

STAFF REPORT: OVERSIGHT OF JOHN HENRY HIGH SCHOOL

I. EXECUTIVE SUMMARY

The West Contra Costa Unified School District Board chartered John Henry High (“Charter School” or “JHHS”) in 2014 for a five-year term. JHHS is operated by Amethod Public Schools (“AMPS”). The Charter School currently serves approximately 257 students in ninth through twelfth grades in a privately owned facility located at 1402 Marina Way South, Richmond, California.

On February 28, 2018, the District issued a Notice of Violation (“NOV”) based on several allegations of violations of the law or charter at JHHS. These violations focused primarily on: 1) A lack of appropriately credentialed teachers, 2) Implementation of the special education program, 3) Implementation of the attendance lottery and wait list, and, 4) Compliance with the Conditional Use Permit for the facility. An NOV is the first step in the revocation process. Prior to the Board taking action to notice a revocation hearing, the District and AMPS entered into a Tolling and Monitoring Agreement in May of 2018. The Agreement stayed the time for the District to take further action while AMPS would report out certain information and documents over the course of the summer that would summarize steps it was taking to address the concerns raised in the NOV. These responses from AMPS reflect good progress of the issues raised in the NOV, particularly in regard to teacher credentialing. Some concerns do remain and are reviewed in this report.

During the course of the summer, the District inquired to AMPS about other, “newer” concerns at JHHS. These included concerns regarding textbooks, curriculum, and internal complaint processes.

While some significant operational and programmatic concerns remain at JHHS, staff does not recommend that the Board proceed with the pending revocation proceedings. District staff presents this report for the Board to review:

- 1) The Staff recommendation that the Board take no further action on the NOV;
- 2) AMPS’ progress at JHHS;
- 3) Remaining concerns at JHHS that will require ongoing oversight; and
- 4) Recommendations from District staff to AMPS regarding operations and ongoing issues.

II. PROCEDURAL HISTORY

A. November 6, 2017 Employee Complaint

On or around November 6, 2017, the District received a written complaint (“Complaint”) from Mr. Jeffrey Clinton, alleging serious violations of the law and charter at JHHS. Mr. Clinton was the Site Director at the Charter School from May 2, 2016 through November 6, 2017—resigning concurrently with the submission of his Complaint. His complaint listed concerns and violations regarding improper teacher credentialing, inadequate special education services, student

discipline practices, failure to comply with the facility's Conditional Use Permit, and unprofessional conduct from AMPS' leadership.

After careful review of Mr. Clinton's Complaint and the school's operation, the District determined that the concerns merited a Letter of Concern (LOC) to AMPS. That document laid out the concerns raised by Mr. Clinton, and asked for a response and information that would help determine next steps. AMPS provided a series of responses to the Letter of Concern. (AMPS responses are dated December 20, 2017, January 10, 2018, and, January 24, 2018, and are all Exhibits to the NOV.) A review by the District's staff and legal team determined that the issues and irregularities in AMPS' operation of the Charter School amounted to multiple grounds for potential revocation in accordance with Education Code section 47607, subdivision (c)(1).

B. February 28, 2018 Notice of Violation

On February 28, 2018, the Board issued an NOV by unanimous vote to the Charter School and the governing board of AMPS. The NOV described the prior mentioned violations of law and the conditions, standards, or procedures set forth in its Charter. The District provided AMPS a reasonable opportunity to remedy or refute these violations.

C. May 2, 2018 Tolling and Monitoring Agreement

On March 30, 2018, AMPS submitted its formal response to the NOV. After reviewing the response, District staff recognized that, while AMPS took steps to try to remedy the violations in the NOV, a majority of the violations remained uncured. However, in the spirit of cooperation between the parties, on May 2, 2018, the District Board approved a "Tolling and Monitoring Agreement," providing AMPS additional time to address District staff's remaining concerns regarding the operation of the Charter School.

Throughout the tolling period, AMPS provided numerous required updates according to schedule. Submissions were timely received, every two weeks, per the Tolling Agreement.

