



HONOR HARD WORK

**DOWNTOWN CHARTER
ACADEMY
(DCA)**

**A Charter Petition- Submitted to
Oakland Unified School District**

By Amethod Public Schools (AMPS)

November 20, 2013

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

The attached charter petition merits consideration. We are hereby petitioning the Governing Board of the Oakland Unified School District (OUSD) to grant approval of this charter pursuant to Education Code 4605 to enable the function of Downtown Charter Academy Middle School (DCA).

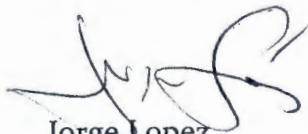
Amethod Public Schools agrees to operate the school, Downtown Charter Academy, pursuant to the terms of the Charter School Act and the provisions of the school's charter. The petitioners listed on the following pages certify that they are teachers who are meaningfully interested in teaching at DCA. The 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)]:

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

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

Respectfully,



Jorge Lopez
Lead Petitioner

DOWNTOWN CHARTER ACADEMY MIDDLE SCHOOL
Oakland, California

TABLE OF CONTENTS

SUBJECT	PAGE
AFFIRMATIONS AND ASSURANCES	7
INTENT OF CHARTER SCHOOLS ACT	9
AMETHOD PUBLIC SCHOOLS- EXECUTIVE SUMMARY <i>Results of Existing Schools</i> <i>Graduation & College Acceptances</i> <i>Amethod Schools- PATH Academies Profiles</i> <i>Replication of Successful Programs</i> <i>Founding Advisory Group</i>	10
INTRODUCTION <i>Mission Statement</i> <i>Vision Statement</i> <i>Core Values</i> AMPS PATH <i>Successful & Innovative Programs</i> <i>Highlights of College Acceptances</i> <i>Data Overview</i>	16
ELEMENT I: EDUCATIONAL PHILOSOPHY & PROGRAM <i>Seven Successful Strategies(Replication of AMPS Middle School Program)</i> <i>Character Development</i> <i>Whom the school is trying to educate</i> <i>What it means to be an educated person in the 21st Century</i> <i>How Learning Best Occurs</i> <i>Instructional Domains</i> <i>Instructional Program Tools</i> <i>Extended school year</i> <i>Curriculum & Program</i> <i>Action Towards Shift To Common Core (CCSS)</i> <i>Correlation to Standards</i> <i>English /Language Arts- CCSS</i> <i>Shift to English Language Arts Literacy</i> <i>Middle School Curricular Model</i> <i>Common Core Scope and Sequence</i> <i>Middle School Literature Program</i> <i>Writing</i> <i>Mathematics</i> <i>AMPS Shift to CCSS Mathematics</i> <i>History/Social Studies</i> <i>Science</i> <i>Sample Middle School Daily Schedule</i>	19

<i>Additional Courses</i> <i>The AMPS Classroom</i> <i>Lecture Based Direct Instruction</i> <i>AMPS Middle School Curriculum</i> <i>Professional Development</i> <i>Professional Growth Plans</i> <i>Summer Sessions</i> <i>Yearlong Planning</i> <i>Lesson Planning</i> <i>Full Scope Lesson</i> <i>BTSA</i> <i>Amethod Shared Networks</i> <i>Plan for Students who are Academically Low Achieving</i> <i>Individualized Learning Plan (ILP)</i> <i>Learning Lab (Intervention Overview)</i> <i>Plan for Students who are Academically High Achieving</i> <i>Plan for Special Education</i> <i>Section 504 of the Rehabilitation Act</i> <i>Plan for English Language Learners</i>	
ELEMENT II: MEASURABLE PUPIL OUTCOMES <i>Local Control Accountability Plans</i> <i>8 State Priorities</i> <i>DCA Measurable Student Outcomes (8 State Priorities)</i> <i>Non-Academic Outcome Goals</i> <i>Continuous Student Achievement Improvement</i>	81
ELEMENT III: OUTCOME MEASUREMENT PROCESS <i>Analysis Cycle (Data Dive)</i> <i>Grade Reports</i>	95
ELEMENT IV: GOVERNANCE STRUCTURE <i>Board of Directors</i> <i>AMPS Management</i> <i>Back Office</i> <i>Board Authority</i> <i>Conflict of Interest(Overview)</i> <i>Governance Training</i> <i>Family Participation</i> <i>Complaint Procedures</i> <i>Uniform Complaint Procedure (UCP)</i>	99
ELEMENT V: EMPLOYEE QUALIFICATIONS <i>Up & Coming Leader Program (UCLP)</i> <i>Leader Selection</i> <i>Teacher Selection</i> <i>Job Descriptions</i> <i>AMPS Anti-Discrimination Statement</i>	108
ELEMENT VI: HEALTH AND SAFETY OF PUPILS <i>Procedures for background checks</i>	114

<i>Mandated reporters</i> <i>Sexual harassment policies</i> <i>Immunizations</i> <i>Blood Borne Pathogens</i> <i>Drug, alcohol, and smoke free environment</i> <i>Medicine at School</i> <i>Facility safety</i> <i>Food service</i> <i>Nursing</i> <i>Vision/Hearing/Scoliosis Checks</i> <i>Emergency Handbook</i> <i>Emergency Preparedness</i> <i>FERPA Policy</i>	
ELEMENT VII: RACIAL AND ETHNIC BALANCE	118
<i>Target Population</i> <i>Recruiting and Marketing</i>	
ELEMENT VIII: ADMISSION REQUIREMENTS	121
<i>Enrollment Process</i> <i>Lottery Procedures</i> <i>Waitlist Ranking</i>	
ELEMENT IX: ANNUAL AUDIT	123
ELEMENT X: STUDENT DISCIPLINE	125
<i>Progression of disciplinary procedures</i> <i>Detentions</i> <i>Suspension & Expulsion Procedures</i> <i>Special Needs students</i> <i>Due Process for Special Education students</i> <i>Due Process</i> <i>Future Placements</i>	
ELEMENT XI: RETIREMENT SYSTEM	136
ELEMENT XII: STUDENT ATTENDANCE	136
ELEMENT XIII: RETURN RIGHTS OF EMPLOYEES	137
ELEMENT XIV: DISPUTE RESOLUTION	137
ELEMENT XV: EMPLOYEE REPRESENTATION	140
ELEMENT XVI: PROCEDURES FOR SCHOOL CLOSURE	140
ELEMENT XVII: FINANCIAL PLANNING AND REPORTING	142
<i>Budget Narrative</i> <i>Demographics</i> <i>Revenues</i> <i>Expenses</i> <i>Staffing & Benefits</i> <i>Books/Supplies</i> <i>Services and operations</i> <i>Budgets and Cash flows</i>	

contingencies and reserves business and operating management Insurance Requirements	
ELEMENT XVIII: IMPACT ON THE CHARTER AUTHORIZER Administrative Services Transportation	149
ELEMENT XIX: CONCLUSION	151
APPENDIX: ATTACHMENTS (A) Teacher Domains and Evaluation (B) Common Core Transition Overview (C) CCSS Math Focus (D) Professional Growth Cycle and Plan (E) AMPS Training Overview (F) Weekly Lesson Plan Template (G) Full Scope LP (H) Independent Learning Plan (ILP) (I) ELD Strategies Overview (J) Data Dive Overview/Action Plans (K) Governance Board Resumes (L) Management Team Resumes (M) Financial Documents (N) Letters of Support (O) Articles of Incorporation/ Bylaws (P) Parent/ Staff Signatures	153

AFFIRMATIONS/ASSURANCES

As the authorized representative of the applicant I, Jorge Lopez, hereby certify that the information submitted in this application for a charter for Downtown Charter Academy (DCA) Middle School, to be located at 301 12th Street 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 a charter, the school will:

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

superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

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

Authorized Representative's Signature

INTENT OF CHARTER SCHOOLS ACT

In accordance with the California Charter Schools Act of 1992, as amended (the "Charter Schools Act"), Downtown Charter Academy petitions the Oakland Unified School District to grant the charter petition for the establishment of a middle school campus.

The Charter Schools Act states:

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

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

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

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

Amethod Public Schools, a 501 (c) (3) nonprofit public benefit corporation, was founded in Oakland, CA in 1993 with the intent to create charter schools that produce academic results and reduce the achievement disparity that exists among the different student subgroups. The organization's flagship school, Oakland Charter Academy, is the oldest charter school in the City of Oakland, and 8th school chartered in the state. For nearly twenty years, we have been serving hundreds of Bay Area families with effective programs that produce results.

It is the objective of the school and organization to create a positive school environment and culture where being diligent and taking personal responsibility is the norm. We are demonstrating that public schools at the secondary level can produce successful students if they are operated in small and organized settings. It is the organizational belief that any child has the opportunity to be successful if they receive the proper education they need to be triumphant in college, family, and life.

Results of Existing Schools

All of the Amethod school sites are structured under the PATH Academies umbrella, which provides the programs and expertise to all new campuses. AMPS Academies are successfully serving students from demographics that have traditionally struggled in the public school system. AMP PATH campuses are achieving greater results than comparable schools on all key performance metrics such as standardized test scores, graduation rates, and attendance rates.

Downtown Charter Academy (DCA) will join the AMPS network of PATH Academies by becoming its third middle school site in the bay area.

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. In 2013 OCA raised its API score to a 913 and API Rank of 1, and similar schools The site has expanded to an additional satellite campus in the downtown area.

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

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

school, which is located in Central Richmond, is serving a 100% minority demographic and seeks to change the areas dismal academic record. In its first year of operation, RCA became the WCCUSD's highest performing middle school with an API that exceeded 800 thereby making it the highest performing middle school ever in the history of WCCUSD since the inception of the API and Public Schools Accountability Act of 1998.

Graduation and College Acceptance

Oakland Charter High School, established in 2007, has produced outstanding results over the years. Over 98% of our inaugural classes of graduating seniors were admitted to four-year universities in the schools. Over the past eighteen years, the Amethod Public School system has worked to develop a school system that will prove to be sound school choice for families and students in Oakland, CA.

Currently, the high school campus is the highest performing in Oakland Ca, and Alameda County. With an Academic Performance Index (API) score of 956, OCHS is tied with Lowell High School in San Francisco as the 4th highest performing high school in California.

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

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

Amethod Public Schools- Profiles

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

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

3001 International Blvd. Oakland, CA 94601

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

API Score: 912 API Rank: 10 Similar Schools Rank: 10

Campus Profile & Indicators:

- A 171 student population;
- First charter school established in Oakland ; eighth in the state
- 100% minority student population
- 93% Free and Reduced Lunch Rate;
- Over 90% of parents do have not completed high school;
- OCA became the 2nd highest performing middle school in Oakland in 2009;
- OCA scores have increased 600% since 2004;
- Granted Material revision for Satellite Campus expansion (2011)
- Over 75 Middle School Students have attended Johns Hopkins-CTY College Programs on scholarships.
- OCA became the 12th highest performing middle school in CA in 2010;
- CA Dept. of Education Title I Awards : 2007, 2008, 2009;
- California Blue Ribbon Award 2007;
- National (NCLB) Blue Ribbon Award: 2008;
- California Charter Schools Association- Hart Award- School of the Year 2009;
- CBEE School Excellence Award winner 2006-2010.
- Highest Test Gains in the city 2 years in a row- 2004(94 API Points) & 2005(114 API Points)
- Ten OCA students selected as Goldman Sachs Next Generation venture Fund Scholarship students, (Attend Summer Programs at Johns Hopkins University in MD, and Carnegie Mellon University in PA).

OAKLAND CHARTER HIGH SCHOOL (GRADES 9-12):

345 12th Street Oakland , CA 94604

OCHS opened in 2007

API Score: 956 API Rank: 10 Similar Schools Rank: 10

Campus Profile & Indicators:

<ul style="list-style-type: none"> - A 255 Student population - 100% Minority student population - 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 - Partnership with San Francisco State University to offer concurrent enrollment classes for upper grade students. 	<ul style="list-style-type: none"> - 100% College acceptance rate (2010) - OCHS Received a 6 year WASC Accreditation in 2012. - OCHS is a member school of the National Honor Society - OCHS Named a California Distinguished School (2013) - 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 4th highest performing High School in the state of CA. 2012
---	---

RICHMOND CHARTER ACADEMY (GRADES 6-8):

777 Sonoma St. Richmond, CA 94804

RCA opened in 2012

API Score: 812 API Rank: 10 Similar Schools Rank: 10

Campus Profile & Indicators:

<ul style="list-style-type: none"> - A 210 Student population - 100% Minority student population (84% Latino) - RCA became the highest performing middle school in first year. - 98% Free and Reduced lunch rate - Over 85% of parents have not completed high school - 12 students selected by the John Hopkins University, CTY Program as Jr. Resident Scholars 	<ul style="list-style-type: none"> - 98% Attendance Rate- (6th Grade class) reached 102 perfect days of attendance. - RCA is the first middle school in the history of Richmond to reach an API over 800 (812). - 95% Parent Satisfaction survey - API Rank of 10 - Music, and sports programs added in 2013.
---	---

Replication of Successful Programs (Overview)

At Amethod Public School sites, campus culture and expectations play a large part in a school's success. The Amethod Public Schools culture and procedures are rooted in traditional values such as perseverance, academic focused, teamwork, honor, persistence, adaptability, togetherness, and hard work. These characteristic are known as the AMPS Commitments. It is what our schools have become known for and quite honestly, this is a large component of what makes our system effective. Our task is to empower students to be diligent and distinct different and prepare them for the reality of global competition that will require them to stand out from many of their peers. It is our intent to prepare students to excel in all phases of the K -12 public school system and beyond.

DCA will continue to follow the program established by the AMPS Network and that has produces exceedingly high marks over the years among multiple measures. The overview of the program mainstays are referred to as the AMPS Middle School Seven Successful Strategies that is detailed in Element I of this petition.

DCA will replicate the structures, academics, effective instructional practice and focus on results that have been very successful at our other middle school campuses. We look forward to working with families and compelling parents to become an active and positive force in their child's education. Academic success will require that parents and staff be knowledgeable and active in the continuation of a child's learning cycle and work in partnership to assure that every DCA child has a chance to a positive options in the future.

ADVISORY GROUP

AINYE LONG - Ainye currently works as a consultant with EPIC Partners, providing leadership training, community awareness, data analysis, and action planning for school leaders and key staff. Previous to her current position, Ms. Long worked as a Community Organizer for Families That Can- Bay Area, where she provided family workshops and trainings throughout to inform, educate and empower parents and families to understand the relevance of good schools and the need for every child to have access to a high-quality public education. Ainye also worked as a teacher in Oakland, CA for over four years. She was the founder of the University of California African/Black Coalition and served as the External Chair through 2006. Ms. Long serves as a volunteer for the African/Black Student Alliance's (A/BSA) program, (Destination Higher Education) and has provided personal, social and academic workshops that focus on the Black experience in Higher Education in the University of California system. Ainye is a graduate of the University of Santa Cruz with a degree in Economics and American Studies, and an Administrative Credential from Fortune School of Education.

SAM TSITRIN- Currently he serves as Data Coordinator for the Amethod Public School system where he has worked with AMPS system over 8 years. Prior to joining Amethod

Schools, Mr. Tsitrin worked as a Research Assistant in the Space Sciences Laboratory at the UC Berkeley where he conducted independent and team research and analysis of interstellar and cometary dust grains. Implemented and developed. Sam also worked as a USRP Intern at NASA Goddard Space Center in Maryland conducting research in the Astrochemistry Laboratory on Lab simulated Protosolar Iron Silicate Grains for analysis. Most recently, he served as the Director of Oakland Charter High School and is part of the Instructional Leadership Team for Amethod Public Schools. Mr. Tsitrin received his undergraduate degree in Physics from UC Berkeley, and Teacher certifications from Aliant University. Currently, Mr. Tsitrin is finishing his graduate degree in Physics at San Francisco State University.

SHAWN BROWN- Mr. Brown is an executive skilled in Banking, Trading Operations and Data Processing Systems with a strong background in Private Banking, Marketing, Planning, Budgeting and P & L Management with a demonstrated record of developing and implementing solutions to multidimensional complex operational issues. Shawn has an extensive background in managing the complexities of wealth for affluent families, foundations and institutions. He is currently the lead associate at Shawn Brown and Associates. Most recently, he served as Director for BNY Mellon Wealth Management where he developed and conducted corporate planning and strategy meetings. As a Member of NYSE/ARCE, Shawn developed an expertise in Capital Markets and implied volatility through his role as a Trader and Market Maker on Regulated Exchanges in Europe and the US. Currently, Shawn is the Senior Partner for SB & A where he works on some of the largest, most complex estates in preparing clients for the unexpected experiences in dealing with the complexities of wealth and asset management as an independent private advisor.

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

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

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

INTRODUCTION

Mission Statement

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

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 encourage every family to expect more results from their schools, themselves and their children for a prospective future for the next generation.

Amethod Public Schools (AMPS) - Core Values

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

Organization’s Core Values:

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

AMPS PATH

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

- P:** Perseverance & Persistence
- A:** Academics & Adaptability
- T:** Together & Teamwork
- H:** Honor & Hard Work

Successful and Innovative Programs

The Downtown Charter Academy will pursue lofty academic goals while infusing methods for instilling a sense of intellectual and studious culture and high expectations among our student body. The Amethod Public Schools culture and procedures are rooted in traditional values such as respect, responsibility, work ethic, academic rigor, and community service. These ideals are explicitly taught to every teacher, and subsequently to every student. The Amethod School campuses have become known for upholding these values, and quite honestly, this is a large component of what makes our system effective. Our task is to empower inner city students to be different and stand out from their community peers, many of whom are locked in dismal underperforming schools, and subsequently, with bleak futures. It is our intent to prepare students to excel in high school and beyond.

Furthermore, we also look forward to infusing new delivery models in an attempt to better our academic program. We will implement data backed pedagogical ideas infused with our belief in developing a strong foundation to pursue better methods for higher student outcomes.

Highlights of College Acceptances (OCHS)

AMPS Academies is committed to continue to prepare students to compete and attend the top four year colleges and universities throughout the nation. Accordingly, our graduates have been accepted and have gone on to attend prestigious universities such as, but not limited to the following:

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

Data Overview

The table below details demonstrates the most recent school data points and comparables of the Oakland Charter Academy Middle School campus. The DCA campus will continue to implement the AMPS program and set goals based on the success of the Oakland Charter Academy- Fruitvale campus.

CST Scores –6th - 8th grade 2013

Percent Scoring Proficient and Above

Table 1B

	English/Language Arts			Social Studies	Science	Mathematics		
	6 th	7 th	8 th	8 th	8 th	6 th	7 th	8 th
Oakland Charter Academy	71%	81%	84%	84%	87%	75%	86%	92%

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

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

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 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.

The Seven Successful Strategies (Replication of AMPS Middle School Program)

The Seven Successful Strategies are a set of core organizational principles that all AMPS middle school sites, including DCA, will adhere too. Since the development, adoption and implementation of the middle school strategies by the Amethod Network, student state test scores have increased more than three hundred points over the past seven

years, as measured by the Academic Performance Index (API). The following strategies are the primary reason why the Oakland Charter Academy School has become a nationally recognized NCLB National Blue Ribbon program.

The selected strategies, combined with the instructional program all other practices and curricular components are the core of the middle school model that was incorporated in 2004. These will also be implemented at the Downtown Charter Academy site

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

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

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

begin in the 6th grade will follow the same cohort class on through the 7th and 8th grades. The Looping practice has been instrumental in strengthening student-teacher bonds, expanding time for instruction, improving test scores, and reducing behavioral problems. Moreover, because looping teachers already know their students' strengths, and the students understand what's required of them, the first month of school is not lost to establishing classroom routines or student assessment.

- 4) **Structure-** AMPS organizational considers effective teaching practice and structured classrooms, and orderly schools are the key measures to prevent negative student behaviors. Teachers must give students a clear understanding of how tasks proceed. For example, if students are to enter the class, teachers will begin by describing how students are to enter the facility and classroom properly. This must be explicitly taught and re-taught early to avoid confusion. In our required methods we expect every teacher to make lists of student roles and group responsibilities, and explain, and teach these thoroughly to students. In this way, students will know what is expected of them, throughout the course of the year. Explicit information detailing what is expected of students is provided, taught, and reinforced through clearly structured daily patterns, rituals, and class activities. We do not ascribe to the spiral of continual suspensions and the constant flow of students to the office as is seen in many schools and view a focus on a structured school as the best remedy to this issue.
- 5) **Attendance Matters-** As basic as the concept may be, many students, particularly those at the middle and high school levels, become careless about regular school attendance. Missing a few classes seems inconsequential to them and at times it may seem insignificant to parents and families as well. School administrators are sometimes faced with parents who are unaware of their child's absence from school or, worse, which are aware but quite willing to make excuses for the absence. Each lesson presented to students is based upon or related to those that preceded it. Just as we can never regain a moment of time wasted, the child who misses a day of school also misses a day of education which cannot be retrieved. A method Network sites establish an incentive based programs for students and parents to encourage maximum attendance rates.

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

- **Absenteeism hurts the student.** Students who are frequently absent fall behind in academics and miss important concepts that enhance their ability to understand and follow directions or, ultimately, plan for the future.
- **Absenteeism hurts other students.** Students who are frequently absent require more individual attention and catch up time from the teacher.

- ***Absenteeism hurts the school and organization.*** State financial support for schools is directly linked to student attendance. When students are absent the school loses funding.
- 6) ***Added Time-*** As implemented in our Oakland Charter Academy middle school, DCA will offer a 100 minute daily block each for math and English /Language Arts. This block allows for a more in depth and comprehensive study of the subject matter by offering each student more than 480 additional minutes of English and Math weekly; more than twice the amount required by the state. This abundance of instructional time in these core subjects affords more time for students for content mastery, and leveraged learning through the usage of technologies. The self contained curricular model also offers more time on subject material by eliminating the passing hallway rotation system and increased risk of tardies and class cutting.
 - 7) ***High Expectations for All Students-*** The AMPS belief is centered on high expectations for all students. We assure that every student takes rigorous courses, such as Algebra I in the 8th grade, so that every student is on track to have a better choice for advanced and/or honors college preparatory high school courses. Considering that we are an academic focused school system, we require extensive individual and group work outside of the classroom. As such, our schools offer academic support programs to meet the needs of the entire student population, and to empower students to reach their full potential. The staff is committed to and required to ensure that all students are either performing on grade level or working their way through, regardless of their skill level upon enrolling in the school. We also have high standards for student behavior and expect all staff, parents, student, and administrators to understand and reinforce the adherence to proper student conduct and school policies.

Character Development

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

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 that reinforce the character education expectations and keep the character goals active and present through the lessons.

DCA students will acquire life skills that provide a meaningful connection to society. Unfortunately, school and the “real world” are often disconnected for far too many young people and as a result, students may perceive the educational process as nothing more than an exercise in obtaining “useless” information.

The DCA Character Development Expectations are based on the PATH Commitments that include:

Perseverance + Persistence
Academics + Adaptability
Together through Teamwork
Honor & Hard Work

The goal for all of our students is to develop an understanding that education is imperative for their future, and absolutely necessary for their success in adulthood. It is our intent to establish a school culture where diligence, perseverance, and creativity are respected, and where being responsible for their own education is the ultimate goal.

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. Moreover, AMPS Academy Middle Schools implement an “*All Earned Culture*” through the implementation of incentive based programs such as the classroom PAT system, and the micro society system to kindle student interest in self selected motivation techniques. 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. Downtown Charter Academy will provide clear expectations for students that will spotlight college attendance, program rules and procedures that cultivate an environment for success in an urban middle school.

WHOM THE SCHOOL IS TRYING TO EDUCATE

DCA plans to continue to serve students in grades 6-8. Downtown Charter Academy Middle School shall be nonsectarian in its programs, curriculum, admission policies, employment practices, and all other operations; shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability. Amethod Schools has demonstrated tremendous success over the past eighteen years in providing effective programs to different subgroups and school sites will continue to make a difference in the neighborhoods it serves.

Downtown Charter Academy is open to any student or family who wishes to attend; however the school will concentrate outreach efforts to OUSD students who fit the following criteria:

- *Students who live in low-income households and neighborhoods;*
- *Students whose primary home language is not English;*
- *Students who would be the first in their families to attend college.*
- *Students from immigrant head of households;*

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

An individual must be able to subsist in a demanding, fast paced and extremely competitive global environment with a very demanding and fluid economic and technological market career. Opportunities for a successful and prosperous future in the 21st Century are more reliant on advanced and technically acute learning and thus require more advanced and specialized preparation. 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 and middle class. Combined with the demands of an extremely competitive global citizenry, Americans will be compelled to be persistent, industrious, innovative, adaptable, trained, and self-motivated individuals who are committed to continuous learning. The ability to think and analyze with an open mind and make informed decisions based on acumen 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 dollars².

Tony Wagner in his book, *The Global Achievement Gap*, discusses the new millennium that was ushered in by a dramatic technological revolution and states that we now live in an increasingly diverse, globalized, and complex media-saturated society. According to his research, there are seven skills a well-educated person in the 21st Century must possess (Wagner, 2008). The seven skills highlighted by Wagner are the following:

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

Therefore, DCA believes that a strong academic foundation in the middle school content is imperative. Students need to first receive and master the essential fundamentals such as analytical reading, math fundamentals, and reading comprehension that are the building blocks for academic and brain development. Also

² US Census Bureau Report (2009)

equally important is the development of a steadfast work ethic that will compel the individual to persevere and persist through academic and personal challenges they will encounter in their lives. 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 and cultivate these habits with our students and see to it that they possess the tools and confidence necessary to succeed in school and beyond, as contributing citizens of the 21st century.

HOW LEARNING BEST OCCURS

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

Another pillar is our belief that a school must first and foremost provide a safe, orderly, and disciplined classroom culture otherwise the resulting chaos will have a detrimental effect on the learning, and success of all students. Too many excuses are being made and negative attitudes tolerated in local schools and this has resulted in chaotic campuses, school safety issues, burned out faculty, and meager student performance. Learning best occurs when the teacher is organized, engaging, constantly assessing and capturing student attention all the while commanding the curriculum and management of the class. We assert that proper classroom procedures, practice and a sound discipline policy are essential to effective teaching and learning. Inexperienced or laissez-faire teachers tend to be fearful of allowing students to share responsibility for the class. Indeed, many students will behave irresponsibly when given too much latitude while some students, when given a choice in the matter, will choose to not work at all.

Instructional Domains

Our faculty will adhere to Amethod Public Schools Instructional Domains that guide the instructional standards and expectations for each Amethod Public School classroom. The Lesson Domains are a compilation of desired best teaching practices summarized with common measures of student success. Amethod Public Schools own practice throughout the nearly eighteen years of existence have also influenced the standards for every school site. Each standard is designed to create clear, rigorous and effective site pattern for success.

The selected instructional domains are used to gauge teacher effectiveness and instructional practice 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 *Domains* in the AMPS Academies instructional practice program design that is aligned to our teacher evaluation. The described standards and strands demonstrate what is expected to be observed in all of the Amethod Public School classrooms.

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

Domain 1: Purposeful Planning

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

Domain 2: Effective Instruction

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

Domain 3: Data Evaluations & Assessments

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

Domain 4: Classroom Management

- *Classroom Tone: Strong Voice and Positive Framing*
- *Alignment with School Culture*

- *Classroom Procedures and What to Do*
- *Ability to Refocus a Class and Do It Again*
- *Level of On Task Behavior and 100%*
- *Dealing with Challenging Situations and Students*
- *Relationships with Students*

Domain 5: Professionalism (Expectations)

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

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

Instructional Program Tools

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

- ***Differentiated Instruction & Standards-based Instruction***

All too often, teachers “teach to the middle”, meaning instruction is geared toward the mid-range of academic levels in the classroom. This severely hampers students who are struggling and those who are excelling. In order to maximize the learning opportunities and attainment of content standards in all core subjects for students, Downtown Charter Academy will utilize a variety of differentiated instructional strategies. Specifically, instruction will be delivered through mainly an engaging lecture style format, yet DCA will also infuse differing modalities of instruction such as auditory, visual, and multi-media and other technology based strategies in an attempt to leverage advances of academic models for individual student needs. In addition, all teachers will collect, analyze and reflect upon student achievement data on a weekly basis to guide the instruction and ensure that all students’ needs are being met. Traditional small group tutoring and reinforcement will continue to be offered to students.

- ***Low Student-Teacher Ratios***

By design, DCA will be a small school campus. There are many positive attributes to small campus that include: more attention to students and families more focused academic programs, and a tighter sense of school community. We will seek to limit class sizes to 33 students and will leverage the size through the ongoing use of the Learning Lab and technology components. For students needing intense intervention in math and reading, resource tutors will be provided who will work with small groups in the schools Learning Lab after school programs with an ideal ratio of 10:1.

- ***Individualized Learning Plans***

Individualized Learning Plans will be used as a tool for teachers throughout the year. Students are unique individuals with specific needs, and in order for instruction to be most effective, the particular levels, struggles, and learning needs of students must be taken into account. Therefore, the school will create Individualized Learning Plans (ILP) student's based on assessed needs. The ILP's map out each student's assessed entry point into their respective grade level, academic needs, goals, linguistic needs, and social attributes for the specific student. Parents will be an active partner in the LIP process.

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 AMPS Academies sites, will be required to attend a three week- full day summer school program. The summer school session provides our students, parents, and teachers with a head start in preparing for the subsequent academic year and equally important; assist the school staff in setting the tone for the Amethod Public School's organized school culture.

AMPS summer "Boot camp" school serves the following primary purposes:

<p>Introduction to School Methods</p>	<p>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 <i>The Methods</i> used to provide structure and order to a students' school experience. The Methods include class and school-wide procedures for student behavior; dress code; class presentations, and other practices. For returning students, these lessons provide an overview in any changes to school policies and procedures, as well as a powerful reminder of what it means to be a team member.</p>
<p>Diagnostic Testing</p>	<p>During the summer school session, we also begin our Interim Assessment series that's starts with the <i>Universal Screening Assessment</i> to identify or predict students who may be at risk for poor learning outcomes from the start. Universal tests are brief; conducted with all students at a grade level. It is the initial interim tests that are followed by additional testing or short-term progress</p>

	<p>monitoring to identify students to corroborate students' risk status.</p> <p>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 <i>Asses to Know Test Bank</i> series program to assess, track, and evaluate the effectiveness of instruction and student learning. Also implemented will be the Language; Reading Scale Placement tests for students as needed. The Analysis Cycle meetings, where leaders review the interim assessment outcomes with staff, will measure many factors of the results to assure that fidelity of the question are intact, and that standards were properly aligned to the assessment.</p> <p>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.</p>
<p><i>Introduction & Reinforcement of Fundamental Skills</i></p>	<p>Teachers also take time during the summer school session to go over fundamental concepts and skills that will set our students up for success throughout the school year. For example, sixth graders traditionally focus on learning the concepts for effective study of textbooks, and students at all levels may be introduced to the grade-appropriate expectations for writing book reports or book reviews, and even the importance of a header prior to submission of any written work.</p>
<p><i>Proper Study skills</i></p>	<p>Study skills and the commitment to practice and implement these skills during study are what separate good students from struggling students. Many students think that study means reading over a material without thinking of it. As they progress through the later years of middle school, many may have not yet found a method that assists in their academic success; meanwhile other students catch their niche real quick and accelerate in their subjects and studies.</p> <p>Downtown Charter Academy assumes that most students do not yet have an understanding of the importance or the ability of study skills. 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</p>

	subjects that will reflect in their grades and your levels of frustration. This is what will be addressed during summer program as students learn the principles of topics such as outlining, flashcards, highlighting, etc. and also reinforced during the year as part of the DCA Learning Lab.
--	---

CURRICULUM AND PROGRAM

Amethod Public Schools-Scope and Sequence

K-8 Common Core State Standards

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

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

Transition to Common Core

DCA will successfully and fully implement the California Common Core standards by 2014-2015. DCA recognizes the delicate balance between the present California State Standards and accountability measures and the implementation of the newly adopted Common Core Standards and the positive impact and potential challenges it will have on our schools. AMPS Chief Academic Officer and the Instructional Leadership Team have created a long-term plan and timeline for incorporation of Common Core over time, including:

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

Actions towards the Shift to Common Core State Standards

1. *Recognize the Shifts:* Ensure teachers, and instructional staff know and understand the CCSS for mathematics and ELA / literacy and the Shifts they require.
2. *Support aligned instructional practice:* Ensure tools and programs used to guide instructional practice reflect and prioritize the expectations of the CCSS.

3. *Focus professional development:* Ensure PD and resources spent on learning deepen educators' knowledge of and facility with the CCSS.
4. *Align materials:* Review existing state aligned materials and ensure instructional resources meet the goals and expectations of the CST and CCSS.
5. *Align assessments:* Ensure school interim assessments accurately reflect the expectation of the CCSS. Preview released exams as early as 2013 and practice.
6. *Involve the community:* Engage staff, parents and community members in the intent and plan for the school to incorporate the CCSS.

Correlation to Standards

It is required that all AMPS Academies middle school students take courses that are aimed with a college-preparatory purpose, and are aligned with standards. It has been a consistent belief within the AMPS organization that a standards-based education helps to assure that students receive a vetted and thoroughly analyzed curriculum that provides the blueprint for high leveled education. The CCSS standards provide ample room for the innovation, creativity, and reflection essential to teaching and learning and do not dictate instructional practice and delivery; and instead provide a blueprint for what needs to be taught.

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

As it is widely known, reading is the essential key for the future. In today's society, life itself depends on words and the understanding of what is spoken, written, and transmitted. News, opinions, and information appear in hard copy, online transmissions, and round-the clock television at a 24 hour, seven day a week speed. In such an environment, young people will have to develop a deep range of varied interests through engaged and analytical reading and writing. Unfortunately, as demonstrated by national and state data achievement gaps many students, especially for poor, minority and non native English speaker groups struggle with reading and language understanding. .

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

The CCSS require that students read more challenging texts during instruction than has been general practice in the past. The reason is that this shift could help students reach more advanced literacy achievement levels. But, research also shows this to be a complex instructional issue and one that will not likely be accomplished successfully

without a nuanced and thoughtful approach. Merely adding more challenging texts to the curriculum will not be a sufficient or effective response to this requirement.

Common Core- AMPS Shifts for English Language Arts/Literacy

1. Building knowledge through content rich nonfiction.

Building knowledge through content rich nonfiction plays an essential role in literacy and in the standards within the CCSS framework. In 6-12, ELA classes will have to place much greater attention to a specific category of informational text literary nonfiction than has been traditional in the current state standards. Informational reading primarily includes content rich non-fiction in history/social studies, science and the art. The standards for literacy in the cross curricular CCSS format aims to ensure that students will be able to independently build knowledge in these disciplines through reading and writing. DCA will actively infuse nonfiction texts to the existing literature program established for the AMPS middle school sites.

2. Reading, writing and speaking grounded in evidence from text, both literary and informational

AMPS will adhere to the CCSS standards and look to place a premium on students writing to sources, using evidence from texts to present careful analyses, well defended claims, and clear information. Rather than simply asking DCA students questions they can answer solely from their prior knowledge, deducing, or experience, students are expected to answer questions that depend on their approach of having read the text or texts with care and purpose. Thus, considering that reading standards focus on students' ability to read carefully and grasp information, arguments, ideas and details based on text evidence, AMPS will incorporate different interpretation strategies for core and analytic reading as a supplement to the core content program.

The standards will also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and detail will be essential for effective argumentative and informational writing.

3. Regular practice with Complex text and its academic language

Rather than focusing solely on the skills of reading and writing, the CCSS standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. While this has always been an embedded part of the AMPS middle and high school curriculum, we will incorporate much more scientific and nonfiction spiraled reads for all grade levels. The CCSS standards aim to build a staircase of text complexity so that all students are ready for the demands of college and career level reading no later than the end of high school, therefore reading comprehension and a focus on academic vocabulary will be addressed as well.

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

It is the objective of DCA is to prepare students to be ready for the advanced and honors a leveled course in high school and beyond; that is the intent of the Common Core curriculum. Why are the middle grades such a critical time in terms of academic preparation? In many ways the middle grades represent a fork in the road on the path to college. It is the time when students are choosing who they want to be in the world and are solidifying their academic path. Well developed programs and school programs, because they support students at such a critical time in their lives, have a unique opportunity to shape students' futures, as long as they are intentional and comprehensive in meeting the academic, developmental and social needs of their students.

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

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

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

(ACT, 2008- *The Forgotten Middle-Iowa City, IA*)³

Middle School Curricular Model

	6th Grade	7th Grade	8th Grade
Core Classes	<ul style="list-style-type: none"> -Social Studies: Ancient Civilizations -English 6 /Language Arts (Literature/ Writing) -Math (General Math/6) -Earth Science - Physical Education 	<ul style="list-style-type: none"> -Social Studies: Medieval and Early Modern Times -English 7/ Language Arts(Literature/ Writing) -Math (Pre-Algebra, Pre-Algebra /Honors) -Life Science - Physical Education 	<ul style="list-style-type: none"> -History: United States History and Geography -English 8/ Language Arts(Literature/ Writing) -Math: Algebra/Algebra 1 -Physical Science - Physical Education
Electives	<ul style="list-style-type: none"> -Health -Literature - Writing 	<ul style="list-style-type: none"> -Literature -Health - Writing 	<ul style="list-style-type: none"> -Literature -Advisory (Pre-HS) -Health -Foreign Language 1 -Writing
Learning Lab Intervention	<ul style="list-style-type: none"> -ELD -Math Foundations -Resource Assistance -CTY -ILP -Technology 	<ul style="list-style-type: none"> -ELD -Math Foundations -Resource Assistance -CTY -ILP -Technology 	<ul style="list-style-type: none"> -ELD -Math Foundations -Resource Assistance -CTY -ILP - Technology

The National Reading Panel Report (2000)⁴ and other research summaries emphasized the five essential components of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Further, The National Reading Panel recommends that English/Language Arts instruction must be rigorous and the presentation of that content must be direct, systematic and objective⁵. The subject must assure that it provide high academic engagement, excellent and positive classroom management, explicit teaching of skills and large amounts of reading and writing, and more importantly, added time to offer students sufficient guided and independent practice. DCA student will use the Holt Literature & Language Arts series with the accompanying Holt Handbook and supplements that have been implemented at Oakland Charter Academy with great results. Across all grade levels, teachers will work vigorously to develop students' reading fluency, and comprehension both which are essential to their ability to develop more concentration to analysis of text sorely needed in schools as we prepare for the CCSS transition.

⁴ (The National Reading Panel, 2000)

⁵ (The National Reading Panel, 2000)

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

- *Vocabulary and Morphology*
- *Grammar and Usage*
- *Listening & Reading Comprehension*
- *Sentence, paragraph, and essay Structure*
- *Analytical Writing*
- *Discussions (Expository Text)*
- *Word Recognition and Spelling*
- *Mechanics of English language*

CCSS Scope & Sequence (ELA sample)

Key Ideas and Details (By Grade- Excerpt of CCSS Standards- CDE)

6th Grade

- ✓ CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ✓ CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- ✓ CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

- ✓ CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- ✓ CCSS.ELA-Literacy.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- ✓ CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

- ✓ CCSS.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- ✓ CCSS.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

- ✓ CCSS.ELA-Literacy.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

7th Grade

Key Ideas and Details

- ✓ CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ✓ CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- ✓ CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

- ✓ CCSS.ELA-Literacy.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- ✓ CCSS.ELA-Literacy.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- ✓ CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

- ✓ CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- ✓ CCSS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- ✓ CCSS.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

8th Grade

Key Ideas and Details

- ✓ CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- ✓ CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- ✓ CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

- ✓ CCSS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- ✓ CCSS.ELA-Literacy.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- ✓ CCSS.ELA-Literacy.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

- ✓ CCSS.ELA-Literacy.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- ✓ CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- ✓ CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Middle School Literature Program

In 1995 the California Reading Task Force⁶ identified four components that a balanced, comprehensive approach to reading must contain. It states that students need to read varied challenging grade leveled novels and selections that every school and district must organize and implement a comprehensive and a balanced reading program that is research-based and combines skills development with literature and language-rich

⁶ (The Report of the California Reading Task Force, 1995- Sacramento, CA)

activities. Additionally, we will seek to incorporate more information and nonfiction reads to balance the approach to the program. DCA will offer the AMPS Academies Literature courses for middle school that provides grade specific novels that provide challenges for guided reading with accompanying supplements. In the DCA classroom, students will have many opportunities to respond to questions through the usage of choral responses, sentence frames and Amethod Schools strategies such as; will call, all calls, and Q&A's, as students dialogue about texts.

The AMPS Academies Literature program, in adherence to CCSS, will promote the development of critical reading and analytical skills as middle school students become proficient at analyzing literary text with greater sophistication. The literature program affords the students a rich and varied offering of literature including classical, multi-cultural, international, informational, and contemporary titles. Teachers will provide opportunities for reflection and discussion of the aesthetics and meaning relative to individual and universal themes through *Interactive Question and Response Approach* that provides an interactive and scripted approach that gets all learners involved.

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

The Literature program will now also incorporate the added CCSS strategies for reading and writing. We will infuse the added nonfiction and informational text to promote the development of critical reading and analytical skills as middle school students become capable of analyzing literary text with greater sophistication. The DCA faculty will also provide opportunities for reflection and discussion of the aesthetics and meaning of literature relative to individual and universal themes. Vocabulary development, exposure to different literary genres, and opportunities to examine interesting and complex issues and challenges embedded in literature are hallmarks of the AMPS's Middle School program

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

Teachers will use extension activities that contain background information of the story and author, extension activities, such as heads together will guide questions related to the story line. These teacher guided techniques are especially beneficial for English

Language Learners or those with modification needs and allow for all students to participate as a whole class. The extension activities will require the student not only to discuss and write about these issues, but also to examine the different analytical frameworks and assumptions that various authors offered for their time

Grade Level (6th Grade)	Sample Texts
<p>In the first year of middle school, we focus not only on building practical reading, but also developing a liking for the read. In adherence to the CCSS transition, DCA will also incorporate non fiction, poetry, and informative reads earlier than previous under the old AMPS literature list. In being exposed to a variety of genres (biography, drama, personal narrative, short stories and fables) students begin to acquire an understanding of basic literary devices. Each of the literature texts culminate in extended projects that provide students with an opportunity to consolidate and interweave their knowledge and write throughout the process. Students are also encouraged to draw on their own experiences for various writing assignments such as the autobiography project. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range</p>	<p style="text-align: center;"><u>Drama</u></p> <ul style="list-style-type: none"> ✓ The Outsiders (<i>S.E. Hinton</i>) ✓ Call of the Wild (<i>Jack London</i>) ✓ Eleven (<i>Sandra Cisneros</i>) <p style="text-align: center;"><u>Stories</u></p> <ul style="list-style-type: none"> ✓ Red Scarf Girl (<i>Ji Li Jiang</i>) ✓ The Adventures of Tom Sawyer (<i>Mark Twain</i>) ✓ The People Could Fly (<i>Mildred Taylor</i>) <p style="text-align: center;"><u>Poetry</u></p> <ul style="list-style-type: none"> ✓ Oranges (<i>Gary Soto</i>) <p style="text-align: center;"><u>Informational Texts</u></p> <ul style="list-style-type: none"> ✓ The Number Devil: A Mathematical Adventure (<i>Hans Magnus Enzensberger</i>)
Grade Level (7th Grade)	Sample Texts
<p>In the second year of middle school, we continue to build on the previous reads by advancing more difficult reads and further students' understanding of literature. It is in this grade level where AMPS schools intentionally begin to align ELA with social studies. As way to cover a good variety of genres- drama, personal narrative, short stories and myths) are covered. Students begin to identify the characteristics of each and acquire an understanding of more complex literary devices such as character development and theme. The study of a class novel encourages students to draw comparisons between the literary elements of various works. Writing projects throughout the year include research/expository essays, short story</p>	<p style="text-align: center;"><u>Drama</u></p> <ul style="list-style-type: none"> ✓ One Thousand and One Arabian Nights (<i>trans. Geraldine McCaughrean</i>) ✓ Fahrenheit 451 (<i>Ray Bradbury</i>) ✓ Midsummer Night Dream (<i>Shakespeare</i>) <p style="text-align: center;"><u>Stories</u></p> <ul style="list-style-type: none"> ✓ The Adventures of Ulysses (<i>trans. Bernard Evslin</i>) ✓ Things Fall Apart (<i>Chinua Achebe</i>) ✓ Roll of Thunder, Hear My Cry

<p>writing and poetry. By the end of the year, read and comprehend literary nonfiction in the grades text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>(<i>Mildred Taylor</i>)</p> <p style="text-align: center;"><u>Poetry</u></p> <p>✓ O Captain! My Captain! (<i>Walt Whitman</i>)</p> <p style="text-align: center;"><u>Informational Texts</u></p> <p>✓ The Evolution of the Grocery Bag. (<i>Henry Petroski</i>)</p>
<p>Grade Level (8th Grade)</p>	<p style="text-align: center;">Sample Texts</p>
<p>In the final year of middle school, we look for increasing difficulty and competence in reading and writing skills with greater emphasis placed on the skillful use of language. More attention is paid to diction and syntax, as students learn to tailor language to better suit the purpose and intended audience of a written work. Therefore, a greater variety of writing assignments are undertaken including: persuasive writing, compare/contrast essays, expository essays, short story writing and poetry. Research skills are also more developed as students learn how to incorporate secondary materials and document their sources. In grade eight, the study of literature not only helps students develop a more extensive literary vocabulary, but also confirms for them the importance and value of literature in society. By the end of the year, read and comprehend literary nonfiction at the high end of the grades text complexity band independently and proficiently.</p>	<p style="text-align: center;"><u>Drama</u></p> <p>✓ The Good Earth (<i>Pearl S. Buck</i>) ✓ And the Earth Did Not Devour Him (<i>Tomas Rivera</i>) ✓ Animal Farm (<i>George Orwell</i>)</p> <p style="text-align: center;"><u>Stories</u></p> <p>✓ The Autobiography of Anne Frank (<i>Anne Frank</i>) ✓ To Kill a Mockingbird (<i>Harper Lee</i>) ✓ Black Ships Before Troy: The Story of the Iliad (<i>Rosemary Sutcliff</i>)</p> <p style="text-align: center;"><u>Poetry</u></p> <p>✓ I, Too, Sing America (<i>Langston Hughes</i>)</p> <p style="text-align: center;"><u>Informational Texts</u></p> <p>✓ Freedom Walkers: The Story of the Montgomery Bus Boycott (<i>Russell Freedman</i>)</p>

Writing

DCA campus will also continue to use the 6+1 Trait Writing Model of Instruction & Assessment developed by Education Northwest. The program now provides a Crosswalk to the Common Core that aligns the 6 Step Process to the new standards. The 6+1 process provides a common language for teachers and students to communicate about

the characteristics of writing and establishes a clear vision of what good writing looks like. The crosswalk show how to assess the quality of the writing outlined in the CCSS and monitor the growth of the student using the Traits rubrics. The Traits focus upon universal features of quality writing applicable to varied modes, purposes, and all text types of writing, including the argumentative, informative and narrative modes that are the focus of the CCSS.

Good writing has:

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

DCA will use a writing program that as part of the Reading/ELA block that will support the responding to literature component of the grade leveled literature program and accompanying rubrics. Teachers will receive Professional Development in establishing writing traits and adhere to an adopted rubric. Additionally, veteran teachers have presented 6 Trait writing and other techniques as a professional development seminar to other Amethod Schools faculty during an in house training and as a 100 Minute Clinic review course.

Mathematics

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

6 General Overall AMPS Principles of Math:

1. ***Equity*** – Math is for all students, regardless of personal characteristics, demographics, gender, background, or physical challenges.

2. **Curriculum** – Math is viewed as an integrated whole, as opposed to isolated facts to be learned or memorized. For example, math students should be expected to answer in full sentences.
3. **Effective Teaching** – A method Teachers should display 3 attributes: deep understanding of math, understanding of individual student development within larger setting and effective class practice and instructional delivery.
4. **Problem Solving** – DCA students will gain an understanding of math through classes that promote problem-solving, thinking, and reasoning. We will view math as the foundational approach to logic and critical thinking.
5. **Continual Assessment** – Constant and ongoing assessment of student performance, growth and understanding via varied techniques (interim assessments, data points, exit tickets, white boards, etc.)
6. **More Time**- AMPS will offer more time in fundamental areas such as math to assure students are able to gain ground if previous schools lacked the rigor and attention to foundational matters.
7. **Practice and more practice** – Student should receive daily opportunities for the “over learning” of math material. Guided explanations through direct instruction methods should be followed with time allotted for individual practice and teacher group work. Homework is nightly.

