

Advisory Council

RCA will have an Advisory Council, Richmond Charter Advisory Council (RCAC), which will have members appointed because of specific expertise. The RCAC may include RCA business members, staff, parents, community members, board members, and industry members. The role of the Advisory Council is to advise the Amethod Public Schools Board of Directors on issues including, but not limited to community relations, and student /school events specific to their sites. The Richmond Charter Advisory Council will be selected and voted on by the RCA families at the orientation meeting held at Richmond Charter Academy. Parental views and expertise will be sought in developing policies and solving school-wide problems through representatives serving on the Advisory Board and various committees. Communication with parents, whether about school policies and programs or about their own children, will be frequent, clear, and two-way. The council will present at the Amethod Public Schools Board of Directors meetings throughout the year.

The RCAC will:

- Serve as a forum for the discussion of matters of interest and concern to the parents of RCA students;
- Act as a communication channel between the parents and other interested individuals and groups, both within and outside the school community;
- Coordinate and sponsor committees, clubs and other activities that enhance the intrinsic value of RCAC and contribute to the fulfillment of its mission. These committees will work with various bodies within the school, providing support activities as appropriate;
- Report as needed to the Amethod Public Schools Board of Directors at its regular meetings and provide ongoing advice to the Board as requested by the Board or deemed necessary by the RCAC.

Family Participation

As required by Education Code § 47605, the school will use a range of methods to consult with and receive parental/family input. These methods are in use for existing Amethod Public

School parents and include focus groups, surveys, parent/teacher conferences, orientation meetings, town halls, events, and phone / internet communication.

- *Informational Meetings:* Amethod Public Schools will hold meetings for parents to address matters such as financial aid for college, parent and student college session, and other informational meetings.
- *Town Halls:* Through partnership with other local organizations, Amethod Public Schools implements Town Hall parent information sessions for families. Sample discussions have included School Measurements, gang prevention, and cyber bullying.
- *Orientations:* AMPS conducts an all campus Orientation meeting at least once per year. This meeting is mandatory for all new and incoming student families. Administration and Teachers are in attendance and available for introductions and information.
- *Website and Phone Communication:* Teachers will have web pages on the Amethod Public Schools website that will have their class schedules, syllabus and other assignments posted. Parents/family members may call the main phone line to make an appointment with the Site Director and teacher in regards to any concerns.
- *Parent/Student/Teacher Conferences:* Parent/student/teacher conferences will be scheduled upon request of a teacher or a parent. These conferences may occur at any time during the year, but will be clustered at the end of grading periods.
- *Families That Can:* Our organization partners with *Families That Can* a nonprofit organization whose mission is to educate families about what should be expected of every public school to ensure every child, regardless of color or socio-economic standing, has access to a high-quality public education. Families That Can has prepared and delivered a series of workshops for our families that range from advocacy to school data analysis. Selected parent leaders attend a yearly Parent Conference to learn how to advocate for their child, school and community.

Complaint Procedures

AMPS will use the established formal complaint policy and process to address community concerns that are not resolved through informal conversations. The School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. The School will not, at any time, refer complaints to the district, and will address matters at the school and organizational level consistent with the nature of charter legislation. However, parents and families may approach the local authorizer, school district to file a complaint should they wish to do so.

The school's distinct complaint procedures includes clear information about the response timeline of the school, the official complaint representative, the off making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures



will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's family handbook that is distributed widely and available on our website.

UNIFORM COMPLAINT PROCEDURES (UCP) OVERVIEW

The Governing Board recognizes that the school is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs as they pertain to charter schools. The school shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the school's uniform complaint procedures, (5 CCR 4620).

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

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

(See the Organizational By Laws as Attachment I in Appendix Section).

ELEMENT V: EMPLOYEE QUALIFICATIONS

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

Process for Staff Selection

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

Leader Selection

The Site Director is the main person running the school once open, and Amethod Public Schools takes extensive care to select the most qualified and dedicated person. Historically, Amethod Public Schools has developed and selected leaders within its own organization who have already asked to be considered for the leader role.

The first step in the process of hiring a leader is an interview with the Executive Director

Next, the candidate makes a model professional development presentation and presents instructional program philosophy discussions to the organizations Instructional Leadership Team. Third, the candidate watches a short video (Film Session) of a teacher's lesson and then debriefs with the Executive Director and Instructional Leadership Team on feedback and next steps for support to be given to that teacher. Finally, the candidate has an interview with 3 members of the Leader Hiring Committee made up of a faculty member, Executive Director, and at least one board member).

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

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

(See Program Planning Model Template as Attachment J 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) Enroll in the Amethod Administrative Module Training Program
 - (4) A minimum of three years teaching experience
- 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.

Teacher Selection

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

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

Teacher Job Description

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

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

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

- 1) A bachelor's degree;
 - 2) A State credential
 - 3) Demonstrated core academic subject matter competence. Demonstrated core academic subject competence for elementary grades is done through CCTC's approved subject matter examination or by completing the California High Objective Uniform State Standard of Education ("HOUSSE").
- Effectively instruct students in assigned content area(s) as prescribed by Amethod's academic content standards through lecturing, demonstrating, and using audio-visual aids and with the overall goal of engaging student learning.
 - Work as part of teaching team and within content areas planning and aligning curricula to ensure that instruction follows curriculum guidelines or requirements of state and school.
 - Set clear short-term and long-term goals to drive instruction.
 - Develop and submit weekly and long range unit plans containing standards, essential questions, assessments and lesson plans; assign lessons and review homework.

- Consistently administer tests to evaluate pupil progress, record results, and issue meaningful reports to inform parents of progress.
- Create and implement student intervention plans when necessary.
- All teachers will be CLAD certified or a CCTC recognized equivalent.

Administration Assistant

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

A partial list of qualifications includes the following.

Required knowledge, skills, and abilities

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

Required educational level

- A.A. degree or equivalent work experience

Required experience

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

Responsibilities of the Office Manager include:

- Recording attendance;
- Primary responsibility for input of Free and Reduced Lunch information into the student database;
- Managing the office;
- Overseeing purchases of materials;
- Doing day to day bookkeeping;
- Managing the schedules ;
- Powerschool basics
- Serving as first point of contact for Parents contacting RCA

Anti-discrimination Statement

Amethod Public Schools believes that all persons are entitled to equal employment opportunity. It does not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.



ELEMENT VI: HEALTH AND SAFETY OF PUPILS

Governing Law - *The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237.*

—California Education Code Section 47605(b) (5) (F)

Procedures for Background Checks

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

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

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

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws.

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) that is used at other Amethod Public School Sites.

Immunizations

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

Blood borne Pathogens

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

Drug Free/Alcohol Free/Smoke Free Environment

The School shall function as a drug, alcohol and tobacco free workplace.

Medication in School

The Amethod Schools has adopted a policy regarding the administration of prescription drugs and other medicines at school that adheres to Education Code Section 49423 regarding administration of medication in school. The policy is detailed in the Parent-Student handbook attached as an Appendix to this charter petition.

Facility Safety

The facility to be utilized by Richmond Charter Academy must be in compliance with applicable State and local Building Codes in accordance with Education Code 47610. The School shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (*if at District facilities*).



All Amethod Schools are required to have active safety plans on file as required by California Ed Code and staff will be trained annually on the safety procedures outlined in the plan. If RCA finds a facility for the school and it is not a WCCUSD facilities, the school will hire its own contractors and the appropriate resources necessary in order to perform the maintenance and operations functions required at its facility. Services by outside contractors will be heating, ventilation, air-conditioning, electric, life safety, remodel construction, pest management control, elevator repair and maintenance, and other maintenance functions. Should Amethod Schools be granted use of WCCUSD facilities (under prop 39 or otherwise) during the term of this petition, the school will be required to enter into an agreement with WCCUSD detailing all maintenance and operations functions and responsibilities prior to occupancy of the WCCUSD facilities.

Food Service

The school will be a food service sponsor and contract for food services (with the WCCUSD or another private foodservice provider) in the same manner consistent with other charter schools and food service providers.

Nursing

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

Vision/Hearing/Scoliosis

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

Emergency Handbook (Policies)

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

- First Aid and CPR certificates for key staff members.
- A requirement that all enrolling students and staff provide immunization records to the extent required for enrollment in non-charter public schools.
- Policies and procedures for response to natural disasters and emergencies, such as fires and earthquakes.
- Policies for the prevention of contact with blood-borne pathogens.

- A policy requiring that instructional and administrative staff receive training in emergency response, including “first responder” and CPR training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- Evidence that the school is housed in a facility that is approved by the state or local fire marshals.

Emergency Preparedness

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

(See Emergency Guidebook as Attachment K in Appendix Section)

The Family Educational Rights and Privacy Act (FERPA)

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

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

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

ELEMENT VII: RACIAL AND ETHNIC BALANCE

Governing Law - *The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted ,*
CA Education Code 47605 (b) (5) (G).