D. May 8, 2018 Notice of "Newer" Concerns

On May 8, 2018, Nia Rashidchi, then Associate Superintendent for WCCUSD, sent a letter to AMPS about further concerns that District staff observed regarding JHHS' operation during an April 19, 2018 site visit, as well as written concerns raised by Charter School students and employees. These issues included, but were not limited to (1) a lack of sufficient textbooks, (2) a lack of adequate curriculum, (3) a lack of laboratory supplies, (4) the lack of a block schedule, and (5) issues related to the Charter School's English language development instruction.

E. August 29, 2018 District Staff Visit to Charter School

Associate Superintendent Gracie Guerrero and Dr. Linda Delgado conducted an announced visit of nine classrooms at JHHS on August 29, 2018. The tour confirmed that, with the exception of Science and Spanish classes, appropriately credentialed teachers were in each classroom. Other observations were made by staff in regard to the "newer" concerns.

III. CURRENT STATUS OF ISSUES

A. Current Status of Issues Raised in the NOV

AMPS' responses, per the Tolling Agreement, have been timely submitted from May into September. District staff and legal counsel continued to review the responses. While some significant outstanding issues continued to exist, the responses and information provided by AMPS did satisfy several substantial questions and concerns. The status of the responses are summarized, below.

1. Properly Credentialed Teachers

NOV Finding: Failure to employ and assign properly credentialed teachers. The Charter School violated Education Code section 47605, subdivision (l) and the terms of its Charter by failing to ensure that all of its classes were taught by properly credentialed teachers.

Current Status: At the close of the 2017-2018 school year, Forty percent (40%) of JHHS class periods were being taught by teachers with short term "band aids" - classes taught by teachers on short term staffing permits, 30 day substitute teacher permits, or other short term staffing measures.

There has been significant efforts by AMPS to hire appropriately credentialed teachers for JHHS classes, particularly for core, college preparatory classes. There is a current absence of credentialed teachers in the school's Spanish and certain Science (particularly Biology) classes. A review of the most recently submitted bell schedule (Sept. 12, 2018) at JHHS shows that, of a total of 72 total classes (not including ELA and advisory):

- 9 Spanish classes (these comprise ALL of the Spanish classes) are taught on a short term staffing permit (Carroll) or by a 30 day substitute teacher (Field).
- 3 Human Anatomy and Physiology classes are taught by a 30 day substitute teacher (Subramanian).
- 1 Honors Chemistry class is taught by a 30 day substitute teacher.

Therefore, as of September 12, 2018, approximately 18% of total classes at JHHS are being taught by teachers not fully credentialed and as short term solutions. While there was a significant amount of turn over at JHHS between the past and current school year, AMPS has maintained a recruitment and hiring campaign to attempt to resolve a significant credentialing and assignment problem at JHHS.

2. Special Education Supports and Services

NOV Finding: The NOV alleged that Charter School violated California and federal law, as well as the terms of its Charter, by failing to ensure that all eligible students are provided appropriate special education supports and services. In addition, the NOV

alleged that despite the District's request, the Charter School failed to provide evidence that they have employed properly credentialed special education staff.

Current Status: To address concerns, AMPS has employed qualified special education support and site supervision staff. It has promoted Marci McCourtie to serve as its Director of Special Education, as AMPS prior Special Education Director was promoted to its Chief Academic Officer. Ms. McCourtie previously served as a Special Education Coordinator at AMPS.

AMPS states that Jocelynn Evans will now provide SAI to JHHS students, replacing the prior non-credentialed aide. Ms. Evans has an Educational Specialist Credential, Level 1 Mild/Moderate.

Based upon the District's recent on site walk through, AMPS has also designated a room for service provision, and continue to use push in services when appropriate.

3. Admissions Policies and Lottery Procedures

NOV Finding: The Charter School violated the terms of its Charter by failing to properly implement a compliant public random drawing and failing to implement appropriate enrollment procedures for students accepted from the waitlist.

Status: AMPS appears to follow appropriate lottery procedures for the 2018-2019 lottery and implementation of its waitlist: Concerns continue to exist here because AMPS has failed to address certain allegations of fraudulent conduct by AMPS administration in implementation of the 2017-2018 lotter and waitlist. These are further discussed, below.