DCA teachers will focus deeply on the major work of each grade so that students can gain strong foundations and solid conceptual understanding. AMPS believes that these strands are taught best through a combination of direct instruction of basic skills, hands-on activities to provide a deeper understanding of math concepts by relating them to real world situations and experiences, and differentiated instruction based on the needs of the students as implemented in the AMPS model. With a target population of students from both economically and educationally underserved backgrounds, DCA will implement a program to ensure a solid math foundation is developed for each child and work to take students to an even higher level of mathematical knowledge and skills plateau to put them on the path to advanced high school courses and through college.

Math is an important point of instruction at DCA as the school acknowledges its fundamental importance in academics and life. The math program is designed to ensure that every student will gain a strong understanding of all math strands, the ability to perform accurate computations, and the application of problem-solving skills at high levels in the real world. Rather than racing to cover topics in the current mile wide inch deep California standards race, DCA teachers will use the power of the eraser provided by the Common Core State Standards and significantly narrow and deepen the way time and energy is spent in the math content. The Common Core State Standards for

Mathematics include standards for mathematical practices in addition to standards in content.

Common Core- AMPS Shifts for Mathematics

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

practice core functions such as single digit multiplication so that students have access to more complex concepts and procedures. The AMPS middle school curricular design, which offers 100 instructional minutes in math, will prove pivotal for this concept.

- **Application:** The standards call for students to use math flexibly for applications. Teachers provide opportunities for students to apply math in context. Teachers in content areas outside of math, particularly science, ensure that students are using math to make meaning of and access content.

In order to address the individual needs of students, accelerating those who are ahead and meeting the needs of those who are behind, DCA will supplement math instruction with critical thinking and problem solving activities, which assist in developing a greater understanding of math concepts and higher order thinking skills.

Math skills will be utilized and reinforced in various content areas at DCA. For example, math skills will be reinforced in Science when students measure temperature. Reinforcing the math standards across the disciplines provides students with the opportunity to understand that math skills are not limited solely to Math class.

(See Math Grade Level Content Emphasis Clusters in Appendix as Attachment C)

DCA students will master the basic skills and computational fluency required in California's state standards, balanced with standards incorporated through lessons aligned with CCSS state-adopted supplemental mathematics curriculum. Within the context of the state standards, students will constantly be challenged to reason and communicate mathematically, in addition to demonstrating proficiency in all required math standards. As students progress, this will be constantly monitored and evaluated by the central organizing theme of preparing them for Algebra, which will drive much of our Math instruction.

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

- **Before lesson**
 - *Review Predictable problem areas*
 - *Prepare questions for deeper analysis of student responses.*
 - *Color code differentiated questions.*
 - *Prepare all necessary materials for efficient time usage during lesson*
- **During Lesson**
 - *Explanation of objectives or informed teaching: precise statements of the goal, rationale for learning the strategy, and information on when the strategy should be implemented.*
 - *Modeling the task*

- *Prompting - engage students in dialogue that promotes the development of student-generated problem-solving strategies and reflective thinking (students self-evaluate while they are solving problems).*
- *Guided and independent practice – wide range of examples*
- *Corrective and positive feedbacks*
- *Direct/Explicit instruction - modeling*
- *Instructional Variables*

- **Strategy Instruction**
 - *Metacognitive Strategy*
 - *Structured Worksheets; Diagramming*
 - *Mnemonics (i.e. PEMDAS)*
 - *Graphic organizers*

- **After Lesson**
 - *Reviews*
 - *Exit tickets*
 - *Assessments*
 - *Re-teach*
 - *Individual practice*
 - *Assessments*

History/Social Science

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

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

Social Studies Standards

6th Grade

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

7th Grade

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

8th Grade

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

Source: California Department of Education

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

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

Science

We believe that effective standards based Science programs are extremely lacking among many inner city elementary schools. It has been our experience over the past seven years that students entering the 6th grade lack the specific science based vocabulary and understandings that are necessary to address middle school standards as defined by the State Board of Education. For many students, elementary science has been defined solely by "hands on" science and experiments. While hands on activities are certainly relevant when supplementing a standards text based program, many elementary students have been explicitly trained to think that science is nothing more than "fun time". Many students leaving the elementary schools do not have the understanding of the scientific process of question and proof that is at the core of scientific thought.

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

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

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

Sample Middle School Daily Schedule

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

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

7th Grade Schedule	Times	Instructional Minutes
*Language Arts	8:25-9:30 am	65
* Literature	9:30 -10:00am	30

* PE	10:05-10:50 am	45
* Math	10:55-12:40 pm	105
* Lunch	12:40 -1:00 pm	
* History	1:00-2:00 pm	60
* Science	2:00-3:00 pm	60
Intervention	3:00-3:30	30
Learning Labs	3:30-6:00pm	

8th Grade Schedule	Times	Instructional Minutes
*PE	8:25-9:10 am	45
* English 8	9:15 -11:00 am	105
* Algebra I	11:00-12:40 am	100
* Lunch	12:40 -1:00 pm	
* History	1:00-2:00 pm	60
* Science	2:00-3:00 pm	60
Intervention	3:00 - 3:30	30
Learning Lab	3:30-6:00pm	

Additional Courses

Physical Education

PE Content Standards

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

- **Standard 1:** Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 2:** Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- **Standard 3:** Students assess and maintain a level of physical fitness to improve health and performance.
- **Standard 4:** Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- **Standard 5:** Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Middle school physical education programs will concentrate on all areas of physical activity and mental development. In a period of increasing obesity among American youth, where approximately , less than 20 of adolescents participated in physical activity for at least 60 minutes daily coupled with approximately 17 (or 12.5 million) of children and adolescents aged 2-19 years are obese, a rigorous program that emphasizes a healthy lifestyle will be the focus of the program.

Due to these alarming statistics, physical education classes will stress the importance of student participation, through regular Moderate to Vigorous Physical Activity (MVPA).

- *Moderate physical activity refers to activities equivalent in intensity to bicycling*
- *Vigorous physical activity produces large increases in breathing or heart rate, such as jogging, aerobics or bicycling uphill;*

Benefits of regular MVPA for a minimum of 70 % of class time:

- Increasing MVPA in PE has the greatest potential for increasing health benefits for most students as it generates more energy expenditure; diabetes; contributes to obesity prevention and muscular and bone development; reduces anxiety and stress; improves self-esteem, mood and concentration; and reduces the risk of chronic disease.
- Active and focused PE can contribute to academic performance, improved attendance and positive classroom behavior.
- Reducing risk of childhood a disease that afflicts minority children at much higher rates.

The Amethod Classroom

The classrooms of successful and prepared teachers have a particular energy present. A quiet buzz that pervades the room is a constant in these classrooms. The soft bustle of pages being turned, pencils scratching busily across paper, student voices exchanging ideas and bright eyed engagement throughout are the norm. Student desks are covered with materials, books full of margin notes, and highlighting applied to the text. These teachers move around the classroom, stopping to speak to students and groups for a few moments at a time, answering questions and sometimes asking them, always pausing at critical junctures to pose a question to the whole class. The teacher asks students to produce evidence to support their point of view or provide a deeper explanations and uses hand signals to reinforce processes while keeping the flow of the classroom constant. Other times, the teacher will guide students to certain key passages, positioning them to recognize important ideas and nuances, always pushing them to articulate their thinking out loud and on the notebook that is sitting atop their desks throughout the entire day.

Welcome to the AMPS Academies middle school classroom. The goal of successful teaching within the DCA classrooms is not teaching; its learning, and AMPS teachers, therefore, carefully design a learning plan beforehand that will maximize the learning

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

But before that, in the hallways before you enter you will notice the class specific bulletin boards. Teachers and students take pride in the posting and exhibition of sample student work. These bulletin boards remain vibrant considering that they are rotated, along with student work, on a monthly basis, performed either by a teacher, or student monitor(s). Being a part of the class community means that all students have assigned tasks.

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

(Excerpt from Methods Guide and Manual)

- Doors are to be cleaned weekly by a student monitor.
- No Marks should be visible.
- Doorknobs are to be wiped clean with disinfecting cleaner weekly; twice a week during the winter. More if needed.
- Student monitors who regularly clean the classroom walls with a clean rag and water. Specifically, walls that are next to white boards and walls that have desks against it. These are very susceptible to becoming dirty and/or scratched.

Door Postings

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

- Teacher Name
- PATH² Commitments
- Daily Schedule
- Core Values
- School's Mission Statement
- School Rules
- Motto: "HONOR HARD WORK"

As you enter the classroom, you will notice that the arrangement for the class is structured in rows, emphasizing the importance for individualized seatwork and lecture style classes appropriate for this grade level. The rows are wide enough for the teacher to pace throughout so as to accommodate for the usage of proximity and other pacing

structures so important in the Amethod class. The idea is for teachers to be able to reach any student in the fewest steps possible to reinforce the small class concept and also to emphasize classroom management for students who drift off task.

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

As you look around, you will see vibrancy and color on the walls. This is an active classroom where student work is showcased. You will see a mix of posters and quotes on the walls around the room. Everything from scripted California Standards posters to inspirational pictures and quotes are posted throughout at eye level. You will notice the Amethod Public School relevant classroom information that details, for example, how student's should write the proper an accepted heading for all work, the method to sit properly in their desks(*Amps Method: upright & tight*), and other such information as the school wide hand signals that assist with the active flow of each AMPS Classroom.

A dim and cluttered classroom with book shelves in disarray, walls that are filthy with stacked paperwork are among the worst first impressions for a teacher, a class and school for that matter can make. This is not permissible in our schools.

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

Students:

- Teachers must also appoint classroom and yard monitors to help with the cleanliness of floors, empty trash cans, and arrange shelves. Students are to be rotated so all DCA students learn to be responsible for their work area and school.
- Before leaving classroom, teachers should have students take a few minutes to pick up their area and the classroom. In this way, the classroom floors will remain neat and clean.
- Keep students responsible and have them to keep their desks clean and organized.
- Teachers should check student desks regularly. They should never have loose papers under a desk or on the floor.
- Papers should always be filed in a binder or in their filer. Students whose work area is not clean or organized should receive a deduction for messiness.
- Organized and cleaned doors.

Teachers:

- Teachers need to be aware and remember always that they must model the organization and cleanliness they expect of their students! All walls and all bookshelves should be kept orderly and clean
- Keep your desk organized
- Bookshelves orderly and organized
- Also, while at yard duty, make sure all is picked up from lunch area, or else the assigned staff will clean. Its either you or them!!
- Keep walls clean of marking, writing, stickers and handprints.
- Make sure doors and wiped and disinfected.

- No teachers should have more than 2 bookshelves. If class gets cluttered they will be expected to remove clutter and give up unnecessary furniture.
- Each classroom will receive a file cabinet to store student portfolio work, assessments, and for overall teacher organization.

Teaching starts before the students enter the classroom. All AMPS Academies have scripted procedures students as they enter their classroom that begins with color coded folders and binders for specific subjects that are submitted as they enter. As students sit down, a task awaits them on the board.

The middle school program begins every morning with the *Early Riser*; a morning assignment that each teacher has posted prior to students entering the classroom. The *Early Riser* offers the teacher an opportunity for a teacher to continue a lesson, a quick assessment, a writing prompt and so forth. For the student, the task is a warm up to prepare for the day. As students work on their assigned *Early Riser* task, the teacher collects the submitted Homework to check for submission.

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

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

Lecture Based-Direct Instruction

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

The following table highlights the presentation of a new lesson.

Technique	Implementation
<i>Daily review,</i>	-Checking homework

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

AMPS Middle School Curriculum

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

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

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

ISBN: 0-07-823987-7	ISBN: 0-07-823987-7	ISBN: 0-07-823997-5
Earth Science Voyages Handbook ISBN: 0-07-823980-x	Life Science Voyages Handbook ISBN: 0-07-823978-8	Earth & Life Science Handbook ISBN: 0-07-823976-1

PROFESSIONAL DEVELOPMENT

Finding the time and resources for ongoing professional development is an ongoing problem for public schools, especially considering the budgetary climate of California public schools. One innovative solution is to offer teacher training and professional development from within. This approach is especially critical for smaller organization with even smaller budgets. A key aspect of the Amethod Public School system has been the implementation of an in-house professional and Instructional Leadership Team that has enabled Amethod schools to mentor 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, 100 minute clinics, Film Sessions, Math Huddles, webinars etc; teachers are encouraged to be more self reflective in their content delivery and continue to practice and develop their craft.

The Instructional Leadership Team composed of teachers and administrators meet ongoing through the regular year to discuss the topics and resources that will be focused on during the initial summer training sessions. Instructional leaders also discuss other school wide policies that need revisiting prior to the trainings.

SAMPLE TRAINING TOPICS	DESCRIPTION
Film Sessions	<p><i>Films sessions are conducted three times a year. AMPS teachers are able to pinpoint areas of weaknesses and strengths through a self evaluative summary (Film Self Analysis). The school leader and teacher both sit down and provide feedback on the film observed. Teachers are asked to come up with a plan for improvement, sharing of best practices, or further feedback.</i></p> <p><i>Film sessions are revisited areas of growth and are given tools to use along throughout the year.</i></p>
100 Minute Clinics	<p><i>AMPS Teachers are given the opportunity to attend various in house 100 clinics, ongoing AMPS professional development, workshops and reviews throughout the year. 100 Minute Clinic topics may range from topics such as classroom management, lesson planning, curriculum reviews, lesson modification, and using strategies to meet all types of learners.</i></p>

	<i>Veteran teachers lead the 100 minute clinic trainings that have proven successful as measured by the AMPS classroom observation tools and teacher surveys.</i>
Special Education	<i>AMPS Teachers and staff are trained in Special Education topics such as the Student Study Team, in class modifications, and the student identification process.</i> <i>In the future we will work closer with our SELPA provider to continue to offer teachers effective trainings that will benefit all students.</i>
Backwards Planning	<i>AMPS Teachers participate in a backwards planning training session that begins with the determined goals and maps out the actions detailing how to reach the goal. Teachers are introduced to the AMPS Lesson Plan tools and are trained in identifying the desired results and qualitative evidence. They are given opportunities to practice identifying what he desirable learning experience should be through real time lesson reviews and analysis.</i>
New Teacher Survival Training	<i>A series of hands on classroom management trainings are conducted in the summer and throughout the year, prior to the start of the summer session for new staff members. Topics include; pacing, explicit direct instruction, class procedures, school rules/policies, classroom management and some Tools for Teaching strategies.</i>
ELL Training	<i>AMPS Teachers receive training in SDAIE strategies, interventions, modifications, and the Amethod Re-classification process.</i> <i>This topic is ongoing throughout the year, and AMPS has partnered with third part experts in expanding the EL training module.</i>

Professional Growth Plan

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

Weekly reflective logs are kept by teachers when assessments are given. The logs are submitted to Site Directors for review and reflection. Through this reflective process, teachers can plan their anticipated plans of action for the subsequent week. Such discourse will also assist in the guide of teacher and grade level meetings.

Measurable targets are the driver of the PGP that it ensures that the teacher, site director, and central staff are able to remain focused on the annual goal and current progress towards these academic goals, thus, making professional development decisions that will have the greatest positive impact on ensuring that the AMPS Core Value of *Students First* is realized.

The first component of the plan is to set immediate personal, class, school and organizational goals to accomplish first within a priority.

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

The Table below reflects a brief overview of some of the Staff Development options available to Amethod Public Schools , and Downtown Charter Academy staff.

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

Summer Sessions

Professional development begins two weeks after the end of the school year and once again two weeks prior to the start of school, typically in August. During the first session, teachers discuss strategies for the preparation of the new "rookies" entering the campus (students and teachers) and offer basic survival tactics such as setting class rules, class management, and class/school policies. The second session focus on various items, including school culture, classroom management, backup systems, planning (daily lesson plans, unit planning, and year-long planning) data analysis, home /family visits and instructional techniques.

The second summer session sets the firm foundation for the staff, especially new teachers, with an understanding of the cultural expectations of the school, classroom management techniques, how to properly assess their student achievement and progress. By granting them additional time to familiarize themselves with the curricula and scope and sequence of instructional objectives and standards for the year, teachers will enter the regular school year much more prepared and comfortable with the curriculums.

Yearlong Planning

Within our curricular model, each Friday is a minimum day, set aside from 1 to 4pm reserved for professional development as needed. The professional development sessions are primarily organized by the Site Directors through collaboration with staff and the organizational Instructional Leadership Team composed of senior Amethod Public School faculty.

Moreover, ongoing through the year, staff attends and facilitates 100 Minute Clinic Professional Development Series, a 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 100 Minute professional presentation to other staff members that include handouts, videos, posting on Google Docs, and surveys. Amethod Public Schools will assure that Downtown Charter Academy staff have the opportunity to participate in the 100 minute clinic series through a secured webs account that will allow for real time video in case staff cannot attend the in person trainings. However, trainings will also be held at the Oakland campus as well.

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

Lesson Planning

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

AMPS Academies has made a pivotal shift from the previous lesson plan approach implemented at sites, and have adopted lesson plans that change the thought processes with respect to curriculum design. The traditional approach of organizing learning activities and then developing assessments does not support learning for understanding. The Common Core State Standards are based on anchor standards that indicate college and career readiness at the end of 12th grade, and are backward mapped through the grade levels.

Instead, AMPS faculty will focus on the big ideas of each topic. They will ask what is essential for students to learn, and once these big ideas are established, the next step is to design assessments that will provide evidence of student learning and mastery of

those objectives. After that, and only then, will they be in a position to design and sequence learning activities that will lead students to an understanding of the concepts.

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

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

Weekly Lesson Plans:

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

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

Full Scope Lesson Plan

New /rookie teachers will be expected to submit a Full Scope lesson plan that is much more detailed and descriptive than the regular expected template. The intent of the full scope is to have teachers focus on all aspects of a given lesson in a specific subject– from preparation to closing that was addressed during the summer training module. Once teachers have completed their rookie season, which can last past the first year, they may be asked to submit the full scope periodically.

The Full Scope Lesson Plan is a much more descriptive and structures lesson plan that details all of the steps in a given lesson. It asks for specific hooks used in the opening, for example, and asks how the teacher has assured that students have mastered the concepts to a success rate of at least 80% as measured by formative assessments such as weekly quizzes and exit tickets.

New teachers will submit a mandatory Full Scope lesson plan bi-weekly as mandatory; however a School Director may ask for a Full scope as many times as they feel is needed to guide the teacher and assure lessons are structured correctly.

(See a copy of the Full Scope Lesson Plan as Attachment G in Appendix Section.)

BTSA – Beginning Teacher Support

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

Amethod Shared Networks (Google Drive/ Powerschool/Dropbox)

Amethod School staff, faculty, and administrators use a shared network for secure sharing of research, training summaries, and resources such as lesson plans with one another. The adoption of this feature enables multiple people in different locations to collaborate simultaneously on the same documents, spreadsheets, presentations, and drawings with other staff in real-time. Google Drive also enables staff in different locations to collaborate and sharing of materials, lessons, resources, and trainings between staff from the Richmond and Oakland campuses.

PowerSchool, a product of Pearson School Systems, is the student information system used by Amethod Public Schools. PowerSchool is a student information system designed specifically for K-12 schools. It has several features including state reporting, scheduling, grade book, attendance, and parental access. Amethod school site families may receive access their child's grades, school announcements, assignments, schedules, and teacher comments once the site is fully rolled into the program. Teachers use

PowerSchool to take attendance, enter grades, post assignments, and view assessment information, and communicate with parents and students. Administrators use PowerSchool to generate reports including transcripts, discipline logs, class population, demographics, grade point averages, assessment reports, and required state and federal reports. The California State Longitudinal Database System (CALPADS) is functionally compatible with the PowerSchool program.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

Closing the Gaps

AMPS Academies is committed to helping students who are struggling to reach grade level proficiency through the usage of a prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. The fact is that we expect many of our students to enter the school being less than proficient in math, science and English and as such, our sites implement a Response to Intervention (RTI) practice in providing high-quality instruction support, tutoring and progress monitoring to struggling learners. The AMPS Academies Response to Intervention approach integrates ongoing assessment and intervention within a multi-leveled support system to maximize time and effort. The primary prevention level of the methodology includes the assurance of a high quality core instructional program with increased instructional time.

The secondary level includes data-based and measured intervention(s) of moderate leveled intensity. The tertiary prevention level includes individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention. This will be further explained during the ILP Program and Section. At all levels, attention should be on fidelity of implementation, with consideration for linguistic responsiveness and recognition of student strengths.

Our goal and expectation is the same for every student in our campuses. We assure that students of every subgroup and demographic be enrolled in a rigorous program with challenging curriculum and be provided an instructional program that holds high expectations for all. Struggling students' who perform below less than site specific average grade for levels in the initial interim assessment score (Data Point) will be provided with the necessary supplemental instructional support to strengthen their academic growth. An Independent Learning Plan may be initiated as needed for struggling students.

Downtown Charter Academy will establish a series of interventions that will offer a myriad of support services driven by proportional increases in direct instructional time similar to that of the Downtown Charter Academy campus.

Students receive 100 daily minutes in English and mathematics to offer the student and teacher more time for direct instruction, explanation and practice. In addition, programs such as before school, after school, noncore tutoring (small & individual) programs will be offered according to student needs. Students who continue to struggle

through specific subjects beyond a Data point, one score that represents a student's performance, through a second Interim assessment receive extra assistance will enter intervention programs such as but not limited too; summer sessions, intercession tutoring, and increased noncore one to one sessions.

Individual Learning Plan (ILP)

The Amethod Schools Individual Learning Plan (ILP) is a valuable tool for our schools, teachers, and families to use in differentiating and individualizing instruction to help Amethod School sites attain the goal of eliminating difficulties, frustrations, and even excuses and raising student achievement for every individual student. An ILP is intended to offer a simple to understand and tool for individualizing instruction, promoting a team approach, and effort in raising the academic achievement of at-risk students.

An ILP is a user and 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 falls below passing levels. 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 demanding academic program. An ILP typically looks at student strengths and weaknesses based on summative and past formative assessment data and sets individual goals, needs, and outlines. The interventions are implemented to attain goals, set a timeline, responsibilities, and finally, evaluate progress attained at a pre determined assessment date.

First Phase

Teachers attempt small in class modifications such as preferred seating, cloze notes, etc, before implementing the ILP in the general education classroom. Teachers assess student progress after 4 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. As DCA moves towards the addition of technology components to the Learning Lab, students will be offered online tutoring programs in class as the leveraged class style. Adjustments that

may be established after this initial phase include adjustments in duration, and frequency of direct instruction. Teachers may meet with smaller groups more often for longer periods of time and may adjust instructional strategies and materials as needed for modifications.

Second Phase

Students goals laid out in the initial ILP for the general education classroom are set. If a student is identified as significantly below grade level in the first round of assessments, they are given a revised ILP directing their work in an additional period each day during Learning Lab time that offers small group tutoring time as an intervention through the usage of an intern, or highly qualified tutor. During this time, they work directly on the specific skills they are lacking or teachers cross refer students to different classes for grade level remediation. As DCA moves towards the addition of technology components to the Learning Lab, students will be offered online tutoring programs in class as the leveraged class style or within the Learning Lab time.

Intervention is provided with a very specific 3-6 week plan combining suggestions from the classroom teacher used to get a student to meet their target at the end of 4 weeks. Interim assessments are given every 4-6 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 (12 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 H in Appendix Section)

Learning Lab (Intervention Overview)

AMPS Academies has expanded on the concept of tutoring and supplemental assistance and developed and implemented the usage of the Learning Lab as a place where students can receive small group tutoring, supplemental and preparatory instruction, computer adaptive assistance, technology and homework help. The lab will be ongoing throughout the day, including before and after school and will be led provided by the onsite Lab Coordinator, instructional assistants, and peer tutors. The following describes a few of the programs that will be a part of the supplemental Learning Lab activities. Table

Program	Description
<i>Math Tutorial</i>	Students struggling in Math receive intervention through small group and personalized attention from an identified teacher and or volunteer tutor assistant. Utilizing a group tutorial structure, students receive a more individualized instructional setting.
<i>Special Needs/ 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>Computer Tutoring (Supplemental Core Curriculum Program)</i>	Amethod Schools will begin to implement technology to address the needs of the new state Smarter Balanced Assessment computer adaptive testing. Student will become more familiar with the nuances of Students positioned at the computers will engage in
<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 interim time off intersessions for students. Teachers and administrators will meet with families to discuss the program as needed.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING

Downtown Charter Academy expects all students to reach high standards of success. For those students who excel academically, DCA will offer supplemental programs and opportunities for students through partnerships with colleges and programs. Amethod Public Schools has partnered with Johns Hopkins University Center for Talented Youth Program (CTY) for over a decade and has sent over seventy-five high achieving students to attend and study at university campuses in a three week residential program- many of whom receive scholarships. High achieving Downtown Charter Academy students will also have the opportunity to participate in the Amethod Public Schools- Johns Hopkins University collaboration.

Moreover, DCA will also offer in house programs such as a Pre-Advanced Placement Math and Honors English Program offered through the AMPS Academies organization that will prepare students who are academically ready; to enter high leveled high school programs such Advanced Placement and Honors courses. These students will be challenged to work through advanced coursework that is more commonly presented to

high school students. High performing students will also have an opportunity to enroll in an accepted online course offered on site through academic partners such as Johns Hopkins University. We will also have established a partnership San Francisco State University to offer college leveled courses to high achieving upper grade students at DCA. The courses will include a critical thinking, and college readiness courses. AMPS Academies also has an established the Pre-Advanced Placement program that will be disposable to the Downtown Charter Academy campus to best prepare high performing middle class students for the additional rigors of Honors and advanced courses in high school.

PLAN FOR SPECIAL EDUCATION

DCA 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. Downtown Charter Academy shall comply with all applicable State and Federal Laws in serving children with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA"). California law gives schools various options on how to deliver special education and related services either as (1) an arm of the charter-granting agency, (2) an independent local education agency, or (3) as a charter SELPA.

The School shall initially remain, by default, a public school of the authorizer for purposes of special education, pursuant to Education Code Section 47641(b). However, Downtown Charter Academy reserves the right to make written verifiable assurances that it shall become an independent local educational agency (LEA) and join a special education local plan area (SELPA) pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter.

So long as the school operates as a public school of the authorizer, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Oakland Unified School District will fund and provide special education services for students enrolled in the Downtown Charter Academy to the extent required by law. Specifically, the authorizer will (A) serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and/or (B) provide the school with an equitable share of state and federal special education funding to support special education instruction or designated instructed and services to students enrolled in the charter school. Downtown Charter Academy reserves the right to contract with agencies and vendors outside the authorizer when appropriate to secure special education services, including administrative support services and/ or trainings.

If the school remains a public school within the district, it anticipates that a Memorandum of Understanding (“MOU”) will be developed between the school and the authorizer, which shall delineate and spell out the respective responsibilities of the school and the authorizer with regard to the funding and delivery of special education and related services.

The School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. The School shall not discriminate against any pupil with a disability in the admissions process or any other aspect of operation.

Amethod School sites schools will organize special education program and services to provide an *integrated service delivery* in each school. An integrated service delivery approach requires schools to align educational services for students with special education needs within existing structures (grade levels, groupings, looping, etc.) rather than through special and segregated programs. Specialized staff is organized by the needs of each learner rather than by clustering learners according to label. In this method, staff is not assigned to a “program” and placed in a separate classroom. Instead, special and general education teachers’ work in collaborative arrangements designed to bring appropriate instructional supports to each child in the general school environment. Support is built on relevant differentiation and instruction through universal access of content-driven curriculum. Ultimately, however, it is the students Individual Educational Plan as designed by the Special Education Resource Specialist and IEP team that will dictate the appropriate and Least Restrictive Environment for a student.

Amethod Public School students with special needs are placed in regular classrooms and then provided flexible instructional opportunities that include large group and small group instruction within specification of the IEP. On-going support and a system of general and special education staff proactively supporting students are better able to put into place effective programs in place.

Search and Serve

Upon the commencement of Downtown Charter Academy’s school year, all students will be evaluated as a means of class placement through the usage of our interim exams. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Site Director, Downtown Charter Academy will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. The Site Director and faculty will then convene the Student Study Team (SST) which will include the child’s parents, as needed.

Students possibly in need of special education can be screened from already available data (i.e. school tests, cumulative record, teacher observations, grades, etc.) regarding the student’s progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Study Team (SST) composed of the student, the student's parent or guardian, the Site Director, and an Downtown Charter Academy faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. Downtown Charter Academy may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. All provisions of the section 504 are the responsibility of the school.

Parents will be informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Charter School Students

If a student enrolls at Downtown Charter Academy with an existing IEP, Downtown Charter Academy will contact the district within 5 days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, the school shall work with the District or SELPA to implement the existing IEP at Downtown Charter Academy or as otherwise agreed by the parent/guardian.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having disabilities and show potential signs of needing of support or special education related services. The assessment process will include examining student screening information and making a decision about whether or not to conduct a formal educational assessment. The parent of any student suspected of needing or qualifying for special education services may also make a referral for evaluation. Any such referrals will be responded to in writing by the Special Education staff or Director within 15 days. Parents will be informed via the SELPA Special Education Resource Teacher or Site Director that special education and related services are provided at no cost to them. Assessments will be done only upon receipt of written parent permission. Students will be tested in all areas that the IEP team believes are related to his/her disability and multiple assessments will be administered in the student's primary language.

Assessment

The assessment plan considers each of the following when appropriate: vision, motor abilities, general ability - self-help, career and vocational abilities and interests, developmental history, hearing, language function, academic performance, orientation and mobility, social and emotional status, health and development. For pupils with

suspected disabilities or a behavior disorder, at least one member of the assessment team, other than the child's general education teacher, shall observe the child's performance in the general classroom setting and document the observation.

The types of assessments that may be used for determining eligibility for specialized instruction and services will include: individual testing, observations, interviews, review of school records, medical opinions, reports and work samples, and parent input. For initial evaluations and re-evaluations, students will be assessed in hearing and vision, unless parent consent is not provided. All pupils not meeting threshold hearing test requirements will be appropriately referred for trained personnel for hearing tests. A student's health provider may also provide information if a student has been medically diagnosed with a chronic illness or relevant medical issue that may interfere with learning. In short, no single procedure will be used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs. Under certain conditions, parents have the right to obtain an independent assessment at public expense.

Assessment guidelines that will be followed by the school include:

- Parents or guardians of any student referred must give their written consent for the school to administer the assessment;
- Evaluation in all areas related to the suspected disability will be conducted; multiple assessments will be delivered;
- Assessments will be delivered without cultural, racial or gender bias; assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multi-disciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

The school is responsible for developing the Assessment Plan and providing the assessment. DCA will work with the identified and/or selected Special Education personnel to carry out the assessment testing and IEP development.

Individualized Education Program (IEP)

Upon completion of assessment, an IEP will be created for each student designated with special education needs. The student's parent, Education Specialist, Site Director, teacher, Special Education Resource Specialist and other necessary experts (school psychologist, etc.) will have an initial IEP meeting to discuss the assessment data and make up the ongoing IEP team. The IEP will typically describe why the student was designated as special education, what services are available to the student and clear goals for the student to achieve moving forward. The IEP team shall ensure participation of a district special education representative and a representative for the student's district of residence (if applicable) at any IEP team meeting when it is anticipated that special education service options will be considered within least restrictive environments other than those of the charter school.

The IEP team will meet formally once a year and informally on a quarterly basis in order to review the student's progress against his/her IEP. In accordance with IDEA, the team will also conduct a formal review after three years to reassess the student and reevaluate his/her progress.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, the school will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Staffing

Although the identified SELPA will hold ultimate responsibility for providing Special Education services, the school is committed to assuring all IEPs are properly implemented and all students requiring services are adequately served.

Should the school opt to select a SELPA outside of the authorizer; AMPS Academies will seek to employ a staff member(s) who in addition to having the proper credentials to teach a general education subject, will also possess Special Education Credential and assure all Amethod School sites are addressing the IEP and core programs appropriately. This position, along with the Site Director of the school, will be the primary school representative tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at DCA will also be involved in assuring that all IEPs and 504 plans are properly implemented.

Amethod Public Schools plans to employ a Special Education Manager for the organization that will have duties that will include:

- Ensure that all aspects of the IEP at *all* Amethod Public Schools Sites are followed;
- Arrange for the teacher's to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Site Director to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education

Reporting

DCA, in collaboration with the authorizer will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from District assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from DCA of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the school. The Site Director will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Site Director will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a

copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Due Process and Procedural Safeguards

Parents must give consent for an initial evaluation and initial placement, be notified of any change in placement that may occur, and be invited, along with teachers, to conferences and meetings to develop individual education programs. Parents have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If this occurs, the SELPA and the school shall address and respond to the complaint under its Uniform Complaint Procedures. Teachers and other persons who provide services to a student with disabilities shall be knowledgeable of the content of the student's IEP a copy of which shall be maintained at the school site. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The Downtown Charter Academy will provide the parent with a written *Notice of Procedural Safeguards*, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. DCA 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 Resolution⁷

In the event that a parent/guardian files a request for a due process hearing or request for mediation, the OUSD District and Downtown Charter Academy (DCA) 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 (DCA) 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 Downtown Charter Academy if the authorizer determines such action is legally necessary or advisable. DCA agrees to cooperate fully with the Authorizer in such a proceeding.

⁷ In the event that RCA opts to operate as an LEA in a SELPA other than the authorizer, RCA reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education.

So long as Downtown Charter Academy operates as a school of the District for purposes of special education, the school understands that the Authorizer shall have sole discretion to settle any matter in mediation or due process. The Authorizer shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

Complaint Procedures

Parents or guardians also have the right to file a complaint with 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. Moreover, Downtown Charter Academy Middle School will agree to work with the SELPA and the Office of Civil Rights as required, should the SELPA in which Downtown Charter Academy Middle School is a member of, fail to provide services as specified by the law and student IEP.

Section 504 of the Rehabilitation Act

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

If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team. Section 504 is considered a program within the regular education program and therefore the school will be responsible for all aspects of the 504 plan and delivery.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the schools professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student 504 Plan.

The Site Director will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Downtown Charter Academy Middle School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Downtown Charter Academy Middle School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Downtown Charter Academy Middle School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Downtown Charter Academy Middle School will adopt and publish procedural rights as grievance procedures providing for prompt and equitable resolution of student and

employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Downtown Charter Academy Middle School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Special Education Strategies for Instruction

The school will comply with the federal mandate of the “least restrictive environment”, meaning that the school will make every attempt to educate special education students along with their non-disabled peers as is specified in the students IEP. DCA will follow a student’s specified program in accordance to each individual IEP, and offer the regular comprehensive program as appropriate. Each student’s IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student’s needs and how these fit within the general educational program of the school.

Professional Development for DCA 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 DCA operates as a “school of the district” for special education purposes, the authorizer agrees to allow DCA staff access to all Special Education related professional development opportunities that are available to district employees, and to abide by the special education plans for identified special education students as specified by the IEP contract.

The school also intends to seek professional development opportunities for its’ staff through partnerships with the existing Amethod Public School site local authorizers, state approved providers, county offices of education, universities, and/or other specialized providers in the field.

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

PLAN FOR ENGLISH LEARNERS

The English language learner (ELL) student population continues to grow more rapidly than the student population as a whole, especially in California. Therefore it is that much more vital that schools address the needs of this growing demographic and provide a program that is responsive to the culture and needs of the English Language Learner population. DCA will meet all legal requirements for English Learners as they pertain to annual notification of parents, student identification, ELL and core content instruction, teacher qualifications, reclassification, monitoring, training, and standardized test requirements.

ELL objectives are aligned to the California English-language development (ELD) standards which demonstrate what English learners should know and be able to do as they move toward full fluency in English. DCA's philosophy is to incorporate ELD principles directly into its literacy curriculum and instructional practices. The acquisition and eventual mastery of the English language is demonstrated for each English language domain (listening, speaking, reading, and writing) as well as in the application of these skills in accessing grade level content. Within the context of those standards, the key objectives students are expected to master by the end of their grade levels are listed below.

In order to identify the key objectives Amethod Schools Instructional Leadership Team have examined the standards and their correlation to state mandated tests (STAR), and Smarter Balanced Assessments. ILT staff compared California's Academic Content Standards with the Common Core standards for each grade level, and made a comprehensive list of all standards for each grade level: from this list, we selected the most rigorous standards as those which are the most important markers of student success.

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

Identification

Home Language Survey

For all students, RCE will administer the home language survey upon a student's initial enrollment to the school.

Student Data Profile

During the summer, every teacher will receive a class list and will have the responsibility of researching the available student data retrieved by various sources such as cumulative folder, application and matriculation packets to begin to establish a Needs Assessment for every student. If the student is discovered to be a EL students, the staff begin to establish goals class and subgroup action plans to begin during the summer. This process has been extremely beneficial in expediting the needs of EL students.

CELDT Exam

All students who indicate that their home language is other than English will take the CELDT test within thirty days of initial enrollment, if entering a California public school for the first time, or never having taken a CELDT test for another reason, and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The mandatory California English Language Development Test (CELDT) will be 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 through extended programs. In order to promote students growth in reading, English learners will receive, phonemic awareness, decoding practice, vocabulary development, interactive/direct teaching, and word mini-lessons during tutoring and small group sessions either within the classroom setting in groups, or through before and/or after school programs.

DCA English Language students will work towards being reclassified as Fluent English Proficient speakers and be prepared with the skills in English Language Arts and mathematics to meet California State Standards for their appropriate grade level through the usage of strategies such as Specially-Designed Academic-Instruction in English (SDAIE), an instructional approach designed to increase the level of comprehensibility of the English language in the content area of the class and through the an extended period where ELL students will work with their teacher and a paraprofessional through the usage of supplemental instructional programs and curriculum. The interventions may include small group work during the regular day and before and/or after school support.

Strategies for English Learner Instruction and Intervention

SDAIE strategies will be used to enhance the following;

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

Examples of utilizing SDAIE strategies include supporting verbal explanations with nonverbal cues and designing appropriate learning sequences, such as building upon prior knowledge. In addition to SDAIE strategies, teachers will also provide students with differentiated explicit language instruction.

To further support students who are not progressing through the English language development levels, the following instructional strategies may be used to support these students in gaining higher levels of English proficiency:

1. Workshops: English Language development skills such as vocabulary development, oral language skills, comprehension skills ;
2. Graphic Organizers – Use of charts, graphs, or diagrams, which encourage students to see information as a component of systems rather than isolated facts.
3. Small group work to lower the affective filter and target specific areas of growth;
4. Using Instructional Assistants (Tutors) to target specific needs;
5. Hot Topics - Students title a notebook "Hot Topics". This notebook is kept in an accessible place in their notebooks or portfolios. Students brainstorm with the teacher on possible topics of interest related to the content of the course.
6. Leveled grouping;
7. Increasing collaborative time to increase the amount of interaction spoken in English;
8. Reciprocal Teaching - Two students work together to read a passage. Each may have a text or they may share a text. Student A reads one paragraph aloud, then asks Student B one or two good questions. (See QAR below.) B answers or explains why (s)he cannot. A and B discuss questions and answers. The process is repeated in reverse.
9. Pre-teaching content vocabulary and frontloading concepts;
10. Interactive Reading, Guided Reading, Echo reading and choral reading ;
11. Offering at-home development support, such as providing packets, games, CDs, and other tools aligned with students' English levels to take home for additional language practice

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

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

In our opinion, the most important output aspect of the CELDT process is the summative action the teacher does to level his or her instruction appropriately for a child at different stages of language acquisition. Although it is at times, difficult to categorize a student into a single English Language Development stage, the results are helpful for thinking about the different scaffolding strategies necessary to prepare for students who are at varying stages during for paralleled lesson planning. The CELDT categories require distinct skills and strategies as well. In the Language Arts, we believe that oral language comprehension and production is the critical link allowing EL students to make large gains in Reading and Writing.

Thus, much of our focus for students in the early stages of EL will be focused on oral language development and comprehension activities. This is made possible through the

added individualized or small group instruction that occurs during guided reading, and tutoring. Through this small group, a student is able to receive specific language instruction and they are able to further develop their language proficiency through retells, explicit vocabulary lessons, and a small group focus on letters, word patterns, spelling, blends, sounds, etc. In addition, during this time, the staff at DCA will provide supplemental activities in our added program supports (Learning Lab), which will be focused on specific language activities (phonics practice, writing, vocabulary development, etc.) that are targeted to specific categories of students based on their progress.

There are interventions and supplemental curriculum that focus explicitly on English letter/sound correspondences, word patterns, spelling rules, and other skills. By introducing these skills in isolation and practicing them in context, students are better able to move through the language proficiency categories. In addition, there is vocabulary instruction for these students through the usage of graphic organizers, drawings, motions, pictures, and other means. Finally, all tutors are instructed to emphasize the relationships between and among words to build oral language skills that includes story retells that target both comprehension and language development.

In Science and Social Studies, we intend to focus provide leveled readers so that students can build academic vocabulary at their current reading level. The added time during summer school, after school, Saturday, and Intersession work will be a valuable time for focused EL support to build vocabulary and practice. Academic vocabulary is much more difficult for EL students to acquire than spoken vocabulary. We believe that curious students who are able to access texts at their instructional level will allow our students to make significant gains in their Science and Social Studies knowledge. Thus, the purposeful focus on the use of group guided reading as an instructional strategy and ensuring that all students have access and use leveled texts as well as grade level reads at guided reading times.

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

Certifications

DCA will provide teachers who have received the CLAD (Cross Cultural Language and Academic Development) , BCLAD, CTEL (California Teachers of English Learners) or any other California Commission on Teaching Credentialing (CCTC) recognized alternative certification.

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

Depending on their entry point in English as determined by the CELDT exam, student data, and curriculum assessment, students will be assigned to the appropriate leveled groups within the class. Students that are struggling due to language proficiency will be participating in intervention period activities that are specifically focused on decoding, word blending, and comprehension. These activities may include comprehensive activities that explicitly and systematically build English language skills during reading instruction. There are interventions that focus explicitly on English letter/sound correspondences, word patterns, spelling rules, and other skills.

Downtown Charter Academy implements policies to assure proper placement, evaluation, and communication regarding ELL student programs and family home language translations. Most assuredly, DCA will hold high expectations for English Language Learners (ELL) population, and will assure that a rigorous and supportive academic program is offered to all students.

Reclassification Procedures

Our goal is for every student in the EL subgroup to advance towards fluent English levels progressively and to reclassify out of the EL levels. When an EL student demonstrates through assessments the adequate oral and academic English skills, a recommendation for reclassification can be made. Each former LEP student who has been reclassified to FEP has demonstrated English-language proficiency comparable to that of the average native speakers and can participate equally with average native speakers in the school's regular instructional program; in accordance with Education Code Section 52164.6.

The participation of the classroom teacher, parent(s) and site administrator/designee is required in the reclassification process. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

Reclassification Procedures: Criteria for Student Reclassification from English Learner to Fluent English Proficient (RFEP):

1. Assess English Language Proficiency

The Assessment of language proficiency using an objective assessment instrument including, but not limited to the CELDT is reviewed.

- *Use most recent available CELDT data.*
- *Student must score Early Advanced or Advanced OVERALL.*
- *No more than one subtest (Listening or Speaking or Reading or Writing) is intermediate.*

2. Compare Student's Performance in Basic Skills

Comparison of the pupil's performance in the STAR score examinations from, at minimum, past three (3) years on the English section of the California Standards Test, or assigned tests taken if from out of California. Students must meet an intermediate CELDT Score AND a proficient CST score in three (3) consecutive years for Reclassification.

- *Use most recent available test data. (If recent test data is not available, wait until later date if within CELDT test date, or the following year to consider for reclassification)*
- *Student's scores Proficient or above on CST-ELA;*

3. Obtain Teacher Evaluation: Check most Recent English Language Arts Grade

The Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the student is required to evaluate curriculum progress and/or mastery.

- *Grade for most recently completed semester or quarter is C or better.*
- *English teacher is satisfied that student's mastery of English listening, speaking, reading and writing approaches that of native speakers.*
- *English teacher signs the reclassification form.*

4. Invite parents to Participate in the Reclassification Process

Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the school's consultation during the reclassification process.

- *Provide notice to parents and guardians of their rights to participate in the reclassification process.*

- Encourage parents/guardians to participate in the reclassification process and attend a face-to-face meeting.
- Conduct face-to-face meeting with interested parents.
- DCA 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.

(See Leveled ELD Strategies for English Language Learners in Appendix as Attachment I)

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)

Downtown Charter Academy aims to provide students with a quality direct instructional model that has produced some of the highest state exam scores in the state. We will continue to focus our model on reading, writing, mathematics, science, and critical thinking.

DCA 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 will also adhere to Senate Bill No. 1290 that will require those pupil

outcomes to include outcomes that address increases in pupil academic achievement both school wide and for all groups.

DCA 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 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, Local Control Accountability Planning, and NCLB) and those created/ adopted by the organization.

The school's outcomes are aligned with the school's mission, curriculum, vision, assessments and expectations of the school and organization. The assessments are aligned to the Common Core Standards for Literacy and Mathematics as well as the California State Standards. The academic program is designed to challenge all students to a high level of academic expectation and to best prepare students for entry to high performing high schools of choice. Students will demonstrate the following core academic and social skills, which have been developed to align with the California State Curriculum Standards, and organizational beliefs.

The Amethod Public Schools system has focused its curriculum, classroom practice, standards, organizational management, and instructional supports to assure that our schools meet federal and state goals for all subgroups consistently. Throughout our organizational existence, we have continuously met all AYP targets through the past 10 years and have demonstrated high Academic Performance Index Scores and rank through the past decade. The school and organization will continue to examine and refine its programs over time to reflect the changing in the standards, and assessments in the state's testing program to assure that student outcomes and proficient subgroup progress continues to be attained at DCA.

MEASURABLE PUPIL OUTCOMES

Our method for instruction is founded upon a data driven, and objectively based philosophy. Using data based methodology, our school sites focus on one foundational question; *are the students learning?* The different data reviews and analysis will reveal student, teacher, and class/subject matter success and or lack thereof. Our method ascribes that school leaders focus on fact based data results and oriented assessments rather than qualitative opinion-based assessments and to address gaps in the educational program needs aggressively. The academic progress of students will be tracked through various assessment types and methods throughout the school year.

The School shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605, and any other statewide standards

authorized in statute, or student assessments applicable to students in non-charter public schools. Downtown Charter Academy staff oversees the administration of all applicable state-mandated assessments such as STAR, CST, SBAC, CELDT and Physical Fitness Test (PFT). DCA will also participate in the internal usage of The AMPS Network interim assessment cycles to measure student growth and teacher effectiveness every 4-6 weeks through the Data Director Program.

Downtown Charter Academy will continue to focus on the stated Measurable Pupil Outcomes (MPO) as the guarantees and reassurances to all of the DCA stakeholders. Therefore, as with other Amethod Public School sites, the MPO are our targets and taken seriously. At Downtown Charter Academy Middle School, for example, the stated MPO's have been met every year over the past decade. The Table below in Figure [1], details the identified Measurable Pupil Outcomes for DCA and the assessment tools that will be used to measure them.

Figure 1

DOWNTOWN CHARTER ACADEMY –ASSESSMENT & MEASURABLE PUPIL OUTCOMES			
Subject Area	Assessment Tools	Frequency	Measurable Pupil Outcomes
English / Language Arts	SBAC (CCSS)	1 x per year	<ul style="list-style-type: none"> •70% of all DCA students will be classified as Proficient or advanced on SBAC/ CCSS/CST Tests. •70% of all DCA students will demonstrate 1 year of growth •70% of all DCA students will be classified as Proficient or advanced on MAP Test. •70% or more of all DCA will be deemed proficient on the DRA Test •75% of DCA students will demonstrate growth on Interim Assessments through Data Director
	CST	1 x per year	
	Developmental Reading Assessment 2 (DRA)	2x per year	
	NWEA MAP	2x per year	
	CELDT	1 x per year	
	Data Director (internal)	4x per year	
Mathematics	SBAC (CCSS)	1 x per year	<ul style="list-style-type: none"> •70% of all DCA students will be classified as Proficient or advanced on SBAC/ CCSS/CST Tests. •70% of all DCA students will demonstrate 1 year of growth •70% of all DCA students will be classified as Proficient or advanced on MAP Test.
	CST	1 x per year	
	NWEA MAP- Math	2x per year	
	Data Director (internal)	4x per year	

			<ul style="list-style-type: none"> •70% or more of all DCA will be deemed proficient on the DRA Test •75% of DCA students will demonstrate growth on Interim Assessments through Data Director
Science	SBAC (CCSS) Science	1 x per year	<ul style="list-style-type: none"> •70% of all DCA students will be classified as Proficient or advanced on SBAC/CCSS/CST Tests. •70% of all DCA students will demonstrate 1 year of growth •70% of all DCA students will be classified as Proficient or advanced on MAP Test. •70% or more of all DCA will be deemed proficient on the DRA Test •75% of DCA students will demonstrate growth on Interim Assessments through Data Director
	CST	1 x per year	
	NWEA MAP or Terra Nova Science	2x per year	
	Data Director (internal)	4x per year	
Social Studies	Internal Assessments	4x per year	<ul style="list-style-type: none"> •70% of all DCA students will be classified as Proficient or advanced on SBAC/CCSS/CST Tests. •70% of all DCA students will demonstrate 1 year of growth •70% of all DCA students will be classified as Proficient or advanced on MAP Test. •70% or more of all DCA will be deemed proficient on the DRA Test •75% of DCA students will demonstrate growth on Interim Assessments through Data Director
	SBAC (CCSS)	1 x per year	
	Data Director (internal)	4x per year	

Local Control Accountability Planning (LCAP)

The Local Control Accountability Plan (LCAP) is a component of the new state Local Control Funding Formula (LCFF). Under the LCFF all LEAs, including direct funded charter schools, are required to prepare an LCAP, which describes how they intend to

meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to EC Section 52060(d).

