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By: _____



Amethod Public Schools Inc.

(Oakland Charter High School)

MATERIAL REVISION OF EXISTING CHARTER PETITION
CURRENT CHARTER PETITION RENEWAL DATE 6/30/2012- 6/30/2017

Submitted To Oakland Unified School District
March 26, 2014

The following Material revision is being submitted to the Oakland Unified School District Governance Board by the Amethod Public School Board of Governance and key staff in accordance with EC 47607 (a) (2), Oakland Unified School District Board Policy BP 0420.4, and Oakland Unified School District Administrative Regulation AR 0420.4.

March 26, 2014

Silke Bradford, Ed.D
Charter Schools Coordinator
Oakland Unified School District
Office of Charter Schools
1831 Steele Street
Oakland, CA 94619

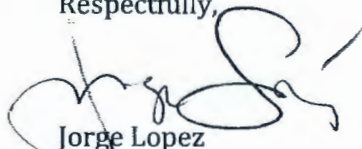
Dear Dr. Bradford,

The Amethod Public Schools Inc. is seeking approval of a material revision of the Oakland Charter High School charter petition last renewed by the Oakland Unified School District Board of Governance on July 1, 2012.

The revision being sought at this time will allow the existing high school campus located at 345 12th Street Oakland, to expand the school program through the usage of a secondary campus located within the Oakland, CA city limits, and approximately 2 blocks away from the current high school location. The satellite facility is a former charter school site that has historically served as an after school and weekend language school for Oakland youth. The following program description will detail the organizational design for the expansion campus and seeks to address questions that will clarify the intent.

If after reading the enclosed cover letter, program description and revised charter petitions; do not hesitate to contact me to clarify any lingering questions. We look forward to our visit with the Oakland Unified School District Charter School staff to discuss the proposed changes and any pertinent matters in relation to this material revision.

Respectfully,



Jorge Lopez
Chief Executive Officer
jlopez@amethodschools.org

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I. CONCISE STATEMENT

The Amethod Public Schools campuses are dedicated to fulfilling the intent of the California Charter Schools Act, 47601 and seek to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure.

It is the intention of the Amethod Public Schools organization to fulfill the California Charter Schools Act as a method to accomplish all of the following:

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

Oakland Charter High School (OCHS) is in its seventh year of operation and has proven to be an extremely successful high school program. Currently, Oakland Charter High School is among the highest performing public schools in Alameda County and the highest ranked high school in Oakland. This year OCHS will be graduating its fourth senior class whose students, during this important time of the year, have been gaining acceptances to various colleges throughout the country. It is our desire to expand the high school program at this time to assist the many families both from our local middle schools, and those Oakland families who have applied to Oakland Charter High School from other schools. We look forward to continue our service to the Oakland community.

II. OAKLAND CHARTER HIGH SCHOOL- MATERIAL REVISION OVERVIEW

The Amethod Public Schools organization currently operates three school sites in Oakland, CA under the authority of Oakland Unified School District that includes two middle sites and a high school campus. The Amethod campuses are in good standing with the Oakland Unified School District and the Oakland Unified School District Charter Office.

The Oakland Charter High School (OCHS) charter petition, which we are currently seeking to modify, is in its second year of operation subsequent to the most current charter petition renewal in 2012. OCHS, currently located at 345 12th Street Oakland, has demonstrated tremendous academic success and achievement gains for its students over the past decade, and currently ranks among the best schools in the city, county, and State of California. Currently, Oakland Charter High School, a California Distinguished School Award winner has an Academic Performance Index (API) score of 938 and a 10 on the Academic Performance Rank Index and a 10 for a Similar Schools Ranking.

The high school program is the foundation for families, especially first generation immigrant and low income populations, to have a viable opportunity to attend college and expand their future progress. The intent of this material revision is to expand the high school program and its current limited facility space to accommodate enrollment for families who have students attending Oakland Charter Academy and Downtown Charter Academy middle schools who are, and will be, seeking a placement in the OCHS site. Moreover, it is much more amenable for interested families who reside in the West Oakland, Chinatown, San Antonio, Downtown, Eastlake, and other areas of Oakland neighboring the OCHS facility and proposed site to attend school in or much closer to their neighborhood.

PROGRAM EXPANSION

Fortunately, the Amethod Public Schools organization has partnered with the Shoong Cultural Center that has agreed to lease a school facility that has the appropriate usage permits, and space to adequately provide the necessary room to accommodate the high school program expansion.

The potential satellite expansion of the current high school campus will allow the school to open up additional class spaces that will serve an additional students feeding in to the OCHS site. The expansion will serve as the upper high school campus, housing grades 11th and 12th grade students that will offer the opportunity focus the upper grade program staff to offer a more robust career development program and college ready focus specific to that age group.

ADMINISTRATION OF SITE

The expansion high school campus will be situated at the Shoong Cultural Center located at 316 9th St. Oakland, approximately 2 blocks away from the main OCHS campus. The proximity of the space will allow for various benefits to the families,

staff and students of the Downtown Charter Academy Middle School and Oakland Charter High School Programs. For example, the Shoong Center has a large gymnasium that will be made available to the AMPS students of both middle and high school to leverage the need for expanded PE space in the area. Additionally, the proximity to the OCHS headquarters allows for the expansion of added lab space needed for technology and science programs for both high school and middle school students.

The Oakland Charter High School expansion site will house an Administrative Assistant and Vice Principal, and/or the College Advisor to oversee the daily site operations. The Vice Principal will work closely with the OCHS Principal, and College Advisor to assure that the school sites operate in conjunction and support with one another. All Amethod Public Schools campuses adhere to the *Methods Manual*, an internal school guide specific to Amethod Public School functions and procedures for school operations that assure campus uniformity to the proven inter organizational best practices.

CONCLUSION

The Amethod Schools Network has demonstrated its commitment to offering excellent public schools in the East Bay. We look forward in continuing our partnership with the Oakland Unified School District to continue to provide a vital school option to the students and families of Oakland, CA, and to provide expanded space and programs to the families who feed into the OCHS system from our internal middle schools, and others who wish to attend. Please do not hesitate to contact our offices to discuss any pertinent information regarding this material revision request.

OAKLAND CHARTER HIGH SCHOOL

RENEWAL PETITION

Renewal (2012-2017)

* This is a draft of the original renewal charter petition originally submitted and approved on June 30, 2012. The original attachments and appendages are not included in this submission since they are irrelevant to the proposed material revisions. Moreover, there may be some misalignment from the page numbers detailed in the original OCHS Table of Contents. Please use the guide below to track the changes addressed in this revision.

As detailed by the Oakland Unified School District administrative protocol for material revisions, we are submitting the amended version of the originally approved petition. The sections which Amethod Public Schools (Oakland Charter High School) is currently seeking to amend Five (5) sections of the original petition that are highlighted in red.

THE TRACKED CHANGES MAY BE FOUND IN THE FOLLOWING SECTIONS AND PAGES:

1. **Affirmations & Assurances**.....pg. 13
2. **Educational Philosophy & Program /" Mission Statement**.....pg. 19
3. **Students To Be Served/ "Whom the School is Trying to Educate,"**pg. 24
4. **Element VIII: Student Admission Requirements (Enrollment Process)**.....Pg. 82
5. **Element VIII: Student Admission Requirements (Lottery Procedures)**.....Pg.82
6. **Element VIII: Student Admission Requirements (Demographics)**.....Pg. 94
7. **Financial Planning Reporting & Accountability / (OCHS Budget Narrative)**.....pg. 94

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

The attached renewal charter petition merits consideration. We are hereby petitioning the Governing Board of the Oakland Unified School District (OUSD) to grant a renewal of the charter pursuant to Education Code 47605 to continue the function of Oakland Charter High School (OCHS).

Amethod Public Schools agrees to continue to operate the school 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 continuing teaching at OCHS. The organization's Executive Director will be authorized to negotiate any amendments to the attached charter in order to secure approval by the Oakland Unified School District's Governing Board.

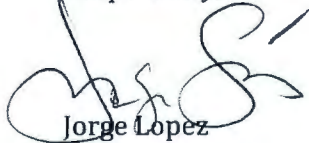
Required Affirmations [Education Code Section 47605(d) (1)]:

Oakland Charter High School 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.

The signature requirement set forth in Education Code section 47605(a) is not applicable to a petition for renewal and thereby is excluded from this renewal petition.

Please direct any questions regarding this charter to me at (510) 893-8700.

Respectfully,



Jorge Lopez
Lead Petitioner
Oakland Charter High School

OAKLAND CHARTER HIGH SCHOOL
Oakland, California

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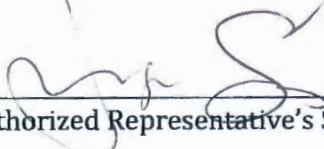
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AFFIRMATIONS/ASSURANCES

As the authorized representative of the applicant I, Jorge Lopez, hereby certify that the information submitted in this application for a renewal of the charter for Oakland Charter High School, and a satellite location, both to be located in Oakland, 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, the renewal petition, 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 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)(1)(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
- 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"), Oakland Charter High School petitions the Oakland Unified School District to grant the renewal petition for the OCHS school campus which will enable us to continue serve the residents and families of Oakland, CA.

The Charter Schools Act states:

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

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

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

Oakland Charter High School has exceeded all four requirement renewal standards premised by Education Code 47607 (b)(1-4), in the previous four years of existence as will be detailed in the body of this renewal petition. Oakland Charter High school will continue to make important contributions to the legislative goals outlined above. By granting this charter renewal petition, the Oakland Unified School District Board of Trustees, and the Superintendent, will help fulfill the intent of the Charter Schools Act while providing students in the district with an additional, quality educational option.

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

Over the past five years, Oakland Charter High School has proven to be one of the top high schools for families and students in Oakland, CA. Having promoted our first graduating class

in 2011, and preparing to send off our second round of students to top tiered universities, Oakland Charter High School looks forward to continuing to provide a small and successful high school campus to the residents of Oakland.

