



*Amethod Public Schools-
PATH Academies*

OAKLAND CHARTER ACADEMY
MIDDLE SCHOOL

A PUBLIC CHARTER SCHOOL RENEWAL PETITION SUBMITTED TO THE
OAKLAND UNIFIED SCHOOL DISTRICT (OUSD)

SUBMITTED BY AMETHOD PUBLIC SCHOOLS

November 14, 2012

HONOR HARD WORK

File ID Number: 12-3017
Introduction Date: 11/14/12
Enactment Number: _____
Enactment Date: _____
By: _____

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 the renewal charter pursuant to Education Code 4605 to enable the function of Oakland Charter Academy Middle School (OCA).

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

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

Oakland Charter 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

Amethod Public Schools @ Oakland Charter Academy

OAKLAND CHARTER ACADEMY MIDDLE SCHOOL
Oakland, California

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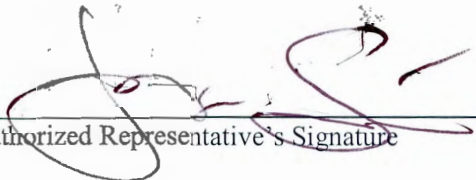
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AFFIRMATIONS/ASSURANCES

As the authorized representative of the applicant I, Jorge Lopez, hereby certify that the information submitted in this application for a renewal charter for Oakland Charter Academy (OCA) Middle School, to continue to be located at multiple sites within 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"), Oakland Charter Academy petitions the Oakland Unified School District to grant the renewal petition for the middle school and satellite campuses, including additional sites to accommodate potential future enrollment growth, which will allow us to continue to serve multiple neighborhoods within boundaries of the City of Oakland.

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 1993 with the intent to create charter schools that produce academic results and reduce the achievement disparity that exists among the different student subgroups. This petition will be the fourth renewal petition for Oakland Charter Academy, the oldest charter school in the city.

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 can do a far better job of educating students if they are operated in a more demanding and effective manner. It is the organizational belief that any child has the opportunity to be successful if they receive the proper education they need to be triumphant in college, family, and life.

Results of Existing Schools

All of the Amethod school sites are successfully serving students from demographics that have traditionally struggled in the public school system. AMP campuses are achieving far greater results than comparable schools on all key performance metrics such as standardized test scores, graduation rates, and college acceptance rates.

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

Oakland Charter Academy also has established a satellite site that has allowed it to expand its services at other Amethod Public School campuses in the 2011-2012 school year. The site added a 7th and 8th grade campus through subsequent years.

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

Richmond Charter Academy 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.

Graduation and College Acceptance

Oakland Charter High School, thanks to the established OCA feeder school, 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. The graduation rates from our school significantly outpace those of the schools where our students would have gone. Over the past eighteen years, the Amethod Public School system has worked at developing a school system that has proven to be sound school choice for families and students in Oakland, CA.

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.

Having established a Blue Ribbon Award Middle School, and promoted our first graduating class in 2011, the Amethod Public Schools looks forward to continue its successful programs in Oakland, CA, including an anticipated expansion to additional sites within the boundaries of OUSD to accommodate enrollment growth.

Amethod Public Schools- Campus Profiles

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

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

3001 International Blvd. Oakland, CA 94601

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

API Score: 867 API Rank: 10 Similar Schools Rank: 10

2010 Campus Demographics & Indicators):

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

2011 Campus Demographics & Indicators:

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

ADVISORY GROUP

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

SAM TSITRIN- Currently he serves as a teacher and Data Coordinator for the Amethod Public School system where he has worked with system over 6 years. Mr. Tsitrin has served as a Research Assistant in the Space Sciences Laboratory at the UC Berkeley where he conducted independent and team research and analysis of interstellar and cometary dust grains.

Implemented and developed. Sam also worked as a USRP Intern at NASA Goddard Space Center in Maryland conducting research in the Astrochemistry Laboratory on Lab simulated Protosolar Iron Silicate Grains for analysis. Most recently, he served as the Director of Oakland Charter High School in 2010 and currently heads the Instructional Leadership Team for Amethod Public Schools and is currently finishing his Master Degree in Physics at San Francisco State University.

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

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

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

INTRODUCTION

MISSION STATEMENT

Oakland Charter Academy (OCA) seeks to advance students' motivation and belief in academic achievement while in their pursuit of a thriving future. We are a free and public

charter school that believes in the promise of hard working students from diverse perspectives, socio economic status, backgrounds, and talents. The school will serve students in grades sixth through eighth grades with the goal of achieving high academic results and industrious work ethic. OCA will provide a rigorous academic program that reinforces the academic fundamentals in reading, math, science, language, and history to all of the campuses and students it serves.

VISION STATEMENT

Amethod Public Schools foster students' motivation and belief in academic achievement, determination, and perseverance. We are a free and public school that believes in the promise of hard working students from all perspectives, backgrounds, and talents.

We Challenge:

- Our administration to exhibit and support the core values of the organization;
- Every teacher to overcome preconceived notions that have been learned through the years that have produced dismal results for minority populations;
- Every student to strive towards a purpose larger than the self,
- All families to expect more from their schools, themselves and their children for better futures for the next generation;
- Communities to not accept lowered expectations due to socio-economic levels, demographics, or educational fads, and take the matter of success

Successful and Innovative Programs

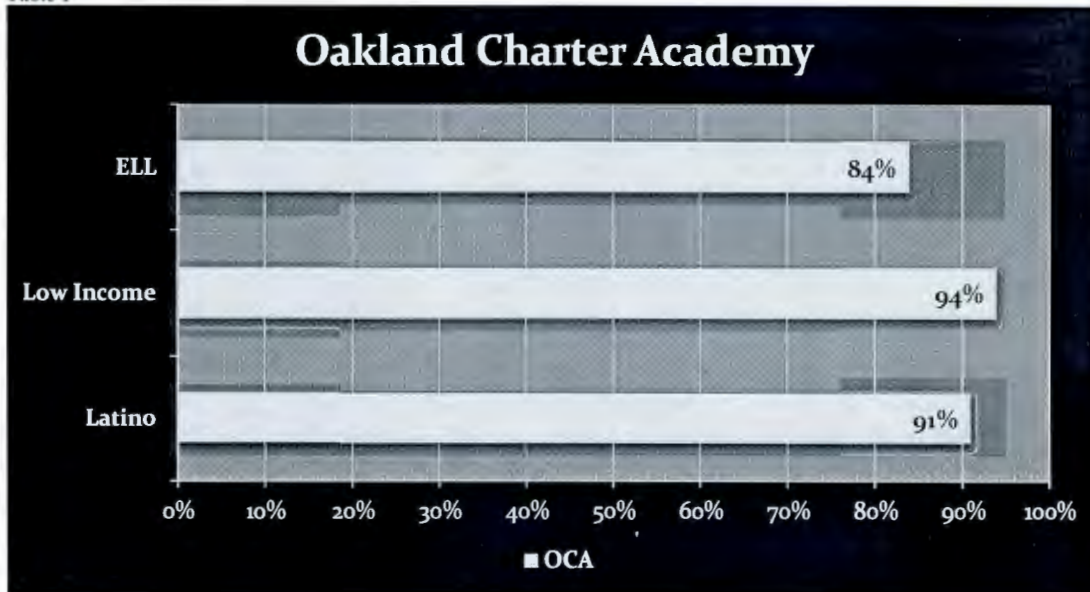
The Oakland Charter Academy will continue to pursue lofty academic goals while infusing methods for instilling a sense of intellectual and studious culture and high expectations among our student population. The Amethod Public Schools culture and procedures are rooted in traditional values such as respect, 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 trying new and innovative 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.

Data Overview & Comparisons

The tables detailed below demonstrate school data points and comparables of the Oakland Charter Academy Middle School campus.

Table 1



Source: www.cde.ca.gov

Comparison 2012 API Scores (OUSD Middle Schools)

Table 1A

	Base API (2012)	2012 State Rank	2012 Similar* Schools Rank
Oakland Charter Academy (OCA)	867	10	10
Urban Promise Academy (UPA)	761	4	3
Roosevelt Middle	670	1	1

Source: California Department of Education.

Note: schools listed are neighboring schools

CST Scores –6th - 8th grade 2012

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	46%	88%	78%	78%	70%	54%	92%	85%

ELEMENT I: EDUCATIONAL PHILOSOPHY AND PROGRAM

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

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

Our philosophy was developed to reflect our vision of how to best remedy the deficiencies in academic performance of poor and minority children in California public schools. This major

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

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

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

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

Instructional Program Overview

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

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

Families will understand that when students accept greater responsibility for their learning, they have higher propensity to achieve at higher levels in part because of intrinsically self-directed importance of their intellectual growth. The goal for all of our students is to develop an understanding that education is imperative for their future, and where a perseverant work ethic is absolutely necessary. Oakland Charter Academy will provide clear expectations for

students that will spotlight school college attendance, program rules and procedures that cultivate an environment for success in an urban middle school. It is our intent to establish a school culture where diligence, perseverance, and intellect are respected, and where being responsible for one's education is the ultimate goal.

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

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

WHOM THE SCHOOL IS TRYING TO EDUCATE

Oakland 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. OCA 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.

As previously stated, Oakland 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;*

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

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

An individual must be able to subsist in a demanding and fast paced global environment with ever complicated economic and technological developments. Opportunities for a successful and prosperous future in the 21st Century are more reliant on advanced and technically acute learning and thus are becoming harder to get. The reality is that America is losing many of the manufacturing and industry driven jobs that once were at the core of the American workforce. Combined with the demands of an extremely competitive global citizenry, Americans will be compelled to be persistent, industrious, intellectually prepared, trained, and self-motivated individuals who are committed to personal responsibility and learning. The ability to think and analyze with an open mind and make informed decisions based on discernment and understanding of a wide range of perspectives and possibilities will also be essential. This is what education should provide; an academic foundation that will offer the opportunity to enter the world of academia and higher learning in preparation for the challenges of the future global market.

Contemporary success and prosperous career paths, more often than not, demand a college education. Especially for poor minority students residing in urban inner cities; a college education presents the surest path out of poverty and generational disparity. Data from the US Census Bureau indicates that college graduates will earn far more money over their lifetime than non-college graduates. According to recent report, people who did not earn a high school diploma on average will earn 1 million dollars in their lifetime, compared to a person with a Professional Degree who can earn 4.4 million dollars¹. Unfortunately, poor and minority groups are severely underrepresented on college and university campuses while being over represented in state and federal prison systems.

Therefore, it is imperative that students first receive and master the essential fundamentals such as reading and reading comprehension that are the building blocks for all learning and development, while also developing a steadfast work ethic that will compel the individual to persevere through academic and personal challenges. Our schools exist to ensure the pipeline to college is filled with students who possess the knowledge and aptitude necessary to succeed in college and the increasingly competitive society. Regardless of their backgrounds, economic standing or any other demographic, it is our task to instill in our students desire to achieve so as to become a productive member in their communities.

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

- ***Industrious:*** Students must be conscientious and hard-working as they approach new concepts and tasks. Individuals must be willing to carry out new tasks as they progress in life.

¹ US Census Bureau Report (2009)

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

HOW LEARNING BEST OCCURS

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

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

The Seven Successful Strategies

The Seven Successful Strategies are a set of core organizational principles that all Amethod Public Schools Middle school sites (including Oakland Charter Academy) must follow. The

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

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

- 1) ***Small Campus-*** Schools with large populations of students are built on the premise that theoretically, due to the economies of scale, a large school is more efficient at delivering a comprehensive educational product. The problem is that these large schools are too big and students become numbers, not individuals. Many students can fall through the gaps and end up with their academic needs failing to be addressed in large schools. Moreover, problems such as discipline and violence can escalate, and campus security becomes a serious issue. Teachers can end up becoming nothing more than traffic cops, and as expected, the quality of instruction deteriorates. Our smaller campuses expose students to more information, time, and individual attention therefore making it much easier to figure out how a student learns and what makes them tick academically, and socially. It is far easier to close the gaps in a school system through a small campus setting.
- 2) ***²Self Contained Classrooms-*** A core part of the Amethod middle school curricular model is the implementation of self contained classrooms. By offering the self contained classrooms, OCA students will be offered added instructional minutes, increased structure, more time on task, and increased opportunities for better attendance rates. The self-contained classrooms will eliminate the time wasted by students in rotating departmental style curricular systems as they linger during rotations. The time we save on these change-over rotations and recess add up to a substantial number of minutes applied towards instructional time expended on coursework, extended learning activities, and tutoring. Moreover, it is a cost effective model that allows for the smaller class and school sizes. Additionally, the self contained classroom will offer increased stability and safety to students during the tumultuous adolescent period in a young person's life. This curricular approach has been proven extremely effective at other Amethod Public School middle school sites.
- 3) ***Teacher Looping-*** Teacher looping is a pillar of the Amethod School model. *Looping* is an educational practice in which a single graded class of students stays with a teacher for two or more years or grade levels. For example, teachers that begin in the 6th grade will follow the same cohort class on through the 7th and 8th grades. The Looping practice has been instrumental in strengthening student-teacher bonds, expanding time for instruction, improving test scores, and reducing behavioral problems. Moreover, because looping teachers already know their students' strengths, and the students understand what's required of them, the first month of school is not lost to establishing classroom routines or student assessment.

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

- 4) **Structure-** Amethod Public Schools believes that effective teaching practice and structured schools and classrooms are the best preventative measures to negative student discipline matters. Teachers must give students a clear understanding of how tasks proceed. For example, if students are to enter the class, teachers will begin by describing how students are to enter the facility and classroom properly. This must be explicitly taught and re-taught early to avoid confusion. In our required methods we expect every teacher to make lists of student roles and group responsibilities, and explain, and teach these thoroughly to students. In this way, students will know what is expected of them, throughout the course of the year. Explicit information detailing what is expected of students is provided, taught, and reinforced through clearly structured daily patterns, rituals, and class activities. We do not ascribe to the spiral of continual suspensions and the constant flow of students to the office as is seen in many schools and view a focus on a structured school as the best remedy to this issue.
- 5) **Attendance Matters-** As basic as the concept may be, many students, particularly those at the middle and high school levels, become careless about regular school attendance. Missing a few classes seems inconsequential to them and at times it may seem insignificant to parents and families as well. School administrators are sometimes faced with parents who are unaware of their child's absence from school or, worse, which are aware but quite willing to make excuses for the absence. Each lesson presented to students is based upon or related to those that preceded it. Just as we can never regain a moment of time wasted, the child who misses a day of school also misses a day of education which cannot be retrieved. The Amethod Public School sites establish an incentive based programs for students 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 Middle school sites, middle school campuses offer a 100 minute daily block each for math and English /Language Arts. This block allows for a more in depth and comprehensive study of the subject matter by offering each student more than 480 additional minutes of English and Math weekly; more than twice the amount required by the state. This abundance of instructional time in these core subjects affords more time for students for content mastery. The self

contained curricular model also offers more time on subject material by eliminating the passing hallway rotation system and increased risk of tardies and class cutting.

- 7) ***High Expectations for All Students-*** Amethod Public Schools are centered on high expectations for all students. We assure that every student takes rigorous courses, such as Algebra I in the 8th grade, so that every student is on track to have a better choice for advanced and/or honors college preparatory high school courses. Considering that we are an academic focused school system, we require extensive individual and group work outside of the classroom. As such, our schools offer academic support programs to meet the needs of the entire student population, and to empower students to reach their full potential. The staff is committed to and required to ensure that all students are either performing on grade level or working their way through, regardless of their skill level upon enrolling in the school. We also have high standards for student behavior and expect all staff, parents, student, and administrators to understand and reinforce the adherence to proper student conduct and school policies.

Instructional Guidelines & Practice Framework

Our faculty will adhere to Amethod Public Schools Instructional Practice Framework which guides the instructional standards and expectations for each Amethod Public School classroom. The Amethod Schools Instructional Standards are a compilation of desired best teaching practices summarized with common measures of student success. The standards have been distilled from a wide variety of resources and are supported by practitioners and researchers such as Madeline Hunter, Linda Gonzales, and Barak Rosenshine, and in house techniques and research. Amethod Public Schools own practice has also influenced the standards for every school site. Each standard is designed to create clear, rigorous and effective Amethod Public School site patterns for success.

The selected Instructional Standards Framework is used to gauge teacher effectiveness and instructional pacing in Amethod Public Schools classrooms. The Framework provides an expectation of common practice to facilitate peer and administrative observations. Through in-house instructional development, coaching and reinforced teaching practices expected within our schools- we will develop highly effective teachers within our school system. At the student level, the standards in the framework serve to create a common instructional experience across classes and schools by instituting valuable organization wide procedures, rituals and strategies.

There are five (5) areas identified as *Strands* in the Amethod Public Schools instructional practice program design. The described standards and strands demonstrate what is expected to be observed in all of the Amethod Public School classrooms. The Instructional Standard strands and specific subtopic under each strand, describe the expectation and practice in full detail.

A brief description of the Amethod Public Schools Instructional Standards Framework is detailed below.

(See AMPS Instructional Standard Framework as Attachment A in Appendix section).

1. *Planning & Preparation:* A teacher's essential responsibility is to ensure that students learn, thus it is imperative that they learn to select and adapt learning activities such that students learn the content. Planning is a matter of design that requires organization, introspection, reflection and most importantly-preparation. Teachers who excel reflect an understanding of the basics in the important concepts and principles in the subjects they teach; this requires diligence and review of the material on behalf of the teacher in anticipation to the given. We expect teachers to understand their students—their backgrounds, interests, and skills as the year develops through a summer socio cultural competency trainings, home visits, family meetings and dialogue. Thorough preparation is demonstrated primarily through the plans that are submitted and approved by site directors. The approved lessons guide their teaching and the decisions they make; ultimately through the success of their plan. However, a teacher's most important asset is to be able to think on their feet as they modify instructional designs into small sequences of activities and exercises that make it accessible to students as needed in real time. All elements of the instructional design—learning activities, materials, and strategies—must be appropriate to both the content, and students aligned with larger instructional goals, curriculum and standards. Assessment techniques must also reflect the instructional outcomes and should serve to document student progress during and at the end of a teaching episode. Furthermore, in designing assessment strategies, teachers must consider their use for formative purposes and how assessments can provide diagnostic opportunities for students to demonstrate their level of understanding during the instructional sequence, while there is still time to make adjustments.
2. *The Classroom Environment:* The Classroom environment sets the stage for all learning including the physical environment that should be supportive of the instructional purposes. The components of this domain establish a comfortable, vibrant, and respectful classroom environment that cultivates a culture for learning and a safe place for academic risk taking. The atmosphere is businesslike, with non-instructional procedures handled efficiently as a consequence to proper training. Student behaviors that are non cooperative and disruptive are dealt with swiftly without high stakes gamble on behalf of the teacher. Teachers are expected to never forget their primary role as adults and that they are not in the business to be friends with students. We expect teachers to know that their natural authority with students is grounded in their knowledge, experience, and wherewithal rather than just an authoritarian role alone. Effective teachers are indisputably in charge, but their students regard them as a role model, a protector, a challenger, or a guide. This Strand is demonstrated through classroom interaction and captured on paper through interviews with or surveys, or are observed in action, either in person or on videotape.
3. *Instruction:* Student achievement is our bottom line philosophy. Teachers prepare plans appropriate to their students grounded in deep understanding of the content, aligned with school expectations, state standards. Teachers demonstrate, through their instructional skills, that they can successfully implement their plans and can think on their feet with common sense. Students are engaged in meaningful work, which carries significance beyond the next test and which can provide skills and knowledge necessary for answering important questions or contributing to important projects.

Teachers will be expected to motivate their students in ways which they organize and present the content (I.E. pacing/proximity), the roles they encourage students to assume, and in ways they motivate students to excel. Student work is real (not busy), significant, and it is important to students as well as to teachers. Teachers are to seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations, relating to what the students have just learned in sub areas. Direct teacher questioning probes student thinking and serves to extend understanding onto the next area for deeper analysis. We expect teachers to be attentive to different students in the class and to the degree to which the students are engaged. When they observe inattention, they move to correct it without hesitation and deal with even small matters swiftly as they know it will affect student knowledge. Above all, they carefully monitor student understanding as they go through well-designed questions, strategies, and/or activities. The organizational instructional program and procedures demand that efficiency begin at the door as the first kid arrives, and continue until the last student leaves at the end of the day.

4. Teachers as Professionals: It is our belief that teachers merit respect of the community, families and students. The fact that Amethod Public School teachers encompass roles outside of the regular day and in addition to those in the classroom with students; and work through extended calendars; respect is required. The components in this strand are associated with being a true professional educator within the Amethod Public School system that expects teachers to go the extra mile for student results and achievement. Parents and the larger community may observe, support or criticize teachers for this strand; however these activities are critical to assuring the profession and more importantly, school improvement. We expect teachers to follow and understand that such matters as tutoring for success, documentation, maintaining organized records, and communicating with administration is expected and looked upon as an integral part of their work. We also expect that staff will seek to add to the development of the professional learning community established within the site and organization by actively participating in the sharing of best practices learned. After their first few years of teaching within the school system, or after they have mastered, the nuances of classroom management and instruction- they will be asked and expected to further leader participation to better the organization. It is through the skills of this strand that highly effective and professional teachers distinguish themselves from less proficient colleagues.
5. Expectations: The school system can only do so much to develop practices and systems to assure that students are authentically challenged. Too many times, teachers enter the class and begin to slowly make excuses for students through the lackadaisical enforcement of rules, policies and by weakening the grading procedures. We expect teachers to be authentic in their approach to working with our student population and to conceptualize and understand the issues faced by them and address their needs and concerns through quantifiable solutions. Through their practice, teachers must be able to demonstrate an authentic desire to challenge and inspire students to expect more. Teachers, will NOT seek to undercut, patronize, or make excuses for students in their schools and should reflect on their ideals as they will be challenged in the Amethod school system. Teachers are expected to exhibit a competitive nature for their

classroom and class/student goals; however those that cannot sustain these measures or be loyal to the creation of a climate for developing student achievement among the Amethod Public School setting will falter.