There are eight areas for which school districts, with parent and community input, must establish goals and actions. This must be done both district-wide and for each school.

The eight priority areas determined by the state are listed In [Figure 2]:

Figure 2

LCAP: Eight State Priorities	
State Priority #1.	<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 6019), and school facilities are maintained in good repair (E.C. §17002(d))</i>
State Priority #2.	<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>
State Priority #3.	<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>
State Priority #4.	<p style="text-align: center;"><i>Pupil achievement, as measured by all of the following, as applicable:</i></p> <ul style="list-style-type: none"> <i>A) Statewide assessments (STAR, or any subsequent assessment as certified by SBE)</i> <i>B) The Academic Performance Index (API)</i> <i>C) Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i> <i>D) Percentage of Els who make progress toward English language proficiency as measured by the CELDT</i> <i>E) EL reclassification rate</i> <i>F) Percentage of pupils who have passed an AP exam with a score of 3 or higher</i> <i>G) Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i>
State Priority #5.	<p style="text-align: center;"><i>Pupil engagement, as measured by all of the following, as applicable:</i></p> <ul style="list-style-type: none"> <i>A) School attendance rates</i> <i>B) Chronic absenteeism rates</i> <i>C) Middle school dropout rates (EC §52052.1(a)(3))</i> <i>D) High school dropout rates</i> <i>E) High School Graduation rates</i>
State Priority #6.	<p style="text-align: center;"><i>School climate, as measured by all of the following, as applicable:</i></p> <ul style="list-style-type: none"> <i>A) Pupil suspension rates</i> <i>B) Pupil expulsion rates</i>

	<i>C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i>
State Priority #7.	<p><i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FR PM-eligible, or foster youth; E.C.§42238.02) and students with exceptional needs.</i></p> <p><i>"Broad course of study" includes the following, as applicable:</i></p> <p><i>Grades 1-6:</i> <i>English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i></p> <p><i>Grades 7-12:</i> <i>English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>
State Priority #8.	<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>

The following table [Figure 3] details the Measurable Pupil Outcomes for Downtown Charter Academy that are specifically aligned to the eight state priorities. These along with the MPO's detailed in Figure 1 above, constitute the goals for the DCA staff and students.

Figure 3

DCA MEASURABLE OUTCOMES ALIGNED TO EIGHT STATE PRIORITIES		
State Priority #1. <i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>		
ANNUAL GOALS TO ACHIEVE PRIORITY 1	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT

<ul style="list-style-type: none"> • DCA will recruit, hire and maintain highly qualified staff • DCA will recruit, hire and maintain highly Qualified Para professionals • DCA will obtain up to date , standards aligned curriculum, textbooks, and supplemental materials • School facilities will remain in good condition and provided with regular maintenance. • DCA staff will be trained to use the AMPS facility Needs Request process for needed facility attention. 	<ul style="list-style-type: none"> • All candidates will undergo a rigorous hiring procedure through the Amethod recruitment process which includes paper screening (<i>including transcript reviews</i>), interviews, background checks, scenarios, and reference checks. • Ongoing professional development for both teaching staff and leaders • Instructional leadership team (composed of teachers and central office staff) provide curriculum reviews and needs • Chief Academic Officers , Site Directors, and Instructional Leader Team will guide staff through Professional Growth Plans and domain evaluations. • AMPS Central Office provides efficient delivery to cover maintenance needs at all facilities. 	<ul style="list-style-type: none"> • 100% of teachers will participate in Film Sessions, Professional Development workshops and teacher domain walkthroughs • 90% of DCA teaching staff will reach their Professional Growth Plan targets. • 100% of faculty will participate in online surveys regarding curriculum and academic planning. • 100% of students will have standards aligned textbooks and materials available to them. • 100% of teachers and leaders will conduct quarterly Facility walkthrough surveys.
--	--	--

State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

ANNUAL GOALS TO ACHIEVE PRIORITY 2	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • AMPS Instructional Leader Team lead instructional staff through ongoing Crosswalk of CST to CCSS standards • DCA curriculum and supplements are aligned to CCSS. • DCA classrooms provide necessary structures, curriculum, and added help will be designed to support ELs and other struggling subgroups. 	<ul style="list-style-type: none"> • DCA will also infuse differing modalities of instruction such as auditory, visual, and multi-media and other technology based strategies in an attempt to leverage advances of academic models for individual student needs. • Curriculum maps for each course written prior to school opening and revisited yearly. • All curriculum maps will have goals and strategies to support Els and will be aligned to ELD standards. • AMPS Professional Development modules includes ongoing CCSS workshops, effective instruction, data analysis, and English Learner strategies and support • Individual Learning Plan (ILP) will be implemented to map out each 	<ul style="list-style-type: none"> • 100% of teaching and leader staff will participate in ongoing CST –CCSS crosswalk standards trainings • 100% of students will have and use curriculum aligned with CCSS state standards, • 90% of English Learner population will make gains on proficiency every year as measured by the CELDT examination. • 100% of English Learner population will be offered extended supplemental program assistance. • 100% of English Learner population will be enrolled into rigorous and mainstream core content

	student's assessed entry point into their respective grade level, academic needs, goals, linguistic needs, and social attributes for the specific student.	classes.
--	--	----------

State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

ANNUAL GOALS TO ACHIEVE PRIORITY 3	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> Families to actively participate in numerous ways that directly impact their student success. Parents will learn and discuss what a good school looks like based on data and quantitative measures. DCA will create the Family Staff Team (FST) at the Parents view themselves as a key component of the school's and student success. 	<ul style="list-style-type: none"> Regular, designated times, newsletter with various opportunities for involvement Family workshops Parents and students will demonstrate high satisfaction with the academic program. Annual survey 	<ul style="list-style-type: none"> Parent attendance target at orientation meetings 90% 100% of FST parents will have met through the Fall semesters 80% of Families will submit parent surveys by the end of the year. 100% of 8th grade families will have attended a College Pathways admissions activity by the end of the year

State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

- H) Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
- I) The Academic Performance Index (API)
- J) Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- K) Percentage of EIs who make progress toward English language proficiency as measured by the CELDT
- L) EL reclassification rate
- M) Percentage of pupils who have passed an AP exam with a score of 3 or higher
- N) Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

ANNUAL GOALS TO ACHIEVE PRIORITY 4	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> To create data points to assure all student subgroups demonstrate growth on internal and external measures. Use data drive meetings will become proficient in English, math, science and social science All student subgroups will show growth on benchmark assessments. 	<ul style="list-style-type: none"> All students will be provided standards aligned textbook and materials Interim benchmark assessments (every 4-6 weeks) aligned to standards. Ongoing professional development for both instructional staff and school leaders Regular analysis of assessment results that include action plans 	<ul style="list-style-type: none"> API score will be above an 800 by the end of Year 1 75% of English Learners will test proficient or advanced on STAR or CCSS in their 2nd year of testing at DCA. 80% of students will demonstrate progress in CSSS or STAR on Mathematics Test by the end of their 2nd year of

<ul style="list-style-type: none"> To support all students and subgroups in their approach to proficiency. 	<ul style="list-style-type: none"> for all student subgroups Varied student support structures (summer school, office hours, tutoring, ILP, and differentiated instruction). 	<ul style="list-style-type: none"> testing at DCA. 70% of student population will demonstrate growth in ELA and Math as measured by internal benchmark assessments. 90% of English Learner population will make gains on proficiency band every year as measured by the CELDT examination. DCA EL subgroup will have an 90% Reclassification rate by the end of their 3rd year year 100% of 8th grade students will have enrolled in an Algebra I class by the end of their 8th grade year at DCA
---	--	---

State Priority #5. Pupil engagement, as measured by all of the following, as applicable:

- F) School attendance rates
- G) Chronic absenteeism rates
- H) Middle school dropout rates (EC §52052.1(a)(3))
- I) High school dropout rates
- J) High School Graduation rates

ANNUAL GOALS TO ACHIEVE PRIORITY5	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> DCA Administration will create incentive based programs for student attendance Power school Access for families for attendance reviews 	<ul style="list-style-type: none"> DCA self contained model minimizes the school absence and late reports greatly as proven in other AMPS middle school sites. DCA will establish an incentive program to encourage maximum attendance rates. Classroom positive competition for trips Parent reminders and newsletters Progress report lists absence and tardy rates- sent every 3 weeks Create attendance rate charts to celebrate top attendance winners 	<ul style="list-style-type: none"> DCA will maintain a 95% attendance rate schoolwide Chronic absenteeism rate will be less than 3% yearly 80% of families will return progress Report (with attendance summaries) throughout the year Middle school dropout rates will be less than 2%.

State Priority #6. School climate, as measured by all of the following, as applicable:

- D) Pupil suspension rates
- E) Pupil expulsion rates
- F) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

ANNUAL GOALS TO ACHIEVE PRIORITY 6	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • DCA will reinforce proper character models for students • School wide procedures taught and reinforced consistently • Classroom structures taught to staff and students 	<ul style="list-style-type: none"> • Classroom management and back up systems training • Scholar Character culture emphasized • Commitment to Distinction Goals emphasized • Progressive stepped discipline structures. • DCA students will develop clubs that will address conflict and incentives for community building purposes 	<ul style="list-style-type: none"> • DCA expulsion rates will be less than 2%. • Suspension rates will be less than 12% • DCA Administration will develop at least 3 alternative programs for out of school suspensions • At least 90% of families surveyed will report a positive score for school climate measures. • Less than 5% of student population will be sent to office during school day as measures by DCA Incident Reports. • DCA will offer at minimum 2 school wide assemblies to address matters such as (bullying, cyber bullying, team building, internet safety, crime prevention tactics, self defense, etc.)

State Priority #7. *The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FR PM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.*

"Broad course of study" includes the following, as applicable:

Grades 1-6: *English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)*

Grades 7-12: *English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))*

ANNUAL GOALS TO ACHIEVE PRIORITY 7	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • DCA students will be enrolled in broad course of study programs. • Supplemental programs (afterschool) for added services for targeted subgroups (EL, Free and Reduced lunch, etc.) 	<ul style="list-style-type: none"> • Coordination of Graduation requirements that exceed UC A-G with our feeder high school • College Coordination Advisory (College advisory orientations, Financial Aid, career path) • Comprehensive college admission process and program coordination 	<ul style="list-style-type: none"> • 100% of students will have access to and be enrolled in rigorous courses that will prepare them for advanced courses in high school. • DCA will develop programs and services to meet the needs of different student subgroups.

		<ul style="list-style-type: none"> • 90% of 8th graders will express interest in college as measured by College Advisor Surveys • 100% of 8th grade DCA students will attend a Path to College orientation.
State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.		
ANNUAL GOALS TO ACHIEVE PRIORITY 8	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • For all students will become proficient readers and writers of the English Language. • For all students will become proficient in mathematical skills and content. • For all students will become proficient in science concepts scientific process • For all students will become proficient in social science content 	<ul style="list-style-type: none"> • Standards based and aligned curriculum. • Interim assessments (minimum every 4-6 weeks aligned to standards. • Ongoing professional development for both instructional staff and school leaders • Regular analysis of assessment results that include action plans for all student subgroups • Varied student support structures (summer school, office hours, tutoring, ILP, and differentiated instruction). 	<ul style="list-style-type: none"> • At least 65% of 6th graders will demonstrate growth in English STAR or CCSS test • At Least 75% of 7th graders will demonstrate growth in English STAR or CCSS test. • 75% of students will demonstrate growth in ELA in Internal Assessments • 70% of all students will be proficient or advanced in English STAR or CCSS test. • At least 65% of 6th graders will demonstrate growth in Math STAR or CCSS test • At Least 75% of 7th graders will demonstrate growth in Math STAR or CCSS test. • 75% of students will demonstrate growth in Math in Internal Assessments • 70% of all students will be proficient or advanced in Math STAR or CCSS test. • At least 70% of students will demonstrate at least one year of growth on the CST for science. • 70% of students will show growth on internal interim assessments for science. • 70% of students will be proficient or above on the science STAR test. • At least 70% of tested students will pass the state's Physical Fitness test. • At least 65% of 6th graders will demonstrate growth in

		<p>Social Studies STAR or CCSS test</p> <ul style="list-style-type: none"> • At Least 75% of 7th graders will demonstrate growth in Social Studies STAR or CCSS test. • 75% of students will demonstrate growth in Social Studies Internal Assessments • 70% of all students will be proficient or advanced in Social Studies STAR or CCSS test.
--	--	--

Non-Academic (Long Term) Outcomes

AMPS schools focus on a long term outcome model that we hope to instill to all students within our school system. The following are targets that while may not all be quantifiable through quick assessments, they represent the outcomes we believe represent the future for our students.

<p><i>Academic Achievers who.....:</i></p>
<ol style="list-style-type: none"> 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
<p><i>Effective Communicators who...:</i></p>
<ol style="list-style-type: none"> 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
<p><i>Critical Thinkers who.....:</i></p>
<ol style="list-style-type: none"> 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.
<p><i>Life-long Learners who...:</i></p>
<ol style="list-style-type: none"> 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

Character Goals

DCA 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 Downtown Charter Academy, all students will develop specific social skills necessary to succeed at different levels and within varies aspects including but not limited to:

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

All students will 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. AMPS Academies values include but are not limited to:

- *Persistence;*
- *Teamwork;*
- *Diligence;*
- *Adaptability;*

- Responsibility;
- Perseverance

Continuous Student Achievement Improvement Template

Amethod Public Schools believes in a continuous improvement model for all of our stakeholder groups. The organization reviews data and programs in an attempt to better the student experience at our campuses.

The following table [Figure 4] summarizes an overview of topics in this model.

Figure 4

	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 Observations & Evaluations • Student performance • Teacher Satisfaction surveys • Teacher Retention 	<ul style="list-style-type: none"> • Identify strengths & opportunity areas for each teacher Compare previous scorecards • Analyze staff retention to identify breakdowns (recruiting, staff development, etc.) 	<ul style="list-style-type: none"> • Create plan for improvement in low performing areas • Set targets for next academic year
Leadership	<ul style="list-style-type: none"> • Student performance • Teacher performance • Fiscal management • Community Engagement (Recruitment) 	<ul style="list-style-type: none"> • Compare with previous years, across similar schools • Measure Academic Data • Enrollment 	<ul style="list-style-type: none"> • Create plan for improvement in low performing areas • Set targets for next academic year
Governance	<ul style="list-style-type: none"> • Performance at individual schools • Employee Retention • New schools opened • Fiscal Management • organization 	<ul style="list-style-type: none"> • Compare with previous years and targets set by Board • Board Evaluations • Fundraising Goals • Trainings 	<ul style="list-style-type: none"> • Create plan for improvement in low performing areas • Set targets with Board for next academic year

	/systematic change influenced		
--	-------------------------------	--	--

ELEMENT III: OUTCOME MEASUREMENT

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is measured.*

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

Educational discourse is very often cloaked in the rhetoric of opinions. However, it is our organizational belief that data, particularly ongoing data and assessments, are necessary ingredients to the proper judiciousness of schools. It is important to note the fact that without data, feelings prevail. Where subjectivity prevails, whoever has the authority or power is the ultimate authority. A method Public Schools believe in the use of objective data as the barometer for a successful program. Our methods and data results have proven that our program, however unique from many inner city schools, produces enormously successful outcomes and data results.

Student Assessments

Aligned with its firm belief in accountability, DCA will have rigorous and varied assessment and goal-setting programs to measure student's progress and academic levels. By clear and consistent assessments and data interpretation, DCA will ensure that each student is making progress toward becoming a grade proficient student at the least and that each teacher is meeting goals set on their growth plans.

Students are assessed regularly from the time they enter the school through graduation and all staff monitor their progress closely. The following table [Figure 5] lists some of the current data systems (External and Internal) that will be implemented at DCA.

Figure 5

Subject Area	Assessment Tools	Frequency
English / Language Arts	SBAC (CCSS)	1 x per year
	CST	1 x per year
	Developmental Reading Assessment 2 (DRA)	2x per year
	NWEA MAP	2x per year
	CELDT	1 x per year
	Data Director (internal)	4x per year
Mathematics	SBAC (CCSS)	1 x per year
	CST	1 x per year
	NWEA MAP- Math	2x per year
	Data Director (internal)	4x per year

Science	SBAC (CCSS) Science	1 x per year
	CST	1 x per year
	NWEA MAP or Terra Nova Science	2x per year
	Data Director (internal)	4x per year
Social Studies	Internal Assessments	4x per year
	SBAC (CCSS)	1 x per year
	Data Director (internal)	4x per year

Analysis Cycles (Data Dives)

A method 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 as Attachment J in Appendix Section)

AMPS Academies 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.

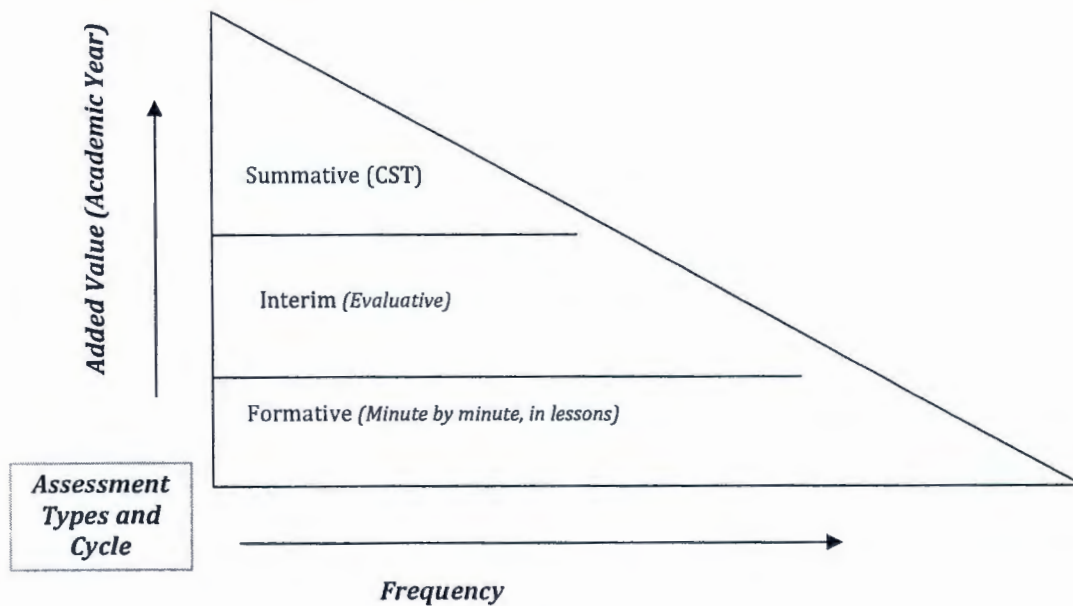
The school will continue to use data to identify strengths and weaknesses in student, teacher, class, grade specific and school wide performance.

Aligned with a firm belief in student achievement, AMPS Academies 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 Downtown Charter Academy site.

Amethod Public School Interim Assessments are scheduled and calendared at the start of every year. The tests consist of a mixture of multiple choice, and open ended questions. The assessment questions are shared with the teachers prior to the exam date. This is to inspire a faculty shared objective approach to the assessments, and also to demonstrate by example to all staff that test cramming is unnecessary when the curriculum is appropriate.

Every four – six weeks, teachers, students and families will be given a Data Ticket that will summarize the progress that will accompany the progress report.

Tiers of Amethod Schools Assessment Plan



(See Assessment Calendar as Attachment G in Appendix Section)

Action Planning

After implementing effective assessments and engaging in deep, nuanced analysis, schools and leaders face the most daunting task of all: putting their plans into practice. Although it is based on gathering information, data-driven instruction is worthless unless that information is actually employed in the classroom. When action is implemented effectively, students can perceive how their learning has improved. Immediately following analysis, teachers should draw up action plans that describe how they will apply the insights they have gained. Although they may vary greatly, effective action plans all share a fundamental principle: they are explicitly tied to conclusions from analysis and are designed to put such conclusions into practice.

Reporting Data

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

Downtown Charter Academy Middle School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies. Administration will decide how they will report student progress to: (1) students and parents, (2) the chartering agency, (3) the broader public, and (4) teachers and school board members. Options for reporting data include progress and report cards, presentations, narratives, student involved conferences, annual reports, informational brochures, the school website and annual stakeholder meetings.

Power School

Scores from all student assessments can be uploaded into Amethod Public School's information management system (PowerSchool) so that students' progress within particular subjects and across all subjects can be monitored at any given time. Every Amethod Faculty member will have access to the powerschool program.

Grade Reports (Sample: Oakland Charter Academy)

Each Amethod Public School site adheres to a grading policy that is uniform for the specific school. In order to assure teacher and student fidelity to high grading standards, Downtown Charter Academy implemented a flat ten (10) point grading scale (no pluses or minuses). The school leader will review the policy and adapt a grading scale to meet the needs of the specific site. Students will receive Progress Reports, Grading Period Reports, and Semester Report Cards showing their earned grades that will be communicated using the following scale:

- A** Students receiving an **A** have demonstrated **mastery** of at least 90-100 of the subject standard that has been taught.
- B** Students receiving a **B** have demonstrated mastery of at least 79-89 of the subject standards that have been taught.

- C Students receiving a C have demonstrated the minimum mastery requirement of 68-78 of the subject standard.
- D Students Receiving a D, 57-67 have deficits that require additional attention and student effort. Thus, a student receiving a D is not passing the given class.
- F Students receiving an F 56 & below, have MAJOR grade deficits that require a change in approach, more focus, assistance, and increased effort. The families or parents of students receiving at least (1) F at the end of the first grading period will be contacted to discuss the grade.

Progress Reports

Students and families will receive a progress report every three (3) weeks indicating the student's progress in every subject. It is the responsibility of the parent/guardian to review progress reports with their student and to contact the school to make an appointment if there are questions or concerns. If a student is not meeting the minimum mastery requirements for a course, the parent/guardian and student may be required to attend a conference with the student's teacher and Site Director to develop a plan to support the student's academic progress. Progress reports require a parent signature and must be returned to the classroom teacher to avoid any consequence.

ELEMENT IV: GOVERNANCE STRUCTURE

Governing Law: *[Ref. California Education Code §5477605(b) and Ref. Criteria for Review; CCR-5 §11967.5.1(f) (4)]. The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement*
—California Education Code Section 47605(b) (5) (D)

Legal Status- Nonprofit Public Benefit Corporation

Downtown Charter Academy will be an independent charter school. It will be governed by Amethod Public Schools, a 501 (c) (3) non-profit benefit California Corporation. Downtown Charter Academy and Amethod Public Schools is governed by a corporate Board of Directors ("Board" or "Board of Directors") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. Ultimate, responsibility for the governance of Downtown Charter Academy rests with Amethod's Board of Directors. The Board of Directors will be responsible for major strategic and policy decisions related to the schools and will also need to ensure Downtown Charter Academy's financial sustainability.

Pursuant to California to Education Code Section 47604(c), the Oakland Unified School District shall not be liable for the debts and obligations of Downtown Charter Academy or Amethod Public Schools for claims arising from the performance of acts, errors, or omissions by Downtown Charter Academy or Amethod Public Schools. Downtown Charter Academy Middle School will comply with the District policy related to charter

schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.

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.

Downtown Charter Academy and Amethod Public Schools are governed by a corporate Board of Directors ("Board" or "Board of Directors") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. Potential members of the Amethod Public Schools Board of Directors are typically nominated by an existing board member. The board frequently discusses additions to its membership based on the need to add additional functional expertise and/or balance representation of the communities served by Amethod Public Schools. Once nominated, the board undergoes a thorough review process including a nominee's professional background, community involvement, and commitment to Amethod Public Schools mission.

In order to be confirmed, nominees will have to receive a unanimous vote by the existing board of directors. In accordance with Education Code Section 47604(b), the Amethod Public Schools Board of Directors shall permit the OUSD to appoint one representative to participate on the Board of Directors of Amethod Public Schools.

Amethod Public Schools- Board of Directors

Ainye Long, Education Management Consultant -

Ainye currently works as a consultant with EPIC Partners, providing leadership training, community awareness, data analysis, and action planning for school leaders and key staff. Previous to her current position, Ms. Long worked as a Community Organizer for Families That Can- Bay Area, where she provided family workshops and trainings throughout the bay area and state as to inform, educate and empower parents and families to understand the relevance of good schools and the need for every child to have access to a high-quality public education. Ainye also served as a teacher in Oakland, CA for over four years. She also was the founder of the University of California African/Black Coalition and served as the External Chair through 2006. Ms. Long serves as a volunteer for the African/Black Student Alliance's (A/BSA) program, (Destination Higher Education) and has provided personal, social and academic workshops that focus on the Black experience in Higher Education in the University of California system. Ainye is a graduate of the University of Santa Cruz with a degree in Economics and American Studies, and an Administrative Credential from Fortune School of Education.

Steve Moyer-Senior Partner- LCB Capital Management

Steve has direct experience in the marketing, sale, leasing, acquisition and management of retail, office, industrial, and apartment, mixed-use, educational and institutional real estate including career sales of more than \$260 million. Commercial property purchasing and negotiations is his firms' expertise. Effectively managed groups of investors to acquire, rehabilitate and sell or manage 24 separate investment properties beginning in 1984. Familiarity with all aspects of real estate transactions and all forms of real estate contracts, disclosures, letters of intent, lease proposals and formal lease documentation. Steve represented has also represented various charter schools in the bay area to locate and negotiate space for their prospective educational programs. Mr. Moyer published an on-going series of internationally recognized columns pertaining to asset preservation and the real estate looming bubble in 2005. Columns now featured on prominent financial websites throughout the United States including www.Safehaven.com, www.PrudentBear.com, and www.marketoracle.co.uk. Loyal and growing readership and following. Produced an acclaimed limited-edition "Cornerstones of a Dynasty" portrait lithograph in partnership with Joe Montana, Jerry Rice and Ronnie Lott and sports portrait artist Julia Estigoy in 2002-2003. Lithograph featured in the San Francisco Chronicle on November 2, 2002. Executive-produced catered, live jazz event at the San Francisco Marriott on December 3, 2002 for lithograph buyers featuring personal appearances by the three players as well as San Francisco Mayor Willie Brown, and including an NFL Films feature presentation. Mr. Moyer is a graduate of the University of the Pacific with a degree in Economics.

Peter Hanley

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

Khalif Muhammad- VIP Protective Security Firm

Mr. Muhammad is the Chief Operating Officer for VIP Protective Services based in Oakland, 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.

Ludmyrna Lopez, County of Alameda

Ms. Lopez is currently an Administrative Analyst Intergovernmental Affairs and Civic Engagement for Alameda County Administrator's Office. Prior to her current position, she was a member of the Richmond City Council in 2006, and elected as Vice Mayor in 2009. Ms. Lopez also served as the Chair of City Council Finance, Administrative Services and Economic Development Committee in 2008. Myrna is also on the Citizens' Oversight Committee of the West Contra Costa Unified School District, and Richmond General Plan Advisory Committee boards.

Lopez has worked for Mayor Willie Brown as a fiscal analyst for the City and County of San Francisco, advising department heads, the budget director, and the mayor during all phases of the budget, including fiscal planning of new programs. She served in several leadership positions within the U. S. Environmental Protection Agency in Washington, D.C. in particular related to the Superfund and Brownfields Programs.

Currently, Lopez now sits on its board of the Chicana/Latina Scholarship Fund

Ludmyrna holds a Master's Degree of Science in Public Policy from Carnegie Mellon University, and a BA from California State University, Hayward.

(Governance Board Resumes Attached in Appendix, Attachment K)

Amethod Public Schools Management

Amethod Public Schools management team will be responsible for the majority of the policy setting decisions including the following: general policies of the school; recommend and monitor the school's annual budget; ensure operation of the school in accordance with the charter and the law; and hiring key staff. The management team meets on a weekly basis to focus on key issues dealing with all matters pertaining to the schools' and organization. This process helps ensure that the schools are hitting their targets and are continually improving. Data, and fiscal projections are used as the primary guide for decision making as the organization continues to thrive.

Jorge Lopez- Executive Director

Mr. Lopez is the founder of Amethod Public Schools. Mr. Lopez has over thirteen year's experience of working with school reform organizations, charter schools, and at risk youth. Mr. Lopez is a former member of the California State Board of Education (SBE), appointed by Governor Arnold Schwarzenegger and served as the SBE liaison to the Advisory Committee on Charter Schools (ACCS) for the State Board of Education until

2010. Mr. Lopez oversaw the growth of Oakland Charter Academy from a flailing single middle school campus and transformed it into nationally renowned, multi site 6- 12th grade system whose schools rank among the highest in the state of California. Previous to working at Amethod Public Schools, Mr. Lopez has worked for the Federal Migrant Education Program Region 2 in Butte County, and Region 23 in San Joaquin County as a Program Director overseeing K-12 education site based services for identified migrant agricultural families and students. Mr. Lopez holds a BA and Masters degree in Education from Sacramento State University.

Pete Cordero- Chief Operations Officer

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

Evelia Villa- Chief Academic Officer

Evelia Villa is the chief academic officer for Amethod Public Schools. Prior to her role as The Chief Academic Officer, Evelia over saw the Oakland Charter High School campus that under her leadership became the highest performing high school in Alameda County , and fourth highest in the state of California with a 956 API. Ms. Villa also served as the founding principal of Richmond Charter Elementary serving a 100 minority student population in the West Contra Costa Unified School District. In her first year as principal, Ms. Villa led RCA to become the highest performing public middle school in the history of WCCUSD with an API of 817. Silicon Valley Latino Magazine recently selected Evelia as one of the *Top 40 under 40 Latino/a Leaders to Watch* in the bay area. Prior to joining Amethod Public Schools Ms. Villa served as a Vice Principal for Parkway Elementary School in Sacramento, CA and as a Teacher on Special Assignment within the Sacramento City Unified School District. Ms. Villa also as a New Teacher Mentor for the BTSA Program with Oakland Unified School District and various bay area charter schools. Ms. Villa received her undergraduate Degree from Chico State University and her graduate degree and credential from Sacramento State University.

Angela Ortega- DCA Leader

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

(AMPS Management Team Resumes in Appendix As Attachment L)

Edtec- Back Office Accounting/ Business Operations

Business operations will be including interim actual reporting, other financial reports will be completed by performed by Edtec, an experienced national back office business service provider that has delivered services to more than 200 developers and charter schools supporting over 40,000 students across 50 districts in over 30 counties and six states. Payroll services will be outsourced to ADP Business Solutions who currently serve other Amethod Public Schools sites. Financial books shall be kept in accordance with State Accounting Procedures for Schools. An independent, certified auditor will be contracted by the Board of Directors to conduct an annual financial audit as required by the California Education Code.

Board Authority

The Board approves budgets for all AMPS sites, approves major school and Amethod Public School policies. The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established. The Board may also establish committees such as personnel, instructional, or specific committees as recommended and requested by the Board President and members. The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the school or Amethod Public Schools any of those duties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will: be in writing; specify the entity designated; describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and require an affirmative vote of a majority of Board members.

Board Meetings

The entire Amethod Public Schools Board of Directors meets at minimum seven times a year. Board and advisory committees meet on alternate months. All board meetings are open to the public. Meeting notices and agendas will be made available and posted to the public prior to board meetings (both online posting as well as physical posting for

public viewing). For all regular meetings, an agenda will be posted 72 hours in advance, on its website www.amethodschools.org as well as on the main entrance of its corporate offices at 345 12th Street Oakland, CA 94604 and at each school site. Meeting minutes and board actions are recorded and copies are placed on the bulletin board in the main office and made available to the public.

Public Operating Principles

Downtown Charter Academy will comply with all laws applicable to charter schools. All other meetings such as committee, advisory, special, ad-hoc, or emergency meetings will be established as the needed. The locations of the meetings will be within the boundaries of the state of California and will be posted in adherence to the Brown Act open meeting laws accordingly. Members of AMPS Board, any administrators, managers or employees, and any other committees of the school shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes, legislation, or regulations applicable to charter schools.

DCA will be nonsectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any student on the basis of race, ethnicity, national origin, religion, gender, sexual orientation or disability.

The school will maintain in effect general liability insurance, as well as insurance policies to cover board errors and omissions protection. The governing board will operate procedurally consistent with the adopted by-laws of the organization and follow the approved procedures for changes and amendments. The School will operate autonomously from the district, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the School.

The Governance Board will be the responsible agent for the accountability requirements established by Senate Bill 1448 and the Charter itself, as well as policies regarding staff and board responsibilities, conflict of interest, personnel, budget development and approval. The school calendar and the selection of the school's administrative leadership are also the responsibilities of the Governance Board. The Governance Board is responsible for establishing subcommittees and delegating authority as needed.

Conflict of Interest (Summarized)

The purpose of the conflict of interest policy is to protect Amethod Public Schools (the "Organization")'s interest as applicable to a California public charter school, and the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

Governance Training

New members to the Board of Directors must attend a board meeting and an Amethod Public School Governance orientation prior to serving on the board. The Board will receive proper training annually. Some of the topics for the training sessions are:

1. *Brown Act*
2. *Parliamentary Procedures*
3. *Conflict of Interest*
4. *Delineation of Roles and Responsibilities*
5. *Strategic Planning and Thinking*
6. *Legal and Financial Responsibilities*
7. *Effective Board-Staff Relation*
8. *Creating Effective Committees*
9. *Effective Board Self-Assessment*

The above list is a sample and is not meant to be exhaustive.

Family Participation

As required by Education Code § 47605, the school will use a range of methods to consult with and receive parental/family input.

The Family-Staff-Team (FST) Advisory

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

Other activities that will be implemented to seek out active family participation through the following sample activities:

Other activities where the DCA parents will participate are:

- CTY camp
- College Readiness Night
- Sports teams
- Summer Field Day
- Excursions
- School Beautification
- Communications
- Orientations
- Back to School events

- Food Drive
- Festivals
- Battle of the Books

Parents who fulfill current desired expertise identified by existing board members may also be recommended to the Amethod Public Schools board of directors. These methods are in use for existing Amethod Public School parents and include focus groups, surveys, parent/teacher conferences, orientation meetings, town halls, events, and phone / internet communication.

- *Informational Meetings:* DCA 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:* DCA 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 School Loop website server that will have their class schedules, grades, assessment data, attendance reports, syllabus and other assignments posted. Parents/family members may also log on to Powerschool to view their child's information that may include attendance, grades, and interim assessments. All community and family members can call the main phone line to make an appointment with the Site Director and teacher in regards to 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

Downtown Charter Academy Middle School will continue to use the established formal complaint policy, the Internal Resolution Service (IRS), to address community concerns that are not resolved through informal conversations. 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 include clear information about the process, response, AMPS representative, decisions regarding complaints, and appeals process. 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.

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).

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.

DCA involves varied stakeholder groups in the school to identify the best teachers to deliver our instructional program. An extensive body of research shows that teacher quality is one of the most important factors related to increasing student achievement, and as such, we seek out smart individuals who are committed, engaged and skillful in their approach to instruction have a powerful, long-term impact on their students' lives.

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

The key factors of success in recruiting are:

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

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

Primary outreach strategies include:

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

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

AMPS Up and Coming Leader Program (UCLP)

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

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

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

Leader Selection

The Site Director is the main person running the school once open, and Amethod Public Schools takes extensive care to select the most qualified and dedicated person. Historically, Amethod Public Schools has developed and selected leaders within its own organization who have already asked to be considered for the leader role.

The Director (Site Director) is the instructional, cultural, managerial, and community leader of the school. The Site Director sets the vision for the school and ensures that the school is a high-achieving college preparatory environment where all students finish their tenure at or above grade level. The Site Director serves as the manager of all teachers, and also coaches a few classroom teachers directly, which includes conducting observation cycles, modeling lessons, and providing support and resources aimed at increasing teacher effectiveness and leadership.

The Site Director will be a member of the interviewing and selection committee for other school staff and will work with Management Team to establish a Program Plan Model.

Site Director

Accordingly, a teacher of core academic subjects must meet the following qualifications:

- (1) A bachelor's degree;
- (2) A CCTC sanctioned credential;
- (3) Commit to the AMPS UCLP Coursework and assignments
- (4) A minimum of three years teaching experience

Assigned tasks

- Accountable for students' overall academic performance.
- Manage school revenues and expenses to stay within agreed upon budget.
- Available for contact with parents, students and staff to discuss student progress and problems after class, evenings or on weekends (via cell phone or in person).
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.
- Maintain professional standards and a school environment that is productive, safe and focused on organizational and school mission.
- Participate in school wide and individual professional development.
- Participate in other events aimed at promoting or developing Amethod Public Schools and its schools (i.e. student recruitment).
- Foster a rigorous and college preparatory environment that ensures high levels of student achievement annually through the relentless use of data to drive and refine instruction.
- Develop classroom teacher practice and leadership through direct observation, coaching, and training
- Promote collaborative problem solving and open communication between teachers, students, and families.

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

1. **Charter School Development Center – Leader Boot Camp/ Chief Financial Officer Trainings ;**
2. **California Charter Schools Association- Annual Conference and regional workshops on areas such as state assessment updates on Common Core, governance, fiscal management, and blended learning modules.**
3. **FCMAT Charter School Fiscal Management Workshops**

4. **Other Trainings:** Internal trainings for leaders are conducted on an ongoing basis. Some of the Amethod School modules include workshops on charter law, instructional practice, Teacher evaluation, team building, organizational management, data driven module, and school culture.

Teacher Selection

Prospective teachers must exhibit a strong passion and desire to teach in an intense and challenging environment with a structured, fast paced pedagogical program. All prospective staff must be willing to teach beyond the typical school day, on some weekends, and until the job of educating our students is complete. All prospective hires must also be willing to go through our ongoing professional development workshops, enter a credential program (or be credentialed) and believe in the mission of the organization.

Downtown Charter Academy will hire faculty based on content mastery, academic excellence, academic ability, performance reviews and we prefer individuals who exhibit a go-getter enthusiasm during the interview process. We will continue to use our simple yet productive method of staff recruitment that includes the collection of transcripts, reference checks, writing sample, and an extensive interview process that includes the delivery of a sample lesson.

Teacher Job Description

Teachers at Downtown Charter Academy School shall be required to hold a California Commission on Teacher Credentialing (CCTC) certificate, permit, or university internship permit as required by district, non charters for core, college prep classes. The school will confer with the California Commission on Teaching Credentialing (CCTC) and the Contra County Office of Education for any clarifications regarding credentials as needed. The school staff may also be required to participate in random drug testing as required by Governance Board.

Downtown Charter Academy core teachers at all levels shall meet or exceed all "highly qualified requirements" under the No Child Left Behind Act ("NCLB").

Accordingly, a teacher of core academic subjects must meet the following qualifications:

- 1) A bachelor's degree;
- 2) A state credential
- 3) Demonstrated core academic subject matter competence. Demonstrated core academic subject competence for elementary grades is done through CCTC's approved subject matter examination or by completing the California High Objective Uniform State Standard of Education ("HOUSSE").
 - Effectively instruct students in assigned content area(s) as prescribed by Amethod's academic content standards through lecturing, demonstrating,

and using audio-visual aids and with the overall goal of engaging student learning.

- Work as part of teaching team and within content areas planning and aligning curricula to ensure that instruction follows curriculum guidelines or requirements of state and school.
- Set clear short-term and long-term goals to drive instruction.
- Develop and submit weekly and long range unit plans containing standards, essential questions, assessments and lesson plans; assign lessons and review homework.
- Consistently administer tests to evaluate pupil progress, record results, and issue meaningful reports to inform parents of progress.
- Create and implement student intervention plans when necessary.
- All teachers will be CLAD certified or a CCTC recognized equivalent.

Administration Assistant

The Administrative Assistant will be responsible for daily operations at the campus. The Office Manager will report to the Site Director.

A partial list of qualifications includes the following.

Required knowledge, skills, and abilities

- Strong organizational skills;
- Strong time management skills;
- Ability to work both independently and with a team;
- Fluency in Spanish is highly desirable.

Required educational level

- A.A. degree or equivalent work experience

Required experience

- 3 plus years in administrative support position preferable;
- Experience in school front office preferable;
- Proficient with Microsoft Office.

Responsibilities include:

- Recording attendance;
- Primary responsibility for input of Free and Reduced Lunch information into the student database;
- Managing the office;
- Overseeing purchases of materials;
- Managing the schedules ;
- Powerschool basics;
- Serving as first point of contact

Anti-discrimination Statement

Downtown Charter believes that all persons are entitled to equal employment opportunity. It does not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ELEMENT VI: HEALTH AND SAFETY OF PUPILS

***Governing Law** - The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237.*

—California Education Code Section 47605(b) (5) (F)

Procedures for Background Checks

Amethod Public Schools has an identified, *Custodian of Record* whose task is to review and monitor background checks for all staff and consultants hired by the Amethod Public Schools organization. The school shall comply with the provisions and procedures of Education Code 44237, including the requirement that as a condition of employment each new employee and volunteers must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. No employee shall be permitted to commence work at the campus until clearance has been obtained from the Department of Justice maintained by the identified Amethod Public Schools that has been cleared by the Department of Justice to receive records. Records of student immunizations shall be maintained, and staff shall follow requirements for periodic TB tests as required by law. All staff will be required to produce documents for U.S. employment authorization, and to follow all mandated child abuse reporting laws. Random drug testing may be implemented for staff throughout the year in reference to the assurance and safety of students.

Downtown Charter Academy will have implement a health, safety and risk management policies similar to that of other Amethod Public School sites. DCA 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 DCA as a drug, alcohol and tobacco free workplace. The policy will adhere to Title IV of the Safe and Drug- Free Schools and Communities Act to ensure that the campus is kept safe and are tobacco, drug, and alcohol.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff are mandated reporters, as defined by law are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect.

Comprehensive Sexual Harassment Policies and Procedures

The School is committed to providing a campus that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability.

The School will implement the developed comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct).

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Section 6000- 6075. Student immunizations shall be required as a condition of attendance to the same extent as they are required in local non-charter public schools, records of student immunizations shall be maintained, and faculty and staff shall follow requirements for periodic TB(as described in Education Code section 49406) tests using the Mantoux tuberculosis test.

Blood borne Pathogens

The School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The school shall implement the board approved written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”)

at DCA. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

The school shall function as a drug, alcohol and tobacco free workplace.

Medication in School

The Amethod Schools has adopted a policy regarding the administration of prescription drugs and other medicines at school that adheres to Education Code Section 49423 regarding administration of medication in school that stipulates that designated school personnel may distribute oral medications if the school receives **if**:

- (1) *A written statement from such physician detailing the method, amount, and time schedule by which such medication is to be taken, and*
- (2) *A written statement from the parent or guardian of the pupil indicating the desire that the school assist the pupil in the matters set forth in the physician's statement,*
- (3) *The parent or guardian signs a waiver of release of liability for dispensing the medication.*

Facility Safety

The facilities to be utilized by Downtown Charter Academy must be in compliance with applicable State and local Building Codes in accordance with Education Code 47610. The School shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The School agrees to have site inspected by the local Fire Department regularly. The School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (*if at District facilities*).

All Amethod Schools are required to have active safety plans on file as required by California Ed Code and staff will be trained annually on the safety procedures outlined in the plan. If DCA finds a facility for the school and it is not a district facility, the school will hire its own contractors and the appropriate resources necessary in order to perform the maintenance and operations functions required at its facility.

Downtown Charter Academy Middle School shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

If Downtown Charter Academy Middle School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this

renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency.

If Downtown Charter Academy Middle School moves or expands to a separate building during the term of this charter, Downtown Charter Academy Middle School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Downtown Charter Academy Middle School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

Food Service

The school may decide to offer a food service program and contract for food services (with another private foodservice provider) in the same manner consistent with other charter schools and food service providers.

Nursing

The Administrative Assistant will be trained in basic techniques such as CPR and nursing for minor issues. If there is any serious injury and/or illness, the appropriate local paramedic or hospital will immediately be contacted. Even before the school's opening, the local health care facility will be contacted to create policies regarding such instances. The procedures that the school will follow to ensure the health and safety of pupils and staff will be similar to what other Amethod Public School sites implement. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in §44237. Ed. Code §47605 9b) (5) (F)

Vision/Hearing/Scoliosis

DCA 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.

The Family Educational Rights and Privacy Act (FERPA)

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

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

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

ELEMENT VII: RACIAL AND ETHNIC BALANCE

Governing Law - *The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted ,*
CA Education Code 47605 (b) (5) (G).

DCA shall strive to achieve a student population from within different neighborhoods within Oakland, the local community, and the greater OUSD area that recognizes and

values the schools mission and vision. The Downtown Charter facility is located on the corner of Harrison and 12th Street on the eastern edge of the expansive 94607 zip code. The nearby neighborhoods that compose the 94607, a very large area that incorporates Chinatown, Old Oakland, West Oakland, Downtown, and portions of Alameda area.

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. No test or assessment shall be administered to students prior to acceptance and enrollment into the charter school. Recruitment strategy will be carried out throughout various communities to provide families with the opportunity to participate in the school.

Target Population

According to the US Census 2010 Data, the 94607 area demonstrates a population of nearly 25,000 residents where over 70% of the adult population does not have a degree from a 4 year college or university. Downtown Charter Academy is open to any student or family who wishes to attend; however the school will concentrate outreach efforts at schools and communities closest to OUSD students and families within or near the 94607 zip code area and that are of the following criteria:

- *Students who would be the first in their families to attend college;*
- *Students who live in low-income households and neighborhoods;*
- *Students whose primary home language is not English;*
- *Immigrant student populations.*

Downtown Charter Academy 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 benefits from having already served the downtown area for three years as a satellite school to OCA and has generated a lot of word of mouth recruitment and foot traffic.

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 continue to explore as many avenues of outreach as possible to guarantee a broad spectrum of exposure during its recruitment process. DCA staff will undertake the following activities to increase awareness of DCA across Oakland. Furthermore, where appropriate, communications will be provided in multiple languages

- Attending OUSD option fairs;
- Word of mouth (Other AMPS Schools as well);
- Meeting with local Athletic Teams and leagues;
- Hosting open houses / enrollment fairs at the school;
- Press releases and other communications with local news media;
- Posting of notices or banners in libraries and other public buildings and spaces, as well as with local businesses and religious institutions;
- Attend community functions and fairs;
- Work with local leaders in the immediate community to promote school;
- 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

The school has reached out to a list of local elementary school campuses which include the following schools:

- La Escuelita
- Franklin Elementary
- St. Vincent Charter
- Community School for Creative Learning
- Lincoln Elementary
- Lafayette Elementary
- Bella Vista Elementary

- Sankofa Academy
- Cleveland Elementary

Outreach efforts and materials will be provided in Spanish, Vietnamese, Cantonese, Lao, Mien and Mandarin languages as needed. General information sheets, and other key documents, including the school vision and mission statement will be provided in the multiple languages as well. Downtown Charter Academy will also host at minimum, two (2) community events to promote the opening of the school and to disperse applications and school informational.

The charter school shall maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school as verified by CALPADS reporting, 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 matriculation 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)

Downtown Charter Academy Middle School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

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

The school also recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. All students will be given equal access to the school, regardless of disabilities, and the school will not discriminate against any students based on his or her disabilities.

Enrollment Process

Formal recruitment of incoming students begins in the winter each year for the following school year. The proposed sites will have an open enrollment period as

appropriate within the approval of petition. Once the petition is within an expected timeline for approval, the different application, registration and lottery deadlines will be established, and posted on the schools website. Prior to this time, the school will advertise and host open houses to inform families in the community about the opportunities and expectations for prospective students and parents.