Through the initial five year petition, OCHS administration and staff have gained innumerable examples and lessons considering of the tasks associated with the running of a high performing charter high school; sometimes learned the hard way, but nevertheless gained. As such, this renewal petition reflects the lessons and best practices learned by the organization through its first five year term, and capture the maturity of the school as moves into the second phase of its existence.

Therefore, the present charter petition will be substantially different than the first petition submitted to reflect where we are at as a school community and organization. The petitioners seek to continue to operate Oakland Charter High School as a public charter school to prepare students for work, college and life in the 21st century. We will continue to expand and implement our established program that will prepare youth, many of whom are deprived, to help reverse the achievement gap trend.

Oakland Charter High School opened in 2007 in the Eastlake District of Oakland, CA. Since its inception, OCHS has continued to grow in size and success. OCHS has remained at the top among highest performing high schools in the city of Oakland, and has maintained its position in the top ten highest performing high schools in the state with an Academic Performance Index score that has never dipped below the 920 mark.

Members of the first graduating class (2011) were accepted to such colleges as Duke, Dartmouth, University of Southern California, Florida Institute of Technology, and various University of California campuses throughout the state.

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 94% of our inaugural classes of graduating seniors were admitted to four-year universities. All graduates went on

to colleges and others opted for two-year college campuses. Over the past seven 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.

Both 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 continuing the progress of Oakland Charter High School.

AMETHOD PUBLIC SCHOOLS-CAMPUS PROFILE

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

2010 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 SAT w/ Prep courses | <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% (Higher than state and national norms - Sports Program added in 2008)- (Rugby, Boys & Girls Soccer) - OCHS becomes the 5th highest performing High School in the state of CA. |
|--|---|

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

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

JORGE LOPEZ- 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

OCHS seeks to advance students' motivation and belief in academic achievement while in their pursuit of a thriving future. We are a free and public charter school that believes in the promise of hard working students from diverse perspectives, socio economic status, backgrounds, and talents. Oakland Charter High School will provide a rigorous academic program to all students who wish to attend, yet will specifically outreach to families that live in low income areas, survive below the federal poverty line, or whose parents have never attended college. The school will serve up to 470 students in the ninth through twelfth grades with the goal of achieving higher academic results than neighboring high school campuses by focusing on rigorous state aligned academic programs, accountability, and excellence by providing an educational program that reinforces structured and demanding A-G coursework. The school will meet its mission by working in collaboration with all stakeholders.

School Culture & Values

The Amethod Public Schools' culture and procedures are rooted in traditional values such as discipline, respect, responsibility, work ethic, 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 mission is to teach inner city students to be different and stand out from their neighborhood peers, many of whom do not see education as a viable option, are at "high risk" and, subsequently will suffer from highly limited options in the future. It is our belief that students need to be exposed to the concept of veiled racism and the notion of low expectations of minority students so as to be prepared challenge them as they surface in patronizing acts.

Furthermore, we look forward to inspiring parents and families to become an active and positive force in their child's education. Often parents misinterpret the complimentary and reciprocal nature of parenting and education. We try to communicate to parents that they can only expect schools to be as successful as their willingness to take on reciprocal responsibilities. This dialogue happens through discussions, presentations, and at times, disagreements. Though it is difficult sometimes to demonstrate to families that come from lackadaisical school systems that demanding curriculum, high expectations, and personal responsibility are essential for a child's success, the school's success and their child's development creates opportunities for further conversations.

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

The students and staff of the Oakland Charter High can expect to be exposed to the following characteristics that have, in part, defined as cornerstones of our school sites;

- *Hard work* – **We expect** the commitment and sacrifices of individuals who are engaged in the pursuits of being the best.
- *Teamwork* – **We expect** a collaborative effort by the members of the school group to achieve a common goal
- *Responsibility* – **We expect** a steadfast adherence to a strict moral or personal code
- *Perseverance* – **We expect** students to go on resolutely or stubbornly in spite of opposition, never giving up.
- *Achievement*– **We expect** ALL to push to better themselves, stagnation is the enemy of progress.
- *Earn and Respect Culture*– **We expect** students will learn that if you get something without putting any effort in to it, it is worthless. Respect is earned.

PROVEN RESULTS SERVING THE COMMUNITY

Amethod Public Schools is committed to continue to provide our proven academic program to students of Oakland Unified School District. Amethod Public Schools is proving to serve the Oakland community well through the school's performance on all key metrics. The students at Oakland Charter High School are achieving far greater results than students at comparable schools throughout the state, and more importantly, are continuing on through the college and university school system.

OCHS has benefited from having a strong feeder school with the Amethod (Oakland Charter Academy) middle school campus. The OCA middle school is the oldest charter in the city and is among the highest performing schools in the city and state. The middle school focuses on preparing students, many of whom are low income, first generation American students, for the rigors of a high performing, college preparatory high school.

As pointed out by the analysis conducted by the Oakland Unified School District Office of Charter School and Cambridge Education 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.....

California State Test (CST) Results Overview

The following tables illustrate and compare the performance of the OCHS campus.

Table I illustrates the percentage of OCHS students who are performing at Proficient and advanced levels in English. As you can see by the table, OCHS is different than district and state numbers in one key area. Unlike most of the comparisons, the longer a student remains at OCHS, the better the student performs in English.

Table II compares the number of proficient and advanced students in the areas of math and sciences to those of the county, district, and state.

Table III (below) compares the academic performance Index score to those of the district and state for all public high schools.

Comparison 2010: Total percentage of Proficient and Advanced level students

Proficient/Advanced Percentages (2010)

Table I

CST English	9th Grade	10th Grade	11th Grade
State (CA)	54%	45%	43%
Alameda County	69%	49%	47%
Oakland Unified	33%	25%	26%
Oakland Charter High School	86%	92%	100%

Source: California Department of Education

California State Test (CST – Math / Science Results Comparisons) (High School)

Proficient/Advanced Percentages (2010)

Table II

Math / Science	State	Alameda County	OUSD	OCHS
Geometry	27%	34%	14%	94%
Algebra II	31%	33%	14%	86%
Summative Math	54%	61%	43%	85%
Earth Science	33%	30%	30%	97%
Biology	46%	51%	25%	92%
Physics	49%	39%	10%	100%

Source: California Department of Education

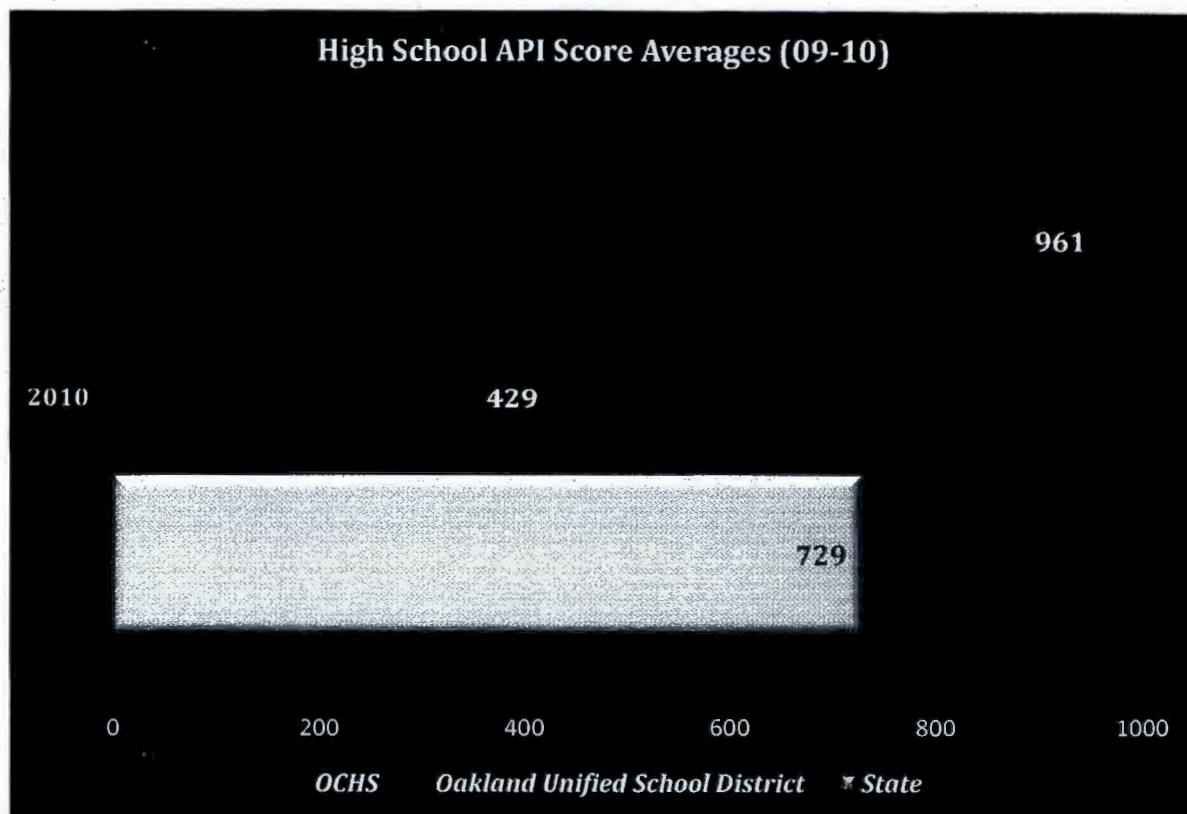
Comparison 2010 API Scores (OUSD High Schools)

Table 2A

	Base API (2010)	2010 State Rank	2010 Similar* Schools Rank
Oakland Charter High School	961	10	10
Envision High school	602	1	6
McClymonds High School	NA	NA	NA

Source: California Department of Education.

Note: schools listed are similar demographic schools



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 major concern to the country's future.