RCA shall strive to achieve a student population from South, Central Richmond, and the greater WCCUSD area that recognizes and values the schools mission and vision statements and is committed to the instructional and operational philosophy. No test or assessment shall be administered to students prior to acceptance and enrollment into the charter school.

As previously noted, students will be considered for admission without regard to ethnicity, national origin, gender, disability, sexual orientation, race, gender identity or achievement level. Recruitment strategy will be carried out throughout various communities to provide families with the opportunity to participate in the school. Richmond Charter Academy will work with various community organizations, churches, stores, merchant associations, bay area charter schools, and public schools within the West Contra Costa Unified School District boundaries to recruit a student population that reflects the community.

The application process is comprised of the following:

- Completion of a student interest form, which includes basic student and family identification information for the purposes of entry into public random drawing
- Upon selection for admission pursuant to public random drawing, the registration process will include the following:
 - *Student enrollment form which contains student name, address, and other identifying and demographic information*
 - *Proof of Immunization*
 - *Home Language Survey*
 - *Completion of Emergency Medical Information Form*
 - *Proof of minimum age requirements, e.g. birth certificate*

Recruiting and Marketing

The school acknowledges that recruitment of students is the responsibility of the charter school. In compliance with federal law, the recruitment efforts of the school to target all populations within the area, regardless of race, disability, ethnicity, or gender. The school will explore as many avenues of outreach as possible to guarantee a broad spectrum of exposure during its recruitment process.

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

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

- Attending elementary school, and middle school option fairs;
- Meeting with local Athletic Teams and leagues;
- Hosting open houses at the school and partnering campuses;
- Press releases and other communications with local news media;
- Posting of notices or banners in libraries and other public buildings and spaces, as well as with local businesses and religious institutions.
- Working with community organizations to reach families in the local area;
- Word of mouth among parents in the community; and
- Speaking or distributing flyers at local churches, recreation centers, and groups working with families

Outreach efforts and materials will be provided in Spanish, Vietnamese, Lao, Mien and Mandarin languages as needed. General information sheets, and other key documents, including the school vision and mission statement will be provided in the multiple languages as well. The goal is to have the majority of students enrolled by March 25th of the first school year. Summer school session will be set in coordination with charter petition timelines, and local elementary school schedules. Richmond Charter Academy will also host at minimum, one (1) community event to promote the opening of the school and to disperse applications and school informational.

The charter school shall maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school, along with documentation of the efforts the school has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation. Parents are responsible for completing a preliminary enrollment form and submitting it before the set deadline. If the enrollment form is completed and turned in by the deadline, this will secure conditional acceptance. The enrollment phase will then begin and will be explained in the following section.

ELEMENT VIII: STUDENT ADMISSION REQUIREMENTS

Governing Law - Admission Requirements, if applicable

—California Education Code Section 47605(b) (5) (H)

It is the policy of Richmond Charter Academy (RCA) to be nonsectarian in its programs, curriculum, admission policies, employment practices, and all other operations. RCA shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, sex, religion, race or disability.

RCA will comply with the McKinney Vento Homeless Assistance Act for homeless children and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths.

The school also recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. All students will be given equal access to the school, regardless of disabilities, and the school will not discriminate against any students based on his or her disabilities

Enrollment Process

Formal recruitment of incoming students begins in the winter each year for the following school year. The proposed campus will have an open enrollment period extending from February 1 through March 25, 2012. During this time, the school will advertise and host open houses to inform families in the community about the opportunities and expectations for prospective students and parents.

Enrollment/ Registration to the school require:

1. Completed 1-page application questionnaire.

2. School data card (family or guardian contact information).
3. Copy of student immunization records.
4. Signed copy of RCA student contract and agreement to participate and abide by school guidelines.
5. Attendance to Family Orientation Meeting.
6. Completed Enrollment/Registration forms and documents.

(See Sample Application Form as Attachment L in Appendix Section)

As per California Education Code, Richmond Charter Academy will determine enrollment based on a random public lottery should the number of pupils who wish to attend the Charter School exceed capacity. At the lottery, a presentation will be made in English and Spanish to all interested parties about the lottery process and rules. Written information may also be given to each interested party. Each family showing interest will be sent and asked to complete a short application form. Should we receive more than 60 applications (the grade capacity in the school model) before the deadline; a random lottery will be held.

Lottery Procedures

- Each applicant's name will be assigned a number.
- Each number will be put on a card.
- Each card will be equal in size and shape.
- The card will then be put into a container or lottery device that will randomly mix all cards.
- A random drawing will occur, and the first 60 numbers chosen are accepted to the school.
- Once the student list has been set, a waiting list will be developed for those students still wishing to enroll should space become available.

Waitlist ranking

The student waitlist will be assigned in the order selected. Two separate observers will collect lottery cards and enter into an electronic database the results. The database will be doubled checked to the physical cards to ensure accuracy. The database will be made public as soon as practically possible, both online at Amethod Public Schools website and posted in public locations at the school site. Letters and follow up phone calls to families on the waiting list will also be made.

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

During the school year if vacancies should arise, the school will notify families on the wait list to see if they would like to enroll. Typically 3 separate calls on 3 different days are made, with accompanying documentation; if families do not respond within 7 days, they are removed from the wait list and the next family is contacted.

Richmond Charter Academy anticipates that the open enrollment period will occur during the winter and spring of each year with the lottery taking place (if necessary), no later than June 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.

RCA reserves the right to select more than 60 students for admission at the discretion of the School Director or Executive Director to ensure the school's overall enrollment is stable. For instance, if the RCA experiences greater than usual attrition in its upper grades, the director may elect to enroll 10 more 6th grade students, bringing the total incoming 6th grade class to 70 students. Should the Director elect to enroll greater than 60 students in the 6th-7th grade, an announcement will be made at the lottery and additional students will be enrolled based the lottery and the methods described above. Once admitted, registration forms for students who are admitted will also gather the following: proof of immunization; home language survey; completion of emergency medical information form; proof of maximum age requirements, e.g. birth certificate; and release of records from previous school.

If the number of applicants exceeds the enrollment capacity at the end of the open enrollment period, a random selection process or lottery will used for admission, with first preference given to founding families, children of teaching staff members, and siblings of students already enrolled at Amethod schools. The preference group will constitute 10% of entire student population which is inclusive of children of founding family's as well. If a lottery is deemed necessary, the date of the lottery will be announced on the school website at the completion of the first enrollment phase. Neither student nor other family members are required to be present at the random selection drawing to secure a spot. The families of students that are selected to attend Amethod Schools by the lottery will be notified by phone and mail and asked to confirm enrollment within two weeks of notice.

ELEMENT IX: ANNUAL AUDIT

Governing Law: *The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority—California Education Code Section 47605(b)(5)(I).*

The Governance Board and appointed Audit committee members shall oversee the selection of a state approved, reputable independent auditor and the completion of an annual audit of the schools financial books and records, including attendance. The Charter School audit committee will review the audit and report to the Charter Governance Board any deficiencies and recommendations on how to correct them. The Governance Board will report out any deficiencies that occurred and how they will be resolved.

This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles (GAAP), and will verify the accuracy of the schools financial statements (including their Balance Sheets, Income Statements and Cash Flow Statements), attendance and enrollment accounting practices, and review internal controls. To the extent required by



law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office of Management and Budget.

It is anticipated that annual audits will be completed within five months of the close of each school year, and consistent with AB 1994; a copy of the auditor's findings will then be forwarded to WCCUSD, Contra County Office of Education (CCOE), the State Controller's Office and the California Department of Education (CDE) by December 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.

Structure and discipline will be an integrated part of the RCA curriculum. If a student is disrespectful (talking back to an adult, cursing, refusing to follow a directive, etc.) or disrupting the classroom environment, a meeting will be scheduled with the RCA administration and/or teacher to address the issue. The consequence will be one or all of the following: not allowed to participate in non-academic activities, school community service, Saturday schools, Friday schools, on-campus suspension, or detentions. A second incident involving the same type of behavior will result in a meeting after school that includes the student, a family member, a teacher, and an administrator.

Progression of Disciplinary Procedures

Teachers are responsible for the day-to-day discipline in their classrooms. Teachers work with their students to meet their individual needs of their students and work together to find a common ground in the classroom, to ensure that learning can take place. Amethod Public Schools offers a teacher workshop that demonstrates classroom management techniques such as the Preferred Activity Time (PAT). PAT is a whole class management system which is widely used within

the school sites that offers a group behavior modification plan as a management tool. Other disciplinary options are also available to the teachers and ultimately, teachers select the measure that is best appropriate for their class. It is the Site Director's task to assure that teachers remain firm and steady as they manage student behavior. Amethod Schools do not tolerate disrespect or negative behaviors and will expect that students understand that message.