Enrollment/ Registration to the school require:

1. Completed 1-page application questionnaire.
2. School data card (family or guardian contact information).
3. Copy of student immunization records.
4. Signed copy of DCA 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, Downtown Charter Academy will determine enrollment based on a random public lottery should the number of pupils who wish to attend the Charter School exceed capacity. At the lottery, a presentation will be made in English, 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 we receive more than applications than seat available before the deadline; a random lottery will be held.

Lottery Procedures

- Each applicant's name will be assigned a number.
- Each number will be put on a card.
- Each card will be equal in size and shape.
- The card will then be put into a container or lottery device that will randomly mix all cards.
- A random drawing will occur, and the individuals 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.

As part of the Fall Information Update, Downtown Charter Academy Middle School will notify the District in writing of the application deadline and proposed lottery date. Downtown Charter Academy Middle School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Waitlist ranking

The student waitlist will be assigned in the order selected. Two separate observers will collect lottery cards and enter into an electronic database the results. The database will

be doubled checked to the physical cards to ensure accuracy. The database will be made public as soon as practically possible, both online at Amethod Public Schools website and posted in public locations at the school site. Letters and follow up phone calls to families on the waiting list will also be made.

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

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

Downtown Charter Academy anticipates the lottery will be held at the school or a large community center, church, auditorium, or any public venue capable of seating all applicants comfortably. The lottery will take place on a weekday evening or weekend morning to ensure all interested parties will be able to attend.

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

If the number of applicants 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 the entire student population which is inclusive of children of founding families 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 14, herein.

The yearly independent audit will occur between September and November each year. It will be provided to the District by December 15th of each year. The school will assure that our auditor is accepted by the California Department of Education and complies with audit standards.

To the extent that Downtown Charter Academy Middle School is a recipient of federal funds, including federal Title I, Part A funds, Downtown Charter Academy Middle School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs and amendments to the requirements. Downtown Charter Academy Middle School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely

notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.

- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

Downtown Charter Academy Middle School also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.

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.

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.

Structure will be an integrated part of the DCA 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 DCA administration and/or teacher to address the issue.

The consequence for rule infraction will be one or all of the following:

- not allowed to participate in non-academic activities,
- school community service,
- Penalty Box (Lunch detentions)
- Saturday schools,
- Class removal,
- Friday schools,
- Detentions
- A meeting after school that includes the student, a family member, a teacher, and an administrator.

Detentions

Any member of the staff/faculty may assign a detention to a student. This detention is served after school; at least one day after the infraction occurs so a parent can be notified. Detention hour may consist of a writing assignment, completing missed homework, sitting quietly in a classroom or assisting with campus cleanup. Social events or activities, athletics are not valid reasons for missing a detention.

As a general rule teachers assign a teacher detention for minor classroom misconduct such as: passing notes, no homework, making noises, minor conflicts or talking.

Other sample infractions:

1. Failure to return detention slip signed by parent;
2. Dress code violation;
3. Homework infractions;
4. Chewing gum;
5. Boisterous conduct in buildings;
6. Any type of behavior that is disrespectful or subversive in nature to the administration, faculty or staff.

Repeated violations by students will be referred to the Site Director who will in turn escalate the consequences for the student according to our disciplinary procedures.

If a student earns an unreasonable amount of detentions, for example 3 in a day, then they will be assigned Friday afternoon school and /or Saturday school detention. Parents/guardians may request a conference with the Site Director to discuss their son/daughter's behavior and consequences. This requires a meeting time and date set by the Administrative Assistant. The school may also request a conference with parents and or family members at any given time to discuss student behaviors.

Serious offenses will be handled on an individual basis. For these, it is not necessary to follow the above procedures. Contact with parent/guardian will be made immediately.

SUSPENSION/EXPULSION PROCEDURES

***Governing Law: The procedures by which pupils can be suspended or expelled
—California Education Code Section 47605 (b) (5) (J)***

Suspension

Suspension is intended to remove the student from peers and the class environment. This separation provides the student time to reflect on his/her behavior and a possible pattern of behavior that will be more positive. Any fighting incident brings the student immediately before the school administration and his/her family. The administration will investigate the incident and determine actions to ensure the safety of the student. Abuse of another student will result in suspension or expulsion. Students using, possessing, or being under the influence of drugs or alcohol on school property will be suspended. Student and family will need to enroll immediately in a substance abuse program.

A student serving an on campus suspension reports to school at the regular time in full uniform. Each teacher will give the student written assignments that the student must complete under the direct supervision of the Site Director. The student will not attend any classes or go out for break. The student will eat lunch in the assigned room.

A student may be suspended for any of the following acts:

- Theft, destruction or defacement of school or personal property during school hours or during school sponsored events., (*Parents will be held financially responsible in accordance with the education code*)
- Defiance, disrespect or abuse of school authority
- Harassment
- Hazing
- Fighting
- Cheating
- Profanity or vulgarity in word or gesture
- Smoking or possessing tobacco products on campus or at school sponsored events
- Being under the influence of or possessing alcohol or any controlled substance at school or any school sponsored event
- Writing on, tagging, or defacing school property
- Any infraction not listed but considered sufficiently serious by the Site Director

No student will be suspended from school in excess of ten (10) days without a more formalized procedure of an expulsion hearing. The legal guardian will immediately come to take the child home upon a suspension.

Expulsion

Amethod Public Schools views expulsion as a drastic step and one that may affect a child's future. Every effort will be made to develop an educational program that

encourages mutual respect among students, staff, and community. The procedures for expulsion will include appropriate due process, will be specific and clear and will be compliant with federal laws governing discipline of special needs students. Possession of weapons such as knives, or firearms will result in expulsion (E.C. 48915 (c) (1)); Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

- (1) Causing serious physical injury to another person, except in self defense.
- (2) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (3) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- (4) Robbery or extortion.
- (5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

A student may be expelled for the following reasons, (the bracketed circumstances require an immediate suspension and a recommendation for expulsion).

- Possessing, selling, or otherwise furnishing a firearm. Possession must be verified by a school employee, *(Mandatory recommendation for expulsion)*
- Brandishing a knife at another person, (E.C. 48915 (c) (2)), *(Mandatory recommendation for expulsion)*
- Possession of an explosive (as defined in section 921 of Title 18 of the U.S. Code) (E.C. 48915 (c) (5)), *(Mandatory recommendation for expulsion)*
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of section 48900 (Section 48900[n])
- Unlawfully selling a controlled substance including providing or selling narcotics of any kind (immediate expulsion) Listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.(E.C. 48915 (c) (3))
- Inflicting or causing bodily harm to any person on campus
- Assault or battery, or any threat of force or violence directed toward anyone
- Fighting

- Theft of, tampering with, or unauthorized handling of a teacher's grade book, textbook, handbook, keys, property, briefcase, or other personal items
- Tampering with fire alarms or extinguishers
- Any infraction considered sufficiently serious by the Site Coordinator/Director (multiple suspensions, consistent defiance, etc.)
- Severe destruction of school property.
- (a) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

(1) Causing serious physical injury to another person, except in self-defense.

(2) Possession of any knife or other dangerous object of no reasonable use to the pupil.

(3) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

(4) Robbery or extortion.

(5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

- (b) Upon recommendation by the principal, superintendent of schools or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:

(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

- (c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

(4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

(5) Possession of an explosive.

- (d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:
 - (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
 - (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
 - (3) Is not housed at the school site attended by the pupil at the time of suspension.
- (e) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:
 - (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.
- (g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1

In accordance with Education Code 48900 (r) A student may be suspended or expelled for an act relating to a school activity or school attendance occurring within a school under the jurisdiction of the school's administration or occurring within any other school district and that act occurs at any time, including, but not limited to:

1. While on school grounds,
2. During lunch period
3. While going to or coming from school,
4. During or while going to or coming from a school-sponsored activity.

(a) If the governing board of a school district receives a request from an individual who has been expelled from another school district for an act other than those described in subdivision (a) or (c) of Section 48915, for enrollment in a school maintained by the school district, the board shall hold a hearing to determine whether that individual poses a continuing danger either to the pupils or employees of the school district.

- The hearing and notice shall be conducted in accordance with the rules and regulations governing procedures for the expulsion of pupils as described in Section 48918.
- A school district may request information from another school district regarding a recommendation for expulsion or the expulsion of an applicant for enrollment.
- The school district receiving the request shall respond to the request with all deliberate speed but shall respond no later than five working days from the date of the receipt of the request.

(b) If a pupil has been expelled from his or her previous school for an act other than those listed in subdivision (a) or (c) of Section 48915, the parent, guardian, or pupil, if the pupil is emancipated or otherwise legally of age, shall, upon enrollment, inform the receiving school district of his or her status with the previous school district. If this information is not provided to the school district and the school district later determines the pupil was expelled from the previous school, the lack of compliance shall be recorded and discussed in the hearing required pursuant to subdivision (a).

(c) The governing board of a school district may make a determination to deny enrollment to an individual who has been expelled from another school district for an act other than those described in subdivision (a) or (c) of Section 48915, for the remainder of the expulsion period after a determination has been made, pursuant to a hearing, that the individual poses a potential danger to either the pupils or employees of the school district.

(d) The governing board of a school district, when making its determination whether to enroll an individual who has been expelled from another school district for these acts, may consider the following options:

- Deny enrollment.
- Permit enrollment.
- Permit conditional enrollment in a regular school program or another educational program.

(e) Notwithstanding any other provision of law, the governing board of a school district, after a determination has been made, pursuant to a hearing, that an individual expelled from another school district for an act other than those described in subdivision (a) or (c) of Section 48915 does not pose a danger to either the pupils or employees of the school district, shall permit the individual to enroll in a school in the school district during the term of the expulsion, provided that he or she, subsequent to the expulsion, either has established legal residence in the school district, pursuant to Section 48200, or has enrolled in the school pursuant to an interdistrict agreement executed between the affected school districts pursuant to Chapter 5 (commencing with Section 46600).

Special Need Students and Discipline

(a) An individual with exceptional needs, as defined in Section 56026, may be suspended or expelled from school in accordance with Section 1415(k) of Title 20 of the United States Code, the discipline provisions contained in Sections 300.530 to 300.537, inclusive, of Title 34 of the Code of Federal Regulations, and other provisions of this part that do not conflict with federal law and regulations.

(b) A free appropriate public education for individuals with exceptional needs suspended or expelled from school shall be in accordance with Section 1412(a) (1) of Title 20 of the United States Code and Section 300.530(d) of Title 34 of the Code of Federal Regulations.

(c) If an individual with exceptional needs is excluded from school bus transportation, the pupil is entitled to be provided with an alternative form of transportation at no cost to the pupil or parent or guardian provided that transportation is specified in the pupil's individualized education program.

The governing board may require a pupil who is expelled from school for reasons relating to controlled substances, as defined in Sections 11054 to 11058, inclusive, of the Health and Safety Code, or alcohol, prior to returning to school to enroll in a county-supported drug rehabilitation program. No pupil shall be required to enroll in a rehabilitation program pursuant to this section without the consent of his or her parent or guardian.

Due Process for Students with Disabilities

"In the case of a special education student, or a student who receives 504 accommodations, Downtown Charter Academy Middle School 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 charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled."

Due Process

In accordance with Education Code 48918, students and parents have the right to appeal an expulsion during a hearing, held in closed session, at a regular Board of Governance meeting. An expulsion process will provide parents to present and dispute a decision to the Board of Directors or hearing officer.

The expulsion hearing will

1. Provide a panel , that includes the (Amethod Public Schools Board of Governance) or a hearing officer as specified by the Governance Board;
2. Be held within thirty (30) days after the school administration determines that the student has committed an expellable offense. The adopted rules and regulations specify that the pupil is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the governing board.
3. Provide a written notice of an expulsion hearing will be sent to the student and parents at least ten (10) calendar days prior to the hearing via first class mail.

- ***The notice shall include all of the following:***

- The date and place of the hearing.
- A statement of the specific facts and charges upon which the proposed expulsion is based.
- A copy of the disciplinary rules of the district that relate to the alleged violation.
- A notice of the parent, guardian, or pupil's obligation pursuant to subdivision (b) of Section 48915.1.
- Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses. In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or committing a

sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during their testimony.

4. Instead of conducting an expulsion hearing itself, the governing board may contract with the county hearing officer, or with the Office of Administrative Hearings of the State of California pursuant to Chapter 14 (commencing with Section 27720) of Part 3 of Division 2 of Title 3 of the Government Code and Section 35207, for a hearing officer to conduct the hearing. The governing board may also appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the board or employed on the staff of the school in which the pupil is enrolled. The hearing shall be conducted in accordance with all of the procedures established under this section.
5. Within three (3) schooldays after the hearing, the hearing officer, Governance Board, or Board appointed administrative panel shall determine whether to recommend the expulsion of the pupil to the governing board. If the hearing officer or administrative panel decides not to recommend expulsion, the expulsion proceedings shall be terminated and the pupil immediately shall be reinstated and permitted to return to a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs.
6. The decision of the governing board to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided in this section, no evidence to expel shall be based solely upon hearsay evidence. The governing board or the hearing officer or administrative panel may, upon a finding that good cause exists, determine that the disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the governing board or the hearing officer or administrative panel. *Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.*
7. A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.

The hearing will proceed as follows:

- Both representatives for the School and the pupil identify themselves.
- The proceedings will be recorded (either through written notes and/or audio recording).

- The hearing will be conducted in closed session unless a written request has been made to conduct it in public session.
- Only involved parties are present (*attorney or representative of student excluded*).
- The School will present its case first, and then the case for the pupil will be presented.
- All witnesses will be sworn to tell the truth prior to testifying.
- Brief opening statements will be made by both parties.
- The School will present documentary evidence or witnesses in support of the charges; *in case of a complainant witness, the school shall provide a nonthreatening environment for a complaining witness in order to better enable them to speak freely and accurately of the experiences that are the subject of the expulsion hearing, and to prevent discouragement of complaints. The hearing pane, officer or board shall provide a room separate from the hearing room for the use of the complaining witness prior to and during breaks in testimony, nonthreatening environment.*
- The pupil or representative may then cross-examine any School witness.
- Witnesses other than the parties will be excused upon having provided testimony.
- Upon conclusion of the School's case, the pupil; or representative may then present documents, witnesses, or other evidence in support of his case.
- The School may then cross-examine any witnesses presented by the pupil.
- Following the case presentations, both parties will make closing statements and recommendations.

Future Placement

If the student is expelled, the school will assist parents in finding a new placement for an expelled student including advising parents to work with the district of residence, and/or private schools to assist with the appropriate educational placement or to work with the Alameda County Office of Education for an alternative school placement.

DCA shall notify the superintendent of the school district in writing of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card, and health information.

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

School policies will be listed in a site specific Student-Family Handbook and distributed to families. It will describe policies regarding academic achievement, attendance, mutual respect, substance abuse, fighting, safety, homework, etc. All students and families will sign a document confirming they have received this information before enrolling in the school.

Downtown Charter Academy Middle School shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves Downtown Charter Academy Middle School without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. Downtown Charter Academy Middle School 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, pursuant to Education Code Section 47605(d)(3).

ELEMENT XI: RETIREMENT SYSTEM

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal Social Security.

CA Education Code 47605 (b) (5) (K)

All Amethod Public School employees are covered by the federal Social Security as appropriate.

Benefits

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security will be provided by Amethod Public Schools. Health, dental, vision, and related benefits will also be provided to all full-time employees at the cost of the school. Amethod Public Schools will purchase health, dental, and vision insurance for employees.

Moreover, the organization may establish 401 (k) retirement programs with a matching requirement from the organization. Amethod Public Schools also provides employees' access to a Flexible Benefit Plan that allows all employees access to a Flexible Spending Account (FSA), Dependent Care Flexible Spending Account, Childcare benefits, and Commuter benefit Plan on a tax free basis.

Payroll services for all of Amethod Public School employee's are currently processed by Paychex in conjunction with coordination of payroll support through Edtec.

ELEMENT XII: STUDENT ATTENDANCE

Governing Law: The public school attendance for pupils residing within the school district who choose not to attend charter schools

. CA Education Code 47605 (b) (5) (L)

Students of all Amethod Public School campuses are free to attend the existing local district schools rather than our schools. Students may wish to seek inter-district attendance alternatives in accordance with OUSD policy; however, DCA does not have any jurisdiction of any OUSD school policies or programs. All students have the same right to apply for admission to DCA.

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

Employees of the District who choose to leave the employment of the District to work at the School will have no automatic rights of return to the District after employment by the School, unless specifically granted by the District through a leave of absence or other agreement in accordance with applicable District Board Policy and/or collective bargaining agreements.

Return rights of employees of the Amethod Public School system who previously were employees of the 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.

ELEMENT XIV: DISPUTE RESOLUTION

Governing Law - The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter
—California Education Code Section 47605(b) (5) (N)

The staff and governing board members of Amethod Public Schools agree to attempt to resolve all disputes regarding this Charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

The goal of this dispute resolution process is to:

- (1) Resolve disputes within the school in accordance with the school's adopted policies,
- (2) To minimize the oversight burden on OUSD,
- (3) To ensure a fair and timely resolution to disputes and

Public Comments

The school's staff, Governance Board members, and the authorizing district agree to consider resolving all disputes regarding this charter pursuant to the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the stated dispute resolution process.

Disputes Arising From Within the School

Disputes arising from within the school, including all disputes within and among students, staff, parents, volunteers, advisors, partner organizations and governing board members of the school shall be resolved by policies and processes developed by the school. These processes will be made public through the school's normal communication processes and will begin with complaints being presented to the Site Director or designee. If not resolved, then the matter will be referred to the Executive Director or designee, and/or subsequently to the Amethod Board President or secretary.

By adhering to the charter school mega waiver legislation, the sponsoring district will not intervene in internal disputes without the consent of the Amethod Governance Board, and 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 concrete evidence as opposed to hearsay, 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.

- 1) Any controversy, claim, or dispute arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be submitted in writing ("Written Notification"). The Written Notification must identify the nature of the dispute and any supporting

facts. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail.

The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM, or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the US Mail.

All written notices shall be addressed as follows:

Amethod Public Schools:
Attn: Jorge Lopez, Executive Director
345 12th Street, Second Floor
Oakland, CA 94604

Attn: Charter School Coordinator
Educational Center at Tilden
4551 Steele Street, Room 10
Oakland, California 94619

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM, or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed. The mediator

may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration Association.

- 4) If mediation is not successful, that each party has exhausted its administrative remedies and shall have any such recourse available by law.
- 5) However any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

ELEMENT XV: EMPLOYMENT REPRESENTATION

Governing Law - *A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7, commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code*
CA Education Code 47605 (b) (5) (O).

Downtown Charter Academy shall be deemed the exclusive and independent public school employer of the employee of the school for the purposes of the Education Employment Relations Act (EERA) and with respect to collective bargaining. As such, the school will comply with all provisions of the Education Employment Relations Act (EERA) and will act independently from the 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 Amethod Public Schools Board of Directors. Amethod Public Schools Governance Board, once closure of DCA would be voted as imminent, would notify the OUSD Charter Coordinator, OUSD Board President, and/ or other OUSD assigned person of the decision. The District may revoke the charter of Downtown Charter Academy

Middle School in accordance with Education Code Section 47607. any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

Additionally, Amethod Public Schools would notify other interest parties and stakeholders of such a decision.

The entities include:

- California Department of Education
- Parents and family members
- Staff/Faculty
- Alameda County Office of Education
- Community partners
- Identified SELPA of service
- Retirement system providers
- Insurance carriers
- Miscellaneous vendors

Downtown Charter Academy will also develop a list of students in each grade level and the classes they have completed, together with information on the students' districts of residence, which they will provide to the entity responsible for closure-related activities. As allowable by the authorizer, the Charter School shall transfer all appropriate student records to the OUSD and shall otherwise assist students in transferring to their next school. If OUSD will not store student records, the Charter School will discuss an alternative arrangement with OUSD and shall provide a copy for parents/guardians of the student record of their child prior to closure. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S. C. § 1232g.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as is reasonably practical, the school shall prepare final financial records. The Charter School shall also have an independent audit completed within six months after closure. The Charter School shall pay for the final audit. The audit shall be prepared by a qualified Certified Public Accountant selected by the Charter School and shall be provided to OUSD promptly upon completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33. On closure of the Charter School, all net assets of the Charter School, including but not limited to all leaseholds, tangible and intangible personal property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and upon dissolution of the corporation, shall be distributed in accordance with the Articles of Incorporation and applicable law upon dissolution. Any assets acquired from a school district or district property will be promptly returned upon Charter School closure to the district. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain responsible for satisfaction of all liabilities arising from the operation of the Charter School. As the Charter School is organized as a nonprofit public benefit corporation under California law, the Amethod Public Schools Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies. As specified by the attached Budget, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

The school will set aside \$5,000 by October 1, of its first year of operation to hold for a final closeout audit. In the event of closure or dissolution of the school, the Governance Board will refer to the Executive Director the management of the process. This process shall include a final audit to determine the disposition of all assets and liabilities of the school.

ELEMENT XVII: FINANCIAL PLANNING AND REPORTING

Governing Law: *The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.*

—California Education Code Section 47605(g)

The school is a wholly separate and independent entity from 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 DCA 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.

The District may charge for the actual costs of supervisorial oversight of Downtown Charter Academy Middle School not to exceed 1 of the charter school's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3 if Downtown Charter Academy Middle School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time."

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.
- Downtown Charter Academy Middle School must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools

Narrative

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

Demographics

DCA is projected to open at full capacity with a full 6th-8th student population with approximately 30 students per classroom and three classes for each grade level. Oakland Charter Academy - Downtown currently has 225 students at its satellite downtown campus.

The demographics assumed in the budget reflect the demographics of Oakland Charter Academy: 90% FRL, 50% EL. (Note: CALPADS data at Fall 1 was reported incorrectly, and subsequently corrected in February, but the original data persists in Dataquest. We expect the system will catch up this fall.)

The attendance rate is assumed to be 95%, which is consistent with attendance patterns at other Amethod Schools.

Revenues

Per state statute and the advice of state finance officials, the school will adopt the “Base Rate” of Oakland Unified School District, and will grow in line with currently projected LCFF growth rates to its “Target Rate” over eight years consistent with the demographics of the school and the cap set based on OUSD’s demographics. The school has used the Department of Finance’s estimates for OUSD’s base rate, discounted by 2%.

The school is exploring joining a Charter SELPA, but since that process is not complete, the school is budgeting to be a “school of the district” for Special Education purpose, so no Special Education revenues are included.

Consistent with its practice at its other schools, DCA is not planning to offer a food service, so not NSLP revenue is included.

Given its projected free or reduced lunch population, the school is planning to apply for Title I funding after completing its LEA Plan in late summer 2014. The school assumes the sequester is still in place and has adjusted its estimates downward for the funding rates accordingly.

The demographics of DCA meet the requirements for applying for a facilities grant under SB 740. That revenue is included in the budget at the lesser of \$750 per ADA or 75% of the lease costs.

The school intends to apply for the Mandate Block Grant, which is assumed at the lower funding rates released by the CDE in August 2013 (\$24 per student).

The school has not included any grants or fundraising, the school has received noticed that it has received the Public Charter School Grant Program funding that is awaiting the approval of the DCA petition. The school will also apply for an ASES grant, but has not budgeted receiving it in the petition budget.

Expenses

Expenses have been conservatively estimated by the executive staff at Amethod based on the operating costs at the current Amethod schools in Oakland. Expense assumptions have been increased 3% per year for inflation. Below is a summary of the major expense categories and the assumptions underlying them.

Staffing and benefits:

The staffing structure is modeled off of Amethod’s successful staffing structure at its other schools. The structure assumes substantial management, instructional leadership, and operations support from the home office (budgeted in the 5000 series).

Position	Avg. Salary per FTE (2014-15)	FTE Yr 1	FTE Yr 2	FTE Yr 3
Teacher	\$47,000	9	9	9
Substitutes	\$13,608	.4	.4	.4
Site Admin	\$85,000	1	1	1
Dean of Students	\$65,000	1	1	1
Receptionist	\$45,000	1	1	1
Tutor	\$38,000	1	1	1
PE	\$45,000	1.5	1.5	1.5
After school support	\$28,500 (4 PT)	2	2	2

The salaries assumed in the budget map directly to the average salaries paid by Amethod across its Oakland schools, increased by 4%.

DCA assumes a 6% absence rate among its faculty and a daily sub rate of \$140.

DCA will receive business services from its Amethod and therefore will not build out its site level administrative staff.

Downtown Charter Academy (DCA) will offer a cafeteria health plan with a fixed contribution amount per employee per year (\$6500), which will grow by 10% per year, in line with health cost increases. All staff will participate in an Amethod retirement plan, to which Amethod will contribute 3% of salaries.

Books and Supplies:

DCA is budgeting to purchase Common Core aligned textbooks for all students, and has included a smaller budget for replacement texts in the out years. Instructional materials are budgeted at \$175 per student, which is higher than current spending levels at other Amethod Schools. The school is also budgeting \$25 per student for art and PE supplies each year.

Technology will be a larger component of the educational assessment program at DCA so the school is budgeting to purchase computers for students at a 2:1 ratio. Additionally, the school is budgeting for educational software licenses each year.

Classroom furniture has been budgeted at \$200 per new student to outfit the classrooms.

Consistent with prior practice at Amethod Schools, DCA does not plan to have a school lunch program.

Services and Operating:

Most of services and operating budget items were based directly on the actual spending/contracts at current Amethod Schools. Accounting services, professional development, insurance, student information systems, assessment systems, communications, and janitorial come directly from actual quotes for services or current spending patterns at other Amethod Schools.

Rent and utilities are based on a pro-rata share cost of Amethod's current location in downtown Oakland.

Although DCA is exploring joining a charter SELPA, for budgeting purposes the school is assuming it will be a "school of the district" for SPED purposes, since there is no uncertainty about the school's ability to be a "school of the district" for SPED purposes. The school is budgeting \$750 per ADA to cover its pro-rata share of the costs for SPED paid through the general fund. This is conservatively a little higher than the current estimates in OUSD for this cost.

The school is budgeting to pay a 7.5% CMO fee to Amethod to pay for business, instructional leadership, assessment, attendance, and operational support services.

The school has included the required 1% oversight payment to its charter authorizer.

Capital Outlay:

The school does not intend to do any renovations; the current facilities recently were upgraded.

Cash Flow:

The cash forecast assumes that the currently proposed deferrals for April - June are still in place in 2014-15 and beyond. This is a *conservative* assumption given that the Governor has already signaled an interest in rolling back more of deferrals each year.

Amethod Schools will set aside \$400,000 to support the launch of DCA. These funds are projected to be repaid by the beginning of Year 3. Once the charter is approved, the school will also apply for a \$250K CDE Revolving Loan to help fund the initial purchase of equipment and manage the cash flow.

Contingencies and Reserves:

Given its size, the school is maintaining a 3% budget reserve in addition to a \$15,000 contingency in the event of closure (beginning in year 2).

Downtown Charter Academy Middle School, in accordance with Education Code Section 47604.3, 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. Downtown Charter Academy Middle School acknowledges that it is subject to audit, if OUSD seeks an audit of Downtown Charter Academy Middle School, it 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 Downtown Charter Academy Middle School by law or charter provisions.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

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 DCA, 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.

(See attached Budget Documents as Attachment M in Appendix Section).

Business and Operations Management

Amethod Public Schools is currently contracted with Edtec, an experienced business and financial services management back office provider who currently offers services to over 70 clients. The organizations Executive Director in conjunction with the schools leader will coordinate with Edtec to manage budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, and monitoring adherence to the charter process and laws.

The Amethod Public Schools central office team develops a budget model for the subsequent year in the winter once general assumptions are made in reference to the released state budget projections and works with leaders to tailor a model to meet the needs of each school site. The model consists of detailed projection of revenues and expenses for the next fiscal year and is based on indicators unique to each school, such as total enrollment and the number of staff. Amethod Public School administration meets with site leaders who have the primary role in budgetary decision making to ensure site-based budgetary controls are reflective of the need. After planning and preparing school budgets in late winter or early spring, school site staff, in conjunction with the Executive Director, would ultimately be held accountable for adhering to that budget but would also have the authority to shift resources to meet site needs.

In conjunction with Edtec, Amethod Public Schools administration staff produces monthly budget variance reports that compare projected budget estimates to actual financial conditions and provide full-year forecasts that show whether a school is under or over its budget. The Amethod central office staff also holds regular meetings with each school's director to review these variance reports.

Insurance Requirements

Throughout the life of this contract, the school shall pay for and maintain in full force and effect with an insurance company(s) admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/VII", very low, in Best Insurance Rating Guide, the following policies of insurance: the school will secure and maintain general liability, workers' compensation, and other necessary insurance coverage as required by the 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 and satellite campuses will 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.

Downtown Charter Academy Middle School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Downtown Charter Academy Middle School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Downtown Charter Academy Middle School and of the District. Downtown Charter Academy Middle School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Downtown Charter Academy Middle School does not have that Downtown Charter Academy Middle School needs in order to meet its obligations, the District shall provide the same to Downtown Charter Academy Middle School in a reasonably timely manner upon request.

Downtown Charter Academy Middle School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Downtown Charter Academy Middle School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Downtown Charter Academy Middle School.
- The District is authorized to revoke this charter for, among other reasons, the failure of Downtown Charter Academy Middle School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit Downtown Charter Academy Middle School books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices as applicable to charter schools,
- Compliance with safety plans and procedures, and
- Compliance with applicable state or federal grant requirements.

Downtown Charter Academy Middle School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice to Downtown Charter Academy Middle School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.

In addition, if an allegation of waste, fraud or abuse related to Downtown Charter Academy Middle School operations is received by the District, the Downtown Charter Academy Middle School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. 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 Downtown Charter Academy Middle School by law or charter provisions.

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 services from the authorizer on a pay-for-service basis.

The school will report daily attendance requirements to the district in a format acceptable to the district and state. Required reports regarding daily attendance will be completed and submitted to requesting agencies. Budget allocation and vendor selection will be the responsibility of the Governance Board. The Governance Board may delegate authority to the Executive Director to select vendors below a contract amount to be determined, but will retain overall responsibility for contract approvals. The Governance Board will work with the selected back office provider for payroll services and to ensure compliance with state financial accounting procedures.

In conjunction with Edtec, the organization's back office accounting services providers, the Executive Director will prepare financial statements such as a balance sheet, income statement, profit and loss sheets, and statement of cash flow for regular administration and board review. Financial statements will be accessible to the independent auditor, school officers, 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 renewal charter petition, 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 look forward 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 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.



Honor Hard Work

Appendix

**Downtown Charter Academy
Charter Petition Attachments**

ATTACHMENT A

Teacher Domains and Evaluation

AMPS – PATH Academies

Instructional and Teacher Evaluation Domains

[Type the author name]

6/1/2013

The following domains describe what effective teaching practices are within the PATH Academies classrooms.

Domain 1: Purposeful Planning

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Lesson Design	<ul style="list-style-type: none"> Lessons are clearly aligned with the skill objectives that are outlined in the curriculum. All lesson objectives are focused, measurable, attainable, and challenging. Lessons are highly detailed, with scripted questions, anticipated challenges, and interspersed checking for understanding. Goals and objectives are consistently being satisfied through the lesson's activities. 	<ul style="list-style-type: none"> Lessons are aligned with the content and skill objectives that are outlined in the curriculum. Most lesson objectives meet all of the following criteria: focused, measurable, attainable, and challenging Lessons are detailed, with some scripted questions, and interspersed checking for understanding. Goals and objectives are frequently being satisfied through the lesson's activities. Activities and objectives are well aligned 	<ul style="list-style-type: none"> Lessons are inconsistently aligned with the content and skill objectives that are outlined in the curriculum. Lesson objectives consistently fail to meet one of the following criteria: focused, measurable, attainable, and challenging. Lessons have a basic outline of activities with no scripted questions or interspersed checking for understanding. Goals and objectives are inconsistently being satisfied through the lesson's activities. Activities are not always aligned with objectives 	<ul style="list-style-type: none"> Lessons are regularly not aligned with the content and skill objectives that are outlined in the curriculum. Lesson objectives consistently fail to meet one of the following criteria: focused, measurable, attainable, and challenging. Lessons are superficial and incomplete. Goals and objectives are not being satisfied through the lesson's activities. Activities and objectives are not aligned
1.2 Lesson Materials	<ul style="list-style-type: none"> All student materials are always rigorous, attractive, error-free, and conducive to high-quality work. 	<ul style="list-style-type: none"> Most student materials are rigorous, attractive, error-free, and conducive to high-quality work. 	<ul style="list-style-type: none"> Student materials are inconsistently rigorous, attractive, error-free, and conducive to high-quality work. 	<ul style="list-style-type: none"> Student materials consistently fail to meet more than one of the following criteria: rigor, attractiveness, error free, and conducive to high-quality work.
1.3 Objective Driven-Plans and Assessments	<ul style="list-style-type: none"> Plans for a variety of differentiated instructional strategies, anticipating where these will be needed Incorporates a variety of informal assessments and checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction Clearly identifies lesson objectives that are aligned to state content standards. Matches instructional strategies as well as meaningful and relevant 	<ul style="list-style-type: none"> Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction Incorporates a variety of informal assessments and checks for understanding and uses assessments to directly inform instruction Clearly Identifies lesson objectives that are aligned to state content standards. Matches instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives consistently at times 	<ul style="list-style-type: none"> Does not plans for a variety of differentiated instructional strategies, or anticipate where these will be needed to enhance instruction Incorporates a few informal assessments and checks for understanding and uses paper assessments only. Identifies lesson objectives that are aligned to state content standards. Rarely matches instructional strategies as well as meaningful and relevant activities/assignments to the 	<ul style="list-style-type: none"> Teacher rarely or never plans daily lessons accordingly Daily lessons are planned, but appear disorganized or cluttered, Objectives lack meaningful goals, instructional strategies, or assignments.

	<p>activities/assignments to the lesson objectives consistently</p> <ul style="list-style-type: none"> Seeks to design formative assessments that measure progress towards mastery and inform instruction 	<ul style="list-style-type: none"> Seeks to design formative assessments that measure progress towards mastery and inform instruction 	<p>lesson objectives.</p> <ul style="list-style-type: none"> Designs formative assessments that measure progress towards mastery that informs instruction sometimes or inform instruction. 	
<p>1.4 Focus on All Learners (Modifications)</p>	<ul style="list-style-type: none"> Teacher makes constant adjustments to instruction based on checks for understanding that lead to increased understanding for most students Teacher responds to misunderstandings with effective techniques Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful and seeks out advice. Teacher anticipates student misunderstandings and preemptively addresses them Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement 	<ul style="list-style-type: none"> Teacher makes some adjustments to instruction based on checks for understanding that lead to increased understanding for most students Teacher responds to misunderstandings with effective techniques Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful Teacher attempts to anticipate student misunderstandings and addresses them on the spot. Teacher is able to modify instruction to respond to misunderstandings with some success without taking away from the flow of the lesson or losing engagement 	<ul style="list-style-type: none"> Teacher needs improvement at modifying instruction as needed Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding 	<ul style="list-style-type: none"> Teacher is ineffective at modifying instruction as needed Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students Teacher only responds to misunderstandings by using simple questions with yes/ no answers Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Domain 2: Effective Instruction

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.0 Establishing Learning Expectations and Student Engagement	<ul style="list-style-type: none"> Serves as a model in establishing expectations. Demands high expectations for student learning, behavior, and quality of work in a variety of ways. Has developed a classroom culture where 95-100% of the students are engaged in the learning activity, as demonstrated by their attentiveness and participation. 85%-90% of student hands are raised or students are ready to answer immediately when reviewing taught material. More than 50% of hands are raised during new material Entire class urgency to learning is consistent. 	<ul style="list-style-type: none"> Establishes high expectations. Demands high expectations for student learning, behavior, and quality of work in a variety of ways. Has developed a classroom culture where 95-100% of the students are engaged in the learning activity, as demonstrated by their attentiveness and participation. 85%-90% of student hands are raised or students are ready to answer immediately when reviewing taught material. More than 50% of hands are raised during new material Most of Students exhibit urgency to learn consistently. 	<ul style="list-style-type: none"> Inconsistently establishes, communicates, and demands high expectations for student learning, behavior, and quality of work . Has developed a classroom culture where 80% of the students are engaged in the learning activity. 65%-75% of hands are raised when reviewing taught material. About 35%- 45% of hands are raised during new material. Some students exhibit a sense of urgency. 	<ul style="list-style-type: none"> Does not succeed in establishing, communicating, and/or demanding high expectations for student learning, behavior, and quality of work. Less than 80% of students are engaged in the learning activity. Less than 65% of hands are raised when reviewing taught material. Less than 35% of hands are raised during new material. Urgency is not apparent. Class is chaotic.
2.1 Use of Instructional Strategies	<ul style="list-style-type: none"> Uses a sufficient variety of instructional strategies and activities that are academically rigorous and highly engaging. Consistently ensures student learning through modeling, guided practice, and independent practice. Actively seeks and implements new instructional strategies. 	<ul style="list-style-type: none"> Uses a variety of instructional strategies and activities that are academically rigorous and highly engaging. Consistently ensures student learning through modeling, guided practice, and independent practice. Actively seeks and implements new instructional strategies. 	<ul style="list-style-type: none"> Limited in the variety of instructional strategies and/or not all activities are academically rigorous and highly engaging. Inconsistently uses modeling, guided practice, and independent practice. 	<ul style="list-style-type: none"> May inappropriately rely on only one or two instructional strategies and activities, which are either not academically rigorous or engaging for students. Does not use modeling, guided practice, and independent practice with any regularity.
2.2 Pace of Instruction	<ul style="list-style-type: none"> Pace of instruction is always highly efficient, engaging, and urgent. Adjusts the pace of instruction according to the needs of the activity, appropriately varying 	<ul style="list-style-type: none"> Pace of instruction is usually efficient, engaging, and urgent. Usually adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson. 	<ul style="list-style-type: none"> Pace of instruction is inconsistently efficient, engaging, or urgent. Only occasionally adjusts the pace of instruction and does not appropriately vary the pace throughout the lesson. 	<ul style="list-style-type: none"> Pace of instruction is not efficient, engaging, or urgent. Does not adjust the pace of instruction according to the needs of the activity and does not vary
2.3 Assuring All Students Interact With New Knowledge	<ul style="list-style-type: none"> Has established a consistent system of classroom procedures, modification plans, and assignments to reach a range of 	<ul style="list-style-type: none"> Regularly uses classroom assignments to reach a range of learners. These assignments are accommodating to those who have 	<ul style="list-style-type: none"> Occasionally has individual assignments geared towards students with difficulties in the subject area and towards 	<ul style="list-style-type: none"> Does not use assignments to target different learners, and the teacher only targets the average learner in the classroom.

<p><i>Addressing the Range of Learners</i></p>	<p>learners. These assignments are attainable to students with difficulties in the subject area and challenging to students who excel in the subject area.</p> <ul style="list-style-type: none"> • Constantly reflects on student learning to seek new ways to support students on both ends of the learning spectrum. 	<p>difficulty in the subject and those who excel in the subject area.</p> <ul style="list-style-type: none"> • Reflects on student learning to support students who have difficulties in the subject area. 	<p>students who excel in the subject area, but most of the time, the teacher targets the average learner in the classroom.</p> <ul style="list-style-type: none"> • Rarely reflects on student learning and sometimes supports students on either end of the learning spectrum. 	<ul style="list-style-type: none"> • Does not reflect on student learning and does not support students on either end of the learning spectrum.
<p>2.4 Urgency</p>	<ul style="list-style-type: none"> • Always communicates a tangible sense of urgency in tone, movement, intensity, enthusiasm and preparation. • Classroom time is considered sacred and is used in a highly efficient manner. 	<ul style="list-style-type: none"> • Mostly communicates a sense of urgency. • Classroom time is clearly for teaching and learning. 	<ul style="list-style-type: none"> • Inconsistently communicates a sense of urgency. • Most classroom time is for teaching and learning, but some time is lost in casual behavior. • Some time is lost to tangents from objective. 	<ul style="list-style-type: none"> • Fails to communicate a sense of urgency. • Classroom time is not always for teaching and learning. • Explanations not provided. • Objectives not addressed in part due to tangents.
<p>2.5 Classroom Setting</p>	<ul style="list-style-type: none"> • Creates and frequently updates attractive bulletin boards and instructional and inspirational signage that supports student learning, • Quality and updated student work is posted inside • The classroom is well organized, neat and free of clutter. • Classroom shelves and binders are consistently well maintained. • Walls are covered with positive statements, work, adornments and active color 	<ul style="list-style-type: none"> • Creates and regularly updates bulletin board boards and visual displays to support student learning, Some quality and updated student work is posted inside • The classroom is organized and free of clutter. • Classroom shelves and binders are frequently well maintained. • Many walls covered with positive statements, work, adornments and active color . 	<ul style="list-style-type: none"> • Has bulletin boards and visual displays that may be out of date or simply decorative • The classroom is somewhat disorganized or cluttered. • Some walls are covered with positive statements, work, adornments and active color , bulletin paper dim/faded 	<ul style="list-style-type: none"> • Does not use bulletin boards and visual displays to support student learning, • The classroom is disorganized and/or cluttered. • Not a positive learning environment
<p>2.6 Academic Content Mastery and Delivery</p>	<ul style="list-style-type: none"> • Exhibits confidence and ability with content • The teacher's plans identify the necessary prerequisite knowledge for students, in terms of content and skills. • The teacher includes specific learning activities to address known gaps in that prerequisite knowledge for individual students. • The teacher's plans identify misconceptions and include 	<ul style="list-style-type: none"> • Teacher exhibits confidence and ability with content • The teacher's plans identify the necessary prerequisite knowledge for students, in terms of content and skills. • The teacher does not include specific learning activities to address known gaps in that knowledge for the class as a whole. • The teacher's plans identify misconceptions and include 	<ul style="list-style-type: none"> • The teacher stumbles with content delivery at times, but does exhibit understanding of materials. • The teacher's plans identify the necessary prerequisite knowledge, in terms of content and skills, for the class as a whole but the teacher does not have a clear plan for addressing known gaps in knowledge or skills. 	<ul style="list-style-type: none"> • The teacher appears visibly uncertain with the content during delivery • The teacher's plans do not adequately identify the necessary prerequisite knowledge for students, in terms of content and skills. • The teacher's plans do not adequately or accurately identify common student misconceptions.

	multiple strategies for uncovering additional misconceptions as well as explaining the reasons for prevalent misconceptions.	strategies for avoiding and correcting these cognitive errors.	<ul style="list-style-type: none"> • The teacher's plans identify misconceptions and include strategies for avoiding and correcting these cognitive errors. • Common misconceptions proactively addressed. 	
--	--	--	--	--

Domain 3: Data Evaluations & Assessments

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.0 Classroom Assessments	<ul style="list-style-type: none"> • Classroom assessments are models for measuring student learning. • Classroom assessments cover all skill and content material as outlined in the curriculum. • Classroom assessments are aligned with classroom activities and school assessments. • Assessments are given at least every other week. 	<ul style="list-style-type: none"> • Classroom assessments cover all skill and content material as outlined in the curriculum. • Classroom assessments are aligned with classroom activities and school assessments. • Assessments are given with enough frequency to monitor student learning. 	<ul style="list-style-type: none"> • Classroom assessments inconsistently cover the skill and content material as outlined in the curriculum. • Classroom assessments may be inconsistently aligned with classroom activities and school assessments. • Classroom assessments are given infrequently. 	<ul style="list-style-type: none"> • Classroom assessments are not closely linked to the skill and content material as outlined in the curriculum and/or • Classroom assessments are not aligned with classroom activities and school assessments.
3.1 Checking for Understanding and Responsiveness to Daily Student Learning	<ul style="list-style-type: none"> • Adeptly, efficiently and frequently uses a variety of checking for understanding techniques to constantly monitor student learning. • Frequently and consistently uses higher order thinking questions to push student thinking • Always uses real-time data to adjust instruction. • Unrelentingly focuses on student mastery of specific objectives 	<ul style="list-style-type: none"> • Consistently uses a sampling of checking for understanding techniques to constantly monitor student learning. • Often uses higher order thinking questions to push student thinking • Usually uses real-time data to adjust instruction. • Usually focuses on student mastery of specific objectives 	<ul style="list-style-type: none"> • Occasionally uses a few checking for understanding techniques to monitor student learning. • Sometimes, but not consistently, uses higher order thinking questions to push student thinking • Sometimes uses real-time data to adjust instruction. • Inconsistently focuses on student mastery of objectives 	<ul style="list-style-type: none"> • Does not employ techniques to check for understanding and plows ahead without monitoring student understanding. • Does not use higher order thinking questions to push student thinking. • Does not use real-time data to adjust instruction. • Does not focus on student mastery of objectives
3.2 Ability to Analyze Assessment Results	<ul style="list-style-type: none"> • Analyzes classroom and school assessment results in ways that are highly effective in the understanding of student learning needs. • Thoroughly plans with detail to address learning needs. 	<ul style="list-style-type: none"> • Analyzes classroom and school assessment results in ways that are often effective in the understanding of student learning needs. • Thoroughly plans to address learning needs post-assessment. • Implements that plan as written and 	<ul style="list-style-type: none"> • Does not thoroughly analyze assessment results to understand student progress and learning needs. • Only puts in minimal effort in developing plans to address learning needs post 	<ul style="list-style-type: none"> • Little evidence that teacher uses assessment results to understand student progress and learning needs. • Does not plan to address learning needs post-assessment, or the plan is inadequate.

	<ul style="list-style-type: none"> Always implements the plans, incorporating them seamlessly into daily lesson plans and adjusting them as necessary. 	ensures that re-teaching a spiraling happens.	<ul style="list-style-type: none"> Lacks detail and thoughtful analysis Inconsistent in implementing that plan as written so that re-teaching and spiraling does not always happen. 	<ul style="list-style-type: none"> Does not follow through on plan.
3.3 Appropriateness of Response to Assessment Results	<ul style="list-style-type: none"> Provides fair, accurate, and constructive feedback to students on their progress, especially after a major assessment. Graded work is returned quickly. Takes full responsibility for student failure and constantly works to respond to the students' learning needs. Uses tutoring strategically to address student learning needs. 	<ul style="list-style-type: none"> Usually provides fair, accurate, and constructive feedback to students on their progress, especially after a major assessment. Graded work is returned within a reasonable amount of time. Takes full responsibility for student failure and works to respond to the students' learning needs. Uses tutoring as a way to address needs. 	<ul style="list-style-type: none"> Inconsistently provides fair, accurate, and/or constructive feedback to students on their progress. Graded work is returned to students late. Does not always take full responsibility for student failure, allowing large numbers of students to fail. Does not use tutoring strategically. 	<ul style="list-style-type: none"> Does not provide timely, fair, accurate, and constructive feedback to students on their progress. Graded work is returned very late or not at all, and the teacher does not grade an adequate number of assignments. Does not always take full responsibility for student failure, allowing large numbers of students to fail and/or lowering expectations to let student pass too easily. Blames students for failure
3.4 Growth on Interim Assessments	<ul style="list-style-type: none"> Students have met or exceeded the goal of 75 percent over 75% proficiency on the latest assessment in the areas for which the teacher is responsible. 	<ul style="list-style-type: none"> Students have scored between 65 and 74 percent over 75% proficiency on the latest assessment in the areas for which the teacher is responsible. 	<ul style="list-style-type: none"> Students have scored between 45% and 64% over seventh – five percent proficiency on the latest assessment in the areas for which the teacher is responsible. 	<ul style="list-style-type: none"> Students have scored below 45% percent correct on the latest Assessment in the areas for which the teacher is responsible.