Amethod Public Schools, the parent organization for Oakland Charter High (OCHS), believes that higher education is the surest path to future success for poor families and having high expectations for all students is an absolute necessity for academic progress. Drawing the best from every student takes immense effort from teachers, families, administrators, and students; but the results we believe are well worth it. We reason that some of the keys to drawing the best from every student requires schools to have and uphold high expectations; 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 A-G curriculum and teacher professional development program based program proficiency.

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. Oakland Charter High 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 continued success, OCHS will adhere to the following characteristics which have proven successful over the past five years.

- ***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

Oakland Charter High 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. Oakland Charter High School will continue to be committed to the principle that all youth are capable of continuing education after high school, whether it is a two-year college, a state college or a research university. The entire OCHS community of stakeholders has worked for nearly five years to create the reality to support the vision of a small learning community with standards for high school graduation higher than both district and State requirements.

The school seeks to continue to enroll a student body in grades nine through twelve, in multi campuses, whose diversity represents the general population residing within the geographical boundaries of the district and community where the school sites are to be located.

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, demand a college education. Especially for poor minority students residing in urban inner cities; a college education presents the surest path out of poverty and generational disparity. Data from the

US Census Bureau indicates that college graduates will earn far more money over their lifetime than non-college graduates. According to recent report, people who did not earn a high school diploma on average will earn 1 million dollars in their lifetime, compared to a person with a Professional Degree who can earn 4.4 million dollars¹. Unfortunately, poor and minority groups are severely underrepresented on college and university campuses while being over represented in state and federal prison systems.

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. Equally important is the need to also develop a steadfast work ethic that will require 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.

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 with large numbers of poor and minority youth. Many such fads may not sustain longevity and can eventually flounder or prove unsustainable. Our schools do not

¹ US Census Bureau Report (2009)

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 to increase instructional minutes in core content subjects such as math and English.

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 Amethod Public Schools school sites must follow:

The selected strategies, combined with the instructional program and other instructional program and curricular components are the core of the Amethod Public School's model . Since the adoption and implementation of the strategy set, the middle school performance data as measured by the Academic Performance Index (API) has increased over three hundred points in the over the past seven years. Oakland Charter High School has adopted these strategies as well.

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, thus the quality of instruction deteriorates. Our smaller campuses expose students to more information, time, and individual attention therefore making it much easier to figure out how a student learns and what makes them tick academically, and socially.
- 2) ***Advisories-*** (A new program added to the Oakland Charter High School Model is the addition of structured formalized advisories).Each student is assigned an Advisor who will stay with the student, if possible, for the entire four-year high school span. The Advisories will ground students in the elements of independent thinking, planning, and study and will guide them through a continuum of regularly monitored projects to a successful student-initiated senior project.

Staying with the same Advisor throughout the program is important. Studies show that a major stumbling block in the educational development of underserved students is consistency. Many students live in overburdened households, shifting residencies, school, friends and family members.

Each student will develop a course plan that will be used as a set of goals to be met over the course of the student's four years at OCHS. These goals will be educational, career-oriented, social and personal. This learning plan will be written by the Advisor and the student, along with the feedback of the parent(s)/guardian. Throughout the school year, and at OCHS at the beginning of every grade, the learning plan will be revisited, and potentially revised, as the student develops.

Year One Advisory

- *Discuss and set up specific goals to reflect the needs of the individual student (i.e., sharpen language skills and strategies to eliminate math deficiencies, control tardiness, and set day-by-day goals).*
- *Start a portfolio.*
- *Assign high interest material relating to individual student interest in career fields of Engineering, math, English and technology.*
- *Discuss appropriate use of technology as a research tool for class projects.*
- *Discuss interrelationship of course work (English as it relates to math, science, etc.).*
- *Discuss working as a team, taking equal responsibility for work, and sharing success.*
- *Create and evaluate possible long-term goals and projects. List possibilities without criticism or narrow focus.*
- *Assign small project (set up for success) involving the tutorial group. Monitor over life of project. Make sure it is headed for success.*
- *Discuss the negative impact of the use and abuse of alcohol, tobacco, and drugs in college.*

Year Two Advisory

- *Review first year. Review portfolio.*
- *Set goals to address individual deficiencies (i.e., plan to eliminate tardies, explore strategies for student/teacher interaction).*
- *Introduce industry level standards and goals and their relevance to academic goals.*
- *Industry representation will meet with teacher and student to discuss needs of industry and responsibilities of student.*
- *Engage students in creating criteria for succeeding in the workplace as well as the classroom.*
- *Introduce college courses.*
- *Look at last year's long-term goals and projects list and add or eliminate as appropriate.*
- *Create collaborative assignment that is long term but continually monitored.*

Year Three Advisory

- *Connect with business community member to present to students.*

- *Review appropriate professional presentation (i.e., dress code, manners, responsibilities, vocabulary building [specific to needs of the particular business], introductions, oral skills, job interview, and role-playing).*
- *Engage students in hypothesizing, deducting and formulating ideas so that questions to experts come from a deep reservoir of understanding, not superficial knowledge.*
- *Work on individual skills appropriate to each student's internship.*
- *Review and assess last year's goals. Review and assess portfolio.*
- *Review project ideas and add or subtract from it.*
- *Assign individual third-year project. Monitor week by week.*
- *College awareness including mock applications, college visits, and accessing university web sites.*
- *By end of year, select senior project. Project will be geared to challenge the student and meet a societal need.*

Year Four Advisory

- *Review accomplishments from previous years. Review portfolio.*
 - *Work on obvious weaknesses in work habits, conduct, and academics.*
 - *Track internship.*
 - *Review college prospects. Set up time-line for applications, etc.*
 - *Assign appropriate portfolio material.*
 - *Guide student to successful completion and presentation of senior project*
- 3) **Teacher Rotation-** Our method, distinctive of other teacher rotation models, ascribes that teachers rotate into the classrooms instead of the students. 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.
- 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 methods we require every teacher to make lists of student roles and group responsibilities, and explain, discuss and teach these thoroughly. In this way, students will know what is expected of them, even though the specific content or tasks will change.

Amethod Public School students will have a clear sense of their daily schedules, even if they vary from day to day. Explicit information on what is expected of students is provided and reinforced through clearly structured daily patterns, rituals, and class activities. We do not ascribe to the spiral of continual suspensions and the constant flow of students to the office as is seen in many schools.

- 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 attendance. Missing a few classes seems inconsequential to them and at times it seems

insignificant to parents and families as well. School officials are sometimes faced with parents who are unaware of their child's absence from school or, worse, which are aware but quite willing to make excuses for the absence. There are several reasons why regular attendance at school is important for every student.

- ***Absenteeism hurts the student.*** Students who are frequently absent fall behind in academics and miss important concepts that enhance their ability to understand and follow directions or, ultimately, plan for the future.
- ***Absenteeism hurts other students.*** Students who are frequently absent require more individual attention from the teacher.
- ***Absenteeism hurts the school and organization.*** State financial support for schools is directly linked to student attendance. When students are absent the school loses funding.

Each lesson presented to students is based upon or related to those that preceded it. Just as we can never regain a moment of time wasted, the child who misses a day of school also misses a day of education which cannot be retrieved.

- 6) ***Added Time-*** Oakland Charter High campus will continue to offer a 90 minute daily block each for math and English. As needed in specific core classes such as Honors Algebra II and Honors English. This block allows for a more in depth and comprehensive study of the subject matter by offering each student more additional minutes of English and Math. An added abundance of time in these core subjects affords more time to students for proper preparation in advanced college prep courses. In the OCHS Model, teachers rotate, not the students. Having teachers rotate into the classroom instead of the students 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 in order to be prepared for the competition of getting into college. Considering that we are an academic focused school system, we require extensive individual and group work outside of the classroom. As such, our schools offer academic support programs to meet the needs of the entire student population, and to empower students to reach their full potential. The staff is committed to and required to ensure that all students are either performing on grade level or working their way through, regardless of their skill level upon enrolling in the school. We also have high standards for student behavior and expect all staff, parents, student, and administrators to understand and reinforce the adherence to proper student conduct and school policies.

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 out high stakes gamble on behalf of the teacher. Teachers are expected to never forget their primary role as adults and that they are not in the business to be friends with students. We expect teachers to know that their natural authority with students is grounded in their knowledge, experience, and knowledge rather than just an authoritarian role alone. Effective teachers are indisputably in charge, but their students regard them as a role model, a protector, a challenger, or a guide. This Strand is demonstrated through classroom interaction and captured on paper through interviews with or surveys, or are observed in action, either in person or on videotape.

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 Oakland Charter High campus, as all other Amethod Public Schools sites, will be required to attend a 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.

Students are also given the opportunity to make up classes throughout the summer. Students continuously meet with the College Advisor to keep up with any faltering units they may have.

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

2. Diagnostic Testing – During the summer school session, we also begin our Interim Assessment series that starts with the *Universal Screening Assessment* to identify or predict students who may be at risk for poor learning outcomes from the start. These 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 identified 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 Assess 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, ninth 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 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. By presenting and or reviewing study techniques, it is our intent to eliminate poor study skills and habits.

Oakland Charter High School, as other Amethod 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. 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 researching flashcards for study, personal statements, etc.

Western Association of Schools and Colleges (WASC) Accreditation

Oakland Charter High School submitted an application for interim WASC accreditation in 2008 and was granted a three years WASC accreditation in its first attempt. The school had one visit from a WASC team and was granted interim accreditation through June, 2009. In 2010, the school added a grade level to include grade 12 and applied for "substantive change" which, after a one-day WASC visit, was granted. During the 2013 school year, OCHS is participating in a full WASC application and will have a full visit.

(See WASC Letter in Appendix Section as Attachment B).