Extended School Year

Many education researchers and school reformers have long been debating about lengthening the school year to address that lack of American students' competitiveness. The release of the historical report in 1983 originally commissioned by President Ronald Reagan, "A Nation at Risk," pointed out back then that American students were losing competitive training due to an extended summer break that is, in essence, the legacy of our country's agrarian past. For low income inner city students, the loss of a structured stimulating environment for an extended time can be extremely detrimental. In fact, many inner city children do not have the opportunity to attend summer camps or other organized and structured summer programs. Aside from the loss of structured learning time, these students are often left unsupervised in dangerous settings.

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

AMPS summer "Boot camp" school serves three primary purposes:

1. Introduction to Methods – During summer school, students are introduced to the school culture, rituals, and procedures such as submitting homework, entering school buildings, proper class behavior, chores and duties, and our concept of working together as a team. Students are taught and re-taught all of the school-wide systems and class procedures known as The Methods used to provide structure and order to a students' school experience. The Methods include class and school-wide procedures for student behavior, dress code; class presentations, and other practices. For returning students, these lessons provide an overview in any changes to school policies and procedures, as well as a powerful reminder of what it means to be a team member.

2. Diagnostic Testing – During the summer school session, we also begin our Interim Assessment series that starts with the *Universal Screening Assessment* to identify or predict students who may be at risk for poor learning outcomes from the start. Universal tests are brief; conducted with all students at a grade level. It is the initial interim tests that are followed by additional testing or short-term progress monitoring to identify students to corroborate students' risk status.

The diagnostic tests administered are aligned with the California Standards and Framework which focus on students' baseline skills and knowledge in each of the core subject areas specific to grade standards. Amethod Public School sites use the ZOOM Data Director and correlated *Asses to Know Test Bank* series program to assess, track, and evaluate the effectiveness of instruction and student learning. 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.

All of our sites implement an Interim Assessment Calendar that evaluates grade levels, classrooms, and individual students every 6-8 weeks based on an up to date snapshot for individual students. The Interim Assessments provide data that will guide the teachers' reflections for short and long-term plans for instruction. Moreover, the assessments will be the basis for organizing our individual tutoring and groups.

3. Introduction & Reinforcement of Fundamental Skills – Teachers also take time during the summer school session to go over fundamental concepts and skills that will set our students up for success throughout the school year. For example, sixth graders traditionally focus on learning the concepts for effective study habits, and students at all levels may be introduced to the grade-appropriate expectations for writing book reports or book reviews. Every pupil will participate in the “*Proper Study*” program that teaches and reinforces concepts necessary for study and review.

Most of the time, *Proper Study* skills and the commitment to practice and implement these skills during study are what separates good students from struggling students. Many students think that study means reading over a material without thinking of it. As they progress through the later years of middle school, many may have not yet found a method that assists in their academic success; meanwhile other students catch their niche real quick and accelerate in their subjects and studies.

Oakland 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! Yeah, maybe in an ideal teacher dreamland or in suburbs! However, a successful student has different tools and methods to study given subjects that will reflect in their grades and your levels of frustration. This is what will be addressed during summer program as students learn the principles of topics such as outlining, flashcards, highlighting, etc.

CURRICULUM AND PROGRAM

It is the objective of Amethod Public Schools to prepare students to be ready for the advanced and honors leveled courses in high school and beyond. Why are the middle grades such a critical time in terms of academic preparation? In many ways the middle grades represent a fork in the road on the path to college. It is the time when students are choosing who they want to be in the world and are solidifying their academic path. Well developed programs and school programs, because they support students at such a critical time in their lives, have a unique opportunity to shape students' futures, as long as they are intentional and comprehensive in meeting the academic, developmental and social needs of their students. Preparation for the next stage of their academic life is extremely important.

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

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

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

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

Middle School Curricular 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 	<ul style="list-style-type: none"> -Literature -Intro to Foreign Language 	<ul style="list-style-type: none"> -Literature -Advisory (Pre-HS) -Health -Foreign Language 1

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

			<i>-Writing</i>
Intervention	<i>-ELD</i> <i>-Math Foundations</i> <i>-Resource Assistance</i> <i>-CTY</i> <i>-ILP</i>	<i>-ELD</i> <i>-Math Foundations</i> <i>-Resource Assistance</i> <i>-CTY</i> <i>-ILP</i>	<i>-ELD</i> <i>-Math Foundations</i> <i>-Resource Assistance</i> <i>-CTY</i> <i>-ILP</i>

Amethod Public Schools-Middle School Content Overview

English/Language Arts

In today's society, life itself depends on words that are spoken, written, and digitally transmitted. News, opinions, and entertainment appear in hard copy, online transmissions, and round-the clock television. In such an environment, all students need to develop a range of rich language proficiencies and resources. Unfortunately as demonstrated by national and state data achievement gaps many students, especially for poor, minority and non native English speaker groups struggle with Reading /Language Arts. The National Reading Panel Report (2000)⁴ and other research summaries emphasized the five essential components of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension.

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. OCA student will use the Holt Literature & Language Arts series with the accompanying Holt Handbook and supplements that have been implemented at Oakland Charter Academy with great results. Across all grade levels, teachers will work vigorously to develop students' reading fluency, and comprehension both which are essential to their ability to develop more concentration to analysis of text.

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

- *Phonemic Awareness and phonics*
- *Vocabulary and Morphology*
- *Grammar and Usage*
- *Listening & Reading Comprehension*
- *Sentence Structure*
- *Speaking and Writing*
- *Discussions (Expository Text)*
- *Word Recognition and Spelling*
- *Mechanics of English language*

⁴ (The National Reading Panel, 2000)

⁵ (The National Reading Panel, 2000)

Literature

In 1995 the California Reading Task Force⁶ identified four components that a balanced, comprehensive approach to reading must contain. It states that students need to read varied challenging grade leveled novels and selections that every school and district must organize and implement a comprehensive and a balanced reading program that is research-based and combines skills development with literature and language-rich activities. OCA will offer the Amethod Public Schools Literature courses for middle school that provides grade specific novels that provide challenges for guided reading with accompanying supplements. In the OCA classroom, students will many opportunities to respond to questions through the usage of choral responses, sentence frames and Amethod Schools strategies such as; (will call, all calls, and Q&A's) as students dialogue about texts.

The Amethod Public Schools Literature program promotes the development of critical reading and analytical skills as middle school students become proficient at analyzing literary text with greater sophistication. The program affords the students a rich and varied offering of literature including classical and contemporary titles. Teachers provide opportunities for reflection and discussion of the aesthetics and meaning relative to individual and universal themes through *Interactive Question and Response Approach* that provides an interactive and scripted approach that gets all learners involved.

Writing

OCA campus will also provide the 6+1 Trait Writing Model of Instruction & Assessment developed by Education Northwest. The program provides a common language for teachers and students to communicate about the characteristics of writing and establishes a clear vision of what good writing looks like.

Good writing has:

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

OCA 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

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

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 60 Minute Clinic review course.

Mathematics

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

6 General Principles:

1. ***Equity*** – math is for all students, regardless of personal characteristics, demographics, background, or physical challenges
2. ***Curriculum*** – math should be viewed as an integrated whole, as opposed to isolated facts to be learned or memorized. For example, math students should be expected to answer in full sentences.
3. ***Effective Teaching*** – Amethod Teachers should display 3 attributes: deep understanding of math, understanding of individual student development within larger setting and effective class practice and instructional delivery.
4. ***Problem Solving*** - Students will gain an understanding of math through classes that promote problem-solving, thinking, and reasoning.
5. ***Continual Assessment*** – Constant and ongoing assessment of student performance, growth and understanding via varied techniques (portfolios, interims, data points, math assessments, white boards, etc.)
6. ***Practice and more practice*** – Student should receive daily opportunities for the “over learning” of math material. Guided explanations through direct instruction methods should be followed with time allotted for individual practice and teacher group work. Homework is nightly.

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

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

- ***Before lesson***
 - *Review*

- *Explanation of objectives or informed teaching: precise statements of the goal, rationale for learning the strategy, and information on when the strategy should be implemented.*
- **During Lesson**
 - *Modeling the task*
 - *Prompting - engage students in dialogue that promotes the development of student-generated problem-solving strategies and reflective thinking (students self-evaluate while they are solving problems).*
 - *Guided and independent practice – wide range of examples*
 - *Corrective and positive feedbacks*
 - *concrete-representational-abstract C-R-A (Manipulatives)*
 - *Direct/Explicit instruction - modeling*
 - *Instructional Variables*
- **Strategy Instruction**
 - *Metacognitive Strategy*
 - *Structured Worksheets; Diagramming*
 - *Mnemonics (PEMDAS)*
 - *Graphic organizers*
- **After Lesson**
 - *Reviews*
 - *Exit tickets*
 - *Assessments*
 - *Re-teach*
 - *Individual practice*
 - *Assessments*

History/Social Science

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

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

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

For students who are children of recent immigrants, they will be able to, in a parallel fashion, connect and identify to the histories relayed by their families and ancestors to that of their new country. 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 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 OCA middle school science program will include continual assessment of students’ knowledge and understanding as is done with all other content areas and a modified program will be set for struggling students.

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

Scope and Sequence

Correlation with State Standards

It is required that all Amethod Public Schools middle school students take courses that are aimed with a college-preparatory purpose, and are aligned with State Content Standards. A standards-based education helps to assure that students receive a vetted and thoroughly analyzed curriculum that provides the blueprint for high leveled education. These standards provide ample room for the innovation, creativity, and reflection essential to teaching and learning and do not dictate instructional practice and delivery; and instead provide a blueprint for what needs to be taught.

It is a vitally important component of our program that all students receive high quality instruction that is aligned to a state’s grade leveled standards. By maintaining the adherence to the grade specific state standards that reassures a stakeholders (i.e. parent’s, authorizers, and administrators) confidence that should a student need for more intensive intervention or referral for Student Study Team, or special education evaluation, it is not due to ineffective classroom instruction. In essence, the Amethod Middle School Program offers a program 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.

6th Grade Overview

READING / ENGLISH

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

WRITING

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between

those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

MATHEMATICS

Number Sense

1.0 Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages.

2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:

Algebra and Functions

1.0 Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results:

2.0 Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions:

3.0 Students investigate geometric patterns and describe them algebraically:

Measurement and Geometry

1.0 Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems.

2.0 Students identify and describe the properties of two-dimensional figures:

Statistics, Data Analysis, and Probability

1.0 Students compute and analyze statistical measurements for data sets.

2.0 Students use data samples of a population and describe the characteristics and limitations of the samples.

3.0 Students determine theoretical and experimental probabilities and use these to make predictions about events:

Mathematical Reasoning

- 1.0 Students make decisions about how to approach problems:
- 2.0 Students use strategies, skills, and concepts in finding solutions:
- 3.0 Students move beyond a particular problem by generalizing to other situations:

SCIENCE***1. Focus on Earth Sciences***

Plate tectonics accounts for important features of Earth's surface and major geologic events

2. Shaping Earth's Surface

Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment.

3. Heat (Thermal Energy) (Physical Sciences)

Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature.

4. Energy in the Earth System

Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents.

5. Ecology (Life Sciences)

Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.

6. Resources

Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation.

7. Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

SOCIAL STUDIES

Ancient Civilizations:

Students in the 6th grade expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever.

Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

7th Grade Overview

ENGLISH / LANGUAGE ARTS

Reading

- 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
- 2.0 Reading Comprehension (Focus on Informational Materials)
- 3.0 Literary Response and Analysis

Writing

- 1.0 Writing Strategies
- 2.0 Writing Applications (Genres and Their Characteristics)

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

- 1.0 Written and Oral English Language Conventions

Listening and Speaking

- 1.0 Listening and Speaking Strategies
- 2.0 Speaking Applications (Genres and Their Characteristics)

MATHEMATICS

Number Sense

- 1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms.

2.0 Students use exponents, powers, and roots and use exponents in working with fractions.

ALGEBRA AND FUNCTIONS

- 1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs.
- 2.0 Students interpret and evaluate expressions involving integer powers and simple roots.
- 3.0 Students graph and interpret linear and some nonlinear functions.
- 4.0 Students solve simple linear equations and inequalities over the rational numbers.

Measurement and Geometry

- 1.0 Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems:
- 2.0 Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale
- 3.0 Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures:

Statistics, Data Analysis, and Probability

- 1.0 Students collect, organize, and represent data sets that have one or more variables and how to approach problems.
- 2.0 Students use strategies, skills, and concepts in finding solutions.
- 3.0 Students determine a solution is complete and move beyond a particular problem by generalizing to other situations.

SCIENCE

1. Focus on Life Sciences

Cell Biology

All living organisms are composed of cells, from just one too many trillions, whose details usually are visible only through a microscope.

2. Evolution

Biological evolution accounts for the diversity of species developed through gradual processes over many generations.

3. Earth and Life History (Earth Sciences)

Evidence from rocks allows us to understand the evolution of life on Earth.

4. Structure and Function in Living Systems

The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function.

5. Physical Principles in Living Systems (Physical Sciences)

Physical principles underlie biological structures and functions.

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

SOCIAL STUDIES

Medieval and Modern Times

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

8th Grade Overview

ENGLISH

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

2.0 Reading Comprehension (Focus on Informational Materials)

3.0 Literary Response and Analysis

Writing

1.0 Writing Strategies

2.0 Writing Applications (Genres and Their Characteristics)

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

2.0 Speaking Applications (Genres and Their Characteristics)

MATHEMATICS: ALGEBRA I

Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

- 1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable.
- 2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.
- 3.0 Students solve equations and inequalities involving absolute values.
- 4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.
- 5.0 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
- 6.0 Students graph a linear equation and compute the x - and y -intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).
- 7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.
- 8.0 Students understand the concepts of parallel lines and perpendicular lines and how those

- slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.
- 9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.
- 10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.
- 11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.
- 12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.
- 13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
- 14.0 Students solve a quadratic equation by factoring or completing the square.
- 15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
- 16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.
- 17.0 Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.
- 18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.
- 19.0 Students know the quadratic formula and are familiar with its proof by completing the square.
- 20.0 Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.
- 21.0 Students graph quadratic functions and know that their roots are the x -intercepts.
- 22.0 Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x -axis in zero, one, or two points.
- 23.0 Students apply quadratic equations to physical problems, such as the motion of an object

under the force of gravity.

24.0 Students use and know simple aspects of a logical argument.

25.0 Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements.

SCIENCE

Physical Science

1. Motion

The velocity of an object is the rate of change of its position. As a basis for understanding this concept

2. Forces

Unbalanced forces cause changes in velocity. As a basis for understanding this concept

Structure of Matter

3. Structure of Matter

Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements.

4. Earth in the Solar System (Earth Sciences)

The structure and composition of the universe can be learned from studying stars and galaxies and their evolution. Earth in the Solar System (Earth Sciences)

5. Reactions

Chemical reactions are processes in which atoms are rearranged into different combinations of molecules.

6. Chemistry of Living Systems (Life Sciences)

Principles of chemistry underlie the functioning of biological systems.

7. Periodic Table

The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms.

8. Density and Buoyancy

All objects experience a buoyant force when immersed in a fluid.

9. Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

HISTORY

United States History and Government

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

Sample Middle School Daily Schedule

The following schedule is similar to that implemented at the Oakland Charter Academy Middle School. 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.

<u>6th Grade Schedule</u>	<u>Times</u>	<u>Instructional Minutes</u>
*English / Language Arts	8:25-9:45 am	80
* Literature	9:45 -10:15 am	30
* Math	10:15-11:55 am	100
* Science	11:55-12:40 pm	45
* Lunch	12:40 -1:00 pm	
* PE	1:00-2:00 pm	60
* History	2:05-3:00 pm	55
Intervention	3:00-4:00pm	60

<u>7th Grade Schedule</u>	<u>Times</u>	<u>Instructional Minutes</u>
*Language Arts	8:25-9:30 am	65
* Literature	9:30 -10:00am	30
* PE	10:05-10:50 am	45
* Math	10:55-12:40 pm	105
* Lunch	12:40 -1:00 pm	
* History	1:00-2:00 pm	60
* Science	2:00-3:00 pm	60
Intervention	3:00-4:00pm	60

<u>8th Grade Schedule</u>	<u>Times</u>	<u>Instructional Minutes</u>
*PE	8:25-9:10 am	45
* English 8	9:15 -11:00 am	105

* Algebra I	11:00-12:40 am	100
* Lunch	12:40 -1:00 pm	
* History	1:00-2:00 pm	60
* Science	2:00-3:00 pm	60
*Reading/Intervention	3:00-4:00pm	60

Additional Courses

Physical Education

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.

In middle school, content standards emphasize working cooperatively to achieve a common goal, meeting cha

Character Education

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

The Amethod Classroom

Welcome to the Amethod Public Schools middle school classroom. In the hallways, before you enter, you will notice the class specific bulletin boards. Teachers and students to take pride in the posting and exhibition of sample student work. These bulletin boards remain vibrant considering that they are rotated, along with student work, on a monthly basis. This is performed either by a teacher, or student monitor(s).

As you approach the classroom door, the first thing noticed, before entering the 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
- Daily Schedule
- School's Mission Statement
- School Rules
- Motto: "*HONOR HARD WORK*"

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

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

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

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

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

Students:

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

Teachers:

- Teachers need to be aware and remember always that they must model the organization and cleanliness they expect of their students! All walls and all bookshelves should be kept orderly and clean
- Keep your desk organized
- Bookshelves orderly and organized
- Also, while at yard duty, make sure all is picked up from lunch area, or else the assigned staff will clean. Its either you or them!!
- Keep walls clean of marking, writing, stickers and handprints.
- Make sure doors and wiped and disinfected.
- No teachers should have more than 2 bookshelves. If class gets cluttered they will expected to remove clutter and give up unnecessary furniture.
- Each classroom will receive a file cabinet to store student portfolio work, assessments, and for

overall teacher organization.

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

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

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

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

Lesson/ Content Delivery (Common Presentation Technique)
Direct Instruction

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

The following table details the presentation of a new lesson.

Technique	Implementation
<i>Daily review, checking previous day's work, and re-teaching (if necessary)</i>	-Checking homework -Re-teaching areas where there were student errors - Student cross checks and Questions
<i>Presenting new</i>	-Objective of lesson clearly written on front board

content/skills	<ul style="list-style-type: none"> -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

Recommended Middle School Curriculum

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

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

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) ISBN: 0-07-823987-7	McGraw-Hill:Glencoe Life Science Voyages (textbook) ISBN: 0-07-823987-7	McGraw-Hill:Glencoe Earth & Life Science (textbook) ISBN: 0-07-823997-5
Earth Science Voyages Handbook ISBN: 0-07-823980-x	Life Science Voyages Handbook ISBN: 0-07-823978-8	Earth & Life Science Handbook ISBN: 0-07-823976-1

Middle School Literature Program

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

The Literature program promotes the development of critical reading and analytical skills as middle school students become capable of analyzing literary text with greater sophistication.

The program affords the students a rich and varied offering of literature including classical and contemporary titles. The faculty provides opportunities for reflection and discussion of the aesthetics and meaning of literature relative to individual and universal themes. Vocabulary development, exposure to different literary genres, and opportunities to examine interesting and complex issues and challenges embedded in literature are hallmarks of the AMPS's Middle School program

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

Teachers will use extension activities that contain background information of the story and author, extension activities, such as heads together will guide questions related to the story line. These teacher guided techniques are especially beneficial for English Language Learners or those with modification needs and allow for all students to participate as a whole class. The extension activities will require the student not only to discuss and write about these issues, but also to examine the different analytical frameworks and assumptions that various authors offered for their time

Grade Six

In the first year of middle school, we focus not only on building practical reading and writing skills, but also developing a liking for the read. In being exposed to a variety of genres (including, mystery, biography, drama, personal narrative, short stories and fables) students begin to acquire an understanding of basic literary devices. The study of literature culminates in a class novel project that provides students with an opportunity to consolidate their knowledge and prepare research presentations on the social and cultural background of the novel. Students are also encouraged to draw on their own experiences for various writing assignments such as the autobiography project.

6th grade

- The Outsiders (*S.E. Hinton*)
- Red Scarf Girl (*Ji Li Jiang*)
- Call of the Wild (*Jack London*)*
- The Adventures of Ulysses (*trans. Bernard Evslin*)
- Maniac Magee (*Jerry Spinelli*)
- Tuck Everlasting (*Natalie Babbitt*)

Grade Seven

In the second year of middle school, we continue to build reading and writing skills and further students' understanding of literature. It is in this grade level where AMPS schools intentionally

begin to align ELA with social studies. As way to cover a good variety of genres- drama, personal narrative, short stories and myths) are covered. Students begin to identify the characteristics of each and acquire an understanding of more complex literary devices such as character development and theme. The study of a class novel encourages students to draw comparisons between the literary elements of various works. Writing projects throughout the year include research/expository essays, short story writing and poetry.

7th grade

- One Thousand and One Arabian Nights (*trans. Geraldine McCaughrean*)
- Fahrenheit 451 (*Ray Bradbury*)
- Things Fall Apart (*Chinua Achebe*)
- Tortuga (*Rudy Anaya*)
- Roll of Thunder, Hear My Cry (*Mildred Taylor*)
- The Adventures of Huckleberry Finn (*Mark Twain*)
- Midsummer Night's Dream (*Shakespeare*)*

Grade Eight

In the final year of middle school, we look for increasing competence in reading and writing skills with greater emphasis placed on the skillful use of language. More attention is paid to diction and syntax, as students learn to tailor language to better suit the purpose and intended audience of a written work. Therefore, a greater variety of writing assignments are undertaken including: persuasive writing, compare/contrast essays, expository essays, short story writing and poetry. Research skills are also more developed as students learn how to incorporate secondary materials and document their sources. In grade eight, the study of literature not only helps students develop a more extensive literary vocabulary, but also confirms for them the importance and value of literature in society.