Detentions

Any member of the staff/faculty may assign a detention to a student. This detention is served after school; at least one day after the infraction occurs so a parent can be notified. Detention hour may consist of a writing assignment, completing missed homework, sitting quietly in a classroom or assisting with campus cleanup. Social events or activities, athletics are not valid reasons for missing a detention.

As a general rule teachers assign a teacher detention for minor classroom misconduct such as: passing notes, no homework, making noises, minor conflicts or talking.

Other sample infractions:

1. Failure to return detention slip signed by parent;
2. Dress code violation;
3. Homework infractions;
4. Chewing gum;
5. Boisterous conduct in buildings;
6. Any type of behavior that is disrespectful or subversive in nature to the administration, faculty or staff.

Repeated violations by students will be referred to the Site Director who will in turn escalate the consequences for the student according to our disciplinary procedures.

If a student earns an unreasonable amount of detentions, then they will be assigned Friday afternoon school and /or Saturday school detention. Parents/guardians may request a conference with the Site Director to discuss their son/daughter's behavior and consequences. This requires a meeting time and date set by the Administrative Assistant. The school may also request a conference with parents and or family members at any given time to discuss student behaviors.

Serious offenses will be handled on an individual basis. For these, it is not necessary to follow the above procedures. Contact with parent/guardian will be made immediately.

SUSPENSION/EXPULSION PROCEDURES

***Governing Law: The procedures by which pupils can be suspended or expelled
—California Education Code Section 47605 (b) (5) (J)***

Suspension

Suspension is intended to remove the student from peers and the class environment. This separation provides the student time to reflect on his/her behavior and a possible pattern of

behavior that will be more positive. Any fighting incident brings the student immediately before the school administration and his/her family. The administration will investigate the incident and determine actions to ensure the safety of the student. Abuse of another student will result in suspension or expulsion. Students using, possessing, or being under the influence of drugs or alcohol on school property will be suspended. Student and family will need to enroll immediately in a substance abuse program.

A student serving an on campus suspension reports to school at the regular time in full uniform. Each teacher will give the student written assignments that the student must complete under the direct supervision of the Site Director. The student will not attend any classes or go out for break. The student will eat lunch in the assigned room.

A student may be suspended for any of the following acts:

- Theft, destruction or defacement of school or personal property during school hours or during school sponsored events., (*Parents will be held financially responsible in accordance with the education code*)
- Defiance, disrespect or abuse of school authority
- Harassment
- Hazing
- Fighting
- Cheating
- Profanity or vulgarity in word or gesture
- Smoking or possessing tobacco products on campus or at school sponsored events
- Being under the influence of or possessing alcohol or any controlled substance at school or any school sponsored event
- Writing on, tagging, or defacing school property
- Any infraction not listed but considered sufficiently serious by the Site Director

No student will be suspended from school in excess of ten (10) days without a more formalized procedure of an expulsion hearing.

The legal guardian will immediately come to take the child home upon a suspension.

Expulsion



Amethod Public Schools views expulsion as a drastic step and one that may affect a child's future. Every effort will be made to develop an educational program that encourages mutual respect among students, staff, and community. The procedures for expulsion will include appropriate due process, will be specific and clear and will be compliant with federal laws governing discipline of special needs students. Possession of weapons such as knives, or firearms will result in expulsion (E.C. 48915 (c) (1)); Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

- (1)Causing serious physical injury to another person, except in self-defense.
- (2)Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (3)Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- (4)Robbery or extortion.
- (5)Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

A student may be expelled for the following reasons, (the bracketed circumstances require an immediate suspension and a recommendation for expulsion).

- Possessing, selling, or otherwise furnishing a firearm. Possession must be verified by a school employee , *(Mandatory recommendation for expulsion)*
- Brandishing a knife at another person, (E.C. 48915 (c) (2)), *(Mandatory recommendation for expulsion)*
- Possession of an explosive (as defined in section 921 of Title 18 of the U.S. Code) (E.C. 48915 (c) (5)), *(Mandatory recommendation for expulsion)*
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of section 48900 (Section 48900[n])
- Unlawfully selling a controlled substance including providing or selling narcotics of any kind (immediate expulsion) Listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.(E.C. 48915 (c) (3))
- Inflicting or causing bodily harm to any person on campus
- Assault or battery, or any threat of force or violence directed toward anyone
- Fighting

- Theft of, tampering with, or unauthorized handling of a teacher's grade book, textbook, handbook, keys, property, briefcase, or other personal items
- Tampering with fire alarms or extinguishers
- Any infraction considered sufficiently serious by the Site Coordinator/Director (multiple suspensions, consistent defiance, etc.)
- Severe destruction of school property.
- (a) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

- (1) Causing serious physical injury to another person, except in self-defense.
- (2) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (3) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- (4) Robbery or extortion.
- (5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

- (b) Upon recommendation by the principal, superintendent of schools or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

- (c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- (5) Possession of an explosive.

- (d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:
 - (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
 - (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
 - (3) Is not housed at the school site attended by the pupil at the time of suspension.
- (e) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:
 - (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.
- (g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1

In accordance with Education Code 48900 (r) A student may be suspended or expelled for an act relating to a school activity or school attendance occurring within a school under the jurisdiction of the school's administration or occurring within any other school district and that act occurs at any time, including, but not limited to:

1. While on school grounds,
2. During lunch period
3. While going to or coming from school,
4. During or while going to or coming from a school-sponsored activity.

(a) If the governing board of a school district receives a request from an individual who has been expelled from another school district for an act other than those described in subdivision (a) or (c) of Section 48915, for enrollment in a school maintained by the school district, the board shall hold a hearing to determine whether that individual poses a continuing danger either to the pupils or employees of the school district.

- The hearing and notice shall be conducted in accordance with the rules and regulations governing procedures for the expulsion of pupils as described in Section 48918.
- A school district may request information from another school district regarding a recommendation for expulsion or the expulsion of an applicant for enrollment.
- The school district receiving the request shall respond to the request with all deliberate speed but shall respond no later than five working days from the date of the receipt of the request.

(b) If a pupil has been expelled from his or her previous school for an act other than those listed in subdivision (a) or (c) of Section 48915, the parent, guardian, or pupil, if the pupil is emancipated or otherwise legally of age, shall, upon enrollment, inform the receiving school district of his or her status with the previous school district. If this information is not provided to the school district and the school district later determines the pupil was expelled from the previous school, the lack of compliance shall be recorded and discussed in the hearing required pursuant to subdivision (a).

(c) The governing board of a school district may make a determination to deny enrollment to an individual who has been expelled from another school district for an act other than those described in subdivision (a) or (c) of Section 48915, for the remainder of the expulsion period after a determination has been made, pursuant to a hearing, that the individual poses a potential danger to either the pupils or employees of the school district.

(d) The governing board of a school district, when making its determination whether to enroll an individual who has been expelled from another school district for these acts, may consider the following options:

- Deny enrollment.
- Permit enrollment.
- Permit conditional enrollment in a regular school program or another educational program.

(e) Notwithstanding any other provision of law, the governing board of a school district, after a determination has been made, pursuant to a hearing, that an individual expelled from another

school district for an act other than those described in subdivision (a) or (c) of Section 48915 does not pose a danger to either the pupils or employees of the school district, shall permit the individual to enroll in a school in the school district during the term of the expulsion, provided that he or she, subsequent to the expulsion, either has established legal residence in the school district, pursuant to Section 48200, or has enrolled in the school pursuant to an interdistrict agreement executed between the affected school districts pursuant to Chapter 5 (commencing with Section 46600).

Special Need Students and Discipline

(a) An individual with exceptional needs, as defined in Section 56026, may be suspended or expelled from school in accordance with Section 1415(k) of Title 20 of the United States Code, the discipline provisions contained in Sections 300.530 to 300.537, inclusive, of Title 34 of the Code of Federal Regulations, and other provisions of this part that do not conflict with federal law and regulations.

(b) A free appropriate public education for individuals with exceptional needs suspended or expelled from school shall be in accordance with Section 1412(a) (1) of Title 20 of the United States Code and Section 300.530(d) of Title 34 of the Code of Federal Regulations.

(c) If an individual with exceptional needs is excluded from school bus transportation, the pupil is entitled to be provided with an alternative form of transportation at no cost to the pupil or parent or guardian provided that transportation is specified in the pupil's individualized education program.

The governing board may require a pupil who is expelled from school for reasons relating to controlled substances, as defined in Sections 11054 to 11058, inclusive, of the Health and Safety Code, or alcohol, prior to returning to school to enroll in a county-supported drug rehabilitation program. No pupil shall be required to enroll in a rehabilitation program pursuant to this section without the consent of his or her parent or guardian.

Due Process

In accordance with Education Code 48918, students and parents have the right to appeal an expulsion during a hearing, held in closed session, at a regular Board of Governance meeting. An expulsion process will provide parents to present and dispute a decision to the Board of Directors or hearing officer.