Curriculum and Program

To assure that our primary goal of student achievement is met, OCHS has selected a state board of education rigorous curriculum for all students. This curriculum has been designed to provide all students with a college preparatory course of study that meets or exceeds the California State Standards in all core subject areas. All students enroll in college courses beginning in their sophomore year. These courses include anthropology, geography, communication, art, English, and sciences. In these concurrent enrollment classes offered through a partnership between Peralta Community College at OCHS, students receive dual (college and high school) credit that in turn will save the students time and money when they enter college. Moreover, multiple Advanced Placement offerings

All Core Curriculum is based on State Standards and focused towards the UC/CSU A-G Requirements. Upon graduation, all OCHS students will have met or exceeded classes are the A-G requirements for admission to the CSU or UC Systems. Its very important to note that OCHS does not assign a passing grade or credit for grades under a "C -" level, unlike most high schools. We assure colleges that our students will be prepared.

Sample of Course

9th Grade Classes

- *Algebra I *(Taken during summer or as additional block)*
- *Geometry*
- *English 1 & 2*
- *World History*
- *Mandarin*
- *Physical Education*
- *Earth Science*
- *Year One Advisory*

10th Grade Classes

- *Algebra II*
- *Biology*
- *English 3 & 4*
- *Anthropology *(Concurrent Enrollment)*
- *Physical Education*
- *Mandarin 2*

- *Year Two Advisory*

11th Grade Classes

- *Psychology*
- *Physics*
- *Honors English 11*
- *AP US History*
- *US History*
- *Honors Physics*
- *Physics*
- *Art (Concurrent Enrollment)*
- *Communications (Concurrent Enrollment)*
- *Year Three Advisory*

12th Grade

- *Economics*
- *American Government*
- *English 12*
- *Music (Concurrent Enrollment)*
- *Statistics*
- *Elective*
- *Year Four Advisory*

Transferability of Coursework

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

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

(See OCHS Graduation Requirement Checklist in Appendix as Attachment C)

The Amethod Classroom

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

Bulletin boards will be rotated along with student work, on a monthly basis. This is performed either by a teacher, or student monitor(s).

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

- *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*
- *Class Procedures*
- *School Rules*
- *Student Contract*
- *Motto: "HONOR HARD WORK"*

As you enter the classroom, you will notice that the arrangement for the class is structured in rows, emphasizing the importance for individualized seatwork and lecture style classes appropriate for this grade level. The rows are wide enough for the teacher to pace throughout so as to accommodate for the usage of proximity and other pacing structures so important in the Amethod class. The idea is for teachers to be able to get to any student in the fewest steps possible.

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

As you look around, you will see vibrancy and color on the walls. This is an active classroom where student work is showcased. You will see a mix of posters on the wall. Everything from scripted California Standards posters to inspirational pictures and quotes are posted throughout at eye level. You will notice the Amethod Public School relevant classroom information that details, for example, how student's should write the proper 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.

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

Students:

- *Teachers must also appoint classroom monitors to help with the cleanliness of floors, empty trash cans, and arrange shelves. Students are to be rotated so all students learn to be responsible for their work area and school.*

- Before leaving classroom, teachers should have students take a few minutes to pick up their area and the classroom. In this way, the classroom floors will remain neat and clean.
- Keep students responsible and have them to keep their desks clean and organized.
- Teachers should check student desks regularly. They should never have loose papers under a desk or on the floor.
- Papers should always be filed in a binder or in their filer. Students whose work area is not clean or organized should receive a deduction for messiness.
- Organized and cleaned doors.

Teachers:

- Teachers need to be aware and remember always that they must model the organization and cleanliness they expect of their students! All walls and all bookshelves should be kept orderly and clean
- Keep your desk organized
- Bookshelves orderly and organized
- Also, while at lunch duty, make sure all is picked up from lunch area, or else the assigned staff will clean. Its either you or them!!
- Keep walls clean of marking, writing, stickers and handprints.
- Make sure doors 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 high school program begins every morning with the *Early Rise (Amps Method: Early Riser)* a morning assignment that each teacher has posted prior to students entering the classroom. The Early Riser offers the teacher an opportunity for a teacher to continue a lesson, a quick assessment, a writing prompt and so forth. For the student, the task is a warm up to prepare for the day. As students work on their assigned Early Riser task, the teacher collects the submitted Homework to check for submission.

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

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

A Typical Day

A typical day at Oakland Charter High School begins with students arriving at school between 7:15 am and 8:00 am, when the actual school day begins. Students are dressed in the OCHS dress code – a collared sky blue shirt with the school logo and khaki pants, (or khaki shorts if it's a warm day). Boys are tucked in with a belt; girls do not wear makeup, or jewelry. Due to the gang problem in Oakland, OCHS allows only white or black shoes.

Teachers arrive from 7:00 – 7:30 am. They as well have a dress code of professional dress from Monday –Thursday's. Fridays are relaxed days when teacher are allowed to wear jeans, a college shirt, sweater, or OCHS/OCA affiliated shirt. Some of the faculty is tutoring students in their classrooms, and other students may be checking in with one another or with teachers going over assignments and asking questions. Some students visit the snack area to purchase a breakfast or snack, other simply hang out in their first period class in the main hallway tables engaging with other peers.

At 8:00, students and teachers assemble in their classrooms for the start of the day. The day begins swiftly with teachers entering the classroom prior to the start of the day to place the "Early Riser" problem on the board, a task that students perform as a warm up. The early riser is a method designed to use as a quick review, small assessment, or simply to get the mind ready for the rest of the day's challenge.

At the end of the first period you will see teachers coming to their doors for their rotation. At OCHS teachers, not students, rotate within the classrooms. Some of the students will attend to their tutoring sessions after their first period, depending on their schedule, others will work quietly on tasks assigned by the Merritt College Professors, or checking in with College adviser Scott O'Hara to discuss a matter. The majority will simply transition into the next subject. Teachers who are on prep time will either be seen making copies, working at the staff hallway tables, in the cafeteria, or at the hallway student tables tutoring. The bottom line is that students and staff all understand the importance of working hard. Every minute counts.

Recommended High School Curriculum

All of the schools textbooks and curriculum correlates to the state standards and UC Doorways frameworks for a specific grade level and/or subject. In addition, to the state required content areas, every suggested OCHS novel has correlated objectives, lessons, purpose, tests, assessments, and projects that accompany the specific text.

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.

Lesson/ Content (Common Presentation Technique)

Direct Instruction

Amethod Public schools adhere to a direct instruction model. The following table details the presentation of a new lesson.

Technique	Implementation
<i>Daily review, checking previous day's work,</i>	-Checking homework -Re-teaching areas where there were student errors

9th Grade	10th Grade	11th Grade	12th Grade
Holt Literature & Lang. Arts (textbook 3rd course) ISBN: 0-03-056494-8	Holt Literature & Language Arts (textbook 4th Edition) ISBN: 0-03-056496-4	Holt Literature & Language Arts (textbook 5th edition) ISBN: 0-03-056497-2	Holt Literature & Language Arts (textbook 6th edition) ISBN: 0-03-056498-0
Holt Literature & Language Arts (handbook 3rd course) ISBN: 0-03-065283-9	Holt Literature & Language Arts (Handbook 4th Edition) ISBN: 0-03-065284-7	Holt Literature & Language Arts (handbook 5th edition) ISBN: 0-03-065286-3	Holt Literature & Language Arts (Handbook 6th Edition) ISBN: 0-03-065287-1
Holt Literature & Language Arts Interactive Reading (3rd course) ISBN: 0-03-065031-3	Holt Literature & Language Arts Interactive Reading (4th course) ISBN: 0-03-065032-1	A Speakers Guidebook Bedford St. Martins ISBN: 9780312443184	Reading for Writers Jo Ray McCuen-Metherell Anthony C. Winkler
Geometry McDougal Littell/Larson Boswell Siff (textbook) ISBN: 0-618-29366-3	Algebra 2 McDougal Littell ISBN: 618-25020-4	Algebra 2/ Trigonometry McDougal Littell ISBN: 0-395-77118-8	Calculus I w/Precalculus Houghton Mifflin ISBN: 0-618-08760-5
Geometry McDougal Little (workbook) ISBN: 0-618-020-87-x	Algebra 2 Practice McDougal Littell (workbook) ISBN: 0-618-02034-9	Trigonometry Houghton Mifflin/Larson & Hostetler (5th edition) ISBN: 0-618-05286-0	Elementary Statistics Bluman ISBN: 0-07-231694-2
Modern World History Patterns and Interaction McDougal Littell ISBN: 0-618-55715-6	Biology Glencoe ISBN: 0-07-866580-9 Cultural Anthropology Pearson ISBN: 780205488087	Conceptual Physics Pearson Addison Westly ISBN: 0-305-39375-7 Physics Holt Rinehart & Winston ISBN: 0-03-092210-0	Modern Chemistry Holt Rinehart Winston ISBN: 0-03-056537-5
Earth Science Prentice Hall (textbook) ISBN: 0-13-166755-6	Mandarin II Beijing Language and Culture (textbook) ISBN: 978-7-5619-1145-7 Mandarin II Beijing Language and Culture (workbook) ISBN: 978-7-5619-1145-7	Psychology Principles in Practice Holt Rinehart & Winston ISBN: 0-03-064638-3	
Mandarin I Beijing Language and Culture (textbook) ISBN: 978-7-5619-1129-7	World Geography Prentice Hall (4th edition) ISBN: 0-13-421598-8	The American Paget AP* (19 Edition) ISBN: 0-547-16662-1	



and re-teaching (if necessary)	- Student cross checks and Questions
Presenting new content/skills	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
Initial student practice	-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
Feedback and correctives (and recycling of instruction, if necessary).	-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
Independent practice so that students are firm and automatic.	-Seat work -Unitization and automaticity (<i>practice to perfect</i>) -Seatwork & Grouping (<i>procedure for monitoring</i>)
Weekly and monthly reviews vital.	-Re-teaching, if necessary - Quizzes -Exit Tickets -Early Riser - Assessments

Freshman Boot camp

Starting in 2009, Oakland Charter High School established The Freshman BOOTCAMP a three week program with a special 2-day summer orientation that was dedicated to bridge incoming students from middle schools into the OCHS campus and culture. Students and families are met by 9th grade faculty who will (1) lead them into the advising process; (2) introduce them to the school's graduation requirements; (3) provide a walkthrough of school and daily procedures (4) welcome them as members of the school team (5) assess where they are academically in math and English/Language Arts (ELA) using writing and language assessments developed by the OCHS English and administration team. This process lays the foundation for student knowledge of the structured and demanding programs offered at OCHS.