8th grade

- The Good Earth (*Pearl S. Buck*)
- Across Five Aprils (*Irene Hunt*)
- And the Earth Did Not Devour Him (*Tomas Rivera*)
- Animal Farm (*George Orwell*)
- The Autobiography of Anne Frank (*Anne Frank*)
- To Kill a Mockingbird (*Harper Lee*)
- Romeo and Juliet (*Shakespeare*)*

PROFESSIONAL DEVELOPMENT

Finding the time and resources for ongoing professional development is an ongoing problem for public schools, especially considering the budgetary climate of today. One innovative solution is to offer teacher training and professional development from within. This approach is especially critical for smaller organization with even smaller budgets. A key aspect of the Amethod Public School system has been the implementation of an in-house professional and instructional development program that has enabled Amethod schools to incubate new teachers who may be enrolled in state approved credential program concurrently to also receiving in house assistance and information from seasoned or veteran Amethod Public School faculty and administration. By capitalizing on the expertise of members from within the Amethod School

teaching teams, we offer a professional development tailored to a specific school's culture and needs.

With the implementation of features such as grade level meetings, 60 minute clinics, Film Sessions, Math Huddles, webinars etc; teachers are encouraged to be more self reflective in their content delivery and continue to practice and develop their craft.

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

Amethod Shared Networks (Google 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.

Professional Growth Plan

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

Assessment data is the driver of the PGP that it ensures that the teacher, Director, and Executive Director are able to remain focused on the annual goal and current progress towards these academic goals, thus, making professional development decisions that will have the greatest positive impact on ensuring that students realize these annual academic goals.

The first component of the plan is the school goals, personal, and class goals

At Amethod Public Schools, we believe that deep engagement in the Professional Growth Plan process will increase each school leaders' efficacy and their impact on scholar achievement. By completing their own process, they will reflect an identify strengths, growth areas, and concrete, actionable goals with your coach or director. Through the reflective Film Session series; it is our intention to have teachers gain a real time perspective of their teaching style and classes through self reflected and leader guided analysis of video. The film will offer a clearer sense of where they are and what they must change, work on, or keep continuing to grow and develop. This process is an opportunity for to formally connect with teachers, directors, and coaches.

Consequently, planning is the first section of the PGP as setting goals, creating a long term plan, and creating a daily lesson plan are typically the first items that are challenging for a new teacher. Similarly, after a teacher has mastered planning, classroom management, and delivery, they are then more able to focus on the leadership skills such as creating in house workshops and seminars that will be required of them to emerge as lead teachers or other positions like a Site Director. Thus, Leadership is the final section of the PGP.

(Refer to Professional Growth Plan as Attachment B in Appendix)

Summer Sessions

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

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

Yearlong Planning

The fact is that time is of essence, thus Amethod Public Schools has designed professional development program to maximize available time. The organizations commitment to teacher professional development is further evidenced in the amount of time that is set aside throughout the year for teacher development. Within our curricular model, each Friday is a minimum day, set aside from 1 to 4pm reserved for professional development as needed. The professional development sessions are primarily organized by the Site Directors through collaboration with staff and the organizational Instructional Leadership Team composed of senior Amethod Public School faculty.

Moreover, ongoing through the year, staff attends and facilitates 60 Minute Clinic Professional Development Series, a bi weekly program that reinforces the summer trainings, or new material that is relevant based on student need. Senior staff gathers best practice techniques in content areas and deliver a concise and visual 60 minute professional presentation to other staff members that include handouts, videos, posting on Google Docs, Q and A's, and/or surveys. Amethod Public Schools will assure that Oakland Charter Academy staff have the opportunity to participate in the 60 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.

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

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 program is to go over essentials such as attendance, policies, procedures, rules, and curriculum. The post summer session is a post reality check session where ideas and methods learned during the pre summer 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 • Class settings • Rules • Special Education <p><i>Post Summer Trainings (Sample)</i></p> <ul style="list-style-type: none"> • Curriculum • Interim Assessments (data Analysis) • Standard Reviews and 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>(4-5 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</p>	<p><i>OCA Discipline Procedures which encompass: Procedures, Boundary Setting, Accountability Training (Whole class management) and The Back Up systems will be discussed.</i></p>	<p>(2) 2 hour trainings.</p>

	strategies for group behavior modification.		
Instructional Practice	For teachers, especially first year teachers, practices are required for survival let alone effectiveness. For example, the skill of pacing is essential for student engagement and also to keep up with the fast paced demands of the classroom.	<i>Instructional practice presentations are provided pre and post summer session. This training reviews topics such as lesson planning, instructional strategies and ad assessments. The purpose of this method is to produce student engagement and concept significance.</i>	3-4 Hours – Modeling included (via Film Sessions)
Strategies EL Students	To discuss different strategies and programs when working with varied levels of English Language (EL) Learners and different support programs and strategies.	<i>The training addresses components for English success including sounds, orthography, vocabulary, reading and writing. Also discussed are assessments, progress monitoring, and regular programs</i>	training with outside provider (1 day)
External Trainings (Varied)	Administrators, Board Members, and teachers, have participated in a number of special training programs, such as: <i>(i.e., best practices in Standards-based curriculum and Pre A.P Alignment)</i>	<i>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.</i>	As Needed
Special Education	To learn proper Search , identification, strategies, assessments plans, laws, and applicable to Special Education	<i>A very important training that is required yearly by the Governance Board. Intent of training are to assure that schools remain in compliance with proper Child Find process and provide best practice modifications for all students.</i>	Training through outside provider
Film Sessions	Teachers are recorded during a block subject period to review pre and post video teaching efficacies. Additionally, video serves as an opportunity to facilitate self reflection for beginning teachers and post analysis for better practice.	<i>Several videotaped lessons throughout the year that are followed by discussions with Department heads and Site Leader. The pre video is performed unannounced to capture the rawness of the teacher. The second session is precluded with a correlating lesson plan. Both sessions are wrapped with a survey questionnaire and leader led meeting.</i>	Ongoing (At least two times a year)
Instructional Materials	As new instructional materials are adopted or new	<i>If new curriculum is adopted, we will assure that training is</i>	As Needed

Training	software is installed, appropriate staff receives Training from publishers or experienced staff members.	<i>offered through the publisher.</i>	
60 Minute Clinics	A series of trainings that are held throughout the year with veteran teacher and administrator led sessions. The purpose is to capture organizational expertise and culture and to maximize the inner experts we possess. Time is an expensive asset within our system, so we attempt to offer much concise training throughout the year. Approximately 50% of these trainings are planned by administrators and Instructional lead team. The remaining 50% are planned in accordance to assessed needs.	<i>Depending on the identified needs of the faculty, administrators, and education specialist- training modules and contents will be established.</i>	Ongoing (Bi weekly/ weekly)

Lesson Planning

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

Teachers prepare Objective driven lesson plans that serve as a guide for the day. Teachers are required to submit their lesson plans to their Site Director every Thursday prior for review and commentary. By focusing on a multi step lesson guide, Site Directors review every teacher and tutor /volunteer lesson plan to assure proper adherence to effective lesson plans are followed.

The following Lesson Plan overview is explained to every teacher during our summer teacher training and also reviewed during a 60 minute Clinic workshop.

1. *The Hook*: How will you capture their attention?
2. *Reflection*: Here, the teacher lists the focus on covering topics identified as needing attention from Interim assessments.
3. *Learning Objective*: A statement describing what students will be able to do by the end of the lesson. It must match the Independent Practice and be *clearly* stated to the students.
4. *Key Vocabulary*: The introduction of new terminology is important to share with students prior to the lesson delivery.
5. *Introduction*: Presenting the lesson and its importance. A demonstration and explanation by the teacher with key points discussed.

6. Concept Development: Teaching students the concepts contained in the Learning Objective. New gained insight.
7. Checking for Understanding: Observing students and providing opportunities for quick and immediate assessments.
8. Guided Practice: Working problems with students at the same time, step-by-step, while checking that they execute each step correctly.
9. Lesson Closure: Having students work problems or answer questions to prove that they have learned the concepts and skills in the Learning Objective before they are given Independent Practice to do by themselves.
10. Independent Practice: Having students successfully practice exactly what they were just taught. FYI.....*lessons incorporate lesson delivery strategies, including • Checking for Understanding: Continually verifying that students are learning while they are being taught*
11. Explaining: Teaching by telling, and re-telling. Do not wait for hands here.
12. Modeling: Teaching using think-aloud to reveal to students the strategic thinking required to solve a problem
13. Demonstrating: Teaching using physical objects to clarify the content and to support kinesthetic learning, especially useful for ELL, or modified instruction.

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

Full Scope Lesson Plan

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

The Full Scope Lesson Plan is a much more descriptive and structures lesson plan that details all of the steps in a given lesson. It asks for specific hooks used in the opening, for example, and asks how the teacher has assured that students have mastered the concepts to a success rate of at least 75% as measured by formative assessments such as weekly quizzes and exit tickets.

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

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

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

Closing the Gaps

Amethod Public Schools is committed to helping students who are struggling to reach grade level proficiency through the usage of a prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. The fact is that we expect many of our students to enter the school being less than proficient in math, science and English and as such, our sites implement a Response to Intervention (RTI) practice in providing high-quality instruction support,

tutoring and progress monitoring to struggling learners. The Amethod Public Schools Response to Intervention approach integrates ongoing assessment and intervention within a multi-leveled support system to maximize time and effort. The primary prevention level of the methodology includes the assurance of a high quality core instructional program with increased instructional time.

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

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

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

Students receive 100 daily minutes in English and mathematics to offer the student and teacher more time for direct instruction, explanation and practice. In addition, programs such as before school, after school, noncore tutoring (small & individual) programs will be offered according to student needs. Students who continue to struggle through specific subjects beyond a Data point, one score that represents a student's performance, through a second Interim assessment receive extra assistance will enter intervention programs such as but not limited too; summer sessions, intercession tutoring, and increased noncore one to one sessions.

Individual Learning Plan (ILP)

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

An ILP is a user (student) specific program or strategy that takes into consideration the student's strengths, weaknesses, needs, and most commonly- excuses. It is a tool that allows the school staff to plan, monitor, manage, and evaluate student achievement by identifying student needs and applying interventions based on student needs and a surround style of services and resources.

Teachers and leaders consider an Individualized Learning Plan for all students whose achievement in more than two core classes. ILP's include assessment information, measurable goals that are realistic yet ambitious for an 8 week period, classroom modifications, curriculum focus, and explicit goals and their corresponding practices for tutors to accomplish with each student in the series or after school interventions.

This tool is used in our attempt to support student needs in essential skills, and abilities. The ILP is also a necessity in demanding school systems such as ours that requires students to work in a fast paced academic program. An ILP typically looks at student strengths and weaknesses based on summative and past formative assessment data and sets individual goals, needs, and outlines. The interventions are implemented to attain goals, set a timeline, responsibilities, and finally, evaluate progress attained at a pre determined assessment date.

First Phase

Teachers attempt small in class modifications such as preferred seating, cloze notes, etc, before implementing the ILP in the general education classroom. Teachers assess student progress after 8 weeks of instruction with formative assessments (*Data Director*) and formative based assessments (end of chapter quizzes, etc.) and establish a *Data Point*. Students, who continue to struggle in the classroom through the initial instructional programs, receive additional support in the classroom. Adjustments that may be established after this initial phase include adjustments in duration, and frequency of direct instruction. Teachers may meet with smaller groups more often for longer periods of time and may adjust instructional strategies and materials as needed for modifications.

Second Phase

Students goals laid out in the initial ILP for the general education classroom are set. If a student is identified as significantly below grade level in the first round of assessments, they are given a revised ILP directing their work in an additional period each day during small group tutoring time as an intervention through the usage of an intern, or volunteer tutor. During this time, they work directly with a tutor on the specific skills they are lacking or teachers cross refer students to different classes for grade level remediation.

Intervention is provided with a very specific 6-8 week plan combining suggestions from the classroom teacher used to get a student to meet their target at the end of 8 weeks. Interim assessments are given every 6-8 weeks and will capture the progress towards set goals of every individual student as measured against the work assigned. If the student still is not making adequate progress, the Site Director may form a Student Study Team Process and revise the Individualized Learning Plan.

Third Phase

If the student fails to make progress in both Phase 1 and Phase 2 interventions after 2 interim cycles (16 weeks), they enter into a more comprehensive assessment process for further diagnostics and recommendations. A Student Study Team (SST) must be established by the

Site Director to seek a team response to needed interventions. At this phase, a home visit may be implemented by the SST members as needed.

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

Intervention Overview

Program	Description
Math Tutorial	Students struggling in Math receive intervention through small group and personalized attention from an identified teacher and or volunteer tutor assistant. Utilizing a group tutorial structure, students receive a more individualized instructional setting.
Special Needs/ Academic Success	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.
Homework Club	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.
One to Ones	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.
Intersession Groups	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

Oakland Charter Academy expects all students to reach high standards of success. For those students who excel academically, OCA 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 Oakland Charter Academy students will also have the opportunity to participate in the Amethod Public Schools- Johns Hopkins University collaboration.

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

performing students will also have an opportunity to enroll in an accepted online course offered on site through academic partners such as Johns Hopkins University. We will also seek to partner with local community partners and organizations such as Peralta Community College to offer college leveled courses to high achieving students at OCA. Amethod Public Schools will establish the Pre-Advanced Placement program at Oakland Charter Academy to best prepare high performing middle class students for the additional rigors of Honors and advanced courses in high school.

PLAN FOR SPECIAL EDUCATION

OCA recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with OUSD or applicable SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs. Oakland Charter 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, Oakland 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 Oakland 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. Oakland 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 Oakland 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, Oakland 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 Oakland 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. Oakland 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 is the responsibility of the school.

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

Interim and Initial Placements of New Charter School Students

If a student enrolls at Oakland Charter Academy with an existing IEP, Oakland 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 Oakland 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. OCA will work with the identified and/or selected Special Education personnel to carry out the assessment testing and IEP development.

Individualized Education Program (IEP)

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

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

IEP Review

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

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

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the

relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Staffing

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

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

OCA, 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 OCA 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 Oakland 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. OCA 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

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.*

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

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

So long as Oakland 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.

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.

Amethod Public School and all its campuses, support all special education students in compliance with state and federal laws. No student will be denied admission because of need of special education services.

Special Education Strategies for Instruction

The school will comply with the federal mandate of the "least restrictive environment", meaning that the school will make every attempt to educate special education students along with their non-disabled peers as is specified in the students IEP. OCA 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 OCA 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 OCA operates as a "school of the district" for special education purposes, the authorizer agrees to allow Amethod Public Schools staff access to all Special Education related professional development opportunities that are available to district employees.

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

Student discipline and procedures for suspension and expulsion will be in compliance with discipline procedures set forth in the IDEA and consistent with federal and state law. Discipline procedures will include positive behavioral interventions. Oakland 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. OCA 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. OCA will exercise the autonomies afforded by Education Code 47600 ("Charter Schools Act of 1992"), as it establishes methodologies and practices, all within the law, that may be different than those of the school district in which it operates.

Oakland Charter Academy implements policies to assure proper placement, evaluation, and communication regarding ELL student programs and family home language translations. Most assuredly, OCA 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. Structurally, Amethod School campuses run a full-inclusion program for our ELL students. ELL students will not be in bilingual instruction classes at OCA. 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.

Although it is difficult to categorize a student into a single English Language Development (ELD) stage, they are helpful for thinking about the different scaffolding necessary to provide for students who are at Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced stages during lesson planning. These categories require distinct skills and strategies as well. In the Language Arts, we believe that oral language comprehension and production is the critical link allowing ELL students to make large gains in Reading and Writing. Thus, some of our ELA blocks will be focused on oral language development and comprehension activities. This is made possible through the over 100 daily minutes in the classroom that can be segmented into individualized or small group instruction. Through this small group, a student is able to receive specific language instruction and they are able to further develop their language proficiency through re-tells, explicit vocabulary lessons, and a small group focus on letters, word patterns, spelling, blends, sounds, etc.

Home Language Survey

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

CELDT Exam

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

The mandatory California English Language Development Test (CELDT) will be administrated as required by law.

The CELDT test is designed to evaluate each student's listening, reading, speaking and writing skills in English. The results from the test will be shared with the student's parents and teachers. English Learners will receive additional support through extended programs.

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

OCA English Language students will work towards being reclassified as Fluent English Proficient speakers and be prepared with the skills in English Language Arts and mathematics to meet California State Standards for their appropriate grade level through the usage of strategies such as Specially-Designed Academic-Instruction in English (SDAIE), an instructional approach designed to increase the level of comprehensibility of the English language in the content area of the class and through the "Intervention" Period- a regular school day hour where ELL students will work with their teacher through the usage of supplemental instructional programs and curriculum..

As with other Amethod School Campuses, Oakland Charter Academy will use the SoprisWest Language 4th Edition program and curriculum for English Language Development programs. The curriculum will supplement the student's regular curriculum.

Certifications

OCA 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 committee, a group composed of experienced teachers within our school system and which may include a teachers from the OCA campus, will monitor and seek to improve all aspects of the Amethod Public Schools English Language program that will benefit all sites by procuring professional development, assuring standards are met, and evaluating the overall program through data reviews. The program and committee will be responsive to the needs of families, ELL students and teachers.

Strategy 1	Strategy 2	Strategy 3
Vocabulary & Language Development	Guided Interaction	Metacognition & Authentic Assessment
<p><u>Content knowledge:</u></p> <ul style="list-style-type: none"> • Introduce new concepts via essential academic vocabulary. • Connect student-accessible synonyms or concepts to these essential vocabularies. • Support students to distinguish word meanings, & their uses for subject-specific tasks& prerequisite language skills. <p><u>Academic language:</u></p> <ul style="list-style-type: none"> • Engage beginning-level students in using basic social & school vocabulary, phrases, & sentence structures. • As students' progress, continue to contextualize instruction of more complex language forms & uses: subject-specific academic vocabulary, grammatical forms, & sentence structures used in listening, speaking, reading & 	<p><u>Content knowledge:</u></p> <ul style="list-style-type: none"> • Structure multiple opportunities for peer-to-peer interactions as they learn content & develop their use of academic language in speaking/listening, reading & writing. • Clarify expectations, outcomes, & procedures related to tasks for flexible group activities. • Allow for primary language interactions to clarify concepts. <p><u>Academic language:</u></p> <ul style="list-style-type: none"> • Structure multiple opportunities for peer-to-peer interactions to increase speaking, listening, reading comprehension & writing skills. • Support language interactions with review/preview of language forms, use of graphic organizers 	<p><u>Content knowledge:</u></p> <ul style="list-style-type: none"> • Teach students processes for metacognition: i.e., pre-reading & pre-writing skills, word analysis, & methods to monitor their reading comprehension. • Teach & model ways for students to describe their thinking processes verbally& in writing. • Use a variety of activities & tasks to check for understanding. <p><u>Academic language:</u></p> <ul style="list-style-type: none"> • In addition to components listed above, ensure that assessment tasks are appropriate to students' assessed language development level. • Provide enough time to complete tasks, appropriate feedback, rubrics, & models to guide students' self-assessment.

<p>writing.</p> <ul style="list-style-type: none"> • Respectfully distinguish differences between primary language use & standard academic English. <p style="text-align: center;">Sample <u>Activities/Assessments:</u></p> <ul style="list-style-type: none"> ✓ Word analysis: e.g., dissecting words into their parts (prefix, root, and suffix). ✓ Vocabulary journals, vocab. cards word webs, word walls. ✓ Interactive editing, cloze paragraphs, dictations, subject-specific journals. 	<p>or other types of modeling.</p> <p style="text-align: center;">Sample <u>Activities/Assessments:</u></p> <ul style="list-style-type: none"> ✓ Partner interviews, Class surveys, Think-Pair-Share, Heads Together, and Four Corners. ✓ Poster projects, group presentations. ✓ Perspective line-ups. 	<p style="text-align: center;">Sample <u>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
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: 	<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. 	<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.

listening/speaking, reading & writing.	• Link ongoing language practice or tasks to both school-based & community-based uses.	• Appropriately modulate language delivery, i.e., speed & enunciation, when modeling language forms or presenting content; repetition helps.
• Follow contextualized introduction & explicit modeling of language use with repeated practice.	• Respectfully compare & analyze language use, & meanings to other cultures or context, to promote metacognition.	
Sample activities/assessments:		Sample activities/resources:
✓ Teach/explain prerequisite language applications: reading directions, idioms, sentence starters, essay formats, pattern drills, or completing a story map; check for understanding.	Sample activities/assessments:	✓ Venn diagrams, story maps, main idea + supporting detail schematics, double-entry journals, semantic attribute matrices.
✓ Teach specific reading comprehension skills for completing, task procedures, answering questions, word problems, understanding text & graphics.	✓ 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.	✓ Chants, read-aloud. Choral responses: Heads Together
	✓ Identifying & analyzing different perspectives & language references re: essential concepts.	

Reclassification Procedures

When an ELL student demonstrates adequate oral and academic English skills, a recommendation for reclassification can be made. Each former LEP student who has been reclassified to FEP has demonstrated English-language proficiency comparable to that of the average native speakers and can participate equally with average native speakers in the school's regular instructional program; in accordance with Education Code Section 52164.6.

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

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.*
- *OCA will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT will be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.*

5. Reclassify Student Fluent English Proficient

- *Place dated reclassification form signed by the English teacher in the student's file.*
- *Include all students reclassified after March in the R-30 Language Census of the following March.*

- *Reclassify students throughout the year as new data becomes available. (Repeat Steps 1-5)*
- *August, after CST data is published.*
- *January, after CELDT data is published.*

6. Monitor the Academic Progress of RFEP Students for two years

- *If student's scores Below Basic or Far Below Basic on CST-ELA, an intervention program is initiated as appropriate*
- *If student's English Language Arts grade falls below C, an intervention is initiated as appropriate*
- *Evidence of monitoring is entered onto the Student Reclassification Form in the student cumulative file.*

ELEMENT II: MEASURABLE PUPIL OUTCOMES

Governing Law - *The measurable pupil outcomes identified for use by the Charter School. "Pupil Outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.*

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

The school will meet all statewide standards and conduct all required state mandated student assessments as required by the charter school legislation, Education Code § 47605(c)(1). The School shall also meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments (This includes STAR, API/AYP, CELDT and any other requirement of NCLB.) The school will meet the requirements for renewal if it meets the requirements of Section 47607(b) of the Education Code.