4. Conditional Use Permit PLN16-071

NOV Finding: The Charter School violated significant terms of the Conditional Use Permit PLN16-071, therefore, the conditions that the City of Richmond placed on occupancy of the facility. For example, AMPS failed to implement a staggered schedule for the arrival and departure of students which raised safety concerns. Further, despite no clear authority to do so, AMPS was housing RCA, its charter middle school, at the site.

Status: AMPS is complying with many elements of the CUP, such as a staggered arrival and departure time for students. JHHS' 2018-2019 proposed bell schedules indicates that they will staff 11/12 and 9/10 grades. Substantive instruction for all grades occurs between 8:30 -3:30, with 11/12 grades attending their "advisory" class (from 8:00-8:30) before substantive instruction. 9/10 grades attend their "advisory" class after substantive instruction (from 3:30-4:00).

However, as observed during the District's August 29th walk-through, compliance with provision of a crossing guard does not appear to be in place. Further, AMPS will continue to operate three 8th grade classes (85 students) from RCA at the JHHS site. It is

not clear that operation of these middle school classes at the high school site is allowed pursuant to the terms of the CUP.

5. A Review and Update on Academic Achievement

When contemplating revocation of a charter, the legislature has determined that increases in academic achievement across all student subgroups is the most important factor. (Ed. Code, § 47607, subd. (c)(2).) Therefore, a discussion regarding JHHS’ academic performance is relevant here.

The District has been given an “overview” of the 2017-18 Smarter Balanced test scores for students at JHHS, which shows an increase in ELA performance (+ 10%) from the 2016-17 scores, and a decrease in math performance (-3%).The California Department of Education releases disaggregated performance data on an annual basis for the California Assessment of Student and Progress system of assessments (CAASPP), which includes the Smarter Balanced Assessments. This data is disaggregated by well-established factors that impact student performance. Influential factors include special education needs, homelessness, foster care, level of English language proficiency, and socioeconomic challenges. The CDE has not yet released the full disaggregated data for the 2017-18 school year, and therefore the District is unable to perform a full review of academic achievement at this time. To provide a valid review of performance data, percentages of each of these influential factors must be accounted for. Better yet is a comparison between other schools in a community that includes comparable factors to the charter school. District staff will be able to perform a full review, once the data becomes available. (Said review will use all District high schools, due to the fact that no school in the District has completely similar demographics to JHHS.)

The District has also received JHHS’ Advanced Placement (AP) data for the 2017-18 school year. A score of three or higher on the AP exam is described as a “Success” by the CollegeBoard, as it is “...the score point that research finds predictive of college success and college graduation”. In 2016 the report indicates that 15 students took 27 exams. Eleven students earned a three or higher. In 2017, 29 students took 29 exams, and no student scored a three or better. In 2018, 24 students took 32 exams. Of those, three exams earned a three or higher. As shown below, JHHS’ passage rate over the last two years are significantly lower than the statewide average.

% JHHS Student received a passing score on at least one of their AP tests		
Year	JHHS	CA Average
2016	73.3% (11/15)	62.5%
2017	0% (0/29)	62.3%
2018	12.5% (3/24)	63.7%

B. Current Status of “Newer” Concerns

The District’s May 8, 2018 letter to AMPS outlined a set of concerns around deficient items observed at JHHS during an April 19, 2018 walk through inspection at the school site. (Exhibit A.) Some of the “newer” concerns raised in that letter are reviewed below.

In correspondence dated August 9, 2018, AMPS provided responses to certain concerns raised in the May 8th letter. (Exhibit B.) As noted prior, District staff also conducted a follow up walk through inspection on August 29, 2018. Based upon AMPS’ written responses, and the August 29th walk through, the “current status” of these “newer” concerns are also reported.

1. Textbooks

Concern: During its April 19, 2018 site visit, District observed eight classrooms. Staff observed that in at least three of the classrooms (psychology, Algebra 1, and Physics), students did not have text books assigned to them or available for use. In a Biology class, 24 out of 25 students were provided text books for class use only, and did not have books available to take home. (Exhibit A.)