Domain 4: Classroom Management

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.0 Classroom Tone: Strong Voice and Positive Framing	<ul style="list-style-type: none"> The general tone of classroom is efficient, respectful and positive. Frequently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students. Consistently builds compliance through procedures, and nonverbal authority and signals 	<ul style="list-style-type: none"> The general tone of the classroom is efficient, respectful and positive. Narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students. Often builds compliance through procedures, and nonverbal authority and signals 	<ul style="list-style-type: none"> The general tone of the classroom is inconsistent in efficiency, respectfulness, and positivity. Does not use Positive framing OR Narrates negative student behaviors as often as positive, or teacher does not use positive framing inconsistently using praise, challenge or aspiration to motivate students. Rarely builds compliance 	<ul style="list-style-type: none"> The general tone of classroom is inefficient and/or negative. Does not use positive framing, and does not work to motivate students. Fails to build compliance through procedures, and nonverbal authority and signals

			through procedures, and nonverbal authority and signals	
4.1 Alignment with School Culture	<ul style="list-style-type: none"> School rules, values, and positive behaviors are clearly enforced and emphasized. Implemented a multitude of management strategies so well that the class appears to have few if any management problems. 	<ul style="list-style-type: none"> School rules, values, and positive behaviors are clearly enforced and emphasized. Utilizes several management strategies well so that class has minimal management problems. 	<ul style="list-style-type: none"> School rules, values, and positive behaviors are clearly enforced and emphasized but with mixed effectiveness. Inconsistently uses management strategies, and student behaviors can distract learning. 	<ul style="list-style-type: none"> Does not enforce or emphasize school rules, values, Management strategies are generally not employed or employed ineffectively. Classroom learning suffers from a lack of management.
4.2 Classroom Procedures and What to Do	<ul style="list-style-type: none"> There is always a prompt start, smooth finish to class. The classroom runs like clockwork, and students seem standardized to all procedures. It appears the classroom could run without the teacher. Subject and hallway transitions are a model of silent efficiency. Gives what to do directions that are specific, concrete, sequential, and observable. Narrates compliance instead of narrating what not to do. 	<ul style="list-style-type: none"> There is usually a prompt start, a smooth finish to class. The classroom runs efficiently, and students seem standardize to all procedures. Subject and hallway transitions are smooth, silent and efficient. Gives What to Do directions that are specific, concrete, sequential, and observable, but sometimes the directions need to be rephrased. Narrates compliance instead of narrating what not to do. 	<ul style="list-style-type: none"> The class may not have a prompt start or a smooth finish. Some classroom routines are efficient, while others are not, causing a lack of flow in the classroom. Subject and hallway transitions are not consistently silent and efficient. Sometimes gives directions that are not specific, concrete, sequential and/or observable. Specific directions are not offered is students do not comply Sometimes narrates what not to do. 	<ul style="list-style-type: none"> The classroom does not have a prompt start or a smooth finish. There are no clear routines OR routines are poorly executed, causing a lack of flow in the class. Subject and hallway transitions are inefficient and/or noisy. Gives directions that are vague and difficult to follow/understand. Often narrates what not to do.
4.3 Ability to Refocus a Class and Do It Again	<ul style="list-style-type: none"> When necessary, teacher efficiently and positively refocuses a class when students move off task or lose concentration. Successfully uses Do It Again when appropriate, and moments of Do It Again are always positive and end in success. There is little recognizable need for Do It Again because there is 100% compliance. 	<ul style="list-style-type: none"> Usually recognizes the need to refocus a class. Successfully uses Do It Again when appropriate, and moments of Do It Again are usually positive and end in success. There is only an occasional need for Do it Again because compliance is happening consistently. 	<ul style="list-style-type: none"> Inconsistently recognizes the need to refocus a class and may allow problems to escalate. Does not always use Do It Again when appropriate, and/or moments of Do It Again do not always end in success. 	<ul style="list-style-type: none"> Demonstrates an inability to recognize when a class needs to be refocused and/or Use of Do It Again escalates problems rather than refocuses students.
4.4 Level of On Task Behavior and 100%	<ul style="list-style-type: none"> In a lesson, all students are on task at all times, and there are no side conversations. 	<ul style="list-style-type: none"> In a lesson, nearly all students are on task at all times, and there are few, if any side conversations. 	<ul style="list-style-type: none"> In a lesson, 80% of students are consistently on task. The teacher does not always 	<ul style="list-style-type: none"> In a lesson, fewer than 80% of students are on task. The teacher usually does not

	<ul style="list-style-type: none"> • If a student moves off task, teacher immediately addresses the student always using the least invasive form of intervention and without major adjustments to the pace of instruction. 	<ul style="list-style-type: none"> • If a student moves off task, teacher immediately addresses the student frequently using the least invasive form of intervention. Or may not use least invasive but addresses and stops the problems. 	<p>notice AND/OR address off-task behavior</p> <ul style="list-style-type: none"> • The teacher does not consistently use the least invasive form of intervention. 	<p>notice off-task behavior AND/OR address off task behavior.</p> <ul style="list-style-type: none"> • The teacher does not use the least invasive form of intervention, and much class time is wasted with efforts to refocus the class.
4.5 Dealing with Challenging Situations and Students	<ul style="list-style-type: none"> • Always deals appropriately with challenging situations and students without derailing the learning process. • Deftly applies elements of strong voice to address challenges. • Does not ever engage in student excuses/distractions during correction of student misbehavior. • Students nearly always respond to correction respectfully and with compliance. • Always knows when and how to diffuse situations with students and/or when to involve school leaders. 	<ul style="list-style-type: none"> • Normally deals in an appropriate way with challenging situations and students. • Applies elements of strong voice to address challenges. • Rarely engages student excuses/distractions during correction of student misbehavior. • Students usually respond to correction respectfully and with compliance. • Usually knows when and how to diffuse these situations and/or when to involve school leaders. 	<ul style="list-style-type: none"> • Does not consistently deal in an appropriate way with challenging situations and students. • Inconsistently respond to correction respectfully and with compliance. • Does not always know when and how to diffuse these situations, sometimes escalating problems. The teacher may be too reliant on or does not utilize school leaders. 	<ul style="list-style-type: none"> • Has difficulty dealing with challenging situations and students AND/OR does not deal with them appropriately. • Students do not respond respectfully and/or with compliance, resulting in escalated problems which cause an unsafe or off-task learning environment. • Over-reliant on or does not involve school leaders at appropriate times.
4.6 Relationships with Students	<ul style="list-style-type: none"> • Creates a climate of caring in the classroom by addressing students in a respectful and positive manner. • Positive relationships with students support learning in the classroom. • Demonstrates open concern and develops a sense of responsibility for students' academic and personal growth • Teacher demonstrates that s/he will not give up on students. • Gains entire classroom respect and Buy In is clearly visible 	<ul style="list-style-type: none"> • Addresses students in a respectful and professional manner. • Positive relationships with students support learning in the classroom. • Willing to go above and beyond to help students. • Gains classroom respect and Buy In is visible 	<ul style="list-style-type: none"> • Does not consistently address students in a professional manner • Fails to establish positive relationships with students that support learning. • Gains classroom respect some times and Buy In is apparent at times 	<ul style="list-style-type: none"> • Does not address students in a professional manner AND/OR • Relationships with students are inappropriate. • Fails to garner class respect. Students view with opposition.

Domain 5: Professionalism

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.0 Timeliness (School Day, Classes, Meetings)	<ul style="list-style-type: none"> Always punctual for the school day, scheduled classes/pick-up times, and/or meetings. 	<ul style="list-style-type: none"> Usually punctual for the school day, scheduled classes/pick-up times, and/or meetings. 	<ul style="list-style-type: none"> Inconsistently punctual for the school day, scheduled classes/pickup times, and/or meetings. 	<ul style="list-style-type: none"> Rarely on time for the school day, scheduled classes/pick-up times, and/or meetings.
5.1 Ability to Meet Deadlines	<ul style="list-style-type: none"> Always meets deadlines for lesson plans, progress reports, and/or report cards, as well as assessment analysis/reflections. 	<ul style="list-style-type: none"> Usually meets deadlines for lesson plans, progress reports, and/or report cards as well as assessment analysis/reflections. 	<ul style="list-style-type: none"> Inconsistently meets deadlines for lesson plans, progress reports, and/or report cards, as well as assessment analysis/reflections which may inconvenience self, colleagues, and/or leaders. 	<ul style="list-style-type: none"> Consistently does not make deadlines or lesson plans, progress reports, and/or report cards as well as assessment analysis/reflections, which inconveniences self, colleagues, and/or leaders.
5.2 Professional Dress and Attitude	<ul style="list-style-type: none"> Dress always models professional attire. Attitude is positive and respectful of students, families, colleagues, and school leaders. Always positive during staff meetings and participates actively. 	<ul style="list-style-type: none"> Dress is professional. Attitude is respectful of students, families, colleagues, and school leaders. Professional during staff meetings and participates often. 	<ul style="list-style-type: none"> Dress is mostly professional. Attitude is inconsistently professional with students, families, colleagues, and/or school leaders. Sometimes disengaged in staff meetings and/or participates infrequently. 	<ul style="list-style-type: none"> Dress is not professional. Attitude is negative, inappropriate, and/or disrespectful to students, families, colleagues, and school leaders. Usually disengaged in staff meetings and does not participate frequently.
5.3 Additional Contributions and Responsibilities	<ul style="list-style-type: none"> Puts in an extraordinary amount of time and effort to contribute to student and school success. Independently assumes additional responsibilities when necessary and demonstrates leadership. Always willing to lead and /or pitch in with events or other school needs. 	<ul style="list-style-type: none"> Puts in extra time and effort to contribute to student and school success. Often assumes additional responsibilities when necessary, especially when asked. Willing to pitch in and help with events or school needs. 	<ul style="list-style-type: none"> Puts in sufficient time and effort to contribute to student and/or school success. Occasionally assumes additional responsibilities. 	<ul style="list-style-type: none"> Puts in minimal time and effort to contribute to student and school success. Does not assume additional responsibilities.
5.4 Professional Development Participation and Implementation	<ul style="list-style-type: none"> Has a leadership presence in professional development workshops. Actively seeks out and implements professional development strategies in his/her 	<ul style="list-style-type: none"> Actively participates in professional development workshops. Actively seeks out and implements professional development strategies in his/her classroom. 	<ul style="list-style-type: none"> Sometimes participates actively in professional development workshops. Occasionally seeks out and implements professional development strategies in his/her 	<ul style="list-style-type: none"> Not an active participant in professional development workshops. Does not take steps to seek out or utilize professional development strategies.

	<ul style="list-style-type: none"> • Successfully and quickly implements strategies presented in workshops in lesson plans and presents evidence in video. • Willing to actively train other teachers in their developed expertise. 	presented in workshops in lesson plans and presents evidence in video	<ul style="list-style-type: none"> • Sometimes implements strategies presented in workshops, but does so inconsistently in lesson plans and/or video. 	presented in workshops.
5.5 Relationships with Colleagues/ School	<ul style="list-style-type: none"> • Relationships with colleagues are extremely positive, collaborative, and generous. • Assumes leadership among colleagues, often supporting them and engaging in professional exchange. • Exerts a positive influence on the entire staff. 	<ul style="list-style-type: none"> • Relationships with colleagues are positive and collaborative. • Regularly engages in professional exchange with colleagues. • Upbeat, positive and does not complain often. 	<ul style="list-style-type: none"> • Relationships with colleagues are uneven, and collaboration is not consistently evident. • Occasionally engages in professional exchange with colleagues. • Can be negative and or complain about school, job, and kids. 	<ul style="list-style-type: none"> • Relationships with colleagues negatively affect the working environment, and collaboration is not evident. • Rarely engages in professional exchange with colleagues. • Complains frequently and is negative about the school/job/kids.

ATTACHMENT B

Common Core Transition Overview

Common Core Transition- An Overview

Overview

The **Common Core State Standards** are a new set of expectations designed to ensure all students achieve college and career readiness. Forty-six states have now adopted these shared standards so their students can compete and succeed on a world stage. The Common Core State Standards (CCSS) will be replacing the current state standards and frameworks that have existed since 1997. The Common Core State Standards (CCSS) exist for English-language arts and mathematics, kindergarten through grade twelve. Full implementation of CCSS systems will occur over several years and in the context of a continuous learning process.

Phases of Implementation

Accordingly, the Amethod is planning exists a phased in transition to the CCSS process. The phases are straightforward yet lightly defined because for each program and project there exists an ongoing development and progression that will evolve regarding the testing requirements for the program.

Phases:

- ❖ *The Awareness Phase* represents an introduction to the CCSS, the initial planning of systems implementation, and establishment of collaborations. 2012-2103
- ❖ *The Transition Phase* is the concentration on building foundational resources, implementing needs assessments, establishing new professional learning opportunities, and expanding collaborations between all stakeholders.2013-2014
- ❖ *The Implementation Phase* expands the new professional learning support, fully aligns curriculum, instruction, and assessments, and effectively integrates these elements across the field. 2013-2015

AMPS PATH- Guiding Strategies (CCSS)

Our plan is grounded in seven guiding strategies for implementation. These strategies encompass all areas of our instructional system, and while they provide focus to the work, they also reveal a highly integrated nature.

The seven guiding strategies for Amps- CCSS systems implementation are:

1. Facilitate high quality professional learning opportunities and host workshops for our coaches and teachers to ensure that every student has access to teachers who are prepared to teach to the levels of rigor and depth required by the CCSS.

2. Provide CCSS-aligned instructional resources designed to meet the demands of the state.
3. Develop and transition to CCSS-aligned assessment systems by 2013 to inform instruction, establish priorities for professional learning, and provide tools for accountability.
4. Collaborate with feeder schools, authorizers, parents, and other experts and extended learning communities to integrate the CCSS into programs and activities beyond the K-12 school setting.
5. Collaborate with the postsecondary and business communities and additional stakeholders to ensure that all students are prepared for success in career and college.
6. Create infrastructure and prepare to disseminate resources to support CCSS systems, including technology) as implementation moves forward.
7. Design and establish systems of effective data assessments and communication among stakeholders.

	Awareness	Transition	Implementation
Standards Documents		<ul style="list-style-type: none"> ◆ Review in print and online the CCSS with CA additions (2012-13) ◆ Translate the CCSS with CA additions into Spanish (June 2013-Fall 2013) ◆ Review curriculum frameworks (math: fall 2013, ELA: spring 2014) 	<ul style="list-style-type: none"> ◆ Review and compare ELA and Math standards of the CCSS with CA additions. ◆ Establish Training sheets and PD for the 2013 schedules
English Language Development Standards	<ul style="list-style-type: none"> ◆ Align the ELD standards to the CCSS for ELA ◆ Hold three trainings (1 for coaches 2 for faculty- EPIC Partners) (June-August 2013) ◆ Present the revised ELD standards to the Instructional Leadership team for action (August 2013) 	<ul style="list-style-type: none"> ◆ Review the revised ELD standards ◆ Incorporate new ELD standards into revised ELA framework for AMPS Instructional Program. 	<ul style="list-style-type: none"> ◆ Develop calendar for trainings, webinars, and conferences for Instructional leaders to prep for the work with faculty.

	Awareness	Transition	Implementation
Supplemental Instructional Materials	<ul style="list-style-type: none"> ◆ Develop a plan and timeline for the review of supplemental instructional materials aligned to the CCSS (2012–14) ◆ Instructional Leadership team will prepare a brief of publishers on the review by Fall 2013 ◆ Create an information page and FAQ on the review (Fall/winter 2013) 	<ul style="list-style-type: none"> ◆ Create list of recommended supplemental instructional materials (February 2014) 	<ul style="list-style-type: none"> ◆ Provide ongoing support to the faculty on issues related to instructional materials and the CCSS (e.g., instructional materials funding, sufficiency)
Curriculum Frameworks	<ul style="list-style-type: none"> ◆ Plan and timeline for the revision of the curriculum frameworks for mathematics and ELA to incorporate and support the CCSS 	<ul style="list-style-type: none"> ◆ Contract with content experts to prepare for curriculum adoptions before the 2015 adoption ◆ Review technology plans to assure all AMP sites have the needed infrastructure to support the phasing in of computer adaptive testing. ◆ Conduct a site visit with an ERATE provider for possible application. ◆ 	<ul style="list-style-type: none"> ◆ Adoption of revised frameworks 2015 ◆ Develop and present an introduction of the revised frameworks to staff, by 2013 ◆ Provide the revised curriculum frameworks
Instructional Materials Adoptions	<ul style="list-style-type: none"> ◆ Plan timeline for future CCSS-aligned instructional materials adoptions for kindergarten through grade eight following the July 1, 2015 expiration of legislative suspension. 	<ul style="list-style-type: none"> ◆ Initiate cycle of new adoptions following the July 1, 2015 expiration of legislative suspension of SBE instructional materials adoptions. ◆ Increase the use of platform-neutral technology-based instructional resources 	<ul style="list-style-type: none"> ◆ SBE adopts CCSS-aligned instructional materials for mathematics (2016) and ELA (2018)

ATTACHMENT C

CCSS Math Focus

Key Instruction Shifts of the Common Core State Standards for Mathematics

Focus strongly where the Standards focus

The Standards call for a greater focus in mathematics. Rather than racing to cover topics in today's mileS wide, inchS deep curriculum, teachers use the power of the eraser and significantly narrow and deepen the way time and energy is spent in the math classroom. They focus deeply on the major work* of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.

Coherence: think across grades, and link to major topics within grades

Thinking across grades: The Standards are designed around coherent progressions from grade to grade. Principals and teachers carefully connect the learning across grades so that students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.

Linking to major topics: Instead of allowing additional or supporting topics to detract from the focus of the grade, these topics can serve the grade level focus. For example, instead of data displays as an end in themselves, they support grade-level word problems.

Rigor: in major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

Conceptual understanding: The Standards call for conceptual understanding of key concepts, such as place value and ratios. Teachers support students' ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures.

Procedural skill and fluency: The Standards call for speed and accuracy in calculation. Teachers structure class time and/or homework time for students to practice core functions such as single-digit multiplication so that students have access to more complex concepts and procedures.

Application: The Standards call for students to use math flexibly for applications. Teachers provide opportunities for students to apply math in context. Teachers in content areas outside of math, particularly science, ensure that students are using math to make meaning of and access content.

*For a list of major, additional and supporting clusters by grade, please refer to pp. 4 - 12

Grade	Major Areas in Support of R/N Proficiency and Expectation of Fluency and Conceptual Understanding
K-2	Addition and subtraction - concepts, skills, and problem solving, and place value
3-5	Multiplication and division of whole numbers and fractions - concepts, skills, and problem solving
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra and linear functions

Required Fluencies in K-6

Grade	Standard	Required Fluency
K	K.OA.5	Add/subtract within 5
1	1.OA.6	Add/subtract within 10
2	2.OA.2 2.NBT.5	Add/subtract within 20 Add/subtract within 100
3	3.OA.7 3.NBT.2	Multiply/divide within 100 Add/subtract within 1000
4	4.NBT.4	Add/subtract within 1,000,000
5	5.NBT.5	Multi-digit multiplication
6	6.NS.2,3	Multi-digit division Multi-digit decimal operations

Content Emphases by Cluster--Kindergarten

Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than the others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. The following table identifies the Major Clusters, Additional Clusters, and Supporting Clusters for this grade.

Key: ■ Major Clusters; □ Supporting Clusters; Additional Clusters

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

* Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Content Emphases by Cluster--Grade 1*

Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than the others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. The following table identifies the Major Clusters, Additional Clusters, and Supporting Clusters for this grade.

Key: ■ Major Clusters; □ Supporting Clusters; Additional Clusters

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten

- Extending the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

* Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Content Emphases by Cluster--Grade 2^{*}

Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than the others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. The following table identifies the Major Clusters, Additional Clusters, and Supporting Clusters for this grade.

Key: ■ Major Clusters; □ Supporting Clusters; Additional Clusters

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

Number and Operations in Base Ten

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

^{*} Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Content Emphases by Cluster--Grade 3*

Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than the others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. The following table identifies the Major Clusters, Additional Clusters, and Supporting Clusters for this grade.

Key: ■ Major Clusters; □ Supporting Clusters; □ Additional Clusters

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- Reason with shapes and their attributes.

* Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Content Emphases by Cluster--Grade 4*

Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than the others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. The following table identifies the Major Clusters, Additional Clusters, and Supporting Clusters for this grade.

Key: Major Clusters; Supporting Clusters; Additional Clusters

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations--Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data
- Geometric measurement: understand concepts of angle and measure angles.

Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

* Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.



Content Emphases by Cluster--Grade 5*

Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than the others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. The following table identifies the Major Clusters, Additional Clusters, and Supporting Clusters for this grade.

Key:  Major Clusters;  Supporting Clusters;  Additional Clusters



Operations and Algebraic Thinking

-  Write and interpret numerical expressions.
-  Analyze patterns and relationships.




Number and Operations in Base Ten

-  Understand the place value system.
-  Perform operations with multi-digit whole numbers and with decimals to hundredths.



Number and Operations—Fractions

-  Use equivalent fractions as a strategy to add and subtract fractions.
-  Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data

-  Convert like measurement units within a given measurement system.
-  Represent and Interpret data.
-  Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Geometry

-  Graph points on the coordinate plane to solve real-world and mathematical problems.
-  Classify two-dimensional figures into categories based on their properties.

* Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Content Emphases by Cluster--Grade 6*

Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than the others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. The following table identifies the Major Clusters, Additional Clusters, and Supporting Clusters for this grade.

Key: ■ Major Clusters; □ Supporting Clusters; Additional Clusters

Ratios and Proportional Reasoning

- Understand ratio concepts and use ratio reasoning to solve problems.

The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Geometry

- Solve real-world and mathematical problems involving area, surface area, and volume.

Statistics and Probability

- Develop understanding of statistical variability.
- Summarize and describe distributions.

* Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Content Emphases by Cluster--Grade 7*

Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than the others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. The following table identifies the Major Clusters, Additional Clusters, and Supporting Clusters for this grade.

Key: Major Clusters; Supporting Clusters; Additional Clusters

Ratios and Proportional Reasoning

- Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations

- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Geometry

- Draw, construct and describe geometrical figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Statistics and Probability

- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

* Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Content Emphases by Cluster--Grade 8*

Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than the others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. The following table identifies the Major Clusters, Additional Clusters, and Supporting Clusters for this grade.

Key: ■ Major Clusters; □ Supporting Clusters; Additional Clusters

The Number System

- Know that there are numbers that are not rational, and approximate them by rational numbers.

Expressions and Equations

- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

Functions

- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

Geometry

- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

Statistics and Probability

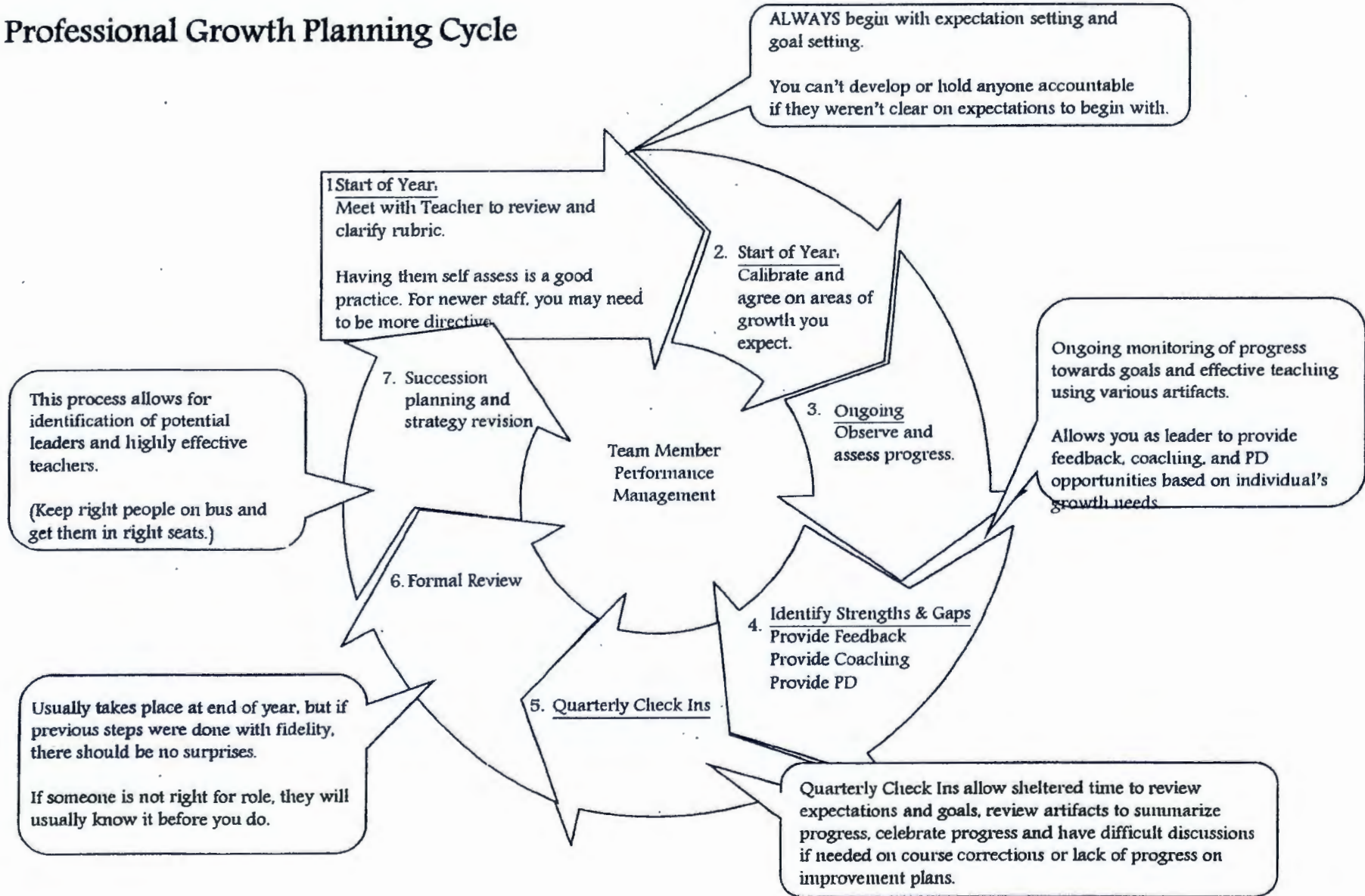
- Investigate patterns of association in bivariate data.

* Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

ATTACHMENT D

- 1. Professional Growth Cycle**
- 2. Professional Growth Plan**

Professional Growth Planning Cycle



AMPS. PATH ACADEMIES- Professional Growth Plan/Improvement Plan

Teacher	Principal	ILT Coordinator	Instructional Coach

School Site/ Grade (Subject):

Team Members:

Standard Area:

Area of Concern:

Performance Goals	Strategies, Activities and Timetable	Support Structure	Data Collection Method and Sources	Evidente for Progress
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
Other Notes:				

ATTACHMENT E

AMPS Training Overview

AMPS Network School Professional Training Overview

Training	Purpose	Content	Length
<p>Summer Training Sessions (also a first step induction program for new staff)</p>	<p>All staff attends workshops before and soon after the Rookie Boot Camp and summer period, prior to the start of school to plan the school year.</p> <p>The purpose of the workshops prior to summer programs is to go over essentials such as attendance policies, procedures, rules, and curriculum. The post summer session is a post reality check session where ideas and methods learned during the pre summer school training are reviewed and some challenged.</p>	<p><i>Pre Summer (sample material)</i></p> <ul style="list-style-type: none"> • Curriculum • Lesson planning • Standard Reviews • Methods • Class Management • Class procedures • Rules • Special Education • Curriculum • Interim Assessments (data analysis) • Standard Reviews and checks • Classroom set ups • Faculty review information gathered about incoming students (Profiles) <p><i>Returning students will also be profiled through gathering of previous year's data. Trends will be noted and instruction plans and goals drafted from finding.</i></p>	<p>(2-5 days) 3-5 Hour Per training</p>
<p>Classroom Management</p>	<p>To provide procedures and ideas regarding; class rules, duties, proximity and other facets of individual student discipline along with a whole class management system that incorporates strategies for group behavior modification.</p>	<p>RCE Discipline Procedures which encompass: Procedures, Boundary Setting, Accountability Training (Whole class management) and The Back Up systems will be discussed.</p>	<p>(2) 2 hour trainings.</p>
<p>Instructional Practice</p>	<p>For teachers, especially first year teachers, practices are required for survival let alone effectiveness. 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 ad assessments. The purpose of this method is to produce student engagement and concept significance.</p>	<p>3-4 Hours - Modeling included (via Film Sessions)</p>
	<p>(Instructional Materials Training &</p>	<p>NEXT Steps:</p>	<p>1 Day</p>

AMPS Network School Professional Training Overview

	<p>Planning):</p> <p>Teachers applied what they learned from Data-Driven Instruction about Standards & Objectives and Backward Design. Teachers evaluated their Instructional Materials to ensure instructional materials will be used with fidelity, alignment with STAR CST key Standards, as well as to appropriately prepare students with the prerequisite skills for the next grade level or subject. Teachers strategically and collaboratively planned Year-Long Pacing Plans for every grade level and every subject.</p>	<ul style="list-style-type: none"> • CAO will work with Site Directors, ILT Dean and Teachers to ensure that we have the appropriate materials to cover all key Standards. • Teachers will also be trained to use Weekly Data & Reflections to strategically adjust their Year-Long Pacing Plans to ensure opportunities for re-teaching or challenging students. 	
	<p>(Lesson Planning & Common Core State Standards):</p> <p>After completing the rigorous process of developing Year-Long Pacing Plans, Teachers delivered with poise a 2-minute presentation to CAO, ILT and Site Directors, who provided strategic feedback to Teachers. Teachers then began to develop weekly lesson plans and learned how to strategically add the Common Core standards into their instructional program.</p>	<p>NEXT Steps:</p> <ul style="list-style-type: none"> • Teachers must know what day/time Lesson Plans are due each week • CAO will also set up a page on the Wikispaces website for each school to allow Teachers to easily share their Year-Long Pacing Plans and weekly lesson plans with Site Directors and Teachers. • School Trainers will be trained on how to review and provide feedback to Teachers on weekly lesson plans. • Teachers will get ongoing training on how to deliver engaging classroom instruction using research-based strategies from highly effective Teachers and high-performing schools. 	<p>1 Day</p>

AMPS Network School Professional Training Overview

		<ul style="list-style-type: none"> • School Leaders must also be trained on how to use Observation & Feedback to develop and evaluate Teachers. • CAO will calibrate AMPS Teacher Observation form that aligned with the AMPS Teacher Evaluation rubric. 	
Strategies EL Students	Learn and Practice different strategies and programs when working with varied levels of English Language (EL) Learners and different support programs and strategies.	The training addresses components for English success including sounds, orthography, vocabulary, reading and writing. Also discussed are assessments, progress monitoring, and regular programs	(1 day)
External Trainings (Varied)	Administrators, Board Members, and teachers, have participated in a number of special training programs, such as: (i.e. best practices in Standards-based curriculum and Pre A.P Alignment)	A method Public Schools will hire staff and administrator trainers as needed for the schools overall professional growth model. This past year, for example, board members attended a governance training led by a former executive Director to the State Board of Education.	As Needed
	(Data-Driven Day 1): Teachers Researched, Analyzed and Presented 2013 CST student achievement for AMPS. Teachers also collaboratively de-constructed Standards and learned to write outstanding Objectives aligned to assessments.	NEXT Steps: <ul style="list-style-type: none"> • Beginning August 30, all Teachers will be further trained on how to monitor, adjust and improve instruction and learning for all students through Weekly Student Achievement Data & Reflections. • CAO will also ensure that all Teachers are using Standards-based Assessments. • Site Directors will be trained on how to provide feedback to Teachers' data & reflections. • CAO will set up a Wikispaces website for each school to allow Teachers to easily share their data & reflections with Site Directors and Teachers. 	1 Week
Special Education	To learn proper Search, identification,	A very important training that is required yearly by	Training through

AMPS Network School Professional Training Overview

	strategies, assessments plans, laws, and applicable to Special Education.	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.	outside provider
Film Sessions	Teachers are recorded during a block subject period to review pre and post video teaching efficacies. Additionally, video serves as an opportunity to facilitate self reflection for beginning teachers and post analysis for better practice.	Several videotaped lessons throughout the year that are followed by discussions with Department heads and Site Leader. The pre video is performed unannounced to capture the rawness of the teacher. The second session is precluded with a correlating lesson plan. Both sessions are wrapped with a survey questionnaire and leader led meeting.	Ongoing (At least two times a year)
Instructional Materials Training	As new instructional materials are adopted or new software is installed, appropriate staff receives training from publishers or experienced staff members.	If new curriculum is adopted, we will assure that training is offered through the publisher.	As Needed
Attendance Reporting and Audit Requirements	As aprt of the UCLP modules, Site Leaders will work with external provider to learn about proper attendance reporting, and regulations.	<ul style="list-style-type: none"> • Different regulations and laws • Attendance Calendar calibration with school calendar • P1 and P2 attendance cycles • Powerschool • Absences 	½ Day
1000 Minute Clinics	A series of trainings that are held throughout the year with veteran teacher and administrator led sessions. The purpose is to capture organizational expertise and culture and to maximize the inner experts we posses. Time is a 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.	Depending on the identified needs of the faculty, administrators, and education specialist, training modules and contents will be established.	Ongoing (Bi weekly)

ATTACHMENT F

Weekly Lesson Plan Template



Weekly Lesson Plan Backward Design

Stage 1 - Identify Desired Results

Establish Goals: (Standards)	Establish Goals: (Objectives)
Students will know:	Students will be able to:

Stage 2 - Determine Acceptable Evidence

Performance Tasks: (Assess for performance of objective)	Other Evidence
---	-----------------------

Stage 3 - Plan Learning Experiences and Instruction

Describe Learning Activities, Materials, and Resources

ATTACHMENT G

Full Scope Plan Template



The Full Scope Lesson Plan

Teacher: _____ Grade: _____ Date of Lesson: _____

Subject: _____ Chapter: _____ Pages: _____

Lesson Title: _____ Standards Targeted: _____

PRE/PLANNING:

1. Provide a summary to one area of the taxonomy chart that will be addressed. Refer to your Bloom's Taxonomy Chart. (Knowledge, Comprehensive, Application, Analysis, Synthesis, and Evaluation)

SPONGE/HOOK:

2. Describe in detail how you will engage your students and capture their interest? How will you maintain it?

LESSON OBJECTIVE:

3. What should your students be able to do at the end of this lesson?



The Full Scope Lesson Plan

KEY VOCABULARY:

4. How will they memorize, learn and apply the new vocabulary, key terms, formulas, dates etc?

INTRODUCTION & MODELING:

5. How will you clearly state and model the expectations?

CONCEPT DEVELOPMENT:

6. What key points will you emphasize and reiterate?

CHECK FOR UNDERSTANDING:

7. How will you check to see if your students understand the concept/lesson?



The Full Scope Lesson Plan

GUIDED PRACTICE

8. How will you ensure that all students have multiple opportunities to practice?

CHECKING FOR UNDERSTANDING:

9. How will you monitor and correct student performance?

INDEPENDENT PRACTICE:

10. In what ways will students attempt to demonstrate independent mastery of the objective?

CLOSURE:

11. How will you wrap this lesson up?



The Full Scope Lesson Plan

12. Describe how you will check to see whether your students have made progress toward the objective of the lesson?

13. Describe how will you instruct & assess advanced and struggling students?

14. Homework Assignment:

ATTACHMENT H

Independent Learning Plan (ILP)

Individual Learning Plan - ILP

_____ Initial _____ Follow Up (include past notes for meetings and dates) _____ SST (Date if Applicable) _____

Student Name: _____ Grade: _____

Teacher(s): _____

Site: _____

Subjects	Assessment/HW Scores				Notes
	In Percents (to	Interims	Tests/Qui	HW	
English/Language Arts	Advanced				
	Proficient				
	Basic				
	Below Basic				
Mathematics	Advanced				
	Proficient				
	Basic				
	Below Basic				
Science	Advanced				
	Proficient				
	Basic				
	Below Basic				
Literature/Writing	Advanced				
	Proficient				
	Basic				
	Below Basic				
Social Studies/History	Advanced				
	Proficient				
	Basic				
	Below Basic				

Grade Result Interpretation (Chart Key)

Advanced - exceeds grade level expectations; (80-100%)

Proficient - meets grade level expectations (70-80%)

Basic - working toward meeting grade level expectations (60-70%)

Below Basic - does not meet grade level expectations (Below 60%)

Attendance:

Tardies: _____	Absences: _____
----------------	-----------------

Behavior Summary (if necessary):

Individual Student Goals:

Teacher Comments

Learning Lab Coordinator Comments:

Next Steps

Parent/Guardian Signature

Date

Site Director/Designee

Date

ATTACHMENT I

ELD Strategies Overview



AMPS- Leveled ELD Strategies for English Language Learners

Strategy 1	Strategy 2	Strategy 3
Vocabulary & Language Development	Guided Interaction	Metacognition & Authentic Assessment
<p style="text-align: center;"><u>Content knowledge:</u></p> <ul style="list-style-type: none"> • Introduce new concepts via essential academic vocabulary. • Connect student-accessible synonyms or concepts to these essential vocabularies. • Support students to distinguish word meanings, & their uses for subject-specific tasks & prerequisite language skills. <p style="text-align: center;"><u>Academic language:</u></p> <ul style="list-style-type: none"> • Engage beginning-level students in using basic social & school vocabulary, phrases, & sentence structures. • As students' progress, continue to contextualize instruction of more complex language forms & uses: subject-specific academic vocabulary, grammatical forms, & sentence structures used in listening, speaking, reading & writing. • Respectfully distinguish differences between primary language use & standard academic English. <p style="text-align: center;"><u>Sample Activities/Assessments:</u></p> <ul style="list-style-type: none"> ✓ Word analysis: e.g., dissecting words into their parts (prefix, root, and suffix). 	<p style="text-align: center;"><u>Content knowledge:</u></p> <ul style="list-style-type: none"> • Structure multiple opportunities for peer-to-peer interactions as they learn content & develop their use of academic language in speaking/listening, reading & writing. • Clarify expectations, outcomes, & procedures related to tasks for flexible group activities. • Allow for primary language interactions to clarify concepts. <p style="text-align: center;"><u>Academic language:</u></p> <ul style="list-style-type: none"> • Structure multiple opportunities for peer-to-peer interactions to increase speaking, listening, reading comprehension & writing skills. • Support language interactions with review/preview of language forms, use of graphic organizers or other types of modeling. <p style="text-align: center;"><u>Sample Activities/Assessments:</u></p> <ul style="list-style-type: none"> ✓ Partner interviews, Class surveys, Think-Pair-Share, Heads Together, and Four Corners. 	<p style="text-align: center;"><u>Content knowledge:</u></p> <ul style="list-style-type: none"> • Teach students processes for metacognition: i.e., pre-reading & pre-writing skills, word analysis, & methods to monitor their reading comprehension. • Teach & model ways for students to describe their thinking processes verbally & in writing. • Use a variety of activities & tasks to check for understanding. <p style="text-align: center;"><u>Academic language:</u></p> <ul style="list-style-type: none"> • In addition to components listed above, ensure that assessment tasks are appropriate to students' assessed language development level. • Provide enough time to complete tasks, appropriate feedback, rubrics, & models to guide students' self-assessment. <p style="text-align: center;"><u>Sample Activities/Assessments:</u></p> <ul style="list-style-type: none"> ✓ Guided reading, completing chapter pre-reading guides, reciprocal teaching, Anticipation Guides, double-entry journals. ✓ Think-alouds, K-W-L. ✓ Learning logs/journals, quick-writes. ✓ Regalia



AMPS- Leveled ELD Strategies for English Language Learners

<ul style="list-style-type: none"> ✓ Vocabulary journals, vocab. cards word webs, word walls. ✓ Interactive editing, cloze paragraphs, dictations, subject-specific journals. 	<ul style="list-style-type: none"> ✓ Poster projects, group presentations. ✓ Perspective line-ups. 	
Strategy 4	Strategy 5	Strategy 6
Explicit Instruction	Meaning-Based Context & Universal Themes	Modeling, Graphic Organizers, & Visuals
<p style="text-align: center;"><u>Content knowledge:</u></p> <ul style="list-style-type: none"> • Teach essential grade-level concepts & build students' background knowledge as needed. • Connect overarching ideas (whole), then examine components or processes (part), culminating with students' own applications or synthesis of ideas (new whole). • Explicitly teach academic language & cognitive reading skills needed to complete subject-specific tasks, e.g. analyze, interpret, classify, compare, synthesize, persuade, solve. <p style="text-align: center;"><u>Academic language:</u></p> <ul style="list-style-type: none"> • Teach essential language forms & uses per students' assessed language development level: listening/speaking, reading & writing. • Follow contextualized introduction & explicit modeling of language use with 	<p style="text-align: center;"><u>Content knowledge:</u></p> <ul style="list-style-type: none"> • Introduce new concepts through familiar resources, prompts, visuals, or themes. • Use associated types of "realia" meaningful or familiar to students to affirm the appropriate context for using new language. • Sustain motivation to learn challenging concepts by linking ideas to resources or contexts that reflect student interests & sociocultural or linguistic backgrounds. <p style="text-align: center;"><u>Academic language:</u></p> <ul style="list-style-type: none"> • Use methods listed above for introducing academic vocabulary, sentence structures, & language uses. • Link ongoing language practice or tasks to both school-based & 	<p style="text-align: center;"><u>Content knowledge:</u></p> <ul style="list-style-type: none"> • Model how to complete tasks. • Provide graphic organizers & meaningful visuals to support students' recognition of essential information. • Use graphic organizers to support understanding of specific tasks, & specific uses of academic language. • Use advanced organizers to support metacognition, & overall comprehension. <p style="text-align: center;"><u>Academic language:</u></p> <ul style="list-style-type: none"> • Use methods listed above with the addition of word banks, word walls, & modeling the use of graphic organizers appropriate to ELD level. • Appropriately modulate language delivery, i.e., speed & enunciation, when modeling language forms or presenting content; repetition helps. <p style="text-align: center;"><u>Sample activities/resources:</u></p> <ul style="list-style-type: none"> ✓ Venn diagrams, story maps, main idea + supporting

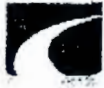


AMPS- Leveled ELD Strategies for English Language Learners

<p>repeated practice.</p> <p>Sample activities/assessments:</p> <ul style="list-style-type: none">✓ Teach/explain prerequisite language applications: reading directions, idioms, sentence starters, essay formats, pattern drills, or completing a story map; check for understanding.✓ Teach specific reading comprehension skills for completing: task procedures, answering questions, word problems, understanding text & graphics.	<p>community-based uses.</p> <ul style="list-style-type: none">• Respectfully compare & analyze language use, & meanings to other cultures or context; to promote metacognition. <p>Sample activities/assessments:</p> <ul style="list-style-type: none">✓ Quick-write responses or recording student responses to visuals, current event stories, real-life models, video clips, teacher read-alouds, thematic prompts, role-play, comparing language uses for similar contexts.✓ Identifying & analyzing different perspectives & language references re: essential concepts.	<p>detail schematics, double-entry journals, semantic attribute matrices.</p> <ul style="list-style-type: none">✓ Chants, read-aloud, Choral responses, Heads Together.
--	---	---

ATTACHMENT J

- 1. Data Dives Overviews**
- 2. Action Plan Calendar Sample**



AMPS PATH Academies- Data Dive Overview

Analysis Circles: *Data Dives* *(Results Meeting Discussions)*

If assessments define the ultimate goal, analysis identifies the strategies and tactics to get there

THE ANALYSIS MEETING: *Teachers and Leader Side By Side At Tables.*

Many have seen the value of creating effective tools for assessment data analysis; however, an often overlooked and equally critical component is that leaders need to lead effective analysis meetings with teachers. *Too often schools assume that simply sitting down with the data is sufficient to ensure quality analysis. That assumption is fundamentally flawed.*

Interim assessment analysis meetings are conferences between teachers and instructional leaders in which results gathered from the last interim assessment are analyzed and discussed. Unlike traditional post-observation conferences, analysis meetings offer insight into months of student learning. Additionally, analysis meetings allow for more specific and nuanced advice than traditional observations since yearlong trends can be systematically assessed and analyzed.

- Analysis meetings also work to increase accountability by providing school leaders with a concrete record of class achievement.
- It also provides a school leader to discuss what worked or didn't in a short period of time, out in the open. Some staff will not ask questions (similar to students) but will pick up responses and cues from a school wide data discussion.
- Finally, and most important, such meetings are integral to changing from a culture focused on what students were taught to a culture focused on what students actually learned, which is the crux of data-driven instruction.

Work with the Test in Hand:

It is absolutely essential that assessment analysis be done test-in-hand, with teachers constantly comparing results posted on the template with the assessment questions themselves. Results provide almost no meaningful information unless they can be seen in the context of the assessment itself.

- a) **Question-Level Analysis-** with the test in hand, the most basic strategy for results analysis is to look over the template and identify the questions and standards on which students generally performed poorly. When combined with clear and easy-to-read data report templates, this strategy allows educators to quickly identify weaknesses and act on them.

¹ Bambrick-Santoyo, Paul (2010-03-18). *Driven by Data: A Practical Guide to Improve Instruction* (Kindle Locations 1427-1438). Jossey-Bass.



AMPS PATH Academies- Data Dive Overview

- b) **Standard level Analysis:** Teachers *should constantly* ask why students bombed given questions. Did students all choose the same wrong answer? Why or why not?
- If comparing similar standards to one another or by examining trends within given standards, teachers can find the trends in student errors. Do results in fractions influence division of mixed numbers? Do systemic failures in sequence have any relation to the ability to summarize?
 - By understanding the linkages between different standards, teachers can better understand why a given question posed problems to a group or individual students.
 - At the level of the individual standard, consider if students performed similarly on all questions or if they found some harder than others. If so, why?
- c) **Search for Separators:** Another important technique is to seek out questions on which the generally *stronger academic students outperform their weaker peers*. Such questions are relevant because they reveal areas where smaller group focus or pullout groups would be highly effective at targeted instruction. Can also guide the given support systems such as tutor, or aides in knowing what specific groups need to work on.
- If for example, three lowest-achieving students answered question 2 incorrectly. Those results clearly indicate that targeted re-teaching and support for those three students on that particular standard could help them catch up to their peers.
 - On the other end of the spectrum, the top third of the class answered question 11 correctly, suggesting that they could be given a stretch assignment or independent work while the teacher focuses on re-teaching that standard to the rest of the class.
 - The teacher can offer the higher performing students a more challenging application or standard or serving as tutors to their peers during that re-teaching session.
- d) **Scan by Student:** Additionally, it's important to review performance not just between questions but also for individual students and it is *critically* important to carefully examine anomalies in individual student performance before reaching any conclusion.



AMPS PATH Academies- Data Dive Overview

Without it, a student could have been placed in endless re-teaching sessions, while she might have needed only a good night's sleep before an assessment.

- In short, without a student-level analysis like this, it's easy to reach significantly wrong conclusions as to why a student is struggling.
 - Student-by-student analysis like this helps teachers identify the right approach for each student.
- e) **Fast Turnaround—(Laying the Foundation For Effective Action):** Finally, for analysis to be useful it must be timely. Assessment results that are not returned and analyzed in a timely manner are wasted.
- Ideally, schools should design their calendar to ensure that interim assessments are :
 - ✓ Analyzed within forty-eight hours of being scored-
 - ✓ Analyzed 1 week for discussions.
 - By keeping the analysis process under a week, schools can ensure that information gained from data-driven analysis is quickly applied to the classroom and those re-teaching targets weaknesses while material is still fresh in students' minds.

Who Should Conduct the Meeting? : The school principal should conduct data analysis meetings, since this makes it possible to directly supervise the implementation of data-driven instruction and feedback. Also, this is a setting for some difficult conversations and school leaders can demonstrate school wide adherence and importance to data. It absolutely matters!

Good assessments provide a tremendous amount of raw data, but great analysis is impossible unless that data is recorded and presented in a readily useful form.

Effective data report charts are those that organize student results in a way that allows for analysis at many important levels:

1. **Question level** (*the most overlooked level of analysis*). Same as you should expect teachers to have for their students, you must have questions at hand in the meeting;
 2. **Standard level** (*all questions measuring the same standard*) ;
 3. **Individual student level**;*(Student by student snapshot)*;
 4. **Whole class level** (*By Teachers*) : It is essential that the data report template keep the ultimate users—teachers and school leaders—in mind.
- To that end, report templates must have a teacher-friendly learning curve. Templates need not be overly simplistic, but they must be designed so that most teachers can, with



AMPS PATH Academies- Data Dive Overview

reasonable effort, master their complexities. Templates that are too difficult to be useful will lead to frustration, not to results.

AT THE ANALYSIS (DATA DIVE) MEETING

Key Ideas For Leading Analysis Meetings

1. You MUST know data yourself to lead the meeting effectively!
2. Let The Data Do The Talking
3. Let the Teachers do the talking (If necessary, push them to do so)
4. Always go back to specific questions on test
5. Don't fight the battles on ideological lines (time lost, ultimately you lose)
6. Keep in mind the difference between first and third IA
7. Make sure that analysis is connected to a concrete action plan you can verify.