The expulsion hearing will

1. Provide a panel, that includes the (Amethod Public Schools Board of Governance) or a hearing officer as specified by the Governance Board;
2. Be held within thirty (30) days after the school administration determines that the student has committed an expellable offense. The adopted rules and regulations specify that the pupil is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the governing board.

3. Provide a written notice of an expulsion hearing will be sent to the student and parents at least ten (10) calendar days prior to the hearing via first class mail.

- ***The notice shall include all of the following:***

- The date and place of the hearing.
 - A statement of the specific facts and charges upon which the proposed expulsion is based.
 - A copy of the disciplinary rules of the district that relate to the alleged violation.
 - A notice of the parent, guardian, or pupil's obligation pursuant to subdivision (b) of Section 48915.1.
 - Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses. In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during their testimony.
4. Instead of conducting an expulsion hearing itself, the governing board may contract with the county hearing officer, or with the Office of Administrative Hearings of the State of California pursuant to Chapter 14 (commencing with Section 27720) of Part 3 of Division 2 of Title 3 of the Government Code and Section 35207, for a hearing officer to conduct the hearing. The governing board may also appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the board or employed on the staff of the school in which the pupil is enrolled. The hearing shall be conducted in accordance with all of the procedures established under this section.
 5. Within three (3) schooldays after the hearing, the hearing officer, Governance Board, or Board appointed administrative panel shall determine whether to recommend the expulsion of the pupil to the governing board. If the hearing officer or administrative panel decides not to recommend expulsion, the expulsion proceedings shall be terminated and the pupil immediately shall be reinstated and permitted to return to a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs.
 6. The decision of the governing board to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided in this section, no evidence to expel shall be based solely upon hearsay

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

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

The hearing will proceed as follows:

- Both representatives for the School and the pupil identify themselves.
- The proceedings will be recorded (either through written notes and/or audio recording).
- The hearing will be conducted in closed session unless a written request has been made to conduct it in public session.
- Only involved parties are present (*attorney or representative of student excluded*).
- The School will present its case first, and then the case for the pupil will be presented.
- All witnesses will be sworn to tell the truth prior to testifying.
- Brief opening statements will be made by both parties.
- The School will present documentary evidence or witnesses in support of the charges; *in case of a complainant witness, the school shall provide a nonthreatening environment for a complaining witness in order to better enable them to speak freely and accurately of the experiences that are the subject of the expulsion hearing, and to prevent discouragement of complaints. The hearing pane, officer or board shall provide a room separate from the hearing room for the use of the complaining witness prior to and during breaks in testimony, nonthreatening environment.*
- The pupil or representative may then cross-examine any School witness.
- Witnesses other than the parties will be excused upon having provided testimony.
- Upon conclusion of the School's case, the pupil; or representative may then present documents, witnesses, or other evidence in support of his case.
- The School may then cross-examine any witnesses presented by the pupil.
- Following the case presentations, both parties will make closing statements and recommendations.

Future Placement

If the student is expelled, the school will assist parents in finding a new placement for an expelled student including advising parents to work with the district of residence, and/or private schools to assist with the appropriate educational placement or to work with the Contra Costa County Office of Education for an alternative school placement.

RCA shall notify the superintendent of the school district in writing of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the

cumulative record of the student, including a transcript of grades or report card, and health information.

In the case of a special education student, or a student who receives 504 accommodations, the school will ensure that it makes the appropriate adjustment to provide related services as necessary to comply with the mandates of IDEA laws.

School policies will be listed in the Student-Family handbook and distributed to families. It will describe our 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)

Richmond Charter Academy teachers and staff will be covered by the federal Social Security as appropriate. Additionally, Amethod Public Schools is currently researching the likelihood of joining the State Teachers' Retirement System, (STRS) and the Public Employees' Retirement System, (PERS).

Payroll services for all of Amethod Public School employees are currently processed by ADP in conjunction with coordination by payroll support through Edtec.

ELEMENT XII: STUDENT ATTENDANCE

Governing Law: *The public school attendance for pupils residing within the school district who choose not to attend charter schools*

CA Education Code 47605 (b) (5) (L)

Students of all Amethod Public School campuses are free to attend the existing local district schools rather than our schools. Students may wish to seek inter-district attendance alternatives in accordance with WCCUSD policy; however, RCA does not have any jurisdiction of any WCCUSD school policies or programs. All students have the same right to apply for admission to RCA.

Prior to enrollment, parents and prospective students will attend a Family Orientation and will be briefed regarding the charter school's mission, procedures, expectations, and philosophy. There, families will be asked to commit to working with and supporting the school's policies and expectations. The parent or guardian of each student enrolled in the charter school shall be informed that the student has no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrolling in the charter school, except to the extent that such a right is extended by the local educational agency. Parents must be notified of the acceptability of credit for transferring into or out of the school.



Students who choose not to attend our schools or who leave the school have the option to attend WCCUSD public schools in accordance with district enrollment and transfer policies. The school will transfer student records to and from appropriate schools as necessary.

ELEMENT XIII: RETURN RIGHTS OF EMPLOYEES

Governing Law - *Description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school-*
CA Education Code 47605 (b) (5) (M) A.

The school has the right to hire and not rehire staff without regard to seniority. All Amethod Public School staff are At Will employees and will work under policies formulated by the Governance Board.

Employees of the District who choose to leave the employment of the District to work at the School will have no automatic rights of return to the District after employment by the School, unless specifically granted by the District through a leave of absence or other agreement in accordance with applicable District Board Policy and/or collective bargaining agreements.

Return rights of employees of the Amethod Public School system who previously were employees of the WCCUSD may return to the District pursuant to the District's leave, transfer, and assignment policies. Thus, there is no guarantee of return by virtue of this charter, and the issue of return rights is a matter of negotiation between the WCCUSD and the employee, as keeping with the District's policies.

Employment at the Charter School is voluntary.

ELEMENT XIV: DISPUTE RESOLUTION

Governing Law - *The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter*
—California Education Code Section 47605(b) (5) (N)

The staff and governing board members of Amethod Public Schools agree to attempt to resolve all disputes regarding this Charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

The goal of this dispute resolution process is to:

- (1) Resolve disputes within the school in accordance with the school's adopted policies,
- (2) To minimize the oversight burden on WCCUSD,
- (3) To ensure a fair and timely resolution to disputes and

Public Comments

The school's staff, Governance Board members, and the authorizing district agree to consider resolving all disputes regarding this charter pursuant to the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the stated dispute resolution process.

Disputes Arising From Within the School

Disputes arising from within the school, including all disputes within and among students, staff, parents, volunteers, advisors, partner organizations and governing board members of the school shall be resolved by policies and processes developed by the school. These processes will be made public through the school's normal communication processes and will begin with complaints being presented to the Site Director or designee. If not resolved, then the matter will be referred to the Executive Director or designee, and/or subsequently to the Amethod Board President or secretary.

By adhering to the charter school mega waiver legislation, the sponsoring district will not intervene in internal disputes without the consent of the Amethod Governance Board, and WCCUSD shall refer any complaints or reports regarding such disputes to the governing board or Executive Director for resolution. WCCUSD agrees not to become involved in disputes unless evidence has been presented that some violation of this charter or related laws or agreements exists, or unless the governing board requests that WCCUSD intervene. In such cases, WCCUSD will provide written notification of such matters to the Executive Director and Amethod Public Schools Governance Board President.

Disputes between the School and the Charter-Granting Agency

In the event that the school or granting agency have disputes regarding the charter or other issues related to the relationship between the entities, both parties agree to follow the process.

- 1) Any controversy, claim, or dispute arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be submitted in writing ("Written Notification"). The Written Notification must identify the nature of the dispute and any supporting facts. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail.

The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM, or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the US Mail.

All written notices shall be addressed as follows:

Amethod Public Schools:
Attn: Jorge Lopez, Executive Director
345 12th Street, Second Floor
Oakland, CA 94604

Director of Charter Schools:
 West Contra Costa Unified School District
 Charter Schools Division
 1108 Bissell Ave
 Richmond, CA 94804

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss claim or the fifteen (15) business days from the date the Written Response is received from the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM, or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration Association.
- 4) If mediation is not successful, then the parties agree to settle the controversy, claim, or dispute by arbitration conducted by a single arbitrator in accordance with the rules or guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. Each party shall bear their own costs and expenses.
- 5) However any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

ELEMENT XV: EMPLOYMENT REPRESENTATION

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

CA Education Code 47605 (b) (5) (O).

Richmond Charter Academy shall be deemed the exclusive and independent public school employer of the employee of the school for the purposes of the Education Employment Relations Act (EERA) and with respect to collective bargaining. As such, the school will comply with all provisions of the Education Employment Relations Act (EERA) and will act independently from the West Contra Costa Unified School District for any collective bargaining purposes.