Current Status: On the August 29th inspection, textbooks appeared to be available for every student. In its August 9th response, AMPS, claimed that all students had textbooks “available” to them, and that the students “will be able to take the books with them as needed.” AMPS reported that biology was the class in 2017-2018 with insufficient textbooks, however, that it has been remedied. (Exhibit B.)

2. Curriculum

Concern: In March of 2018, several teachers at JHHS reported to the District that they had been teaching classes without an adequate curriculum, specifically in science and math classes. In its August 9th correspondence, AMPS stated that, in the 2017-2018 school year, “chemistry, biology and calculus were taught in a fashion that was not aligned with the guidance provided at the beginning of the school year. As the year wore on, teachers teaching those courses developed their own curriculum and distributed materials to students that they themselves compiled.” (Exhibit B.)

Current Status: A method reports that all classes are taught with a developed curriculum.

3. Laboratory Supplies

Concern: During its April 19, 2018 site visit, District staff observed insufficient laboratory supplies and lab facilities. For example, District staff noticed that there was no science equipment available for physics class, and only a very limited amount of laboratory equipment available for biology and chemistry (no sinks in the classroom, no eye wash facilities, no lab tools, etc.). (Exhibit A.)

Current Status: It appears that AMPS has purchased more laboratory supplies. Based on the April 19th walk-through, certain lab safety equipment, such as an eye-wash station, were not yet in place.

4. English Language Development Instruction

Concern: On April 9, 2018, students at JHHS led a protest, presenting AMPS and JHHS Leadership with a letter memorializing their demands. One demand was for “ESL classes.” (Exhibit A.) AMPS, itself, describes the English Language Development program at JHHS as “an immersion model,” using “the Springboard English Language Arts curriculum which has English Language Learner specific teacher guides and activities embedded throughout each lesson.” (Exhibit B.) District staff is concerned that there is no rigorous and bona fide ELD program in place at JHHS.

Current Status: No information has been provided concerning the amount of time Springboard’s supports are used, or how students are scheduled across four grade levels to benefit from these supports. No clear alignment is yet evident between this program and the three weekly ELD blocks within the new bell schedule.

It is further noted, that JHHS fails to recruit and program for “Newcomer” and “At-Risk” English Learners.

Level	English Learners				RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL		
John Henry High	3.40%	0.40%	21.40%	5.60%	69.20%	234
West Contra Costa Unified	34.30%	8.20%	10.40%	11.30%	35.80%	16,674

Source: Data Quest accessed 9-12-18.

Definitions accessed at: <https://dq.cde.ca.gov/dataquest/longtermel/Glossary.aspx>

The CDE defines the EL column as a: “...student in Kindergarten through grade 12...enrolled in a U.S. school for 0-3 years. At Risk are students who have been enrolled in a U.S. school for 4-5 years, and LTEL is defined as An English learner who has been: 1) enrolled on Census Day in grades 6-12th grades inclusive; 2) enrolled in a US school for six or more years; 3) have remained at the same (EL) proficiency level, and have scored at the “Standard Not Met” level on the prior year CAASPP in ELA.

From this data, it is clear that JHHS does not recruit and enroll “newcomer” students compared to the District (3.40% v. 34.30%). JHHS has fewer students considered “At-Risk” (.40% v. 8.20%) and has far larger numbers of LTEL students (21.40% v. 10.40%). High percentages in the LTEL indicate that students are not adequately progressing in English Language development. JHHS has 69.20% RFEP students, as opposed to the District with 35.80%.

5. Handling of Distribution of a “Doctored” Email

Concern: In early March of 2018, District staff were notified of a “doctored” email circulating the JHHS campus. This “doctored email” modified an “original” email that was sent from a JHHS parent of 2 JHHS students to Dr. Linda Delgado, discussing concerns with AMPS administration. The “doctored” email was infused with inflammatory, racial remarks. In response to concerns raised by a JHHS parent regarding the safety of the students, District staff visited JHHS, and asked the Charter School’s administration to provide a detailed written timeline describing all actions taken, and that will be taken, to ensure the safety of all students in response to the “doctored” email. AMPS subsequently provided District Staff with a “Safety Plan Timeline.” District staff were also assured that AMPS would open an investigation into the source of the “doctored” email pursuant to their Internal Resolution Service investigation process. However, in a written statement of a JHHS teacher, obtained by the District, it was subsequently informed that the Interim Site Administrator went to multiple classes and told students that “there was not [*sic*] point in mounting an investigation into which letter was fake.” This precluded the school from confirming that the JHHS parent did not write the racially inflammatory email.