1. **Know the Data Yourself:** Arm yourself with nuanced knowledge about classroom data. If you were the teacher, what would you look at, next steps and so forth, then think how you as a leader can guide that
2. **Let Data Do the Talking:** Simply point to the data at hand and ask teachers what they believe it means. The data is the central focus of the meeting. The data should be central and presented as results of objective facts.
3. **Let the Teachers do the Talking:** Teachers must own the process of assessment and analysis and it is therefore critical that they reach their own conclusions. Leaders can prompt staff to explain their interpretation of data.
4. **Always go Back to Specific Questions on the Test:** All should have copies of the test in front of them. This allows for a more detailed and productive analysis session
5. **Don't Fight the Battles on Ideological Lines:** arguments in pedagogical philosophies boggle down time and the defined task at hand. Data analysis meetings are, meant to shift the discussion from irresolvable ideological dilemmas to pragmatic and objective facts.
6. **Keep in Mind the Difference Between the First and Third IA: Though** analysis are always teacher led discussions, the leader MUST be willing to change their tone if a marked improvement has not been seen. **THIS IS YOUR JOB!** When weaknesses persist after 3 IA, then this must be acknowledge with teacher(s), more observations, and evaluations should be occurring and outside assistance called in preparation for some very difficult decisions.
7. **Make Sure Analysis is Connected to a Concrete, Verifiable Plan:** All solutions, plans and commitments MUST BE WRITTEN DOWN and put into action as part of a concrete and verifiable plan. Even the best insights or ideas will be meaningless if they aren't documented and put into practice.



AMPS PATH Academies- Data Dive Overview

REFLECTION PART OF MEETING

The following questions are scripted to engage teachers in reviewing the data.

As you read through it, they do seem over simplistic and you will add your own, however be leery of teachers who feel attacked by the data, and those who will argue the importance of it, etc.

- ✓ *The analysis is all about being reflective of what is going on with every student in the school. The bottom line is that we must get students to progress through the academic year, and teachers to guide and deliver that progression.*
- ✓ *The goal is to effect teacher practice, student practice, all in the goal of excelling student achievement. By arguing or taking blame stances; the end goal will not be as clear to others.*
- ✓ *You can have individual conversations as needed (only after), but in the meeting with the group adhere to the underlying practice below:*

TEACHER QUESTIONS

Getting started: For many, simply getting started is the most challenging aspect of data meetings. Those who lead the meeting should understand that data meetings can be difficult at times but ultimately the leader must take the student's best interest.

Moment of Truth

Pass out copies of the data plan to your colleagues and staff.....

- Give 5 minutes for each team/group to review the data.
- Have them look over the patterns in performance

The following are a few start up questions for the meetings:

1. *So what's the data telling you*
2. *Congratulations to the _____ grade/department, scores have increased _____. You should feel proud, let's talk a little about what you did or say differently*
3. *So the data in _____ regressed or did not move enough. Any thoughts? So how do we begin our action plan- any ideas?*

1. (Global Questions):

- "What's the data telling you?"
- "How did class do as a whole?"
- "What are strengths weaknesses in standards? Where do we need to work the most?"



AMPS PATH Academies- Data Dive Overview

- "How did class do overall on old versus new standards?" "Are they forgetting or improving an old material?"
- "Who are the strong and weak students" any surprises this go round?"
- "How are the results different for different type of questions? (Open ended , multiple choice, essay?"
- How well did the class do as a whole?
- What are the strengths and weaknesses in the standards: where do we need to work the most?

2. (Dig In Questions):

- **Bombed questions:** "Did students all choose same wrong answer?" Why/why not?"
- **Break Down Standard:** " Did students perform similarly on every question within standard or were some questions harder?"
- **Compare similar standards:** "Do results in one influence the other?"
- **Sort data by students' scores:** Are there questions that separate proficient and non proficient students?"
- **Look horizontally at students:** Are there any anomalies occurring with any students?"

3. **(By class, subject, or grade): Praise for standard mastered.** *Students performed really well on that standard. Was there any specific focus or strategy that prepared them to gain a better understanding of that subject or standard?"*

4. **(Test in hand analysis/side by side) :** *Surfacing concern areas*

5. **Action Planning/Action Plan evaluation**

WHAT DO YOU DO WHEN THE STUDENTS HAVE DONE POORLY ON EVERY ASPECT OF AN INTERIM ASSESSMENT?

You cannot really re-teach all of it; however this is an excellent question.

When students fail on almost all the questions of an assessment, there are obviously major problems. However, our goal is for all students to be proficient, and as we all know, many students arrive well below grade level. So.....expect the question.....how do you address the need to cover more than a year's worth of learning in one year?

The reasons behind bombed performance probably include one or more of the following:

1. The test was well above what the students were able to master in the prescribed time period.
2. The test doesn't assess what the teacher taught during that time period.
3. The students arrived years below grade level, so a grade-level assessment is beyond their reach at the moment.
4. The teaching was inadequate. One of the core premises of assessment is that you must start at the students' learning level.



AMPS PATH Academies- Data Dive Overview

5. Deeper cognitive matters (*this will need multiple assessments to verify however*)

Action Planning

After implementing effective assessments and engaging in deep, nuanced analysis, schools and leaders face the most daunting task of all: putting their plans into practice. Although it is based on gathering information, **data-driven instruction is worthless unless that information is actually employed in the classroom.** When action is implemented effectively, students can perceive how their learning has improved.

Immediately following analysis, teachers should draw up action plans that describe how they will apply the insights they have gained. Although they may vary greatly, effective action plans all share a fundamental principle: they are explicitly tied to conclusions from analysis and are designed to put such conclusions into practice.

Successful action plans share several key characteristics:

- **Correct analysis:** If analysis is not sound, then plans won't improve student
- **New strategies:** Action plans are only worth creating when a school believes it has room for improvement. If an action plan calls for a continuation of the status quo, then it is a waste of time and resources since more of the same will not yield different results. Plan with purpose, not for the sake of planning in itself.
- **Specific time of implementation:** Any and all suggested changes should be clearly marked with a date and a time for implementation; if a plan is made without a specific and well-defined time for action then it will probably be neglected due to the perpetual demands competing for a teacher's time.

Action Plan on the Cheap

Overly complex strategies and plans will get teachers tied up and frustrated. We have to keep it cheap for them. Sample Action Plan (Math): The table I below is a sample of where we can eventually get with it. A very simple way is to add a reflection/Reteach section to the lesson plan template that we use, and have teachers highlight what they will focus on during the week, (*See Table II Below*). You may want to add this (with added boxes into the template) for multiple subjects and then begin to incorporate the Action Plan detailed in the table below.

Action Planning

After implementing effective assessments and engaging in deep, nuanced analysis, schools and leaders face the most daunting task of all: putting their plans into practice. Although it is based on gathering information, **data-driven instruction is worthless unless that information is**



AMPS PATH Academies- Data Dive Overview

actually employed in the classroom. When action is implemented effectively, students can perceive how their learning has improved.

Immediately following analysis, teachers should draw up action plans that describe how they will apply the insights they have gained. Although they may vary greatly, effective action plans all share a fundamental principle: they are explicitly tied to conclusions from analysis and are designed to put such conclusions into practice.

Successful action plans share several key characteristics:

- ***Correct analysis:*** If analysis is not sound, then plans won't improve student
- ***New strategies:*** Action plans are only worth creating when a school believes it has room for improvement. If an action plan calls for a continuation of the status quo, then it is a waste of time and resources since more of the same will not yield different results. Plan with purpose, not for the sake of planning in itself.
- ***Specific time of implementation:*** Any and all suggested changes should be clearly marked with a date and a time for implementation; if a plan is made without a specific and well-defined time for action then it will probably be neglected due to the perpetual demands competing for a teacher's time.



AMPS PATH Academies- Sample Action Plans (Training Module 2)

Date: 10/3-7	10/13-17	10/25-29	11/1-4	NOTES
STANDARDS SPIRALED IN EARLY RISERS				
10/3- Multiplication	10/13- Algebraic Subtraction	10/25- Comparisons	11/1- place value	
10/5- Exponents	10/14 Place Value	10/26- Decimals		
10/7- add/subtract - (Easy Math Facts)	10/15 Place Value (Identity)		11/2- Word Prob	
MINI LESSONS				
	10/16- Algebraic Subtraction- find the total			
Re-Teach Standard (Bulk of Concept)	Re-Teach Standard (Bulk of Concept)	Re-Teach Standard (Bulk of Concept)	Re-Teach Standard (Bulk of Concept)	
10/3- Open ended discussions. Sample questions for Interim handed out. Work out as class (Modeling)				
CHECKING FOR UNDERSTANDING				
	10/15 Homework Chapter review			
	10/16 -Independent Practice w/ small group focus group			
Standards spiraled into Assessment (Include Standards)	Standards spiraled into Assessment (Include Standards)	Standards spiraled into Assessment (Include Standards)	Standards spiraled into Assessment (Include Standards)	



AMPS PATH Academies- Sample Action Plans (Training Module 2)

		10/15- Division Quiz		
10/5-Multpl Quiz (Whole Numbers)		10/26 Multi Step Word Prob.- Sheet 4.7		
STANDARDS SPIRALED INTO HW				
Problem Set A (1-45)			11/2- November skills check (Standards review Wsheet)	

ATTACHMENT K

Governance Board Member Resumes

Ainye E. Long

Ainye.Long@gmail.com

EDUCATION

B.A., Economics and American Studies, University of California Santa Cruz, Santa Cruz, CA – 2006

HIGHLIGHTED PROFESSIONAL SALES & TEACHING EXPERIENCE

CALIFORNIA CHARTER SCHOOLS ASSOCIATION, Oakland, CA 2010 – Present

Director, Parent and Community Engagement

- Create and facilitate engagement trainings for charter school parents
- Provide spaces for, participate in, and draft solutions for community conversations around public education
- Support local charter schools in galvanizing community support
- Increase public awareness of high performing local charter schools
- Provide advocacy training and support for charter school families
- Plan & Coordinate the annual statewide Parent Summit, held at the California Charter Schools Conference

ENVISION ACADEMY OF ARTS & TECHNOLOGY, Oakland, CA 2009 – September 2010

High School Mathematics Teacher

- Facilitate five classes (algebra I and geometry), consisting of 21 - 32 students for grades 9-12.
- Established and implemented *Mandatory Student Tables* to increase school-wide homework completion
- Created innovative programs to increase staff accountability and engagement
- Provided advisory and support for 20+ students
- Contributed significantly to 2010 WASC re-accreditation; Curriculum committee member

OAKLAND CHARTER ACADEMY, Oakland, CA 2007 – August 2009

Middle School Teacher

- Utilize multiple assessments in compliance with state requirements to inform instruction.
- Implemented various classroom management techniques for maintaining student attention, involvement and discipline.
- Contributed to a significant increase in student performances on standardized testing. (79% tested proficient or advanced in English Language Arts, 95% in History/Social Science, 100% in Algebra I, and 100% in Science. 100% (95% Latino and 5% Black) tested proficient or advanced in Algebra and science)
- Consistently commended for ability to redirect students exhibiting behavior problems by replacing disruptive, unproductive patterns with positive behaviors.
- Served on school committees and taskforces focused on curriculum development, textbook review, fundraising and anti-bullying efforts.
- Part of the "National Blue Ribbon Committee", a group that set the academic goals and objectives in the year leading up to the prestigious award.

MAKE-UP ART COSMETICS, San Jose, CA 2005 – March 2007

Professional Make-up Artist

- Provided consultation and application services.
- Maintained knowledge of current make-up trends.
- Developed and implemented targeted marketing plan
- Top-seller, freelance

UNIVERSITY OF CALIFORNIA SANTA CRUZ, Santa Cruz, CA
Academic Coach

2003 - April 2006

- Provided academic assistance in Mathematics to assigned High School students (on site).
- Established and maintained rapport with the assigned student(s), their parents and UCSC personnel.
- Coordinated instructional material pilots in Mathematics.

UNIVERSITY OF CALIFORNIA SANTA CRUZ, Santa Cruz, CA
Modified Supplemental Instruction (MSI)/Pre-calculus Teaching Assistant

2003 - June 2004

- Assisted students in achieving a better understanding of specific subject material and in improving academic capabilities in Mathematics.
- Maintained course attendance and assignment completion records.
- Acted as liaison between the students and professor.

UNIVERSITY OF CALIFORNIA SAN FRANCISCO, San Francisco, CA
Research Assistant

2001 - May 2002

- Managed data collection projects by meeting paper and electronic mailing deadlines, entering data, transcribing tapes and handwritten notes.
- Assisted staff in the design, execution and evaluation of research projects, including literature reviews, surveys, focus groups, data integration and analysis.
- Performed various clerical duties including typing, answering phones, preparing correspondence, preparing and maintaining bibliographies, and completing applications and forms.

LEADERSHIP & VOLUNTEER EXPERIENCE

Peers Advocating Sexual Health Education Now (PASHEN) - Peer Health Educator	Oct 1999 - June 2002
University of California Santa Cruz - Commissioner of Diversity	July 2004 - July 2005
Umoja - University of California Santa Cruz - Mentor	Oct 2002 - June 2006
Destination Higher Education (DHE) - Volunteer	Oct 2002 - June 2006
African/Black Student Alliance (A/BSA) - External Chair	Oct 2002 - June 2006
University of California African/Black Coalition - Founder	Oct 2003 - June 2006
Delta Sigma Theta Sorority, Incorporated - Chair Rules Committee	June 2005 - June 2007
Delta Sigma Theta Sorority, Incorporated - Chair National Convention Credentials	June 2006 - June 2007

ASSOCIATIONS & CERTIFICATIONS

Delta Sigma Theta Sorority, Incorporated
National Association of Black Accountants (NABA)
University of California African/Black Coalition (UCABC)

RELEVANT EXPERIENCE

-
- An enthusiastic, creative, and passionate educator, mentor and advisor who believes that all children can learn and thrive in a learning environment that is stimulating, comforting and appropriate to their unique talents and abilities.
 - **Engage Parents** - Work closely with parents throughout career; repeated successes securing a high level of parental involvement.
 - **Leverage Resources / Strategic Collaborations** - Committed to Work closely with district leaders and community partners to encourage parental involvement and strong community alliances that will best benefit students, communities, and school reform efforts.

- **Practitioner Based Experience** - A committed school reformer with knowledge and experience of charter school best practice.

Stephen L. Moyer

email: StephenLMoyer@aol.com

OBJECTIVE

Open to opportunities within which I can make full-use of my sales and/or client-relationship ability in a specialized field, or maximize my ability to manage, evaluate, market and/or acquire commercial or residential investment real estate, based on an accomplished 27-year track record of consistent production and superior client/customer service.

SUMMARY OF QUALIFICATIONS

Proven, high-energy, hands-on professional, with a successful, long-term record of production in the commercial and investment real estate industry, including career sales of more than \$260 million. Direct experience in the marketing, sale, leasing, acquisition and management of retail, office, industrial, apartment, mixed-use, educational and institutional real estate. Internationally-published real estate and financial/investment writer and columnist.

Major strengths include superior written and personal communication skills, fine-tuned ability to read people, plus a God-given talent for establishing rapport and managing prospects and clients. Proven motivational and people skills. Sophisticated and versatile conversationalist, with a tactful, polished sense of humor. Positive and optimistic mind-set, combined with a grounded and balanced philosophy of life. Ability to inspire and lead others and to be a team-player. Willingness to listen and learn. Creative and imaginative problem-solver. Media-connected and media-savvy. Devoted father and family man.

PROFESSIONAL ACCOMPLISHMENTS

Licensed in California while in college at age 21, showed ability to produce in all real estate markets and cycles with respect to all aspects of commercial and investment real estate. Sold apartment properties up to \$11,000,000.00, office properties up to \$7,400,000.00, and virtually every type of investment real estate. Effectively managed groups of investors to acquire, rehabilitate and sell or manage 24 separate investment properties beginning in 1984. 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.

Published on-going series of internationally recognized columns pertaining to asset preservation and the real estate investment bubble, correctly predicting ahead of time the real estate bubble peak in May of 2005. Columns now featured on prominent financial websites throughout the United States including www.Safehaven.com, www.PrudentBear.com, and www.markctoracle.co.uk. Loyal and growing readership and following.

Particularly sports-oriented, 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 (part-time) 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. Event attended by 1300 guests.

WORK HISTORY

- **Commercial and Investment Realtor, Moyer Realty Company, Alameda, CA: full-time 1982-current**
- **Real estate investment/financial writer/columnist (part-time), www.Safehaven.com: 2005-current**
- **Sports collectibles developer (part-time), Alameda, CA: 2002-03**
- **Intern, The Grupe Companies, Stockton, CA: 1981**

EDUCATION

- **Claremont McKenna College and University of the Pacific, Claremont and Stockton, CA, Bachelor of Arts, Communications with Emphasis in Economics, 1981**
- **Real estate continuing education: 1983 - current**
- **State of California real estate licensee: 1979**

MISCELLANEOUS

- **Past President, Oakland Executives Association**
- **Past Chair, Rotary Club of Oakland #3 Community Services Committee**
- **Past Board Member, Conference Claimants Endowment Board (Methodist ministers pension fund)**
- **Past Vice Chair, Lake Merritt United Methodist Church Board of Trustees**
- **Former high school varsity assistant football coach**

References available upon request

PETER H. HANLEY

PHHanley@aol.com

PROFESSIONAL SUMMARY:

Extensive leadership experience in evaluation, strategic planning, budgeting, and project management, and fundraising, including education and economic development.

- Successfully initiated, funded, and led complicated consulting projects involving education, reform of government-operated monopolies, and health care, all of which required the development of a strategic vision, alliance building, and consensus for action.
- Created and implemented multiple fundraising programs, including for a nonprofit start-up, consulting projects, federal grant, and political campaigns.
- Elected three times to high school board on reform platform (served three times as board president), to presidency of county school boards association, and to California School Boards Association's policy making body. Also serve as vice-chair on inner city charter school board.

PROFESSIONAL EXPERIENCE:

AMERICAN CENTER FOR SCHOOL CHOICE
Executive Director

2010-present

Responsible for direction and management of new nonprofit organization that focuses on the empowerment and authority of the family and parents and brings school choice to the center of the political spectrum.

- Developed strategic plan and recruited seven new nationally recognized education leaders to join the organization's leadership.
- Successfully doubled funding to grow organization.
- Created national ecumenical Commission on Faith-based Schools to expand public understanding and appreciation of the role of faith-based schools in American education, especially in low-income communities; and address the need for expanding publicly funded school choice to increase a family's ability to choose from among a full range of options.
- Organized and created alliances to build support for expanded parental choice legislation in California and Texas.

SAN MATEO UNION HIGH SCHOOL DISTRICT, San Mateo, CA 2001-present
Governing Board Member-President

Elected three times to District Board (6 comprehensive high schools, a continuation high school, and an adult school) on strong reform platform focused on improved academic achievement, bringing change to the traditional high school model to create greater choice and personalization, and creating project-based learning links to the world of work.

- Supported increased graduation requirements and new curriculum placing all 9th and 10th graders on track to meet the UC/CSU entrance requirement. Half of district schools now exceed state expectation of 800 on the Academic Performance Index; none did a few years ago.
- Led effort to open District's advanced placement classes to all students, resulting in 40% increase in tests taken in just three years.
- Part of bond committee leadership teams that passed two bonds totaling nearly \$500 million since 2006. Raised more than \$50K for each election. Led board restructuring of bond implementation, saving district millions in unwarranted costs and construction delays.

CALIFORNIA CHARTER SCHOOLS ASSOCIATION, Oakland, CA 2007-2010
Director

Founded Oakland Charter School Collaborative to foster cooperation, including sharing of best practices, among Oakland's 33 charter schools and to increase their advocacy power. Strong emphasis on obtaining parcel tax funds for schools and improving Oakland Unified authorizer processes and procedures, especially increased access to facilities and equitable approval and renewal of charter schools. Created first charter high school athletic league admitted to California Interscholastic Federation. Monitored school quality and worked with struggling schools to improve or close.

- Successfully obtained and implemented \$240,000 federal grant to improve charter school emergency preparedness.
- Gained support of community-wide coalition and charter schools for inclusion of parcel tax funds designated for charter schools on November 2010 ballot. This was the first time the Oakland Unified board included charter schools in a parcel tax.
- Brought schools together to create and implement Collaborative's Five Year Strategic Plan.

GIBSON AND ASSOCIATES, Oakland, CA

2000-2006

Associate

Provided analysis and evaluation of Oakland's Community Development Block Grant (CDBG) projects, funded through the U.S. Department of Housing and Urban Development. Work focused on complex residential and small business lending programs that aid moderate- and low-income and minority residents. Evaluations also included smaller learning community high schools, a charter school, a specialized K-8 mathematics program, and a tutoring program. Served on team that developed the new strategic plan for the Oakland Fund for Children and Youth.

- Led evaluation of two San Francisco high schools' smaller learning community reform efforts, including the design and conduct of surveys and focus groups as well as teacher interviews.

CALIFORNIA DEPARTMENT OF EDUCATION, Sacramento, CA

2006

Reader, Public Charter School Grant Program

Evaluated and scored charter school implementation and replication grant applications from nonprofit organizations statewide to determine which merited funding.

CALIFORNIA PARENTS FOR EDUCATIONAL CHOICE, San Francisco

2002-2008

Executive Director

Prepare position papers, analytical studies, and publish op-eds on educational spending, teaching, testing, and dropout rates as well as developed two year work plan and budget. Manage relationship with 9 member board, prepare board materials, and recruit new board members.

INSTITUTE FOR THE FUTURE, Menlo Park, CA

1994 - 2000

Director

Designed and directed major strategic planning projects and contributed to Institute analyses of changes in business environment and health care sector. Raised \$1 million annually and led multinational study for five years on "Future of World's Post Offices" in light of email and e-commerce.

CALIFORNIA HEALTH CARE INSTITUTE, South San Francisco, CA

1993

Organizing Consultant

Selected by founding CEO's to launch new institute designed to promote continued rapid economic growth of state's research-intensive high technology healthcare industries: biotechnology, medical devices, and pharmaceuticals. Organized a marketing effort which registered 58 companies as members and raised \$400,000 in funds in the first three months.

SYNTEX CORPORATION, Palo Alto, CA

1992

Director, Policy Analysis

Developed corporate positions on Federal and state public policy issues for use by government affairs managers and the industry association to affect positive bottom line results.

- Completed thorough five-year analysis and projection of Federal and state legislative actions affecting Syntex, a \$2.1 billion pharmaceutical manufacturer.

THE ECONOMIST GROUP OF LONDON, San Francisco, CA

1986 - 1991

Vice President, Western Region

Responsible for all business for 15 states and 2 provinces. Managed sales, service, and administrative staffs.

- Turned around region's sales performance in one year, tripling sales by reorganizing territories, increasing sales calls and quotas, and reassessing customer needs.

HEWLETT-PACKARD COMPANY, Palo Alto, CA

1984 - 1986

Manager, International Government Affairs

Developed first Corporate International Government Affairs program to strengthen company ties with host governments abroad and to increase company influence on U.S. trade policy legislation.

- Organized and supervised comprehensive analysis of trade barriers worldwide and created action plan to reduce adverse impacts.

FOREIGN COMMERCIAL SERVICE, Beijing, China

1981 - 1983

Assistant Commercial Attaché

As first Commerce Department officer assigned to U.S. Embassy, made market assessments in high technology sector and managed U.S. Government trade promotion program. Awarded Silver Medal for distinguished services.

U.S. DEPARTMENT OF COMMERCE, Washington, DC.

1977 - 1984

Trade Specialist-Singapore, Malaysia, and Brunei (1984)

Trade Specialist-Romania and Czechoslovakia (1977 - 1980)

Monitored political, economic, and commercial relations with relevant countries and advised U.S. business executives and senior U.S. government officials.

U.S. HOUSE OF REPRESENTATIVES, Washington, DC.

1974 - 1977

Staff Investigator-Government Operations Committee

PETER H. HANLEY

Page 5

Reviewed government housing, manpower, and anti-poverty programs to improve economy and efficiency of operations.

EDUCATION:

M.A. International Affairs, The George Washington University. Full academic scholarship.

B.A. Political Science, University of Oregon. Phi Beta Kappa.

Masters in Governance, California School Boards Association, California
Leadership, San Mateo County, California

Certificate, Ashridge Management College, London.

Certificate, Mandarin Chinese, Foreign Service Institute, Washington, D.C.

PROFESSIONAL AFFILIATIONS:

Vice Chairman, Community School for Creative Education, Oakland, CA, 2011-present

Member, Delegate Assembly, Policy Committee, Government Relations Council, and High School Reform Task Force, California School Boards Association, 2003-2012

President, San Mateo County School Boards Association, 2004-05; Vice President, 2003-04; Treasurer, 2002-03; Member, Executive Committee 2002-2012

Board Member, Commonwealth Club of California, Silicon Valley, 1998-2003

Advisory Board, WildAid (International Wildlife Conservation and Education), 2001-2003

Founding Board Member, World Forum of Silicon Valley, 1988 - 1998

Board Member, School of Management, JFK University, 1997-1999

LUDMYRNA LOPEZ

• EMAIL: LOPEZ.LUDMYRNA@COMCAST.NET

SUMMARY

- Twenty years professional experience in public policy development and administration.
- Extensive experience in local government financial management.
- Experienced supervisor with program oversight, hiring and managing professional staff, contractors, and volunteers.
- Extensive community service, including serving on multijurisdictional government agencies.
- Experienced public speaker with media relations experience, bilingual oral and written communication skills in English and Spanish.
- Proven team leader with established record of multi-task proficiency, creativity, resourcefulness, organizational command, and problem-solving know-how.

PROFESSIONAL EXPERIENCE

Administrative Analyst

December 2012 to Present

INTERGOVERNMENTAL AFFAIRS AND CIVIC ENGAGEMENT, ALAMEDA COUNTY ADMINISTRATOR'S OFFICE • OAKLAND, CA

- Supervise professional staff of the legislative and civic engagement programs team
- Lead legislative activities with the Board of Supervisors Personnel, Administrative, and Legislative
- Oversee Civic Engagement programs: Leadership Academies, Women's Hall of Fame

Executive Director

July 2011 to August 2012

WOMEN'S INITIATIVE FOR SELF EMPLOYMENT, CONTRA COSTA • CONCORD, CA

- Oversaw all the management and microenterprise program operations in the Contra Costa region, hired and supervised professional staff, contractors, and volunteers. Worked within a bay area wide service agency to deliver quality, consistent, and efficient services.
- Lead fundraiser and spokesperson for the Contra Costa Offices. More than doubled the fundraising goal in three months for the annual Woman Entrepreneur of the Year awards event.
- Oversaw the grants management for Contra Costa. Responsible for monitoring grant outcomes, expenditures, and reporting requirements. Wrote grant proposals. Managed relationships with private and public funding sources, financial institutions, and community organizations. Doubled the number of strategic community partnerships that allowed to increase services without increasing expenses.
- Oversaw and executed the annual budget for the region, forecasting revenues and expenditures.
- Maintained media relations. Developed message and briefed staff on talking points regarding program results. Responsible for policy work regarding self-employment and job creation through microenterprise development.
- Met with elected officials regularly regarding the use of legislation and economic tools to create jobs through microenterprise training and reducing barriers to business start-ups and expansion.
- Directed and supported the Regional Board of Directors including its policy and strategic goals and recruitment. Increased number of Board of Directors by 100% to 10 members within six months with significant fundraising commitments. Ensured quality customer service to Women's Initiative clients and Regional Board of Directors.
- Planned and managed organizational restructuring of Women's Initiative for Self Employment.

Owner

January 2011 to July 2011

LOPEZ STRATEGIC CONSULTING SERVICES • RICHMOND, CA

- Provided a wide range of contractual services to government and non-government agencies.
- Planned, launched, implemented, and evaluated a start-up CEO Youth entrepreneurship program, preparing program budget, coordinating with the Oakland Unified School District, and building alliances with strategic partners.

City Council Member

January 2007 to January 2011

CITY OF RICHMOND • RICHMOND, CA

- Elected to the Richmond City Council in November 2006. Elected as Vice Mayor in 2009 and Chair of City Council Finance, Administrative Services and Economic Development Committee in 2008.
- Responsible for working with another Council Member to create car importation partnership with Honda Motor Company/American Warehousing/Port of Richmond generating annual revenue of \$10 million to the city.

EXPERIENCE *continued:*

City Council Member *continued*

- Successfully led agency efforts to get Integrated Waste Management Board approval for new food waste collection program diverting solid waste from landfills and saving \$7 per ton in landfill disposal fees.
- Reviewed and gave direction to city staff on a variety of short and long term debt financing, cash management, and other treasury and investment management matters.
- Met regularly with City Engineer and other staff to discuss capital improvement plan, planning, and financing.
- Led budget reform that resulted in greater transparency and accountability in local budgeting. Responsible for creating and leading the highly regarded annual City Council budget community presentations.

- Successfully developed partnership with the Goldman School of Public Policy, UC Berkeley that led the City Council to adopt the Urban Environmental Accords.
- Member of several economic development project negotiations teams representing the City.
- Represented the City on the regional Integrated Waste Management Board, School District Citizens' Bond Oversight Committee, Redevelopment Agency, West County Waste Water District Board, and League of California Cities-Revenue/Taxation and Community Services Policy Committees.

Legislative Analyst (Temporary Position)

August 2009 to December 2009

OAKLAND CITY COUNCIL • CITY OF OAKLAND, CA

- Provided legislative and financial analysis for the Finance and Management Committee.
- Made legislative and administrative recommendations to accomplish multiple policy goals among stakeholders including the Committee, Mayor, City Administrator, and constituents.
- Led the Finance Committee's independent analysis in the budget negotiations among the Finance Committee Chair,
- City Council President and City Administrator to close a \$23 million budget gap.
- Monitored and scheduled items before the Committee and spoke as needed before the Finance and Rules Committees.
- Reviewed multimillion dollar and multiyear contracts for due diligence, cost-effectiveness, ability to implement, and compliance with city ordinances.

Principal Financial Analyst

June 2006 to November 2008

FINANCE AND MANAGEMENT AGENCY • CITY OF OAKLAND, CA

- Due to city-wide budget cuts this position was deleted, and I was laid off.
- Oversaw the execution of the \$47 million agency annual budget
- Led budget formulation process, creating projections for personnel and non-personnel expenditures as well as revenues and coordinating with the six agency divisions including Treasury, Revenue, Accounting, Human Resources, Risk Management, and Information Technology.
- Developed administrative instructions and financial controls and communicated them to managers and budget staff, including internal controls for monitoring high visibility violence prevention fund expenditures.
- Provided technical assistance to agency divisions on budget execution, position control, program planning, and accounting matters.
- Created financial performance indicators to assist Division Directors to manage their budgets effectively.
- Developed budget to actual variation analysis and communicated with Division Directors.
- Managed special project to report to City Council on the financial obligations for other post employment benefits other than pensions (OPEB).
- Liaison to City Council Finance Committee to work on planning agenda items and committee business.
- Advised the agency director regarding personnel matters relating to union grievances and appeals.
- Interfaced with the City Administrator to present and justify the agency budget.
- Responsible for accounting entries to execute agency budget according to applicable policies and procedures.

Finance Manager

July 2002 to June 2006

DEPARTMENT OF CHILD SUPPORT SERVICES • CITY AND COUNTY OF SAN FRANCISCO, CA

- Supervised mid-level staff in the fiscal operation of a \$30.0 million budget of this agency, including accounting, information technology (IT), and facilities management.
- Formulated annual budget for the agency and interfaced with the Mayor's Office and California Department of Child Support to present and justify the budget request with state and federal program policies and regulations.
- Improved fiscal compliance by as much as 96% by improving internal controls and staff training within one

EXPERIENCE continued:**Finance Manager continued:**

year. As a result, I reduced overall financial risk exposure for the agency.

- Generated more than \$100,000 in savings annually by organizing competitive bids and negotiating directly with vendors of professional services.
- Administered quarterly financial reporting for state and federal compliance for state subventions. Oversaw the reconciliation of state advances and quarterly filings and communicated with the County Controller monthly and State when necessary.
- Oversaw accounts payable and planned the purchasing and all expenditures for salaries, contracts, and leases. Created revenue and expenditure projections for the agency.
- Authored and implemented administrative instructions and internal financial controls, such as carpool use, purchasing, cash handling, cash deposits, among others, and conducted training for management and technical staff.
- Managed the complete implementation of substantial investment in software upgrades of electronic mail and call-management reporting resulting in substantially improved communications.
- Coordinated financial and planning matters with the Mayor's Office of Finance & Legislative Affairs and Board of Supervisors.
- Oversaw and planned the purchasing and all expenditures for salaries, contracts, and leases.
- Interfaced regularly with vendors, city purchasing office, Mayor's Office, and attorneys.
- Negotiated and channeled contracts and leases through public process for review and approvals.
- Coordinated departmental emergency response plan.

Senior Budget and Policy Analyst, Office of Budget and Legislative Affairs *September 1999 to June 2002*

MAYOR'S OFFICE • CITY AND COUNTY OF SAN FRANCISCO, CA

- Evaluated various departmental budgets totaling more than \$400.0 million, including police, juvenile probation, recreation/parks, environment, and arts for compliance with the Mayor's priorities and governing laws.
- Coordinated matters on capital projects such as the \$43.0 million juvenile justice center replacement project by interfacing with the Finance office on debt financing for the project.
- Facilitated first time private-public financing of public art restoration projects totaling \$1.0 million.
- Saved more than \$1.0 million by consolidating environmental programs within the Department of the Environment and eliminating redundancies among the Public Utilities Commission, Public Works and Planning Departments.
- Evaluated capital project proposals for need and scope as part of the proposed departmental budgets.
- Prepared strategic fiscal plans and recommended policy and legislative action for improving the city's financial position and delivery of services.
- Monitored and reported monthly performance versus budget to department heads, fiscal officers, and Budget Director.
- Authored San Francisco Mayor's "Budget Basics" publication for educating the public and planned local community budget presentations.

Senior Program Analyst, Office of the Chief Financial Officer

December 1997 to July 1999

U.S. ENVIRONMENTAL PROTECTION AGENCY • WASHINGTON, D.C

- Promoted from Economist to coordinate agency-wide Brownfields budget matters.
- Evaluated annual program and budgetary goals and provided technical assistance to USEPA program offices on budget execution and compliance with governing laws and regulations related to CERCLA and RCRA.
- Served as team leader of the Strategic Goal Five group. Examined, analyzed, and advised upper management and Congress on budget and legislative impacts on various programs.

Economist - Brownfields Team Leader

August 1993 to November 1997

OFFICE OF POLICY PLANNING AND EVALUATION (OPPE)

U.S. ENVIRONMENTAL PROTECTION AGENCY • WASHINGTON, D.C

- Built the *newly created* Brownfields team of five scientists, economists and other specialists to develop research, policy tools and incentives to promote economic development, smart growth, and environmental cleanup for contaminated sites. Selected representative of the EPA on the White House Community Empowerment Board.
- Conducted internal and external stakeholder outreach. Planned conference programs and collaborated with other federal agencies on related Brownfields research.
- Performed benefit-cost analyses of proposed legislation and regulation regarding the Superfund program and presented technical information and findings to upper management and other program offices.

- Recipient of the Special Achievement Award for Brownfields Team Leader from the Associate U.S.EPA Administrator for integrating Brownfields policy into the Agency's Smart Growth Network.
- Recipient of the EPA Agency-wide Community Based Environmental Protection Champion Award with the Smart Growth Team.

Field Representative

December 1989 to August 1991

ASSEMBLYMAN JOHAN KLEHS • DISTRICT OFFICE, SAN LEANDRO, CA

- Monitored and investigated state budget, economic development, environment, human services and other issues for the Assemblyman to make presentations and respond to constituent inquiries.

EDUCATION

M.S., PUBLIC POLICY AND MANAGEMENT, H. JOHN HEINZ III SCHOOL, CARNEGIE MELLON UNIVERSITY, PITTSBURGH, PA

B.A., LIBERAL STUDIES AND MINOR IN BUSINESS ADMINISTRATION, CALIFORNIA STATE UNIVERSITY, EAST BAY

SKILLS AND TRAINING

- Proficiency in Microsoft Office Suite Software (Excel, Word, PowerPoint, etc.); Oracle; Social Media
- Bilingual with a proficiency in Spanish
- Government Finance Officers Association, "What Finance Professionals Need To Know-Internal Controls"
- Karrass, "Effective Negotiation"
- Dale Carnegie Institute, "Improving Human Relations"

PROFESSIONAL MEMBERSHIPS AND COMMUNITY SERVICE

Former Planning Commissioner, City of Richmond, CA

Member, Board of Directors, West Contra Costa YMCA

Member, Board of Directors, Chicana/Latina Foundation

Member, Citizen Bond Oversight Committee, West Contra Costa Unified School District

Emerge, Leadership Institute, San Francisco, CA

Member, Government Finance Officers Association

Member, League of California Cities Community Services Policy Committee

Member, League of California Cities Revenue and Taxation Policy Committee

Khalif Muhammad

Board Service Address:

345 12th Street Second Floor

Oakland, CA 94604

Phone: 707-246-1517

E-mail: khalif@VIPservices.com

Professional Experience

2005 to Present, Security Consultant
V.I.P. Protective Services Inc.
Richmond, Ca

Provide security consulting services to security patrol and guard services for small, mid-size and large companies in the greater Bay Area. Authorized by the state of California to train armed security guards for specific tasks and personal bodyguard services.

2003 to Present, Chief Barter Broker
ITEX Solano Trade Exchange Inc.
Vallejo, CA

Chief Executive Partner and President in the private brokerage firm . ITEX Solano Trade Exchange based in Vallejo, CA has an annual revenue of \$1 to 2.5 million.

1999 to 2003, Remittance & Accounting Technician
United States Social Security Administration
San Francisco, CA

Managed west coast regional accounts and portfolio accounts for the social security administration. Received various step up certifications and promotions during employment.

Volunteer Work

1989-2005 Muhammad's Mosque #72
1991-1993 Advisory Member Ethos Academies
1992-1999 Anchorage Small Business Development Corporation
2000-2004 Board Member, School Reform Congress
2007- Present Board Member, Amethod Public Schools

Licenses and Certificates

Certified Barter Broker
Certified Windows XP
Certified Armed Guard and Trainer

Education

2002-2004 University of Phoenix; Business Administration & Management
1995-1997 University of Alaska Anchorage; Mass Communications
1987-1990 Contra Costa College, Liberal Studies

Shawn E. Brown

345 12th Street
Oakland, CA 94604
shawn@sbrownandassociates.com

Professional Experience:

Executive skilled in Banking, Trading Operations and Data Processing Systems. Strong background in Private Banking, Marketing, Planning, Budgeting and P & L Management. Demonstrated record of developing and implementing solutions to multidimensional complex operational issues.

Shawn Brown and Associates, San Francisco, CA
2011- Present
Senior Associate

Plan Risk assessment and subsequent aversion for clients. Forecast risk and the potential impacts on created or inherited wealth against the dynamic and subject to a multitude of factors including; monetary and fiscal policy, legislation and economic globalization. Tax Consequences, Liquidity needs, succession planning, Philanthropic efficiency, and Legacy creation and other situations in dealing with the complexities of wealth, we continue to deliver custom solutions.

The Bank of New York Mellon, San Francisco, CA
2007-2011
Director

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.
Developed and conducted corporate planning and strategy meetings. In addition to having overall responsibility for operations, management and P & L.

BourseTech, Inc., San Francisco, CA
2003-Present
Chairman

Dynamic solutions provider and technology platform for regulated exchanges in North America and Europe. Delivered robust trading solution used by NYSE/Archipelago as well as enhanced market data platform for CME Group. Contracted connectivity provider for multiple exchange members including Goldman Sachs and UBS. Compression technology innovator recognized by peers as key contributor in the development of FAST (Fix Adapted for Streaming) through FPL ltd.

NYSE/Archipelago & Euro Next, San Francisco, CA & the Netherlands
1996-2003
Member

Market Maker and Specialist in numerous listed equity options products using open outcry and electronic trading formats. Developed industry standard protocols for risk management and real time assessments of net liquidation and position limits. Represented floor membership on several committees including, technology, rules and allocation.

Education

Wright State University, Fairborn, Ohio
Undergraduate
Business Administration 1994

Professional Activities

Member FPL, Ltd. Board of Directors, Chairman of Larkin Street Youth Services Charity Golf Tournament, Vice Chairman Lien Minh Corporation, Board Member Amethod Public Schools (Oakland)

Hobbies

Tournament Golf, Fishing, Coaching, and Baseball

ATTACHMENT L

Amethod Management Resumes

345 12th Street (2nd Floor)
Oakland, CA 94607

Jorge Lopez

Office (510) 899-4806
Home (510) 893-8704

jlopez@amethodschools.org

PROFESSIONAL EXPERIENCE

Executive Director
Amethod Public Schools



2004- Present
Oakland, CA

Transformed one of the lowest performing middle schools in Oakland, CA, into a National Blue Ribbon award winning school system currently composed of four school sites located in hardest to serve neighborhoods in East Bay area.

Major Job duties include:

- *Vision & Strategic Planning.* Accountable for setting the vision and direction for Amethod Public Schools Education based on the initiatives provided by the Board of Directors. Responsible for determining the feasibility and implementation of short and long term organizational objectives, formulating policies and procedures for operations, constructing optimal organizational structure for maximum efficiency.
- *Organizational Development & Financial Management.* Accountable for the overall leadership and operation of the organization, while executing on the Board's vision and mission for the organization. Within policies established by the Board of Directors, oversee four lead administrators and any subsequent personnel additions. Responsible for overseeing all accounting functions including those necessary for budget development and execution, financial analysis, tax reporting, and administration of benefits and insurance. Supervising the hiring and firing of staff and selecting, training, and developing employees. Managing building contracts, facilities planning, maintenance, and custodial operations.
- *Fundraising & Resource Development.* Accountable for determining the optimal course of funding for the organization. Specifically, responsible for overseeing the philanthropic fundraising activities. Managing grant-writing activities. Securing additional funds from the federal and state government. Developing formal partnerships with organizations and businesses for mutual strategic partnerships.
- *External Relations/ Expansions.* Accountable for initiating and nurturing productive relationships with a variety of constituencies at the local, state and national levels. Central to this role is the effective and persuasive presentation of the organizations vision and mission to various stakeholder groups. Spearheaded the opening of three new campuses under tenure
- *Partial List of Awards:* CA Title I Award (2008- 2010), NCLB Blue Ribbon National Award (2008), CA Distinguished School Award (2009), California Charter Schools Association "School of the Year Award," (2009), CBEE Business Roundtable Honor Roll Schools (2006-12), CBEE STEM Award (2012)

Program Director
Sacramento Youth Project



2002-2004
Sacramento, CA

Managed a combined program budget of 3.6 million dollars. Implemented after school programs at seven different school sites in the Sacramento region. Spearheaded a summer literacy program at three housing complexes and created a high school math enrichment program in elementary schools. Wrote and received a 5 year \$350,000 Sacramento County grant to offer conflict resolution to at risk students attending continuation schools in Sacramento County, and established counselor intern programs at five school sites.

Program Director
Migrant Education (Region XXIII)



2001-2002
Stockton, CA

Establish, and coordinate supplemental educational programs for students of migrant agricultural working families in San Joaquin County. Supervised secondary student teachers, counselors, and resource assistants who worked with more than 700 Migrant students in the area. Implemented and supervised three summer school sites for secondary migrant students and provided academic advising, and counseling programs.

Principal

Dolores Huerta Learning Academy



1999-2001
Oakland, CA

Created structure by implementing school policies, daily procedures, and school wide policy for entire school population in the second year of the school's operations. Organized a teacher training program with a local private school to offer teachers professional development. In 2000-2001, School demonstrated growth in content areas from previous year. Average daily attendance rose 12% from the previous school year.

EDUCATION

- 2012 Chief Business Officer Training Program
California Charter Schools Development Center
- 2004 Pupil Personnel Service (PPS) Credential
Sacramento State University, Sacramento, CA
- 2003 M.A., Education- Emphasis: Academic Counseling
Sacramento State University, Sacramento, CA
- 1996 B.A., Ethnic Studies
Sacramento State University, Sacramento, CA

AFFILIATIONS/ORGANIZATIONS

- Board of Directors (2012) - Contra Costa County Hispanic Chamber of Commerce (2012) - Appointed Director of West County.
- Fisher Family Fellowship (KIPP Foundation- Texas) - Selected as a Fisher Family Fellow 2012.
- Board of Directors (2011) Family Bridges: Full service Adult care provider organization.
- California State Board of Education Member -Appointed in 2009 by Governor Arnold Schwarzenegger.
- California Advisory Commission on Charter Schools- Appointed in 2010
- US Department of Education (Office of Innovation & Improvement) - Peer Grant Reviewer for Charter Schools Program (2011)
- Western Association and Accreditation Commission for Schools (WASC) - Visiting team associate.
- Pacific Research Institute: Governance Board Trainer 2006-2008
- California Department of Education (Charter Schools Division): Peer Reviewer / Federal Public Charter Schools Grant Program- (2007)
- Walton Family Foundation: Start-Up Grant Review Committee: Peer Reviewer (2006)
- Bay Area Youth Rugby (Oakland Warthog Rugby Club) - Current Advisory Board Member

PRESENTATIONS/LECTURES

- Charter School Renewal: Best Practice: presenter- California Charter Schools Association State Conference (2012)

Education Outlook for 2010: Roundtable Panelist -The CA State Black Media Alliance (2010)
Race To the Top! School Reform Documentary -_Edvoice (2009)
Edvoice: State Candidate Symposium - Presenter - (2009)
Not As Good As You Think: Documentary Film Panelist-Pacific Research Institute (2009)
Human Resource and Charter School Leverage- Presenter- California Charter Schools Association Statewide Conference (2009).
Latino Leaders and School Reform Harvard Conference- Presenter - HCREO Coalition --(2008)
Algebra For All 8th Grade Symposium- Panelist -Hosted by School Innovations Inc. (2007)
The Achievement Gap Symposium - Presenter- California Department of Education Achievement Gap Conference (2007)
California Chamber of Commerce- Presenter- School Choice Forum (2007)
Creating Success in Louisiana Schools- Presenter- Baton Rouge Charter School Association-(2007)
The Joys of the Charter School Structure: Presenter- Oakland Rotary Club (2007)
The State Of Oakland Charter Schools -Lecturer-Lake Merritt Breakfast Club (2006)
Bottom Line! Maintaining an Academic Focused School- Lecturer- Schools Development Solutions- Charter School Board Training (2006),
Accountability for All Students- Presenter-Migrant Education Program State Conference (2003)
NCLB and Subgroup Focus- Panelist-California State University Annual Statewide Education Conference (2003)

PETER A. CORDERO

1345 12th Street □ Oakland, CA 94607 □ (510) 899-4806 □ pcordero@amethodschools.org

EDUCATION

Broad Resident: The Broad Residency in Urban Education

Cohort 2007 - 2009

Graduation Date: May 2009

Pepperdine University

Masters in Business Administration

Graduation Date: August 2006

University of Southern California

Bachelors of Arts Degree

Major: Psychology

Graduation Date: June 1995

EXPERIENCE

AMETHOD PUBLIC SCHOOLS

June 2013- Present

Chief Operations Officer

Pete Cordero is chief operating officer of Amethod Public Schools, a high performing network of charter schools serving children in Oakland and Richmond, CA.

Design and implement systems capable of supporting the growing network of Amethod schools in the region. Lead a central management team and direct reports to develop, implement, and manage the program aspects of the organizations strategy and annual budget. Supervises the following non-instructional operational functions: transportation, data, technology, operations, procurement, leadership development, strategic partnerships, and liaison to community foundations, and academic management teams. Play a significant role in developing and implementing the organization's long-term strategy including the development of school leaders. Work with the CEO and other central staff in planning, organizing, and implementing public and private fundraising initiatives.

- Steward the process for defining and adapting service levels for schools as the network grows, ensuring that the central support office is systematic and always accountable to high standards
- Ensure performance management and substantial professional development opportunities for all campus and central operations staff
- Participate as a key member of the central cabinet to set organizational strategy
- Spearhead the constant improvement of support processes and communication with schools
- Serve as point of contact for school principals to assist in addressing any operational needs
- Represent management as needed to resolve operational issues with external parties, including legal counsel, authorizers, state, foundations, etc, as well as liaising with board of directors
- Supporting and advising the CEO in decision making
- Oversee the leader development program managed by the Chief Academic Officer
- Overseeing the reporting and monitoring of organizational performance metrics
- Support the CEO's interactions with the board of directors, including assembling all relevant board documents

THE BROAD CENTER

September 2009-June 2013

Director of Resident Development

General management of the two year leadership and talent development program for Broad Residents including leadership training and support, program administration, executive coaching, 360 feedback and managing relationships with over 50 school operating organizations.