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 is critical for a small organization with even smaller budgets. A key aspect of the Amethod Public School system has been the implementation of a 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 class functions.

The Instructional Leadership Team composed of teachers and administrators meet at the end of 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.

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 D 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 rule, class management, policies, etc (detailed in table below). 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.

These 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, and granting them additional time to familiarize themselves with the curricula and scope and sequence of instructional objectives and standards for the year.

Yearlong Planning

The fact is that time is of essence, for teachers and staff members, thus Amethod Public Schools has designed professional development program to maximize time. Thus, 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. There are several days set aside during the calendar year that are solely focused on professional development. Within our curricular model, each Friday from 2 to 5pm is reserved for professional development as needed. The professional development session 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 Oakland Charter High 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.

The following is an example of the AMPS Professional Development matrix:

Training	Purpose	Content	Length
Summer Training Sessions (also a first step)	All staff attends workshops before and soon after the Rookie Bootcamp and summer period, prior to the start of school to plan the school year.	<i>Pre Summer (sample material)</i> <ul style="list-style-type: none"> • Curriculum • Lesson planning • Standard Reviews • Methods 	<i>(4-5 days) 3-5 Hour Per training</i>

<p>induction program for new staff</p>	<p>The purpose of the workshops prior to summer program is to go over essentials such as attendance policies, procedures, rules, and uniform. The post-summer session is a final ready-to-go session where rules and methods learned during the pre-summer school training are reviewed, and some challenged.</p>	<ul style="list-style-type: none"> • Class Management • Class procedures • Class seating • Rules • Special Education <p>Level Summer Learning Objectives</p> <ul style="list-style-type: none"> • Curriculum • Interim Assessments (to get things) • Standards Review (aligned) • Classroom set up • Faculty business (to get the needed information from students in table 2) <p>Returning students will also be profiled through gathering of previous years data. Trends will be noted and instruction plans and goals drafted from finding.</p>	
<p>Classroom Management</p>	<p>To provide procedures and ideas regarding, class rules, dates, proximity and other facets of individual student discipline along with a whole class management system that incorporates strategies for group behavior modification.</p>	<p>OGIS Discipline Procedures which encompass: Procedures, Behavior Setting, Accountability Training (Whole class management) and The Buck Up systems will be discussed.</p>	<p>(2) 2 hour trainings</p>
<p>Instructional Practice</p>	<p>For teachers, especially first year teachers, practices are required for survival let alone effectiveness. For example, the skill of pacing is essential for student engagement and also to keep up with the fast paced demands of the classroom.</p>	<p>Instructional practice presentations are provided pre and post summer session. This training reviews topics such as lesson planning, instructional strategies and AMPS Policy. The purpose of this method is to produce student engagement and concept significance.</p>	<p>3-4 Hours - Modeling included (via Film Sessions)</p>
<p>Strategies EL Students</p>	<p>To discuss different strategies and programs when working with varied levels of English Language (EL) Learners.</p>	<p>The training addresses components for English success including sounds, orthography, vocabulary, reading and writing.</p>	<p>Training with outside provider</p>
<p>Special Education</p>	<p>To learn proper Search, identification, strategies, assessments plans, laws, and applicable to Special Education</p>	<p>A very important training that is required yearly by the Governance Board. Intent of training are to assure that schools remain in compliance with proper Child Find process and provide best practice modifications for all students.</p>	<p>Training with outside provider</p>
<p>Film Sessions</p>	<p>Teachers are recorded during a block subject period to review pre and post video teaching efficacies.</p>	<p>Several videotape lessons throughout the year that are followed by discussions with Department heads and Site Leader. The pre video is</p>	<p>Ongoing (at least two times a year)</p>

60 Minute Clinics	Additionally, video serves as an opportunity to facilitate self-reflection for beginning teachers and post-analysis for better practice.	<i>performed unannounced to capture the rawness of the teachers. The second session is precluded with a correcting lesson plan. Both sessions are wrapped with a survey questionnaire and leader led meeting.</i>	
	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 (Bi weekly/ weekly)

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. It also prevents you from ever having to send an email attachment again. Google Docs also enables staff in different locations to collaborate. This feature will assist in the sharing of materials, resources, and trainings between staff from the Oakland 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 can access their child's grades and attendance, school announcements, assignments, schedules, class registration, and teacher comments. Teachers use PowerSchool to take attendance, enter grades, post assignments, 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.

Lesson Planning

Lesson planning is a vital instructional technique and practice within Amethod school sites. Amethod Public Schools system focuses on instructional practices combined together to

design and deliver well-crafted lessons that explicitly teach content, especially grade-level 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 for the next week to their Site Director every Thursday prior for review and commentary. By focusing on a multi step lesson guide, Site Directors review every teacher's and tutor's lesson plans to assure that proper adherence to effective lesson planning has been followed.

The following Lesson Plan requirements are discussed with every teacher during our summer Teacher training and are 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. *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 in Attachment E in Appendix)

Reflections in Plans

Immediately following Interim Assessment period and Analysis Meeting, teachers will develop action plans that describe how they will apply the insights they have gained through the assessment cycle. Although they may vary greatly, effective action plans all share a fundamental principle: they are explicitly tied to conclusions from analysis and are designed to put such conclusions into practice and therefore are accountable.

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 F 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 form of Response to Intervention (RTI) practice in providing high-quality instruction support, tutoring and progress monitoring to struggling learners. The Amethod Public Schools Response to Intervention approach integrates ongoing assessment and intervention within a multi-levelled support system to maximize time and effort.

Our goal and expectation is the same for every students 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. Oakland Charter High will continue 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.

Students will be given an opportunity to enroll in honors and advanced placement courses once they demonstrate proficiency in interim assessments, CST's and other documentation. All students are given an opportunity to enroll in advanced level courses.

The Amethod Public School middle school system includes tiered levels of intensity or three

levels of prevention, which represent a continuum of supports. 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 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 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 G in Appendix)

Intervention Overview

<i>Math Tutorial</i>	Students struggling in Math receive intervention through small group and personalized attention from an identified teacher and or volunteer tutor assistant. Utilizing a group tutorial structure, students receive a more individualized instructional setting.
<i>Special Needs/ Academic Success</i>	Designated Special Education students will be provided extra support to reflect the needs outlined in the IEP and in all of their academic courses through one-on-one instruction, group support and guided instruction. The sessions will last 30-55 minutes 4 days a week or as recommended in their IEP.
<i>Homework Club</i>	Students who are struggling with a particular class or simply want more support in a subject can attend homework club, which is offered for an hour every day after school and run by a credentialed teacher, paraprofessionals, and/or college interns.
<i>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

Oakland Charter High School expects all students to reach high standards of success. For those students who excel academically, OCHS will offer a series of more advanced classes through such programs as Honors and Advanced Placement courses. OCHS will also, through our partnership with the Peralta Community College system, offer all students an opportunity to enroll in more advanced courses and electives. For example, students in the past have taken courses such as psychology, English 1 A and B, French, and Business Management. OCHS will continue to offer supplemental programs and opportunities for students through partnerships with colleges and other institutions (providing enrichment, gifted, or elective style academic 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.

Students are given the opportunity to participate in Honors classes as well as the opportunity to take Advanced courses at Oakland Charter High School.

(See Advance Placement AP US History Syllabus as Attachment H in Appendix)

PLAN FOR SPECIAL EDUCATION

OCHS 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 OUSD or applicable SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs. Oakland Charter High 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, Oakland Charter High 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 Oakland Unified School District will fund and provide special education services for students enrolled in Oakland Charter High School 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. Oakland Charter High reserves the right to contract with agencies and vendors outside the authorizer when appropriate to secure special education services, including administrative support services.

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 OCHS campus will receive a high quality rigorous public education and will be integrated into the normal program of the school. OCHS ensures that any student with a disability attending the school will be identified and served appropriately.

Search and Serve

Upon the commencement of Oakland Charter High'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, Oakland Charter High 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 Oakland Charter High 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. Oakland Charter High 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 Oakland Charter High with an existing IEP, Oakland Charter High 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 Oakland Charter High 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. OCHS 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 (*as needed*), 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 OUSD will hold ultimate responsibility for providing Special Education services and staffing (so long as Oakland Charter High) 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.

If the school decides to join a SELPA outside of OUSD, it is the goal of Amethod Public Schools is 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 Oakland Charter High, 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 OCHS will also be involved in assuring that all IEPs and 504 plans are properly implemented.

Through the service of the secured SELPA provider and pending budgetary changes and availability as a result of becoming a member of a charter SELPA, Amethod Public Schools plans to use the service of a Special Education Manager/Coordinator 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, OCHS also seeks related services from the Authorizer for special education students enrolled in Oakland Charter High in the same manner as is provided to students in other Oakland Unified School District schools (so long as Oakland Charter High operates as a public school of the OUSD district for purposes of special

education). Oakland Charter High also reserves the right to contract with service providers outside of the Oakland Unified School District when appropriate.

Reporting

OCHS, in collaboration with Oakland Unified School District (OUSD), 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 OCHS 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 OCHS 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.

Oakland Charter High 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. OCHS will utilize the Notice of Procedural Safeguards used by the OUSD or SELPA in which it is a member.

The school will adhere to all FERPA and Pupil Confidentiality Records.

Dispute Resolution²

In the event that a parent/guardian files a request for a due process hearing or request for mediation, the OUSD District and Amethod Public Schools (OCHS) 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 OUSD determines that legal representation is needed, the Amethod Public Schools (OCHS) agrees that it shall be jointly represented by legal counsel of the Oakland Unified School District's choosing.