Status: The two students in that family ultimately withdraw from JHHS citing a lack of support from AMPS’ administration. The use of the Ombudsman, as provided in the AMPS internal complaint process, and an objective and credible outside investigator, would have been of good use in this instance.

IV. OTHER OUTSTANDING ISSUES/DISTRICT STAFF CONCERNS

The District appreciates the steadfast reporting as mandated in the Tolling and Monitoring Agreement. However, based upon AMPS conduct during the course of these proceedings, issues of concern remain at JHHS:

A. Teacher turnover:

It is noticeable that JHHS appears to have retained only three credentialed teachers from the 2017-2018 school year. (Along with Mr. Clinton, the school’s Dean of Students is no longer at JHHS, as well.) Granted, a significant amount of this turnover is the result of having to bring in appropriately credentialed teachers. But even a significant number of appropriately credentialed teachers did not stay. In recent correspondence, AMPS has cited its Career Path System, Professional Growth Plans, Tuition Reimbursement Program as specific steps in place to increase staff retention. It is recommended that AMPS take concrete steps to lower turnover of teacher staff at the JHHS, which will foster continuity and better experienced teachers at the site.

B. There continues to be a lack of transparency at AMPS

AMPS is credited with meeting all Tolling and Monitoring Agreement submission timelines throughout the summer and into September. Concerns regarding transparency, however, remain. The lack of transparency was most evident during the course of the 2017-2018 school year, as the District investigated the issues ultimately raised in the NOV. There appears to be a default position for AMPS to not provide thorough responses until its back is up against the wall (as with the NOV) or until it contractually obligates itself to (as with the Tolling and Monitoring Agreement).

1. Lack of transparency regarding teacher credentialing information. Through the 2017-2018 school year, AMPS' responses were, at times, inconsistent, incorrect, and/or unresponsive in regard to teacher credentialing information. By not taking action until well into the school year, at least 40 percent of the Charter School's classes finished out the 2017-2018 school year taught by teachers without a full credential.

On January 10, 2018, AMPS indicated that two teachers (Mr. Barcelon and Ms. Garcia) were the only "two teachers during the first three months of the 2017/2018 school year that did not have a preliminary or cleared credential." However, on April 12, 2018 District staff received a first semester (2017-2018) bell schedule from AMPS, which clearly indicated that AMPS was not forthright in their January response because there were actually six teachers who taught during that time without a preliminary or cleared credential (Barcelon, Garcia, Ramirez, McGuire, Lee, Robinette).

Further, as noted in the NOV, in reviewing the attendance records of Mr. Barcelon and Ms. Garcia, the District noticed irregularities/oddities in the reporting for these classes. AMPS provided three different "explanations" for the improper teacher assignment and fraudulent attendance accounting in Christopher Barcelon's and Maria Garcia's classes.

2. Lack of transparency regarding compliance with the CUP. Throughout the 2017-2018 school year, AMPS also had several opportunities to provide an honest account of whether or not it was complying with the terms of the CUP, specifically, whether it had implemented a staggered schedule. AMPS failed to do so.

On December 20, the Charter School informed the District that, in compliance with the CUP, it maintained a staggered schedule for grades 9-10 and grades 11-12. However on March 30, 2018, after the NOV had been issued, AMPS changed their response and conceded that no staggered schedule had ever been implemented.

C. There continues to be a lack of accountability

AMPS has made it a practice to blame Mr. Clinton, JHHS' former Site Administrator, for the concerns raised in the NOV. Even in recent responses to the "newer" concerns, received in August, AMPS sought to blame Mr. Clinton for JHHS' troubles. (Exhibit B.) This was the case although he left the employment of AMPS in November of 2017, only about one quarter of the way through the school year. Several significant concerns, that could have been resolved, were

not. However, AMPS showed a pattern by failing to sufficiently and timely investigate and address these significant concerns. To this day, no one seems to have been held accountable.