The school will be the exclusive public employer of all employees of the charter school for collective bargaining purposes. The school will comply with all provisions of the EERA, and will act independently from WCCUSD for bargaining purposes. In accordance with EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. If the charter school employees elect to be represented by an organization for collective bargaining purposes, all employees will be individually contracted. The individual contracts will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, standards for performance evaluation, and bonuses.

ELEMENT XVI: PROCEDURES FOR SCHOOL CLOSURE

***Governing Law: A description of the procedures to be used if the charter school closes—
California Education Code Section 47605(b) (5) (p)***

The decision to close the school shall be documented by an official action of the Amethod Public Schools Board of Directors. Amethod Public Schools Governance Board, once closure of RCA would be voted as imminent, would notify the WCCUSD Charter Coordinator, WCCUSD Board President, and/ or other WCCUSD assigned person of the decision.

Additionally, Amethod Public Schools would notify other interest parties and stakeholders of such a decision.

The entities include:

- California Department of Education
- Parents and family members
- Staff/Faculty
- Contra Costa County Office of Education
- Community partners
- Identified SELPA of service
- Retirement system providers
- Insurance carriers
- Miscellaneous vendors

Richmond Charter Academy will also develop a list of students in each grade level and the classes they have completed, together with information on the students' districts of residence, which they will provide to the entity responsible for closure-related activities. As allowable by WCCUSD, 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 ("FERP A"), 20 U.S. C. § 1232g.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as is reasonably practical, the school shall prepare final financial records. The Charter School shall also have an independent audit completed within six months after closure. The Charter School shall pay for the final audit. The audit shall be prepared by a qualified Certified Public Accountant selected by the Charter School and shall be provided to WCCUSD promptly upon completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33. On closure of the Charter School, all net assets of the Charter School, including but not limited to all leaseholds, tangible and intangible personal property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and upon dissolution of the corporation, shall be distributed in accordance with the Articles of Incorporation and applicable law upon dissolution. Any assets acquired from a school district or district property will be promptly returned upon Charter School closure to the district. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain responsible for satisfaction of all liabilities arising from the operation of the Charter School. As the Charter School is organized as a nonprofit public benefit corporation under California law, the Amethod Public Schools Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate

state and federal agencies. As specified by the attached Budget, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

The school will set aside \$5,000 by October 1, of its first year of operation to hold for a final closeout audit. In the event of closure or dissolution of the school, the Governance Board will refer to the Executive Director the management of the process. This process shall include a final audit to determine the disposition of all assets and liabilities of the school.

ELEMENT XVII: FINANCIAL PLANNING AND REPORTING

Governing Law: *The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.*

—California Education Code Section 47605(g)

The school is a wholly separate and independent entity from WCCUSD.

The School will receive funding in accordance with Education Code § 47630 et. seq. and applicable federal law. The school may receive its funding directly from the state or through any other available mechanism. Any funds due to RCA that flow through WCCUSD will be promptly forwarded to the school in accordance with law.

WCCUSD will be reimbursed its actual costs up to 1% of the revenue of the school (defined in accordance with Education Code § 47613(a) through (f)) supervision and oversight costs. “Revenue” is defined by Education Code § 47613(f) as the general purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Education Code § 47632. WCCUSD will provide and/or perform the supervisory oversight tasks and duties specified by Education Code § 47604.32 and/or necessitated by this Charter.

These supervisory oversight services also include, but are not necessarily limited to, the following:

- Good faith efforts to develop any needed additional agreements to clarify or implement the Charter.
- Regular review, analysis, and dialogue regarding the annual performance report of the school.
- Monitoring of compliance with the terms of this Charter and related agreements.
- Good faith efforts to implement the dispute resolution and related processes described in this charter petition.
- Timely and good faith review of requests to renew or amend this Charter as permitted under law.

Richmond Charter Academy Budget Narrative

The attached budget and cash flow projection are based on conservative estimates of the actual costs to implement the Richmond Charter Academy (RCA) program as described in the charter. The expenses largely mirror the expenses at RCA's sister school, Oakland Charter Academy (OCA).

Demographics

RCA is projected to open with 25 6th grade students and 25 seventh grade students. However, the Amethod Public Schools model in Oakland begins 32-35 students. This model may also be available to accommodate students entering RCA.

The school will add 50 students in each of the next two years. The Free and Reduced lunch percentage is expected to mirror the demographics of the schools around Nystrom Elementary.

The attendance rate is assumed to start out at 95%, which is low average for a charter middle school and consistent with other Amethod schools serving a similar population. We project that the attendance rate will increase modestly over the first few years.

Revenues

General Block Grant revenue projections for the first year (2012-13) were based on the conservative School Services of California (SSC) estimates for 2011-12 revenue for charter schools, released on September 12, 2011. Those rates were grown by half the COLA assumptions provided by SSC (1.6% rather than 3.2%). Those rates were grown conservatively over two additional years (2.8% in 2013 and 3.0% in 2014) per SSC estimates. The state aid/in lieu revenue split is based on the most recent P2 in WCCUSD. Categorical funding was included at the 2011-12 rate grown by a COLA provided by SSC; it includes the "new school supplement" provided to new schools that are frozen out of other categoricals such as CSR and Arts and Music.

Given its projected free or reduced lunch population, the school is planning to apply for Title I funding after completing its LEA Plan in late summer 2012.

The school is not including any SB 740 facilities funding should it choose to apply for a Prop 39 facility from the district. Should the school not occupy a Prop 39 facility, it would apply for SB 740 funding if eligible.

The budget includes the higher award, site-based award from the Public Charter School Grant Program. The school has tailored its charter to comply with the requirements of PCSGP, and its target location near Nystrom Elementary School will qualify it for the higher award. Also, given the recognized success of other Amethod schools (Oakland Charter Academy is a National Blue Ribbon awarding winning school); the school leadership expects that it will be very competitive in the PCSGP review.

Expenses

Expenses have been conservatively estimated by the founding team based on the actual costs to run Oakland Charter Academy, the sister school to RCA. Expense assumptions have been increased 3% per year for inflation, in addition to being increased for enrollment and staffing growth. Below is a summary of the major expense categories and the assumptions underlying them.

Staffing and benefits

The school is planning to use the same compensation structure offered at RCA's sister school Oakland Charter Academy. The average teacher salary is slightly higher than the current average at Oakland Charter Academy. The school will start with two FT teachers. In the second year, the school will add two teachers; in the third year one additional teacher.

The Principal/site director's salary is conservatively estimated to be 15% higher than the salary for the same position at OCA.

Richmond Charter Academy assumes a 5% absence rate among its faculty, and has budgeted substitutes accordingly.

Richmond Charter Academy intends to outsource its business services, so it will not expand its business office staff in the first few years.

Richmond Charter Academy will offer a cafeteria health plan with a fixed contribution amount per employee per year (\$6200), which will grow by 10% per year, in line with health cost increases. Like the teachers at its sister school, the certificated staff will not participate in STRS; instead all staff will be part of the social security system.

Books and Supplies

RCA has a comprehensive list of curriculum that it intends to purchase which totals about \$350 per student. In addition, the school is budgeting \$150 per student for instructional materials and consumables. The school has a healthy \$30 per student budget for art supplies and \$20 per student for PE supplies. Although the school anticipates occupying a Prop 39 facility with a full complement of furniture after its first year of operation and currently has a surplus of furniture, the school is budgeting \$50 per student for additional furniture and equipment.

Amethood schools have a surplus of staff computers that will be utilized by RCA staff. The school is budgeting to operate a basic lunch program.

Services and Operating

To the extent possible, all Services and Operating expenses were estimated based on the actual costs at Oakland Charter Academy. Accounting services, insurance, student information systems, assessment systems, and business services estimates come directly from actual quotes for services for OCA.

Other expenses were estimated based on the experience of the developers and EdTec, including copier lease, legal, fingerprinting, marketing, postage, and recruiting.

The special education encroachment was estimated to be \$630 per ADA, based on the current encroachment in WCCUSD.

In the startup year beginning in March and ending in June, the school will have a consulting contract with the chosen school director to support their work in starting the school before the July payroll begins. The school has included a 1% district oversight fee in its first year when it is in a private facility, and 3% in years two and three in anticipation of occupying a Prop 39 facility. The school is budgeting separately for utilities and maintenance using standard market rates assumptions. Professional development is an important part of the RCA experience. Much of the professional development during the year will be run internally at minimal cost, but the school is budgeting \$1200 per teacher to pay for planning periods, consultants, substitutes, and materials related to professional development.

RCA will use Powerschool to manage student attendance.

Capital Outlay

The school has budgeted for the equivalent cost of placement of two portables in year one.

Cash Flow

The cash forecast assumes that the currently proposed deferrals for February - June are still in place in 2012-13. This is a *very conservative* assumption given that the Governor has already signaled an interest in rolling back some of the multiple deferrals.