So long as the Charter School operates as a school of the authorizer for special education purposes, OUSD may initiate a due process hearing or request for mediation with respect to a student enrolled in Oakland Charter High if the authorizer determines such action is legally necessary or advisable. OCHS agrees to cooperate fully with the Authorizer in such a proceeding.

So long as Oakland Charter High 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 Oakland Unified School District and/or California State Department of Education, and ultimately the Office of Civil Rights if they believe that the school has violated federal or state laws or regulations governing special education.

Section 504 of the Rehabilitation Act

The school recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school. A 504 team will be assembled by the Executive Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by

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

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

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

The school also intends to seek professional development opportunities for its' staff through potential trainings facilitated by the Sacramento State University Office of Education, Oakland Unified School District, Alameda County Office of Education, Aliant University (Hofstetdler School of Education), El Dorado Office of Education- Charter SELPA and recommended private companies.

Student discipline and procedures for suspension and expulsion will be in compliance with discipline procedures set forth in the IDEA and consistent with federal and state law. Discipline procedures will include positive behavioral interventions. Oakland Charter High School is responsible for keeping daily attendance for each student by reporting and certifying attendance monthly on district forms, and filing them with the District.

PLAN FOR ENGLISH LEARNERS

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; Oakland Charter High 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.

For all students, OCHS 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.

OCHS (ELL) 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. OCHS 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.

Reclassification Procedures

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.*
- *OCHS 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)

Oakland Charter High 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 the college, and/or university system. 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 discover, develop an enthusiasm and interest for learning
2. Are adaptive to a wide array of professional and cultural settings
3. Are goal-oriented, understand the importance of hard work and continual goal setting

Socially Responsible Citizens who....:

1. Are aware and understand the relevance of different cultures in society
2. Are leaders within their families, contribute to the improvement of life in their school and community
3. Demonstrate personal responsibility and integrity

Measurable Pupil Outcome

SUBJECT	MEASURABLE OUTCOME	METHODS OF ASSESSMENT
CAHSEE	<i>90% of students will have passed the CAHSEE exam by the 11th grade.</i>	<i>CAHSEE results</i>
ENGLISH/ LANGUAGE ARTS	<i>OCHS's English Language Learner (ELL) Population will perform higher in the ELA CST section (grades 9-11) in comparison to that of neighboring school ELL cohort.</i> <i>OCH's low income subgroups will achieve a 70% proficient and advanced rate by the 11th grade.</i>	<i>California State Tests (CST)</i> <i>STAR Test Battery</i> <i>Assess To Know Standards Based Interim Assessments</i> <i>School Placements and Enrollment</i> <i>Summative Assessments</i>
MATH	<i>OCHS's English Language Learner Population will perform higher in the Math CST section comparison to that of neighboring school ELL subgroup cohort.</i>	<i>STAR, CST's,</i> <i>Interim Assessments</i>
API	<i>OCHS will maintain an API higher than an 800 during the term of the charter.</i>	<i>School Academic Performance Index ranking</i>
SUBGROUPS	<i>The ELL subgroup at Oakland Charter High School will perform higher than the overall district's high school English language Learner (ELL) subgroup API.</i>	<i>STAR results (ELL Subgroup)</i> <i>ASSESS To Know Standards Based Interim Assessments</i>



	<i>Low income student subgroup will achieve a higher API score in comparison to neighboring schools.</i>	
SCHOOL WIDE	<i>OCHS will maintain at least a 90% attendance rate throughout the academic school year.</i>	<i>Attendance Rate, Statistical Attendance Report PowerSchool</i>

Non-Academic Outcome Goals

Amethod Public Schools also believes all students, regardless of demographic, socio-economic status, or any other sub grouping; need to become contributing members of our society. Students will need skills that are transferable to areas outside of their day to day life. As our part in assuring that students are prepared for the larger circles of society, our schools also expect students to achieve success in non-academic areas as well.

During their tenure at OCHS, all students will develop specific social skills necessary to succeed at different levels and within varies aspects including but not limited to:

- *Making and maintaining eye contact;*
- *Shaking hands in a proper manner;*
- *Addressing adults and peers appropriately and respectfully; and*
- *Understanding where and when responses are appropriate.*

All students will learn to approach their required work with attitudes and skills necessary to be successful in life, including but not limited to:

- *Perseverance;*
- *Attention to detail;*
- *Completeness;*
- *Accuracy; and Neatness.*

All students will develop academic skills needed to be successful in subsequent schools, including but not limited to:

- *Research techniques;*
- *Reading for a variety of reasons;*
- *Note-taking skills;*
- *Organization skills;*
- *Effective written and oral communication; and*
- *Critical thinking skills.*

All students will develop the character traits and skills that will allow and encourage them to become concerned and active citizens of their schools and communities. Amethod Public Schools values include but are not limited to:

- *Scholarship;*
- *Teamwork;*
- *Integrity;*
- *Perseverance*

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:

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 <i>(California Standardized Tests)</i>	<p>The California State Test examinations are given one time at the end of the school year to evaluate students' performance against the defined set of State Board of Education content standards and they are the least flexible of the assessments implemented at our schools. Amethod Public Schools view the state exams as a vital piece of information to summarize the schools overall goal. We focus our curriculum on the standards that will be evaluated on this exam. Each grade level has a pacing guide the sets out the blueprint for the specific grade levels to be prepared for the California State Tests.</p>

<p>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> <p>(1) evaluate students' knowledge and skills relative to a specific set of academic goals, within a 6- 8 week time frame,</p> <p>(2) are designed to inform decisions at both the classroom and beyond the classroom and school level.</p> <p>Unlike our formative assessments, the results of interim assessments will be aggregated and reported at a broader level 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>

The school will continue to make a conscious effort to use student assessment data to inform decisions related to planning and developing of instructional strategies at the school wide, classroom, and individual student level. 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 meet all statewide standards and conduct all required state mandated student assessments as required by the charter school legislation, Education Code § 47605(c)(1). (This includes STAR, API/AYP, CELDT, CAHSEE and any other requirement of NCLB and California Dept. of Education.) The school will meet the requirements for renewal if it meets the requirements of Section 47607(b) of the Education Code.

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 in Attachment I in Appendix)

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.

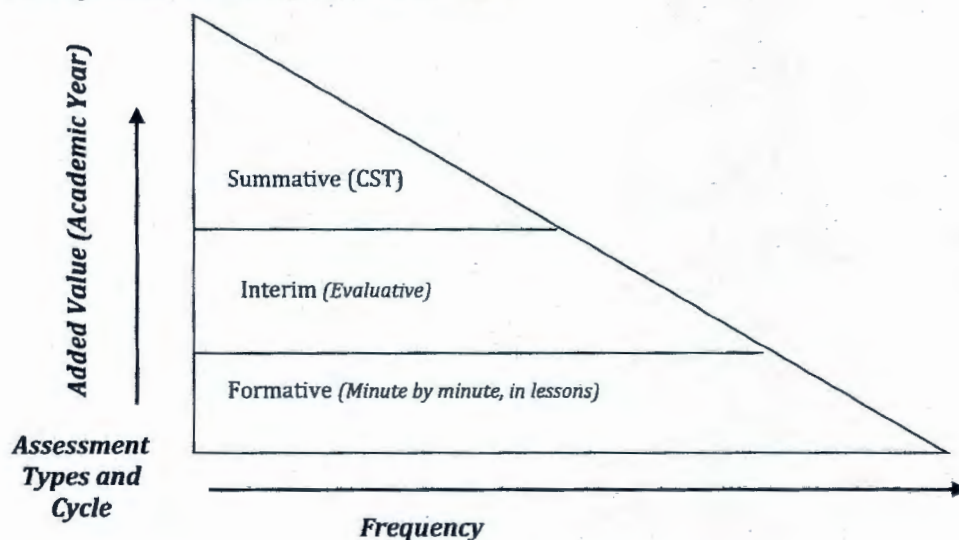
Aligned with a firm belief in student achievement, Amethod Public Schools will offer a rigorous assessment and data review program to measure and increase students' proficiency levels and ensure that each student is making progress toward concert mastery at the Oakland Charter High School site.

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



Amethod Public School Interim Assessments are scheduled and calendared at the start of every year. The tests consist of formal multiple choice, and open ended questions which are shared with the teachers prior to the assessment. 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.

(See Assessment Calendar as Attachment J 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.

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

Student-level data indicators

- CST scores in reading, mathematics, language, science and social studies
- CAHSEE Results- High School Exit Exam scores
- Grade Point Average (GPA)
- California English Language Development Test (CELDT) results
- Attendance rates (individuals)
- Sample writing with Rubric Scores Sheets
- CUM Check

School-level accountability indicators

- Academic Performance Index (API)
- Average Yearly progress (AYP)
- Annual Measurable Outcomes (AMO)
- CAHSEE passing rates (school wide)
- Dropout rate
- Attendance rate
- A-G course enrollment and pass rate

Amethod Public School Interim Assessments are scheduled at the start of every year, and consist of formal multiple choice, and open ended questions which are shared with the teachers prior to the assessment. This is to inspire faculty an objective approach to assessment, and also to demonstrate by example to all staff that test cramming is unnecessary when the curriculum is appropriate. Every six weeks teachers, students and families will be given a Data Ticket that will summarize the progress that will accompany the progress report.