Further, this would not be the first time that AMPS is alleged to have retaliated against and parted ways with employees who raised issues regarding AMPS program.

<https://www.scoop.it/t/charter-choice-closer-look/p/4058324788/2016/01/16/two-teachers-fired-for-blowing-whistle-on-lack-of-special-education-english-learner-instruction-post-news-group>

1. AMPS' independent investigation raises concerns regarding accountability. Nothing reflects the lack of accountability more than the investigation AMPS conducted into some of the issues raised by Mr. Clinton when he resigned from AMPS. (Exhibit C.) Quite simply, the investigation was not a serious one. This is significant in light of AMPS' attempt to blame Mr. Clinton for the issues that were raised regarding JHHS.

AMPS represented that they hired a third party to conduct a “thorough independent investigation” of the Complaint. The investigator concluded that all of Mr. Clinton’s allegations were “not sustained.” (Exhibit C.) Some of the allegations that were investigated included Evelia Villa’s mistreatment of Mr. Clinton and other employees, AMPS administration’s response regarding violation of the CUP, and issues related to special education. A review of the investigation reports reveals that it was blatantly flawed and incomplete. Some major flaws include:

- The investigator failed to interview the employees who would have had the most valuable information regarding many of Mr. Clinton’s allegations. For example, many of the substantive allegations investigated revolved around events/violations that occurred specifically on site at the Charter School. Therefore, it would be reasonable and necessary to interview employees who were present at the Charter School on a daily basis. However, the investigator only interviewed AMPS administration, despite the fact that AMPS had expressly stated that its administration did not have proper oversight or communication with the site level employees at the Charter School. The investigator failed to interview any teacher or employee who worked at the Charter School on a daily basis, and therefore failed to interview the most critical potential witnesses.
- Even more egregious, the investigator failed to interview any site-level Charter School employees, even though the specific allegations “investigated” included the mistreatment of site-level employees by AMPS administrators. The investigator did not attempt/failed to identify any of the employees that Mr. Lopez indicated had departed AMPS as a result of their interactions with Ms. Villa, and failed to review any of these departed employees’ personnel files.
- Contrary to AMPS’ assertion, the investigation did not address all of Mr. Clinton’s complaints against AMPS administrators.

It should be noted that, regarding credibility, several concerns raised in Mr. Clinton’s Complaint proved to be true. Therefore, his credibility probably outweighs “after the fact” attempts to explain away his concerns as his own fault. Mr. Clinton is the one who shed light on the significant issues raised in the NOV.

2. Lack of accountability regarding lottery and waitlist irregularities. AMPS has failed to adequately address the most serious irregularities in regard to the lottery and waitlist concerns raised in the NOV. In their February 28, 2018 Response to the Draft Notice of Violations, AMPS expressly represented to the District that “no preferences were given to any waitlisted applicants” and “at no time were preferences given as the students were called off the waitlist.” For example, JHHS’ waitlist for the 2017-2018 school year reveals that the first 10 students “selected” from the waitlist were students from RCA. There were 57 students on the waitlist, only 18 of whom were RCA students. The District has significant concerns regarding this process considering that the probability that the first 10 names selected off of the waitlist were RCA students is low, about one in one million. The Charter School’s failed to identify the root or potential cause of these violations.

Amethod never adequately addressed how and why four former AMPS middle school students were moved up the waitlist in 2017-2018. In their February 28, 2018 Response to the Draft Notice of Violations, Amethod expressly represented to the District that “no preferences were given to any waitlisted applicants” and “at no time were preferences given as the students were called off the waitlist.” However, in their March 30, 2018 Response to the NOV, Amethod changed their position and acknowledged that four students were impermissibly moved up the waitlist, but stated that they could not find any “recognizable pattern.” However, the waitlist reveals a clear recognizable pattern – all four of the students moved up the waitlist were RCA students, as alleged by Mr. Clinton in his declaration supporting the NOV.