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

The assessment methods and tools used are those required by state or federal law, those required by external agencies such as (California Department of Education, State Board of Education, and NCLB) and those created/ adopted by the organization. To best serve our communities, we will examine and re-visit the list of student outcomes continuously to provide opportunity to update the mission, objectives, to adapt to any changes at the local or state level.

Expected Outcomes

Our approach and method of instruction is designed to help all students to reach the following student outcomes:

Academic Achievers who

1. Produce quality work across the curriculum

2. Are extremely knowledgeable of literature and can use different genres of material in writing responses.
3. Compute and solve advanced math problems
4. Are knowledgeable about educational pathways and career choices
5. Are equipped with the necessary skills to succeed in high school

Effective Communicators who....:

1. Demonstrate skills of speaking, listening, reading, and writing in a variety of situations
2. Collaborate, work effectively, and manage interpersonal relationships within diverse groups
3. Read and respond accurately and analytically to text questions
4. Express themselves effectively through writing

Critical Thinkers who.....:

1. Know how to access information and integrate knowledge
2. Identify and use resources effectively to gather, communicate, and evaluate information
3. Demonstrate the thinking skills of application, analysis, synthesis, and evaluation in a logical manner.

Life-long Learners who....:

1. Are open to discovery, develop an enthusiasm and interest for learning
2. Are adaptive to a wide array of professional and cultural settings
3. Are goal-oriented, understand the importance of hard work and continual goal setting

Socially Responsible Citizens who.....:

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

MEASURABLE PUPIL OUTCOMES

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

The School shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. Oakland Charter Academy staff oversees the administration of all applicable state-mandated assessments such as STAR, CELDT and Physical Fitness Test (PFT).

Oakland Charter Academy will continue to focus on the stated Measurable Pupil Outcomes (MPO) as the guarantees and reassurances to all of the OCA stakeholders. Therefore, as with other Amethod Public School sites, the MPO are our targets and taken seriously. At Oakland Charter Academy Middle School, for example, the stated MPO's have been met every year over the past decade.

The following table details the Measurable Pupil Outcomes for Oakland Charter Academy.

SUBJECT	MEASURABLE OUTCOME	METHODS OF ASSESSMENT
MATH	<ol style="list-style-type: none"> 1. At least 60% of 7th graders will score proficient / advanced by 3rd year after renewal. 2. Students will demonstrate adequate progress towards meeting grade standards in mathematics. 3. 100% of 8th graders will be enrolled in Algebra I or higher. 4. At least 65% of 8th graders will pass the Algebra I CST examination by 3rd year after renewal. 5. The schools overall ELL subgroup API will be higher than the overall district ELL subgroup average by the third year of operation. 	<ul style="list-style-type: none"> • <i>STAR Test Battery</i> • <i>Standards Based Curriculum assessments</i> • <i>School Placements and Enrollment</i> • <i>Asses 2 Know (Standards Based Assessments)</i> • <i>Annual Academic Performance Index determination</i>

<p>ENGLISH/ LANGUAGE ARTS</p>	<ol style="list-style-type: none"> 1. At least 62% of 8th graders will score at least proficient/advanced in ELA by the 3rd year after renewal. 2. At least 70 % of students at every grade level students will perform at school's passing rate on the school's final interim assessment Battery. 3. At least 60% of 7th graders will receive a passing score on the Writing test by the 3rd year after renewal. 4. The schools overall ELL subgroup API will be higher than the overall district ELL subgroup average. 5. All students will perform at a higher percentage of Proficient and advanced percentages in ELA than that of neighbor middle schools. 	<ul style="list-style-type: none"> • <i>California State Tests (CST)</i> • <i>7th Grade writing exam</i> • <i>Asses 2 Know (Standards Based Assessments)</i> • <i>Standards Based Curriculum assessments</i> • <i>STAR Test battery</i>
<p>SCHOOL WIDE</p>	<ol style="list-style-type: none"> 1. The school will achieve an API of 700 by the end of the third year of operation. 2. The school will meet or exceed API Growth Targets in two of the three years prior to renewal. 3. The school will meet or exceed school's annual API growth target each year after the 3rd year after renewal. 4. The School shall meet or exceed a 90% attendance rate. 5. The School shall exceed the overall percentage of proficient or above proficient students who are enrolled in the school of attendance for the area in which the school is located by the third year after renewal. 6. Suspension at a rate lower than the District's average accounting for 	<ul style="list-style-type: none"> • <i>Academic Performance Index (API)</i> • <i>California Department of Education (CDE) Similar School Ranking</i> • <i>Annual Academic Performance Index determination</i> • <i>Period two (2) attendance count.</i>

	similar demographics and grade levels served].	<ul style="list-style-type: none"> • <i>CST Data</i>
SCIENCE	<ol style="list-style-type: none"> 1. At least 65% of 8th grade students will pass the CST Science section by the 3rd year after renewal year. 2. 100% of students will meet or exceed the state curriculum requirement for middle school science 3. The schools ELL student subgroup will exceed the overall percentage of the district's ELL subgroup proficient/advanced percentage by the second year of operation. 	<ul style="list-style-type: none"> • <i>AMPS requirements</i> • <i>CDE Requirements</i> • <i>State Board of Education adopted standards and Frameworks for middle school.</i> • <i>California State Tests</i>
SOCIAL STUDIES/ HISTORY	<ol style="list-style-type: none"> 1. The schools ELL student subgroup will exceed the overall percentage of the district's similar ELL subgroup proficient/advanced percentage by the third year after renewal. 2. The schools overall low income subgroup percentage will score above the district neighboring middle school proficient /advanced percentage by the 3rd year after renewal. 	<ul style="list-style-type: none"> • <i>California State Tests</i> • <i>Asses 2 Know Assessments</i> • <i>Annual Academic Performance Index determination</i> • <i>Grade Point Average</i>

Non-Academic Outcome Goals

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

During their tenure at Oakland 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 learn to approach their required work with attitudes and skills necessary to be successful in life, including but not limited to:

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

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

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

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

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

Continuous Student Achievement Improvement Template

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

The following table summarizes an overview of topics in this model.

	Measure	Analysis	Action Plans
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 	<ul style="list-style-type: none"> • Identify strengths & opportunity areas for each 	<ul style="list-style-type: none"> • Create plan for improvement in low

	<ul style="list-style-type: none"> • Student performance • Teacher Satisfaction surveys • Teacher Retention 	teacher Compare previous scorecards <ul style="list-style-type: none"> • Analyze staff retention to identify breakdowns (<i>recruiting, staff development, etc.</i>) 	performing areas <ul style="list-style-type: none"> • 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 /systematic change influenced 	<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

ELEMENT III: OUTCOME MEASUREMENT

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

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

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

Student Assessments

Aligned with its firm belief in accountability, Amethod Public Schools have rigorous assessment and goal-setting programs to measure students' proficiency levels and ensure that each student is making progress toward becoming a grade proficient student at the least. Students are assessed regularly from the time they enter the school through graduation and all staff monitor their progress closely.

The following assessments are currently used at Amethod Public School existing sites:

Subject	Description
Placement Exams	All incoming students are given placement exams in order to determine proficiency levels in math, writing, and reading. Comparable tests are

	<p>given at the end of the year to measure progress.</p> <p>The CELDT exam is administered at the beginning of the year to determine English language proficiency for those whose first language is not English. CEDLT is administered annually until students are designated English fluent.</p>
<p>Summative Assessments (California Standardized Tests)</p>	<p>The California State Test examinations are given one time at the end of the school year to evaluate students' performance against the defined set of State Board of Education content standards and they are the least flexible of the assessments implemented at our schools. Amethod Public Schools view the state exams as a vital piece of information to summarize the schools overall goal. We focus our curriculum on the standards that will be evaluated on this exam. Each grade level has a pacing guide the sets out the blueprint for the specific grade levels to be prepared for the California State Tests.</p>
<p>School Wide Interim Assessments</p>	<p>These assessments fall between formative and summative assessments. All Amethod Public Schools will use the interim assessments to assess student mastery of standards, norm teaching practices across schools, and drive teacher reflection and improvement of practice. The program implemented at Amethod Public School sites is the Data Director Program through Riverside Publishing. The program also provides the Assess 2 Know state and national standards test bank that allows faculty to pick and choose questions in accordance to a selected focus.</p> <p>In our system, Interim assessments serve the following purposes:</p> <ol style="list-style-type: none"> (1) evaluate students' knowledge and skills relative to a specific set of academic goals, within a 6- 8 week time frame, (2) Are designed to inform decisions at both the classroom and beyond the classroom and school level. <p>Unlike our formative assessments, the results of interim assessments will be aggregated and reported at a broader level throughout the sites. In essence, these assessments serve a variety of purposes, including interventions, re-teach periods, and predicting a student's ability to succeed on the large-scale CST summative assessment battery.</p>
<p>Formative Assessments (Traditional Classroom Assessments)</p>	<p>Used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning, and to improve student achievement of intended instructional outcomes. The assessment is embedded within the learning activity and linked directly to the current unit of instruction and curriculums.</p> <p>Formative assessments are used in providing corrective feedback (grades, progress reports, etc) or indicating areas of further instruction. Amethod School sites also use these averages for peer grade leveled comparisons Quizzes, essays, projects and exams are delivered regularly in classes.</p>

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Analysis Cycles (Data Dives)

Amethod Public School teachers and administrators engage in on-going analysis cycles where at the conclusion of an interim assessment cycle, a school leader led meeting known as *Data Dives* puts assessments into practice and connects to student learning outcomes. Teachers and leaders will review data every six weeks through the Interim assessment Data Dive Meetings. These are conferences between administrators, teachers and instructional leaders in which results gathered from the last interim assessment are analyzed and discussed. Unlike traditional post-observation conferences, analysis meetings offer insight into months of student learning.

Data Dive meetings also work to increase accountability by providing school leaders with a concrete record of class achievement. The meetings are integral to changing from a culture focused on what students were taught to a culture focused on what students actually learned.

Teachers will reflect on patterns of interim and focus on the following:

- Identify patterns of underperformance;
- Identify patterns of high performance;
- Identify “Spotlight Student” cohorts (*who are not making adequate progress*);

The goal of the Data Dive meeting is to effect teacher practice, student practice, all in the goal of excelling student achievement. Leaders can have individual conversations as need, but in the meeting with the group adhere to the underlying practice below:

1. *What's the data telling you? (Overall Goal)*
2. *Praise for standard mastered. (By class, subject, grade)*
3. *Surfacing concern areas (Test in hand analysis/side by side)*
4. *Action Planning/Action Plan evaluation*

(See Analysis Cycle -Data Dive Overview and Questionnaires as Attachment F in Appendix Section)

Amethod Public Schools makes a conscious effort to use student assessment data to inform decisions related to planning and developing of instructional strategies at school wide, classroom, and individual student level. Ongoing assessments of student and school performance are integral in the planning, implementation and adjustment of instruction in the Amethod School system.

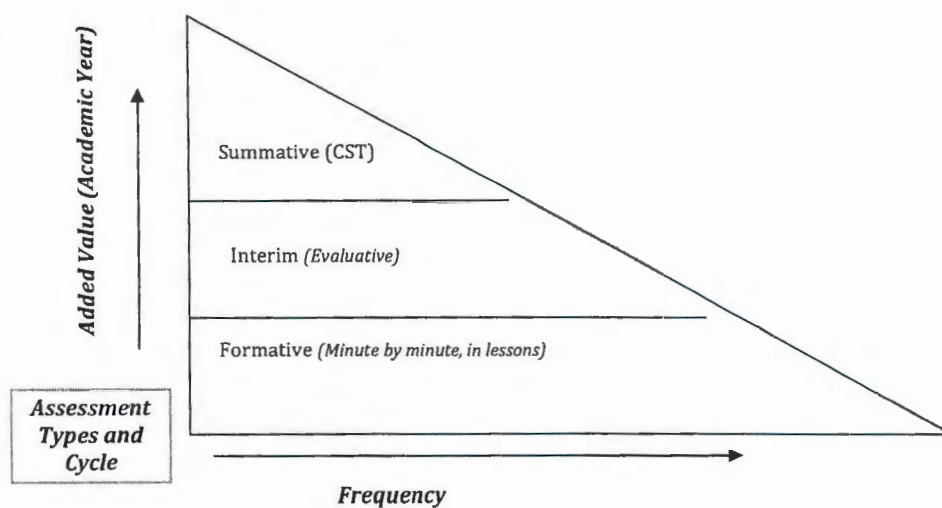
The school will continue to use data to identify strengths and weaknesses in student, teacher, class, grade specific and school wide performance.

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

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

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

Tiers of Amethod Schools Assessment Plan



(See Assessment Calendar as Attachment G in Appendix Section)

Reporting Data

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

Administration will decide how they will report student progress to: (1) students and parents, (2) the chartering agency, (3) the broader public, and (4) teachers and school board members. Options for reporting data include progress and report cards, presentations, narratives, student involved conferences, annual reports, informational brochures, the school website and annual stakeholder meetings.

Power School

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

Grade Reports (Sample: Oakland Charter Academy)

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

- A** Students receiving an **A** have demonstrated **mastery** of at least 90-100% of the subject standard that has been taught.
- B** Students receiving a **B** have demonstrated mastery of at least 79-89% of the subject standards that have been taught.
- C** Students receiving a **C** have demonstrated the minimum mastery requirement of 68-78% of the subject standard.
- D** Students Receiving a **D**, 57-67% have deficits that require additional attention and student effort. Thus, a student receiving a **D** is not passing the given class.
- F** Students receiving an **F** 56% & below, have MAJOR grade deficits that require a change in approach, more focus, assistance, and increased effort. The families or parents of students receiving at least (1) **F** at the end of the first grading period will be contacted to discuss the grade.

Progress Reports

Students and families will receive a progress report every three (3) weeks indicating the student's progress in every subject. It is the responsibility of the parent/guardian to review progress reports with their student and to contact the school to make an appointment if there are questions or concerns. If a student is not meeting the minimum mastery requirements for a course (68%), the parent/guardian and student may be required to attend a conference with the student's teacher and Site Director to develop a plan to support the student's academic progress. Progress reports require a parent signature and must be returned to the classroom teacher to avoid any consequence.

ELEMENT IV: GOVERNANCE STRUCTURE

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

Legal Status- Nonprofit Public Benefit Corporation

Oakland 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. Oakland 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 Oakland 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 Oakland Charter Academy's financial sustainability.

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

Since Amethod Public Schools is a non-profit corporation, it can be sued as an independent entity and would be responsible for any debts incurred by the school. If this charter is found to be invalid or contrary to law by the California Department of Education, a court of law, or other appropriate jurisdictional agency, at that point, this charter petition shall be revoked and its authorizer shall be held harmless for having initially approved the request.

Board of Directors

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

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

Amethod Public Schools- Board of Directors

Ainye Long, Director of Parent engagement-Families That Can

As Director of Parent engagement, Ms. Long provides workshops and trainings throughout the state to educate and empower parents and families from different impoverished areas to understand the relevance of school reform and the need for every child to have access to a high-quality public education. Previous to her current position, Ms. Long worked as a teacher in two different charter school organizations in East Oakland, CA. She also was the founder of the University of California African/Black Coalition and served as the External Chair through 2006. Ms. Long serves as a volunteer for the African/Black Student Alliance's (A/BSA) program, (Destination Higher Education) and has provided personal, social and academic workshops that focus on the Black experience in Higher Education in the University of California system. Ainye is a graduate of the University of Santa Cruz with a degree in Economics and American Studies.

Shawn Brown- Director-Mellon Bank of New York

Mr. Brown is an executive skilled in Banking, Trading Operations and Data Processing Systems with a strong background in Private Banking, Marketing, Planning, Budgeting and P

& L Management with a demonstrated record of developing and implementing solutions to multidimensional complex operational issues. Mr. Brown attended Wright State University in Ohio where he majored in Business Administration. Currently, Shawn serves as a Director for Bank of New York Mellon as a capital markets expert focused on managing the complexities of wealth for affluent families, foundations and institutions; particularly ones with wealth transfer concerns or philanthropic intentions. Mr. Brown developed and conducted corporate planning and strategy meetings in addition to having overall responsibility for operations, management and P & L. Mr. Brown has served on various boards and advisory committees including Guide Dogs for The Blind, and Chairman of Larkin Street Youth Services Charity Golf Tournament through the various years and manages the trusts of various nonprofit organizations in the San Francisco Bay Area.

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.

Steve Moyer-Senior Partner Moyer Realty Company

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

David Bañuelos, Outreach Coordinator/Counselor Heald College

Mr. Bañuelos has extensive experience in working with high school college track programs. Prior to his position with Heald College, Mr. Bañuelos was the Program Coordinator for the Sacramento Youth Project, a group that worked with over twelve middle and high school sites providing conflict resolution and gang mediation services to the most at risk student populations throughout the Sacramento region. Mr. Bañuelos received his Associated Degree from Las Positas College in Liberal Studies and attended Sacramento State University. He has served on the Board of Directors of the Sacramento Children Home, and also for the Bay Area Youth Exchange. David currently is an Ambassador for the Sacramento Hispanic Chamber of Commerce and an Advisory Member for the PUENTE Program for the University of California system.

Amethod Public Schools Management

Amethod Public Schools management team will be responsible for the majority of the policy setting decisions including the following: general policies of the school; recommend and monitor the school's annual budget; ensure operation of the school in accordance with the charter and the law; and hiring the school's director. The management team meets on a bi-weekly basis to focus on key issues dealing with Oakland Charter Academy and other schools. The Executive Director meets with the site leaders formally on a monthly basis to discuss academic success, school operations, financial management, attendance, reporting, etc. This process helps ensure that the schools are hitting their targets and are continually improving. School performance and data will be relied on heavily for decision-making.

Jorge Lopez- Executive Director

Mr. Lopez is the founder of Amethod Public Schools. Mr. Lopez has over ten year's experience of working with school reform organizations, charter schools, and at risk youth. Mr. Lopez is a former member of the California State Board of Education (SBE), appointed by Governor Arnold Schwarzenegger and served as the SBE liaison to the Advisory Committee on Charter Schools (ACCS) for the State Board of Education. Mr. Lopez oversaw the growth of Oakland Charter Academy from a flailing single middle school campus and transformed it into nationally renowned, multi site 6- 12th grade system whose schools rank among the highest in the state of California. Previous to working at Amethod Public Schools, Mr. Lopez has worked for the Federal Migrant Education Program Region 2 in Butte County, and Region 23 in San Joaquin County as a Program Director. Mr. Lopez holds a BA and Masters degree in Education from Sacramento State University.

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 Oakland Charter Academy, approves major school and Amethod Public School policies. The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established. The Board may 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 on a bi-monthly basis. 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

Oakland 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.

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

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

The Governance Board will be the responsible agent for the accountability requirements established by Senate Bill 1448 and the Charter itself, as well as policies regarding staff and board responsibilities, conflict of interest, personnel, budget development and approval. The

school calendar and the selection of the school's administrative leadership are also the responsibilities of the Governance Board. The Governance Board is responsible for establishing subcommittees and delegating authority as needed.

Conflict of Interest (Summarized)

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

Governance Training

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

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

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

Family Participation

As required by Education Code § 47605, the school will use a range of methods to consult with and receive parental/family input. Parents who fulfill current desired expertise identified by existing board members may also be recommended to the Amethod Public Schools board of directors. These methods are in use for existing Amethod Public School parents and include focus groups, surveys, parent/teacher conferences, orientation meetings, town halls, events, and phone / internet communication.

- *Informational Meetings:* Amethod Public Schools will hold meetings for parents to address matters such as financial aid for college, parent and student college session, and other informational meetings.
- *Town Halls:* Through partnership with other local organizations, Amethod Public Schools implements Town Hall parent information sessions for families. Sample discussions have included School Measurements, gang prevention, and cyber bullying.
- *Orientations:* AMPS conducts an all campus Orientation meeting at least once per year. This meeting is mandatory for all new and incoming student families.

Administration and Teachers are in attendance and available for introductions and information.

- *Website and Phone Communication:* Teachers will have web pages on the Amethod Public Schools website that will have their class schedules, syllabus and other assignments posted. Parents/family members may call the main phone line to make an appointment with the Site Director and teacher in regards to any concerns.
- *Parent/Student/Teacher Conferences:* Parent/student/teacher conferences will be scheduled upon request of a teacher or a parent. These conferences may occur at any time during the year, but will be clustered at the end of grading periods.
- *Families That Can:* Our organization partners with *Families That Can* a nonprofit organization whose mission is to educate families about what should be expected of every public school to ensure every child, regardless of color or socio-economic standing, has access to a high-quality public education. Families That Can has prepared and delivered a series of workshops for our families that range from advocacy to school data analysis. Selected parent leaders attend a yearly Parent Conference to learn how to advocate for their child, school and community.

Complaint Procedures

AMPS will use the established formal complaint policy and process to address community concerns that are not resolved through informal conversations. The School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. The School will not, at any time, refer complaints to the district, and will address matters at the school and organizational level consistent with the nature of charter legislation. However, parents and families may approach the local authorizer, school district to file a complaint should they wish to do so.

The school's distinct complaint procedures includes clear information about the response timeline of the school, the official complaint representative, the off making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's family handbook that is distributed widely and available on our website.

UNIFORM COMPLAINT PROCEDURES (UCP) OVERVIEW

The Governing Board recognizes that the school is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs as they pertain to charter schools. The school shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the school's uniform complaint procedures, (5 CCR 4620).

The school shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group as identified under Government Code 11135: including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or

age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any school program or activity that receives or benefits from state financial assistance, (5 CCR 4610).

Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in consolidated categorical programs, career technical and technical education and career technical and technical training programs, and special education programs (5 CCR 4610).

ELEMENT V: EMPLOYEE QUALIFICATIONS

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

Process for Staff Selection

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

Leader Selection

The Site Director is the main person running the school once open, and Amethod Public Schools takes extensive care to select the most qualified and dedicated person.

Historically, Amethod Public Schools has developed and selected leaders within its own organization who have already asked to be considered for the leader role.