Continuous Student Achievement Improvement Template

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

	Measure	Analysis	Action Plans
Students	<ul style="list-style-type: none"> • State Tests • Classroom projects and grades • Attendance • Retention Rate • Disciplinary Actions 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Identify strengths & opportunity areas for each teacher Compare previous scorecards 	<ul style="list-style-type: none"> • Create plan for improvement in low performing areas

	<ul style="list-style-type: none"> • Teacher Satisfaction Surveys • Teacher Retention 	<ul style="list-style-type: none"> • Analyze staff retention to identify breakdowns (<i>recruiting, staff development, etc.</i>) 	<ul style="list-style-type: none"> • Set targets for next academic year
Site Leadership	<ul style="list-style-type: none"> • Student performance • Teacher performance • Fiscal management • Parent Satisfaction 	<ul style="list-style-type: none"> • Compare with previous years, across similar schools 	<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 • District / Systematic change influenced 	<ul style="list-style-type: none"> • Compare with previous years and targets set by Board 	<ul style="list-style-type: none"> • Create plan for improvement in low performing areas • Set targets with Board for next academic year

Correlation with State Standards

The school will combine the California State Standards with the proven methodologies that have been successful in the existing Amethod Public Schools campuses. We present material to the students in an effective manner so that students can achieve success. Clear and specific academic objectives will be mastered at each grade level as students move through the curriculum at the expected, intensified pace.

All of our textbooks and curriculum correlate to the state standards and frameworks for a specific grade level and/or subject. All of our campuses provide the basic age-appropriate curriculum for the core courses of mathematics, English/language arts (including reading and writing), science, and social studies.

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. OCHS staff oversees the administration of all applicable state-mandated assessments such as STAR, CELDT and Physical Fitness Test (PFT).

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

OCHS will be an independent charter school. It will be governed by Amethod Public Schools, a 501 (c) (3) non-profit benefit California Corporation. Oakland Charter High 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 Oakland Charter High 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 Oakland Charter High's financial sustainability.

Pursuant to California to Education Code Section 47604(c), the OUSD shall not be liable for the debts and obligations of Oakland Charter High School or Amethod Public Schools for claims arising from the performance of acts, errors, or omissions by Oakland Charter High 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

Oakland Charter High 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. Members of the Amethod Public Schools Board of Directors are typically nominated by an existing board member. The board discusses additions to its membership based on the need to add additional functional expertise. In accordance with Education Code Section 47604(b), the Amethod Public Schools Board of Directors shall permit the OUSD to appoint one representative to participate on the Board of Directors of Amethod Public Schools.

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 verifying 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 Oakland Charter High School 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 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 Oakland Charter High School, 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 the main entrance of its corporate offices at 345 12th Street Oakland, CA 94604 and at each school site. An agenda will also be posted on the website.

Public Operating Principles

OCHS 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.

OCHS 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.

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 & Articles of Incorporation as Attachments K and L 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 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.

- 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.

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.

Faculty

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.

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.

Oakland Charter High 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.

Teachers at Oakland Charter High 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 Alameda 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.

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.

Oakland Charter High School will have implement a health, safety and risk management policies similar to that of other Amethod Public School sites. Oakland charter high school shall implement comprehensive set of health, safety and risk management policies that will address, at a minimum, the following:

- Policies and procedures for responses to disasters and emergencies including fire and earthquakes;
- Policies relating to blood-borne pathogens;
- A policy requiring that instructional and administrative staff to receive training in emergency response, including first aid, first responder training or its equivalent;
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by CAL OSHA, the California Health and Safety Code, and EPA;
- Policies relating to the administration of prescription drugs and other medicines
- A policy establishing OCHS 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 a board approved written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV") at OCHS. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

The 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 OCHS, located at 345 12th Street in Downtown Oakland, is 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.

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.

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

OCHS 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 M 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.

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).

OCHS shall strive to achieve a student population from the neighboring understands 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. Oakland Charter will work with various community organizations, churches, stores, merchant associations, bay area charter schools, and public schools within the Oakland Unified School District boundaries to recruit a student population that reflects the community.

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 Oakland 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, 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 open slots filled by enrolled students by March. Summer school session will be set in coordination with charter petition timelines, and local school schedules. Oakland Charter High 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 Oakland Charter High School (OCHS) to be nonsectarian in its programs, curriculum, admission policies, employment practices, and all other operations. OCHS shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, sex, religion, race or disability.

OCHS will comply with the McKinney Vento Homeless Assistance Act for homeless children and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths.

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 Fall each year for the following school year. The proposed campus will have an open enrollment period extending from December through February. During this time, the school will advertise, attend outreach events, and host open houses to inform families in the community about the opportunities and expectations for prospective students and parents.

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 OCHS student contract and agreement to participate and abide by school guidelines.
5. Attendance to Family Orientation Meeting.
6. Completed Enrollment/Registration forms and documents.

As per California Education Code, Oakland Charter High School will determine enrollment based on a random public lottery should the number of pupils who wish to attend the Charter School sites exceed capacity. The selected date for the lottery will be given to the OUSD Office of Charter Schools by October 1 every year. At the lottery, a presentation will be made in English, Spanish and Mandarin 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 the school receive more applications than seats available-before the application 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 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 at the OCHS sites.*

Waitlist ranking

The student waitlist will be assigned in the order selected. Two separate observers will collect lottery cards and enter into an electronic database the results. The database will be double checked to the physical cards to ensure accuracy. The database will be made public as soon as practically possible, both online at Amethod Public Schools website and posted in public locations at the school site. Letters and follow up phone calls to families on the waiting list will also be made.

All lottery cards and databases will be kept on file by the school or at Amethod Public Schools headquarters.

During the school year if vacancies should arise, the school will notify families on the wait list to see if they would like to enroll. Typically 3 separate calls on 3 different days are made, with accompanying documentation; if families do not respond within 7 days, they are removed from the wait list and the next family is contacted.

Oakland Charter High School anticipates that the open enrollment period will occur during the winter and spring of each year with the lottery taking place (if necessary). 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.

If the number of applicants exceeds the enrollment capacity at the end of the open enrollment period, a random selection process or lottery will be used for admission, with first preference given to founding families, children of teaching staff members, and siblings of students already enrolled at Amethod schools. The preference group will constitute 10% of entire student population which is inclusive of children of founding family's as well. If a lottery is deemed necessary, the date of the lottery will be announced on the school website at the completion of the first enrollment phase. Neither student nor other family members are required to be present at the random selection drawing to secure a spot. The families of students that are selected to attend Amethod Schools by the lottery will be notified by phone and mail and asked to confirm enrollment within two weeks of notice.

ELEMENT IX: ANNUAL AUDIT

Governing Law: *The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority—California Education Code Section 47605(b)(5)(I).*

The Governance Board and appointed Audit committee members shall oversee the selection of a state approved, reputable independent auditor and the completion of an annual audit of the schools financial books and records, including attendance. The Charter School audit committee will review the audit and report to the Charter Governance Board any deficiencies and recommendations on how to correct them. The Governance Board will report out any deficiencies that occurred and how they will be resolved.

This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles (GAAP), and will verify the accuracy of the schools financial statements (including their Balance Sheets, Income Statements and Cash Flow Statements), attendance and enrollment accounting practices, and review internal controls. To the extent required by law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office of Management and Budget.

It is anticipated that annual audits will be completed within five months of the close of each school year, and consistent with AB 1994; a copy of the auditor's findings will then be forwarded to OUSD, Alameda County Office of Education (ACOE), 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 XIV, 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 OCHS 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 OCHS 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. Boisterous conduct in buildings;

5. 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) (I)***

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. 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)):

The legal guardian will immediately come to take the child home.

Student disabilities and IDEA will be considered when making decisions about suspension and/or expulsion to discuss or provide all available alternatives within the law, to avoid an expulsion. These policies may be periodically reviewed and modified each year

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) (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.

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.

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. The expulsion hearing will be held within thirty (30) days after the school administration determines that the student has committed an expellable offense. 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. An expulsion process will provide parents to present and dispute a decision to the Board of Directors.

In the case of a special education student, or a student who receives 504 accommodations, the school will ensure that it makes the appropriate adjustment to provide related services as necessary to comply the mandates of IDEA laws.

School policies will be listed in 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.

Special Education Status and Discipline

In the case of a special education student, or a student who receives 504 accommodations, OCHS will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the school administrator will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

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)

Oakland Charter High School 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 employee's 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 OUSD policy; however, OCHS does not have any jurisdiction of any OUSD school policies or programs. All students have the same right to apply for admission to OCHS.

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 OUSD 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 staff will work under policies formulated by the Governance Board. All Amethod Public School employees are At Will employees.

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 OUSD 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 OUSD and the employee, as keeping with the District's policies.

Employment at the Charter School is voluntary.

Anti-Discrimination Statement

OCHS shall not discriminate against any potential employee on the basis of ethnicity, national origin, gender, sex, religion, race or disability.

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 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 OUSD,
- (3) To ensure a fair and timely resolution to disputes and
- (4) To frame a charter oversight and renewal process and timeline in order to reach mutual agreement between the entities regarding these matters.

Public Comment

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 dispute resolution process.

Disputes arising from within the school, including all disputes among and between students, staff, families, volunteers, advisors, partner organizations, and governance board members of the school, shall be resolved pursuant to policies and processes developed by the school.

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 Executive Director and/or subsequently to the Amethod Board President or Secretary. All complaints must be signed and dated.

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 OUSD shall refer any complaints or reports regarding such disputes to the governing board or Executive Director for resolution. OUSD agrees not to become involved in disputes unless evidence has been presented that some violation of this charter or related laws or agreements exists, or unless the governing board requests that OUSD intervene. In such cases, OUSD will provide written notification of such matters to the 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.

In the event of a dispute between the district and OCHS, the staffs and governing boards of Amethod Public Schools and OUSD agree to put the dispute in writing and work with the entities' respective governing boards to begin a resolution process. If OUSD believes the issue in question could result in the revocation of the charter, this will be put into writing.

Representatives from the Amethod Board of Governance and the district superintendent or designee shall meet in a timely and informal fashion to begin the resolution process. Findings and recommendations will be non-binding unless the parties agree to bind themselves.

The intent of the OCHS resolution process is to:

1. Resolve disputes within the OCHS pursuant to the school's policies
2. Minimize the oversight burden on OUSD
3. Ensure a fair and timely resolution to disputes
4. Frame a charter oversight, renewal process and timeline to avoid disputes regarding oversight and renewal matters.
5. Follow the intent of Education Code 47600 known as Charter Law that prescribes autonomy from school district policies.