- Successfully co-led and managed growth of annual cohort size from 31 to 50 Broad Residents over three years while maintaining high levels of program quality and effectiveness resulting in an average 4.2 satisfaction rating on a five point scale.
- Lead a cross functional team that provides support to and helps Residents lead and navigate various complex organizational change initiatives in urban school systems (districts, charter management organizations federal and state departments of education). Some initiative areas include talent management systems (i.e. teacher and principal effectiveness), performance management, school turnaround programs, new learning models, and labor relations.
- Co-developed and implemented a data driven performance and talent management system to monitor progress and support needs of Residents.
- Increased leadership development workshop scores for Residents from an average of 4.0 to 4.3 on a five point scale.
- Achieved outstanding efficiencies and effectiveness in our 360 feedback process that resulted in a 50% decrease in costs and a satisfaction score of 4.6 on a five point scale.
- Managed and coordinated partner and supervisor relationships which resulted in increasing supervisor session participation from 60% to 85% and satisfaction scores from an average of 3.9 to 4.5.

PARTNERSHIP TO UPLIFT COMMUNITIES (PUC) SCHOOLS

July 2007-September 2009

Director of School Support Services 08/2008 - 09/2009

Responsible for school support services in operational and instructional areas including data management, college supports, talent management, and leadership development.

- Led a cross functional team of stakeholders across both operational and academic departments that successfully designed and implemented a teacher effectiveness framework and performance management system transforming how we develop teaching professionals.
- Collaborated with the education team to design and deliver professional development for school leaders focusing on people management and leadership skills.
- Co-led a grant writing initiative that earned the Gates Teacher Effectiveness grant for five California CMOs laying the groundwork for a teacher career ladder with differentiated pay.
- Aligned our data and knowledge management systems to the needs of the schools and the organization wide performance management and assessment system.
- Developed and managed the college support team which assisted the high schools in tracking alumni status and providing transitional college support for PUC alumni.
- Developed metrics for multiple central office departments to measure progress and results as well as to continue to identify areas of improvement resulting in 100% of central office departments setting goals and tracking progress.

Director of Special Projects 07/2007 - 08/2008

Responsible for various organizational projects focused on operations and human capital.

- Working with and gaining buy in from multiple central office departments I designed, implemented, and executed a robust performance management system across the central office achieving all project objectives.
- Researched, collaborated with educational professionals, wrote, and delivered to the board of directors a compensation study for a performance based teacher compensation plan.
- Identified multiple departmental projects and led them to successful completion. These included implementing a defined contribution retirement plan, codifying SOPs for the organization, and deploying a customer service survey to our schools to measure our performance as a central office.

DKN HOTELS INC. September 2005 - May 2007 Director of Sales and Marketing

Executive level responsibilities including developing, implementing and executing an organization wide sales business unit achieving organizational strategic objectives of revenue and geographic growth.

- Developed and implemented a strategic plan that successfully met business unit objectives and revenue targets.
- Aligned and implemented a data system that incorporated the entire sales process and provided real time and relevant data used to drive decisions and measure performance.
- The sales organization consistently achieved over 120% of revenue goal.
- Developed local market assessments that looked at economic pressures, competitive pressures, and sources of competitive advantage. This led to the opening of two new geographic locations.
- Developed and effectively implemented a talent management process that encompassed recruiting, training, and new hire orientation. This process was adopted across the organization.

KAPLAN INC September 2004 – September 2005 National Director- Kaplan Workplace English Programs

Responsible for developing, implementing and executing a sales strategy to increase awareness and sales of Kaplan's Workplace English training program.

- Built marketing and sales plan for the new program, which included the budget and policies.
- Collaborated with the curriculum team to design training course, deploy pre and post-assessments, and hire trainers.
- Increased sales by 50% of new corporate clients ranging from mid to national account size companies.

AUTOMATIC DATA PROCESSING (ADP)

June 1995 - April 2004

Regional Sales Director 03/2003 – 04/2004

Responsible for developing and leading a team of sales professionals with increased responsibility over region wide initiatives and training.

- Achieved forecast every month of fiscal year with region finishing 101% of quota.
- Successfully executed the talent management process of recruiting, interviewing, hiring, training, and retaining of sales associates.
- Regional champion of banking channel development where I achieved an increase in sales derived from the banking channel from 30% to 37%. Regional target was 33%.
- Liaison between sales and service departments responsible for internal communications during which time client satisfaction scores increased by 15%.

Regional Sales Manager 4/2000 – 05/2003

Responsible for developing and leading a team of 10-12 sales professionals.

- In four full years as Sales Manager, the team finished over 100% every year.
- Achieved President's Club in fiscal years 2002 and 2003.
- Specialized in the development of a marketing and action plan for our top target accounts (i.e. provided trainings, conducted blitzes, and planned and implemented seminars).

District Manager 06/1995 - 04/2000

Responsible for developing, establishing, and consulting new accounts as well selling additional features to the client base.

- Achieved three straight President's Clubs in fiscal years '98, '99, '00 finishing at 127%, 106%, and 110% of quota respectively.
- Finished in top 15 in the West South division for fiscal year 2000.
- Achieved number one ranking for sales in the West South Division and number three in the nation April 1998 with 289% of target.

Evelia Villa

345 12th Street
Oakland, CA 94607

Office (510) 899-4806
evilla@amethodschools.org

PROFESSIONAL EXPERIENCE

Chief Academic Officer Amethod Public Schools

6/13- Present

Responsible for both sustaining and improving the culture of high academic excellence in the Amethod Schools Network. Work with the school leaders at each school as well as the instructional support staff will report directly to the CEO who will have primary authority and accountability for the academic performance of all AMPS schools. Work with principals to provide leadership, vision, and strategic direction for the AMPS instruction, assessment and school improvement initiatives overseeing professional development for all school leaders and supervising academic management of the schools.

- Provide scalable instructional program leadership to all school leaders with specific responsibility for planning, development, implementation, assessment and improvement across all current and future schools.
- Develop, lead, and drive the accountability of site leaders and school teams in their roles as instructional leaders.
- Monitor, provide feedback to and evaluate school leaders providing clarity of roles, functions, goals and accountability.
- Determine and implement the network's academic priorities.
- Review assessment tools on a regular and on-going basis and analyze performance for effectiveness in improving student achievement.
- Assist the Executive Director and Chief Operating Officer in the development of a strategic plan and scalability of the existing instructional model that will ensure excellence and high standards the network expands to serve more students.
- Support leadership at schools to ensure high quality implementation of the schools' educational design, including standards, assessments, instructional guidelines, and the school culture.
- Assist school leaders in monitoring and evaluating effectiveness of programs as well as identifying and acquiring appropriate program resources to ensure that curricula are student-focused and aligned with school's missions, core values, academic standards, and strategic goals.
- Assure that curricula are aligned to national and state standards and help create curricula that allows for efficient and effective pacing, sequencing and lesson planning.
- Regularly observe and evaluate student work through classroom walkthroughs and observations.
- Recruit, identify, and train highly qualified incoming school leaders.

Founding Principal Richmond Charter Academy

6/12- 6/13

Richmond, CA

Currently serving as Site Principal for Oakland Charter High School located in downtown Oakland, CA. Oversee the day to day operations for the 5th highest performing high school in CA. The position of School Principal is held accountable for:

- Evaluate community needs through usage of a multiple modality community survey tool.
- Spearhead community outreach events and town halls.
- Create job descriptions and positions needs.
- Ensuring responsive and effective systems and management Guide Learning and teaching practice among all staff and faculty.

- Maintaining student organization academic program, and teacher development.
- Strategic Management of the school, including
- Arranging partnerships with other Community based organizations to offer broad services for students.
- Monthly reporting to the CEO and the governing board
- Professional internal and external relations with the board, donors and local and Community.

**Principal
Oakland Charter High School**

**6/10- 5/12
Oakland, CA**

Served as Site Principal for Oakland Charter High School located in downtown Oakland, CA. Oversee the day to day operations for the 5th highest performing high school in CA and guided to become the highest performing school in Alameda County. The position of School Principal is held accountable for:

- Providing strategic leadership for school improvement and development
- Spearheaded college collaborations, counseling, and student advising -100% of graduates were accepted to 4 year colleges.
- Ensuring an orderly and inspirational culture and a strong school community
- Ensuring responsive and effective systems and management of a core faculty of twelve teachers, and four community college professors
- Learning and teaching practice among all staff and faculty
- Maintaining student organization and discipline
- Student outreach(recruiting and admissions)
- Parent and community relations
- Strategic Management of the school, including:
- Annual school review, including analysis of student achievement data
- Monthly reporting to the CEO and the governing board
- Managing a comprehensive budget of 1.6 million dollars annually
- Professional internal and external relations with the board, donors and local and community demonstrating the school is well managed.

**Dean of Instruction
Amethod Public Schools**

**2008-10
Oakland, CA**

The Dean of Instruction is ultimately responsible for ensuring that the organizations schools provide Teachers and Professors with the skills, training, knowledge and support necessary to succeed in a high demand, fast paced urban school setting. The Dean of Instruction must have the skills needed to adeptly assist in facilitating and collaborating with faculty and staff; experience teaching; ability to identify and use diagnostic and formative assessments; and ability to engage in and support classroom and organizational level inquiry to inform decision making. The position is accountable for the continuous growth of faculty and increased building performance as measured over time by state standards and locally determined indicators by establishing specific and organized professional development programs and opportunities for school sites. The Dean of Instruction reports to the Executive Director and works closely with the school leadership including the Site Director and Dean to provide consistent, effective instructional practice and training to faculty.

**Principal
Oakland Charter Academy Middle**

**2007-08
Oakland, CA**

Worked as Site Principal for Oakland Charter Academy Middle located in the Fruitvale District in Oakland CA. In charge of the day to day operations for the nationally acclaimed Blue Ribbon campus during the 2007 school year. The position of School Principal was held accountable for:

- Ensuring high standards of achievement for all students was continued
- Maintaining student organization and discipline
- Implementing the Teacher training program and grade level meeting programs
- Student outreach(recruiting and admissions)

- Field verify facility modifications, data updates, generate reports.
- Participate in Full Cost Accounting data reconciliation effort.
- Provide direct support to Facility Planning Office.
- ❖ Update facility floor plans in Graphic Data System (GDS).
- ❖ Assist in on-going Geographical Information System (GIS) transition from GDS to ESRI ARCInfo.

Daniel, Mann, Johnson & Mendenhall, Moffett Federal Airfield, CA

Facility Planner/GIS Specialist: December 1994 to May 2000

- ❖ Manager of Personnel Relocation Projects.
 - Design of proposed relocation plans and modular systems furniture layouts.
 - Coordinate with DMJM Construction Services Group on space modifications to meet building code requirements and/or client requests.
 - Coordinate with facility support services per client request (telecomm, security, etc).
 - Implement physical move.
- ❖ Member of Facility Utilization Study team, space analysis to identify possible future use and development scenarios at Ames Research Center.
- ❖ Update facility floor plans in Graphic Data System and Facility Planning Office Database.
- ❖ Facilitate and monitor of the evacuation and repopulation of buildings during major remodeling or repair projects.

Project Geologist: December 1994 to May 2000

- ❖ Project Manager for environmental investigations at numerous "Areas of Investigation" (AOI's).
 - Phase I & II Environmental Site Assessments.
 - Underground Storage Tank (UST) Closure Reports.
- ❖ Project specific Environmental Assessments (EAs).

Bentley Company, Moffett Federal Airfield, CA

Geologist: May 1994 to December 1994

- ❖ Project Manager of environmental Geographic Information System (GIS/Key Solutions).
- ❖ Development of database model to house project specific environmental data and interface with facility GIS.
 - Design of front-end data entry screens (4D) and database tables (Sybase).
 - Management of project sub-consultants.
 - Coordination of data entry and development of data entry verification plans.
- ❖ Member of infrastructure study team for the proposed National Wind Tunnel Complex at Ames Research Center.

San Jose State /NASA Ames Research Center, Moffett Federal Airfield, CA

Student Hydrogeologist/GIS Manager: May 1992 to May 1994

- ❖ Population and maintenance of environmental GIS (GIS/Key Solutions) housing all groundwater and soil chemical results, water level and lithologic data for Middlefield-Ellis-Whisman Superfund Site, Moffett Federal Airfield and NASA Ames Research Center.
 - Coordination with Superfund site consultants in quarterly electronic data exchanges.
 - Generation of parameter concentration contours, lithologic and well logs and cross sections.
- ❖ Coordination and support of field activities for soil and groundwater sampling and quarterly water level measurements.

ATTACHMENT M

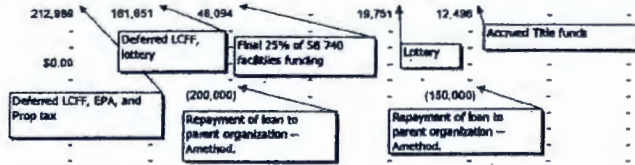
Financial Documents

Oakland Charter Academy – Downtown
 Monthly Cash Forecast
 8/28/2013

	2013M4												Forecast	APIAR
	Actual & Projected													
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	5,900	200,142	39,184	247,130	236,338	138,453	292,354	274,904	148,395	88,023	188,746	187,178		
Revenue	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> \$1,00K loan from parent organization less startup costs. </div>													
8012 Education Protection Account	-	-	-	87,588	-	-	87,588	-	-	87,587	-	-	350,390	87,587
8015 Charter Schools General Purpose Entitlement - State	-	-	431,060	-	-	208,705	-	-	104,852	104,852	78,057	-	1,185,026	236,501
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8095 Charter Schools in Lieu of Prop. Taxes	-	26,383	52,766	35,191	35,191	35,191	35,191	35,191	61,583	30,792	30,792	30,792	439,882	30,792
Federal Income	-	-	-	-	-	-	24,991	-	-	24,991	-	-	62,478	12,496
Other State Income	-	-	-	-	-	96,188	-	-	-	-	48,094	-	231,876	87,595
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	-	26,383	483,846	122,788	36,191	341,893	147,779	35,191	166,436	248,233	156,942	30,792	2,249,654	454,880
Expenses														
Compensation & Benefits	35,968	67,535	90,559	67,535	67,031	67,031	91,063	87,535	87,535	85,914	85,914	78,330	991,947	-
Books & Supplies	5,804	98,718	98,718	11,529	11,529	11,529	11,529	11,529	11,529	11,529	11,529	11,529	303,100	-
Services & Other Operating Expenses	33,485	33,089	88,823	34,518	34,518	88,823	82,837	62,837	116,744	61,968	61,968	115,175	782,191	-
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	76,358	217,351	278,000	133,580	133,078	187,183	165,228	161,700	216,807	158,910	158,910	205,034	2,087,238	-
Operating Cash Inflow (Outflow)	(75,358)	(160,858)	207,946	(10,792)	(97,885)	153,900	(17,449)	(126,510)	(49,371)	89,723	(1,568)	(174,242)	162,416	454,880
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	300,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	230,142	39,184	247,130	236,338	138,453	292,354	274,904	148,395	99,023	188,746	187,178	12,936		

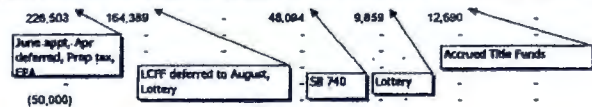
Oakland Charter Academy -- Downtown
 Monthly Cash Forecast
 8/28/2013

	2015/16												Forecast	APIAR	
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected			
Beginning Cash	12,836	148,874	255,271	18,365	108,970	138,233	45,702	133,286	121,240	79,354	183,744	198,835			
Revenue															
8012 Education Protection Account	-	-	-	87,597	-	-	87,597	-	-	92,691	-	-	-	360,577	92,691
8015 Charter Schools General Purpose Entitlement - State	-	58,251	58,251	104,852	104,852	104,852	104,852	104,852	114,185	114,185	65,004	-	-	1,211,689	257,550
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 Charter Schools in Lieu of Prop. Taxes	-	28,393	52,788	95,191	35,191	35,191	35,191	35,191	61,583	30,792	30,792	30,792	-	438,882	30,792
Federal Income	-	-	-	-	-	-	25,380	-	-	25,380	-	-	-	83,450	12,890
Other State Income	-	-	-	-	-	96,188	1,026	10,885	1,026	1,026	58,979	1,026	-	237,968	67,812
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	-	84,644	111,037	227,640	140,043	236,231	254,046	150,928	176,794	284,074	174,775	31,816	-	2,313,566	461,535
Expenses															
Compensation & Benefits	38,094	90,676	93,700	90,676	90,172	90,172	94,204	90,676	90,676	89,022	89,022	80,680	-	1,027,789	-
Books & Supplies	6,296	12,490	12,490	7,237	7,237	7,237	7,237	7,237	7,237	7,237	7,237	7,237	-	96,408	-
Services & Other Operating Expenses	34,662	34,732	91,848	36,122	36,122	91,848	68,042	85,042	120,767	83,425	83,425	119,151	-	822,185	-
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	79,051	137,897	198,038	134,035	133,531	189,257	168,483	182,955	218,660	158,864	158,684	207,068	-	1,948,382	-
Operating Cash Inflow (Outflow)	(79,051)	(53,253)	(87,000)	93,605	6,512	46,974	87,564	(12,028)	(41,886)	164,390	15,091	(175,250)	-	365,205	461,535
Revenues - Prior Year Accruals	212,888	181,851	48,094	-	18,751	12,496	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	50.00	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	146,874	255,271	18,365	109,978	136,233	45,702	133,286	121,240	79,354	183,744	198,835	23,585	-	-	-



Oakland Charter Academy -- Downtown
 Monthly Cash Forecast
 8/28/2013

	2018/17												Forecast	APIAR
	Projected													
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	23,565	117,768	226,781	137,408	281,313	297,494	353,043	446,361	433,198	362,549	605,105	520,870		
Revenue														
8012 Education Protection Account	-	-	-	90,144	-	-	90,144	-	-	97,478	-	-	375,245	97,478
8015 Charter Schools General Purpose Entitlement - State	-	60,594	60,594	106,052	106,052	109,052	109,052	109,052	122,489	122,489	91,186	-	1,278,875	278,281
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8098 Charter Schools in Lieu of Prop. Taxes	-	26,393	52,786	35,191	35,191	35,191	35,191	35,191	61,863	30,792	30,792	30,792	439,882	30,792
Federal Income	-	-	-	-	-	-	25,963	-	-	25,963	-	-	64,908	12,982
Other State Income	-	-	-	-	-	96,186	1,069	10,928	1,069	1,069	59,022	1,069	238,224	67,812
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	-	86,977	113,370	234,387	144,243	248,430	261,419	155,171	185,141	277,791	181,000	31,860	2,387,135	483,345
Expenses														
Compensation & Benefits	40,137	93,713	85,225	93,713	93,461	93,461	95,477	93,713	93,713	92,276	92,276	83,100	1,060,262	-
Books & Supplies	6,485	12,865	12,865	7,454	7,454	7,454	7,454	7,454	7,454	7,454	7,454	7,454	99,300	-
Services & Other Operating Expenses	35,701	35,774	94,657	37,206	37,206	94,657	67,170	67,170	124,621	65,605	65,605	122,956	848,128	-
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	82,323	142,351	202,746	138,372	136,120	195,572	170,101	168,337	225,788	165,235	165,235	213,510	2,007,690	-
Operating Cash Inflow (Outflow)	(82,322)	(55,373)	(89,376)	96,014	6,122	44,858	91,318	(13,166)	(60,646)	112,556	15,765	(181,650)	389,445	483,345
Revenues - Prior Year Accruals	226,503	164,389	-	48,084	9,859	12,680	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	(50,000)	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	117,795	226,781	137,405	281,513	297,494	355,043	446,361	433,198	392,549	503,105	520,870	339,220		



Oakland Charter Academy – Downtown
 Multiyear Budget Summary
 8/28/2013

	2012/13	2013/14	2013/14	2013/14	2014/15	2015/16	2016/17	2017/18
	Startup Budget	Operating Budget	Approved Budget (Including Startup)	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
SUMMARY								
Revenue								
General Block Grant	-	1,955,300	1,955,300		2,012,149	2,094,002	2,132,752	2,171,501
Federal Revenue	-	62,478	62,478		63,450	64,808	66,501	68,580
Other State Revenues	-	231,876	231,876		237,968	238,224	236,481	238,737
Local Revenues	-	-	-		-	-	-	-
Fundraising and Grants	-	-	-		-	-	-	-
Total Revenue	-	2,249,654	2,249,654		2,313,566	2,397,135	2,437,734	2,478,819
Expenses								
Compensation and Benefits	-	991,947	991,947		1,027,768	1,060,262	1,099,622	1,140,934
Books and Supplies	87,500	303,100	390,600		98,408	90,300	102,279	105,348
Services and Other Operating Expenditure	7,000	782,191	789,191		822,185	848,128	870,882	894,456
Capital Outlay	-	-	-		-	-	-	-
Total Expenses	94,500	2,087,238	2,181,738		1,948,362	2,067,690	2,072,884	2,140,737
Operating Income (excluding Depreciation)	(94,500)	162,416	67,916		367,205	389,445	364,850	338,082
Operating Income (including Depreciation)	(94,500)	162,416	67,916		367,205	389,445	364,850	338,082
Fund Balance								
Beginning Balance (Unaudited)	-	-	-		67,916	435,121	824,565	1,189,416
Audit Adjustment	-	-	-		-	-	-	-
Beginning Balance (Audited)	-	-	-		67,916	435,121	824,565	1,189,416
Operating Income (including Depreciation)	(94,500)	162,416	67,916		367,205	389,445	364,850	338,082
Ending Fund Balance (including Depreciation)	(94,500)	162,416	67,916		435,121	824,663	1,189,416	1,527,497
Ending Fund Balance as a % of Expenses	-100%	8%	3%		22%	41%	57%	71%

Oakland Charter Academy -- Downtown
 Multiyear Budget Summary
 8/28/2013

	2012/13	2013/14	2013/14	2013/14	2014/15	2015/16	2016/17	2017/18
Detail	Startup Budget	Operating Budget	Approved Budget (Including Startup)	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
Enrollment Breakdown								
K	-	-	-	-	-	-	-	-
1	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-
6	-	90	90	-	90	90	90	90
7	-	90	90	-	90	90	90	90
8	-	90	90	-	90	90	90	90
9	-	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-	-
11	-	-	-	-	-	-	-	-
12	-	-	-	-	-	-	-	-
Enrollment Summary:								
K-3	-	-	-	-	-	-	-	-
4-6	-	90	90	-	90	90	90	90
7-8	-	180	180	-	180	180	180	180
9-12	-	-	-	-	-	-	-	-
Total Enrollee	-	270	270	-	270	270	270	270
ADA %								
K-3	0%	95%	95%	-	95%	95%	95%	95%
4-6	0%	95%	95%	-	95%	95%	95%	95%
7-8	0%	95%	95%	-	95%	95%	95%	95%
9-12	0%	95%	95%	-	95%	95%	95%	95%
Average	0%	95%	95%	-	95%	95%	95%	95%
ADA								
K-3	0.0	0.0	0.0	-	0.0	0.0	0.0	0.0
4-6	0.0	85.5	85.5	-	85.5	85.5	85.5	85.5
7-8	0.0	171.0	171.0	-	171.0	171.0	171.0	171.0
9-12	0.0	0.0	0.0	-	0.0	0.0	0.0	0.0
Total ADA	0.0	256.5	256.5	-	256.5	256.5	256.5	256.5
Demographic Information:								
Current Year:	-	-	-	-	-	-	-	-
Enrollment (CBEDS)	-	270	270	-	270	270	270	270
# ED Students (P-1)	-	90	90	-	90	90	90	90
# Free Lunch (Con App)	-	189	189	-	189	189	189	189
# Reduced Lunch (Con App)	-	54	54	-	54	54	54	54
# ELL (CALPADS)	-	135	135	-	135	135	135	135
New Students	-	270	270	-	-	-	-	-

Oakland Charter Academy – Downtown
 Multiyear Budget Summary
 8/28/2013

	2012/13	2013/14	2013/14	2013/14	2014/15	2015/16	2016/17	2017/18
	Startup Budget	Operating Budget	Approved Budget (Including Startup)	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
General Purpose Block Grant (4 - 8)	-	651,767	651,767	\$7623 per ADA based on DOF estimates for OUSD Base (discounted 2%)	670,716	698,001	710,917	723,834
General Purpose Block Grant (7 - 8)	-	1,303,533	1,303,533	\$7623 per ADA based on DOF estimates for OUSD Base (discounted 2%)	1,341,432	1,396,002	1,421,835	1,447,668
General Purpose Block Grant (9 - 12)	-	-	-	\$7623 per ADA based on DOF estimates for OUSD Base (discounted 2%)	-	-	-	-
	-	1,955,300	1,955,300	Rates provided by EdTec based on DOF estimates for OUSD Base (discounted 2%)	2,012,149	2,094,002	2,132,752	2,171,501
General Purpose Entitlements								
8012 Education Protection Account	-	350,390	350,390	Greater of: \$200 per ADA or 17.92% of Block Grant	360,577	375,245	382,189	389,133
8015 Charter Schools General Purpose Entitlement	-	1,165,028	1,165,028	Backfills General Purpose Block Grant	1,211,689	1,278,875	1,310,681	1,342,486
8019 State Aid - Prior Years	-	-	-		-	-	-	-
8096 Charter Schools in Lieu of Prop. Taxes	-	439,882	439,882	In accordance with Local Property Tax of \$1714.94 per ADA	439,882	439,882	439,882	439,882
Placeholder Local Control Funding Formula	-	-	-		-	-	-	-
	-	1,955,300	1,955,300		2,012,149	2,094,002	2,132,752	2,171,501
8100 Federal Revenue								
8290 No Child Left Behind	-	-	-		-	-	-	-
8291 Title I	-	55,404	55,404	\$228 per Title I eligible student	56,376	57,834	59,292	60,993
8292 Title II	-	4,374	4,374	\$18 per Title I eligible student	4,374	4,374	4,374	4,617
8293 Title III	-	2,700	2,700	\$20 per Title I eligible student	2,700	2,700	2,835	2,970
8298 Implementation Grant	-	-	-		-	-	-	-
SUBTOTAL - Federal Income	-	62,478	62,478		63,450	64,908	66,501	68,580
8300 Other State Revenues								
8545 School Facilities Apportionments	-	192,375	192,375	The lesser of \$750 per ADA or 0.75 of rent	192,375	192,375	192,375	192,375
8550 Mandated Cost Reimbursements	-	-	-	\$24 per ADA, beginning in year 2	6,158	6,413	6,669	6,926
8560 State Lottery Revenue	-	39,501	39,501	\$154 per ADA per SSC	39,437	39,437	39,437	39,437
SUBTOTAL - Other State Income	-	231,876	231,876		237,968	238,224	238,481	238,737
8600 Other Local Revenue								
8631 Sales	-	-	-		-	-	-	-
8690 Other Local Revenue	-	-	-		-	-	-	-
SUBTOTAL - Local Revenues	-	-	-		-	-	-	-
8800 Donations/Fundraising								
8801 Donations - Parents	-	-	-		-	-	-	-
SUBTOTAL - Fundraising and Grants	-	-	-		-	-	-	-
TOTAL REVENUE	-	2,249,854	2,249,854		2,313,566	2,397,135	2,437,734	2,478,819

Oakland Charter Academy – Downtown
 Multiyear Budget Summary
 8/28/2013

		2012/13	2013/14	2013/14	2013/14	2014/15	2015/16	2016/17	2017/18
		Startup Budget	Operating Budget	Approved Budget (Including Startup)	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
EXPENSES									
Compensation & Benefits									
1000	Certificated Salaries								
1100	Teachers Salaries	-	423,000	433,000	9 FTE, one teacher per classroom, \$47K avg salary, consistent with other Amethod Schools	435,690	448,761	462,224	476,090
1103	Teacher - Substitute Pay	-	13,608	13,608	0.4 FTE	14,016	14,437	14,870	15,316
1300	Certificated Supervisor & Administrator Salaries	-	65,000	65,000	1 FTE, Dean of Students	66,950	68,959	71,027	73,158
1900	Certificated Other Salaries	-	67,500	67,500	1.5 FTE, PE, \$45K avg salary, consistent with other Amethod Schools	69,525	71,611	73,759	75,972
SUBTOTAL - Certificated Employees		-	569,108	569,108		588,181	603,767	621,880	640,536
2000	Classified Salaries								
2100	Classified Instructional Aide Salaries	-	38,000	38,000	1 FTE, Tutor	39,140	40,314	41,524	42,769
2300	Classified Supervisor & Administrator Salaries	-	85,000	85,000	1 FTE, Site Director	87,550	90,177	92,882	95,668
2400	Classified Clerical & Office Salaries	-	45,000	45,000	1 FTE, Receptionist	46,350	47,741	49,173	50,648
2905	Other Classified - After School	-	57,120	57,120	2 FTE, Four half-time afterschool support teachers	58,834	60,599	62,417	64,289
SUBTOTAL - Classified Employees		-	225,120	225,120		231,874	238,831	245,999	253,375
3000	Employee Benefits								
3100	STRS	-	-	-		-	-	-	-
3300	OASDI-Medicare-Alternative	-	60,898	60,898	7.65% of salaries	62,721	64,599	66,532	68,524
3400	Health & Welfare Benefits	-	91,000	91,000	\$6500 per FTE per year. Growing at 10% per year.	100,100	110,110	121,121	133,233
3500	Unemployment Insurance	-	10,080	10,080	0.0% per first \$7K of pay per person	10,080	5,040	5,040	5,040
3600	Workers Comp Insurance	-	11,913	11,913	1.50% of payroll, per insurance quote for Amethod Schools	12,271	12,639	13,018	13,409
3700	Retiree Benefits	-	23,827	23,827	3.00% of payroll; Amethod Supplemental Retirement Plan	24,542	25,278	26,036	26,817
SUBTOTAL - Employee Benefits		-	197,719	197,719		209,714	217,665	231,748	247,023

Oakland Charter Academy -- Downtown
 Multiyear Budget Summary
 8/28/2013

		2012/13	2013/14	2013/14	2013/14	2014/15	2015/16	2016/17	2017/18
		Startup Budget	Operating Budget	Approved Budget (Including Startup)	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
4000	Books & Supplies								
4100	Approved Textbooks & Core Curricula Materi:	25,000	83,000	108,000	\$400 per New Student based on new textbook adoptions estimates at other Amethod Schools	-	-	-	-
4200	Books & Other Reference Materials	-	13,500	13,500	\$50 per Student for replacement texts	13,905	14,322	14,752	15,194
4300	Materials & Supplies	-	47,250	47,250	\$173 per Student high estimate for current spending at Amethod Schools	49,688	50,128	51,631	53,180
4315	Custodial Supplies	-	1,350	1,350	\$3 per Student	1,391	1,432	1,475	1,519
4320	Educational Software	-	12,150	12,150	\$45 per Student for software licenses	12,515	12,890	13,277	13,675
4326	Art & Music Supplies	-	2,700	2,700	\$10 per Student	2,781	2,864	2,950	3,039
4330	Office Supplies	2,500	4,700	7,200	\$600 per Monthly Rate	7,416	7,638	7,868	8,104
4335	PE Supplies	-	4,050	4,050	\$15 per Student	4,172	4,297	4,426	4,558
4340	Professional Development Supplies	-	-	-		-	-	-	-
4346	Teacher Supplies	-	-	-		-	-	-	-
4350	Uniforms	-	-	-		-	-	-	-
4410	Classroom Furniture, Equipment & Supplies	10,000	44,000	54,000	\$200 per New Student	-	-	-	-
4420	Computers (individual items less than \$5k)	50,000	85,000	135,000	\$500 per New Student resulting in 1:2 student to computer ratio	-	-	-	-
4700	Food	-	-	-		-	-	-	-
4710	Student Food Services	-	-	-	No Food Service Cost	-	-	-	-
4720	Other Food	-	5,400	5,400	\$20 per Student	5,562	5,729	5,901	6,078
SUBTOTAL - Books and Supplies		97,500	303,100	390,600		96,408	99,300	102,279	105,348

Oakland Charter Academy -- Downtown
 Multiyear Budget Summary
 8/28/2013

		2012/13	2013/14	2013/14	2013/14	2014/15	2015/16	2016/17	2017/18
		Startup Budget	Operating Budget	Approved Budget (Including Startup)	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
5000	Services & Other Operating Expense	-	-	-		-	-	-	-
5100	Subagreements for Services	-	-	-		-	-	-	-
5200	Travel & Conferences	-	-	-		-	-	-	-
5210	Conference Fees	-	3,150	3,150	\$350 per Teacher	3,245	3,342	3,442	3,545
5215	Travel - Mileage, Parking, Tolls	-	1,350	1,350	\$150 per Teacher	1,391	1,432	1,475	1,519
5400	Insurance	-	16,740	16,740	\$62 per Student	17,242	17,759	18,292	18,841
5515	Janitorial, Gardening Services & Supplies	-	14,400	14,400	\$1200 per Monthly Rate OCAD's share of downtown facility contract (janitorial)	14,832	15,277	15,735	16,207
5635	Utilities - All Utilities	-	56,700	56,700	\$210 per Student	58,401	60,153	61,958	63,816
5608	Equipment Leases	-	-	-		-	-	-	-
5610	Rent	-	279,954	279,954	\$23330 per Monthly Rate based on current lease at downtown location pro-rated for OCAD's percentage occupancy	288,353	297,003	305,913	315,091
5812	Business Services/CMO Fees	-	168,724	168,724	7.5% of revenues to Amethod for home office business services, attendance, assessment, and curriculum support	173,517	179,785	182,830	185,911
5815	Consultants - Instructional	-	-	-	Included in CMO fees	-	-	-	-
5816	Data Director	-	1,820	1,820	\$6 per Student	1,669	1,719	1,770	1,823
5824	District Oversight Fees	-	19,553	19,553	1.0% of General & Categorical Block Grants	20,121	20,940	21,328	21,715
5836	Fingerprinting	-	675	675	\$75 per New Teacher	-	-	-	-
5843	Interest - Loans Less than 1 Year	-	-	-		-	-	-	-
5845	Legal Fees	2,000	4,000	6,000	Consistent with spending patterns at other Amethod schools	5,180	6,385	6,556	6,753
5851	Marketing and Student Recruiting	-	5,400	5,400	\$20 per Student	5,562	5,729	5,901	6,078
5857	Payroll Fees	-	-	-	Included in CMO fees	-	-	-	-
5863	Professional Development	5,000	8,500	13,500	\$1500 per Teacher	13,905	14,322	14,752	15,194
5872	Special Education Encroachment	-	192,375	192,375	\$750 per ADA estimate based on current encroachment in OUSD	198,146	204,091	210,213	216,520
5878	Student Assessment	-	-	-		-	-	-	-
5880	Student Health Services	-	6,750	6,750	\$25 per Student for health screenings and training	6,953	7,161	7,376	7,597
5881	Student Information System	-	1,350	1,350	\$5 per Student piggybacking on existing Powerschool contract	1,391	1,432	1,475	1,519
5887	Technology Services	-	-	-	Provided under CMO agreement	-	-	-	-
5900	Communications	-	4,200	4,200	\$350 per Monthly Rate consistent with current Amethod school spending patterns.	4,326	4,456	4,589	4,727
5915	Postage and Delivery	-	6,750	6,750	\$25 per Student consistent with current Amethod school spending patterns.	6,953	7,161	7,376	7,597
SUBTOTAL - Services & Other Operating E		7,000	792,191	799,191		822,185	848,128	876,982	894,456

Oakland Charter Academy – Downtown
Multiyear Budget Summary
8/28/2013

		2013/13	2013/14	2013/14	2013/14	2014/15	2015/16	2016/17	2017/18
		Startup Budget	Operating Budget	Approved Budget (Including Startup)	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
600	Capital Outlay								
6100	Sites & Improvement of Sites	-	-	-		-	-	-	-
6300	School Libraries	-	-	-		-	-	-	-
SUBTOTAL - Capital Outlay		-	-	-		-	-	-	-
TOTAL EXPENSES		64,500	2,087,238	2,181,738		1,946,362	2,007,690	2,072,884	2,140,737
6900	Total Depreciation (Includes Prior Years)	-	-	-		-	-	-	-
TOTAL EXPENSES including Depreciation		64,500	2,087,238	2,181,738		1,946,362	2,007,690	2,072,884	2,140,737

ATTACHMENT N

Letters of Support

CITY OF OAKLAND



CITY HALL • 1 FRANK H. OGAWA PLAZA • OAKLAND, CALIFORNIA 94612

Noel Gallo
Councilmember - District 5
e-mail: NGallo@oaklandnet.com

(510) 238-3266
FAX (510) 238-6129
TDD (510) 839-6451

June 13, 2013

To Whom It May Concern:

My name is Noel Gallo and I am a Councilmember for the City of Oakland, representing District 5. I joined the City Council after serving as a board member in the Oakland Unified School District (OUSD) for 20 years. As an OUSD Board Member, I saw many Oakland public schools that had great academics, none however, compared to those of the Amethod Public Schools. Amethod Public Schools provides an elite education to the children of Oakland, many of who live in my neighborhood. This is why I am writing this letter of support for Amethod Public Schools as they try to establish their new middle school (grades 6-8) in Oakland, Downtown Charter Academy.

Amethod Public Schools has a great track record of student achievement, as all of their school sites are amongst the highest performing in the State of California. This cannot be ignored as clearly they are doing something that works. At a time when our schools are falling behind on the national and international level, schools such as the Amethod Public Schools are exactly what our city needs.

I have had multiple opportunities to visit the Amethod Public School campuses in Oakland and speak with staff and students. I can attest that the students are engaged, motivated, and challenged to excel onto a higher education. I have personally met Mr. Jorge Lopez, Executive Director of Amethod Public Schools, and can vouch for him. He has a clear vision of excellence and I have no doubt that he will maintain the same level of academic excellence.

The academic results are proof of what Amethod Public Schools are accomplishing in our community. It is for this reason that I give my full support to Amethod Public Schools as they try to open Downtown Charter Academy. I have complete confidence that they will once again be able to create another school that benefits and improves our community.

Respectfully,

A handwritten signature in black ink that reads "Noel Gallo". The signature is written in a cursive, flowing style.

Noel Gallo
Councilmember, District 5



Mr. Gary Yee
Superintendent
Oakland Unified School District
2111 International Blvd.
Oakland, CA 94606

Dear Superintendent Yee,

I am submitting this letter to give my full support to the application of Amethod Public Schools opening another campus in Oakland.

Family Bridges, Inc. has been empowering immigrant seniors, adults and children to live independent self-sufficient lives in the East Bay community for over 45 years. In this time, we have watched the Amethod Public School campuses in Oakland grow, and have experienced the good which emanates back into our community. We have had the great pleasure of being able to partner with members of the school, and our other Downtown Oakland and Chinatown affiliates to promote the rights of our children to have equal access to good education, and thus achieve a productive place in society.

I have visited their classrooms many times and am always in awe of the atmosphere, respect, and courtesy permeating their campuses, which reflects the Amethod Public School's proven track record. The diversity of their student body also represents a philosophy of inclusion and equal opportunity. Our community supports and trusts that the Amethod Public Schools will repeat their success again with the opening of another campus.

With the recent controversy surrounding the American Indian Model Schools, many families are in need of a sense of stability for their children. By allowing the Amethod Public Schools to expand, they will be able to provide for more students wishing to maintain their academic integrity amidst the turmoil of which they were unfortunately a part.

I commend the Amethod Public Schools and its staff for their exceptional efforts to influence our youths, and ensuring that our community is filled with potential leaders to keep guiding us into a brighter future. I wholeheartedly support the application and expansion of another Amethod Public Schools campus in Oakland.

Sincerely,

A handwritten signature in black ink, appearing to be "Corinne Jan", written over a horizontal line.

Corinne Jan, RN, PHN
Chief Executive Officer



**CALIFORNIA
BUSINESS
for Education
EXCELLENCE**

CHAIRMAN
Greg Jones

VICE CHAIRMAN
R. William Hauck

PRESIDENT
Kirk M. Clark

DIRECTORS

Lee Blitch

Patricia Clarey

Ron Cohen

Cynthia Haan

Kevin Johnson

Dan Kinney

Lenny Mendonca

Louis Meunier

Cassandra Pye

Lisa Stevens

Greg Snubbsfield

July 14, 2013

Dr. Gary Yee
Superintendent
Oakland Unified School District
1025 Second Ave.
Oakland, CA 94604

Dear Dr. Yee:

California Business for Education Excellence strongly supports the application of Amethod Public Schools to open and manage a new charter school in the Oakland Unified School District. As the management organization for one of the top performing high schools and middle schools in the entire state, Amethod would be an asset to the downtown community and would offer unprecedented opportunities to the students they propose to serve.

CBEE has recognized and shared the best practices of both Oakland Charter Academy and Oakland Charter High School across the state through its annual Honor Roll campaign (http://www.cbefoundation.org/honor_roll.html). These two schools have exceeded the rigorous criteria to be placed on the Honor Roll every year they were eligible for the award, meaning that they have consistently raised student academic achievement and closed achievement gaps for all students.

The Amethod model and sound management practices will ensure an excellent school in your district. Please feel free to contact me if you require any additional information.

Sincerely,

Kirk M. Clark
President

Cc: Jorge Lopez, Amethod Public Schools

ATTACHMENT O

Articles of Incorporation/ By Laws

A0705986

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

AUG 11 2010

**RESTATED ARTICLES OF INCORPORATION
OF
OAKLAND CHARTER ACADEMY, INC.**

The undersigned certify that:

1. They are the President and the Secretary of Oakland Charter Academy, Inc., a California nonprofit public benefit corporation (the "Corporation").
2. The Articles of Incorporation of the Corporation are amended and restated to read in full as follows:

I.

The name of the Corporation shall be Amethod Public Schools.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its

directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

IV.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

V.


Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

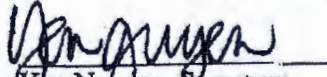
3. The foregoing amendment to and restatement of the Articles of Incorporation have been duly approved by the Board of Directors.

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Dated: 8/5/10


David Banuelos, President


Ven Nguyen, Secretary

BYLAWS
of
Amethod Public Schools
(Formerly Oakland Charter Academy)
A California Nonprofit Public Benefit Corporation

ARTICLE I
NAME

Section 1. The name of this corporation is Amethod Public Schools Inc. (formerly Oakland Charter Academy, Inc.) ("Corporation")

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is in the City of Oakland, Alameda County, California. The Board of Directors ("Board") may change the principal office from one location to another. Any such change must be noted by the Secretary of the Board. Alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this Corporation is to manage, operate, guide, direct, and promote the Amethod Public Schools ("the Organization" or "the Network") as public schools formed and operating under California's Charter School legislation, California Education Code Sections 47600, et. seq. The Corporation will manage, operate, guide, and direct the education of elementary, middle and high school-aged children in an environment that respects rigorous academics, hard work, and will carry out the objectives and purposes set forth in its approved school charter petitions ("Charter") and in the Corporation's Articles of Incorporation as amended. Notwithstanding any other provisions of the Articles of Incorporation, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise any powers that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (1) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE IV
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the corporation is then located, exclusively for educational, public or charitable purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such educational, public or charitable purposes.

ARTICLE V CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the Non-Profit Corporation Law. Any action which would otherwise require approval by a majority of all members or approval by the members shall require only approval of the Board of Directors. All rights which would otherwise vest in the members shall vest in the Board. The Board may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board finds appropriate.

Section 2. ASSOCIATES. Nothing in Article V, Section 1 shall be construed as limiting the right of the Corporation to refer to persons associated with it as "members" even though such persons are not members within the meaning of section 5056 of the California Nonprofit Corporation Law, and no such reference shall constitute anyone a member, within the same meaning. The Corporation may confer by amendment of its Articles or of these Bylaws some or all of the rights of a member, as set forth in the California Nonprofit Corporation law, upon any person or persons who is without the right to vote in the election of directors or on a disposition of substantially all of the assets of the Corporation or on a merger or on a dissolution or on changes to the Corporation's Articles or Bylaws. No such person, however, shall be a member within the meaning of said section 5056.

ARTICLE VI BOARD OF DIRECTORS

Section 1. GENERAL CORPORATE POWERS. Subject to the provisions and limitations of California Nonprofit Public Benefit Corporation Law, the Articles of Incorporation, these Bylaws, and the Charter Schools Act of 1992, and any other applicable laws, the Corporation's activities, business, and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board, except that the board may delegate day to day management, and hiring and removal of subordinate employees to the Chief Executive Officer /CEO pursuant to the provisions of these Bylaws or by resolution.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Article VI, section 1 of these Bylaws, but subject to the same limitations, the Board shall have the following powers in addition to other powers enumerated in these Bylaws and permitted by law:

- a. To select and remove at the pleasure of the Board, the Chief Executive Officer prescribe powers and duties for them as may be consistent with law, the Articles of Incorporation, and these Bylaws; to fix their compensation; and to require from them security for faithful service;
- b. To conduct, manage, and control the affairs and activities of the Corporation and to make such rules and regulations for this purpose, consistent with law, the Articles of Incorporation, and these Bylaws, as it deems best;
- c. Fix their compensation for corporate officers and employees; and to require from them security for faithful service;
- d. To adopt, make and use a corporate seal, and alter the form of the seal from time to time, as it deems best;
- e. To borrow money and incur indebtedness on behalf of the Corporation, and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, debentures, bonds, deeds of trust, mortgages, hypothecations, pledges, and other evidence of debt or securities;
- f. To carry on a business at a profit and apply any profit that results from the business activity to any activity in which it may lawfully engage;
- g. To act as trustee under any trust incidental to the principal object of the Corporation, and to receive, hold, administer, exchange and expend funds and property subject to such trust;
- h. To acquire by purchase, exchange, lease, gift, devise, bequest, and to hold, improve, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real personal property;
- i. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose;
- j. To carry out such other duties as are described in the Charter.

Section 3. DELEGATION OF MANAGEMENT. The Board may delegate the management of the Corporation's activities to any person or persons, management company, or committees, however composed, provided the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral, or delegation of authority by the Board or anyone acting under such

delegation shall preclude the Board from exercising full authority over the conduct of the Corporation's activities, and the Board may rescind any such assignment, referral, or delegation at any time.

Section 4. NUMBER AND QUALIFICATION OF DIRECTORS. The number of directors shall be no less than three (3) and no greater than nine (9) unless changed by amendment to these Bylaws. The desired and coveted qualifications for directors are as follows:

- a. One to two (1-2) Director(s) will be business owners /managers, employees, or executives of corporations, organizations, municipalities, or companies from the San Francisco Bay Area.
- b. One (1) Director will be affiliated with a college or University.
- c. One Director may be a university student, and/or alumni of the Amethod/Academy Program.
- d. One to two (1-2) Director(s) will be a person with background in finance, investments, city business and/or banking.
- e. The Chief Executive Officer may be a director.
- f. A person with a K-12 charter school leadership experience and background
- g. One (1) Director may be a lawyer affiliated with a professional law corporation.
- h. One Director may be a person affiliated or familiar with commercial real estate expertise and city planning and zoning regulations.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board may be interested persons. An interested person is:

- a. Any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and/or
- b. Any brother, sister, ancestor, descendent, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of such person. However, any violation of the provisions of this paragraph shall not affect the validity or enforceability of any transaction entered into by the Corporation.

Section 6. NOMINATIONS, ELECTION, DESIGNATION, AND TERM OF OFFICE.

The President of the board shall appoint a Board Nominating committee to nominate qualified candidates for election to the board at least 45 days before the date of any election of directors. The Board Nominating Committee shall make its report at least 10 days before the date

of the election, or as such other time that the board may set, and the secretary or president shall forward to each member of the board of directors, with notice of meeting required by the Bylaws, a list of candidates nominated by the committee.

Each director shall hold office for a term of three (3) years or until the director's death, removal, or resignation, whichever occurs first. Upon completion of an initial (3) year term, each director may serve one (1) additional three (3) term, subject to approval by a majority of the Board of Directors. No Directors shall serve in excess of two (2) consecutive terms, except as set forth herein. Nothing shall prevent a former director from rejoining the Board of Directors as long as that director has not been a member of the board with the preceding twelve (12) months. In the event that the Board of Directors consists of three (3) members or fewer, then those directors shall hold office until their respective successors are duly elected.

The Board Nominating Committee shall maintain and update the board roster as necessary after each election. Any director who is elected on or before June 30 shall be treated as though elected January 1 of that year for the purpose of term limits. Any director who is elected after June 30 of a given year shall be treated as though elected in January of the following year, effectively giving that director an additional six months during the director's first term.