The first step in the process of hiring a leader is an interview with the Executive Director. Next, the candidate makes a model professional development presentation and presents instructional program philosophy discussions to the organizations Instructional Leadership Team. Third, the candidate watches a short video (Film Session) of a teacher's lesson and then debriefs with the Executive Director and Instructional Leadership Team on feedback and next steps for support to be given to that teacher. Finally, the candidate has an interview with 3 members of the Leader Hiring Committee made up of a faculty member, Executive Director, and at least one board member).

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

The Site Director will be a member of the interviewing and selection committee for other school staff and will work together with administration to set goals and Performance Growth Plans (PGP) plans every year.

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 Amethod Administrative Module Training Program
 - (4) A minimum of three years teaching experience within the Amethod Schools system
- 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 Amethod Administrative Module Program, Amethod Public School leaders will be required to attend the following workshops/programs during their initial year(s);

1. **Charter School Development Center** – Leader Boot Camp-(1 session period);
2. **California Department of Education- AB 430 Administrator Training Professional Development programs.** In 2012 Leaders will be required to Attend at all three modules and 80 hours of practicum will fulfill this requirement; *Amethod Public Schools received AB 430 Grant in 2012;*
3. **FCMAT Charter School Fiscal Management Workshops** (*AMPS leaders will attend 2012 session*)
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, independent audit requirements, 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.

Oakland 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 Oakland 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.

Oakland 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

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

ELEMENT VI: HEALTH AND SAFETY OF PUPILS

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

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

Procedures for Background Checks

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

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

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

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

OCA 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).

OCA shall strive to achieve a student population from within different neighborhoods within Oakland, and the greater OUSD area that recognizes and values the schools mission and vision. No test or assessment shall be administered to students prior to acceptance and enrollment into the charter school.

As previously noted, students will be considered for admission without regard to ethnicity, national origin, gender, disability, sexual orientation, race, gender identity or achievement level. Recruitment strategy will be carried out throughout various communities to provide families with the opportunity to participate in the school. Oakland Charter 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 will continue to explore as many avenues of outreach as possible to guarantee a broad spectrum of exposure during its recruitment process.

The school will implement a recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of Oakland Unified School District.

The school will reach out to students and parents through a variety of methods, including:

- Attending elementary school, and middle school option fairs;
- Meeting with local Athletic Teams and leagues;
- Hosting open houses at the school and partnering campuses;
- Press releases and other communications with local news media;
- Posting of notices or banners in libraries and other public buildings and spaces, as well as with local businesses and religious institutions.
- Working with community organizations to reach families in the local area;
- Word of mouth among parents in the community; and
- Speaking or distributing flyers at local churches, recreation centers, and groups working with families

Outreach efforts and materials will be provided in Spanish, Vietnamese, 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. Oakland 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, along with documentation of the efforts the school has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation. Parents are responsible for completing a preliminary enrollment form and submitting it before the set deadline. If the enrollment form is completed and turned in by the deadline, this will secure conditional acceptance. The enrollment phase will then begin and will be explained in the following section.

ELEMENT VIII: STUDENT ADMISSION REQUIREMENTS

Governing Law - Admission Requirements, if applicable

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

It is the policy of Oakland Charter Academy (OCA) to be nonsectarian in its programs, curriculum, admission policies, employment practices, and all other operations. OCA shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, sex, religion, race or disability.

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

(See Sample Application Form as Attachment H in Appendix Section)

As per California Education Code, Oakland 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.

Waitlist ranking

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

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

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

Oakland Charter 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 entire student population which is inclusive of children of founding family's as well. If a lottery is deemed necessary, the date of the lottery will be announced on the school website at the completion of the first enrollment phase. Neither student nor other family members are required to be present at the random selection drawing to secure a spot. The families of students that are selected to attend Amethod Schools by the lottery will be notified by phone and mail and asked to confirm enrollment within two weeks of notice.

ELEMENT IX: ANNUAL AUDIT

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

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

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

It is anticipated that annual audits will be completed within five months of the close of each school year, and consistent with AB 1994; a copy of the auditor's findings will then be forwarded to OUSD, Alameda County Office of Education (ACOE), the State Controller's Office and the California Department of Education (CDE) by December 15th of the pending year. The Audit Committee, which is made up of Board members and community members will act upon these recommendations, and report its actions to the appropriate office in accordance to law. Exceptions and deficiencies will be resolved to the satisfaction of all parties involved. Any disagreement by the District concerning the resolution of audit exceptions shall be referred to the dispute resolution process described in Element 14, herein.

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

ELEMENT X: STUDENT DISCIPLINE

Governing Law: CA Education Code 47605 (b) (5) (J); The procedures by which pupils can be suspended or expelled.

The bottom-line purpose of the suspension and expulsion procedures will be to ensure a safe and effective learning environment. Students shall not be suspended or expelled for academic failure. It is our belief that a well organized school, structured classroom policies, engaged Instructional practices and reinforced accountability will mitigate much of the non academic disruptions. Students shall only be suspended or expelled for the same actions that would cause them to be suspended or expelled from the local school district, and public schools as defined by Education Code Sections 48900 to 48926.

Structure and discipline will be an integrated part of the OCA 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 OCA administration and/or teacher to address the issue. The consequence will be one or all of the following: not allowed to participate in non-academic activities, school community service, Saturday schools, Friday schools, on-campus suspension, or detentions. A second incident

involving the same type of behavior will result in a meeting after school that includes the student, a family member, a teacher, and an administrator.

Progression of Disciplinary Procedures

Teachers are responsible for the day-to-day discipline in their classrooms. Teachers work with their students to meet their individual needs of their students and work together to find a common ground in the classroom, to ensure that learning can take place. Amethod Public Schools offers a teacher workshop that demonstrates classroom management techniques such as the Preferred Activity Time (PAT). PAT is a whole class management system which is widely used within the school sites that offers a group behavior modification plan as a management tool. Other disciplinary options are also available to the teachers and ultimately, teachers select the measure that is best appropriate for their class. It is the Site Director's task to assure that teachers remain firm and steady as they manage student behavior. Amethod Schools do not tolerate disrespect or negative behaviors and will expect that students understand that message.

Detentions

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

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

Other sample infractions:

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

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

If a student earns an unreasonable amount of detentions, 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

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.

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

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

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

ELEMENT XI: RETIREMENT SYSTEM

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

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

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

Benefits

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security (for non-STRS members) 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 and is currently researching the likelihood of joining a system unique to the State Teachers' Retirement System, (STRS) and the Public Employees' Retirement System, (PERS).

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

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

Director of Charter Schools:
Oakland Unified School District
Charter Schools Division
1031 Tilden Ave.
Oakland, CA 94804

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The

parties agree to schedule a conference to discuss claim or the fifteen (15) business days from the date the Written Response is received from the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM, or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration Association.
- 4) If mediation is not successful, then the parties agree to settle the controversy, claim, or dispute by arbitration conducted by a single arbitrator in accordance with the rules or guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. Each party shall bear their own costs and expenses.
- 5) However any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

ELEMENT XV: EMPLOYMENT REPRESENTATION

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

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

Oakland 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 OCA would be voted as imminent, would notify the OUSD Charter Coordinator, OUSD Board President, and/ or other OUSD assigned person of the decision.

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

The entities include:

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

Oakland 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 OCA that flow through OUSD will be promptly forwarded to the school in accordance with law.

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

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

- Good faith efforts to develop any needed additional agreements to clarify or implement the Charter.
- Regular review, analysis, and dialogue regarding the annual performance report of the school.
- Monitoring of compliance with the terms of this Charter and related agreements.
- Good faith efforts to implement the dispute resolution and related processes described in this charter petition.
- Timely and good faith review of requests to renew or amend this Charter as permitted under law.

Oakland Charter Academy Budget Narrative

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

Demographics

OCA is nearly at full capacity today, enrolling 100 6th grade students each year. OCA campuses will enroll a total of 300 student at full capacity.

The Free and Reduced lunch percentage is reflective of historical patterns at OCA.

The attendance rate is assumed to start out at 6%, which is consistent with historical patterns at OCA.

Revenues

General Block Grant revenue projections for the current year (2012-13) were based on the conservative School Services of California (SSC) estimates for 2012-13 revenue for charter schools, released in September, 2012. With the recent passage of Proposition 30, the school is not budgeting for a "trigger cut" in the rates. Those rates were grown by the SSC COLA

planning assumptions provided by SSC for the out years (2013-14 – 0%, 2014-15 – 2.5%; 2015-16 – 2.6%). The state aid/in lieu revenue split is based on the most recent P2 in OUSD. Categorical funding was included at the 2011-12 rate grown by a COLA provided by SSC..

Given its projected free or reduced lunch population, the school is planning to apply for Title I funding after completing its LEA Plan in late summer 2012.

The school has budgeted to receive SB 740 facilities reimbursement since it will be serving a high poverty population.

The school has a long-term sub-tenant in one portion of its facility that offsets the school's rent.

The school has a \$150,000 ASES grant that was renewed for three years in 2012. The school still benefits from the supplemental instruction funds that were frozen in 2009.

In 2012-13, the school has a committed grant of \$75,000, but the school has not budgeted for grants in the out years.

Expenses

Expenses have been conservatively estimated by the founding team based on the actual costs to run the Oakland Charter Academy, and satellite campuses. Expense assumptions have been increased 2% per year for inflation, in addition to being increased for enrollment and staffing growth. Below is a summary of the major expense categories and the assumptions underlying them.

Staffing and benefits:

The school is planning to continue the compensation structure that it has used in the past. Beginning Teachers start at a base salary of \$46,000 which is considerably higher than local starting salaries. The school will operate with 10 FT classroom teachers in the 2012-13 school year and add 1 teacher in each of the two subsequent years until a total of 12 FT teachers are secured by years 2014-15.

A Site Directors will be added at satellite campuses whence they attain 150 students.

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

Oakland Charter Academy intends to outsource its business services, so it will not expand its business office staff.

Oakland Charter Academy will offer a cafeteria health plan with a fixed contribution amount per employee per year (\$3900), which will grow by 10% per year, in line with health cost

increases. The certificated staff will not participate in STRS; instead all staff will be part of the social security system and all Flexible Benefit and other set plans.

Books and Supplies

OCA has purchased curriculum to meet the needs for its full-scale 300 students. The school is budgeting between \$4500 and \$25,000 each year to update curricular materials. In addition, the school is budgeting \$75 per student for instructional materials and consumables. The school has budgeted \$850 per month for office supplies and paper. These expenditures are consistent with the spending at the school in the past few years.

A method schools has a surplus of staff computers that will be utilized by OCA staff.

The school does not offer a lunch program.

Services and Operating

To the extent possible, all Services and Operating expenses were estimated based on the actual costs at Oakland Charter Academy. Accounting services, insurance, student information systems, assessment systems, and business services estimates come directly from actual quotes for services for OCA. Expenses for legal, fingerprinting, marketing, postage, and recruiting are all consistent with prior spending patterns.

The special education encroachment was estimated to be \$705 per ADA in OUSD.

The school has included a 1% district oversight fee under the assumption that the school will stay in its commercial facilities. The school is budgeting separately for utilities and maintenance using standard market rates assumptions.

Professional development is an important part of the OCA experience. Much of the professional development during the year will be run internally at minimal cost.

OCA will continue to use Powerschool to manage student attendance.

Capital Outlay

The school does not plan to have any capital projects in the first three years.

Contingencies and Reserves

Given its size, the school is maintaining a 5% budget reserve in addition to a \$15,000 contingency in the event of closure. In accordance with Education Code Section 47604.3, the school shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. The school acknowledges that it is subject to audit by OUSD.

If OUSD seeks an audit of the school, the district shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by the school or by law or charter provisions.

The charter school shall provide reports to the district and the county superintendent of schools in accordance with education code section 47604.33 as follows and shall provide additional fiscal reports as required by the district or county superintendent of schools:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to education code 47605.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year shall be delivered to the district, state controller, state Department of Education, and county superintendent of schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a non-audited at report from the full prior-year. The report submitted to the district shall include an annual statement of all the charter schools receipts and expenditures for the preceding fiscal year.

The school will maintain appropriate records pursuant to legislation and organizational policies. In accordance with the timelines required by Education Code § 47604.33, a copy of the proposed fiscal year budget for OCA, 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.

Budgets and Cash Flow

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

– California Education Code § 47605(g)

At full enrollment, the School will be able to sustain itself on state and federal per-pupil funds, without the need for additional grant monies.

Sources of Funds

The vast majority of funds for the School's operations come from the State of California and local in- lieu of property taxes, in the form of a per-student standard allocation (Revenue Limit per Average Daily Attendance, or "ADA"). The School will also receive additional monies ("categorical funds") for special populations and specific programs.

Uses of Funds

Annually, most of the School's funds will go toward personnel and facilities (including rent or debt service, utilities and maintenance). The School also anticipates spending about 5% of its budget on other direct program costs (e.g. classroom supplies). Private and federal grant funds for one-time start-up costs will be used for items such as furniture, computer equipment, textbooks, and teacher training.

These documents are based upon certain projected enrollments for the three years. The documents are also based on the best estimates of revenues and costs available to the Charter School at this time.

(See attached Budget Documents as Attachment I 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.

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 are eager to work cooperatively with the District to set the highest standard for what a charter school should and can be as is consistent with other Amethod campuses. To this end, the Petitioners pledge to answer any concerns over this document and to present the District with the strongest possible proposal for approval. Timely approval of the charter petition is needed for the charter to begin procedures and operations

Appendix

Charter Attachments

ATTACHMENT A



Amethod Public Schools – Framework Overview

What is the Instructional Standards Framework?

The Instructional Standards Framework highlights a compilation of expected fundamental best teaching practices, and instructional strategies summarized by common measures of student success. A framework for professional practice can be used for a wide range of purposes, from meeting novices' needs to enhancing veterans' skills. Because teaching is complex, a road map through the territory, structured around a shared understanding of teaching is necessary. Novice teachers, of necessity, are concerned with day-to-day survival; experienced teachers want to improve their effectiveness and help their colleagues do so as well. The standards have been distilled from a wide variety of resources and are supported by practitioners and researchers such as Madeline Hunter, Linda Gonzales, and Barak Rosenshine, and others. Amethod Public School in house research and teaching practice have also influenced the standards. Each standard is designed to create engaging, efficient, rigorous and effective classroom practice that will serve to prepare all students learning, and teachers' growth in practice and skill development.

How is the Instructional Standards Framework Organized?

Instructional Standards

1. Planning & Preparation

2. Classroom Environment

3. Instruction

4. Teachers as Professionals

5. Mindset & Challenge

The five (5) Instructional Practice Standards are focused solely on preparation, instruction and engagement practice within the classroom. The Instructional Standards DO NOT address curriculum, or textbooks. The Instructional Standards provide a general overview about the concrete concepts that are expected to be exhibited in every Amethod Public School classroom. The Standards are divided into specific subtopics described and further detailed in the *Strands* section under each standard. The Instructional Standards demonstrate what is expected to be observed in all Amethod Public School classrooms. The Strands describe the expectation and practice in full detail. The individual standard rating system is used to evaluate teacher and class effectiveness for each given standard.

How are the Instructional Standards used?

Instructional Standards Framework are used to gauge teacher effectiveness, pace and classroom practice within the of the Amethod School system. Teachers are encouraged to routinely reflect on their practice in light of the Instructional Standards and to self gauge their practice to assure that classrooms remain engaged, organized, and rigorous throughout the lesson. The standards provide common language, expectations, procedure practices, and expectations which are used to facilitate peer and administrative observations, coaching and professional development concepts such as Film Sessions and *Post Film Sessions- Reflection Section* used for self critique and evaluation. At the student level, the standards serve to create a common instructional experience across classes and schools by instituting valuable organization wide procedures (rituals) and strategies.

Classroom Observations

During observations, success is measured by comparing teacher and student actions against the practices described in the Instructional Standards. During formal observations, each category will be separately rated. An overall observation rating is also provided. The overall rating is not an average but rather a determination of the degree to which all categories were delivered with success. The following domains describe the category and overall rating systems for formal observations.

Level	Individual Standard Rating System
1- Unsatisfactory	The consistency of the standard was not maintained. The standard is an area of serious concern. Typically, two or more strands were not observed being maintained at the proficient level or ignored outright.
2- Basic	The integrity of the standard was maintained. The standard is not an area of concern. Typically, most or all strands were observed at the proficient level.
3- Proficient	All strands were observed when appropriate and delivered in an exemplary manner. Several qualities described in the "outstanding" description were observed.
4- Advanced	All strands were observed when appropriate and delivered in an exemplary manner. Most qualities described in the "outstanding" description were observed. The intent of the standard was raised to new heights.

INSTRUCTIONAL PRACTICE FRAMEWORK (STRANDS)

- 1. Planning & Preparation:** A teacher's essential responsibility is to ensure that students learn, thus it is imperative that they learn to select and adapt learning activities such that students learn the content. Planning is a matter of design that requires preparation, introspection, reflection and most importantly-mentoring. Teachers who excel reflect an understanding of the basics in the important concepts and principles in the subjects they teach; this requires diligence and review of the material on behalf of the teacher. We expect teachers to begin to understand their students—their backgrounds, interests, and skills as the year develops. Thorough preparation is demonstrated primarily through the plans that teachers prepare and submit to directors and how those lessons guide their teaching and the decisions they make, and ultimately through the success of their plan. However, a teacher's most important asset is to be able to think on their feet and are expected to modify instructional designs into sequences of activities and exercises that make it accessible to students as needed. All elements of the instructional design—learning activities, materials, and strategies—must be appropriate to both the content and the students, and aligned with larger instructional goals, curriculum and standards. Assessment techniques must also reflect the instructional outcomes and should serve to document student progress during and at the end of a teaching episode. Furthermore, in designing assessment strategies, teachers must consider their use for formative purposes and how assessments can provide diagnostic opportunities for students to demonstrate their level of understanding during the instructional sequence, while there is still time to make adjustments.

Concept: Planning and Preparation

Knowledge of Concept	Teacher has a clear understanding of the subject. Obviously they have researched and prepared for lessons and teacher guided questions.
Know your Audience	Are students engaged? Teachers provide different techniques for student engagement. Assures proper instructional pacing is met and offers opportunity for ALL to participate actively.
Setting Instructional Outcomes	Teacher is very clear with the purpose of a given lesson. Engages students in providing the overview of the outcome objective.
Knowledge of Resources	Implements full use of materials and curriculum. Explores supplemental information to go beyond the given task as needed.

Coherent Instruction	The instruction is paced , direct and effective. Researched and practiced strategies are used.
Assessing Students	Provides ample opportunity for students assessments through different strategies.

2. The Classroom Environment: The Classroom environment sets the stage for all learning while the physical environment is supportive of the stated instructional purposes. The components of this domain establish a comfortable, vibrant, and respectful classroom environment that cultivates a culture for learning and a safe place for academic risk taking. The atmosphere is businesslike, with non-instructional routines and procedures handled efficiently as a consequence to proper training. Student behavior that are non cooperative and disruptive are dealt with swiftly without out high stakes gamble on behalf of the teacher. Teachers are expected to never forget their primary role as adults and that they are not in the business to be friends with students. We expect teachers to know that their natural authority with students is grounded in their knowledge, experience, and knowledge rather than just an authoritarian role alone. Effective teachers are indisputably in charge, but their students regard them as a role model, a protector, a challenger, or a guide. This Strand is demonstrated through classroom interaction and captured on paper through interviews with or surveys, or are observed in action, either in person or on videotape.

Concept: Classroom Environment

Creating an Environment of Respect	Teacher maintains high level of respect in the classroom through the usage of rules, policies, and routines. Maintains accountability of all students.
A Learning Culture	Students actively engaged with material. Does not allow for few students to ruin learning of majority.
Managing Classroom Procedures	Consistently reinforces the set procedures for all students. Makes students responsible for various tasks that teach responsibility and ownership.
Establishing Proper Student Behavior	Sets clear and specific class rules. Consistently upholds rules for all.
Whole Classroom Management	Understands the need for group modification. Understands the purpose for a management plan that is self-eliminating. Employs an effective class management system that is not overly complicated.
Organizing Physical Space	Maintains order and cleanliness throughout the classroom. Reinforces organizational rules and expectations for class space.

3. Instruction: Student achievement is our bottom line philosophy. Teachers prepare plans appropriate to their students grounded in deep understanding of the content, aligned with school expectations, state standards. Teachers demonstrate, through their instructional skills, that they can successfully implement their plans and can think on their feet with common sense. Students are engaged in meaningful work, which carries significance beyond the next test and which can provide skills and knowledge necessary for answering important questions or contributing to important projects. Teachers will be expected to motivate their students in ways which they organize and present the content (I.E. pacing,/proximity), the roles they encourage students to assume, and in ways they motivate students to excel. The work is real (not busy), significant, and it is important to students as well as to teachers. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations, relating to what the students have just learned in sub areas. Teacher questioning probes student thinking and serves to extend understanding onto the next area. We expect teachers to be attentive to different students in the class and to the degree to which the students are engaged. When they observe inattention, they move to correct it without hesitation and deal with even small matters swiftly as they know it will affect student knowledge. Above all, they carefully monitor student understanding as they go through well-designed questions, strategies, and/or activities.

Maximizing Instruction Time, an organizational pillars demands that such efficiency begin at the door as the first kid arrives, and continue until the last student leaves.

Concept: Instruction	
Communicating with Students	Actively rapport with class. Understands that relationship building coupled with a firm presence is essential.
Techniques (Questions & Discussions)	Prepares a set of questions that force students to explore content deeper. Expects more than Yes or No answers. Has clear expectations for class participation and respect of floor.
Engaging Students	Keeps a brisk and active pace. Knows how to wake students up through different techniques.
Using Assessments	Understands the importance for constant assessing. Extends different assessment results to effect instructional practice.
Flexibility and Responsiveness	Handles change quickly. Able to modify and change blueprint when matters most. Actively thinks on their feet as needed throughout the day. Teacher is adaptable to emerging situations or matters.
The Details	Understands that preparation for the small stuff matters. Pre-plans for different or alternate situations.