In the event that this informal meeting fails to resolve the dispute, both parties may consider identifying two representative members from their respective boards who would jointly meet with the superintendent or designated representative of the District and Executive Director of the school to resolve the dispute. If this joint meeting fails to resolve the dispute, the District representative and Charter School appointees shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session would be developed jointly by the District representative and Executive Director, and would incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding, unless the Governance Board of the school and grantor jointly agree to bind themselves. Each party would be responsible for its own financial cost that may arise from a dispute. Amethod Schools will utilize funds from a reserve fund to cover costs of such dispute. The granting agency may inspect or observe any part of the school at any time.

If the Governing Board of the District believes it has cause to revoke this charter, the OUSD Board agrees to notify the Amethod Governance Board in writing, noting the specific reasons for which the charter may be revoked, and grant the charter school reasonable time to respond to the notice and take appropriate corrective action. The district will confirm to all applicable laws in the event of a charter revocation. The district agrees to receive and may review the annual fiscal audit. Within two months of the receipt of this annual audit, the charter-granting agency may notify the Governance Board whether it considers the school to be making satisfactory progress relative to the goals specified in this charter.

The Amethod Governance Board does not foresee any civil liability in regards to any one of our sponsored campuses or OUSD. The school will not rely on the district for favors, services, or support in the day-to-day operation of the charter school.

All written communications between the school and OUSD should be sent by First Class Mail to the following addresses:

1. *Amethod Public Schools Inc.*
345 12th Street
Second Floor
Oakland, CA 94604
2. *Oakland Unified School District*
Charter Schools Division
Tilden Ave
Oakland, CA 94804

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).

OCHS 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 Oakland 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 OUSD 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 Oakland Unified School District Board as well as the Amethod Public Schools Board of Directors. This action will identify the reason for the school's closure; whether the charter was revoked, not renewed, or closed voluntarily; and the effective date of closure.

As soon as closure is imminent, the Executive Director will notify the OUSD Charter Coordinator or assigned person, to schedule a meeting to discuss a payment plan for funds owed by OUSD to the charter, or owed to the district by the charter. The school will forward student records to the students' district of residency and the parents of the enrolled students shall be notified of the transfer of records. The remaining assets of the school, after

satisfaction of outstanding debts, will be transferred to another charter school within OUSD or in accordance with the Articles of Incorporation and By-laws of the Amethod Public Schools organization.

If at all feasible, the charter school closure will occur at the end of an academic year. The authorizing chartering agency will also send a notice of the school closure to the Charter Schools Unit at the California Department of Education and to the Alameda County Office of Education.

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.

Families of children enrolled in the school will be informed in writing as soon as possible. Notification will include information on assistance in transferring the students to another appropriate school and a process for the transfer of student records. Families will also be provided with a certificated packet of student information that may include the closure notice, grade reports, discipline records, immunization records, completed coursework and credits towards graduation. A list of all students attending the school will be forwarded to the Oakland Unified School District.

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 OUSD.

The School will receive funding in accordance with Education Code § 47630 et. seq. and applicable federal law. The school may receive its funding directly from the state or through any other available mechanism. Any funds due to OCHS that flow through OUSD will be promptly forwarded to the school in accordance with law.

OUSD will be reimbursed its actual costs up to 1% of the revenue of the school (defined in accordance with Education Code § 47613(a) through (f)) supervision and oversight costs. "Revenue" is defined by Education Code § 47613(f) as the general purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Education Code § 47632. OUSD will provide and/or perform the supervisory oversight tasks and duties specified by Education Code § 47604.32 and/or necessitated by this Charter.

These supervisory oversight services also include, but are not necessarily limited to, the following:

- Good faith efforts to develop any needed additional agreements to clarify or implement the Charter.
- Regular review, analysis, and dialogue regarding the annual performance report of the school.
- Monitoring of compliance with the terms of this Charter and related agreements.

- Good faith efforts to implement the dispute resolution and related processes described in this charter petition.
- Timely and good faith review of requests to renew or amend this Charter as permitted under law.

Fiscal Support

In accordance with Education Code Section 47604.3, the school shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. The school acknowledges that it is subject to audit by OUSD. If the district seeks an audit of the school, the district shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by the school or by law or charter provisions.

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 OCHS, financial reports, and unaudited actuals will be forwarded to OUSD. The school will be operated in accordance with generally accepted accounting principles ("GAAP"). A business operations manual has been developed/adopted and will be utilized for the schools day-to-day business functions.

Oakland Charter High School Budget Narrative

The attached budget and cash flow projection are based on conservative estimates of the actual costs to implement the Oakland Charter High School (OCHS) program as described in the charter. The expenses largely mirror the historical expenses at OCHS.

It is important to note that up until 2011-12, the school has been operating subscale in a large facility, which has put pressure on the finances of OCHS. However, the school is now at full

capacity and sharing its facility with Oakland Charter Academy Middle School, which is now paying a pro-rata share of the costs for the downtown facility. The school is now at a scale that is sustainable in the long term. Moreover, parent organization, Amethod Schools, is in a strong financial position with a fund balance of over \$1M, so it has been able to help finance the school as it grows to scale.

Demographics

OCHS is currently seeking to operate a multi-site campus that will house up to 470 students. The Free and Reduced lunch percentage is based on historical averages at OCHS. The attendance rate is assumed to be 95%, which is more conservative than historical trends.

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 OUSD. Categorical funding was included at the 2011-12 rate grown by a COLA provided by SSC. Given its projected free or reduced lunch population, the school is planning to continue receiving Title I funding.

The school was awarded a three-year Charter School Facility Incentive Grant in June 2011. The school will continue to apply for SB 740 Facility Reimbursement to backfill the amount not covered by the CSFIGP grant up to the \$750 per ADA maximum.

The school is in a facility that is much larger than the school needs. The school has a reliable, long-term subtenant that provides sublease revenue to the school. OCA also has students at the downtown campus and pays a pro-rata share of the rent.

The school conservatively does not include any fundraising revenue, but historically the school has received grants from Koret Foundation and other local foundations.

Expenses

Expenses have been conservatively budgeted based on historical expenses at OCHS. Expense assumptions have been increased 3% per year for inflation. Below is a summary of the major expense categories and the assumptions underlying them.

Staffing and benefits

The school will continue with the current staffing structure which has led to its high student achievement and program success. The school has eight full time classroom teachers, an advisor, office manager, and site director. Salaries are based on current salaries at the school increased by 2%. In out years, salaries are projected to increase 3%.

Oakland Charter High School assumes a 5% absence rate among its faculty, and has budgeted substitutes accordingly.

Oakland Charter High School handles its administrative operations internally with some support from EdTec on payroll, budget forecasting, and compliance.

Oakland Charter High School will offer a cafeteria health plan with a fixed contribution amount per employee per year (\$5200), which will grow by 10% per year, in line with health cost increases. Consistent with current practice, certificated staff will not participate in STRS; instead all staff will be part of the social security system.

Books and Supplies

OCHS has reached full scale and has a full complement of texts. The school is budgeting \$75 per student per year to purchase replacement textbooks. In addition, the school is budgeting \$125 per student for instructional materials and consumables. The school has a budgeted \$20 per student for art supplies and \$10 per student for PE supplies, which is higher than historical patterns.

OCHS has built out its technology infrastructure, but has budgeted to purchase replacement computers and equipment over time.

The school is not budgeting to operate a lunch program.

Services and Operating

Operating costs are based on the historical spending patterns at OCHS.

The special education encroachment was estimated to be \$540 per ADA, based on the current encroachment in OUSD.

The school has included a 1% district oversight fee consistent with statute. The school is budgeting separately for utilities and maintenance using standard market rates assumptions.

Professional development is an important part of the OCHS experience. Much of the professional development during the year will be run internally at minimal cost, but the school is budgeting \$1000 per teacher to pay for planning periods, consultants, substitutes, and materials related to professional development.

OCHS will use Powerschool to manage student attendance.

Capital Outlay

The school has no planned capital outlay.

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 school will need to borrow \$208K from Amethod schools in the Spring 2012 to manage cash through the spring deferrals. In August 2012, the school will pay down 40% of that amount, and the remaining 60% in August 2013. The school will borrow \$30K from Amethod Schools in June 2014 and repay it in August 2014.

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.

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 OCHS budget as Attachment N in Appendix Section).

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-/VI", very low, in Best Insurance Rating Guide, the following policies of insurance: the school will secure and maintain general liability, workers' compensation, and other necessary insurance coverage as required by the OUSD.

Insurance shall also be maintained to meet requirements of authorities to the extent that insurance is required to rent facilities or equipment. The School will obtain quotes from Insurance providers yearly as is the practice with the existing schools sites. The school agrees

to hold harmless OUSD regarding liability issues. The following are brief descriptions of liability insurance programs;

1. COMMERCIAL GENERAL LIABILITY insurance, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than \$1,000,000.00 per occurrence.
2. COMMERCIAL GENERAL LIABILITY insurance that shall include coverage for owned and non-owned autos, with bodily injury liability limits not less than \$1,000,000.00 per person, per occurrence and property damage liability limits of not less than \$500,000.00, per occurrence.
3. WORKERS' COMPENSATION INSURANCE, as required by the California Labor Code, with not less than statutory limits.

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 OUSD 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 OUSD in providing oversight to the school as defined by Education Code Section 47604.32, all charter-requested services from OUSD will be on a 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 OUSD services on a pay-for-service basis.

The school will report daily attendance requirements to OUSD 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 and Operations Manager will prepare financial statements such as a balance sheet, income statement, profit and loss sheets, and statement of cash flow for regular administration and board review. Financial statements will be accessible to the independent auditor, school officers, OUSD, and any Governance Board members who want to assess the 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 renewal for a second 5-year term, Oakland Unified School District will be fulfilling the intent of the Charter Schools Act to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low performing; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of viable school models for residents and families of Oakland.

The Petitioners are eager to continue 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 Public School 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