The Special Advance apportionment for growing schools with advancing grade levels has been included following historical disbursement patterns.

Initially, Amethod Schools will loan RCA \$150K to pay for startup activities until the state funding begins. Once the charter is approved, the school will apply for a \$250K CDE Revolving Loan to help fund the initial purchase of equipment and manage the cash flow. The school conservatively estimates only receiving \$150K of the Revolving Loan, which is sufficient for the school to manage its cash. In addition, the school will seek a revolving line of credit from its bank as well to manage cash flow, although the school is not currently projected to need additional working capital.

Contingencies and Reserves:

Given its size, the school is maintaining a 5% budget reserve in addition to a \$15,000 contingency in the event of closure. In accordance with Education Code Section 47604.3, the school shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. The school acknowledges that it is subject to audit by WCCUSD.

If WCCUSD seeks an audit of the school, the district shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by the school or by law or charter provisions.

The charter school shall provide reports to the district and the county superintendent of schools in accordance with education code section 47604.33 as follows and shall provide additional fiscal reports as required by the district or county superintendent of schools:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to education code 47605.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year shall be delivered to the district, state controller, state Department of Education, and county superintendent of schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a non-audited 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 RCA, financial reports, and unaudited actuals will be forwarded to WCCUSD. The school will be operated in accordance with generally accepted accounting principles ("GAAP"). A business operations manual has been developed/adopted and will be utilized for the schools day-to-day business functions.

Budgets and Cash Flow

Governing Law: *The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.*

– California Education Code § 47605(g)

At full enrollment, the School will be able to sustain itself on state and federal per-pupil funds, without the need for additional grant monies.

Sources of Funds

The vast majority of funds for the School's operations come from the State of California and local in- lieu of property taxes, in the form of a per-student standard allocation (Revenue Limit

per Average Daily Attendance, or "ADA"). The School will also receive additional monies ("categorical funds") for special populations and specific programs.

Uses of Funds

Annually, most of the School's funds will go toward personnel and facilities (including rent or debt service, utilities and maintenance). The School also anticipates spending about 5% of its budget on other direct program costs (e.g. classroom supplies). Private and federal grant funds for one-time start-up costs will be used for items such as furniture, computer equipment, textbooks, and teacher training.

These documents are based upon certain projected enrollments for the three years. The documents are also based on the best estimates of revenues and costs available to the Charter School at this time.

(See attached Budget Projections as Attachment M in Appendix Section).

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 School is initially seeking a facility with sufficient classrooms to accommodate the enrollment plan, a multi-use space for lunch and, and office space. The School would consider co-locating with another school on a larger facility; especially during its first couple years therefore the rationalization for the projected portable cost.

Amethod Public Schools has an experienced commercial real estate agent that serves on the governance board that has extensive expertise in the area of charter school and nonprofit facility needs. The services of Moyer Realty Group, specifically managing partner Mr. Steve Moyer a member of the RCA Advisory Founding Group, will also be utilized in the search for the ideal school location that will best allow the school to serve interested families. The Moyer Realty Firm has worked with various charter schools and charter management organizations in finding accommodating and serviceable charter school space throughout Oakland. Mr. Moyer has negotiated and secured sites for Amethod Public Schools in the past.

As its first option, Richmond Charter Academy (RCA) may partner with Richmond Charter Preparatory Charter School for the establishment of the Richmond Charter Academy middle school. Richmond Charter Preparatory Charter School has agreed to lease space on their campus to locate classroom portables on a portion of a lot on their leased facilities during the first years, or on a long term plan as needed. The location would provide office space, yard space, and the usage of cafeteria and multipurpose space.

Additionally, with services of the Moyer Realty Firm, Amethod Public Schools will continue to seek alternative options in the area that will best allow the school to serve the students of the Central and South Richmond areas.

The desired school facility included the following (not exhaustive):

- 6 classrooms
- A bathroom
- A small office space
- A flexi-space
- Yard space
- A lunch shelter

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 WCCUSD services on a pay-for-service basis.

The school will report daily attendance requirements to WCCUSD in a format acceptable to the district and state. Required reports regarding daily attendance will be completed and submitted to requesting agencies. Budget allocation and vendor selection will be the responsibility of the Governance Board. The Governance Board may delegate authority to the Executive Director to select vendors below a contract amount to be determined, but will retain overall responsibility for contract approvals. The Governance Board will work with the selected back office provider for payroll services and to ensure compliance with state financial accounting procedures.

In conjunction with Edtec, the organization's back office accounting services providers, the Executive Director will prepare financial statements such as a balance sheet, income statement, profit and loss sheets, and statement of cash flow for regular administration and board review. Financial statements will be accessible to the independent auditor, school officers, WCCUSD, and any Governance Board members who want to assess the school's financial condition. In addition, the school will submit an annual audited financial statement to the appropriate authorities.

Transportation

The school will not provide transportation of students to and from school. It will be the responsibility of the students' families to provide transportation to school, except when transportation is required by a student's IEP.

SECTION XIX: CONCLUSION

By approving this charter, West Contra Costa Unified School District will be fulfilling the intent of the Charter Schools Act to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low performing; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of viable school models for residents and families of Richmond.

The Petitioners are eager to work cooperatively with the District to set the highest standard for what a charter school should and can be as is consistent with other Amethod campuses. To this end, the Petitioners pledge to answer any concerns over this document and to present the District with the strongest possible proposal for approval. Timely approval of the charter petition is needed for the charter to begin procedures and operations



Appendix

Charter Attachments



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: December 7, 2011

From: Bill Fay
Associate Superintendent for Operations

Agenda Item: G.2

Subject: Project Status Report – Facilities Planning and Construction

Background Information:

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

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

Recommendation: For information only

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

PROJECT STATUS REPORT

De Anza High School - Replacement Campus

Period Ending: 11/16/2011

Scope: Replacement Campus

Construction Status:

Architect: DLM Architects
 Project Manager: Jose Chapa, SGI Construction Management
 Project Engineer: Jemil Sahle, SGI Construction Management
 Contractor: Wright Contracting Inc.
 Inspector: Steve Cayson
 WCCUSD Mgr: Keith Holtslander

Contract Status:

Notice to Proceed: 05/17/2010
Original Approved Projected
 Construction Schedule (days): 1,080
 Original Completion Date: 05/01/2013
 Projected Completion: 05/01/2013

Buildings:

Building 1 Administration & Library
 Building 2 & 3 Theater & Arts/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

Progress This Period:

- Building 1, 2, 3 & 4--Install Interior Wall Framing & MEP Rough-Ins Cont.
- Building 1, 2 & 8 -- Install Wall Insulation & Drywall Cont.
- Building 1, 2 & 8-- Apply Plaster
- Building 1, 2, 3, 8 & 9--Install HVAC Ducts & Equipment Cont.
- Building 3, 4 5, & 6-- Install Waterproofing Membrane
- Building 6--Install Exterior Wall Sheathing Cont.
- Building 6 & 7--Install Exterior Wall Framing Cont.
- Building 6, 7 & 8 --Install Built-Up Roof System Cont.
- Building 9--Install Brick Veneer
- Building 8 & 9--Install Interior Doors & Storefront Doors & Windows Cont.
- Building 8 & 9--Apply Paint to Parapet Walls & Ceilings.
- Building 9--Install Tile in Restrooms
- Building 12--Erect Structural Steel & Install Metal Deck

Anticipated Progress Next Period:

- Building 1, 2, 3, 8 & 9--Install HVAC Ducts & Equipment Cont.
- Building 1, 2 & 8-- Install Wall Insulation & Drywall Cont.
- Building 1, 2 & 8-- Apply Plaster Cont.
- Building 2, 3, 4 & 5--Install Interior Wall Framing & MEP Rough-Ins
- Building 7--Install Exterior Wall Framing Cont.
- Building 7 & 8--Install Built-Up Roof System Cont.
- Building 9--Install Tile in Restrooms Cont.
- Building 12--Install Exterior Framing

Schedule Assessment/Update:

Construction Duration (Calendar Days): 1,080
 Construction Calendar Days Elapsed: 548
 Construction Calendar Days Remaining: 532
 Percent of Contract Calendar Days Elapsed: 50%
 Percent of Construction Completed: 49%

Percentage of Work Done 49% Total Project

Proposed Changes:

General Comment:

Progress Photos: 11/16/2011



Building 1: Installation of Interior Windows



Building 8: Installation of Drywall



Building 9: Installation of Brick Veneer

PROJECT STATUS REPORT

Dover Elementary School -

Period Ending: 11/16/2011

Scope: Increment 2

Construction Status:

Architect: HY Architects, Inc.
Project Manager: Robert Vargas, SGI Construction Management
Project Engineer: Rod Sias, SGI Construction Management
Contractor: Alten Construction, Inc.
Inspector: Kris Gilbert
WCCUSD Mgr: Keith Holtslander

Contract Status:

Notice to Proceed: 06/15/2009

	Original	Approved	Projected
Construction Schedule (days):	1,110	119	1,229
Original Completion Date:	06/29/2012		
Projected Completion:	12/12/2012		

Buildings:

Building A	Main Admin. Building & Classrooms - COMPLETED
Building B	Pre-School/Kindergarten - IN PROGRESS
Building C	Multi Purpose Building - IN PROGRESS
Site Work	Rough Site Work & Underground Utilities

Progress This Period:

- Frame Walls (Bldg. B & C) – IN PROGRESS.
- Installation of Roof Joist – IN PROGRESS.
- Construction of Trash Containment Area (Bldg. C) – IN PROGRESS.
- Begin Layering Block – COMPLETED.
- Form & Pour Trash Curb – COMPLETED.
- Pour Sidewalk – COMPLETED.

Anticipated Progress Next Period:

- Frame Roof (Bldg. B & C) – IN PROGRESS.
- Install Shear Ply – IN PROGRESS.
- Construct Covered Walkway – IN PROGRESS.

Schedule Assessment/Update:

Construction Duration (Calendar Days):	1,229
Construction Calendar Days Elapsed:	882
Construction Calendar Days Remaining:	347
Percent of Contract Calendar Days Elapsed:	71%
Percent of Construction Completed:	71%

Percentage of Work Done	71%	Total Project
Phase 1--Demolition & Site Work	Increments 1 & 1A	100%
Phase2--Building "A"	Increment 2	100%
Phase 3--Building "B" & "C"	Increment 3	35%
Phase 4--Site Work & Playground	Increment 3	0%

Proposed Changes:

General Comment:

Progress Photos: 11/16/2011



West Side of Site Framing & Installation of Joist - Building B



East Side of Site Wall Framing - Building C



NE Side of Site- Construction of Trash Containment-Building C

PROJECT STATUS REPORT

ECHS - Multi-Use Sport Fields

Period Ending: 11/16/2011

Scope: Multi-Use Sport Fields

Construction Status:

Architect: WLC Architects
Project Manager: Hector DeLeon, SGI Construction Management
Project Engineer: N/A
Contractor: Michael Paul Company Inc.
Inspector: Kris Gilbert
WCCUSD Mgr: Andrew Mixer

Contract Status:

Notice to Proceed:	02/21/2011		
	Original	Approved	Projected
Construction Schedule (days):	180	60	95
Original Completion Date:	8/22/2011		
Projected Completion:	12/1/2011		

Buildings:

Synthetic Field	Soccer, Baseball and Softball Synthetic Field
Tennis Courts	Five new Tennis Courts w Ball Wall
Batting Cage	New Batting Cage on Southeastern corner of project

Progress This Period:

.Completion the synthetic turf, landscaping around the field and vehicular access to the existing football field will be turned over to the school for use. The tennis court will be paved and the tennis court coating, striping and interior fencing installed. The new stairway and concrete flatwork will be completed and joined with the pedestrian and vehicular access lane.

Anticipated Progress Next Period:

Punch list and field testing. Tennis court interior fencing and striping is scheduled. All handrails and gates will be installed. Concrete joint caulking and sacking of all concrete retaining walls .

Schedule Assessment/Update:

Construction Duration (Calendar Days):	275
Construction Calendar Days Elapsed:	268
Construction Calendar Days Remaining:	7
Percent of Contract Calendar Days Elapsed:	97%
Percent of Construction Completed:	86%

Percentage of Work Done	86%	Total Project
Synthetic Turf Installation	95%	20%
Landscape Planting	145%	10%
Utility Trenching and Installation	100%	8%
Cast in place-retaining walls	100%	12%
Irrigation system installation	100%	10%
Fencing & Post installation	95%	10%
Perimeter concrete flatwork	100%	12%
Shotcrete retaining wall	100%	9%

Proposed Changes:

The community has requested open court basketball available for the public. The project team presented options to the Athletic Department and community to have the basketball courts on the northwestern corner of the school adjacent to Eureka Ave.

General Comment:

Final finishes are being completed. The ball wall is installed and landscaping is well underway

Progress Photos: 11/16/2011



Fire lane and Student access from field to campus complete



Rubber infill complete punch list and testing to follow



Tennis court paving complete fence post divisions cut for fence pole ...

PROJECT STATUS REPORT

Ford Elementary School - Building

Period Ending: 11/16/2011

Scope: Pre-K, K-5 Elementary School with Computer Laboratory, Library, Administration, Kitchen, Multi-Purpose Room & Stage; with Playgrounds & Parking

Construction Status:

Architect: Sally Swanson Architects, Inc.
Project Manager: Lewis Brower, SGI Construction Management
Project Engineer: Rod Sias, SGI Construction Management
Contractor: Alten Construction, Inc.
Inspector: Mark Eriksen
WCCUSD Mgr: Keith Holtslander

Contract Status:

Notice to Proceed: 10/12/2009

	Original	Approved	Projected
Construction Schedule (days):	600	214	814
Original Completion Date:	06/04/2011		
Projected Completion:	2/1/2012		

Buildings:

Site Development	Rough Site Work & Underground Utilities
Building: Area A	Classrooms, Administration, Library, Computer Lab
Building: Area B	Pre-School, Kindergarten, Classrooms
Building: Area C	Multi-Purpose Room, Stage, Kitchen
Site Finish	Hardscape, Landscape, Irrigation, Accessories

Progress This Period:

- Areas A & B - Millwork, Tackboard & Painting (less Touch-up) complete. Roofing, Sheetmetal, Ceiling, Flooring, Casework, Bathroom Accessories and Stairway Finish near completion.
- Area C - Millwork, Tackboard & Painting (less Touch-up) complete. Roofing, Sheetmetal, Ceiling, Stage Flooring, Food Service Equipment, Bathroom Accessories and Stairway Finish near completion. MPR Flooring Underway.
- Utility Finish Construction nears completion.
- Site - Underground Utilities near completion. Hardscape Development, Perimeter Sidewalk, Irrigation System continues.

Anticipated Progress Next Period:

- Areas A & B - Roofing, Sheetmetal, Flooring, Bathroom Accessories, Ceiling and Casework complete. Elevator nears completion and ready for State Inspection. Utilities & Equipment near completion & Equipment Activation and Commissioning to commence. Near ready for Pre-School State Inspection.
- Area C - Roofing, Sheetmetal, Bathroom Accessories and MPR & Stage Flooring. Kitchen Equipment, Utilities & Equipment near completion & Health Department Inspection. Equipment Activation and Commissioning to commence.
- Site Work - Utilities complete. Sidewalk nears completion. Hardscape Development and Irrigation System Construction is well advanced.

Schedule Assessment/Update:

Construction Duration (Calendar Days):	814
Construction Calendar Days Elapsed:	765
Construction Calendar Days Remaining:	49
Percent of Contract Calendar Days Elapsed:	93%
Percent of Construction Completed:	94%

Percentage of Work Done

94%

Total Project

Site Development	94%
Building: Area A	95%
Building: Area B	95%
Building: Area C	95%
Site Finish	51%

Proposed Changes:

General Comment:

Progress Photos: 11/16/2011



Site Development Progresses Along Maricopa & All Areas.



Teacher's Lounge is Typical of Room Finish Progress.



Finish Construction at the Main Lobby is Well Advanced.

PROJECT STATUS REPORT

Kennedy High School - ADA Upgrades and Elevator

Period Ending: 11/18/2011

Scope: ADA Upgrades and Elevator Project

Construction Status:

Architect: HMC Architects
Project Manager: Herman Blackmon Jr., Amanco, Inc.
Project Engineer:
Contractor: CF Contracting
Inspector: Brad Williamson

Contract Status:

Notice to Proceed:	08/15/2011		
	Original	Approved	Projected
Construction Schedule (days):	210		
Original Completion Date:	3/13/2012		
Projected Completion:	3/13/2012		

Buildings:

Progress This Period:

- Foundation for Elevator and Machine Room
- Poured Slabs for Wheelchair Lifts
- Installed Frame for Elevator
- Framing at Elevator Cage - 15%
- Poured Concrete for ADA Ramps for Bus Drop-offs
- Rough-In Electrical for Elevator and Wheel Chair Lifts - 80%

Anticipated Progress Next Period:

- Continue Framing at Elevator Frame
- Continue Electrical Wiring at Wheelchair Lifts
- Install Wheelchair Buckets
- Install Signs for ADA Bus Stops

Schedule Assessment/Update:

Construction Duration (Calendar Days):	210
Construction Calendar Days Elapsed:	95
Construction Calendar Days Remaining:	115
Percent of Contract Calendar Days Elapsed:	45%
Percent of Construction Completed:	35%

Percentage of Work Done	35%	Total Project
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Proposed Changes:

General Comment:

- Meeting to be held with District 11/21/11 to provide GC clear direction on how to proceed with ordering the hardware substitution items.