4. **Teachers as Professionals:** It is our belief that teachers merit respect of the community, families and students. The fact that Amethod Public School teachers encompass roles outside of the regular day and in addition to those in the classroom with students; respect is required. The components in this strand are associated with being a true professional educator within the Amethod Public School system which expects teachers to go the extra mile for student results. Parents and the larger community may observe, support or criticize teachers for this strand only however the activities are critical to assuring the profession and schools improve. We expect teachers to follow and understand that such matters as tutoring for success, documentation, maintaining organized records, and communicating with administration is expected and looked upon as an integral part of their work. We also expect that staff will seek to add to the development of the Professional Learning Community established within their site and organization by actively participating in the sharing of best practices learned. After their first few years of teaching within the school system, or after they have mastered, to some degree, the details of classroom management and instruction- they will be asked and expected to further leader participation to better the organization. It is through the skills of this Strand that highly effective and professional teachers distinguish themselves from less proficient colleagues.

Concept: Teachers as Professionals	
Ethic	Demonstrates a consistent and diligent work ethic. Takes the tasks at hand judiciously.
Reflection on Teaching	Understands the importance for self reflection. Takes the task of self analysis with an open mind and understands that student achievement depends partly on self critique.
Communication	Knows that seeking guidance, advice, and support is essential. Knows how to reach out to colleagues and/or administrators when issues arise. Builds positive rapport with different school stakeholders.
Commitment to The Professional Community	Takes the teaching role serious. Understands the need to remain active in learning new techniques and strategies. Committed to their students, families, and schools.

Using Professional Development opportunities	Seeks out relevant workshops and training to further teaching practice.
Follow Through	Understands the importance for adhering to deadlines and timeliness. Is dependable with assigned tasks

5. **Mindset & Challenge:** The school system can only do so much to develop practices and systems to assure that students are authentically challenged. Too many times, teachers enter the class and begin to slowly make excuses for students through the lackadaisical enforcement of rules, policies and by weakening the grading procedures. We expect teachers to be authentic in their approach to working with our student demographics and population and to fully understand the issues faced by them-quantitatively. Through their practice, teachers must be able to demonstrate an authentic desire to challenge and inspire students to expect more. Teachers, will NOT seek to undercut, patronize, or make excuses for students in their schools and should reflect on their ideals as they will be challenged in constructive ways in the system. Teachers are expected to exhibit a competitive nature for their classroom and student expectations. Teachers that cannot sustain these measures or be loyal to the creation of a climate for developing student achievement among the school demographic-will falter in the Amethod Public School system.

Concept: Mindset and Challenge	
Respect	Gives and expects respect of students, and families. Demands respect of all students.
Grading Validity	Adheres to set grade report standards. Does not seek to inflate or overtly base grades on subjective criteria.
Positives of Competition	Relates to the organizational belief in healthy competition and self responsibility of all individuals. Adheres to the team culture of school site.
The Stage	Not intimidated to get attention of all in class. Understands the role of teacher to grab attention.
Details Count	Preparation and organization for class depends on thinking through the smallest detail. Sweats the small stuff at all times.

ATTACHMENT B

Amethod Public Schools

Professional Growth Plan

School Leaders



School Leader

Supervisor

Leadership Role

School

Date: Self-Evaluation Submission

Date: PGP Conversation

Purpose

In order to achieve our ambitious goals, Amethod Schools is committed to investing in our most important resource – our talented people. Professional Growth Plans are one step in providing consistent, aligned, on-going feedback and training throughout the network.

Directions for School Leaders

- ✓ For your self-appraisal, please rate your performance this school year. Include your rating and comments in the WHITE sections. Mark each rating with a capital letter “X”. Thoughtfully reflecting on your performance and completing this document will take approximately 2 hours.
- ✓ When completed, email your assignee at the date specified in the timeline. Your coach will add his/her appraisal directly underneath yours, in the YELLOW sections, thus creating a written dialogue.
- ✓ For each indicator, select and mark the rating that most accurately describes your performance during the 2012-13 school year. You may select 1, 2, 3, or 4 only. You may not assign a fraction (e.g. 3.2, 1.5 etc.)
- ✓ Cite specific evidence to support your rating. Whenever possible, tie the evidence to student achievement data collected thus far. You do not need to include examples or comments for each rating. Comments are required at the end of each section and should focus on areas of greatest strength and growth.
- ✓ Deans or advisers all use the same School Leader PGP. If you are a dean and an indicator does not apply to your role, do not rate yourself on that indicator. School leaders should rate themselves on all indicators.
- ✓ Do not complete the “*Performance Summary and Goal Setting*” section on the last page. Your coach or supervisor will complete the summary and then discuss it with you during the PGP feedback conversation. The summary can be edited based on that discussion. You and your coach will work together to complete the goal setting section during your meeting. It will be helpful to start thinking about your goals before the meeting.
- ✓ The PGP feedback conversation is an opportunity to discuss both your own self-ratings and your coach’s ratings of your performance. It is an opportunity to identify strengths, to identify areas for improvement, and to set goals for your learning and development. This meeting will occur within 2 weeks of the date you submit your PGP self-evaluation to your coach.
- ✓ After the PGP feedback conversation and any revisions to the PGP, will be emailed to you by the specified date.

Ratings

4 - Mastery: School Leader consistently exceeds expectations and is an exemplar for this standard. Note: It is rare for a school leader to receive a rating of 4 and even the very best will only have a few 4s on their entire PGP.

3 - Proficient: School Leader consistently meets expectations and is solid for this standard. Note: Very strong school leaders will have mostly 3s on their PGP.

2 - In Progress: School Leader meets this standard some or most of the time but is not yet consistently solid.

1 - Does not meet: School Leader consistently does not meet expectations for this standard. This is an area for growth; the school leader should work with supervisors and/or colleagues to improve in this area.

N/A - Not applicable: School Leader is not responsible for meeting this standard or the manager does not have enough data to evaluate the standard. If not applicable, the school leader and the manager will both leave the rating blank.

Data Sources for Evaluating School Leader Success

Self-evaluations and manager evaluations are grounded in data. Please review supporting documents before completing your PGP. When possible, include specific data to support your ratings in the comment section. The following is a list of data sources that will help you to complete your PGP.

Student Achievement

- ✓ State Assessments
- ✓ BAG (Goal and comparisons)
- ✓ IAs
- ✓ AMPS Report Card
- ✓ Attendance

School Leadership Survey and Organization Health Survey Responses (sample)

- ✓ How well does your principal articulate clear priorities/goals and provide strategic direction for the school?
- ✓ How well does your school leader exemplify core values?
- ✓ How present is your school leader in the school (eg. classrooms, hallways and other areas)?
- ✓ How well does your school leader recognize and appreciate talented staff?
- ✓ In the last week, I have received recognition or praise for doing good work from a colleague or leader.
- ✓ My school uses data strategically to drive student achievement.

Core Documents

- ✓ Academic/intervention Plan; (Based on Interim results)
- ✓ Staff Handbook/Systems
- ✓ Goal sheets
- ✓ Site Needs sheet
- ✓ Roles and Responsibilities responses
- ✓ School Culture Plan (*if assigned*)

External Evaluations

- ✓ Evaluations from surveys
- ✓ Evaluations from leaders

Co-Observation Days

- ✓ Observation notes and debriefs

Informal Reviews

- ✓ Observation notes and debriefs
- ✓ Leader inter-visitations
- ✓ AMPS-wide events

Section I. Amethod Schools: Student Achievement & Character Development

Please add your school BAGs and then evaluate your progress toward goals, using student data to support your ratings.

Focus Area	Indicators	Specific Student Data and metric to Support Rating	M (4)	P (3)	IP (2)	DNM (1)	
Student Achievement (Meets or exceeds rigorous standards on AMPS report card.) Does Achievement rival that of other top urban school data?)	BAG 1:	•					
	BAG 2:	•					
	BAG 3:	•					
	BAG 4:	•					
	BAG 5:	•					
Student Achievement Improvement	Students show progress toward significant growth in all subjects.	•					
Student Character Development & Expectations	Students are Respectful: <ul style="list-style-type: none"> • Treat teachers with respect Or leader has plan if they don't. • Are respectful to each other; do not tease, laugh at, or put down others during class participation • Patient and raise their hands • Keep their desk, classroom and school clean 						
	Students show Enthusiasm: <ul style="list-style-type: none"> • Follow all directions the first time • Track and participate actively in class • Always bring a positive attitude 						
	Students exemplify Achievement: <ul style="list-style-type: none"> • Absolutely do their best on most assignments • Work is neat, complete and organized • Homework completion percentage is high 						
	Students model Citizenship: <ul style="list-style-type: none"> • Take responsibility for their actions • Follows school procedures consistently • Cleans up when asked too • Belief in school is strong • Celebrates the achievement of class and classmates 						
	Students model Hard Work: <ul style="list-style-type: none"> • Come to school every day and are never late • Have all necessary materials and wear uniform properly at all times • Don't complain about working hard (and even celebrate it) • Student show grit and perseverance • Don't force yourself to be something you are not. 						
	Students bought into school						

	Students are bought into and excited about going to college.				
Attendance	Students have at least 98% attendance.	•			
	Teachers have at least 98% attendance.	•			
School Leader comments on areas of exceptional performance and areas of growth:					
Supervisor comments:					

Section II. Instructional Expertise and Leadership

Focus Area	Indicators	M (4)	P (3)	IP (2)	DNM (1)
Goal Setting	Sets clear, measurable, motivating BAGs at the beginning of the year for every grade/subject and every class.				
	Ensures team is bought into the goals and feels motivated by and accountable to them.				
	Keeps goals front and center and regularly assesses student progress toward goals.				
Professional Development of Staff	Accurately identifies and prioritizes professional development needs through careful analysis of student data, teacher growth areas, and school needs.				
	Maximizes the impact of formal "repeatedly do" activities (e.g. achievement meetings, video analysis, planning, etc).				
	Monitors the impact of implemented learning opportunities on student achievement.				
Content Knowledge	Knows essential content, standards, and highly effective teaching strategies in at least two subject areas and can effectively coach teachers using this knowledge.				
Data Analysis	Rigorously collects and analyzes data on student and school performance; guides teachers in effectively using the data to inform instruction.				
	Structures and runs highly effective data days and achievement meetings.				
Program and Curriculum Development	Thinks strategically about designing the school programs & schedules, making sure time allocations match school priorities and that every minute is maximized to meet clear achievement goals.				
	Engages thoughtfully in school-site and network-wide curriculum and program design questions and positively contributes to the evolution of best practice at AMPS.				
Unit and Lesson Planning	Can effectively train teachers in both full units and individual lessons guiding them through the entire planning process if necessary.				
	Will ensure that teachers plan, execute, and conclude all lessons with end goals and objectives in mind.				
Modeling Great Teaching	Can model and coach top-quality instruction and planning in sample lessons				
Interventions	Ensures that there are systematic interventions happening whenever students are struggling. Monitors the quality and effectiveness of teachers and interventions to ensure that they are rigorous, disciplined, and high-impact. Evaluates students on a regular cycle.				
Regular,	Has a keen "instructional eye" and is able to identify the strengths and				

Meaningful Instructional Feedback and Coaching	shortcomings of specific lessons, and teachers to prioritize the practices or methods that would most improve the lesson and/or teacher .				
	Regularly provides clear, targeted, actionable feedback to teachers on areas of strength and specific suggestions for improvement in such a way that the teacher receives the feedback well and is able to translate it into improved instruction.				
	Questions and guides Effective Instruction as a basis for instructional feedback and is thus able to give feedback that is applicable to future instruction (and not simply limited to that lesson).				
	Regularly meets with their teachers and provides effective support to lead teachers to mastery of clear learning goals				
Great Teaching Culture	Has standards and focus in the building about great instruction and creates an atmosphere where teachers are always pursuing great lessons and great results for students.				

School Leader comments on areas of exceptional performance and areas of growth:

Supervisor comments:

Section III. School Culture and Character Development

Great Leaders are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the *personal behavior* that sets the tone for all student and adult relationships in the school; (2) *building relationships* to ensure all key stakeholders work effectively with one another; and (3) developing a schoolwide *culture of achievement* aligned to the school's vision of success for every student.

Focus Area	Indicators	M (4)	P (3)	IP (2)	DNM (1)
Relentless Around a Culture	Has a clear vision of what an AMP school culture is supposed to look like and regularly articulates this vision to students and staff through various forms.				
	Persistently, insistent, and consistently reinforces the school's high expectations for student behavior with all students all the time.				
Systems Around School Culture	Has clearly articulated systems for how the school will function (attendance, homework, detentions, recognition, consequences, etc.).				
	Ensures that every staff member understands and uses systems consistently and effectively. Reinforces firmly when they don't .				
Student Investment	Invests students in Amethod School's goals and core values; ensures that all students care deeply about their AMPS community, about their own academic performance, about graduating college, and about becoming the next generation of leaders.				
	Seeks opportunities to make the learning relevant to students; preaches core AMPS messages in 1-on-1, class/advisory, grade level and school-wide venues.				
Character Development	Develops a culture and a program that intentionally teaches and reinforces the organizational values and essential character strengths as a part of teachable moments.				
The Be Unique standard for Students and Families	Actively develops a school culture where students, teachers, staff, and families understand learning is acceptable, and laziness and excuses are not .				
	Ensures that when the family, guardian or community member complain and whine about kids, they counter with firmness defined by core values, assessments, and other metrics to support matter being addressed.				
Student Relation	Creates a culture in which teachers know importance of student motivation and				

	building strong, non patronizing relationship with students.				
	Clearly communicates in words and actions his/her inspirational to students to stay focused and be different.				
Parent Relationships	Creates systems for effective communication between families and the school around student behavior, school culture, and academic performance.				
	Engages families and understands to build support of the school's goals.				
	Not afraid to create their own and unique methods to reach family members.				
School Leader comments on areas of exceptional performance and areas of growth:					
Supervisor comments:					

Section IV. Talent Leadership

Great Directors know that teacher quality is the most important in-school factor relating to student achievement. Directors drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, Directors are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Focus Area	Indicators	M (4)	P (3)	IP (2)	DNM (1)
Performance Management	Ensures that each team member has clear, measurable, outcome-oriented performance goals for the year and a mechanism for tracking progress against those goals.				
	Designates strategic checkpoints for all staff members (both formal and informal) to measure progress against goals and identify ongoing challenges.				
	Ensures that every staff member has a formal mid-year professional growth plan.				
	Ensures that there is a system in place to keep accurate, up-to-date records of progress or lack of progress of all staff.				
	Engages aggressively when staff members are struggling and employs a process to help them improve.				
	Removes persistent low performers.				
	Aligns personnel decisions with the vision and mission of the school				
Recruiting and Selecting	Has a strong eye for talent and a track record of hiring outstanding teachers who share the AMPS core values and beliefs and consistently deliver excellent instruction and support for all our students.				
	Consistently using teachers' levels of effectiveness as the primary factor in recruiting, hiring, retaining, and assigning decisions;				
Management of Coaching	Ensures that every person in the school has a clearly defined mentor teacher with whom they meet regularly.				
	Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and academic growth and progress				
Distributed Leadership	Recruits and develops a strong team that jointly leads and manages the school.				
Leadership Pipeline	Identifies high-potential leaders among staff, cultivates leadership skills of these staff members through coaching and growth opportunities.				
	Actively seeks to identify and prepare future leaders for their own school and for other AMPS schools.				

Staff Evaluation	Demonstrates keen instructional eye in spotting to spot teacher "warning signs" early				
	Creates the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building.				
	Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process				
School Leader comments on areas of exceptional performance and areas of growth:					
Supervisor comments:					

Section V. Vision and Inspiration

AMP school leader will learn that all matters in the building look to them as the source for answers, inspiration and accountability. A leader is one who eventually embraces the significance of their role and embraces the challenges of their role. The person will undoubtedly know that motivation, vision and inspiration is absolutely vital for the students and staff alike.

Focus Area	Indicators	M (4)	P (3)	IP (2)	DNM (1)
High expectations	Benchmarking expectations to the performance of the state's highest performing schools				
	Creating systems and approaches to monitor the level of academic and behavior expectations				
	Empowering teachers and staff to set high and demanding academic and behavior expectations for every student				
Keeps the Mission Front and Center	Actively seeks ways to reinforce the mission with staff and inspire them to act on the mission every single day.				
	Celebrates successes and uses the mission to spur improvement; exudes urgency, excellence, and optimism so that they become baked into staff culture.				
	Uses the mission as a litmus test for school-based decisions and to provide focus for the team when prioritizing what will have the greatest impact on students.				
	Walks the talk; aligns own behavior with the explicit mission and vision of the school; instills staff with a feeling that they are contributing to something greater than themselves.				
	Leader is an engaging public speaker with strong presence when addressing both adults and students.				
Culture of urgency	Ensures the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;				
	Aligns the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations and				
	leads a relentless pursuit of school goals and challenges their "safety nets" to reach those goals.				
Recognition, Relationships and Air Cover	Ensures staff know they are cared for and valued; Compliments individual staff members and the team as a whole constantly on specific strengths and contributions they have made to the mission, both in public and in private.				
	Regularly checks in with staff; listens and has a keen sense for how everyone on the team is doing.				
	Builds strong relationships with staff, takes care of them and backs them up when they need air cover.				

Network Leadership	Models investment in the larger Amethod Schools mission and vision; works to support the success of all the Amethod Schools.				
	Supports common decisions and works to foster a trusting relationship across the broader AMPS family.				
	Acts as a thought leader for the network by sharing solutions to complex problems with other school leaders and positively contributing to the evolution of the AMPS model.				
School Leader comments on areas of exceptional performance and areas of growth:					
Supervisor comments:					

Section VI. Management

A leader must first know themselves, their weaknesses and strengths. Management is understanding the behavior of people, and how the tasks specific people are responsible for, change the behavior of individuals. The best leaders recognize that leadership is the art of praise with kindness combined with the sense of urgency and consternation. They will studiously avoid being self-absorbed into their world and dilemmas.

Focus Area	Indicators	M (4)	P (3)	IP (2)	DNM (1)
Creative Problem Solving	Constantly identifies areas of school or team weakness and finds ways to establish or revise processes to address those weaknesses.				
	Relentlessly pushes through brick walls to find new solutions to complex problems, or to seek best practices from other AMPS schools.				
	Creatively and calmly handles unanticipated issues or ambiguity.				
Clear Roles and Responsibilities	Develops a strong team that jointly leads and manages the school; distributes tasks in ways that maximize strengths of individual staff members or provide opportunities for growth.				
	Can effectively manage a model of distributed leadership. Defines clear roles, responsibilities, and outcomes so all staff are clear and invested in what they "own" and on how their performance will be evaluated; Resists the impulse to "do it on my own," freeing time to tackle the most critical issues.				
Instructional / Task time	Systematically monitors the use of instructional and task time to create innovative opportunities for increased and/or enhanced instructional time for teachers, or efficiencies for non teaching staff. Promoting the sanctity of instructional time ensuring every minute of instructional time is maximized.				
Differentiated Approach	Recognizes that all staff are not equal in their skills and experience; identifies which staff members need more hands-on work and which need less; identifies which projects require more intervention and which need less.				
Purposeful Team and Individual Meetings	Maximizes meeting time so it is a productive, positive experience for team members.				
	Sends out agendas in advance and clearly communicates the purpose and outcomes of the meeting, including action items, decisions reached, and open questions.				
Fiscal Responsibility	Works with the Executive Director (and subsequently, the teachers) to ensure that the school operates within its budget and is a model of fiscal responsibility.				
Time Management	Establishes yearly, monthly, weekly, and daily priorities and objectives and meets deadlines;				
Delegation	Understands that thoroughly teaching an assignment upfront will lead to efficiency.				

	Consistently monitors, verifies, and manages supporting staff in a fashion that develops their ability to manage tasks and responsibilities while maintain trust.				
School Leader comments on areas of exceptional performance and areas of growth:					
Supervisor comments:					

Section VII. Personal Organization & Effectiveness

Leadership in organizations has often been approached as if leaders should know what is going to happen next, as if effective leaders can eliminate the ambiguity that characterizes the managing of people, groups and bureaucracies; however running a school is not linear or mechanical. While chaos occurs, leaders understand this and embrace it as an expected and manage their selves and tasks that are predictable with a variety of traits that included delegation, project management sheets, assistance, calendars and so forth.

Focus Area	Indicators	M (4)	P (3)	IP (2)	DNM (1)
Reflection Constant Learning	Reflects on actions , fears, weaknesses and strives to overcome challenge, and strengthen their leader qualities.				
	Regularly asks for feedback; models humility and admits mistakes; seeks out thought partners within peer group.				
Organization and Self- Management	Has a robust personal organization system that ensures all tasks or "To Do" items are captured, prioritized, and ultimately accomplished.				
	Plans each day and week to ensure that top priorities are addressed and that he/she models excellent follow-through by accomplishing tasks efficiently and on time.				
	Doesn't miss meetings or deadlines (or proactively reschedules when necessary).				
	Breaks down priorities and large projects to make them manageable.				
Communication	To the extent possible, messaging key concepts in real time to avoid future misunderstandings /issues;				
	Communicates promptly when in need of information or assistance to make sure that they are on the same page.				
Planning	Develops a school-wide calendar before the beginning of each school year that can be easily referenced by all staff and incorporates all major milestones, yearly tactics, and monthly priorities.				
	Is a master of short-term, medium, and long-term planning, and regularly communicates plans with staff, students, families, and AMPS Central.				
Timeliness / Responsiveness	Returns calls and emails to staff within 48 hours, even if to say "I need more time"; meets deadlines for assignments, including PGPs, master calendars, etc.				
	Arrives on time and ready to work at all meetings.				
Technology Skills	Proficient in Microsoft Office programs (Word, Excel, PowerPoint, Outlook, Internet Explorer) and in typing. Uses an effective folder system for documents and emails.				