Section 7. VACANCIES ON THE BOARD. A vacancy or vacancies on the Board shall exist on the occurrence of the following:

- a. The death or resignation of any director;
- b. The declaration by Board resolution of a vacancy of the office of a director who has been declared of unsound mind by an order of court or convicted of a felony or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; or found to have neglected or violated his or her duties and responsibilities provided that notice of that meeting at which vote is taken and of the removal questions are given to each member of the board and to the director subject to the removal questions are given at least 10 days prior to the meeting. Any vacancy caused by the removal of a director shall be filled as provided in these Bylaws.
- c. Any director who does not attend three (3) successive board meetings will automatically be removed from the board without board resolution unless (a) the director requests a leave of absence for a limited time, and the leave is approved by the directors at a regular or special meeting(if such granted, the number of the board members will be reduced by one in determining quorum is present), (b) the director suffers from an illness or disability that prevents him or her from attending meetings and the board resolution waives the automatic removal procedure of this subsection; or (c) the board resolution of the majority of board members must agree before a director who has missed three meetings may be reinstated.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written or verbal notice to the Chairperson of the Board, if any, or the President or the Secretary of the Board. The resignation shall be effective when the notice is given unless it specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective. The Board has the authority to declare that any director who has been absent without excuse from three or more Board meetings in one term has voluntarily resigned.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 10. VACANCIES FILLED BY BOARD. Vacancies on the Board may be filled by approval of the Board or, if the number of directors then in office is less than a quorum, by:

- a. the unanimous vote of the directors then in office;
- b. the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211; or
- c. A sole remaining director.

Section 11. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in the removal of any director before his or her term of office expires.

Section 12. LOCATION OF BOARD MEETINGS. Meetings of the Board shall be held at any place within California, in accordance with any applicable laws, as designated by resolution of the Board or in the notice of the meeting, or, if not so designated, at the principal office of the Corporation. Board meetings will be held quarterly.

Section 13. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board meeting may be held by telephone conference, video screen communication, or other communications equipment. Participation in such a meeting shall constitute in person presence if all the following apply:

- a. Each member participating in the meeting can communicate concurrently with all other members;
- b. Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the Corporation;

- c. The Board has adopted and implemented a means of verifying both of the following: A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board meeting; and
- d. All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

The meeting must meet all the requirements of the Brown Act (Government Code section 54950 et seq.).

Section 14. ANNUAL AND OTHER MEETINGS. Pursuant to sufficient notice, the Board shall hold an annual meeting for the purposes of organization, selection of directors and officers, and the transactions of other business.

Section 15. REGULAR MEETINGS. Regular meetings of the Board shall be held at regularly as established by the majority of the board, unless otherwise noted. Such meetings shall comply with the notice and open meeting provisions of the Brown Act (Government Code section 54950 et seq.).

Section 16. SPECIAL MEETINGS. Special meetings of the Board for any purpose may be called by the chairperson of the Board, if any, the president, any vice president, the secretary or any two directors.

- a. Manner of Giving Notice. Notice of the time and place of special meetings shall be given to each director by one of the following methods:
 1. By personal delivery of written notice;
 2. By first-class mail, postage prepaid;
 3. By telephone, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; or
 4. By facsimile or telegram, charges prepaid.

All such notices shall be given or sent to the director's address or telephone number as shown on the records of the Corporation.

- b. Time Requirements. Special meetings of the Board may be held only after each director has received at least twenty-four (24) hours notice given personally or by telephone, telegraph, fax, or other similar means of communication in accordance with provisions of the Brown Act (Government Code section 54950 et seq.).
- c. Notice Content. The notice of a special meeting shall state the time and location of the meeting and shall briefly describe the items on the agenda.

Section 17. EMERGENCY MEETINGS. Emergency meetings may be held for those limited purposes as specified in the Brown Act. Notice and posting of agendas shall be

made in accordance with the Brown Act. An "emergency" as defined in Government code section 54956.5 includes "matters upon which prompt action is necessary due to the disruption of public facilities" such as a "work stoppage or other activity which severely impairs public health, safety, or both" or a "crippling disaster which severely impairs public health, safety, or both."

Section 18. NOTICE OF REGULAR MEETINGS. Notice of the time and place of meetings shall be given to each director either by:

- a. personal delivery of written notice;
- b. first-class mail, postage prepaid;
- c. telephone, including via a voice messaging system or other system or technology designed to record and communicate messages, either director to the director, or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director;
- d. telegram;
- e. facsimile;
- f. electronic mail; *or*
- g. other electronic means.

All such notices shall be given or sent to the director's address or telephone number as shown on the Corporation's records.

Notice sent by first-class mail shall be deposited in the U.S. mail at least four (4) days before the time set for the meeting. Notices given by personal delivery, telephone, electronic mail, or telegraph shall be delivered in accordance with the notice provisions of the Brown Act.

The notice shall state the time of the meeting and the place of the meeting if other than the Corporation's principal office. The notice need not specify the purpose of the meeting.

Section 19. QUORUM. A majority of the current number of directors shall constitute a quorum for the transaction of business, except adjournment. Every action taken or decision made by a two-thirds vote of the directors present at a duly held meeting at which a quorum is present shall be the act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to: approval of contracts or transactions in which a director has a direct or indirect material financial interest; approval of certain transactions between Corporations having common directorships; creation of and appointments to committees of the Board; and indemnification of directors.

A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 20. WAIVER OF NOTICE. Notice of a meeting need not be given to any director who, either before or after the meeting, signs a waiver of notice, a written consent to the holding of the meeting, or an approval of the minutes of the meeting. The waiver or notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings. Notice of a meeting need not be given to any director who attends the meeting and does not protest, before or at the commencement of the meeting, the lack of notice to him or her.

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 22. NOTICE OF ADJOURNED MEETING. Notice of the time and place of holding an adjourned meeting must be given at least 24 hours before the time of the meeting specified in the notice. Notice of any adjournment to another time and place shall be given, before the time of the adjourned meeting, to the directors who were not present at the time of the adjournment.

Section 23. CONFLICT OF INTEREST. Any Director, officer, key employee, or committee member having an interest in a contract, or transaction, or program presented to or discussed by the Board or committee for authorization, approval, or ratification shall make a prompt and clear disclosure of his or her interest to the board or committee prior to its acting on such contract or transaction.

Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during in the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made the vote thereon and, where applicable, the abstention from voting.

The policy requires:

- Regular annual statements from directors, officers, key employees to disclose existing and potential conflict of interest, and;
- Corrective and disciplinary actions with respect to transgressions of such policies.

Section 24. COMPENSATION AND REIMBURSEMENT. Directors and members of committees shall receive no compensation for their services as directors, but may receive just and reasonable reimbursement for expenses.

Section 25. STANDARD OF CARE. A director shall perform all duties of a director, including duties as a member of any committee of the Board on which the director may serve, in good faith, in a manner the director believes to be in the best interests of the corporation and with such care, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.

In performing the duties of a director, a director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- a. One or more officers or employees of the corporation whom the director believes to be reliable and competent in the matters presented;
- b. Legal counsel, independent accountants or other persons as to matters that the director believes to be within such person's professional or expert competence; or
- c. A committee of the Board upon which the director does not serve as to matters within its designated authority, provided the director believes that the committee merits confidence and the director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Except with respect to assets that are directly related to the Corporation's charitable programs, the Board shall avoid speculation in investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the Corporation's investments. Instead, the Board is to consider the permanent disposition of funds, the probable income, the probable safety of the Corporation's capital, and is to comply with the express terms of the instrument or agreement, if any, pursuant to which the assets were contributed to the Corporation.

Section 26. RULES OF PROCEDURE. All meetings of the Board and of the committees shall be conducted in accordance with Robert's Rules of Order.

Section 27. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 28. CONTRACTS WITH DIRECTORS AND OFFICERS. No director of this Corporation nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors or have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board prior to the Board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a

majority of the Board by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the Board considers and in good faith decides after reasonable investigation that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This section does not apply to a transaction that is part of an educational or charitable program of this Corporation if it (a) is approved or authorized by the Corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are the class of persons intended to be benefited by the educational or charitable program of this Corporation. All actions taken under this Section must be made in compliance with all applicable conflict of interest laws.

Section 29. LOANS TO DIRECTORS AND OFFICERS. This Corporation shall not lend any money or property to, or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses by the Corporation.

Section 30. TRAINING. Every director who has not previously served on the Corporation's Board must commence attendance at a comprehensive, authorized training(s) regarding Board governance within 12 months of joining the Board as a director.

ARTICLE VII COMMITTEES

Section 1. COMMITTEES. To facilitate the consideration and management of the Corporation under the Charter and as a corporate legal entity, the following committees may be created as set forth within this section. Any two committees or any particular duties of a committee may be combined, in the interest of efficiency or management. Unless otherwise directed by the Board, committees are empowered only to consider and make recommendations upon matters referred to them by the Board. All committees shall be composed of at least one board member. By majority vote of the committee members, each committee shall elect one of its members who are also Board members to act as chairperson of the committee.

- a. Executive Committee. The Executive Committee shall have the power to act in all matters pertaining to the Corporation, as directed by the Board, and, working in concert with the goals established by the committees, shall determine the Corporation's short-range and long-range goals. The Executive Committee shall review annually the conditions of employment of the Chief Executive Officer or Principal. The Executive Committee shall be composed of the President, Vice-President of the Board, Secretary and Treasurer.

- b. Audit Committee: The Corporation shall have an audit committee consisting of at least one director and may include nonvoting advisors. Board Directors who are employees or officers of the corporation or who receive, directly or indirectly in any consulting, advisory or other compensatory fee from the corporation (other than for service as a director) may not serve on audit committee. The audit committee shall perform the duties and adhere to the guidelines set forth in the audit committee description as amended from time to time by the board. Such duties include: (1) Assisting the board in choosing an auditor, if necessary; (2) Negotiating the auditor's compensation; (3) Conferring with the auditor regarding the corporation's financial affairs; and (4) Reviewing and accepting or rejecting the audit.
- c. Finance Committee: The Board President select the chairperson of the finance committee. The Treasurer should be a member of committee. The Finance Committee shall be responsible for the developing , recommending , and reviewing fiscal procedures , for the preparation and review of financial reports and projections of revenues and expenses, subject to approval by the board.
- d. Other Committees of the Board. The corporation or Board, may, from time to time be designated by resolution of the Board of Director. Such other committees may consist of persons who are not also members of the board. These additional committees shall act in an advisory capacity only to the board and shall be clearly titled "advisory" committees.

Meetings and actions of committees of the Board shall be governed by, held and taken in accordance with the provisions of these Bylaws, except that the time for regular meetings of such committees and the calling of special meetings of such committees may be determined by resolution of the committee of the Board or of the Board. Minutes of each meeting of any committee of the Board shall be kept and filed with the corporate records. The Board may adopt rules for the government of any committee that are consistent with these Bylaws or, in the absence of rules adopted by the Board, the committee may adopt such rules.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICERS OF THE CORPORATION. The officers of the Corporation shall be a President , Vice-President, a secretary, director and a treasurer. . Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as either the president or the chairperson of the Board.

Section 2. ELECTION OF OFFICERS. The officers of the Corporation, and the officers of the School, except as appointed under Section 3 of this Article, shall be elected annually by the Board and each shall serve at the pleasure of the Board, subject to the rights, if any, of any officer under any contract of employment.

Section 3. OTHER OFFICERS. The Board may appoint and may authorize the president or other officer to appoint any other officers that the School or Corporation may require, each of whom shall have the title, hold office for the period, have the authority, and perform the duties determined by the Board.

Section 4. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or Chairman of the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to any rights of an officer under any contract of employment, any officer may be removed, with or without cause, by the Board or by an officer on whom the Board may confer that power of removal. An officer that was not chosen by the Board may be removed by any other officer on whom the Board confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Corporation. The resignation shall take effect as of the date the notice is received or at any later time specified in the notice and, unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office due to death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for regular appointments to that office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 8. PRESIDENT. Subject to such supervisory powers as the Board may give to the President of the Board, if any, the president shall, subject to the control of the Board, and in conjunction with the Officers of the School, assist in supervising and directing the business, activities, affairs and the officers of the Corporation.

Section 9. VICE PRESIDENT. In the absence or disability of the president, the vice presidents, if any, in order of their rank as fixed by the Board or, if not ranked, a vice president designated by the Board, shall perform all duties of the president. When so acting, a vice president shall have all powers of and be subject to all restrictions on the president. The vice presidents shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.

Section 10. SECRETARY. The secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board, or committees of the Board. The minutes of meetings shall include the time and place the meeting was held, whether the meeting was general or special and, if special, how authorized, the notice given, the names of those present at Board and committee meetings.

The secretary shall keep or have kept at the principal office in California, a copy of the Articles of Incorporation and Bylaws, as amended to date.

The secretary shall give, or cause to be given, all required notices of all meetings of the Board and of committees of the Board. The secretary shall keep the corporate seal in safe custody, and shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.

Section 11. TREASURER. The treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the Corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The treasurer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law by these Bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board may designate, shall disburse the Corporation's funds as the Board may order, shall render to the president and directors, when requested, an account of all transactions as treasurer and of the financial condition of the Corporation, and shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.

If required by the Board, the treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of his or her office and for restoration to the Corporation of all its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on his or her death, resignation, retirement, or removal from the office.

ARTICLE IX SCHOOL OFFICERS

Section 1. NUMBER, APPOINTMENT AND TERMS OF SCHOOL OFFICERS. The officers of the School shall include an Chief Executive Officer or CEO. The Board may also elect, at its discretion, one or more assistants to the Chief Executive Officer, or CEO, and such other officers as may be appointed in accordance with Article VIII, section 3 of these Bylaws. All School officers shall be elected in accordance with Article VIII, section 2 of these Bylaws. The Chief Executive Officer, within general guidelines approved by the Board, may appoint other administrative staff as necessary to conduct the business of the School.

Section 2. DUTIES AND AUTHORITY OF CHIEF EXECUTIVE OFFICER The Chief Executive Officer shall be the executive and educational head of the Schools, organization, and shall carry out the policies of the Board, attend to all matters entrusted to his or her care by the Board and shall exercise such general supervision and direction over School affairs as will promote the highest efficiency of the School, including the following duties:

- a. Be the chief administrator of the School Network, responsible to the Board for the execution of all administrative functions;
- b. Report to the Board the appointment, reduction, or promotion of or change in the number of faculty and staff of the organization;
- c. Report to the Board at each of its meetings on matters of importance to the organization and schools and make a report at each meeting on the business and affairs of the schools during the preceding academic year and on its condition at the end of such year;
- d. Present for consideration at any Board meeting measures deemed necessary or expedient for the welfare of the School;

The Chief Executive Officer may be member of all committees. If the office of the Chief Executive Officer becomes vacant by reason of disability, death, resignation, removal or otherwise, the Board shall appoint an Acting Chief Executive Officer of the organization and schools.

Section 3. DUTIES AND AUTHORITY OF ASSISTANTS TO THE CHIEF EXECUTIVE OFFICER. If any assistant to the Chief Executive Officer is appointed, he or she shall be concerned with the administration of educational policies and regulations and with such other matters as may be delegated by the Chief Executive Officer of the organization and schools and approved by the Board.

Section 4. OTHER OFFICERS. Such other officers shall have such duties and responsibilities as shall be recommended by the Chief Executive Officer and approved by the Board.

ARTICLE X INDEMNIFICATION

Section 1. DEFINITIONS. For the purpose of this Article X, "agent" means any person who is or was a director, officer, employee, or other agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee, or agent of another foreign or domestic corporation, partnership, joint venture, trust, or other enterprise, or was a director, officer, employee, or agent of a foreign or domestic corporation which was a predecessor corporation of the Corporation or of another enterprise at the request of such predecessor corporation; "proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative, or investigative; and "expense" includes, without limitation, attorneys' fees and any expenses of establishing a right to indemnification under Section 5 of this Article.

Section 2. INDEMNIFICATION. To the fullest extent permitted by law, this Corporation may indemnify its directors, officers, employees, and other persons described in Corporation Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably

incurred by them in connection with any "proceeding," as that term is used in that section. "Expenses," as used in this Bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board by any person seeking indemnification under the Corporations Code section 5238(b) or section 5238(c), the Board shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board shall authorize indemnification.

The Corporation shall have the power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action by or in the right of the Corporation, or brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or brought by the Attorney General or a person granted relator status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the Corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the Corporation, and with such care, including reasonable inquiry, as an ordinarily prudent person in like position would use under similar circumstances.

No indemnification shall be made under this Section:

- a. In respect of any claim, issue, or matter as to which such person shall have been adjudged to be liable to the Corporation in the performance of such person's duty to the Corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;
- b. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or
- c. Of expense incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

Section 3. INDEMNIFICATION AGAINST EXPENSES. To the extent that an agent of the Corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 of this Article or in defense of any claim, issue, or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section 4. REQUIRED DETERMINATIONS. Except as provided in Section 3 of this Article, any indemnification under this Article shall be made by the Corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper

in the circumstances because the agent has met the applicable standard of conduct set forth in Section 2 of this Article, by:

- a. a majority vote of a quorum consisting of directors who are not parties to such proceeding; or
- b. the court in which such proceeding is or was pending upon application made by the Corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by the Corporation.

Section 5. ADVANCE OF EXPENSES. Expenses incurred in defending any proceeding may be advanced by the Corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article.

Section 6. OTHER INDEMNIFICATION. No provision made by the Corporation to indemnify its or its subsidiary's directors or officers for the defense of any proceeding, whether contained in the Articles, Bylaws, a resolution of members or directors, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Article shall affect any right to indemnification to which persons other than such directors and officers may be entitled by contract or otherwise.

Section 7. FORMS OF INDEMNIFICATION NOT PERMITTED. No indemnification or advance shall be made under this Article except as provided in Sections 3 and 4 (b) of this Article, in any circumstances where it appears: that it would be inconsistent with a provision of the Articles, these Bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibit or otherwise limit indemnification; or that it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 8. NONAPPLICABILITY TO FIDUCIARIES OF EMPLOYEE BENEFIT PLANS. This Article does not apply to any proceeding against any trustee, investment manager, or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the Corporation. The Corporation shall have power to indemnify such trustee, investment manager, or other fiduciary to the extent permitted by Section 207 (f) of the California General Corporation Law.

ARTICLE XI INSURANCE

Section 1. INSURANCE. The Corporation shall have right, and use its best efforts, to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee or agent in such capacity or arising from the officer's, director's, employee's or agent's status as such.

**ARTICLE XII
MAINTENANCE AND INSPECTION OF CORPORATE RECORDS**

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep both adequate and correct books and records of accounts and written minutes of the proceedings of its Board, and committees of the Board.

Section 2. INSPECTION BY DIRECTORS. Every director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the Corporation for a purpose reasonably related to the director's interests as a director.

**ARTICLE XIII
ENDORSEMENT OF DOCUMENTS; CONTRACTS**

Section 1. ENDORSEMENT OF DOCUMENTS; CONTRACTS. Any contract or conveyance made in the name of the Corporation, which is authorized or ratified by the Board or done within the scope of authority conferred by the Board or within the agency power of the officer executing it, except as the Board's authority is limited by law, binds the Corporation and the Corporation acquires rights thereunder whether the contract is executed wholly or in part.

**ARTICLE XIV
REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The Board may cause an annual report to be sent to directors within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue of receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. An independent accountants' report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the Corporation's books and records; and
- f. Any other information the Board deems relevant.

This requirement of an annual report shall not apply if the Corporation receives less than \$25,000 in gross receipts during the fiscal year, provided, however, that the information

specified above for inclusion in an annual report must be furnished annually to all directors and to any member who requests it in writing.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an 'interest person' had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involved, in the aggregate, more than \$50,000. For this purpose, an 'interested person' is either:
 - Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- b. Any indemnification or advances aggregating more than \$10,000 paid during the fiscal year to any officer or director of the Corporation as permitted under these Bylaws, unless the indemnification has already been approved by the directors under Corporation's code section 5238(e)(2).

ARTICLE XV OTHER PROVISIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Law shall govern the construction of these Bylaws. Without limiting the generality of foregoing, words in these Bylaws shall be read as the masculine or feminine gender and as the singular or plural, as the context requires. The term "person" includes both a legal entity and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

Section 2. AMENDMENT OF BYLAWS. New Bylaws may be adopted, or these Bylaws may be amended or repealed, by a majority vote of the Board.

Section 3. VALIDITY OF INSTRUMENT. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the Corporation and any other person, shall be valid and binding on the Corporation when signed by the President, Co-President, Vice-President, Secretary or Treasurer of the Corporation unless the other person has actual knowledge that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.


Section 4. FISCAL YEAR. The fiscal year of the Corporation shall be will be July 1, through June 30 or set by the Board.

Section 5. INTERPRETATION OF THE CHARTER. In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of the Charter will prevail.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Amethod Public Schools , a California non-profit public benefit corporation; that these Bylaws are the Bylaws of this corporation as adopted by the Board of Directors on; and that these Bylaws have not been amended or modified since that date.

Executed on 13th of June, 2011 at Oakland, California.



Khalif Muhammad, Secretary of the Board

ATTACHMENT P

- 1. Parent Signatures**
- 2. Staff Signatures**

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Amethod Public Schools: Downtown Charter School

The charter school estimates that 160 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Downtown Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Co.
Gregg Pentony	Izayah Archuleta	G. Pentony	8/27	8 th		(510) 413- 1248
Wes Nichols	Shantai Nichols	Wes Nichols	8/27	6 th	Bancroft Middle School	510-502- 3477
Mario Nuñez	Mario Nuñez	Mario Nuñez	8-27	7	2426 Miller # 4	510-276 5952
Lupe Ramos	José Luis Ramos	Lupe Ramos	8/27	6	2426 Miller # 9	510 421-1011
Effrain Zamora	Estefani	Effrain Zamora	8/27	6	2332 24 th Street, Oakland	

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school. [...] **The proposed charter shall be attached to the petition.** (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Amethod Public Schools: Downtown Charter Elementary School

The charter school estimates that 160 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Downtown Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Contact
Yuchi Ou	Kelly Ou	Yuchi Ou	8/27/13	7 th	2230 108 th Ave. Oakland, CA 94603	(510) 636-1618
Joyce Ou	Jiahao Deng	Joyce Ou	8/27/13	7 th	14671 birch st San Leandro, CA 94579	(415) 308-3664
Nicole Chen	Jeff Mai	Nicole Chen	8/27/13	7 th	7915 Michigan Ave Oakland, CA 94605	(510) 541-1728
Zhong Chen	Ryan Chen	Zhong Chen	August 27, 2013	7 th	824 Village Circle, Oakland CA 94607	(510) 465-7668
Sally Lee Gun	Winston Gun	Sally Lee Gun	8/27/13	7 th	1009 E 17 th St, Oakland, CA 94606	(415) 646-5962
Hai Hui	Vivian Wong	Hai Hui	8/27/13	7 th	991 Bockman Rd. San Lorenzo, CA 94580	(510) 389-8281
Xiu Mei Yu	Julie Zhu	Xiu Mei Yu	8/27/13	7 th	1013 Madison St. Oakland, CA 94607	(510) 918-8218

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school.[...]. The proposed charter shall be attached to the petition. (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Amethod Public Schools: Downtown Charter Elementary School

The charter school estimates that 160 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Downtown Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Contact
Panfilia Ceja	Joanna Ceja	Panfilia Ceja	8-27-13	7 th	2504 E 27 th Street Oakland, CA	(510) 502-7564
Yu Ling Guan	Michelle Lai	Yu Ling Guan	8/27/13	7 th	3100 11 th Ave Apt. 5 Oakland, CA 94610	(510) 533-9535
Ken Wong	Alan Wong	Ken Wong	8/27/13	7 th	1378 E 32 nd Street Oakland, CA 94602	(510) 761-4208
Guo Hua Hu	William Peng	Guo Hua	8/27/13	7 th	209 Caliente Cirde, San Lorenzo, California, 94578	(510) 717-7768
Xing Ai Li	Tommy Kung	Xing Ai Li	8/27/13	7 th	2381 E 21 st Apt 3 Oakland, California 94601	(510) 533-3684
Ying Xian Huang	Steven Tang	Ying Xian Huang	8/27/13	7 th	15816 Via Alamosos, San Lorenzo, California, 94580	(510) 735-6973
Qi Ping Tan	Winnie Chevi	Qi Ping Tan	8/27/13	7 th	2049 84 th Ave Oakland CA 94606	(510) 289-9513

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. *The proposed charter shall be attached to the petition.* (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Amethod Public Schools: Downtown Charter Elementary School

The charter school estimates that 160 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Downtown Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Signature	Parent/Guardian	Child	Date	Grade	Address	Phone Contact
Wendy Huang	Jenica Kong	Wendy Huang	8/27/13	6th	1387 east 27 th Street Oakland, CA	510-261-248
Misrak B.	Maria ketema	Misrak B.	8/27	6th	1502 ¹⁰ Jackson St	290-7483
Cinthya Zepeda	Zayra Zepeda	Cinthya Zepeda	8-27	6th	1271 Sealey St San Leandro (A 94577)	563-9082
Siu Kwan Leung	Ho Kan Leung	Siu Kwan Leung	8-27-13	6th	1814 Fruitvale Ave	510-866-5956
CHHAN YIN	Derrick Inthavong	CHHAN YIN	8-27-13	7th	Oakland	510-499-3653

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.** (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Amethod Public Schools: Downtown Charter Elementary School

The charter school estimates that 160 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Downtown Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Contact
Jina Tan	Kevin Kuang	Jina Tan	8/27	7 th	322 13 th Oakland 94611 CA	(510) 8756083
Yue Xiao	Amy Xiao	Yue Xiao	8/27	7 th	918 clay St. Oakland 94607 CA.	(510) 501-3868
Lizhen Deng	Andrew Lin	Lizhen Deng	8/27	7 th	15 th ave 2336 Oakland CA 94606	(510) 887-2622
Maggie Guan	Eric Huang	Maggie Guan	8/27	7 th	838 Kirkham way Oakland, CA	(510) 213 - 88 9510
Hui Lan Li	vivian wu	Hui Lan Li	8/27	7 th	4203 terrace St, Apt. 4, Oakland, CA 94601	(415) - 994 - 2038
Winnie Zhen	Vincent Yu	Winnie Zhen	8-27	7 th	160 14 th St 603 Oakland CA 94612	(510) - 882 - 0871
Henry Le	Lyllian Le	Henry Le	8/27	7 th	1331 E 28 th St Oakland CA, 94606	(510) 882-9396

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. The proposed charter shall be attached to the petition. (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Amethod Public Schools: Downtown Charter Elementary School

The charter school estimates that 160 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Downtown Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Chao-Hun Tang	Priscilla Tang	Chao-Hun Tang	8/12	6		
Alberto Pastor	Michel	Alberto Pastor	8-12	7	5420 Foothill Bvd Oakland	510-533- 9098

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school.[...] **The proposed charter shall be attached to the petition.** (emphasis added)

Form May Be Copied To Accommodate All Required Signatures


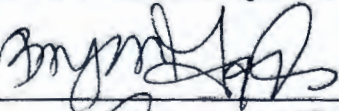

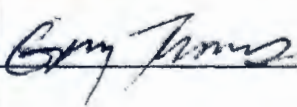
CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Amethod Public Schools: Downtown Charter School

The charter school estimates that 160 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Downtown Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Co.
NICOLE TAYLOR	Chloe Taylor		8/27	6	441 Starbridge Ct Pleasant Hill CA	
Bryan Gonzalez	Lute Gonzalez		8-27	K	141 Echo Ct Pleasant Hill CA 94523	
Calvin Tony	RYAN TONY		8/27	8	1649 Sweet St. Bromfield 94501	
Gary Thom	Ryan Dennis		8/27	7	1555 Willow Oakland CA	510 839-2110

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.** (emphasis added)

Form May Be Copied To Accommodate All Required Signatures



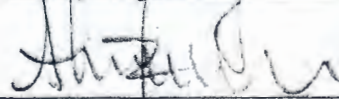



CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Amethod Public Schools: Downtown Charter Elementary School

The charter school estimates that 160 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Downtown Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Natashe Oliver	Mya Oliver-Jackson		8/31/13	8	2555 Int'l Blvd Oakland, CA 94601	
Siu Leung	Ho Kam Leung		8/21/13	6	1814 Fruitvale Ave Oakland CA 94612	
Shufen Chen	Jackie Li		8/21/13	6	714 Hillgirt Cir #14 Oakland CA 94600	
Hetty Tong	Clayton Tong		8/21/13	7	1649 Sweet St. ALAMOND CA 94501	
Samuel Alba	Oscar, S, Alba		8/21/13	7	1742 28th AVE Oakland CA 94601	(510) 436-5762
Danny Ma	Abdison Ma		8/21/13	6	615 Jackson St Oakland CA 94607	(510) 830-9239
Ya Ci Ling	Zhi Teng Chen	Ya Ci Ling	8/23/13	6	725 MARKET ST # 302	(510) 637-9530

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. The proposed charter shall be attached to the petition. (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Amethod Public Schools: Downtown Charter School

The charter school estimates that 160 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Downtown Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Co
Irene	Fanny Guan	Irene	8/22/13	7	283 1st St #603 Oakland CA 94612	310-6598
Guangyue	Yusueh	Guangyue	8/22/13	7	Fallon St 7013	
Hui Hong Chen	Yu Ying Xie	Hui Hong Chen	8/22/13	7	801 Franklin St #214	(510) 452-3198
Yingzi Yu	Jia Bao zhen	Yingzi Yu	8/22/13	7	235-10th St Oakland	(415) 763-7955
Liyun wu	Ivan Liu	Liyun wu	8/23/13	8	1350 7th St #211 oakland	(510) 289-2299
Mario Padilla	Alvaro Padilla	Mario Padilla	8-23-13	6	872 19th St. Oakland	510-336-3650
Sylvia Chavez	Marcos Perez	Sylvia Chavez	8/23/13	6	1639 16th St, Oakland	510-276-1650

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.** (emphasis added)

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:

Amethod Public Schools: Downtown Charter Academy School

The charter school estimates that 160 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Downtown Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

JING CHANG	Wang, J. 2013.2110	Jing Wang	8/21/13	8	2910 GALINDO ST OAKLAND, CA 94601	(510) 533-5544
Hailing WU	Leo WU	Hailing WU	8/21/13	8	2792 25th AVE Oakland, CA 94601	(510) 536-9287
LIAN CHOW	Stanley chow	Lian	8/21/13	6	624 E. 22nd ST Oakland	(510) 539-0888
Yuchen WU	Kenneth Tran	Yuchen WU	8/21/13	7	-	-
Huo ZHANG	21 shan Huang	Huo ZHANG	8/21/13	8	938 POPLAR CT	510-836-0759
Michael Johnson	Demetrius Maxey	Michael Johnson	8/21/13	6	743 West St. W. Oakland	(415) 276-1383
"	Kendra Maxey	"	"	8	"	"

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. The proposed charter shall be attached to the petition. (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

(11)

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Amethod Public Schools: Downtown Charter Academy School

The charter school estimates that 160 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Downtown Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name	Parent Name	Parent Name	Date	Age	Address	Phone Contact
Phuoc Tran	Jason Luong	Phuoc Tran	8-17-13	7	3639 Nevil ST Oakland CA 94601	(510) 375-7386
Janie Ching	Ryan Yang	Janie Ching	8/17/13	8	755 Victoria AVE San Leandro, CA 94577	510-219-1862
Yangzhi peng	Dongliang Li	Yangzhi peng	8/17/13	8	1449 Alice ST #201 Oakland CA 94612	510-612-7566
Haiyan yu	Jianqian Liang	Haiyan-yu	8/17/13	4	1460 Alice ST #105 Oakland CA 94612	510-409-4675
Xiaolingzhen Maggie's	Kenneth Lai	Maggie's	8/18/13	5	2324 Pacific AVE #B Alameda CA 94501	(510) 882-7551
Jaona	Alex Li	Jaona	8/19/13	5	2209 E 23 Rd Oakland CA 94609	(510) 637-9883
Hong	Philip Lee	Hong	8/23/13	7	3931 Foothill Blvd. Oakland CA 94601	(510) 318-1388

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. The proposed charter shall be attached to the petition. (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Amethod Public Schools: Downtown Charter School

The charter school estimates that 160 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Downtown Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Co.
Siu Kwan Leung	Ho Kan Leung		8/22/13	6	1814 Fruitvale Ave Oakland CA 94601	(510) 888-5151
Li Xia	Zemily Liang		8/22/13	6	1077 24th ST Oakland CA 94607	(510) 755-8188
Shuxiongchen	Andrewchen		8/22/13	7	2427. 19th Ave Oakland	510-813-7498
SRENQ	Verrex Inthavong		8/23/13	7		499-3655
SHEINGAO WU		SHEINGAO WU	8/23/13			
Li Changma	Jia Hao Wu	Li Changma	8/23/13	6	638 8th ST OAKLAND CA 94607	(510) 451-2978
Aaha	Tony		8/23/13	8	130A 7th OAK	(510) 451-2978

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.** (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Amethod Public Schools: Downtown Charter School

The charter school estimates that 160 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Downtown Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Co.
Alyandra M.	Jocelyn Vargas		8/20/13	5th	2109 Gleason Way Oakland, CA 94606	510 866-9480
Shaohouy	Kuang Kven		8/22/13	10	1466 Castro San Leandro CA 94577	510 895-8099
ruben	Susana Le		8/23/13	6	2700 Ed3 ROSE OAKLAND CA 94601	510 709-8444
K. L.	Aaron Yang		8/23/13	8	1029 E 18th Oakland CA 94606	
Xiao Liang	Liang, ming Liang		8-23/13	6	2733 24th Ave Oakland CA 94606	510 535-9899
yi wen xiao	Amy xiao		..	7	918 Clay ^{SE} #202 OAK	759-6568
Katie Jay	Anson Lau		8/23/13	7	3403 Maple Oak	510-913-1147

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.** (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Amethod Public Schools: Downtown Charter School

The charter school estimates that 160 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Downtown Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Co.
SAILI, LIN	Michelle, Lin Sam, Lin		8-22-13	6-8	3631 35th Ave Oakland, CA 94609	(510) 530-4370
CHAO-HUN TANG	Can Lin, Cao Priscilla Tang		8/23/13	8	P.O. Box 28152 Oakland CA 94604	(510) 368-0964
NICOLE CHEN	JEFF MAI		8/22/13	7	7915 Michigan Ave Oakland CA 94605	(510) 541-1728
Larry Tran	Kenneth TRAN		8/22/13	7	1952 Yuma St Castro Valley CA 94546	(510) 388-8318
XIAO HUI KONG	Kelly Huang		8/22/13	6	3466 nd St Oakland CA 94607	(510) 836-2366
Miao Yi Cai	Han Lin Huang		8/22/13	6	12th F Oakland CA 94607	
Jason Cheng	Ricky Lam		8/22/13	6		

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school. **The proposed charter shall be attached to the petition.** (emphasis added)

Form May Be Copied To Accommodate All Required Signatures



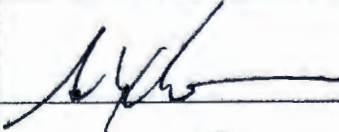

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Amethod Public Schools: Downtown Charter School

The charter school estimates that 160 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Downtown Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Co.
Maria Gonzalez	Fernando Garcia	Maria Gonzalez	8/22/13	7	995 90th Ave Oakland CA 94603	(510) 363-2891
Maggiè Guan	Eric Huang	Maggiè Guan	8/22/13	7	838 Kirkham Way/ Oakland CA 94607	(510) 78-9510
MAOPIG Lu	Kenneth Tran		8/22/13	7	1950 Tuna St. Castro Valley, CA 94546	510-388-7528
Math Inthavong	Derrex Inthavong		8/22/13	7	1069 21st St Oakland CA 94607	510) 333-2142
Andy Cheun	Steven Cheun		8-22-13	7	2122-27th Ave Oakland, CA 94601	(510) 708-9293
Lucila Ramirez	Jose F. Ozuna	Lucila Ramirez	8-22-13	7	2126 Foothill Blvd Oakland CA, 94606	510) 230-1395
Manel Gonzalez	Angelo Gonzalez		8/22/13	6	2629 Pleasant St Hc Oakland CA 94602	(510) 4795496

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.** (emphasis added)

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Amethod Public Schools: Downtown Charter School

The charter school estimates that 160 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Downtown Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone No.
to Berna Orozco	Jonathan Gomez	Berna Orozco	8/22/13	6-7	461 24th St Apt #1 Oakland CA 94612	(510) 663-6380
Pam Del Valle	Hanna Del Valle	[Signature]	8/22/13	8	388 9th St Oakland CA 94606	(510) 220-2146
Pam Del Valle	Rose Secephan	[Signature]	8/22/13	8	1831 7th Ave Oakland CA 94606	(510) 271-6750
CHRISTINA CHEN	STEPHANIE WONG	[Signature]	8/22/13	6	1540 WELLINGTON ST OAKLAND CA 94602	(510) 866-5036
Sandra Tang	Gordon Loug	[Signature]	8.22.13	7	708 Alice St #A Oakland CA 94607	510.520.6082
Helen	vivian wu	[Signature]	8/22/13	7	Oakland CA 94611	(415) 894-2038
[Signature]	Michelle Lai	[Signature]	8/22/13	7	3100 11th Ave #5 Oakland, CA 94610	(510) 882-3253

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.** (emphasis added)

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Amethod Public Schools: Downtown Charter Elementary School

The charter school estimates that 160 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Downtown Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name	Child Name	Signature	Age	Grade	Address	Phone Number
Mei Zhang	Qianke Sun	<i>[Signature]</i>	8/1-1/13	8	681 17th St Oakland, CA 94612	(510) 338-2409
Kien Mac	Daren Cheng	<i>[Signature]</i>	8/21/13	7	2311 14 Ave, Oakland, CA 94606	510 229-8072
Jenny Tian	Harrod Tang	<i>[Signature]</i>	8/1/13	8		388 9146
Huadong Lu Yanyan Chen	Vicky Chen	<i>[Signature]</i>	8/21/13	6	1538 13 th AVE Oakland, CA 94606	510-325-9922
Kenny Zhou	Wilson Zhou	<i>[Signature]</i>	8/21/13	K	242 International Blvd Oakland CA 94606	510-759-2979
Haidong Wu	Lantong Wu	<i>[Signature]</i>	8/1/13	8	720 E 11 ST Oakland, CA 94606	510-380-3303
Sau F. Chin	Sally Chan	<i>[Signature]</i>	8/21/13	8	1720 3RD AVE #1209 OAKLAND, CA 94606	510-208-3128

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. The proposed charter shall be attached to the petition. (emphasis added)

Form May Be Copied To Accommodate All Required Signatures


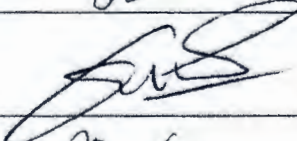

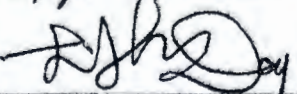
CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Amethod Public Schools: Downtown Charter Elementary School

The charter school estimates that 160 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Downtown Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

chun yu weng	Yiying Huang	chun yu weng	8/14/13	7	1122 E18 Apartment #2 Oakland, CA, 94606	(510) 499-2670
HONGBO YE	Jerry Miao		8/14/13	8	5118th St APT #1 Oakland, CA 94607	415-361-7202
Quan My Trung	Phong Kim Lu		8/15/13	7	727 East 15th street #26 Oakland CA 94606	510-318-0111
Mai Ly	My pham		8-15-13	8	1130 58th ave Oakland 94621 Oakland CA	510-332-7224 510) 8776361
Cruz Garcia	Bryant Garcia	Cruz Garcia	8-15-13	7	1942 84th Ave 3639 Nevil St	(510) 415-3744 (510) 385-7386
Phuoc Tran	Jason Luong	Phuoc Tran	8-15-13	7	Oakland CA 94601	(510) 228-0063 (510) 436-3728
Lizhen Deng	Andrew Z. Lin		8-15-13	7	2336-13th Ave. Oakland. CA 94606	(510) 387-2622

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. The proposed charter shall be attached to the petition. (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Amethod Public Schools: Downtown Charter Elementary School

The charter school estimates that 160 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Downtown Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

First Name	Last Name	Signature	Date	Pupils	Address	Phone
SALLY LEE	WINNISTON GAN	<i>Sally Lee</i>	8-19-13	7	1009 E 17 th ST OAKLAND, CA 94606	(415) 676-5862
Alicia Banda	Ricky Banda	<i>Ricky Banda</i>	8/20/13	7	1612 51 st Ave Oakland CA 94601	cell 225-5053 534-1647
WNGUYEN, VAN	David Nguyen	<i>David Nguyen</i>	8/20/13	8	15034 ANDOVER ST	508-2123
YIP KAI WAI	Jesse XIMIE TIN	<i>YIP KAI WAI</i>	8/20/13	8	1100 morton ST	3379856
Neusa Magueta	Kenneth Doming	<i>Neusa M.</i>	8/21/13	7	2556 61 st AVE. P.O. Box 29621	510 472-7547 570-541-
Cecilia Wong	Constance Wong	<i>Cecilia Wong</i>	8/21/13	8	Oakland CA 94604	9571.
Susan Tong	Priscilla Tong	<i>Susan Tong</i>	8/21/13	8	PO Box 28152 Oakland CA	415 722 7805

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school.[...]. The proposed charter shall be attached to the petition. (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

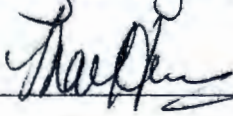
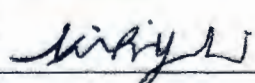
CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Amethod Public Schools: Downtown Charter Elementary School

The charter school estimates that 160 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Downtown Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

QI SEN QAO	Melody QAO	QI SEN QAO	08-21-2013	7	988 FRANKLIN ST #311 OAKLAND CA 94607	510-759-9248
JINGCHANG HUANG	RAYMUND ZUO	Jingchong huong	8-21-13	8	2910 GALINDO ST OAKLAND CA 94601	(510) 533-3849
Mai Nui	Vivian Wong		8/21/13	7	991 Bolshman Rd San Lorenzo CA 94580	(510) 888-2844
BINH TRAN	DARIEN yang	_____	8/21/13	8	1236 E 23 ST OAKLAND CA 94606	(510) 261-2749
Xiaoling Li	Nathan Ng		8/21/13	7	150 11th st #6 Oakland CA 94607	510-672-2845
Feng Gui Feng	Seng Hai Li	Feng Gui Feng	8/21/13	7	1637 11th AVE APT A Oakland CA 94606	510-522-2361
Shan shao lin	Amanda Huey	Shan shao lin	8/21/13	7	1444 13th AVE #B Oakland CA 94606	570 533-3468

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. The proposed charter shall be attached to the petition. (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Amethod Public Schools: Downtown Charter ~~Elementary~~ School

The charter school estimates that 160 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Downtown Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Suvanth Phan	Joshua Song Jos Phan	[Signature]	8/21/13	6 th	2364 leave st # 2 Oakland CA 94612
Jinlan Su	Tulina Vuong	[Signature]	8/21/13	2	3926 walnut ST Oakland CA 94619
Veronica Gonzalez	Diego Garcia	Veronica Gonzalez	8/21/13	1	3812 whitte ave. #4 Oakland Ca. 94602
Yi ming mai	Winnie mai	[Signature]	8/21/13	6	825 13 TH ST APT # 802 Oakland 94612
[Signature]	Amy Ho	[Signature]	8/21/13	6	1364 D. 26 TH ST Oakland ca 94606
Liqiong su	Jeffrey Vuong	[Signature]	8/21/13	6	1055 7 AVE Oakland CA 94612
Camen Liu	Duncan Liu	[Signature]	8/21/13	7	2114 Baber RD Castro Valley CA 94546

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. The proposed charter shall be attached to the petition. (emphasis added)

Form May Be Copied To Accommodate All Required Signatures



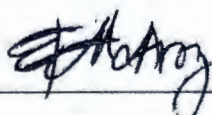


CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Amethod Public Schools: Downtown Charter Elementary School

The charter school estimates that 160 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Downtown Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name	Child Name	Signature	Date	Years Lived in the City of Oakland	Address	Phone Number
Michael Yu	Josiane Wong		8/21	5	1926 Manchester Road San Leandro	510-804-5550
Mina Chen	Andy Chen Jason Chen Vincent Chen		8/21	6	903 MacArthur Blvd Oakland	510-374-2305
Elizabeth McAnry	MALORY Mallari Joheth Mallari		8/21	9	6419 Buena Ventura Ave Oakland	510-331-2209
Can Zhu	Raymond Zhu	Can Zhu	8/21	7	2136 Pacific Ave Alameda	(707) 288-9765
Su Chen	Kui Qi Huang		8/21	8	1532 E 20th St Oakland CA 94606	810-710-6667
YING XIZHANG	WILLIAM ZHANG	Ying Xizhang	8/21	7	319 LINA AVE ALAMEDA CA 94501	(510) 864-4868
JAMIE YAP	JAMIE TIM		8/21	8	1150 MORTON ST Alameda	510 908 8888

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.** (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

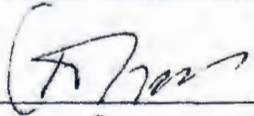
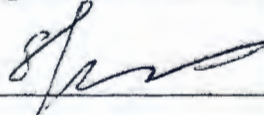


CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Amethod Public Schools: Downtown Charter Elementary School

The charter school estimates that 160 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Downtown Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Chen Tom	Jing Chen		8/1/13	6	1538 13th Ave Oakland CA 94606	325-0866
Shu Xiong Chen	Andrew Chen		8/21/13	7	2427 157th Ave Oakland, CA	813-7618
Yu Ling Guan	Michelle Lai		8/21/13	7	3100 11th Ave Apt 5 Oakland CA 94610	510-882-3253
Betsy Lee	Wilson Lee		8/21/13	8	3789 39th Ave Oakland, CA 94619	570 336-3221
Wang	William Wang				2021 20th Ave Oakland, CA 94606	332-8358
SHUI WENYANG	HAKI LIU	SHUI WENYANG				
Henry	William Le	Henry			1331 9th St Oakland CA 94606	575-1288

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.** (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Amethod Public Schools: Downtown Charter Elementary School

The charter school estimates that 160 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Downtown Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

XiaoQin Wu	XiaoFeng Zhang	XiaoQin Wu	8/21/13	6TH	60 E 18TH ST APT 9. OAKLAND CA 94606	(510) 710-6113
Ying Ying Xu	Zuqing Li	Ying Ying Xu	8/21/13	6th	1621 8TH AVE Oakland, CA 94606	(510) 285-7656
TEETURE CHAN	AARON CHAN	Teeture Chan	8/21/13	5TH	2010 FOOT-HILL BLVD	201-5461
Pat Phun	Yurra Phun	Pat Phun	8/21/13	6th	3036 33rd St	(510) 582-5193
Sian-Li Huang	Tiffany Li	Jianxi Huang	8/21/13	6TH	594 Tiffany St, Leandro RD. CA, 94577	(610) 638-7968
EVENA VILA	MALED CARREIRO	Evena Vila	8/21/13	7TH	3452 W STREET	570 333 7493

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.** (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

DCA Staff Signatures

CHARTER PETITION
TEACHERS MEANINGFULLY INTERESTED IN TEACHING AT:
 [Downtown Charter Academy]

The charter school estimates that 9 teachers will be employed by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are eligible teachers as defined under Education Code § EC47605(l) and who are meaningfully interested in teaching at the School under the charter petition. Signatures are subject to verification.

We, the undersigned teachers, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Downtown Charter Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
ERIC BECKER		7/21/13	510.893.8700	Multiple / syle #11/ELA	2017
Kim Chaney		7/21/13	925-878-1822	Mult. subj.	in prog. Winter 2013
Gregg Pantony		7/21/13	(510) 493-1248	Emer.	
Wes Nichols		7/21/13	(510) 502-3477	30-day/PE	in progress
Janet Scognamiglio		7/21/13	(201) 264-4132	Multi-subj.	in progress
John Lyons		7/21/13	(510) 520-8647	MULTI-SUBJECT	in prog
Angela Yan		7/21/13	(510) 520-7955	MULTI-SUBJECT	in progress
Nancy Conna		7/21/13	(323) 482-7066	MULT-SUBJECT	2017
Jillianne Whitfield		7/21/13	(714) 724-7855	MULT-SUBJECT	2017

Education Code §47605(a)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means [...] that the teacher is meaningfully interested in teaching at the charter school. **The proposed charter shall be attached to the petition.** (emphasis added)

Form May Be Copied To Accommodate All Required Signatures