Progress Photos: 11/18/2011



Framing for Elevator Cage



Setting of Elevator Frame



Forming for Bus Ramp

PROJECT STATUS REPORT

Kennedy High School - Concession Stand and Lights

Period Ending: 11/18/2011

Scope: Concession Stand and Lights

Construction Status:

Architect: Powell & Partners Architects
Project Manager: Herman Blackmon Jr., Amanco, Inc.
Project Engineer:
Contractor: B-Side Construction
Inspector: Brad Williamson

Contract Status:

Notice to Proceed:	4/4/2011		
	Original	Approved	Projected
Construction Schedule (days):	210		
Original Completion Date:	10/28/2011		
Projected Completion:	1/27/2012		

Buildings:

Concession Stand
Field Lighting

Progress This Period:

- Installed Electrical Conduit
- Trenching Backfill - 90%
- Installed Roof Supports and Ceiling Joists
- Installed Plywood Roof Panels Over Bathrooms and Utility Room
- Mounted Field Lights
- Rough Electrical - 45%
- Rough Plumbing - 70%
- Site Drainage - 40%
- Set C-Channels for Roof
- Metal Framing for Roof - 10%
- Concrete Pour for Parking Lot Light Poles
- Asphalt Paving - 75%

Anticipated Progress Next Period:

- Complete Construction of Roof
- Pull All Electrical Wiring
- Complete Site Drainage
- Build Roof Canopy
- Connect Data lines
- Pour Interior Concrete Topping Slab
- Install Interior Walls
- Install Bathroom Partitions
- Complete Rough-In Plumbing and Electrical
- Install Plumbing Fixtures

Schedule Assessment/Update:

Construction Duration (Calendar Days):	210
Construction Calendar Days Elapsed:	231
Construction Calendar Days Remaining:	-21
Percent of Contract Calendar Days Elapsed:	110%
Percent of Construction Completed:	70%

Percentage of Work Done	70%	Total Project
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Proposed Changes:

- Install 2 Additional Electronic Hand Dryers
- Modify Casework to Accommodate Industrial Size Refrigerator and Ice Maker
- Determine Security Lights and Speakers to Install on Field Light Poles
- Add Fiber optic Lines for Data

General Comment:

Progress Photos: 11/18/2011



Setting Roof Joists



Mounting of Field Light Pole



Slurry Encasement Around Electrical Conduit

PROJECT STATUS REPORT

King Elementary School - Increment 2 New Construction

Period Ending: 11/17/2011

Scope: Milestone 1: Const. of (N) School Bldgs. & Site Work; Milestone 2: Teacher & Staff Move; Milestone 3: Demo. of (E) School and site work.

Construction Status:

Architect: Quattrocchi Kwok Architects
Project Manager: Alaric Robinson, AMANCO
Project Engineer: Eddie Law, SGI Construction Management
Contractor: West Bay Builders
Inspector: Mark Eriksen
WCCUSD Mgr: Andrew Mixer

Contract Status:

Notice to Proceed:	03/25/2009		
	Original	Approved	Projected
Construction Schedule (days):	720		129
Original Completion Date:	03/15/2011		
Projected Completion:	03/15/2011		

Buildings:

A	Single Story- Classrooms, library and admin. areas
B	Two Story- Classrooms
C	Single Story- Multi-Use With Stage and Kitchen

Progress This Period:

All Buildings:

- GC completing Back Punch List and Owner requested Change orders. Marquee Sign programming. School in use and operational.
- Roof top AC units at IDF and MDF rooms are installed.

Site:

- GC completing Rough Grading.
- GC initiating finish grading and Concrete work.
- SWPPP inspection has been completed GC directed to maintain permit.
- Underground utilities have been installed and being tied in.

Anticipated Progress Next Period:

All Buildings:

- All previously approved owner requested change orders to be completed.
- Top AC Units to be provided and installed by GC as directed by the AOR and approved by the District.
- M&O Staff requested items to be specified, priced and scheduled.

Site:

- Finish grading completed.
- Curb and concrete form work completed.
- Egress to Temp Play Yard additional work completed.

Schedule Assessment/Update:

Construction Duration (Calendar Days):	720
Construction Calendar Days Elapsed:	968
Construction Calendar Days Remaining:	-248
Percent of Contract Calendar Days Elapsed:	134%
Percent of Construction Completed:	98%

Percentage of Work Done	98%	Total Project
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Site Work	50%	98%
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Proposed Changes:

General Comment:

Progress Photos: 11/17/2011



Rough Grading Work at New Play Field and Track



Concrete Curb Pour at Staff Parking Lot adjacent to MP Room



Finished Concrete Curb at Staff Parking Lot

PROJECT STATUS REPORT

Nystrom Elementary School - Multipurpose Room

Period Ending: 11/16/2011

Scope: Construction of a new 13,800 SF Multipurpose Room, demolition of existing upon completion, related site work and playground improvements

Construction Status:

Architect: Interactive Resources
 Project Manager: Sonya Perkins, SGI Construction Management
 Project Engineer: Eddie Law, SGI Construction Management
 Contractor: John Plane Construction
 Inspector: Kris Gilbert / Brad Williamson
 WCCUSD Mgr: Andrew Mixer

Contract Status:

Notice to Proceed: 07/26/2010

	Original	Approved	Projected
Construction Schedule (days):	515	24	
Original Completion Date:	12/23/2011		
Projected Completion:	1/16/2012		

Buildings:

Single Story Multi-use - library, classroom, computer lab & kitchens

Progress This Period:

Interior: Continuation of interior finishes including light fixtures, telecommunications, speakers, HVAC controls and unit start-up, floor mats, grind floor high spots and Ardex low spots, doors and hardware and kitchen equipment.
 Exterior: Fire line to building test and flush; site grading and flat work; planter seat walls; metal wall panels, weather resistant barrier (WRB) and lath; window frame and install complete, caulk surround and water test.

Anticipated Progress Next Period:

Continuation of interior finishes - light fixtures, telecommunications, HVAC controls, floor moisture re-test, wood flooring, linoleum flooring, floor mats, doors and hardware,
 Exterior: Plaster - scratch and brown coat; metal wall panels; canopy metal roofing; grade and site concrete for planters

Schedule Assessment/Update:

Construction Duration (Calendar Days):	524
Construction Calendar Days Elapsed:	478
Construction Calendar Days Remaining:	46
Percent of Contract Calendar Days Elapsed:	91%
Percent of Construction Completed:	83 %

Percentage of Work Done	83 %	Total Project
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Proposed Changes:

General Comment:

Building fully enclosed with HVAC controls and start-up activities on-going. Units will be on for building acclimation.

Progress Photos: 11/16/2011



MPR Stage, Stage Lights and Speakers



Radius Windows and Metal Wall Panels



Site Grading and Planter Seat Walls

PROJECT STATUS REPORT

Ohlone Elementary School - West Campus

Period Ending: 11/16/2011

Scope: West Campus

Construction Status:

Architect: Powell & Partners
Project Manager: Alex Gourtzelis, SGI Construction Management
Project Engineer: Marcus Blackmon, Amanco, Inc.
Contractor: Zovich Construction
Inspector: Mark Eriksen
WCCUSD Mgr: Keith Holtslander

Contract Status:

Notice to Proceed:	08/01/2011			
		Original	Approved	Projected
Construction Schedule (days):	720			
Original Completion Date:	09/19/2013			
Projected Completion:	09/19/2013			

Buildings:

Building A	Two story building.
Building B	Single story building.

Progress This Period:

Progress this period for the Ohlone Phase I & II West Campus Project is as follows: poured concrete for footings at Building B, formed perimeter curbs at Building B, installed electrical and plumbing lines under SOG, installed crushed aggregated base at Building B, installed vapor barrier at Building B, installed anchor bolts at Building B, installed curb templates at Building A, installed rebar templates at Building A, continued rebar for footings at Building A, .and continued underground utilities at Building A.

Anticipated Progress Next Period:

Progress this period for the Ohlone Phase I & II West Campus Project is as follows: pour slab on grade at Building B, hang interior wall bolt templates, soft cut slab on grade, place curing compound at Building B, lay out sill plates and framing at Building B, pour footings at Building B, place crushed aggregate base at Building A, pothole and relocate storm drain pipes at Bio Swale, and place Playmatta at temporary Play Structure.

Schedule Assessment/Update:

Construction Duration (Calendar Days):	720
Construction Calendar Days Elapsed:	107
Construction Calendar Days Remaining:	613
Percent of Contract Calendar Days Elapsed:	14%
Percent of Construction Completed:	2%

Percentage of Work Done	2%	Total Project
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Proposed Changes:

General Comment:

Progress Photos: 11/16/2011



Shoring for Concrete Masonry Wall



Underground Utilities at Building A



Building B Concrete Pour for Footings