School Leader comments on areas of exceptional performance and areas of growth:

Supervisor comments:

Section VIII. Core Values & Responsibilities

Focus Area	Indicators	M (4)	P (3)	IP (2)	DNM (1)
Results without Excuses or Shortcuts	<ul style="list-style-type: none"> • Works hard every day to deliver on the urgent promise to provide an outstanding education for all students, an education that will help them graduate from college, enhance their lives, become leaders in their communities, and enjoy real freedom and citizenship. • Owns shortcomings when falling short, admits mistakes, and does not seek to blame external forces; is not satisfied with “better” results that still leave students behind their suburban, private school, or international peers; works to level the playing field so that students defy all the excuses and enjoy the full privileges of an outstanding education. 				
People Matter - Mightily	<ul style="list-style-type: none"> • Puts extraordinary resources into finding, developing, and retaining great people. • Creates work environments that are exceptionally professional, collegial, and stimulating and where everyone has sufficient support, a real voice, and the tools they need to be successful; recognizes and honors personal, family, and community commitments and models the importance of personal priorities. • Does not look for individual martyrs or super-humans, but gives our teachers and staff the tools and support they will need – as a team – to accomplish our ambitious goals for students. 				
Excellence is a Habit	<ul style="list-style-type: none"> • Strives to set the industry standard in all aspects of what he or she does; relentlessly pursues excellence and does not settle for “so-so” from students or from him or herself. • Recognizes the importance of being a disciplined, making clear plans, establishing tangible goals, and having documented replicable systems in order to sustain excellence over time. • Does not lurch from one educational fad or new idea to another, but understands the importance of continuous, thoughtful improvement and always strive to do better than before. • Carves out time for reflection, research and development, and knowledge documentation in order to make excellence more predictable; ensures excellence in every aspect of his or her work. 				
Sweat the Small Stuff	<ul style="list-style-type: none"> • Believes that countless unseen or often overlooked details are the difference between mediocre and magnificent. • Pays attention to even the smallest details to ensure smooth, predictable, and effective outcomes. • Is motivated by the fact that students pay the price when the school fails to get the details right. 				
Team and Family	<ul style="list-style-type: none"> • Views school not as an island, but as an integral part of the larger AMPS team and family; shares in AMPS's collective success while celebrating the individual strengths of each person and school. • Cares about others, treats others with respect, and works hard to preserve a sense of family; remains positive, even when responsibilities are taxing. • Collaborates and shares best practices, never letting competition overshadow the ultimate goal of excellence for every student and school; respects and celebrates differences, knowing that we are stronger as a team because of them; pitches in when teammates are struggling. 				
First Things	<ul style="list-style-type: none"> • Recognizes that the needs of students always come before the interests of 				

First	adults.				
Whatever It Takes	<ul style="list-style-type: none"> • Does not take “no” for an answer easily; finds a way; does whatever it takes to help students be successful along their journey as they climb the mountain to college. • Gives 100 percent every day and goes the extra mile to make the difference in the lives of our students. • Understands that “whatever it takes” is a team mandate, with different individuals taking the lead at different times to ensure that all goals are accomplished. 				
Many Minds, One Mission	<ul style="list-style-type: none"> • Works together with parents and supporters, striving to ensure that AMPS's efforts are part of a larger effort to improve the communities in which we work. • Understands that we cannot do this alone, and collaborates with others around the country working to make a difference in the lives of children by learning from their best practices and sharing effective strategies 				
Everything With Integrity	<ul style="list-style-type: none"> • Values integrity and always models it for students. • Does not merely post the REACH values – Respect, Enthusiasm, Achievement, Citizenship, and Hard Work – but makes sure that they drive words and actions. • Considers the impact his or her actions will have on others and works carefully to be transparent and fair; admits mistakes and works to make them right. • Is humble even when successful and understands that he or she always has more to learn. 				
School Leader comments on areas of exceptional performance and areas of growth:					
Manager comments:					

Performance Summary and Goal Setting

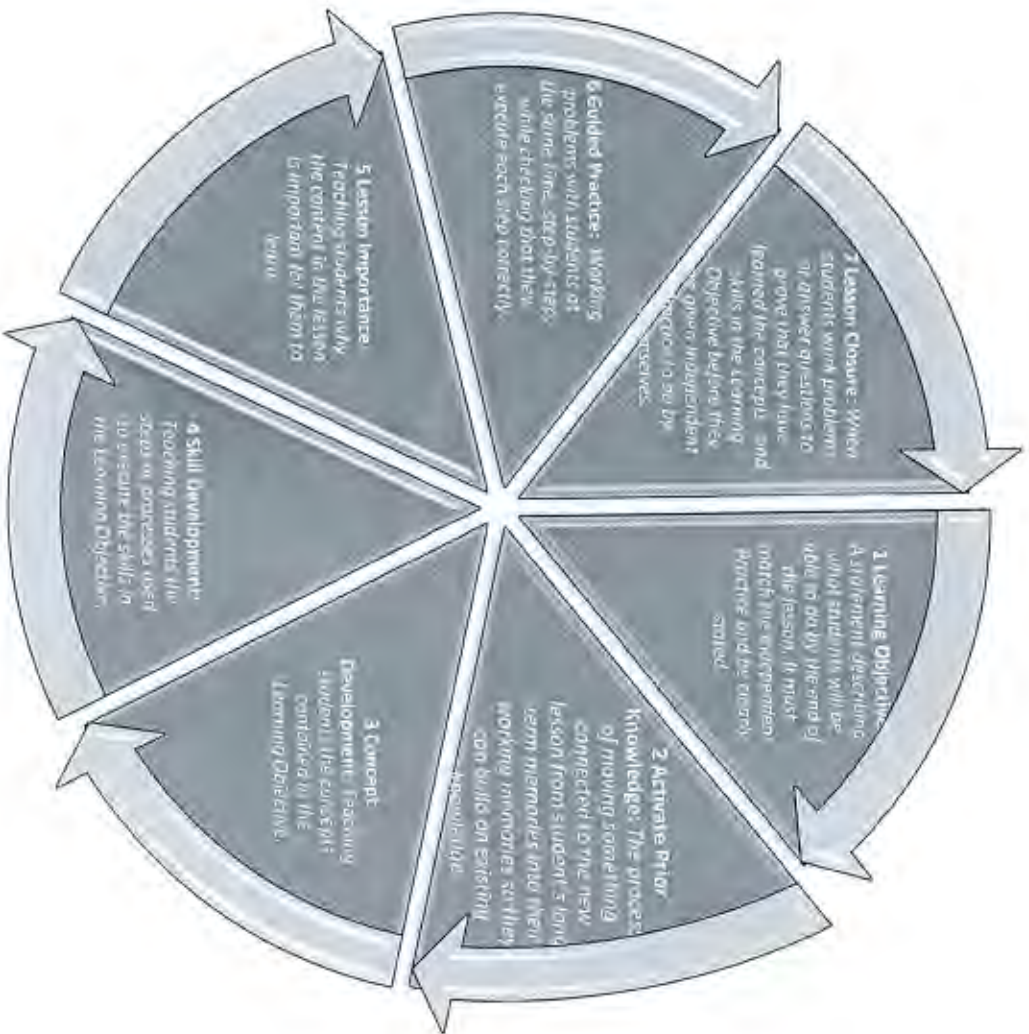
Key Strengths	Next Steps to build this strength and to leverage this strength for the school

Based on the key areas of growth identified in your PGP, what are the specific GOALS you hope to reach by the end of the school year?	WHEN and HOW will we assess progress toward your goals?	What SUPPORT do you need in order to reach your goals?

(Optional) What are your PERSONAL PRIORITIES?	HOW will you maintain your priorities?	What SUPPORT do you need?

ATTACHMENT C

Seven Step Lesson Plan Objective Driven



ATTACHMENT D



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 E



Individual Learning Plan - ILP

Student Name: _____ Grade: _____ Teacher(s): _____

Site: _____ SST Date (if Any): _____

Subjects	Assessment/HW Scores				Notes
	In Percents (to date)	Interims	Tests/Quiz	HW	
English/Language Arts	Advanced				
	Proficient				
	Basic				
	Below Basic				
Mathematics	Advanced				
	Proficient				
	Basic				
	Below Basic				
Science	Advanced				
	Proficient				
	Basic				
	Below Basic				
Literature	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%)



Individual Student Goal (Bullets)

Teacher Comments

Next Steps

Parent/Guardian Signature Date

Site Director/Designee Date

ATTACHMENT F

Analysis Circles (Results Meeting Discussions)

THE ANALYSIS MEETING: TEACHER 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.*

¹Interim 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. 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.

Who Should Conduct the Meeting Ideally, the school principal should conduct data analysis meetings, since this makes it possible to directly supervise the implementation of data-driven

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:

- Question level (the most overlooked level of analysis). You must have questions at hand in the meeting;
- Standard level (all questions measuring the same standard) ;
- Individual student level;
- 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 reasonable effort, master their complexities. Templates that are too difficult to be useful will lead to frustration, not to results.

AT THE ANALYSIS CIRCLE MEETING (OVERVIEW)

¹ Bambrick-Santoyo, Paul (2010-03-18). *Driven by Data: A Practical Guide to Improve Instruction* (Kindle Locations 1427-1438). Jossey-Bass.

1. **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.
 - 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.
 - Teachers should constantly ask why students bombed given questions. Did students all choose the same wrong answer? Why or why not? By 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 disparate standards, teachers can better understand why a given question posed problems.
 - 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?

Here's an example using a sixth grade Standard-level Analysis of Student Performance (Using a Sixth-Grade Math Sample for the example):

- Ratio-Proportion Results Overall: 70%
 - General (Questions 12, 21): 82% Ratio-Proportion
 - Rates (Questions 22, 30): 58%
- If one looked only at performance on all Ratio-Proportion questions, the teacher would assume that most students are doing well and a third of the students need overall remediation. Looking at the first breakdown of the standard, however, it would appear that this teacher should re-teach Rates (58%). Upon looking at the individual question results, however, one finds the following information: Question-level Analysis of Student Performance: Sixth-Grade Math Sample Student Performance on Rates Questions: 22: 35% Question 30: 80%

At this point, the only way for the teacher to determine what occurred is to look at the actual test items themselves. This is why tests should be in hand during the Analysis.

2. **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.

- 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 while the teacher focuses on re-teaching that standard to the rest of the class—either learning a more challenging application or standard or serving as tutors to their peers during that re-teaching session.
3. **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. 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. The following guide lists questions that teachers can ask themselves about their assessment results.
4. **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- 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 that re-teaching targets weaknesses while material is still fresh in students' minds.



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 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 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**

MOMENT OF TRUTH

Pass out copies of the data plan to your colleagues and staff.....

- Give 5 minutes for each team to review the data.
- Have them look over patterns in performance
- Have them share answers to the following questions:

CORE IDEA—QUESTIONS TO ASK DURING INTERIM ASSESSMENT ANALYSIS

Over arching Questions:

- 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?
- How did the class do on old versus new standards? Are they forgetting or improving on old material?
- How were the results in the different question types (multiple choices versus open-ended, reading versus writing)?
- Who are the strong and weak students?

Deeper Questions:

- Bomed questions—Did students all choose same wrong answer? Why or why not?
- Break down each standard: Did students do similarly on every question within the standard or were some questions harder? Why?
- Compare similar standards: Do results in one influence the other?
- What was the error in students' thinking?
- Sort data by students' scores: Are there questions that separate proficient and nonproficient students?
- Look horizontally by student: Are there any anomalies occurring with certain students?

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:

- The test was well above what the students were able to master in the prescribed time period.
- The test doesn't assess what the teacher taught during that time period.
- The students arrived years below grade level, so a grade-level assessment is beyond their reach at the moment.
- The teaching was inadequate. One of the core premises of assessment is that you must start at the students' learning level.
- 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: Considering this is all new to us, I want to stress that we have to keep it simple! 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



Table II: Sample (Reflection Box) added to Amethod Schools Lesson Plan Template (9th Grade)

Interim Reflection

Students are continuing to struggle with characterization. I think there is a two fold problem, 1 issue is the level of vocabulary used in the answer choices are pretty high. We are continually trying to close the vocabulary deficits with direct vocabulary instruction, word parts, vocabulary in context questions. 2nd problem we are having is that we have not addressed this skill as purposely necessary for the in class novels. We're going to start with a focus on characterization and draw some inferencing skills when we begin *The Secret Life of Bees*. It seems fitting because the story is very character driven....

Conclusion

We must change our practice to stay ahead. SAs our school continue to grow and expand into other areas perhaps, other cities- how do we assure that we remain successful? How can we assure that our practice will work with those kids whom are the hardest to reach? At OCHS they have benefitted from having a strong feeder pattern, but the year they did not what happened (look at 2010 data). Could that have been addressed better. Look AT OCA 6th grade data. 65% is not that much higher than OUSD 6th grade performance data (56%)- so what does that say about us? Data does not lie, it tells various stories and points out truths that we need to understand and address if we really feel that we are a good system. By simply having smart kids, Asians or strong feeder schools says nothing about a successful program.

The most frequent and important issue we will face will not come from the new staff, it will rise from older staff who hate change. Remember, stagnation is the enemy to growth and greatness in my opinion. The biggest question you will face is also among the simplest: why? People will ask why such dramatic changes are being made and, more fundamentally, why data-driven instruction matters at all. Implementing the core principles of effective professional development and building by borrowing will answer these questions effectively for most school staff members. However, other staff members will have lingering questions, and they will need a brief, personal "sales pitch." Indeed, if you cannot coherently defend data-driven instruction in a minute or less, then faculty, students, and community members will be much less likely to accept it.

Regardless of what others believe, by focusing=g on data, we are changing the culture of our schools. Before, yearend data would be viewed. But really, what good is this for students and teachers? It's after the fact. People get a health assessment, the change habits. They don't go through an autopsy to then discuss what they should have done...what's the point?



Analyzing Interim Assessment Results

IA1 Sept 2011

With your subject level or grade level partners discuss and answer the following questions for one of the tests in the current Assessment session. It is important to have the actual test in hand during this analysis and share openly.

Name of Teacher:

Test Subject:

Grade level:

General Questions

1. How well did the class do as a whole? (Classroom Exam Report)
2. Did you expect these results? Why or why not?
3. Where is most remedial work required, based on the current results?
4. Look at the students' performance. Did individual students perform better or worse than you expected them to? (Student Exam Report)



Detailed Analysis Questions: Answer the following questions after studying the students' responses and looking over the actual test. Keep in mind that certain erroneous questions were already omitted from the score. The Interim Assessment must be a valid assessment of student mastery with respect to CA standards, so your input in this part of the analysis is crucial for effectiveness of future assessments. Feel free to attach extra sheets of paper for your response.

1. Test in Hand. Assess a handful of the questions the students "bombed".

weak Q's :
CA Standards:

Compare with the questions that went over well.

proficient Q's :
CA Standards:

Is there a trend? Is the trend based on the type of questions, question level or direct content?

2. Scan by Student. For weak questions above, examine the individual student data. Did the normally high-achieving students perform as you expected? Did the struggling students perform as you expected? Was the test aiming too high or was instruction deficient?

3. Search for Separators. Find a few questions that separated the class as you had expected by regular class performance (i.e. good students did well, poor student bombed)

Q's:
CA Standards:

How will you use this data to help you formulate the action plan response to the assessment results? Ideas for groupings, review strategies or direct teaching? Keeping in mind the timeline of the school year, which standards would you want retested in 6 weeks and which can wait?



DRIVING THE DATA: AMETHOD SCHOOLS ASSESSMENT PRACTICE

¹Core Concepts: Introduction

Amethod Public Schools is committed to providing an effective instructional program that is dependent on qualitative data and results as opposed to guess work and assumptions of what teachers and students need. Why waste time?

With that said, it is understood that creating a data driven culture for a school site, let alone multiple school sites, requires resources, training, money and above all else time and patience. It is true that teaching done right is a craft that can affect all from a community down to the individual students. Moreover, it will also affect the teachers and faculty within the school buildings whom may be dealing with frustrations, and confusions that go along with part of the job as a teacher.

Data-driven schools are those that use data to turn school focus from “what was taught” to “what was learned”. The bottom line is student achievement and all aspects that goes into success. Effective data-driven instruction is based on strong assessment, analysis, action, and culture.

Schools that fail to implement data-driven instruction normally make one of eight critical mistakes:

1. Poor quality interim assessment
2. Secretive interim assessments
3. Infrequent assessments
4. Curriculum-assessment disconnect
5. Delayed results return
6. Separating teaching from analysis
7. Ineffective follow-up
8. Not making time for data

Critical Mistakes	Best Practice	AMPS Approach
Poor quality interim assessment		
Secretive interim assessments		
Infrequent assessments		
Curriculum-assessment disconnect		
Delayed results return		
Separating teaching from analysis		
Ineffective follow-up		
Not making time for data		

¹ Driven by Data: A Practical Guide to Improve Instruction , Bambrick-Santoyo, Paul (2010).



Some Advantages of Interim Assessments (Why we Do It)

• Road map for instruction: This is main idea! Rigorous interim assessments define the standards and provide a road map to rigorous teaching and learning. When educators know precisely what skill level their students must reach on each standard, they will have a clear framework for creating a challenging and dynamic curriculum. Traditional curriculum scopes and sequences do not do this on their own.

• Improvement in teaching: Well-designed interim assessments serve to identify weaknesses during the course of the school year. Professional development series (i.e. 60 minute clinics) can be planned from the analysis. Careful attention to results and a constant feedback loop allow teachers to improve their craft, changing strategies in response to changing needs.

• Targeted Focus: By creating concrete benchmarks, interim assessments allow for classroom strengths and weaknesses to be clearly identified and systematically targeted. In providing a baseline standard for comparison, interim assessments offer a comprehensive checkpoint of where a class needs to go and what it will take to get each of the students to that level.

• Accountability: The cumulative nature of interim assessments helps hold teachers and principals accountable for student learning results throughout the year. Rather than waiting for a year-end result, interim assessments make it possible to identify failed teaching strategies while there is still time to fix them.

• Visibility: Interim assessments allow for performance to be charted graphically so that school leaders and staff may see visual evidence of improvement.

• Checking for understanding without teacher support: Interim assessments measure student understanding without what is often called "scaffolded" support (*teacher hints and guidance in problem solving*), which can often reveal great differences between student output (*knowledge*) when supported by the teacher and when not!

• Preparing students for high-stakes assessment: The written format can also be used to simulate the high-stakes tests by which states and many businesses measure academic achievement. Unlike other types of assessments, interim examinations can adopt the structure and content of end-goal tests to determine whether students have precisely the skills they need.



Assessment: Five Core Drivers

(These drivers are important for a successful Interim program.):

1. **Transparent starting point:** Assessments need to be written before the teaching starts, and teachers and schools need to see them in advance: they define the road map.
2. **Common and interim:** Assessments should apply to all students in a grade level and should occur every six to eight weeks.
3. **Aligned to state tests and college readiness:** Assessments should be aligned to state tests in format, content, and length, and also aligned to the higher bar of college readiness via SAT/AP/IB exams, research papers, and so on.
4. **Aligned to instructional sequence:** Assessments should be aligned to the teachers' sequence of clearly defined grade-level and content expectations, so teachers are teaching what will be assessed.
5. **Reassessed:** Interim assessments should continuously reassess previously taught standards.

False Drivers:

(Schools often waste resources on false drivers, which appear to cause success but do not.) These include:

- Attempts to create total faculty buy-in: **Waste of time. Just do it!**
- Investments in poorly defined "professional learning communities."
- Focus on analyzing year-end results: **Interim data is real time.**
- Any and all analysis that is not directly tied to concrete action: **Results need to create a change in instruction once patterns are found, and questions reviewed. These are the Action plans.**

We need to develop and map out an interim assessment cycle that takes students on an accelerated path to grade-level proficiency. Here are some examples of how the highest-achieving urban schools have accomplished this:

- **Middle Schools:** The initial grade levels have assessments that start with pre-grade-level material and progressively advance to grade-level material, reaching proficiency by the end of the first year or the beginning of the second. For example, at one middle school, the first sixth-grade interim assessment included all pre-sixth-grade content (for example, the fourth- and fifth-grade math standards), the second sixth-grade interim assessment included 25 percent sixth-grade material, and the last sixth-grade interim assessment covered 75 percent of grade-level year-end standards. By the middle of seventh grade, every interim assessment was at or above grade level in terms of its materials.

- **High Schools:** Here, where the gap is even greater, some high-achieving high schools have created pre/post-algebra I classes that cover all necessary building blocks to prepare for higher leveled math. They often double up math classes—having students take algebra core before school and then a standard algebra I/II class during the school day—so students can complete a standard math sequence by the end of the year. OCHS will consider this as we get students from other feeder schools.

ATTACHMENT G



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.