3. A failure to hold other employees accountable. Further, several concerns should have been resolved and addressed by Mr. Clinton’s direct supervisor, Evilia Villa. However, they were not. Ms. Villa is married to Jorge Lopez, CEO of AMPS. It be noted that the Notice of Violation raised several issues regarding Ms. Villas’ conduct while Mr. Clinton was at JHHS. Now, in a home office restructure, AMPS has moved Ms. Villa into the new role of Regional Superintendent for AMPS’ Richmond Schools. Therefore, despite the fact that AMPS is aware of Ms. Villa’s failure to perform her oversight responsibilities resulted in many of the violations at the Charter School, their proposed remedy is to, again, put Ms. Villa in charge of oversight at JHHS.

V. STAFF RECOMMENDATIONS TO AMPS REGARDING JHHS

Based on the issues within the Notice of Violation, and reflected in its responses per the Tolling and Monitoring Agreement, staff concludes that there are enough deficiencies resolved by AMPS not to pursue revocation proceedings against JHHS at this time. Therefore, staff recommends that the Board take no further action on the Notice of Violation. Of course, if these issues raised in the NOV (or any other issues of concern) recur, the District will revisit and may need to re-explore the revocation process.

In the interim, District staff will continue its oversight of JHHS (and the other AMPS operated charter schools within the District) to ensure that the schools are fiscally sound, compliant with the law, and compliant with the school’s respective charter. **This will include a focus on the**

issues addressed in the NOV and the “newer” concerns, to ensure that AMPS continues to take remedial efforts in these areas.

Compliance with these recommendations will be reviewed by District staff on an ongoing basis, and at the time that JHHS’ petition is up for renewal in the 2020-2021 school year:

1. It is recommended that AMPS continue to notify the District of hiring and departures of teachers. This should occur on a quarterly basis, allowing AMPS to pro-actively communicate with the District when credentialing and assignment issues, or special education staffing issues, have recurred. Quarterly reports would also allow AMPS and the District to review whether AMPS employee retention efforts and programs are effective.

Per the Tolling & Monitoring Agreement, documentation should include:

- a) Each newly hired or departed teacher’s name, educational background, credential, relevant dates of credential, position (classes taught), and start / termination date.
 - b) For departures, AMPS should also provide its plan to staff the departing teacher’s current class(es).
 - c) An updated bell schedule for JHHS, identifying each individual class taught, the instructor for each individual class, the credential held, and a statement as to whether the credential is appropriate.
2. It is recommended that AMPS audit its Advanced Placement program, and the test scores of its students on the AP test, and examine best practices to increase JHHS students’ scores.
 3. It is recommended that AMPS provide the District with copies of all communications and updates between the AMPS / JHHS and the City of Richmond in regard to the Conditional Use Permit at 1402 Marina Way South.
 4. It is recommended that AMPS continue to provide the District with its internal audits, including a description of, and documentation regarding, all actions taken in regard to the internal audit.
 5. It is recommended that AMPS provide the District with all internal complaints received through its Internal Resolution Service (“IRS”) process regarding JHHS and/or AMPS home office. This would include a summary of the final disposition of the matter, as well as any remedial steps taken, if any. An ongoing review of AMPS’ performance in regard to its IRS process offers insight to ensure the District that the transparency and accountability concerns cited in this staff report are being addressed.
 6. It is recommended that AMPS be more pro-active in the use of its Ombudsman in the IRS process. For example, families should be notified of the specific identification of the

Ombudsman. Based upon the notice of the IRS process that AMPS provided to the District, the specific identification of the Ombudsman is not provided.

7. It is recommended that JHHS develop and implement a written plan to take specific efforts to recruit students with disabilities, including students that require moderate to severe interventions. This would include staffing instructors credentialed to serve these students, as well as programs to serve these students.
8. It is recommended that JHHS develop and implement a written plan to recruit students English Learners who are “newcomer” or “At-Risk”. This would include staffing instructors credentialed to serve these students, as well as programs to serve these students.
9. It is recommended that AMPS build an administrative leadership team with persons qualified and dedicated to ensuring transparency, accountability, and support of people and operations.