Table I: Sample Action Plan (Math): 4 week lesson Plan (Post Interim)

Date: 10/3-7	10/13-17	10/25-29	11/1-4	NOTES
Standards spiraled in Early Risers	Standards spiraled in Early Risers	Standards spiraled in Early Risers	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	Mini Lessons	Mini Lessons	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	Checking for Understanding	Checking for Understanding	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)	
		10/25- Division Quiz		
10/5-Multpl Quiz (Whole Numbers) 4.2		10/26 Multi Step Word Prob.- Sheet 4.7		
Standards Spiraled into HW	Standards Spiraled into HW	Standards Spiraled into HW	Standards Spiraled into HW	
			11/2- November skills check (Standards review Wsheet)	

ATTACHMENT H

School: _____

STUDENT INFORMATION

1. Student Name: _____
 First Middle Last

2. Date of birth: ____/____/____ 3. Gender: M F 4. Student ID # _____
 month / date / year

5. Ethnicity: _____ 6. Language spoken at home: _____

7. Address: _____
 Street City State Zip code

8. Phone Number(s): () - _____ () - _____
 Home Cell
 () - _____ () - _____
 Work Additional

FAMILY INFORMATION

1. Parent/Guardian Name: _____
 First Middle Last

2. Address: _____
 (If different from above) Street City State Zip code

3. Relationship to Student: _____

4. Parent/Guardian Name: _____
 First Middle Last

5. Address: _____
 (If different from above) Street City State Zip code

6. Relationship to Student: _____

EMERGENCY CONTACT INFORMATION

1.Contact Name: _____
 First Middle Last

2.Address: _____
 Street city state zip code

3.Phone Number(s): _____
 () - Home Cell
 () - Work Additional

4.Relationship to Student: _____

5.Contact Name: _____
 First Middle Last

6.Address: _____
 Street city state zip code

7.Phone Number(s): _____
 () - Home Cell
 () - Work Additional

8.Relationship to Student: _____

PAST SCHOOLS ATTENDED (START WITH MOST RECENT)

1a. School Name: _____

1b. Address: _____ **1c. City:** _____

1d. Grade: _____ **1e. Year:** _____

2a. School Name: _____

2b. Address: _____ **2c. City:** _____

2d. Grade: _____ **2e. Year:** _____

3a. School Name: _____

3b. Address: _____ **3c. City:** _____

3d. Grade: _____ **3e. Year:** _____

ATTACHMENT I

Amethod Schools
Multiyear Budget Summary

11/13/12

	2012/13	2013/14	2014/15	2015/16
	OCA Forecast	OCA Forecast	OCA Forecast	OCA Forecast
SUMMARY				
Revenue				
General Block Grant	1,319,249	1,447,870	1,563,059	1,603,576
Federal Revenue	57,420	88,392	99,324	107,310
Other State Revenues	609,216	670,827	704,131	715,961
Local Revenues	138,000	140,760	143,575	146,447
Fundraising and Grants	75,000	-	-	-
Total Revenue	2,198,885	2,347,849	2,510,089	2,573,293
Expenses				
Compensation and Benefits	813,952	951,122	1,114,614	1,149,478
Books and Supplies	33,790	90,733	71,053	69,224
Services and Other Operating Expenditures	867,919	924,600	959,598	979,575
Capital Outlay	-	-	-	-
Total Expenses	1,715,661	1,966,455	2,145,264	2,198,277
Operating Income (excluding Depreciation)	483,225	381,394	364,825	375,017
<i>Operating Income (including Depreciation)</i>	483,225	381,394	364,825	375,017
Fund Balance				
Beginning Balance (Unaudited)	2,006,515	2,489,740	2,871,133	3,235,958
Audit Adjustment	-	-	-	-
Beginning Balance (Audited)	2,006,515	2,489,740	2,871,133	3,235,958
Operating Income (including Depreciation)	483,225	381,394	364,825	375,017
Ending Fund Balance (including Depreciation)	2,489,740	2,871,133	3,235,958	3,610,975

11/14/2012

Amethod Schools
Multiyear Budget Summary

11/13/12

	2012/13	2013/14	2014/15	2015/16
Detail				
Enrollment Breakdown				
K	-	-	-	-
1	-	-	-	-
2	-	-	-	-
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	102	100	100	100
7	100	100	100	100
8	58	85	100	100
9	-	-	-	-
10	-	-	-	-
11	-	-	-	-
12	-	-	-	-
Enrollment Summary				
K-3	-	-	-	-
4-6	102	100	100	100
7-8	158	185	200	200
9-12	-	-	-	-
Total Enrolled	260	285	300	300
ADA %				
K-3	57%	97%	97%	97%
4-6	97%	97%	97%	97%
7-8	97%	97%	97%	97%
9-12	95%	95%	95%	95%
Average	97%	97%	97%	97%
ADA				
K-3	0.0	0.0	0.0	0.0
4-6	98.6	96.7	96.7	96.7
7-8	152.8	178.9	193.4	193.4
9-12	0.0	0.0	0.0	0.0
Total ADA	251.4	275.6	290.1	290.1

Amethod Schools

Multiyear Budget Summary

11/13/12

		2012/13	2013/14	2014/15	2015/16
		OCA Forecast	OCA Forecast	OCA Forecast	OCA Forecast
General Block Grant					
8015	Charter General Purpose Ent. - State Aid	900,497	988,853	1,079,883	1,120,400
8019	State Aid - Prior Years	-	-	-	-
8096	Charter Schools in Lieu of Prop. Taxes (was 8780)	418,753	459,017	483,176	483,176
		<u>1,319,249</u>	<u>1,447,870</u>	<u>1,563,059</u>	<u>1,603,576</u>
8100 Federal Revenue					
8291	Title I	54,450	83,820	94,302	102,018
8292	Title II	2,970	4,572	5,022	5,292
SUBTOTAL - Federal Income		<u>57,420</u>	<u>88,392</u>	<u>99,324</u>	<u>107,310</u>
8300 Other State Revenues					
8545	School Facilities Apportionments	188,565	206,696	217,575	217,575
8550	Mandated Cost Reimbursements	-	-	-	-
8560	State Lottery Revenue	35,639	39,134	42,355	43,515
8590	All Other State Revenue	-	-	-	-
8591	Supplemental Hourly Revenue	78,380	78,380	78,380	78,380
8592	Categorical Block Grant	100,568	110,238	119,057	122,074
0	Educationally Disadvantaged Block Grant	56,064	86,378	96,764	104,417
8593	New School Categorical	-	-	-	-
8590	After School Education and Safety	150,000	150,000	150,000	150,000
8590	CSFIG	-	-	-	-
SUBTOTAL - Other State Income		<u>609,216</u>	<u>670,827</u>	<u>704,131</u>	<u>715,961</u>

Amethod Schools
Multiyear Budget Summary

11/13/12

		<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>
		<u>OCA Forecast</u>	<u>OCA Forecast</u>	<u>OCA Forecast</u>	<u>OCA Forecast</u>
8600	Other Local Revenue				
8631	Sales	-	-	-	-
8650	Leases and Rentals	138,000	140,760	143,575	146,447
	SUBTOTAL - Local Revenues	<u>138,000</u>	<u>140,760</u>	<u>143,575</u>	<u>146,447</u>
8800	Donations/Fundraising				
8801	Donations - Parents	-	-	-	-
8802	Donations - Private	-	-	-	-
8803	Fundraising	75,000	-	-	-
	SUBTOTAL - Fundraising and Grants	<u>75,000</u>	<u>-</u>	<u>-</u>	<u>-</u>
TOTAL REVENUE		<u>2,158,885</u>	<u>2,347,849</u>	<u>2,510,081</u>	<u>2,573,213</u>

11/14/2012

Amethod Schools

Multiyear Budget Summary

11/13/12

EXPENSES

Compensation & Benefits

1000 Certificated Salaries

	2012/13	2013/14	2014/15	2015/16
1100 Teachers Salaries	418,525	503,652	565,972	582,951
1103 Teacher - Substitute Pay	14,000	14,420	14,853	15,298
1300 Certificated Supervisor & Administrator Salaries	95,500	98,365	101,316	104,355
1904 Other Cert - After School	37,083	38,195	39,341	40,522
1930 Other Cert - Counselor	-	-	-	-

SUBTOTAL - Certificated Employees

565,108 654,633 721,482 743,126

2000 Classified Salaries

2100 Classified Instructional Aide Salaries	6,180	20,600	21,218	21,855
2300 Classified Supervisor & Administrator Salaries	74,675	76,915	139,223	136,365
2400 Classified Clerical & Office Salaries	40,000	41,200	42,436	43,709

SUBTOTAL - Classified Employees

120,855 138,715 202,877 201,929

3000 Employee Benefits

3100 STRS	-	-	-	-
3200 PERS	-	-	-	-
3300 OASDI-Medicare-Alternative	52,590	60,816	70,853	72,435
3400 Health & Welfare Benefits	53,668	71,806	92,176	104,311
3500 Unemployment Insurance	5,267	6,112	5,041	4,996
3600 Workers Comp Insurance	16,463	19,040	22,185	22,681
3700 Retiree Benefits	-	-	-	-
3800 PERS Reduction	-	-	-	-
3900 Other Employee Benefits	-	-	-	-

SUBTOTAL - Employee Benefits

127,989 157,774 190,255 204,423

Amethod Schools

Multiyear Budget Summary

11/13/12

		2012/13	2013/14	2014/15	2015/16
		OCA Forecast	OCA Forecast	OCA Forecast	OCA Forecast
4000	Books & Supplies				
4100	Approved Textbooks & Core Curricula Materials	4,950	26,510	6,567	2,955
4200	Books & Other Reference Materials	-	-	-	-
4300	Materials & Supplies	-	-	-	-
4315	Custodial Supplies	-	-	-	-
4320	Educational Software	-	-	-	-
4325	Instructional Materials & Supplies	13,390	49,263	52,794	54,996
4326	Art & Music Supplies	-	-	-	-
4330	Office Supplies	15,450	10,340	10,547	10,758
4335	PE Supplies	-	1,155	286	129
4400	Noncapitalized Equipment	-	-	-	-
4410	Classroom Furniture, Equipment & Supplies	-	3,465	858	386
4420	Computers (individual items less than \$5k)	-	-	-	-
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	-	-
4700	Food	-	-	-	-
	SUBTOTAL - Books and Supplies	33,790	90,733	71,053	69,224

11/14/2012

Amethod Schools

Multiyear Budget Summary

11/13/12

		2012/13	2013/14	2014/15	2015/16
		OCA Forecast	OCA Forecast	OCA Forecast	OCA Forecast
5000	Services & Other Operating Expenses				
5100	Subagreements for Services	3,090	3,152	3,215	3,279
5200	Travel & Conferences	-	-	-	-
5210	Conference Fees	-	3,750	3,825	3,902
5215	Travel - Mileage, Parking, Tolls	-	-	-	-
5220	Travel and Lodging	4,119	4,526	4,877	4,974
5300	Dues & Memberships	-	-	-	-
5305	Dues & Membership - Professional	1,328	1,711	1,834	1,910
5310	Subscriptions	-	-	-	-
5450	Insurance - Other	14,603	18,822	20,171	21,012
5500	Operations & Housekeeping	-	-	-	-
5510	Utilities - Gas and Electric	5,933	6,051	6,172	6,296
5515	Janitorial, Gardening Services & Supplies	12,118	12,360	12,607	12,859
5520	Security	3,300	3,366	3,433	3,502
5525	Utilities - Waste	1,545	1,576	1,607	1,640
5530	Utilities - Water	2,472	2,521	2,572	2,623
5535	Utilities - All Utilities	-	-	-	-
5600	Rentals, Leases, & Repairs	-	-	-	-
5605	Equipment Leases	2,754	2,809	2,865	2,923
5610	Rent	449,280	458,266	467,431	476,780
5611	Prop 39 Related Costs	-	-	-	-
5615	Repairs and Maintenance - Building	25,740	26,255	26,780	27,315
5699	Other Rentals, Leases and Repairs 6	17,510	17,860	18,217	18,582
5800	Other Services & Operating Expenses	-	-	-	-
5803	Accounting Fees	9,180	9,364	9,551	9,742
5809	Banking Fees	300	306	312	318
5812	Business Services	30,000	36,456	39,682	40,364

11/14/2012

Amethod Schools
Multiyear Budget Summary

11/13/12

		2012/13	2013/14	2014/15	2015/16
		OCA Forecast	OCA Forecast	OCA Forecast	OCA Forecast
5815	Consultants - Instructional	13,905	14,183	14,467	14,756
5820	Consultants - Non Instructional - Custom 1	52,221	53,265	54,331	55,417
5824	District Oversight Fees	14,759	16,445	17,789	18,301
5836	Fingerprinting	150	153	156	159
5843	Interest - Loans Less than 1 Year	-	-	-	-
5845	Legal Fees	709	723	738	752
5846	Service 12	-	-	-	-
5848	Licenses and Other Fees	6,180	6,304	6,430	6,558
5851	Marketing and Student Recruiting	-	-	-	-
5857	Payroll Fees	3,000	3,060	3,121	3,184
5860	Printing and Reproduction	-	-	-	-
5861	Prior Yr Exp (not accrued)	-	-	-	-
5863	Professional Development	5,313	5,865	6,242	6,367
5864	Professional Development - Other	-	-	-	-
5865	Service 16	-	-	-	-
5866	Service 17	-	-	-	-
5869	Special Education Contract Instructors	-	-	-	-
5872	Special Education Encroachment	177,251	201,710	216,573	220,904
5874	Sports	-	-	-	-
5875	Staff Recruiting	-	-	-	-
5877	Student Activities	-	-	-	-
5878	Student Assessment	3,983	5,133	5,501	5,731
5880	Student Health Services	-	-	-	-
5881	Student Information System	4,779	6,160	6,601	6,877
5915	Postage and Delivery	-	-	-	-
5920	Communications - Telephone & Fax	2,400	2,448	2,497	2,547
SUBTOTAL - Services & Other Operating Exp.		867,919	924,600	959,598	979,575

Amethod Schools
 Multiyear Budget Summary

11/13/12

6000 Capital Outlay
 6100 Sites & Improvement of Sites
 6200 Buildings & Improvement of Buildings

SUBTOTAL - Capital Outlay

TOTAL EXPENSES

	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>
	<u>OCA Forecast</u>	<u>OCA Forecast</u>	<u>OCA Forecast</u>	<u>OCA Forecast</u>
	-	-	-	-
	-	-	-	-
	-	-	-	-
	<u>1,715,661</u>	<u>1,966,455</u>	<u>2,145,264</u>	<u>2,198,277</u>

Amethod Schools: OCA
 Monthly Cash Forecast
 13-Nov-12

	2012/13												APIAR
	Actual & Projected												
	Jul Actual	Aug Actual	Sep Actual	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected	
Beginning Cash	\$653,078.59	561,489	724,680	768,411	885,651	842,498	843,435	878,285	830,892	789,270	894,540	943,596	
Revenue													
8015 Charter General Purpose Ent. - State Aid	-	-	8,106	70,509	36,080	36,080	69,675	18,722	20,766	83,525	41,068	-	515,965
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 Charter Schools in Lieu of Prop. Taxes (was	-	-	16,313	54,377	21,751	21,751	21,751	21,751	87,020	43,510	43,510	43,510	43,510
General Block Grant	-	-	24,419	124,886	57,831	57,831	91,426	40,472	107,786	127,035	84,578	43,510	559,475
Federal Income	-	-	-	-	-	-	22,968	-	-	22,968	-	-	11,484
Other State Income	-	-	3,034	123,895	13,506	107,789	26,082	15,918	4,568	55,874	65,085	-	193,465
Local Revenues	11,717	11,500	11,652	11,131	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	-
Fundraising and Grants	-	-	-	-	-	-	12,500	12,500	12,500	12,500	12,500	12,500	-
Total Revenue	11,717	11,500	39,105	259,911	82,837	177,120	164,476	80,390	136,354	229,877	173,663	67,510	764,423
Expenses													
Compensation & Benefits	59,069	60,492	68,315	88,853	67,961	67,961	70,068	68,225	68,225	66,418	66,418	61,946	-
Books & Supplies	737	1,815	281	16,460	1,612	1,612	1,812	1,812	1,812	1,812	1,812	1,812	-
Services & Other Operating Expenses	112,100	53,968	59,090	37,358	56,216	106,409	57,746	57,746	107,939	56,377	56,377	106,570	-
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	171,906	116,296	127,686	142,671	125,990	176,183	129,627	127,783	177,976	124,607	124,607	170,328	-
Operating Cash Inflow (Outflow)	(160,189)	(104,796)	(88,581)	117,240	(43,152)	937	34,849	(47,393)	(41,622)	105,270	49,056	(102,818)	764,423
Revenues - Prior Year Accruals	33,603	267,115	134,348	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(10,039)	-	(784)	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	873	(1,258)	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	45,034	-	5	-	-	-	-	-	-	-	-	-	-
Ending Cash	561,489	724,680	768,411	885,651	842,498	843,435	878,285	830,892	789,270	894,540	943,596	840,778	

Amethod Schools: OCA
 Monthly Cash Forecast
 13-Nov-12

	2013/14												AP/AR
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected
Beginning Cash	840,778	1,007,991	1,346,823	1,341,468	1,397,202	1,411,662	1,474,682	1,606,739	1,571,039	1,472,125	1,526,911	1,532,651	
Revenue													
8015 Charter General Purpose Ent. - State Aid	-	18,190	114,633	43,764	81,045	81,045	156,506	42,053	14,181	57,039	28,045	-	352,351
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 Charter Schools in Lieu of Prop. Taxes (was	-	25,125	50,250	33,500	33,500	33,500	33,500	33,500	72,047	36,023	36,023	36,023	36,023
General Block Grant	-	43,315	164,884	77,264	114,545	114,545	190,006	75,553	86,228	93,063	64,069	36,023	388,374
Federal Income	-	-	-	-	-	-	35,357	-	-	35,357	-	-	17,678
Other State Income	-	4,747	29,917	108,922	21,151	124,499	40,845	20,759	4,232	54,524	69,828	-	191,403
Local Revenues	11,730	11,730	11,730	11,730	11,730	11,730	11,730	11,730	11,730	11,730	11,730	11,730	-
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	11,730	99,792	206,531	197,916	147,426	250,774	277,938	108,042	102,190	194,673	145,627	47,753	597,456
Expenses													
Compensation & Benefits	81,908	72,949	82,350	80,516	80,210	80,210	82,655	80,516	80,516	78,425	78,425	72,441	-
Books & Supplies	7,454	28,099	28,099	3,009	3,009	3,009	3,009	3,009	3,009	3,009	3,009	3,009	-
Services & Other Operating Expenses	50,452	53,643	116,437	58,657	58,657	116,019	60,217	60,217	117,579	58,453	58,453	115,815	-
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	139,815	154,692	226,886	142,182	141,876	199,238	145,882	143,742	201,104	139,887	139,887	191,265	-
Operating Cash Inflow (Outflow)	(128,085)	(94,899)	(20,356)	55,734	5,550	51,536	132,057	(35,700)	(98,914)	54,786	5,740	(143,512)	597,456
Revenues - Prior Year Accruals	295,297	433,732	15,000	-	8,910	11,484	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	\$0.00	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	1,007,991	1,346,823	1,341,468	1,397,202	1,411,662	1,474,682	1,606,739	1,571,039	1,472,125	1,526,911	1,532,651	1,389,139	

Amethod Schools: OCA
 Monthly Cash Forecast
 13-Nov-12

	2014/15 Projected												AP/AR
	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	1,389,139	1,468,915	1,704,667	1,705,639	1,756,412	1,772,044	1,842,742	1,990,622	1,950,490	1,834,196	1,883,658	1,881,064	
Revenue													
8015 Charter General Purpose Ent. - State Aid	-	19,975	125,881	48,058	86,997	88,997	171,863	46,179	15,384	61,879	30,425	-	382,246
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 Charter Schools in Lieu of Prop. Taxes (wat	-	27,541	55,082	36,721	36,721	36,721	36,721	36,721	72,315	36,158	36,158	36,158	36,158
General Block Grant	-	47,516	180,963	84,780	125,718	125,718	208,584	82,901	87,699	98,036	66,583	36,158	418,404
Federal Income	-	-	-	-	-	-	39,730	-	-	39,730	-	-	19,865
Other State Income	-	5,555	35,007	110,865	24,750	133,537	47,794	23,431	4,086	53,937	73,064	-	192,105
Local Revenues	11,965	11,965	11,965	11,965	11,965	11,965	11,965	11,965	11,965	11,965	11,965	11,965	-
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	11,965	65,035	227,935	207,609	162,432	271,220	306,072	118,296	103,750	203,667	151,611	48,122	630,374
Expenses													
Compensation & Benefits	97,435	86,287	95,792	94,280	94,028	94,028	96,044	94,280	94,280	91,948	91,948	84,266	-
Books & Supplies	1,847	23,923	23,923	2,373	2,373	2,373	2,373	2,373	2,373	2,373	2,373	2,373	-
Services & Other Operating Expenses	51,936	55,039	122,248	60,183	60,183	121,799	61,775	61,775	123,391	59,884	59,884	121,500	-
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	151,217	165,248	241,962	156,836	156,584	218,200	160,192	158,428	220,044	154,205	154,205	208,140	-
Operating Cash Inflow (Outflow)	(139,252)	(100,213)	(14,028)	50,773	5,848	53,020	147,880	(40,132)	(116,294)	49,462	(2,594)	(160,018)	630,374
Revenues - Prior Year Accruals	219,028	335,965	15,000	-	9,784	17,678	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-
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	1,468,915	1,704,667	1,705,639	1,756,412	1,772,044	1,842,742	1,990,622	1,950,490	1,834,196	1,883,658	1,881,064	1,721,046	

Amethod Schools: OCA
 Monthly Cash Forecast
 13-Nov-12

	2015/16												AP/AR
	Projected												
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected	
Beginning Cash	1,721,046	1,807,768	2,062,981	2,075,710	2,129,888	2,154,292	2,233,807	2,402,072	2,365,395	2,238,719	2,283,406	2,274,068	
Revenue													
8015 Charter General Purpose Ent. - State Aid	-	21,814	137,469	52,482	97,189	97,189	187,684	50,431	14,951	60,137	29,568	-	371,486
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 Charter Schools in Lieu of Prop. Taxes (was	-	28,991	57,981	38,654	38,654	38,654	38,654	38,654	67,645	33,822	33,822	33,822	33,822
General Block Grant	-	50,804	195,450	91,136	135,844	135,844	226,338	89,085	82,596	93,959	63,391	33,822	405,308
Federal Income	-	-	-	-	-	-	42,924	-	-	42,924	-	-	21,462
Other State Income	-	5,943	37,452	111,798	26,478	135,266	51,132	24,618	4,062	53,937	73,305	-	192,070
Local Revenues	12,204	12,204	12,204	12,204	12,204	12,204	12,204	12,204	12,204	12,204	12,204	12,204	-
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	12,204	68,951	245,106	215,138	174,526	283,313	332,598	125,906	98,861	202,924	148,900	46,026	618,841
Expenses													
Compensation & Benefits	101,236	88,999	98,730	97,232	96,982	96,982	98,980	97,232	97,232	94,856	94,856	86,163	-
Books & Supplies	831	23,807	23,807	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	-
Services & Other Operating Expenses	53,085	56,182	124,840	61,420	61,420	124,373	63,043	63,043	125,996	61,073	61,073	124,026	-
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	155,152	168,988	247,377	160,960	160,710	223,663	164,332	162,584	225,537	158,238	158,238	212,498	-
Operating Cash Inflow (Outflow)	(142,948)	(100,037)	(2,271)	54,178	13,815	59,650	168,266	(36,677)	(126,676)	44,686	(9,338)	(166,472)	618,841
Revenues - Prior Year Accruals	229,670	355,251	15,000	-	10,589	19,885	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-
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	1,807,768	2,062,981	2,075,710	2,129,888	2,154,292	2,233,807	2,402,072	2,365,395	2,238,719	2,283,406	2,274,068	2,107,596	



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: