



Amethod Public Schools

OAKLAND CHARTER HIGH SCHOOL

RENEWAL PETITION

LEGISLATIVE FILE

File ID No. 11-3266

Introduced 12/14/11

Enactment No. _____

Enactment Date _____

By _____

SUBMITTED BY AMETHOD PUBLIC SCHOOLS
DECEMBER 14, 2011

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

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

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

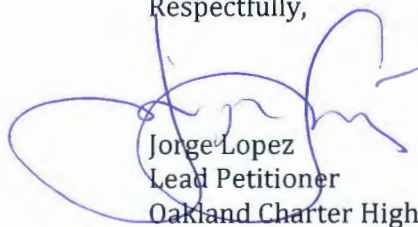
Required Affirmations [Education Code Section 47605(d) (1)]:

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

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

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

Respectfully,


Jorge Lopez
Lead Petitioner
Oakland Charter High School



OAKLAND CHARTER HIGH SCHOOL
Oakland, California

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December 5, 2011

Dr. Anthony Smith
Superintendent OUSD
1025 Second Avenue
Oakland, CA 94606-2212

It is with great pride that we submit this renewal petition for the continuation of the Oakland Charter High School Program. We have gained much insight and best practice over the past five years of operation. There have been mistakes and achievements that have given us the foundation for the next five years of operational knowledge. As you'll note from this charter renewal petition, it is significantly different than the original petition filed in 2007. Both OUSD and OCHS were different organizations back then.

As an assurance Oakland Charter High School has addressed all charter laws enacted after the 2007 submission and will continue to operate within the scope of charter laws as applicable. Thank you for the continued support and the partnership that you, the OUSD Board and OUSD staff have exhibited.

We look forward to working collaboratively through the next five years.

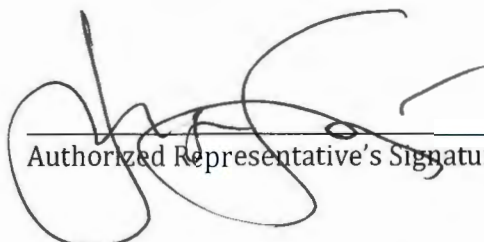
David Banuelos
Board President
Amethod Public Schools
345 12th Street
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AFFIRMATIONS/ASSURANCES

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

- Meet all statewide standards and conduct the student assessments required, pursuant to education Code §60605 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]
- Be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 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
- Follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.
- Admit all California students who wish to enroll in the School without regard to the residence of the pupil subject only to the capacity of the School.



Authorized Representative's Signature

INTENT OF CHARTER SCHOOLS ACT

In accordance with the California Charter Schools Act of 1992, as amended (the "Charter Schools Act"), Oakland Charter High School petitions the Oakland Unified School District to grant the renewal petition for the OCHS school campus which will enable us to continue serve the residents and families of Oakland, CA.

The Charter Schools Act states:

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

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

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

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

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

EXECUTIVE SUMMARY

Over the past five years, Oakland Charter High School has proven to be one of the top high schools for families and students in Oakland, CA. Having promoted our first graduating class in 2011, and preparing to send off our second round of students to top tiered universities, Oakland Charter High School looks forward to continuing to provide a small and successful high school campus to the residents of Oakland.

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

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

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

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

Results of Existing Schools

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

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

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

Graduation and College Acceptance

Oakland Charter High School has produced outstanding results. Over 94% of our inaugural classes of graduating seniors were admitted to four-year universities. All graduates went on to colleges and others opted for two-year college campuses. Over the past seven years, the Amethod Public School system has worked at developing a school system that has proven to be sound school choice for families and students in Oakland, CA.

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

Having established a Blue Ribbon Award Middle School, and promoted our first graduating class in 2011, and preparing to send off our second round of students to top tiered universities, Amethod Public Schools looks forward to continuing the progress of Oakland Charter High School.

AMETHOD PUBLIC SCHOOLS-CAMPUS PROFILE

OAKLAND CHARTER HIGH SCHOOL (GRADES 9-12):

345 12th Street Oakland , CA 94604

OCHS opened in 2007

API Score: 939 API Rank: 10 Similar Schools Rank: 1

2010 Campus Demographics & Indicators):

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

ADVISORY GROUP

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

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

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

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

JORGE LOPEZ- Mr. Lopez is a former member of the California State Board of Education (SBE), appointed by Governor Arnold Schwarzenegger. Mr. Lopez served as the SBE liaison to the Advisory Committee on Charter Schools (ACCS) for the State Board of Education until 2010. Currently he is the Executive Director of the Amethod Public Schools Organization. While at his current post, Mr. Lopez oversaw the growth of Oakland Charter Academy from a flailing

single middle school campus and transformed it into nationally renowned, multi site 6- 12th grade system whose schools rank among the highest in the state of California. Previous to working at Amethod Public Schools, Mr. Lopez served as Principal of Dolores Huerta Learning Academy charter school in Oakland, CA and as the Area Director for the Federal Migrant Education Program Region 23 in San Joaquin County. Mr. Lopez holds a BA and Masters degree in Education from Sacramento State University.

INTRODUCTION

VISION STATEMENT

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

MISSION STATEMENT

OCHS seeks to advance students' motivation and belief in academic achievement while in their pursuit of a thriving future. We are a free and public charter school that believes in the promise of hard working students from diverse perspectives, socio economic status, backgrounds, and talents. Oakland Charter High School will provide a rigorous academic program to all students who wish to attend, yet will specifically outreach to families that live in low income areas, survive below the federal poverty line, or whose parents have never attended college. The school will serve up to 180 students in the ninth through twelfth grades with the goal of achieving higher academic results than neighboring high school campuses by focusing on rigorous state aligned academic programs, accountability, and excellence by providing an educational program that reinforces structured and demanding A-G coursework. The school will meet its mission by working in collaboration with all stakeholders.

School Culture & Values

The Amethod Public Schools' culture and procedures are rooted in traditional values such as discipline, respect, responsibility, work ethic, and community service. These ideals are explicitly taught to every teacher, and subsequently to every student. The Amethod School campuses have become known for upholding these values, and quite honestly, this is a large component of what makes our system effective. Our mission is to teach inner city students to be different and stand out from their neighborhood peers, many of whom do not see education as a viable option, are at "high risk" and, subsequently will suffer from highly limited options in the future. It is our belief that students need to be exposed to the concept of veiled racism and the notion of low expectations of minority students so as to be prepared challenge them as they surface in patronizing acts.

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



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

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

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

PROVEN RESULTS SERVING THE COMMUNITY

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

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

As pointed out by the analysis conducted by the Oakland Unified School District Office of Charter School and Cambridge Education during the January 2008 charter renewal process for Oakland Charter Academy Middle School:

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

California State Test (CST) Results Overview

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

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

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

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

Comparison 2010: Total percentage of Proficient and Advanced level students

Proficient/Advanced Percentages (2010)

Table I

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

Source: California Department of Education

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

Proficient/Advanced Percentages (2010)

Table II

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

Source: California Department of Education

Comparison 2010 API Scores (OUSD High Schools)

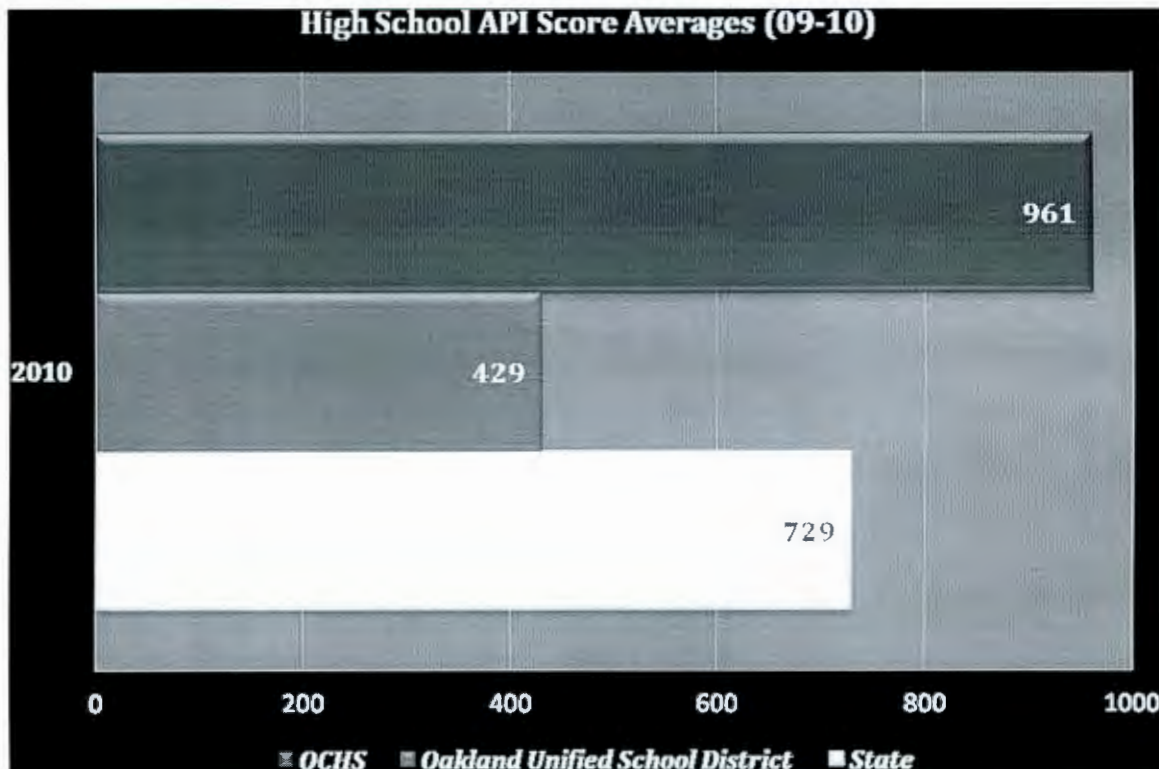
Table 2A

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

Source: California Department of Education.

Note: schools listed are similar demographic schools





ELEMENT I: EDUCATIONAL PHILOSOPHY AND PROGRAM

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

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

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

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

highly effective teachers, academic rigor, professional development, and stakeholder commitments.

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

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

Instructional Program Overview

Students are grouped in heterogeneous classrooms where all teachers utilize state aligned curriculum/textbooks, a multitude of techniques and differentiated instructional approaches to engage all learners. Teachers are expected to use an appropriate mix of instructional techniques such as, of direct instruction, feedback through engagement, and individual student practice in their lessons. We believe that the combination of a college preparatory, standards-based A-G curriculum and teacher professional development program based program proficiency.

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

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

To ensure continued success, OCHS will adhere to the following characteristics which have proven successful over the past five years.

- ***Classroom Focus:*** Teachers will focus on classroom management, practices and responsibility training first and foremost in every classroom.
- ***Instructional Practice Framework:*** Teaching practices common among all Amethod Public Schools.
- ***Professional Development Series:*** The use of different professional development modules for teachers and leaders are ongoing throughout the year.



- **State Aligned Curriculum:** Adopted curriculum that is aligned to the California State Board of Education adopted frameworks and standards.
- **Support Programs:** Programs such as homework help, and/or tutoring that will support students in succeeding our demanding environment.
- **Structure and Responsibility:** Provide a school environment that produces an environment of consistency at all times.
- **Accountability:** Charter schools, by nature of term limits, must be prepared to be held accountable for program success. It is our philosophy that accountability at all levels is essential to school success.
- **Student Achievement First:** Results, responsibility, and accountability will be expected of all faculty, administrators, and employees to assure our students reach academic goals.

WHOM THE SCHOOL IS TRYING TO EDUCATE

Oakland Charter High School shall be nonsectarian in its programs, curriculum, admission policies, employment practices, and all other operations; shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability. Oakland Charter High School will continue to be committed to the principle that all youth are capable of continuing education after high school, whether it is a two-year college, a state college or a research university. The entire OCHS community of stakeholders has worked for nearly five years to create the reality to support the vision of a small learning community with standards for high school graduation higher than both district and State requirements.

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

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

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

Contemporary success and prosperous career paths, more often than not, demand a college education. Especially for poor minority students residing in urban inner cities; a college

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

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

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

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

HOW LEARNING BEST OCCURS

Unfortunately, in a reactionary response to education reform, far too many educational fads, theories, and esoteric practices have been experimented with in public school classrooms, predominantly those with large numbers of poor and minority youth. Many such fads may not

¹ US Census Bureau Report (2009)

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

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

The Seven Successful Strategies

The Seven Successful Strategies are a set of core organizational principles that Amethod Public Schools school sites must follow:

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

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

- 1) ***Small Campus-*** Schools with large populations of students are built on the premise that theoretically, due to the economies of scale, a large school is more efficient at delivering a comprehensive educational product. The problem is that these large schools are too big and students become numbers, not individuals. Many students can fall through the gaps and end up with their academic needs failing to be addressed in large schools. Moreover, problems such as discipline and violence can escalate, and campus security becomes a serious issue. Teachers can end up becoming nothing more than traffic cops, thus the quality of instruction deteriorates. Our smaller campuses expose students to more information, time, and individual attention therefore making it much easier to figure out how a student learns and what makes them tick academically, and socially.
- 2) ***Advisories-*** *(A new program added to the Oakland Charter High School Model is the addition of structured formalized advisories).* Each student is assigned an Advisor who will stay with the student, if possible, for the entire four-year high school span. The Advisories will ground students in the elements of independent thinking, planning,



and study and will guide them through a continuum of regularly monitored projects to a successful student-initiated senior project.

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

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

Year One Advisory

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

Year Two Advisory

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

Year Three Advisory

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



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

Year Four Advisory

- *Review accomplishments from previous years. Review portfolio.*
- *Work on obvious weaknesses in work habits, conduct, and academics.*
- *Track internship.*
- *Review college prospects. Set up time-line for applications, etc.*
- *Assign appropriate portfolio material.*
- *Guide student to successful completion and presentation of senior project*

3) **Teacher Rotation-** Our method, distinctive of other teacher rotation models, ascribes that teachers rotate into the classrooms instead of the students. The self-contained classrooms will eliminate the time wasted by students in rotating departmental style curricular systems as they linger during rotations. The time we save on these change-over rotations and recess add up to a substantial number of minutes applied towards instructional time expended on coursework, extended learning activities, and tutoring.

4) **Structure-** Amethod Public Schools believes that effective teaching practice and structured schools and classrooms are the best preventative measures to negative student discipline matters. Teachers must give students a clear understanding of how tasks proceed. For example, if students are to enter the class, teachers will begin by describing how students are to enter the facility and classroom properly. This must be explicitly taught and re-taught early to avoid confusion. In our methods we require every teacher to make lists of student roles and group responsibilities, and explain, discuss and teach these thoroughly. In this way, students will know what is expected of them, even though the specific content or tasks will change.

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

5) **Attendance Matters-** As basic as the concept may be, many students, particularly those at the middle and high school levels, become careless about regular attendance. Missing a few classes seems inconsequential to them and at times it seems



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

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

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

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

Instructional Guidelines & Practice Framework

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



school site. Each standard is designed to create clear, rigorous and effective Amethod Public School site.

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

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

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

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

1. ***Planning & Preparation:*** A teacher's essential responsibility is to ensure that students learn, thus it is imperative that they learn to select and adapt learning activities such that students learn the content. Planning is a matter of design that requires organization, introspection, reflection and most importantly-preparation. Teachers who excel reflect an understanding of the basics in the important concepts and principles in the subjects they teach; this requires diligence and review of the material on behalf of the teacher in anticipation to the given. We expect teachers to understand their students—their backgrounds, interests, and skills as the year develops through a summer socio cultural competency trainings, home visits, family meetings and dialogue. Thorough preparation is demonstrated primarily through the plans that are submitted and approved by site directors. The approved lessons guide their teaching and the decisions they make; ultimately through the success of their plan. However, a teacher's most important asset is to be able to think on their feet as they modify instructional designs into small sequences of activities and exercises that make it accessible to students as needed in real time. All elements of the instructional design—learning activities, materials, and strategies—must be appropriate to both the content, and students aligned with larger instructional goals, curriculum and standards. Assessment techniques must also reflect the instructional outcomes and should serve to document student progress during and at the end of a teaching episode. Furthermore, in designing assessment strategies, teachers must consider their use for formative purposes and how assessments can provide diagnostic opportunities for students to demonstrate their level of understanding during the instructional sequence, while there is still time to make adjustments.
2. ***The Classroom Environment:*** The Classroom environment sets the stage for all learning including the physical environment that should be supportive of the instructional purposes. The components of this domain establish a comfortable,



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

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

4. ***Teachers as Professionals:*** It is our belief that teachers merit respect of the community, families and students. The fact that Amethod Public School teachers encompass roles outside of the regular day and in addition to those in the classroom with students; and work through extended calendars; respect is required. The components in this strand are associated with being a true professional educator within the Amethod Public School system that expects teachers to go the extra mile for student results and achievement. Parents and the larger community may observe, support or criticize teachers for this strand, however these activities are critical to assuring the profession and more importantly, school improvement. We expect teachers to follow and understand that such matters as tutoring for success, documentation, maintaining organized records, and communicating with administration is expected and looked upon as an integral part of their work. We also expect that staff will seek to add to the development of the professional learning



community established within the site and organization by actively participating in the sharing of best practices learned. After their first few years of teaching within the school system, or after they have mastered, the nuances of classroom management and instruction- they will be asked and expected to further leader participation to better the organization. It is through the skills of this strand that highly effective and professional teachers distinguish themselves from less proficient colleagues.

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

Extended School Year

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

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

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

AMPS summer school serves three primary purposes:

1. ***Introduction to Methods*** – During summer school, students are introduced to the school culture, rituals, and procedures such as submitting homework, entering school buildings, proper class behavior, chores and duties, and our concept of working together as a team. Students are taught and re-taught all of the school-wide systems and class procedures known as *The Methods* used to provide structure and order to a students' school experience. The



Methods include class and school-wide procedures for student behavior; dress code; powerschool policies, advisory, class presentations, and other practices. For returning students, these lessons provide an overview in any changes to school policies and procedures, as well as a powerful reminder of what it means to be a team member.

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

The diagnostic tests administered are aligned with the California Standards and Framework which focus on students' baseline skills and knowledge in each of the core subject areas specific to grade standards. Amethod Public School sites use the ZOOM Data Director and correlated Assess to Know Test Bank series program to assess, track, and evaluate the effectiveness of instruction and student learning. The Analysis Cycle meetings, where leaders review the interim assessment outcomes with staff, will measure many factors of the results to assure that fidelity of the question are intact, and that standards were properly aligned to the assessment.

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

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

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

Oakland Charter High School, as other Amethod school sites, assumes that most students do not yet have a study method down pact. To be clear, EVERY student at every level will benefit from knowing a variety of well explained lessons in study. There are some general techniques that can produce some results which we will cover in the summary form in this document. It's unrealistic to think that every kid is going to find all teachers, or every subject, to be so interesting that studying it is not work but pleasure. However, a successful student has different tools and methods to study given subjects that will reflect in their grades and your



levels of frustration. This is what will be addressed during summer program. Students will learn the principles of topics such as researching flashcards for study, personal statements, etc.

Western Association of Schools and Colleges (WASC) Accreditation

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

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

Curriculum and Program

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

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

Sample of Course

9th Grade Classes

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

10th Grade Classes

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



- *Year Two Advisory*

11th Grade Classes

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

12th Grade

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

Transferability of Coursework

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

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

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

The Amethod Classroom

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

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

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

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

Door Postings

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

- *Teacher Name*
- *Daily Schedule*
- *School's Mission Statement*
- *Class Procedures*
- *School Rules*
- *Student Contract*
- *Motto: "HONOR HARD WORK"*

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

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

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

A dim and cluttered classroom with book shelves in disarray, walls that are filthy with stacked paperwork are among the worst first impressions for a teacher, a class and school for that matter can make.

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

Students:

- *Teachers must also appoint classroom monitors to help with the cleanliness of floors, empty trash cans, and arrange shelves. Students are to be rotated so all students learn to be responsible for their work area and school.*
- *Before leaving classroom, teachers should have students take a few minutes to pick up*



their area and the classroom. In this way, the classroom floors will remain neat and clean.

- *Keep students responsible and have them to keep their desks clean and organized.*
- *Teachers should check student desks regularly. They should never have loose papers under a desk or on the floor.*
- *Papers should always be filed in a binder or in their filer. Students whose work area is not clean or organized should receive a deduction for messiness.*
- *Organized and cleaned doors.*

Teachers:

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

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

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

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

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

A Typical Day



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

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

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

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

Recommended High School Curriculum

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

Some adjustments may be made in certain courses as the administrators and teachers make adjustments to adapt to the specific needs of their students as assessments results are analyzed in the summer.



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



Lesson/ Content (Common Presentation Technique)

Direct Instruction

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

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

Freshman Boot camp

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

assessments developed by the OCHS English and administration team. This process lays the foundation for student knowledge of the structured and demanding programs offered at OCHS.

PROFESSIONAL DEVELOPMENT

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

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

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

Professional Growth Plan

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

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

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

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

grow and develop. This process is an opportunity for to formally connect with teachers, directors, and coaches.

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

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

Summer Sessions

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

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

Yearlong Planning

The fact is that time is of essence, for teachers and staff members, thus Amethod Public Schools has designed professional development program to maximize time. Thus, the organizations commitment to teacher professional development is further evidenced in the amount of time that is set aside throughout the year for teacher development. There are several days set aside during the calendar year that are solely focused on professional development. Within our curricular model, each Friday from 2 to 5pm is reserved for professional development as needed. The professional development session are primarily organized by the Site Directors through collaboration with staff and the organizational Instructional Leadership Team composed of senior Amethod Public School faculty.

Moreover, ongoing through the year, staff attends and facilitates 60 Minute Clinic Professional Development Series, a bi weekly program that reinforces the summer trainings, or new material that is relevant based on student need. Senior staff gathers best practice techniques in content areas and deliver a concise and visual 60 minute professional presentation to other staff members that include handouts, videos, posting on Google Docs, Q and A's, and/or surveys. Amethod Public Schools will assure that Oakland Charter High staff have the opportunity to participate in the 60 minute clinic series through an established Moodle account that will allow for real time video in case staff cannot attend the in person trainings.

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

Training	Purpose	Content	Length
Summer Training Sessions <i>(also a first step induction program for new staff)</i>	<p>All staff attends workshops before and soon after the Rookie Bootcamp and summer period; prior to the start of school to plan the school year.</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 years data, Trends will be noted and instruction plans and goals drafted from finding.</i></p>	(4-5 days) 3- 5 Hour Per training
Classroom Management	To provide procedures and ideas regarding; class rules, duties, proximity and other facets of individual student discipline along with a whole class management system that incorporates strategies for group behavior modification..	<i>OCHS Discipline Procedures which encompass: Procedures, Boundary Setting, Accountability Training (Whole class management) and The Back Up systems will be discussed.</i>	(2) 2 hour trainings.
Instructional Practice	For teachers, especially first year teachers, practices are required for survival let alone effectiveness. For example, the skill of pacing is essential for student engagement and also to keep up with the fast paced demands of the classroom.	<i>Instructional practice presentations are provided pre and post summer session. This training reviews topics such as lesson planning, instructional strategies and AMPS Policy. 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.	<i>The training addresses components for English success including sounds, orthography, vocabulary, reading and writing.</i>	Training with outside provider



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 with 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)
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)

Amethod Shared Networks (Google Docs/ Powerschool)

Amethod School staff, faculty, and administrators use a shared network for secure sharing of research, training summaries, and resources such as lesson plans with one another. The adoption of this feature enables multiple people in different locations to collaborate simultaneously on the same documents, spreadsheets, presentations, and drawings with other staff in real-time. It also prevents you from ever having to send an email attachment again. Google Docs also enables staff in different locations to collaborate. This feature will assist in the sharing of materials, resources, and trainings between staff from the Oakland and Oakland campuses.

PowerSchool, a product of Pearson School Systems is the student information system used by Amethod Public Schools. Powerschool is a student information system designed specifically for K-12 schools. It has several features including state reporting, scheduling, grade book, attendance, and parental access. Amethod school site families can access their child's grades and attendance, school announcements, assignments, schedules, class registration, and teacher comments. Teachers use PowerSchool to take attendance, enter grades, post



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

Lesson Planning

Lesson planning is a vital instructional technique and practice within Amethod school sites. Amethod Public Schools system focuses on instructional practices combined together to design and deliver well-crafted lessons that explicitly teach content, especially grade-level content, to all students.

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

The following Lesson Plan requirements are discussed with every teacher during our summer Teacher training and are also reviewed during a 60 minute Clinic workshop.

1. *The Hook*: How will you capture their attention?
2. *Reflection*: Here, the teacher lists the focus on covering topics identified as needing attention from Interim assessments.
3. *Learning Objective*: A statement describing what students will be able to do by the end of the lesson. It must match the Independent Practice and be *clearly* stated to the students.
4. *Key Vocabulary*: The introduction of new terminology is important to share with students prior to the lesson delivery.
5. *Introduction*: Presenting the lesson and its importance. A demonstration and explanation by the teacher with key points discussed.
6. *Concept Development*: Teaching students the concepts contained in the Learning Objective. New gained insight.
7. *Checking for Understanding*: Observing students and providing opportunities for quick and immediate assessments.
8. *Guided Practice*: Working problems with students at the same time, step-by-step, while checking that they execute each step correctly.
9. *Lesson Closure*: Having students work problems or answer questions to prove that they have learned the concepts and skills in the Learning Objective before they are given Independent Practice to do by themselves.
10. *Independent Practice*: Having students successfully practice exactly what they were just taught. *Lessons incorporate lesson delivery strategies, including ; Checking for Understanding: Continually verifying that students are learning while they are being taught*
11. *Explaining*: Teaching by telling, and re-telling. Do not wait for hands here.
12. *Modeling*: Teaching using think-aloud to reveal to students the strategic thinking required to solve a problem
13. *Demonstrating*: Teaching using physical objects to clarify the content and to support kinesthetic learning, especially useful for ELL, or modified instruction.



(See Lesson Plan Diagram in Attachment E in Appendix)

Reflections in Plans

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

Full Scope Lesson Plan

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

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

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

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

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

Closing the Gaps

Amethod Public Schools is committed to helping students who are struggling to reach grade level proficiency through the usage of a prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems.

The fact is that we expect many of our students to enter the school being less than proficient in math, science and English and as such, our sites implement a form of Response to Intervention (RTI) practice in providing high-quality instruction support, tutoring and progress monitoring to struggling learners. The Amethod Public Schools Response to Intervention approach integrates ongoing assessment and intervention within a multi-leveled support system to maximize time and effort.

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

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

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

The Amethod Public School middle school system includes tiered levels of intensity or three levels of prevention, which represent a continuum of supports. Programs such as before school, after school, noncore tutoring (small & individual) programs will be offered according to student needs.

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

Individual Learning Plan (ILP)

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

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

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

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

First Phase

Teachers attempt small modifications such as preferred seating, cloze notes, etc, before implementing the ILP in the general education classroom. Teachers assess student progress after 8 weeks of instruction with formative assessments (Data Director) and formative based

assessments (end of chapter quizzes, etc.) and establish a Data Point. Students who continue to struggle in the classroom through the initial instructional programs, receive additional support in the classroom. Adjustments that may be established after this initial phase include adjustments in duration, and frequency of direct instruction. Teachers may meet with smaller groups more often for longer periods of time and may adjust instructional strategies and materials as needed for modifications.

Second Phase

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

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

Third Phase

If the student fails to make progress in both Phase 1 and Phase 2 interventions after 2 interim cycles (16 weeks), they enter into a more comprehensive assessment process for further diagnostics and recommendations. A Student Study Team (SST) must be established by the Site Director to seek a team response to needed interventions. At this phase, a home visit may be implemented by the SST members as needed.

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

Intervention Overview

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

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 vacation intersession for students. Teachers and administrators will meet with families to discuss the program as needed.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING

Oakland Charter High School expects all students to reach high standards of success. For those students who excel academically, OCHS will offer a series of more advanced classes through such programs as Honors and Advanced Placement courses. OCHS will also, through our partnership with the Peralta Community College system, offer all students an opportunity to enroll in more advanced courses and electives. For example, students in the past have taken courses such as psychology, English 1 A and B, French, and Business Management. OCHS will continue to offer supplemental programs and opportunities for students through partnerships with colleges and other institutions (providing enrichment, gifted, or elective style academic programs). Amethod Public Schools has partnered with Johns Hopkins University Center for Talented Youth Program (CTY) for over a decade and has sent over seventy five high achieving students to attend and study at university campuses in a three week residential program.

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

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

PLAN FOR SPECIAL EDUCATION

OCHS recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with OUSD or applicable SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs. Oakland Charter High shall comply with all applicable State and Federal Laws in serving children with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA"). California law gives schools various options on how to deliver special education and related services either as (1) an arm of the charter-granting agency, (2) an independent local education agency, or (3) as a charter SELPA.

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

So long as the school operates as a public school of the authorizer, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code

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

Academy anticipates that a Memorandum of Understanding ("MOU") will be developed between the school and the authorizer, which shall delineate the respective responsibilities of the school and the authorizer with regard to the funding and delivery of special education and related services.

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

Amethod School sites schools will organize special education program and services to provide an *integrated service delivery* in each school. An integrated service delivery approach requires schools to align educational services for students with special education needs within existing structures (grade levels, groupings, looping, etc.) rather than through special and segregated programs. Specialized staff is organized by the needs of each learner rather than by clustering learners according to label. In this method, staff is not assigned to a "program" and placed in a separate classroom. Instead, special and general education teachers' work in collaborative arrangements designed to bring appropriate instructional supports to each child in the general school environment. Support is built on relevant differentiation and instruction through universal access of content-driven curriculum.

Amethod Public School students with special needs are placed in regular classrooms and then provided flexible instructional opportunities that include large group and small group instruction. We also will look to be able to provide one- to-one instruction for those students with more significant needs in interventions programs. As discussed earlier, all teachers are responsible for all learners. On-going support and professional development builds the capacity of all Amethod School teachers to reach a diverse range of students' learning needs. A system of general and special education teachers proactively supporting students are better able to put into place effective interventions prior to student failure.

With an integrated service model, all students learning takes place in heterogeneous environments. This means that students are, for the most part, not grouped by similar characteristics in the same way all the time. There are 'seats' in every classroom for every potential learner ensuring FAPE-Free Appropriate Public Education, for all eligible students.

All students have a system of supports readily available at the beginning of a student's difficulties to provide preventive academic and behavioral instruction within the general education environment. In this way, students-many of who are typically misrepresented and over- identified, receive appropriate integrated services, and it becomes unnecessary for Amethod Schools to refer and excessively determine eligible students who are often those

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

Search and Serve

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

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

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

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

Interim and Initial Placements of New Charter School Students

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

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having disabilities and show potential signs of needing of support or special education related services. The assessment process will include examining student screening information and making a decision about whether or not to conduct a formal educational assessment. The parent of any student suspected of needing or qualifying for special education services may also make a referral for evaluation. Any such referrals will be responded to in writing by the Special Education staff or Director within 15 days. Parents will be informed via the SELPA Special Education Resource Teacher or Site Director that special

education and related services are provided at no cost to them. Assessments will be done only upon receipt of written parent permission.

Assessment

Students will not be administered any tests without the written consent of a parent or guardian. Students will be tested in all areas that the IEP believes are related to his/her disability and multiple assessments will be administered in the student's primary language. The types of assessments that may be used for determining eligibility for specialized instruction and services will include: individual testing, observations, interviews, review of school records, medical opinions, reports and work samples, and parent input.

Assessment guidelines that will be followed by the school include:

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

The school is responsible for developing the Assessment Plan and providing the assessment. OCHS will work with the selected SELPA in order to carry out the assessment testing and IEP development. The Special Education Resource Specialist assigned to the school site will manage the entire testing process.

Individualized Education Program (IEP)

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

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

IEP Review

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



and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

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

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

Staffing

Although the identified OUSD will hold ultimate responsibility for providing Special Education services and staffing (so long as Oakland Charter High) operates as a school of the authorizer for purposes of special education), the school is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of.

If the school decides to join a SELPA outside of OUSD, it is the goal of Amethod Public Schools is to employ at least one full time teacher who in addition to having the proper credentials to teach a general education subject, will also possess Special Education Credential. This teacher, along with the Site Director of Oakland Charter High, will be the primary school representative tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at OCHS will also be involved in assuring that all IEPs and 504 plans are properly implemented.

Through the service of the secured SELPA provider and pending budgetary changes and availability as a result of becoming a member of a charter SELPA, Amethod Public Schools plans to use the service of a Special Education Manager/Coordinator that will have duties that will include:

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



- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education

In addition to the above special education staff, OCHS also seeks related services from the Authorizer for special education students enrolled in Oakland Charter High in the same manner as is provided to students in other Oakland Unified School District schools (so long as Oakland Charter High operates as a public school of the OUSD district for purposes of special education). Oakland Charter High also reserves the right to contract with service providers outside of the Oakland Unified School District when appropriate.

Reporting

OCHS, in collaboration with Oakland Unified School District (OUSD), will collect and maintain the following information on disabled students as required by IDEA:

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

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

Due Process and Procedural Safeguards

Parents must give consent for an initial evaluation and initial placement, be notified of any change in placement that may occur, and be invited, along with teachers, to conferences and meetings to develop individual education programs. Parents have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If this occurs, the SELPA and

the school shall address and respond to the complaint under its Uniform Complaint Procedures. Teachers and other persons who provide services to a student with disabilities shall be knowledgeable of the content of the student's IEP a copy of which shall be maintained at the school site. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Oakland Charter High will provide the parent with a written *Notice of Procedural Safeguards*, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. OCHS will utilize the Notice of Procedural Safeguards used by the OUSD or SELPA in which it is a member.

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

Dispute Resolution²

In the event that a parent/guardian files a request for a due process hearing or request for mediation, the OUSD District and Amethod Public Schools (OCHS) shall work together to defend the case, so long as the Charter School operates as a school of the authorizer for special education purposes. In the event that the OUSD determines that legal representation is needed, the Amethod Public Schools (OCHS) agrees that it shall be jointly represented by legal counsel of the Oakland Unified School District's choosing.

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

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

Complaint Procedures

Parents or guardians also have the right to file a complaint with Oakland Unified School District and/or California State Department of Education, and ultimately the Office of Civil Rights if they believe that the school has violated federal or state laws or regulations governing special education.

Section 504 of the Rehabilitation Act

The school recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school. A 504 team will be assembled by the Executive Director and shall include the parent/guardian,

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

the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

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

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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

The Site Director will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at



least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

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

Special Education Strategies for Instruction

Oakland Charter High will comply with the federal mandate of the "least restrictive environment", meaning that the school will make every attempt to educate special education students along with their non-disabled peers. OCHS will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through Oakland Charter High's extended day and year. Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Professional Development for OCHS Staff

The School Director, regular and special education teaching staff, as well as other appropriate organizational faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the District or SELPA.

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

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

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

PLAN FOR ENGLISH LEARNERS

The English Language Learner (ELL) student population continues to grow more rapidly than the student population as a whole, especially in California. Therefore it is that much more vital that schools address the needs of this growing demographic. As with other Amethod Public School sites; Oakland Charter High will hold high expectations for English Language Learners (ELL) population, and will assure that a demanding academic program if offered to all students regardless of any language or placement classification.



For all students, OCHS will administer the home language survey upon a student's initial enrollment. After reviewing student home language surveys, and registration packet, student will be given CELDT exam on specified dates. All students who indicate that their home language is other than English will take the CELDT test within thirty days of initial enrollment, if entering a California public school for the first time, or never having taken a CELDT test for another reason, and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. The mandatory California English Language Development Test (CELDT) will be administered as required by law.

The CELDT test is designed to evaluate each student's listening, reading, speaking and writing skills in English. The results from the test will be shared with the student's parents and teachers. English Learners will receive additional support programs such as tutoring help weekends, or before and after school programs. In order to promote students growth in reading, English learners will receive, phonemic awareness, decoding practice, vocabulary development, interactive/direct teaching, and word mini-lessons during tutoring and small group sessions either within the classroom setting in groups, or through before and/or after school programs.

OCHS (ELL) students will be prepared with the skills in English and mathematics to meet California State Standards, and work towards being reclassified as Fluent English Proficient speakers through the usage of strategies such as Specially-Designed Academic-Instruction in English (SDAIE). Through this approach, that seeks to teach both content and language in a cognitively demanding environment, lessons include both content goals and language goals for the students. OCHS will utilize confirmed state standards for measuring the progress of students. The school will not weaken or water down the core curriculum or expectations for these students and will treat them as any other student and will meet all requirements of federal and state law to provide equal access to the curriculum for English language learners.

English language learners will be enrolled in regular classes. The goal will be a high-quality instructional programs and with services for English learners through the usage of small grouping models to achieve the same challenging academic and standards as English-speaking students.

Reclassification Procedures

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

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

1. Assess English Language Proficiency

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

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



2. Compare Student's Performance in Basic Skills

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

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

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

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

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

4. Invite parents to Participate in the Reclassification Process

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

- *Provide notice to parents and guardians of their rights to participate in the reclassification process.*
- *Encourage parents/guardians to participate in the reclassification process and attend a face-to-face meeting.*
- *Conduct face-to-face meeting with interested parents.*
- *OCHS will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT will be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.*

5. Reclassify Student Fluent English Proficient

- *Place dated reclassification form signed by the English teacher in the student's file.*
- *Include all students reclassified after March in the R-30 Language Census of the following March.*
- *Reclassify students throughout the year as new data becomes available. (Repeat Steps 1-5)*
- *August, after CST data is published.*
- *January, after CELDT data is published.*

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

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

ELEMENT II: MEASURABLE PUPIL OUTCOMES

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

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

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

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

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

Expected Outcomes

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

Academic Achievers who.....:

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



Effective Communicators who...:

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

Critical Thinkers who...:

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

Life-long Learners who...:

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

Socially Responsible Citizens who...:

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

Measurable Pupil Outcome

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



SUBGROUPS	<p><i>The ELL subgroup at Oakland Charter High School will perform higher than the overall district's high school English language Learner (ELL) subgroup API.</i></p> <p><i>Low income student subgroup will achieve a higher API score in comparison to neighboring schools.</i></p>	<p><i>STAR results (ELL Subgroup)</i></p> <p><i>ASSESS To Know Standards Based Interim Assessments</i></p>
SCHOOL WIDE	<p><i>OCHS will maintain at least a 90% attendance rate throughout the academic school year.</i></p>	<p><i>Attendance Rate,</i></p> <p><i>Statistical Attendance Report</i></p> <p><i>PowerSchool</i></p>
SCHOOL WIDE	<p><i>80% of students who enter in 9th grade will meet or exceed the UC A-G requirements.</i></p>	<p><i>Concurrent Enrollment</i></p> <p><i>Grades</i></p> <p><i>Advisory</i></p>

Non-Academic Outcome Goals

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

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

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

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

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

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

- *Research techniques;*
- *Reading for a variety of reasons;*
- *Note-taking skills;*
- *Organization skills;*

- *Effective written and oral communication; and*
- *Critical thinking skills.*

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

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

ELEMENT III: OUTCOME MEASUREMENT

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

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

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

Student Assessments

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

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

Subject	Description
Placement Exams	<p>All incoming students are given placement exams in order to determine proficiency levels in math, writing, and reading. Comparable tests are given at the end of the year to measure progress.</p> <p>The CELDT exam is administered at the beginning of the year to determine English language proficiency for those whose first language is not English. CEDLT is administered annually until students are designated English fluent.</p>
Summative Assessments <i>(California Standardized Tests)</i>	<p>The California State Test examinations are given one time at the end of the school year to evaluate students' performance against the defined set of State Board of Education content standards and they are the least flexible of the assessments implemented at our schools. Amethod Public Schools view the state exams as a vital piece of information to summarize the schools overall goal. We</p>

	<p>focus our curriculum on the standards that will be evaluated on this exam. Each grade level has a pacing guide the sets out the blueprint for the specific grade levels to be prepared for the California State Tests.</p>
<p>School Wide Interim Assessments</p>	<p>These assessments fall between formative and summative assessments. All Amethod Public Schools will use the interim assessments to assess student mastery of standards, norm teaching practices across schools, and drive teacher reflection and improvement of practice. The program implemented at Amethod Public School sites is the Data Director Program through Riverside Publishing. The program also provides the Assess 2 Know state and national standards test bank that allows faculty to pick and choose questions in accordance to a selected focus.</p> <p>In our system, Interim assessments serve the following purposes:</p> <p>(1) evaluate students' knowledge and skills relative to a specific set of academic goals, within a 6- 8 week time frame,</p> <p>(2) are designed to inform decisions at both the classroom and beyond the classroom and school level.</p> <p>Unlike our formative assessments, the results of interim assessments will be aggregated and reported at a broader level throughout the sites. In essence, these assessments serve a variety of purposes, including interventions, re-teach periods, and predicting a student's ability to succeed on the large-scale CST summative assessment battery.</p>
<p>Formative Assessments (Traditional Classroom Assessments)</p>	<p>Used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning, and to improve student achievement of intended instructional outcomes. The assessment is embedded within the learning activity and linked directly to the current unit of instruction and curriculums.</p> <p>Formative assessments are used in providing corrective feedback (grades, progress reports, etc) or indicating areas of further instruction. Amethod School sites also use these averages for peer grade leveled comparisons Quizzes, essays, projects and exams are delivered regularly in classes.</p>

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

The school will continue to meet all statewide standards and conduct all required state mandated student assessments as required by the charter school legislation, Education Code § 47605(c)(1). (This includes STAR, API/AYP, CELDT, CAHSEE and any other requirement of NCLB and California Dept. of Education.) The school will meet the requirements for renewal if it meets the requirements of Section 47607(b) of the Education Code.



Analysis Cycles (Data Dives)

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

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

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

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

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

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

(See Analysis Cycle -Data Dive Overview in Attachment I in Appendix)

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

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

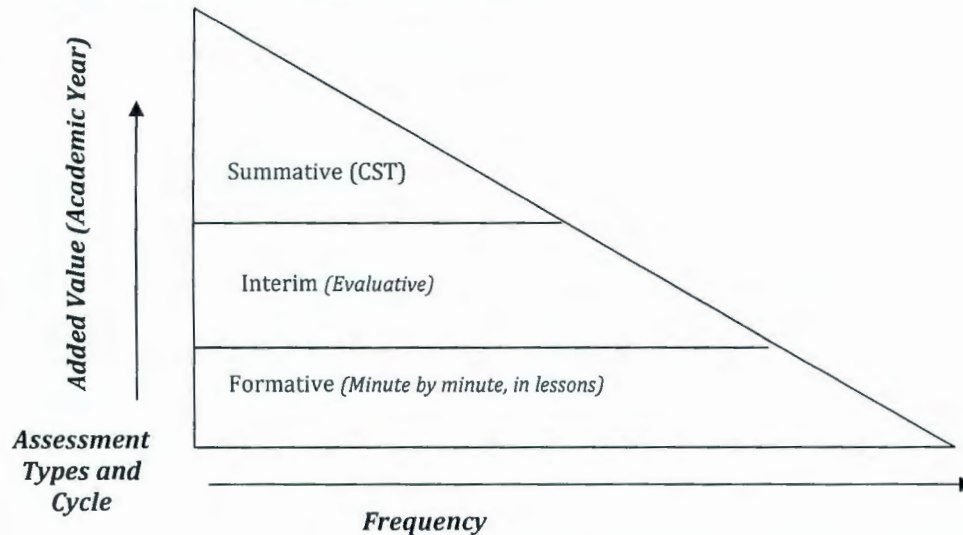
Aligned with a firm belief in student achievement, Amethod Public Schools will offer a rigorous assessment and data review program to measure and increase students' proficiency levels and ensure that each student is making progress toward concert mastery at the Oakland Charter High School site.

Amethod Public School Interim Assessments are scheduled and calendared at the start of every year. The tests consist of a mixture of multiple choice, and open ended questions. The assessment questions are shared with the teachers prior to the exam date. This is to inspire a

faculty shared objective approach to the assessments, and also to demonstrate by example to all staff that test cramming is unnecessary when the curriculum is appropriate.

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

Tiers of Amethod Schools Assessment Plan



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

(See Assessment Calendar as Attachment J in Appendix Section)

Reporting Data

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

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

Power School

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

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

Student-level data indicators

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

School-level accountability indicators

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

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

Continuous Student Achievement Improvement Template

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

	Measure	Analysis	Action Plans
Students	<ul style="list-style-type: none"> • State Tests • Classroom projects and grades • Attendance • Retention Rate • Disciplinary Actions 	<ul style="list-style-type: none"> • Compare with similar schools and to all California schools • Identify root causes of performance increases or decreases in each area 	<ul style="list-style-type: none"> • Create plan for improvement in low performing areas • Set targets for next academic year • Improvement required annually (after first three years of school)
Teachers	<ul style="list-style-type: none"> • Teacher Performance Evaluations • Student performance in individual classes 	<ul style="list-style-type: none"> • Identify strengths & opportunity areas for each teacher Compare previous scorecards 	<ul style="list-style-type: none"> • Create plan for improvement in low performing areas



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

Correlation with State Standards

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

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

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

ELEMENT IV: GOVERNANCE STRUCTURE

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

Legal Status- Nonprofit Public Benefit Corporation

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

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

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

Board of Directors

Oakland Charter High and Amethod Public Schools are governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. Members of the Amethod Public Schools Board of Directors are typically nominated by an existing board member. The board discusses additions to its membership based on the need to add additional functional expertise. In accordance with Education Code Section 47604(b), the Amethod Public Schools Board of Directors shall permit the OUSD to appoint one representative to participate on the Board of Directors of Amethod Public Schools.

Amethod Public Schools- Board of Directors

Ainye Long, Director of Parent engagement-Families That Can

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

Shawn Brown- Director-Mellon Bank of New York

Mr. Brown is an executive skilled in Banking, Trading Operations and Data Processing Systems with a strong background in Private Banking, Marketing, Planning, Budgeting and P & L Management with a demonstrated record of developing and implementing solutions to

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

Rosanna Munoz- City of Oakland- Business Division

Ms. Munoz is a Revenue Assistant and Investigator with the City of Oakland where part of her duties include verifying business financial records for proper payment of business taxes and other fees (e.g. examining business tax returns for accuracy and completeness); and investigate potential unlicensed and delinquent business tax accounts using different computer programs and government websites and field visits. Previously Ms. Munoz worked for former Mayor, Ron Dellums, where she worked directly with the Secretary of Constituent services and assisted in the organization of Mayor Dellums' yearly Job Fair Program and the Christmas Toy Drive campaign for homeless and needy children in the City of Oakland. Ms. Munoz is a lifelong resident of the City of Oakland and attended Oakland Unified School District public schools. Ms. Munoz holds a BA from CSU East Bay in Criminal Justice, and an MA in Public Administration from CSU East Bay.

Khalif Muhammad- VIP Protective Security Firm

Mr. Muhammad is the Chief Operating Officer for VIP Protective Services based in Richmond, CA. The firm provides security consulting services from security patrol/guard services and to private investigative services for small, mid-size and large companies in the greater Bay Area. Services provided include business relationship advanced screening, Competitive Intelligence, Complete Background Reports, Counter Surveillance, Insurance Claims, Workers' Compensation, Risk Assessment, and armed Security Consulting. Mr. Muhammad has implemented the training of armed guards for specific tasks and personal bodyguard services authorized by the state of California. Mr. Muhammad attended the University of Alaska at Anchorage where he studied journalism and multi media. Previous to his current position, Mr. Muhammad served as the Chief Operating Officer for the Solano Trade Exchange Company that focused on international trade partnerships and barter opportunities specifically with North American countries and exchange partners.

Steve Moyer-Senior Partner Moyer Realty Company

Steve has direct experience in the marketing, sale, leasing, acquisition and management of retail, office, industrial, and apartment, mixed-use, educational and institutional real estate including career sales of more than \$260 million. Commercial property purchasing and negotiations is his firms' expertise. Effectively managed groups of investors to acquire, rehabilitate and sell or manage 24 separate investment properties beginning in 1984. Familiarity with all aspects of real estate transactions and all forms of real estate contracts, disclosures, letters of intent, lease proposals and formal lease documentation. Steve represented has also represented various charter schools in the bay area to locate and negotiate space for their prospective educational programs. Mr. Moyer published an on-going series of internationally recognized columns pertaining to asset preservation and the real estate looming bubble in 2005. Columns now featured on prominent financial websites

throughout the United States including www.Safehaven.com, www.PrudentBear.com, and www.marketoracle.co.uk. Loyal and growing readership and following. Produced an acclaimed limited-edition "Cornerstones of a Dynasty" portrait lithograph in partnership with Joe Montana, Jerry Rice and Ronnie Lott and sports portrait artist Julia Estigoy in 2002-2003. Lithograph featured in the San Francisco Chronicle on November 2, 2002. Executive-produced catered, live jazz event at the San Francisco Marriott on December 3, 2002 for lithograph buyers featuring personal appearances by the three players as well as San Francisco Mayor Willie Brown, and including an NFL Films feature presentation. Mr. Moyer is a graduate of the University of the Pacific with a degree in Economics.

David Bañuelos, Outreach Coordinator/Counselor Heald College

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

Amethod Public Schools Management

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

Jorge Lopez- Executive Director

Mr. Lopez is the founder of Amethod Public Schools. Mr. Lopez has over ten year's experience of working with school reform organizations, charter schools, and at risk youth. Mr. Lopez is a former member of the California State Board of Education (SBE), appointed by Governor Arnold Schwarzenegger and served as the SBE liaison to the Advisory Committee on Charter Schools (ACCS) for the State Board of Education until 2010. Mr. Lopez oversaw the growth of Oakland Charter Academy from a flailing single middle school campus and transformed it into nationally renowned, multi site 6- 12th grade system whose schools rank among the highest in the state of California. Previous to working at Amethod Public Schools, Mr. Lopez has worked for the Federal Migrant Education Program Region 2 in Butte County, and Region 23 in San Joaquin County as a Program Director. Mr. Lopez holds a BA and Masters degree in Education from Sacramento State University and has attended Northwest California School of Law.

Perla Corea- Operations Manager

Ms. Corea is the Operations Manager for Amethod Public Schools. In her position, she is responsible for planning, coordinating, and supervising the day-to-day business operations of

a school office, and serves as administrative aide for the Human Resource functions of the overall organization. The position works very closely with Edtec who provides the back office accounting for Amethod Public Schools. Prior to serving as the Operations Manager, Ms. Corea worked for Oakland Charter High School as the Registrar in charge of the daily attendance, and for working with the University of California, Doorways Office processing the course approvals for the high school. For over six years, Ms. Corea has worked as an assistant in private tax firm where she organized and pre screened federal and state tax returns. Ms. Corea has BS in Computer Information Systems from DeVry University.

Edtec- Back Office Accounting/ Business Operations

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

Board Authority

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

Board Meetings

The entire Amethod Public Schools Board of Directors meets on a quarterly basis. All board meetings are open to the public. Meeting notices and agendas will be made available and posted to the public prior to board meetings (both online posting as well as physical posting for public viewing). For all regular meetings, an agenda will be posted 72 hours in advance on the main entrance of its corporate offices at 345 12th Street Oakland, CA 94604 and at each school site. An agenda will also be posted on the website.

Public Operating Principles

OCHS will comply with all laws applicable to charter schools. All other meetings such as committee, advisory, special, ad-hoc, or emergency meetings will be established as the needed. The locations of the meetings will be within the boundaries of the state of California and will be posted in adherence to the Brown Act open meeting laws accordingly.

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

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

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

Governance Training

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

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

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

Family Participation

As required by Education Code § 47605, the school will use a range of methods to consult with and receive parental/family input. These methods are in use for existing Amethod Public School parents and include focus groups, surveys, parent/teacher conferences, orientation meetings, town halls, events, and phone / internet communication.

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



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

Complaint Procedures

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

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

UNIFORM COMPLAINT PROCEDURES (UCP) OVERVIEW

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

The school shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group as identified under Government Code 11135: including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any school program or activity that receives or benefits from state financial assistance, (5 CCR 4610).



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

(See the Organizational By Laws & Articles of Incorporation as Attachments K and L in Appendix Section).

ELEMENT V: EMPLOYEE QUALIFICATIONS

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

Process for Staff Selection

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

Leader Selection

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

The Site Director will be a member of the interviewing and selection committee for other school staff.

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

- Promote collaborative problem solving and open communication between teachers, students, and families.

Anti-discrimination Statement

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

Faculty

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

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

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

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

ELEMENT VI: HEALTH AND SAFETY OF PUPILS

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

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

Procedures for Background Checks

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

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

- Policies and procedures for responses to disasters and emergencies including fire and earthquakes;
- Policies relating to blood-borne pathogens;
- A policy requiring that instructional and administrative staff to receive training in emergency response, including first aid, first responder training or its equivalent;
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by CAL OSHA, the California Health and Safety Code, and EPA;
- Policies relating to the administration of prescription drugs and other medicines
- A policy establishing OCHS as a drug, alcohol and tobacco free workplace. The policy will adhere to Title IV of the Safe and Drug- Free Schools and Communities Act to ensure that the campus is kept safe and are tobacco, drug, and alcohol.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws.

Comprehensive Sexual Harassment Policies and Procedures

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

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

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections



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

Blood borne Pathogens

The School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The school shall implement a board approved written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV") at OCHS. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

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

Medication in School

The Amethod Schools has adopted a policy regarding the administration of prescription drugs and other medicines at school that adheres to Education Code Section 49423 regarding administration of medication in school. The policy is detailed in the Parent-Student handbook attached as an Appendix to this charter petition.

Facility Safety

The facility to be utilized by OCHS, located at 345 12th Street in Downtown Oakland, is in compliance with applicable State and local Building Codes in accordance with Education Code 47610. The School shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills as required under Education Code Section 32001.

All Amethod Schools are required to have active safety plans on file as required by California Ed Code and staff will be trained annually on the safety procedures outlined in the plan.

Nursing

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

Vision/Hearing/Scoliosis

OCHS shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the school.

Emergency Handbook (Policies)

The school will adopt and implement a comprehensive set of health, safety and risk management policies in case of emergencies or natural disasters. The handbook is used to inform staff, parents, and community as a whole to our procedures of such cases will be and is posted on our website. The following health and safety policies were developed in consultation with the school's governance board, legal counsel, and insurance providers and facility:

- First Aid and CPR certificates for key staff members.
- A requirement that all enrolling students and staff provide immunization records to the extent required for enrollment in non-charter public schools.
- Policies and procedures for response to natural disasters and emergencies, such as fires and earthquakes.
- Policies for the prevention of contact with blood-borne pathogens.
- A policy requiring that instructional and administrative staff receive training in emergency response, including "first responder" and CPR training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- Evidence that the school is housed in a facility that is approved by the state or local fire marshals.

Emergency Preparedness

Policies and procedures are maintained for issues such as fires, earthquakes, compliance with health and safety laws and other emergency responses. Such procedures are tailored for each school site and maintained on site. Employees will be trained annually on the policies and procedures in the emergency plan.

(See Emergency Guidebook as Attachment M in Appendix Section)

The Family Educational Rights and Privacy Act (FERPA)

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

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

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



ELEMENT VII: RACIAL AND ETHNIC BALANCE

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

OCHS shall strive to achieve a student population from the neighboring understands and values the schools mission and vision statements and is committed to the instructional and operational philosophy. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School.

As previously noted, students will be considered for admission without regard to ethnicity, national origin, gender, disability, sexual orientation, race, gender identity or achievement level. Recruitment strategy will be carried out throughout various communities to provide families with the opportunity to participate in the school. Oakland Charter will work with various community organizations, churches, stores, merchant associations, bay area charter schools, and public schools within the Oakland Unified School District boundaries to recruit a student population that reflects the community.

The application process is comprised of the following:

- Completion of a student interest form, which includes basic student and family identification information for the purposes of entry into public random drawing
- Upon selection for admission pursuant to public random drawing, the registration process will include the following:
 - *Student enrollment form which contains student name, address, and other identifying and demographic information*
 - *Proof of Immunization*
 - *Home Language Survey*
 - *Completion of Emergency Medical Information Form*
 - *Proof of minimum age requirements, e.g. birth certificate*

Recruiting and Marketing

The school acknowledges that recruitment of students is the responsibility of the charter school. In compliance with federal law, the recruitment efforts of the school to target all populations within the area, regardless of race, disability, ethnicity, or gender. The school will explore as many avenues of outreach as possible to guarantee a broad spectrum of exposure during its recruitment process.

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

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

- Attending elementary school, and middle school option fairs;
- Meeting with local Athletic Teams and leagues;
- Hosting open houses at the school and partnering campuses;



- Press releases and other communications with local news media;
- Posting of notices or banners in libraries and other public buildings and spaces, as well as with local businesses and religious institutions.
- Working with community organizations to reach families in the local area;
- Word of mouth among parents in the community; and
- Speaking or distributing flyers at local churches, recreation centers, and groups working with families

Outreach efforts and materials will be provided in Spanish, Vietnamese, and Mandarin languages as needed. General information sheets, and other key documents, including the school vision and mission statement will be provided in the multiple languages as well. The goal is to have the open slots filled by enrolled students by March. Summer school session will be set in coordination with charter petition timelines, and local school schedules. Oakland Charter High will also host at minimum, one (1) community event to promote the opening of the school and to disperse applications and school informational.

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

ELEMENT VIII: STUDENT ADMISSION REQUIREMENTS

Governing Law - Admission Requirements, if applicable
—California Education Code Section 47605(b) (5) (H)

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

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

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

Enrollment Process

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

Enrollment/ Registration to the school require:

1. Completed 1-page application questionnaire.
2. School data card (family or guardian contact information).
3. Copy of student immunization records.
4. Signed copy of OCHS student contract and agreement to participate and abide by school guidelines.
5. Attendance to Family Orientation Meeting.
6. Completed Enrollment/Registration forms and documents.

As per California Education Code, Oakland Charter High School will determine enrollment based on a random public lottery should the number of pupils who wish to attend the Charter School exceed capacity. The selected date for the lottery will be given to the OUSD Office of Charter Schools by October 1 every year. At the lottery, a presentation will be made in English, Spanish and Mandarin to all interested parties about the lottery process and rules. Written information may also be given to each interested party. Each family showing interest will be sent and asked to complete a short application form. Should we receive more than 70 applications (*the grade capacity in the school model*) before the deadline; a random lottery will be held.

Lottery Procedures

- *Each applicant's name will be assigned a number.*
- *Each number will be put on a card.*
- *Each card will be equal in size and shape.*
- *The card will then be put into a container or lottery device that will randomly mix all cards.*
- *A random drawing will occur, and the first 70 numbers chosen are accepted to the school.*
- *Once the student list has been set, a waiting list will be developed for those students still wishing to enroll should space become available.*

Waitlist ranking

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

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

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

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

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

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

ELEMENT IX: ANNUAL AUDIT

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

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

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

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

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

ELEMENT X: STUDENT DISCIPLINE

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

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

Structure and discipline will be an integrated part of the OCHS curriculum. If a student is disrespectful (talking back to an adult, cursing, refusing to follow a directive, etc.) or disrupting the classroom environment, a meeting will be scheduled with the OCHS administration and/or teacher to address the issue. The consequence will be one or all of the following: not allowed to participate in non-academic activities, school community service, Saturday schools, Friday schools, on-campus suspension, or detentions. A second incident involving the same type of behavior will result in a meeting after school that includes the student, a family member, a teacher, and an administrator.

Progression of Disciplinary Procedures

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

Detentions

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

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

Other sample infractions:

1. Failure to return detention slip signed by parent;
2. Dress code violation;
3. Homework infractions;
4. Boisterous conduct in buildings;



5. Any type of behavior that is disrespectful or subversive in nature to the administration, faculty or staff.

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

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

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

SUSPENSION/EXPULSION PROCEDURES

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

Suspension

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

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

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

- Theft, destruction or defacement of school or personal property during school hours or during school sponsored events, *(Parents will be held financially responsible in accordance with the education code)*
- Defiance, disrespect or abuse of school authority
- Harassment
- Hazing
- Fighting
- Cheating
- Profanity or vulgarity in word or gesture
- Smoking or possessing tobacco products on campus or at school sponsored events
- Being under the influence of or possessing alcohol or any controlled substance at school or any school sponsored event



- Writing on, tagging, or defacing school property
- Any infraction not listed but considered sufficiently serious by the Site Director

No student will be suspended from school in excess of ten (10) days without a more formalized procedure of an expulsion hearing.

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

Expulsion

Amethod Public Schools views expulsion as a drastic step and one that may affect a child's future. Every effort will be made to develop an educational program that encourages mutual respect among students, staff, and community. The procedures for expulsion will include appropriate due process, will be specific and clear and will be compliant with federal laws governing discipline of special needs students. Possession of weapons such as knives, or firearms will result in expulsion (E.C. 48915 (c) (1)):

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

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

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

- Possessing, selling, or otherwise furnishing a firearm. Possession must be verified by a school employee, *(Mandatory recommendation for expulsion)*
- Brandishing a knife at another person, (E.C. 48915 (c) (2)), *(Mandatory recommendation for expulsion)*
- Possession of an explosive (as defined in section 921 of Title 18 of the U.S. Code) (E.C. 48915 (c) (5)), *(Mandatory recommendation for expulsion)*
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of section 48900 (Section 48900[n])
- Unlawfully selling a controlled substance including providing or selling narcotics of any kind (immediate expulsion) (E.C. 48915 (c) (3))
- Inflicting or causing bodily harm to any person on campus
- Assault or battery, or any threat of force or violence directed toward anyone
- Fighting
- Theft of, tampering with, or unauthorized handling of a teacher's grade book, textbook, handbook, keys, property, briefcase, or other personal items
- Tampering with fire alarms or extinguishers
- Any infraction considered sufficiently serious by the Site Coordinator/Director (multiple suspensions, consistent defiance, etc.)
- Severe destruction of school property.

In accordance with Education Code 48900 (r) A student may be suspended or expelled for an act relating to a school activity or school attendance occurring within a school under the



jurisdiction of the school's administration or occurring within any other school district and that act occurs at any time, including, but not limited to:

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

Due Process

In accordance with Education Code 48918, students and parents have the right to appeal an expulsion during a hearing, held in closed session, at a regular Board of Governance meeting. The expulsion hearing will be held within thirty (30) days after the school administration determines that the student has committed an expellable offense. Written notice of an expulsion hearing will be sent to the student and parents at least ten (10) calendar days prior to the hearing via first class mail. An expulsion process will provide parents to present and dispute a decision to the Board of Directors.

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

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

Special Education Status and Discipline

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

ELEMENT XI: RETIREMENT SYSTEM

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

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

Oakland Charter High School teachers and staff will be covered by the federal Social Security as appropriate. Additionally, Amethod Public Schools is currently researching the likelihood of



joining the State Teachers' Retirement System, (STRS) and the Public Employees' Retirement System, (PERS).

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

ELEMENT XII: STUDENT ATTENDANCE

Governing Law: *The public school attendance for pupils residing within the school district who choose not to attend charter schools*
CA Education Code 47605 (b) (5) (L)

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

Prior to enrollment, parents and prospective students will attend a Family Orientation and will be briefed regarding the charter school's mission, procedures, expectations, and philosophy. There, families will be asked to commit to working with and supporting the school's policies and expectations. The parent or guardian of each student enrolled in the charter school shall be informed that the student has no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrolling in the charter school, except to the extent that such a right is extended by the local educational agency. Parents must be notified of the acceptability of credit for transferring into or out of the school.

Students who choose not to attend our schools or who leave the school have the option to attend OUSD public schools in accordance with District enrollment and transfer policies. The school will transfer student records to and from appropriate schools as necessary.

ELEMENT XIII: RETURN RIGHTS OF EMPLOYEES

Governing Law - *Description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school-*
CA Education Code 47605 (b) (5) (M) A.

The school has the right to hire and not rehire staff without regard to seniority. All staff will work under policies formulated by the Governance Board. All Amethod Public School employees are At Will employees.

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

Return rights of employees of the Amethod Public School system who previously were employees of the OUSD may return to the District pursuant to the District's leave, transfer, and assignment policies. Thus, there is no guarantee of return by virtue of this charter, and

the issue of return rights is a matter of negotiation between the OUSD and the employee, as keeping with the District's policies.

Employment at the Charter School is voluntary.

Anti-Discrimination Statement

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

ELEMENT XIV: DISPUTE RESOLUTION

Governing Law - *The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter*

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

The goal of this dispute resolution process is to:

- (1) Resolve disputes within the school in accordance with the school's adopted policies,
- (2) To minimize the oversight burden on OUSD,
- (3) To ensure a fair and timely resolution to disputes and
- (4) To frame a charter oversight and renewal process and timeline in order to reach mutual agreement between the entities regarding these matters.

Public Comment

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

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

Disputes Arising From Within the School

Disputes arising from within the school, including all disputes within and among students, staff, parents, volunteers, advisors, partner organizations and governing board members of the school shall be resolved by policies and processes developed by the school. These processes will be made public through the school's normal communication processes and will begin with complaints being presented to the Executive Director and/or subsequently to the Amethod Board President or Secretary. All complaints must be signed and dated.

By adhering to the charter school mega waiver legislation, the sponsoring district will not intervene in internal disputes without the consent of the Amethod Governance Board, and OUSD shall refer any complaints or reports regarding such disputes to the governing board or Executive Director for resolution. OUSD agrees not to become involved in disputes unless evidence has been presented that some violation of this charter or related laws or agreements exists, or unless the governing board requests that OUSD intervene. In such cases, OUSD will provide written notification of such matters to the Executive Director and Amethod Public Schools Governance Board President.



Disputes between the School and the Charter-Granting Agency

In the event that the school or granting agency have disputes regarding the charter or other issues related to the relationship between the entities, both parties agree to follow the process.

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

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

The intent of the OCHS resolution process is to:

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

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

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

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

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

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

ELEMENT XV: EMPLOYMENT REPRESENTATION

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

OCHS shall be deemed the exclusive and independent public school employer of the employee of the school for the purposes of the Education Employment Relations Act (EERA) and with respect to collective bargaining. As such, the school will comply with all provisions of the Education Employment Relations Act (EERA) and will act independently from the Oakland Unified School District for any collective bargaining purposes.

The school will be the exclusive public employer of all employees of the charter school for collective bargaining purposes. The school will comply with all provisions of the EERA, and will act independently from OUSD for bargaining purposes. In accordance with EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. If the charter school employees elect to be represented by an organization for collective bargaining purposes, all employees will be individually contracted. The individual contracts will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, standards for performance evaluation, and bonuses.

ELEMENT XVI: PROCEDURES FOR SCHOOL CLOSURE

Governing Law: *A description of the procedures to be used if the charter school closes—*
California Education Code Section 47605(b) (5) (p)

The decision to close the school shall be documented by an official action of the Oakland Unified School District Board as well as the Amethod Public Schools Board of Directors. This action will identify the reason for the school's closure; whether the charter was revoked, not renewed, or closed voluntarily; and the effective date of closure.

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

shall be notified of the transfer of records. The remaining assets of the school, after satisfaction of outstanding debts, will be transferred to another charter school within OUSD or in accordance with the Articles of Incorporation and By-laws of the Amethod Public Schools organization.

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

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

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

ELEMENT XVII: FINANCIAL PLANNING AND REPORTING

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

—California Education Code Section 47605(g)

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

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

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

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

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



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

Fiscal Support

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

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

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

The school will maintain appropriate records pursuant to legislation and organizational policies. In accordance with the timelines required by Education Code § 47604.33, a copy of the proposed fiscal year budget for OCHS, financial reports, and unaudited actuals will be forwarded to OUSD. The school will be operated in accordance with generally accepted accounting principles ("GAAP"). A business operations manual has been developed/adopted and will be utilized for the schools day-to-day business functions.

Oakland Charter High School Budget Narrative

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

It is important to note that up until 2011-12, the school has been operating subscale in a large facility, which has put pressure on the finances of OCHS. However, the school is now at full capacity and sharing its facility with Oakland Charter Academy Middle School, which is now paying a pro-rata share of the costs for the downtown facility. The school is now at a scale that is sustainable in the long term. Moreover, parent organization, Amethod Schools, is in a strong financial position with a fund balance of over \$1M, so it has been able to help finance the school as it grows to scale.

Demographics

OCHS exceeded its initial target population of 150 students. Currently, OCHS has 160 enrolled students and may be seeking to expand up to 180 student enrollment in the future.

The Free and Reduced lunch percentage is based on historical averages at OCHS.

The attendance rate is assumed to be 95%, which is more conservative than historical trends.

Revenues

General Block Grant revenue projections for the first year (2012-13) were based on the conservative School Services of California (SSC) estimates for 2011-12 revenue for charter schools, released on September 12, 2011. Those rates were grown by half the COLA assumptions provided by SSC (1.6% rather than 3.2%). Those rates were grown conservatively over two additional years (2.8% in 2013 and 3.0% in 2014) per SSC estimates. The state aid/in lieu revenue split is based on the most recent P2 in OUSD. Categorical funding was included at the 2011-12 rate grown by a COLA provided by SSC. Given its projected free or reduced lunch population, the school is planning to continue receiving Title I funding.

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

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

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

Expenses

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

Staffing and benefits

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

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

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

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

Books and Supplies

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

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

The school is not budgeting to operate a lunch program.

Services and Operating

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

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

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

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

OCHS will use Powerschool to manage student attendance.

Capital Outlay

The school has no planned capital outlay.

Cash Flow

The cash forecast assumes that the currently proposed deferrals for February - June are still in place in 2012-13. This is a *very conservative* assumption given that the Governor has already signaled an interest in rolling back some of the multiple deferrals.

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

Contingencies and Reserves:

Given its size, the school is maintaining a 5% budget reserve in addition to a \$15,000 contingency in the event of closure.

Budgets and Cash Flow

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

- California Education Code § 47605(g)

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

Sources of Funds

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

Uses of Funds

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

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

(See OCHS budget as Attachment N in Appendix Section).

INSURANCE REQUIREMENTS

Throughout the life of this contract, the school shall pay for and maintain in full force and effect with an insurance company(s) admitted by the California Insurance Commissioner to



do business in the State of California and rated not less than "A-/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 may have an impact on the OUSD enrollment considering that it will provide families a choice to attend the charter school over a district school site. The specific terms of the school's use of the identified facilities will be governed by the terms of the school's governance board and any related agreements and leases.

Administrative Services

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

In accordance with Education Code 47613, the chartering agency may charge for the actual costs of oversight of the charter school not to exceed one percent of the revenue of the charter school. For purposes of this charter, "revenue of the charter school" means the general purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Section 47632. Subject to availability, the school may request OUSD services on a pay-for-service basis.



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

In conjunction with Edtec, the organization's back office accounting services providers, the Executive Director and Operations Manager will prepare financial statements such as a balance sheet, income statement, profit and loss sheets, and statement of cash flow for regular administration and board review. Financial statements will be accessible to the independent auditor, school officers, OUSD, and any Governance Board members who want to assess the school's financial condition. In addition, the school will submit an annual audited financial statement to the appropriate authorities.

Transportation

The school will not provide transportation of students to and from school. It will be the responsibility of the students' families to provide transportation to school, except when transportation is required by a student's IEP.

SECTION XIX: CONCLUSION

By approving this charter renewal for a second 5-year term, Oakland Unified School District will be fulfilling the intent of the Charter Schools Act to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low performing; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of viable school models for residents and families of Oakland.

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



STUDENTS REMEMBER...

THE ROAD

RESPONSIBILITY.....YOURS FOR YOURSELF

ORGANIZATIONBE READY FOR YOUR TIME

ACADEMICS.....DEVELOP YOUR MIND

DESIRE.....YOU HAVE TO WANT & MAKE IT HAPPEN

To Your Future Awaits!



Amethod Public Schools

Honor Hard Work



Amethod Public Schools

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?

<table border="1"> <tr> <td data-bbox="92 695 315 1065">Instructional Standards</td> <td data-bbox="315 695 798 1065"> <ol style="list-style-type: none"> 1. Planning & Preparation 2. Classroom Environment 3. Instruction 4. Teachers as Professionals 5. Mindset & Challenge </td> </tr> </table>	Instructional Standards	<ol style="list-style-type: none"> 1. Planning & Preparation 2. Classroom Environment 3. Instruction 4. Teachers as Professionals 5. Mindset & Challenge 	<p>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 <i>Strands</i> 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.</p>
Instructional Standards	<ol style="list-style-type: none"> 1. Planning & Preparation 2. Classroom Environment 3. Instruction 4. Teachers as Professionals 5. Mindset & Challenge 		

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



Accrediting Commission for Schools

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Burlingame, California 94010
(650) 696-1060 • Fax (650) 696-1867
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MARILYN S. GEORGE, Ed.D.
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LEE DUNCAN, Ed.D.
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KATHY RALSTON
California Association of Private
School Organizations

LINDA RESER
Hawaii Association of Independent Schools

LORRAINE RICHARDS
California Teachers Association

RICHARD SEXTON
Western Catholic Educational Association

NANCY SODERBERG
Hawaii Government Employees'
Association

VALENE STALEY
Association of California School
Administrators

CARL TAKAMURA
Public Member, Hawaii

ROSALINE TURNBULL
California Congress of Parents and
Teachers, Inc. (PTA)

WILLIAM WALNER
Association of Christian
Schools International

WILLIAM WONG
Association of California
School Administrators

May 16, 2011

Mr. Sam Tsitrin
Principal
Oakland Charter High School
345-12th Street
Oakland, CA 94604

Dear Mr. Tsitrin:

At the May 2011 Commission meeting, the Accrediting Commission for Schools of the Western Association of Schools and Colleges approved for Oakland Charter High School the substantive change of the addition of grade 12 to the program. The decision of the Commission was to reaffirm the school's accreditation status through June 30, 2013.

Sincerely,

David E. Brown, Ph.D.
Executive Director

cl

Enclosure

cc: Mrs. Susan Haun, Chairperson

ATTACHMENT C



OAKLAND CHARTER HIGH SCHOOL COURSE OF STUDY CHECKLIST

# required credits	Classes A-G	Course Titles	Credits Earned	Year	Completed (✓)
30	<u>English</u> <u>Area B</u>	H. English Core 1 / 2			
		H. English Core 3 / 4			
		H. American Literature/ English 11			
		English 12			
		English 1A / 1B			
		Literature			
		Other			
30	<u>Mathematics</u> <u>Area C</u>	Algebra 1			
		H. Geometry			
		H. Algebra 2			
		H. Trigonometry/Precalculus			
		(AP) Calculus			
20	<u>Laboratory Science</u> <u>Area D</u>	Statistics			
		Physics (Honors or Conceptual)			
		H. Biology			
		H. Chemistry			
30	<u>History/ Social Studies</u> <u>Area A</u>	Other			
		Modern World History			
		(AP) US History			
		(AP) US Government			
		Cultural Anthropology			
20	<u>Foreign Language</u> <u>Area E</u>	Economics			
		Mandarin 1			
		Mandarin 2			
		Elementary Chinese 1 / 2			
20	<u>PE/Health</u>	Other			
		PE 9th			
		PE 10th			
10	<u>Visual / Performing Arts</u> <u>Area F</u>	Health			
		Art History (or Art 15)			
		Music Appreciation (or Music 11)			
70	<u>Electives</u> <u>Area G</u> Any of the above courses in Areas A-F not used for a subject requirement can be credited as electives	Other			
		Earth Science			
		Physical Geography			
		Communications			
		Advisory			
230	<u>TOTAL</u>				



OCHS Graduation Requirements

OCHS graduation requirements are modeled closely after the University of California's A-G requirements for admission. Therefore, all students graduating from OCHS will have completed their A-G required course load, if they had been enrolled at OCHS from 9th to 12th grade. High school credit courses earn a student 5.0 credits per semester, when passed with a grade of C- or better. Concurrent Enrollment courses or other college electives earn a student 10.0 credits when passed with a grade of C- or better.

OCHS graduates will have to earn a minimum of 230.0 credits to earn a high school diploma and meet the following requirements:

1. **English Language Arts** - 30 Credits from courses such as Core English 1 & 2, Core English 3 & 4, English 11 and English 12 or English 1A
2. **Mathematics** - 30 Credits from courses such as Algebra 1, Geometry, Algebra 2, Trigonometry, Pre-calculus, Calculus and Statistics. Algebra 1 credit could be transferred from C or better on 7th or 8th grade middle school transcript. Typically a passing score in Algebra 2 also validates the Algebra 1 requirement.
3. **History/ Social Science** – 20 Credits from courses such as World History, US History, US Government and Economics.
4. **Laboratory Science** – 20 Credits from courses such as Biology, Physics and Chemistry
5. **Visual and Performing Arts** - 10 Credits from courses such as Music, and Art History. OCHS VPA courses are met through concurrent enrollment in a UC/CSU transferrable college courses.
6. **Foreign Language** requirement could be met by one of the following:
 - a. 20 Credits in courses such as Mandarin 1 and Mandarin 2 (recommended)
 - b. An accredited UC-transferable college course such as SPANISH 1A that is listed as being equivalent to 2 years of high school foreign language. (As per UC allowance)
 - c. In accordance with University of California guidelines for bilingual students, the requirement could also be satisfied by a sufficient score on the SAT Subject test. The following scores satisfy the entire requirement:
 - i. Chinese With Listening: 520
 - ii. French/French With Listening: 540
 - iii. German/German With Listening: 510
 - iv. Modern Hebrew: 470
 - v. Italian: 520
 - vi. Japanese With Listening: 510
 - vii. Korean With Listeninig: 500
 - viii. Latin: 530
 - ix. Spanish/Spanish With Listening: 520
 - d. In cases where the options above are not available, certification by the high school principal, based on the judgment of language teachers, advice of professional or cultural organizations with an interest in maintaining language proficiency or other appropriate source of expertise.



7. PE/ Health – 20 Credits or exemption in accordance with CA State requirement:

The governing board of a school district or the office of the county superintendent of a county may grant permanent exemption from courses in physical education if the pupil complies with any one of the following:

- (1) Is sixteen years of age or older and has been enrolled in the 10th grade for one academic year or longer.
- (2) Is enrolled as a postgraduate pupil.
- (3) Is enrolled in a juvenile home, ranch, camp, or forestry camp school where pupils are scheduled for recreation and exercise pursuant to the requirements of Section 4346 of Title 15 of the *California Code of Regulations*.” (EC Section 51241 [c][1][2][3])

In the case of exemption, the exemption certificate will be placed in the student’s cumulative file.

8. College Preparatory Elective – 10 Credits minimum from any of the above courses in Areas A-F not used for a subject requirement can be credited as electives. Additional courses include Earth Science, Psychology, College Anthropology and College Communications.

ATTACHMENT D



SITE LEADER:

SITE:

Goal Setting: 2011-2012

. Goals may be new goals or may be related to goals after receiving test scores, staff goal meetings, etc.. (PGP)= Performance Growth Plan

What are your STUDENT ACHIEVEMENT Goals for 2011-2012?	BENCHMARK: What do you plan to achieve by your mid-year PGP?	STRATEGY: What will you do to get there?	SUPPORT: What support will you seek? <i>(Steps you will take to reach support)</i>

What are your PROFESSIONAL GOALS for 2011-2012 that will help you to meet your student achievement and student character goals?	BENCHMARK: What do you plan to achieve by your mid-year PGP?	STRATEGY: What will you do to get there?	SUPPORT: What support will you seek? <i>(Steps you will take to reach support)</i>

What are your PERSONAL GOALS for 2011-2012? (Optional)	BENCHMARK: What do you plan to achieve by your mid-year PGP?	STRATEGY: What will you do to get there?	SUPPORT: What support will you seek? <i>(Steps you will take to reach support)</i>



TEACHER:

SITE:

Goal Setting: 2011-2012

Please complete with your Mentor/Site Leader. Goals may be new goals or may be related to your goals from your 2010-11 experience. (PGP)= Performance Growth Plan

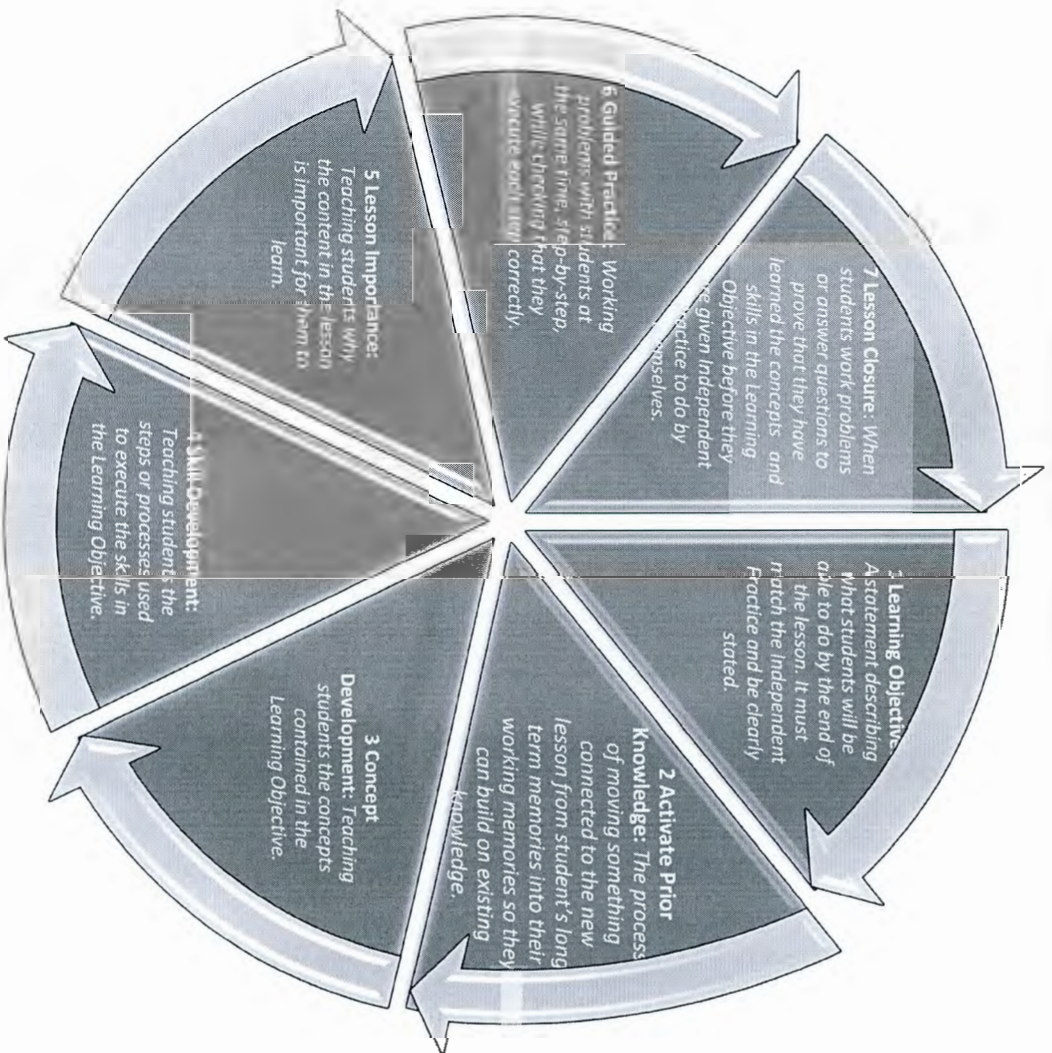
What are your STUDENT ACHIEVEMENT AND STUDENT CHARACTER GOALS for 2011-2012?	BENCHMARK: What do you plan to achieve by your mid-year PGP?	STRATEGY: What will you do to get there?	SUPPORT: What support will you seek? (Steps you will take to reach support)

What are your PROFESSIONAL GOALS for 2011-2012 that will help you to meet your student achievement and student character goals?	BENCHMARK: What do you plan to achieve by your mid-year PGP?	STRATEGY: What will you do to get there?	SUPPORT: What support will you seek? (Steps you will take to reach support)

What are your PERSONAL GOALS for 2011-2012? (Optional)	BENCHMARK: What do you plan to achieve by your mid-year PGP?	STRATEGY: What will you do to get there?	SUPPORT: What support will you seek? (Steps you will take to reach support)

ATTACHMENT E

Seven Step Lesson Plan Objective Driven



ATTACHMENT F



Teacher: _____ Grade: _____ Date it will be done: _____ Subject: _____

Chapter: _____ Pages: _____ Lesson Title: _____ Standards: _____

Standards:

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?

Lesson Objective:

3. What should your students be able to do at the end of this lesson?

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?

6. What key points will you emphasize and reiterate?

Check for understanding:

7. How will you check to see if your students understand?



Guided Practice

8. How will you ensure that all students have multiple opportunities to practice?

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?

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 & asses advanced and struggling students?

14. Homework Assignment:

ATTACHMEN G



Amethed Public Schools Individual Learning Plan - ILP

Student Name: _____ Grade: _____ Teacher: _____

School : _____ Recommender: _____

Subjects	Assessment/HW Scores			Notes
	In Percents	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			

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%)*



Method Public Schools

Individual Student Goal

Teacher Comments

ADDITIONAL COMMENTS

Parent/Guardian Signature

Date

Faculty/Staff

Date



ATTACHMENT H

APUSH Syllabus 2009-2010

*Adopted by UC Doorways 2009-2010

Overview:

Advanced Placement United States History (APUSH) is similar to the survey courses found at most colleges and universities; it is both intellectually demanding and intense in regards to academic discipline. However, one advantage this course has over most college-level US History courses is the ability to meet everyday.

The course is designed to give students a foundation in the study of US History from the pre-Columbian era to the present-day. One major purpose of the course is to have students acquire a broad base of factual knowledge regarding US history. Another major purpose is to have students learn the discipline of history; that is, both the discipline required of (for example) a college student studying history, and the tools and techniques of professional historians. Students will come to understand history not as the memorization of people, places, and events, but rather the construction of meaning through varieties of evidence—i.e. legal documents, newspaper and magazine articles, speeches, economic and demographic graphs and charts, editorial cartoons, literature, and other works of art.

Beyond the two major purposes stated above, the course will emphasize problems and debates in US history (historiography) for each period studied. Students will also be exposed to concepts common to historical inquiry (e.g. periodization, causation/agency, continuity vs. disruption, etc.). Finally, students will learn how to present historical thinking in multiple formats, especially written.

The end goals of the course are two-fold and relate to the themes of US history as designated by the College Board. First and foremost, the goal of the course is to prepare all students to take the AP US History Exam and receive scores of three or better. Secondly, students will research and design projects, drawn from any period(s) of US History, based on one or more of the following themes: Slavery and Its Legacies in North America, War and Diplomacy*, American Diversity*, American Identity, Culture, Demographic Changes, Economic Transformations, Environment*, Globalization, Politics and Citizenship, Reform*, and Religion.

* = Themes emphasized in this course

Main Text:

Kennedy, David M., Lizabeth Cohen, and Thomas Bailey. *The American Pageant*. 14th (AP) ed. Boston, MA: Houghton Mifflin Co., 2006.

A comprehensive overview of American history, this text provides a lively narrative of events. In addition, the text provides quotations, artwork, cartoons, and other forms of primary evidence from a variety of sources. Short historiographical readings are also found at the end of selected chapters, highlighting important debates in scholarship. The text also includes review questions after each chapter that will be assigned as homework and reviewed in class, as well free-response questions at the end of the text—several of which will be assigned as part of in-class or take home assessments.

Sources for additional readings (primary and secondary sources):

Bailey, Thomas. *The American Spirit: United States History as Seen by Contemporaries*. Volume I&II. Boston, MA: D.C. Heath and Co., 2002 (10th ed.).

Primary sources compiled and edited by the original author of *The American Pageant*. The first volume begins with the early colonial period and ends with reconstruction. The second volume begins with the American political scene after the Civil War and ends on topics of the Cold War, circa 1961. The works provide ample primary sources for students to analyze; most are brief (no more than two pages) and cover topics involving social, political, and economic trends. Additionally, several editorial cartoons are included in each chapter. Students will be asked to analyze documents from this work every week.

Belohlavek John, and Steve Kramer. *Document Based Questions to Accompany The American Pageant*. Boston, MA: Houghton Mifflin Co., 2005.

A series of document based questions accompanying *The American Pageant*. The selections cover the entire time frame of the course. The authors have arranged the questions so that early entries include as little as three documents and gradually progress to eight-document-questions. Several of these will be used as practice (in-class and take-home) as well as for major assessments (unit and mid-unit tests).

Davidson, James W., and Mark M. Lytle. *After the Fact: The Art of Historical Detection*. Volume I New York, NY: McGraw-Hill, 2004.

This work is organized into chapters that focus on specific events, controversies, individuals, and types of historical inquiry. Highly readable sections are assigned as secondary sources for students to read, analyze and interpret in "position papers"; other sections are available for students who wish to dig deeper into a topic not discussed in class.

Hoffman, Elizabeth Cobbs, and Jon Gjerde eds. *Major Problems in American History*. Volume I &II. Boston, MA: Houghton Mifflin Co., 2002.

These works present both primary and secondary sources. Students will read selected articles, written by leading contemporary historians, usually in combination with articles from *Taking Sides* and *After the Fact*; highly readable sections are assigned as secondary sources for students to read, analyze and interpret in "position papers". The primary sources are used often in combination with those in *American Spirit*.

Madaras, Larry, and James M. SoRelle. *Taking Sides: Clashing Views in United States History*. 13th ed. Volume I&II. New York: McGraw-Hill, 2009.

This series presents topics in American History that are open for debate. Highly readable sections are assigned as secondary sources for students to read, analyze and interpret in "position papers". Selections are often used in combination with individual primary sources, or additional secondary sources from *Major Problems* or *After the Fact*.

Note: Students are encouraged to make connections, in class or in their written assignments, to material covered in *American Literature*; many of the materials read in the course are primary sources (*The Autobiography of Benjamin Franklin* and *The Narrative of the Life of Frederick Douglass*); while others are historical fiction (*The Scarlet Letter*) giving both a sense of the period in which the writer sets the story, as well some of the concerns of the writer's own period.

Course Objectives: (By the end of the course students will be able to...)

- Demonstrate a broad knowledge of the factual content of the course
- Analyze and interpret primary and secondary sources (e.g. charts, graphs, scholarly research, original documents, cartoons, posters, etc.)
- Use primary and secondary sources to write analytically in various formats (i.e. comparison, cause and effect, descriptive, problem and solution).
- Prepare for and receive a grade of three or higher on the AP U.S. History Exam

Course Schedule:

Week (# of Days)	Dates	Topics	Chapters to be covered	Assessments
1 st (2)	July 1 st -2 nd	Introduction: Course Themes & Requirements; Examples of Primary Sources	Begin Ch1	
2 nd (5)	July 6 th — July 10 th	Age of Discovery; Columbian Exchange	Ch1/Ch2	Ch1/2 Assessment
3 rd (5)	July 13 th - July 17 th	Northern Colonies & Southern Colonies	Ch3/Ch4	Ch3 Assessment FRQ Practice
4 th (2)	July 20 th -21 st Progress Period Ends	Southern Colonies & 17 th Century Colonial Society	Ch4/Ch5	CH1-4 Assessment (FRQ)
Break (27)	Summer Break	17 th Century Colonial Society & Disputed North America	Ch5/Ch6	
5 th (3)	August 19 th - 21 st	17 th Century Colonial Society & Disputed North America	Review Ch5/Ch6	
6 th (5)	August 24 th - 28 th	Immediate Causes of Revolution	Ch7	Ch5/6 Assessment Editorials Due
7 th (5)	August 31 st - Sept. 4 th	American Secession	Ch8	Ch7 Assessment DBQ Practice
8 th (4)	Sept. 7 th - 11 th Progress Period Ends	Confederation to Constitution	Ch9	Ch8 Assessment Unit 1 Test (DBQ)

9 th (5)	Sept. 14 th - 18 th	Problems of the Young Republic	Ch9/Ch10	Ch9 Assessment 1st Position Paper Due
10 th (5)	Sept. 21 st - 25 th Progress Period Ends	Jeffersonian Republic	Ch10/Ch11	Ch10/11 Assessment
11 th (5)	Sept. 28 th - Oct. 2 nd	War of 1812 and Presidency of James Monroe	Ch12	Ch12 Assessment
12 th (5)	Oct. 5 th -9 th	National Economy & European Immigration	Ch14/Ch13	Ch14 Assessment
13 th (5)	Oct. 12 th - 16 th	Jacksonian Democracy & Age of Reform	Ch13/Ch15	Ch13/15 Assessment Unit 2 Test (DBQ)
14 th (4)	Oct. 19 th - 23 rd Marking Period Ends— Report Card	Territorial Expansion & Manifest Destiny	Ch12/Ch17	Ch12/17 Assessment
15 th (5)	Oct. 26 th - 30 th	Slavery, Sectionalism and Antebellum Society	Ch16/Ch18	
16 th (5)	Nov. 2 nd -6 th	Slavery, Sectionalism and Antebellum Society	Ch18/Ch19	Ch16/18/19 Assessment DBQ Practice
17 th (5)	Nov. 9 th -13 th Progress Period Ends	Civil War	Ch20	
18 th (5)	Nov. 14 th - 18 th	Civil War	Ch20/Ch21	Ch20/21 Assessment 2nd Position Paper Due
Break (5)	Nov. 23 rd - 27 th Thanks-giving Break	Reconstruction	Ch22	
19 th (5)	Nov. 30 th - Dec. 4 th	Reconstruction	Review Ch22 Ch23/Ch24	Ch22 Assessment Unit 3 Test (DBQ & FRQ)

20 th (5)	Dec. 7 th -11 th Progress Period Ends	Economic Crossroads 1865-1900	Ch24/Ch25	Ch23/24/25 Assessment
21 st (5)	Dec. 14 th - 18 th	Fading Frontier	Ch26	3rd Position Paper Due
Break (5)	Dec. 21 st - 25 th Winter Break			HW: Mixed Review Ch7-25
Break (5)	Dec. 28 th - Jan. 1 st Winter Break	Agricultural Revolution & the Decline of Populism	Review Ch27	
22 nd (5)	Jan. 4 th -8 th Marking Period Ends 1st Semester Final Report Card	Nascent Imperialism	Review Ch26/27	Ch26/27 Assessment Unit 4 Test (DBQ & FRQ)
23 rd (5)	Jan. 11 th - 15 th	Progressivism	Ch28	
24 th (5)	Jan. 18 th - 22 nd	Progressivism	Ch29	Ch28/29 Assessment
25 th (4)	Jan. 26 th - 29 th	WWI	Ch30	
26 th (5)	Feb. 1 st -5 th Progress Period Ends	Conservatism & Culture of the Roaring 20s	Ch30/Ch31	Ch30 Assessment
27 th (5)	Feb. 8 th -12 th	Conservatism & Culture of the Roaring 20s	Ch31/Ch32	4th Position Paper Due
28 th (4)	Feb. 16 th - 19 th	Great Depression, New Deal	Ch32/Ch33	Ch31/32 Assessment
29 th (5)	Feb. 22 nd - 26 th Progress Period Ends	Great Depression, New Deal	Ch33/ Ch34	Ch32/33 Assessment
30 th (5)	March 1 st -5 th	WWII	Ch34	

31 st (5)	March 8 th - 12 th	WWII	Ch34/35	Ch34/35 Assessment DBQ Practice Unit 5 Test DBQ & 2 FRQ
32 nd (4)	March 15 th - 19 th Marking Period— Report Card	Cold War & the 2 nd Red Scare	Ch36/Ch37	
33 rd (5)	March 22 nd - 26 th	Cold War & the 2 nd Red Scare	Ch37/Ch38	Ch36/37 Assessment
34 th (5)	March 29 th - April 2 nd	Sixties	Ch38/Ch39	
Break (5)	April 5 th -9 th Spring Break	Seventies	Ch39	Ch38/39 Assessment
35 th (5)	April 12 th - 16 th Progress Period Ends	Resurgence of Conservatism	Ch40	STAR Testing
36 th (5)	April 19 th - 23 rd	Challenges at Home & Abroad	Ch41/Ch42	Ch41/42 Assessment Unit 6 Test (DBQ & 2 FRQ)
37 th (5)	April 26 th - 30 th	Review	Review	Review Assessments
38 th (5)	May 3 rd -7 th Progress Period Ends	Review	Review	Review Assessments
39 th (5)	May 10 th - 14 th	Review	Work on Research Papers	AP Test
40 th (5)	May 17 th - 21 st		Work on Research Papers	
41 st (5)	May 24 th - 28 th Marking Period Ends 2nd Semester RC Due		Work on Research Papers	Research Papers = Final Test Grade

42 nd (2)	June 1 st & 2 nd		Present Research Papers	
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Grading:

In compliance with school policy, in regards to overall grades, tests=65%, Quizzes=20%, and Homework=15%.

Assessments:

Assessments = Quizzes

Assessments in the course schedule (above) represent **quiz grades**—they will be given, in most cases, for every chapter / chapter cluster—time permitting. Assessments may involve any combination of multiple choice, matching, identification, writing, etc.

Analyzing Primary Sources with SOAPS

Every week in class, and as part of *assessments*, you will receive a primary source document to analyze and interpret. Analyze the document using the **SOAPS** format. We will discuss **SOAPS** in greater detail in class; however, here is a brief explanation of how it works in this class. SOAPS is an acronym for Speaker, Occasion, Audience, Purpose, and Significance. These five words represent questions asked relating to a single primary source; if you answer all five of the questions accurately you will have a better sense of the time period from which the document comes, as well as that document's importance in that period. Early on in the course we will analyze documents using SOAPS as a class, and I will write an outline on the board using the format. As the course progresses you will be asked to use the SOAPS format to write analyses for quizzes, or as part of individual or group class work. Generally speaking, a SOAPS analysis should be less than one page, including no more than two sentences for the *speaker*, two sentences for the *occasion*, and two sentences for the *audience*; the *purpose* and *significance* of a document involves a more in depth analysis, and therefore requires, usually, at least a paragraph for each. Every document is unique, containing its own complexities, so take the above as a guideline, not as a rule. We will analyze documents using SOAPS every week so that you are comfortable with the format, and are able to analyze and interpret primary sources quickly and accurately.

Position Papers

Position papers will be assigned on readings given outside the textbook. Although we will discuss specifics in class, I will let you know here that the position paper is analytical in format. Its purpose is to have you practice analyzing and synthesizing ideas presented in articles written about controversial or "problematic"

topics in the study of American history. You are required to write a brief introduction with a clear and concise thesis and to use **at least** three quotations from each reading; you must also incorporate other primary or secondary sources, including information from the text, to ‘round-out’ your discussion of the material. Position papers must be one page-typed, single-spaced and sources used in the paper must be properly cited. If you wish to use both sides of the paper, this is acceptable, but turn in **no more** than one page. Position papers are worth two quiz grades.

Tests

Tests in this course are designed to prepare you to take the AP Exam at the end of the year. Tests will involve multiple choice questions and formal essays only. Some of the written responses, **FRQs** and **DBQs**, will be given as take-home examinations due to time constraints. These are due at the beginning of the next class period—no exceptions! Failure to submit an essay on the day it is due will result in a zero. Remember, written responses on examinations may be worth up to 50% of the overall test grade, and are never worth less than 25%. We will discuss further procedures for take-home examinations, as well as the format of testing in class. Please let me know if you need testing modifications—I must be told well before the first test so that arrangements can be made.

Overview of Units:

Unit One: Pre-Columbian—Revolutionary War (33,000 B.C.E.-1783 C.E.)

Duration: Five Weeks

Main Topics: Pre-Contact Americas; Age of Discovery; Columbian Exchange; Spain’s New World Empire; Planting of Jamestown; Northern, Mid-Atlantic & Southern Colonies in the 1600s; 18th Century Colonial Society & Disputed North America; Mercantilism and the Revolution; Long-term & Immediate Causes of Revolution; and American Secession

Unit Focus Questions & Potential Essay Topics:

- What is the legacy of Columbus?
- Was slavery primarily a social, economic, or political institution?
- Was Jamestown a fiasco?
- Why did colonial regions evolve differently?
- Was the American Revolution inevitable?

Assignment(s): Colonial Editorial / Editorial Poster—on assigned colonial region

Secondary Source Readings: “Serving Time in Virginia” (*After the Fact*)

Primary Sources for analysis (by *in-class* weeks):

Week 1: Class Introduction

Week 2: Interactions with Native Americans in Central America—Christopher Columbus Recounts First Encounters with Natives; Father Bartolome de Las Casas Disparages Treatment of the Indians

Week 3: Northern Colonies & Liberty—Mayflower Compact; Winthrop on Liberty; Roger Williams on Liberty; Trial of Anne Hutchinson; Salem Witchcraft Hysteria

Week 4: Bacon's Rebellion & Slavery in Early Colonial Period—Reports from Governor Berkeley; Grievances of Bacon's Followers; Justification of African Slavery; Evolution of African Slavery through VA Legal Codes (16th Century)

Week 5: 17th Century Colonial Life—Crevecoeur Discovers a New Man; Inspiration for Public Schools in Massachusetts; Franklin Characterizes Whitefield; Sermon by Jonathan Edwards

Week 6: Perspectives on the French & Indian War—Peter Kalm Observes Effects of French Presence on English Colonials; Benjamin Franklin on General Braddock

Week 7: Causes of Revolution—Otis Denounces Search Warrants; Burnaby Scoffs at Colonial Unity; Record of the Zenger Trial; Adam Smith and Capitalism in the Colonies; Franklin on the Stamp Act; Patrick Henry before the VA Assembly; Political Cartoon: The Colonies Reduced; Political Cartoon: Hanging John Huske in Effigy—**DBQ**

Practice (using preceding documents): To What Extent was the American Revolution Inevitable?

Unit Two: Articles of Confederation—Industrial Revolution (1776-1860)

Duration: Five Weeks

Main Topics: Confederation to Constitution; Economic and Other Problems of the Young Republic; Jeffersonian Republic; Anglo-French War; Battle with the Shawnees; War of 1812; the Presidency of James Monroe; The Supreme Court under John Marshall; National Economy & European Immigration; Jacksonian Democracy; Indian Removal & Westward Expansion; Revolutions in Agriculture and Transportation; and the Age of Reform

Unit Focus Questions & Potential Essay Topics:

- Was the government under the Articles of Confederation effective in addressing the issues facing the new nation?
- Were the founding fathers democratic reformers?
- How do international relations and foreign policy influence the forming of the early Republic?
- Did federalism determine the course of the country during the first four presidencies?

- What social, political, and economic changes give rise to mass democracy in America between 1820 and 1840?

Assignment(s): Position Paper #1—on focus question #3 (Unit 2)

Secondary Source Readings (for position papers): “Were the founding fathers democratic reformers?” (*Taking Sides & Major Problems*)

Primary Sources for analysis (by *in-class* weeks):

Week 8: Confederation to Constitution—Declaration of Independence and Revisions; Reactions to Shay’s Rebellion: Adams, Jefferson, & Washington; Debates at the Continental Congress: Slavery & Representation; A Farmer Favors Ratification; Hamilton Criticizes Confederation—**Unit One DBQ: Impact of the Constitution, 1780s (Belohlavek)**

Week 9: Clash of Hamiltonians and Jeffersonians—Jefferson Accuses Hamilton of Graft; Hamilton Defends Assumption; Hamilton and Jefferson on the National Bank (various excerpts); Hamilton & Jefferson on the Whiskey Rebellion

Week 10: Neutrality & the “Birth” of State’s Righters—Washington’s Farewell Address; Hamilton & Jefferson on Neutrality (various excerpts); Pickering Upholds Alien & Sedition Acts; State Legislatures of KY & VA Resolve to Uphold the Constitution; Rhode Island’s Rebuttal of KY & VA Resolutions

Week 11: Jefferson’s Embargo & the War of 1812—Philip Barton Key Criticizes Embargo; Political Cartoon: O-GRAB-ME; Tecumseh’s Challenge to Harrison; Two Editors (Republican & Federalist) Disagree on the War; Political Cartoon: Jeffersonians Use Hartford Convention

Week 12: Nascent Nationalism & Uneasy Sectionalism—John Marshall Sanctions the US Bank; Monroe Doctrine; Representative Taylor Reviles Slavery; Representative Pinckney Upholds Slavery; A Connecticut Anti-Slavery Outcry

Unit Three: Rise of the Cotton Kingdom—Reconstruction (1820-1877)

Duration: Seven Weeks

Main Topics: Plantation System & the Cotton Kingdom; Abolitionism; Territorial Expansion & Manifest Destiny; Presidency of James K. Polk & War with Mexico; Californian Statehood; Underground Railroad and the Fugitive Slave Law; Slavery, Sectionalism Antebellum Society; the Civil War; the Economic Impacts of the War; and Reconstruction

Unit Focus Questions & Potential Essay Topics:

- What was the changing place of women, and what was most responsible for that change during the 19th century?
- What were the immediate and long terms causes of the Civil War?

- What are the advantages of the South prior to the Civil War and why does the North prevail?
- Why does Reconstruction fail?

Assignments: Position Paper #2—self-designed thesis on either secondary source reading for this unit

Secondary Source Readings (for position papers): “Was the Mexican War an Exercise in American Imperialism?” (*Taking Sides*) and “View from the Bottom Rail” (*After the Fact*),

Primary Sources for analysis (by *in-class* weeks):

Week 13: Jacksonian Democracy & the Nullification Crisis—George S. Camp Pleas for Non-Property Suffrage; Representative Strong Pleads for Wool; A Carolinian Condemns the Tariff of 1828; Hayne Advocates For Nullification; Webster Pleads for the Union—**Unit Three DBQ: Economic Factors, 1815-1860 (Belohlavek)**

Week 14: Manifest Destiny & War with Mexico—Jackson Endorses Indian Removal; Sen. Theodore Frelinghuysen Opposes Indian Removal; John L. O’Sullivan Defines Manifest Destiny; Charles Sumner Condemns the War; Polk Blames Mexico in a Message to Congress

Week 15: Views For & Against Slavery—Excerpts from the Narrative of Frederick Douglass; Examples of Anti-Slavery “Propaganda” (Engravings); Solomon Northrop’s Account of a Slave Auction (1850); An Apology by William Harper (1837); Solon Robinson Counts the “Blessings” of the Slave; Charles Lyell Recounts the Immigrant Vs Slave Argument

Week 16: Views on Abolitionism—Excerpts of Webster’s Seventh of March Speech; Lincoln Appraises Abolitionism (speech, 1854); Theodore Weld’s *American Slavery As It Is* (excerpts from introduction); Excerpt from Garrison’s *Liberator* (1831)—**DBQ**

Practice: Slavery and Sectional Attitudes, 1830-1860 (American Pageant, pA77)

Week 17: Last Straws to Secession—Wilmot Proviso; Speech Advocating Southern Rights by John C. Calhoun; Excerpts of Webster’s Seventh of March Speech; Douglas’ Pleas for Popular Sovereignty; Salmon P. Chase Argues for Free Soil

Week 18: Lincoln’s Views on Slavery & the Start of Civil War—Lincoln Denies Equality in Ottawa (1858); Lincoln Disowns Brown (1860); Lincoln’s Letter to Horace Greeley (1862); Lincoln Explains Reluctance for an Emancipation Proclamation (1862); Political Cartoon: Fort Sumter & Abe Lincoln’s “Last Card”

Week 19: Reconstruction—First Hand Accounts of Reconstruction by African Americans; Thaddeus Stevens Demands Radical Reconstruction; Johnson Denounces Changes to His Plan; Senator Carl Schurz Admits Failures of Reconstruction—**Unit Three DBQ: Slavery & the Civil War, 1846-1860 (Belohlavek)**

Unit Four: The Gilded Age—The Age of Empire (1869—1909)

Duration: Seven Weeks

Main Topics: Corruption in the post-Civil War Era; Depression of the 1870s; the Compromise of 1877 and the End of Reconstruction; Jim Crow; The Railroad Boom; Early Government Regulation and the Trusts; Cities; Nativists & the “New Immigrants”; Conquest of the Indians & the fading Frontier; Farmers Protest & Workers Revolt; Hawaii; Spanish American Philippine War; Open Door in China; and the Presidency of Theodore Roosevelt

Unit Focus Questions & Potential Essay Topics:

- What were the responses to Jim Crow segregation?
- Who were the populists?
- Did industrialization have more positive or negative effects?
- How does the role of women change in the period 1880-1920?

Assignments: Position Paper #3—self-designed thesis on either secondary source reading for this unit

Secondary Source Readings (for position papers): “Invisible Pioneers” (*After the Fact*) and “Was City Government in Late-Nineteenth Century America a ‘Conspicuous Failure’?” (*Taking Sides*)

Primary Sources for analysis (by in-class weeks):

Week 20: Dawn of the Trust and Union—General Weaver against, & President Dillon for, Stock Watering; Political Cartoon: “The Sanctification of Rockefeller”; Statements from Powderly & Gompers on the Goals of Unions; Political Cartoon: “Between Two Fires”; Andrew Carnegie’s *Gospel of Wealth* (excerpts)

Week 21: Clash of Cultures on the Frontier—Homestead Act; Cheyenne Woman Remembers the Battle of Little Bighorn (1876); Nez Perce Surrenders; Dawes Severalty Act; Account of Chinese Discrimination in Wyoming; W.E.B. Dubois Advocates Western Migration; Frederick Jackson Turner’s Frontier Thesis

Week 22: Populists and the Election of 1896—Editor Godkin Criticizes Populists; Populist Senator Peffer Criticizes Pullman’s Company Town; Pullman Defends his Company; Bryan’s Cross of Gold Speech (1896); New York *Nation* Praises McKinley’s Victory—**Unit Four DBQ: The Farmers’ Movement, 1870-1900 (American Pageant, pA89)**

Unit Five: Progressivism—World War II (1900-1945)

Duration: Nine Weeks

Main Topics: The Muckrakers; Women & Reform; Roosevelt’s Legacy; Progressivism; Presidency of William Howard Taft; Wilson & the Economy; Wilson’s Fourteen Points;

the Home Front; the League of Nations; Rejection of the Treaty of Versailles; Immigration Restriction; Scopes Trial; World War I; International Debt; Good Neighbor Policy; Conservatism & the Culture of the Roaring 20s; Relief Recovery & Reform; the Presidency of Franklin D. Roosevelt; the Great Depression, the New Deal; World War II; War's Effect on Many Americans; and Atomic Bombing of Hiroshima and Nagasaki

Unit Focus Questions & Potential Essay Topics:

- How does the role of women change in this period?
- Why do laws regarding immigration change in the early '20s?
- Who were the Progressives and to what extent were they successful?
- Was American foreign policy driven by self-interest or idealism during this period?

Assignments: Position Paper #4—self-designed thesis on secondary source reading for this unit

Secondary Source Readings (for position papers): “Did Booker T. Washington’s Philosophy and Actions Betray the Interests of African Americans?” (*Taking Sides*)

Primary Sources for analysis (by in-class weeks):

Week 23: Muckrakers & Social Activists—Upton Sinclair Exposes Meat Packers; Roosevelt Criticizes Muckrakers; George Washington Plunkett Defends Graft; Jane Addams Advocates Sanitation in Cities; Various Amendments to the Constitution 1913-1920

Week 24: Progressives in Politics—Roosevelt Advocates Conservation; Roosevelt Attacks the Anti-Trust Act; Robert M. La Follette Analyzes Roosevelt’s Records as a Trust Buster; Woodrow Wilson Argues for Direct Election of Senators; Taft Scorns the Initiative and Referendum

Week 25: World War I—Woodrow Wilson Asks Congress to Declare War, 1917; Lord Bryce’s Report on *Alleged German Outrages*; Political Cartoon: Babes on Bayonets; Sinking of the Lusitania and German Justifications; Senator La Follette Against War

Week 26: Wilson’s League of Nations; Sacco & Vanzetti—The Espionage Act, 1918; Wilson’s Fourteen Points; Political Cartoons: “Interrupting the Ceremony” & “The Accuser”; Vanzetti Condemns Judge Thayer; Walter Lippmann Pleads for Sacco and Vanzetti

Week 27: Resurgence of Nativism & Perspectives on the '20s—Governor of California Commits to Ending Asian Immigration; KKK’s “Fight for Americanism”; Richard Wright on “Living Jim Crow”; 1924 Survey on High School Students’ Morality

Week 28: Election of 1932—Hoover Warns Against Government Intervention; Views of the Future: Speeches by Hoover and Roosevelt: 1932

Week 29: Great Depression & the New Deal—Henry Ford Advocates Self Help; *The Grapes of Wrath* (excerpt); Roosevelt Advocates for the People; Henry A. Wallace Defends the New Deal

Week 30: World War II—Hitler Links Race & Nationality; Charles A. Lindberg Advocates Isolation; Roosevelt Asks Congress to Declare War; Roosevelt Rallies

America; An African American Soldier Notes a “Strange Paradox”; Stanford Professor Writes on his Internment

Week 31: DBQ Practice: Foreign Policy, 1930-1931 & Unit Five DBQ: The United States As World Power, 1895-1920 (American Pageant, pA99 & A96)

Unit Six: The Cold War—The Twenty-First Century (1945—Present)

Duration: Six Weeks

Main Topics: Post War Prosperity; Origins of the Cold War; Working Women & Feminism; Consumer Culture in the 1950s & Postwar Literature; Desegregating the South; Civil Rights Movement; the Presidency of John F. Kennedy; Bay of Pigs Invasion & the Cuban Missile Crisis; Vietnam; Lynden B. Johnson & the “Great Society”; Cultural Upheavals of the 1960s; the Presidency of Richard M. Nixon; the Presidency of Jimmy Carter; Energy Crisis & Inflation; Israel, the Middle East & Oil; Thawing of the Cold War: Michael Gorbachev & Ronald Reagan; Reagan’s Economics; End of the Cold War; the Persian Gulf War; the Presidency of George Bush (Sr.); the Presidency of Bill Clinton; and the Terrorist Attacks of September 11th, 2001

Unit Focus Questions & Potential Essay Topics:

- Who was to blame for the Cold War?
- What promises of Civil Rights have been achieved? What remains to be accomplished?
- How and why does America change from 1950 to 1969?
- What factors contribute to the resurgence of conservatism in government and politics?
- How has the role of women changed since the 1970s?

Assignments: Research Paper

Secondary Source Readings: “Did the Brown Decision Fail to Desegregate and Improve the Status of African Americans?”

Primary Sources for analysis (by *in-class* weeks):

Week 32: Who Was to Blame for the Cold War?—George F. Kennan Advocates Containment; Henry A. Wallace Questions “Get Tough” Policy; Nikolai Novikov Comments on US Intentions to Moscow; Truman Calls for US as World’s Police; National Security Council Paper No. 68; McCarthy Describes the Internal Communist Menace

Week 33: Normalcy Runs Its Course: the Fifties—*Science News Letter* Reports a Baby Boom; Ron Kovic Recalls Being *Born on the Fourth of July*; Paul Goodman talks about “Growing Up Absurd”; Betty Freidan and the Problem That Has No Name

Week 34: Promises of Civil Rights—Supreme Court Reverses *Plessy v Ferguson*; Civil Rights Act of 1964; Voting Rights Act of 1965; Jorge Lara Braud Explains “What Is La Raza?”; Proclamation from Alcatraz Island

Week 35: Vietnam—Eisenhower Articulates the Domino Theory; War Analyst Describes War Aims to Secretary McNamara; George Ball Advises Johnson to Compromise; A Marine Relates Disillusionment; MLK, Jr. Advocates Peace; John W. Dean III Presents the “Republican’s Enemies List”; Senator Ervin Explains Watergate Crimes

Week 36: Resurgence of Conservatism—Reagan Revives the Cold War; Reverend Jerry Falwell Opposes the Equal Rights Amendment; *National Review* Explains Social Conservatism; Graphs on Earnings, Inequality, and Imports (1986)—**Unit Six DBQ: Conformity and Turbulence, 1950-1970 (American Pageant, pA106)**

ATTACHMENT I

Analysis Cycle (Data Dive) Analyzing Interim Assessment Results

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?

ATTACHMENT J

Proposed Schedule of Interim Assessments 2011-2012

Each 6 –week assessment will be composed of 25-30 benchmark questions directly related to the standards that the teachers have covered in the preceding 6 weeks. All the tests are multiple choice and graded by the Data Scanner. Teachers will use a standards achievement worksheet (sample enclosed) to mark the selected standards that have been covered.

As always, if you have any concerns of the prepared questions, ask me no later than 7 days prior to assessment date. Be prepared to analyze the test results by the scheduled Analysis Cycle meeting by filling out the questionnaire.

The 2011 2012 proposed dates are :

- **September 28-29**
- **November 9-10**
- **January 25-26**
- **March 14-15** (At this assessment all the standards instruction should be close to completion)
- **April 18-19** (Optional assessment to check up on reviewing the standards. Could be for selected students only)

Grade	Wednesday 9/28	Thursday 9/29	Friday 9/30
9A	Geometry Ms Branon 11:00-12:00 ELA Ms. Hawk 12:20-1:20	World Hist Ms. Mulligan 8:00-9:00 Earth Science Ms. Branon 9:00-10:00	
9B	Geometry Ms. Fleming 10:00-11:00 ELA Ms. Hawk 1:20-2:20	Earth Science Ms. Branon 8:00-9:00 World Hist Ms. Mulligan 9:00-10:00	
10A	ELA Ms. Hawk 8:00-9:30 Algebra 2 Ms. Giusto 10:30-12:00	Biology Ms. Branon 1:00-2:30	
10B	Algebra 2 Ms. Giusto 9:00-10:30 ELA Ms. Hawk 10:30-12:00	Biology Ms. Fleming 1:00-2:30	
11A	Physics Mr. Tsitrin 8:00-9:30 Math Mr. Orlin 11:00-12:30	ELA 11 Mr. Becker 9:30-11:00 Lec Room	US Hist Mr. Becker 10:00-11:00 Lec Room
11B	Physics Mr. Tsitrin 9:30-11:00 Math /Algebra2 Mr. Orlin/Tsitrin 11:00-12:30		
6 th	ELA (TBA)	Math (TBA)	

ATTACHMENT K

BYLAWS
of
Oakland Charter Academy
A California Nonprofit Public Benefit Corporation

ARTICLE I
NAME

Section 1. The name of this corporation is Oakland Charter Academy, Inc. ("Corporation")

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is in the City of Oakland, Alameda County, California. The Board of Directors ("Board") may change the principal office from one location to another. Any such change must be noted by the Secretary of the Board. Alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this Corporation is to manage, operate, guide, direct, and promote the Oakland Charter Academy School ("the School" or "the Charter School") as a public school formed and operating under California's Charter School legislation, California Education Code Sections 47600, et. seq. The Corporation will manage, operate, guide, and direct the education of middle and high school-aged children in an environment that respects rigorous academics, hard work academics, and will carry out the objectives and purposes set forth in its approved school charter ("Charter") and in the Corporation's Articles of Incorporation as amended. Notwithstanding any other provisions of the Articles of Incorporation, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise any powers that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (1) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE IV DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the corporation is then located, exclusively for educational, public or charitable purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such educational, public or charitable purposes.

ARTICLE V CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the Non-Profit Corporation Law. Any action which would otherwise require approval by a majority of all members or approval by the members shall require only approval of the Board of Directors. All rights which would otherwise vest in the members shall vest in the Board. The Board may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board finds appropriate.

Section 2. ASSOCIATES. Nothing in Article V, Section 1 shall be construed as limiting the right of the Corporation to refer to persons associated with it as "members" even though such persons are not members within the meaning of section 5056 of the California Nonprofit Corporation Law, and no such reference shall constitute anyone a member, within the same meaning. The Corporation may confer by amendment of its Articles or of these Bylaws some or all of the rights of a member, as set forth in the California Nonprofit Corporation law, upon any person or persons who is without the right to vote in the election of directors or on a disposition of substantially all of the assets of the Corporation or on a merger or on a dissolution or on changes to the Corporation's Articles or Bylaws. No such person, however, shall be a member within the meaning of said section 5056.

ARTICLE VI BOARD OF DIRECTORS

Section 1. GENERAL CORPORATE POWERS. Subject to the provisions and limitations of California Nonprofit Public Benefit Corporation Law, the Articles of Incorporation, these Bylaws, and the Charter Schools Act of 1992, and any other applicable laws, the Corporation's activities, business, and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board in accordance with the approved Charter.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Article VI, section 1 of these Bylaws, but subject to the same limitations, the Board shall have the following powers in addition to other powers enumerated in these Bylaws and permitted by law:

- a. To select and remove at the pleasure of the Board, all officers, agents, and employees of the Corporation; to prescribe powers and duties for them as may be consistent with law, the Articles of Incorporation, and these Bylaws; to fix their compensation; and to require from them security for faithful service;
- b. To conduct, manage, and control the affairs and activities of the Corporation and to make such rules and regulations for this purpose, consistent with law, the Articles of Incorporation, and these Bylaws, as it deems best;
- c. To adopt, make and use a corporate seal, and alter the form of the seal from time to time, as it deems best;
- d. To borrow money and incur indebtedness on behalf of the Corporation, and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, debentures, bonds, deeds of trust, mortgages, hypothecations, pledges, and other evidence of debt or securities;
- e. To carry on a business at a profit and apply any profit that results from the business activity to any activity in which it may lawfully engage;
- f. To act as trustee under any trust incidental to the principal object of the Corporation, and to receive, hold, administer, exchange and expend funds and property subject to such trust;
- g. To acquire by purchase, exchange, lease, gift, devise, bequest, and to hold, improve, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real personal property;
- h. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose;
- i. To carry out such other duties as are described in the Charter.

Section 3. DELEGATION OF MANAGEMENT. The Board may delegate the management of the Corporation's activities to any person or persons, management company, or committees, however composed, provided the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral, or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the Corporation's activities, and the Board may rescind any such assignment, referral, or delegation at any time.

Section 4. NUMBER AND QUALIFICATION OF DIRECTORS. The number of directors shall be no less than three (3) and no greater than five (6) unless changed by amendment to these Bylaws. The desired and coveted qualifications for directors are as follows:

- a. One to two (1-2) directors will be business owners /managers, employees, or executives of corporations, organizations, municipalities, or companies from the San Francisco Bay Area.
- b. One (1) Director will be affiliated with a college or University.
- c. One Director will be a university student, and/or alumni of the Oakland Charter Academy Program.
- d. One Director will be a person with background in finance, investments, commercial real estate and/or banking.
- e. The Executive Director may be a director.
- f. One (1) Director will be a lawyer or a person affiliated with a professional law corporation.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board may be interested persons. An interested person is:

- a. Any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full- time or part- time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and/or
- b. Any brother, sister, ancestor, descendent, spouse, brother- in-law, sister- in-law, son- in law , daughter- in-law, mother- in-law or father- in-law of such person. However, any violation of the provisions of this paragraph shall not affect the validity or enforceability of any transaction entered into by the Corporation.

Section 6. ELECTION, DESIGNATION, AND TERM OF OFFICE. The original directors shall be appointed by the Incorporator of the Corporation. Thereafter, directors shall be elected at each annual meeting of the Board. Each director shall hold office for a term of four (4) years, from August 1 through July 30, until the next annual meeting of the Board or until a successor has been elected and qualified.

Section 7. VACANCIES ON THE BOARD. A vacancy or vacancies on the Board shall exist on the occurrence of the following:

- a. The death or resignation of any director;

- b. The declaration by Board resolution of a vacancy of the office of a director who has been declared of unsound mind by an order of court or convicted of a felony or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; or
- c. The increase of the authorized number of Directors.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written or verbal notice to the Chairperson of the Board, if any, or the President or the Secretary of the Board. The resignation shall be effective when the notice is given unless it specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective. The Board has the authority to declare that any director who has been absent without excuse from three or more Board meetings in one term has voluntarily resigned.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 10. VACANCIES FILLED BY BOARD. Vacancies on the Board may be filled by approval of the Board or, if the number of directors then in office is less than a quorum, by:

- a. the unanimous vote of the directors then in office;
- b. the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211; or
- c. A sole remaining director.

Section 11. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in the removal of any director before his or her term of office expires.

Section 12. LOCATION OF BOARD MEETINGS. Meetings of the Board shall be held at any place within California, in accordance with any applicable laws, as designated by resolution of the Board or in the notice of the meeting, or, if not so designated, at the principal office of the Corporation. Board meetings will be held quarterly.

Section 13. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board meeting may be held by telephone conference, video screen communication, or other communications equipment. Participation in such a meeting shall constitute in person presence if all the following apply:

- a. Each member participating in the meeting can communicate concurrently with all other members;

- b. Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the Corporation;
- c. The Board has adopted and implemented a means of verifying both of the following: A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board meeting; and
- d. All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

The meeting must meet all the requirements of the Brown Act (Government Code section 54950 et seq.).

Section 14. ANNUAL AND OTHER MEETINGS. Pursuant to sufficient notice, the Board shall hold an annual meeting for the purposes of organization, selection of directors and officers, and the transactions of other business.

Section 15. REGULAR MEETINGS. Regular meetings of the Board shall be held at quarterly, unless otherwise noted. Such meetings shall comply with the notice and open meeting provisions of the Brown Act (Government Code section 54950 et seq.).

Section 16. SPECIAL MEETINGS. Special meetings of the Board for any purpose may be called by the chairperson of the Board, if any, the president, any vice president, the secretary or any two directors.

- a. Manner of Giving Notice. Notice of the time and place of special meetings shall be given to each director by one of the following methods:
 - 1. By personal delivery of written notice;
 - 2. By first-class mail, postage prepaid;
 - 3. By telephone, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; or
 - 4. By facsimile or telegram, charges prepaid.

All such notices shall be given or sent to the director's address or telephone number as shown on the records of the Corporation.

- b. Time Requirements. Special meetings of the Board may be held only after each director has received at least twenty-four (24) hours notice given personally or by telephone, telegraph, fax, or other similar means of communication in accordance with provisions of the Brown Act (Government Code section 54950 et seq.).
- c. Notice Content. The notice of a special meeting shall state the time and location of the meeting and shall briefly describe the items on the agenda.

Section 17. EMERGENCY MEETINGS. Emergency meetings may be held for those limited purposes as specified in the Brown Act. Notice and posting of agendas shall be made in accordance with the Brown Act. An "emergency" as defined in Government code section 54956.5 includes "matters upon which prompt action is necessary due to the disruption of public facilities" such as a "work stoppage or other activity which severely impairs public health, safety, or both" or a "crippling disaster which severally impairs public health, safety, or both."

Section 18. NOTICE OF REGULAR MEETINGS. Notice of the time and place of meetings shall be given to each director either by:

- a. personal delivery of written notice;
- b. first-class mail, postage prepaid;
- c. telephone, including via a voice messaging system or other system or technology designed to record and communicate messages, either director to the director, or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director;
- d. telegram;
- e. facsimile;
- f. electronic mail; *or*
- g. other electronic means.

All such notices shall be given or sent to the director's address or telephone number as shown on the Corporation's records.

Notice sent by first-class mail shall be deposited in the U.S. mail at least four (4) days before the time set for the meeting. Notices given by personal delivery, telephone, electronic mail, or telegraph shall be delivered in accordance with the notice provisions of the Brown Act.

The notice shall state the time of the meeting and the place of the meeting if other than the Corporation's principal office. The notice need not specify the purpose of the meeting.

Section 19. QUORUM. A majority of the authorized number of directors shall constitute a quorum for the transaction of business, except adjournment. Every action taken or decision made by a two-thirds vote of the directors present at a duly held meeting at which a quorum is present shall be the act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to: approval of contracts or transactions in which a director has a direct or indirect material financial interest; approval of certain transactions between Corporations having common directorships; creation of and appointments to committees of the Board; and indemnification of directors.

A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 20. WAIVER OF NOTICE. Notice of a meeting need not be given to any director who, either before or after the meeting, signs a waiver of notice, a written consent to the holding of the meeting, or an approval of the minutes of the meeting. The waiver or notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings. Notice of a meeting need not be given to any director who attends the meeting and does not protest, before or at the commencement of the meeting, the lack of notice to him or her.

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 22. NOTICE OF ADJOURNED MEETING. Notice of the time and place of holding an adjourned meeting must be given at least 24 hours before the time of the meeting specified in the notice. Notice of any adjournment to another time and place shall be given, before the time of the adjourned meeting, to the directors who were not present at the time of the adjournment.

Section 23. CONFLICT OF INTEREST. Any Director, officer, key employee, or committee member having an interest in a contract, or transaction, or program presented to or discussed by the Board or committee for authorization, approval, or ratification shall make a prompt and clear disclosure of his or her interest to the board or committee prior to its acting on such contract or transaction.

Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during in the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting.

The policy requires:

- Regular annual statements from directors, officers, key employees to disclose existing and potential conflict of interest, and;
- Corrective and disciplinary actions with respect to transgressions of such policies.

Section 24. COMPENSATION AND REIMBURSEMENT. Directors and members of committees shall receive no compensation for their services as directors, but may receive just and reasonable reimbursement for expenses.

Section 25. STANDARD OF CARE. A director shall perform all duties of a director, including duties as a member of any committee of the Board on which the director may serve, in good faith, in a manner the director believes to be in the best interests of the corporation and with such care, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.

In performing the duties of a director, a director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- a. One or more officers or employees of the corporation whom the director believes to be reliable and competent in the matters presented;
- b. Legal counsel, independent accountants or other persons as to matters that the director believes to be within such person's professional or expert competence; or
- c. A committee of the Board upon which the director does not serve as to matters within its designated authority, provided the director believes that the committee merits confidence and the director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Except with respect to assets that are directly related to the Corporation's charitable programs, the Board shall avoid speculation in investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the Corporation's investments. Instead, the Board is to consider the permanent disposition of funds, the probable income, the probable safety of the Corporation's capital, and is to comply with the express terms of the instrument or agreement, if any, pursuant to which the assets were contributed to the Corporation.

Section 26. RULES OF PROCEDURE. All meetings of the Board and of the committees shall be conducted in accordance with Robert's Rules of Order.

Section 27. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 28. CONTRACTS WITH DIRECTORS AND OFFICERS. No director of this Corporation nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors or have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board prior to the Board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for that purpose without counting the votes of the

interested directors; (c) before authorizing or approving the transaction, the Board considers and in good faith decides after reasonable investigation that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This section does not apply to a transaction that is part of an educational or charitable program of this Corporation if it (a) is approved or authorized by the Corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are the class of persons intended to be benefited by the educational or charitable program of this Corporation. All actions taken under this Section must be made in compliance with all applicable conflict of interest laws.

Section 29. LOANS TO DIRECTORS AND OFFICERS. This Corporation shall not lend any money or property to, or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses by the Corporation.

Section 30. TRAINING. Every director who has not previously served on the Corporation's Board must commence attendance at a comprehensive, authorized training(s) regarding Board governance within 12 months of joining the Board as a director.

ARTICLE VII COMMITTEES

Section 1. COMMITTEES. To facilitate the consideration and management of the Corporation under the Charter and as a corporate legal entity, the following committees may be created as set forth within this section. Any two committees or any particular duties of a committee may be combined, in the interest of efficiency or management. Unless otherwise directed by the Board, committees are empowered only to consider and make recommendations upon matters referred to them by the Board. All committees shall be composed of at least one board member. By majority vote of the committee members, each committee shall elect one of its members who are also Board members to act as chairperson of the committee.

- a. Executive Committee. The Executive Committee shall have the power to act in all matters pertaining to the Corporation, as directed by the Board, and, working in concert with the goals established by the committees, shall determine the Corporation's short-range and long-range goals. The Executive Committee shall review annually the conditions of employment of the Executive Director or Principal. The Executive Committee shall be composed of the President, Vice-President of the Board, Secretary and Treasurer.
- b. Other Committees of the Board. The corporation or Board, may, from time to time be designated by resolution of the Board of Director. Such other committees

may consist of persons who are not also members of the board. These additional committees shall act in an advisory capacity only to the board and shall be clearly titled "advisory" committees.

Meetings and actions of committees of the Board shall be governed by, held and taken in accordance with the provisions of these Bylaws, except that the time for regular meetings of such committees and the calling of special meetings of such committees may be determined by resolution of the committee of the Board or of the Board. Minutes of each meeting of any committee of the Board shall be kept and filed with the corporate records. The Board may adopt rules for the government of any committee that are consistent with these Bylaws or, in the absence of rules adopted by the Board, the committee may adopt such rules.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICERS OF THE CORPORATION. The officers of the Corporation shall be a President Vice-President, a secretary, and a treasurer. . Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as either the president or the chairperson of the Board.

Section 2. ELECTION OF OFFICERS. The officers of the Corporation, and the officers of the School, except as appointed under Section 3 of this Article, shall be elected annually by the Board and each shall serve at the pleasure of the Board, subject to the rights, if any, of any officer under any contract of employment.

Section 3. OTHER OFFICERS. The Board may appoint and may authorize the president or other officer to appoint any other officers that the School or Corporation may require, each of whom shall have the title, hold office for the period, have the authority, and perform the duties determined by the Board.

Section 4. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or Chairman of the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to any rights of an officer under any contract of employment, any officer may be removed, with or without cause, by the Board or by an officer on whom the Board may confer that power of removal. An officer that was not chosen by the Board may be removed by any other officer on whom the Board confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Corporation. The resignation shall take effect as of the date the notice is received or at any later time specified in the notice and, unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office due to death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for regular appointments to that office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 8. PRESIDENT. Subject to such supervisory powers as the Board may give to the President of the Board, if any, the president shall, subject to the control of the Board, and in conjunction with the Officers of the School, assist in supervising and directing the business, activities, affairs and the officers of the Corporation.

Section 9. VICE PRESIDENT. In the absence or disability of the president, the vice presidents, if any, in order of their rank as fixed by the Board or, if not ranked, a vice president designated by the Board, shall perform all duties of the president. When so acting, a vice president shall have all powers of and be subject to all restrictions on the president. The vice presidents shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.

Section 10. SECRETARY. The secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board, or committees of the Board. The minutes of meetings shall include the time and place the meeting was held, whether the meeting was general or special and, if special, how authorized, the notice given, the names of those present at Board and committee meetings.

The secretary shall keep or have kept at the principal office in California, a copy of the Articles of Incorporation and Bylaws, as amended to date.

The secretary shall give, or cause to be given, all required notices of all meetings of the Board and of committees of the Board. The secretary shall keep the corporate seal in safe custody, and shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.

Section 11. TREASURER. The treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the Corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The treasurer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law by these Bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board may designate, shall disburse the Corporation's funds as the Board may order, shall render to the president and directors, when requested, an account of all transactions as treasurer and of the financial condition of the Corporation, and shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.

If required by the Board, the treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of his or her office and for restoration to the Corporation of all its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on his or her death, resignation, retirement, or removal from the office.

ARTICLE IX SCHOOL OFFICERS

Section 1. NUMBER, APPOINTMENT AND TERMS OF SCHOOL OFFICERS. The officers of the School shall include an Executive Director or Principal. The Board may also elect, at its discretion, one or more assistants to the Executive Director, or vice-Principals, and such other officers as may be appointed in accordance with Article VIII, section 3 of these Bylaws. All School officers shall be elected in accordance with Article VIII, section 2 of these Bylaws. The Executive Director, within general guidelines approved by the Board, may appoint other administrative staff as necessary to conduct the business of the School.

Section 2. DUTIES AND AUTHORITY OF EXECUTIVE DIRECTOR. The Executive Director or Chief Executive Officer shall be the executive and educational head of the Schools, organization, and shall carry out the policies of the Board, attend to all matters entrusted to his or her care by the Board and shall exercise such general supervision and direction over School affairs as will promote the highest efficiency of the School, including the following duties:

- a. Be the chief administrator of the School, responsible to the Board for the execution of all administrative functions;
- b. Report to the Board the appointment or promotion of or change in the faculty or staff of the School;
- c. Report to the Board at each of its meetings on matters of importance to the School and make a report at each meeting on the business and affairs of the School during the preceding academic year and on its condition at the end of such year;
- d. Present for consideration at any Board meeting measures deemed necessary or expedient for the welfare of the School;

The Executive Director may be member of all committees. If the office of Executive Director or Chief Executive Officer becomes vacant by reason of disability, death, resignation, removal or otherwise, the Board shall appoint an Acting Executive Director of the organization and schools.

Section 3. DUTIES AND AUTHORITY OF ASSISTANTS TO THE EXECUTIVE DIRECTOR. If any assistant to the Executive Director is appointed, he or she shall be concerned with the administration of educational policies and regulations and with such other matters as may be delegated by the Executive Director of the organization and schools and approved by the Board.

Section 4. OTHER OFFICERS. Such other officers shall have such duties and responsibilities as shall be recommended by the Executive Director and approved by the Board.

ARTICLE X INDEMNIFICATION

Section 1. DEFINITIONS. For the purpose of this Article X, "agent" means any person who is or was a director, officer, employee, or other agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee, or agent of another foreign or domestic corporation, partnership, joint venture, trust, or other enterprise, or was a director, officer, employee, or agent of a foreign or domestic corporation which was a predecessor corporation of the Corporation or of another enterprise at the request of such predecessor corporation; "proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative, or investigative; and "expense" includes, without limitation, attorneys' fees and any expenses of establishing a right to indemnification under Section 5 of this Article.

Section 2. INDEMNIFICATION. To the fullest extent permitted by law, this Corporation may indemnify its directors, officers, employees, and other persons described in Corporation Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section. "Expenses," as used in this Bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board by any person seeking indemnification under the Corporations Code section 5238(b) or section 5238(c), the Board shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board shall authorize indemnification.

The Corporation shall have the power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action by or in the right of the Corporation, or brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or brought by the Attorney General or a person granted relater status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the Corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the Corporation, and with such care, including reasonable inquiry, as an ordinarily prudent person in alike position would use under similar circumstances.

No indemnification shall be made under this Section:

- a. In respect of any claim, issue, or matter as to which such person shall have been adjudged to be liable to the Corporation in the performance of such person's duty to the Corporation, unless and only to the extent that the court in which such

proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

- b. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or
- c. Of expense incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

Section 3. INDEMNIFICATION AGAINST EXPENSES. To the extent that an agent of the Corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 of this Article or in defense of any claim, issue, or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section 4. REQUIRED DETERMINATIONS. Except as provided in Section 3 of this Article, any indemnification under this Article shall be made by the Corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Section 2 of this Article, by:

- a. a majority vote of a quorum consisting of directors who are not parties to such proceeding; or
- b. the court in which such proceeding is or was pending upon application made by the Corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by the Corporation.

Section 5. ADVANCE OF EXPENSES. Expenses incurred in defending any proceeding may be advanced by the Corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article.

Section 6. OTHER INDEMNIFICATION. No provision made by the Corporation to indemnify its or its subsidiary's directors or officers for the defense of any proceeding, whether contained in the Articles, Bylaws, a resolution of members or directors, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Article shall affect any right to indemnification to which persons other than such directors and officers may be entitled by contract or otherwise.

Section 7. FORMS OF INDEMNIFICATION NOT PERMITTED. No indemnification or advance shall be made under this Article except as provided in Sections 3 and 4 (b) of this Article, in any circumstances where it appears that it would be inconsistent with a provision of the Articles, these Bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other

amounts were paid, which prohibit or otherwise limit indemnification; or that it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 8. NONAPPLICABILITY TO FIDUCIARIES OF EMPLOYEE BENEFIT PLANS. This Article does not apply to any proceeding against any trustee, investment manager, or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the Corporation. The Corporation shall have power to indemnify such trustee, investment manager, or other fiduciary to the extent permitted by Section 207 (f) of the California General Corporation Law.

ARTICLE XI INSURANCE

Section 1. INSURANCE. The Corporation shall have right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee or agent in such capacity or arising from the officer's, director's, employee's or agent's status as such.

ARTICLE XII MAINTENANCE AND INSPECTION OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep both adequate and correct books and records of accounts and written minutes of the proceedings of its Board, and committees of the Board.

Section 2. INSPECTION BY DIRECTORS. Every director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the Corporation for a purpose reasonably related to the director's interests as a director.

ARTICLE XIII ENDORSEMENT OF DOCUMENTS; CONTRACTS

Section 1. ENDORSEMENT OF DOCUMENTS; CONTRACTS. Any contract or conveyance made in the name of the Corporation, which is authorized or ratified by the Board or done within the scope of authority conferred by the Board or within the agency power of the officer executing it, except as the Board's authority is limited by law, binds the Corporation and the Corporation acquires rights thereunder whether the contract is executed wholly or in part.

ARTICLE XIV REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board may cause an annual report to be sent to directors within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue of receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. An independent accountants' report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the Corporation's books and records; and
- f. Any other information the Board deems relevant.

This requirement of an annual report shall not apply if the Corporation receives less than \$25,000 in gross receipts during the fiscal year, provided, however, that the information specified above for inclusion in an annual report must be furnished annually to all directors and to any member who requests it in writing.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an 'interest person' had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involved, in the aggregate, more than \$50,000. For this purpose, an 'interested person is either:
 - Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- b. Any indemnification or advances aggregating more than \$10,000 paid during the fiscal year to any officer or director of the Corporation as permitted under these

Bylaws, unless the indemnification has already been approved by the directors under Corporation's code section 5238(e)(2).

ARTICLE XV OTHER PROVISIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Law shall govern the construction of these Bylaws. Without limiting the generality of foregoing, words in these Bylaws shall be read as the masculine or feminine gender and as the singular or plural, as the context requires. The term "person" includes both a legal entity and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

Section 2. AMENDMENT OF BYLAWS. New Bylaws may be adopted, or these Bylaws may be amended or repealed, by a majority vote of the Board.

Section 3. VALIDITY OF INSTRUMENT. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the Corporation and any other person, shall be valid and binding on the Corporation when signed by the President, Co-President, Vice-President, Secretary or Treasurer of the Corporation unless the other person has actual knowledge that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

Section 4. FISCAL YEAR. The fiscal year of the Corporation shall be set by the Board.

Section 5. INTERPRETATION OF THE CHARTER. In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of the Charter will prevail.

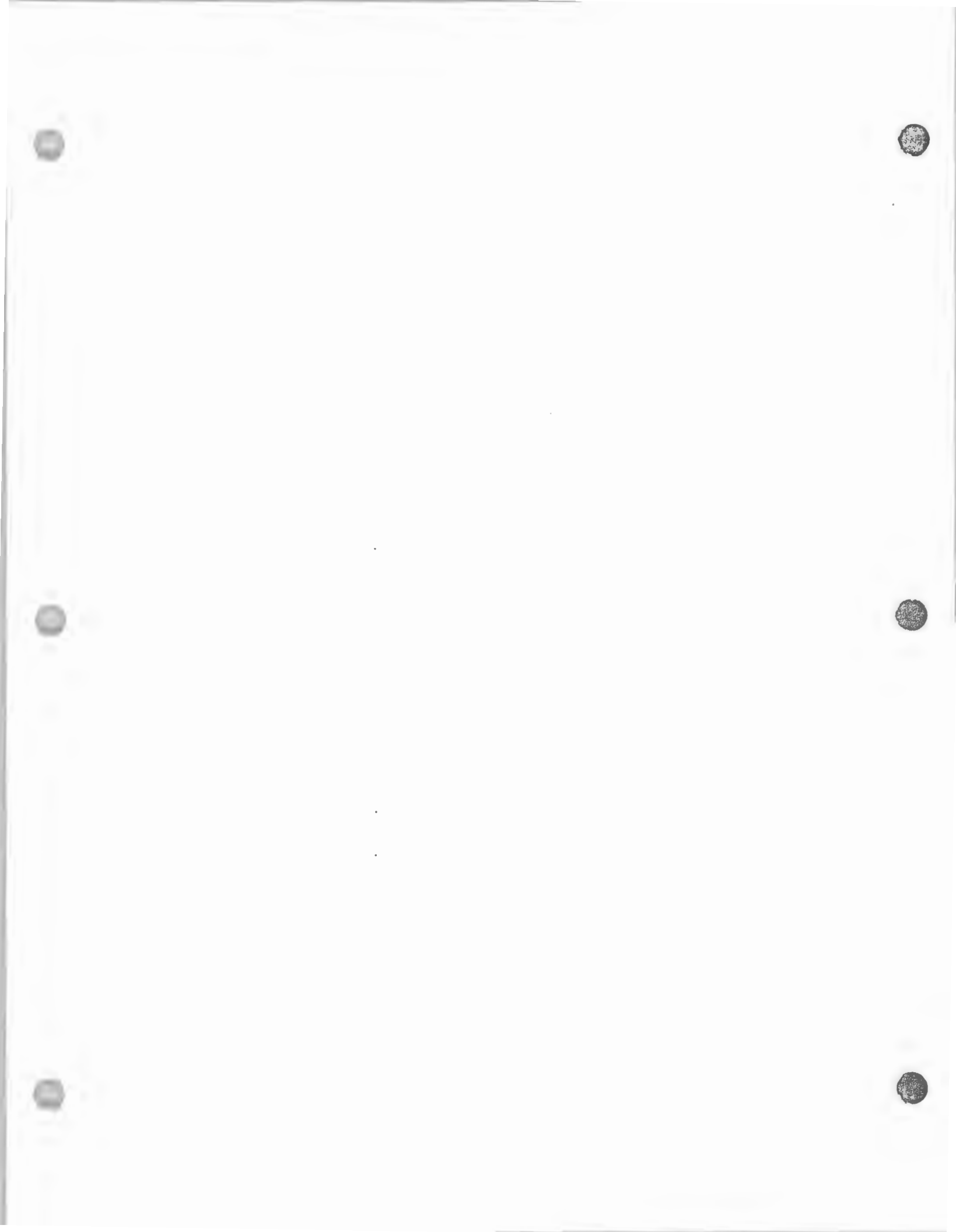
CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Oakland Charter Academy, a California non-profit public benefit corporation; that these Bylaws are the Bylaws of this corporation as adopted by the Board of Directors on; and that these Bylaws have not been amended or modified since that date.

Executed on 18th of June, 2010 at Oakland, California.

Yen Nguyen

Yen Nguyen, Secretary of the Board



ATTACHMENT L

AUG 11 2010

**RESTATED ARTICLES OF INCORPORATION
OF
OAKLAND CHARTER ACADEMY, INC.**

The undersigned certify that:

1. They are the President and the Secretary of Oakland Charter Academy, Inc., a California nonprofit public benefit corporation (the "Corporation").
2. The Articles of Incorporation of the Corporation are amended and restated to read in full as follows:

I.

The name of the Corporation shall be Amethod Public Schools.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its

directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

IV.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

V.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

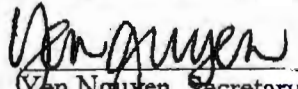
3. The foregoing amendment to and restatement of the Articles of Incorporation have been duly approved by the Board of Directors.

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Dated: 8/5/10


David BanLuelos, President


Ven Nguyen, Secretary

ATTACHMENT M



Amethod Public Schools

School Emergency Procedures

*The safety and security of our students and staff are top priorities for
Amethod Public Schools.*

www.amethodschools.org

CRISIS PREPAREDNESS:

School Emergencies

Introduction _____

The safety and security of our students and staff are top priorities for Amethod Public Schools (AMPS). This booklet explains some of the procedures that have been planned and practiced in the event of an emergency at your child's school.

School administrators will seek to work closely with police, fire, emergency services and public health to ensure our Safety & Crisis Manual reflects appropriate practices and all schools are prepared for emergencies. Amethod Public Schools takes an all-hazards approach to emergency readiness. We are prepared to work in partnership with emergency responders should a critical incident occur in one of our schools.

Our comprehensive emergency plan addresses a multitude of potential incidents, not because we expect them to occur, but because we want to be prepared in case they do. For security reasons, specific details are not made available to the public; however, parents and students have a vital role and it is important that you know what to do in an emergency. Please review information in this booklet, in advance of the school year, to make sure you and your child understand the emergency procedures.

What is an Emergency? _____

An emergency is any unexpected incident that could possibly put your child's safety at risk. It could be anything from a disruption in utilities to a terrorist activity and could affect one child, one school, or the entire school district. School officials, and sometimes emergency responders, will evaluate the seriousness of each situation and determine the best action to respond quickly, safely and appropriately.

Advanced planning and preparation can minimize the risks in any emergency situation. This brochure offers guidelines for preparedness, what parents should do, and what the school will do in the event of an emergency. Communication procedures and student release procedures are also outlined.

Preparedness – What Should Parents do to Prepare for an Emergency?

Parents have an invaluable role in preparing their children for emergencies. Listed below are some of the ways you can help them understand that if an emergency occurs at school, teachers and school officials are trained to handle the situation. Reassure them you will be contacted by the school and you will be reunited with them as soon as it is safe to do so.

- Be sure emergency contact information is current and correct. Contact the school immediately whenever your work, home or cell number changes. AMPS Schools will also send out a review questionnaire two times throughout the year in case families may have forgotten to update their information.
- Keep the school informed of any medical conditions or physical limitations your child may have or medications your child may be taking. Provide the necessary medical supplies and medication for daily use and an additional supply to carry your child through an emergency. If there are questions about the appropriate amount of medication or supplies, please consult your child's physician.
- Identify who is authorized to pick up your child if you are not able to respond. Make sure their contact information is current and correct. *Please understand your child will only be released to parents and persons identified on the emergency contact list. Discuss this information with your child.*
- Make sure your child knows their parent or guardian's name, address and phone numbers. If there is only one parent or guardian, your child should have contact information for a second responsible adult.
- Talk with your child about the importance of remaining calm and following instructions in the event of an emergency. If an emergency occurs while they are at school, their teacher will provide them with appropriate instructions and information.
- Let your child know they could be moved to another location until you can pick them up. Explain the term "evacuation" so they are not afraid of being evacuated from their school.
- Explain that cell phones should not be used during an emergency unless directed to do so by a teacher. Emergency responders will depend on cell phones for communication. If students and parents are trying to contact each other, cell phone circuits may become overloaded, interfering with the ability of emergency personnel to communicate vital information.
- Whenever you are on school grounds, remain alert to activity in and around the school. Report any suspicious activity to school administration so they can investigate.
- Establish a family preparedness plan including a communications plan. This will enable you to communicate with all family members during an emergency.
- In case of an emergency in which your child cannot go to their home, make sure there is another place he or she can go and be safe while waiting for a family member to pick them up

What Will Schools do in the Event of an Emergency? _____

What our schools do in an emergency depends on the situation and the specifics of the incident. We will make every attempt to ensure that instruction continues, even when it becomes necessary to lock down the school. Depending on the severity of the threat or emergency, additional measures may be taken, including sheltering-in-place, evacuating students from the building or closing the school early.

If emergency responders are called to the scene, we will work with them in a unified command to determine which plan should be implemented. School emergency plans vary from school to school, based on school size, building layout and other relevant factors, and are initiated depending on the events unfolding at the time of the incident.

While every school has pre-established plans of action, evacuation sites, and family reunification plans, these plans must remain flexible as conditions change. Parents will be informed as soon as we have done everything we can to ensure the safety of students and when it becomes possible to provide accurate and helpful information.

Protective Actions the School May Use _____

Each school has an emergency preparedness plan involving a number of possible actions. The response varies, depending on the conditions and the situation, and is determined by a school administrator to make such decisions. It is important for parents to understand that if a critical incident occurs, students will be dismissed to parents only when danger has passed.

Schools may use the following protective actions:

- **Lockdown** – A lockdown may be used because of an event inside the building or because something is happening outside and police have determined it is best to make sure the school is protected. The purpose of a lockdown is to restrict the movement of staff and students, and to fully secure the building. During a lockdown all interior and exterior doors are locked. No one is permitted to enter or exit the building until school officials, often working in conjunction with police, have determined it is safe to do so. All staff, students and visitors are accounted for and instruction continues. The length of the period of lockdown is based on the situation at hand, and could be a few minutes or hours.

It is possible that a lockdown might involve detaining students beyond the regular school day. It is never our intention to hold students unnecessarily, but we will do so to ensure their safety. Conditions will return to normal as soon as it is safe to do so.

Parents may or may not be notified when the school goes into lockdown. There are times when the school goes into lockdown for drills or training, or for an external event that does not involve the school. The school administrator and Executive Director will determine when the event is significant enough to notify parents.

- **Shelter-in-Place** – This protective action is considered when an event takes place outside of the school and officials determine the safest course of action is to keep students and staff inside the school until the external event is handled. Some examples could be a weather situation, hazardous materials release, or a situation unfolding in the community into which children should not be released. Students who are outside are moved inside, including students who are in portable classrooms or trailers. If a shelter-in-place is called for and may extend beyond the school day, parents will be advised.
- **Evacuation** – If it is unsafe for students and staff to remain inside the building, the school will be evacuated. Students and staff may remain on school grounds until the building is safe to re-enter or be relocated to a safe location off school property, depending on a variety of circumstances. In the event of an off-campus evacuation, school administrators will work with emergency officials to move students to a safe location. From there the students will either be transported home or wait for family members to pick them up from the reunification site. In either event, the school administrator and Executive Director will make sure parents are notified.
- **Emergency School Closing** – This procedure will take place when school administrators determine students are safer at home than at school. This most often occurs due to loss of utilities or a weather emergency. Parents will be notified that school(s) will be closing.
- **Off-Site Family Reunification** – Students are moved off-site when school officials determine students and staff should not re-enter the building until it is rendered safe. Several off-site locations are determined in advance, but are not shared with parents until an incident unfolds. Police and school officials choose the best reunification site at the time of the incident depending on the circumstances of the emergency. Parents will be notified of the family reunification site as soon as it is tactically appropriate to do so. Our main priorities in an off-site evacuation are student safety and accountability. We want to make sure students are released to authorized individuals and a sign-out procedure will be initiated.

In the event of an off-site school evacuation, parents will be provided information as to where the reunification site is located. Parents or authorized adults will be required to show photo identification in order to pick up a child as emergency staff may not be your child's specific teacher or staff member. The process may take some time because we want to make sure reunification is made with authorized individuals.

What Should Parents do in the Event of an Emergency?

The most helpful parental responses to a school emergency are to remain calm and wait for accurate information to be sent to the number listed on your child's emergency contact. We understand it is a natural instinct for parents to want to rush to their child. It is important for you to understand that, during such an event, individual schools and emergency responders have made preparations to deal with these incidents. Your cooperation in an emergency is essential to the safe and swift resolution of the incident.

**** Please do not call the school.** It is essential to keep phone lines open so school officials can make outgoing emergency calls. If students are ill or injured, the parents of those students will be notified first.

****Please do not go to the school.** As we have learned from others whom have dealt with school emergencies, one of the greatest challenges during an emergency is how to manage an onslaught of parents and concerned citizens rushing to the scene to "help." By doing so, parents can inadvertently create traffic jams that may block emergency responders from getting to the scene or leaving if necessary to transport injured staff or students to emergency medical facilities.

Parents/families should :

- ✓ Remain calm, follow procedures, and cooperate with school and public safety officials.
- ✓ Remain close to the phone listed as your emergency contact number.
- ✓ Tune in to radio or television stations designated to carry emergency information. See "Emergency Communications" section below.
- ✓ Obtain current information about the incident from the district website at www.amethodschools.org
- ✓ Understand that emergency pickup procedures are different than routine pickup procedures. In the event you are notified to pick up your child at school or at the designated family reunification site, bring a photo identification card. If you must send someone else to pick up your child, be sure it is someone who is listed on school records as an authorized individual and they are in possession of a photo ID. Your child will not be released to anyone who is unauthorized or who cannot provide appropriate identification.
- ✓ Follow emergency procedures. If you are asked to pick up your child, you will be asked to follow the checkout procedure established for emergencies. The reunification system was developed to ensure the safety of students and it is vital that the procedure be followed.
- ✓ Remain in designated areas at the family reunification site.
- ✓ Be patient. It is essential that the family reunification procedure be carried out in an orderly manner so we can protect and account for all of our students.

**** Remember, we need to work together during the hectic times of crises! By becoming irate or belligerent during heated moment only serves to make worse already chaotic times.**

**Emergency Communications -
Parent Notification (Incident)?** _____

Our first priority is to ensure all students are safe, accounted for, and under adult supervision. As soon as it is possible to do so, the Site Administration and/or Executive Director will communicate information to parents and the community. The school sites and organization information is as follows:

1. **AMPS Website** (www.amethodschools.org)
2. **School Numbers:**
OCA: (510) 532-6751 High School: (510) 893-8700; Downtown Middle (510) 893-8700
3. **Amethod Public School Information line** (* a 1 800 hotline will be available in August 2011.)

In the event of a significant emergency, parents are encouraged to tune in to one of the local radio or television stations to follow the event as it unfolds.

Some examples are:

Radio:

- AM 740- KCBS News Radio
- AM 1010- KIQI (Spanish Language)
- AM 1400 - KVTO (Cantonese)

Television: *(Some channels may be different than the ones listed due to your cable provider. Please check and confirm the channels through your provider)*

- Channel 2 - KTVU
- Channel 14- Univision (Spanish)
- Channel 26- KTSF (Mandarin/Cantonese)

Recovery after a Crisis _____

The school officials understand that a traumatic event in a school or in the community can have an emotional impact on staff and students. If there is a chance a critical incident makes an emotional impact upon staff or students, Amethod Public Schools administration and staff will work with together community providers to establish an assistance network through usage of local counselors, media, medical professionals, and emergency personnel to assist.

Again, many emergencies cannot be prevented. For the sake of the safety of all involved, it is very important to remain calm during an emergency and to follow the predetermined procedures.

For Additional Information _____

- For additional information about the AMPS Safety & Crisis Plan, visit the Amethod Schools website at www.amethodschools.org.
- For information about the Safety & Crisis Plan for your child's specific AMPS school, contact the school administrator.
- For additional emergency information - California Emergency Management Agency (916) 845-8510 www.calema.ca.gov
- An excellent website on emergency readiness is www.ready.gov

SAFETY PROGRAM

EARTHQUAKE DRILLS

Earthquakes happen with no warning; thus life-protecting actions must be taken at the first indication of ground shaking. Even in the most severe earthquake, buildings rarely collapse completely. Injury and even death are most often caused by the shattering and falling of non-structural elements, such as windows glass, ceiling plaster, lighting fixtures, chimneys, roof tiles, and signs. There will be no time to think what to do; therefore, of all earthquake- preparedness measuring, **EARTHQUAKE DRILLS ARE THE MOST IMPORTANT.**

An earthquake may not occur during the childhood of the student. However, the earthquake safety lessons they learn will stay with them and be useful in adulthood, both for themselves and to pass on their children.

Regular earthquake evacuations drills should occur separately form, but with he same frequency, as fire drills. Drills should regulate simulate emergencies such as jammed doors, and blocked hallways and stairways.

Drills

Site Directors will coordinate announced and unannounced drills periodically. They will discuss the outcomes after the drills.

The following are recommended drill procedures for a teachers and class of students:

- ***All Persons should:***

- TAKE COVER under desk or tables
- FACE AWAY from windows
- ASSUME "CRASH" POSTION on knees, head down, hands clasped on back of neck or head covered with book or jacket
- COUNT ALOUD to 60—earthquakes rarely last longer than 60 seconds and counting is calming.

- ***Teachers should:***

- Issue the "take cover" order
- Also take cover for 60 seconds
- Review evacuation procedures.
- Select and train 2 monitors for emergency situations and procedures **(If the teacher is injured, two student's monitors should have designated authority to give instructions.)*

- ***In other areas of the school, at the fist sign of an earthquake, occupants should:***

- Move away from windows, shelves and heavy objects that may fall
- take cover under a table or desk, in a corner or door way
- In halls, stairways and other areas where no cover is available, move to an interior wall; kneel with back to wall; place head close to knees; clasp hands behind neck; and cover side of head with arms
- In the library, move away from where books and bookshelves may fall and take cover
- Stay inside—usually the most dangerous place is just outside where building debris may fall; exit only after shaking has stopped
- In science laboratories, extinguish all burners, if possible, before taking cover; stay away from hazardous chemicals that may spills.

Simulation exercise should occur outdoors as well as inside the school. Students and teachers should move to open space away from buildings and overhead power lines; lie down or crouch because legs will be unsteady; and look around to be aware of dangers that may require movement.

Indoors or outdoors, **TAKE ACTION AT THE FIRST INDICATION OF AN EARTHQUAKE.**

Post Earthquake:

After an earthquake, building evacuation should occur as soon as possible, due to the possibility of aftershocks, the building collapse, fires and explosions.

• ***Students should:***

- EVACUATE the building in single file when instructed by the teacher or monitor
- KEEP CALM
- WEAR SHOES

• ***Teachers Should:***

- INSTRUCT Students to evacuate when all shaking has stopped
- LEAD class to the designated assembly area
- BE PREPARED to choose alternative escape route in case of fire or exit blockage
- Take class list, I.D.'s, first aid kit
- APPLY I.D. information to all primary and injured students
- GIVE FIRST AID, if necessary (only if your certified)
- DO NOT RE-ENTER the building unless instructed by the principal.

** Copies of the standard drill procedures will be given to each teacher to implement in the classroom.*

Discussions and Projects

Earthquake drills should be preceded by classroom discussions. These should be about the need for and purpose of drills. Teachers should dispel myths, such as "The earth will open up and swallow you." The contents of this guidebook may be used to explain what to expect, what to do, and why.

Evaluation

Periodically, the staff and faculty should evaluate the effectiveness of their earthquake drills.

The following checklist may be used for evaluation and in the initial planning of the drills:

- Have completed 'quake-safe' action drills been issued to all concerned?
- Are all students and staff familiar with the "take cover" procedure?
- Have students and teachers demonstrated their ability to take cover immediately?
- Do students know what to do in areas without shelter?
- Do students stay quiet during drill?
- Are teachers able to maintain relative calm and reassure their students?
- Do students and teachers know and understand evacuation procedures?
- Does everyone know their safe evacuation assembly area?
- Do teachers remember to take their class roster and evacuation checklist to the assembly area after evacuation?
- Have other staff members practiced their roles during earthquake drills?
- Have emergency variations been practiced (eg. exits blocked, aftershock occurring, etc.)?
- Have students had sample opportunity to discuss their fears and concerns about earthquakes, including how they can help each other?

Seismic Hazards

Seismic hazards can be considered in three categories:

1. Classroom hazards that can be corrected by students and teachers;
2. Maintenance hazards that require special skills for corrections; and
3. Neighborhood hazards that possibly cannot be corrected, but can be taken into account in the response plan.

The following are suggestions on how to eliminate seismic hazards:

1. Classroom Hazards

- Heavy loose objects that could cause injury should not be stored on shelves or hanging where they can fall more than one meter above the floor
- Hazardous materials such as may be found in science laboratories and industrial education shops must be stored in an approved cabinet or a designated storage room

2. Maintenance Hazards

- All industrial education machines tools and equipment must be securely fastened to the floor or wall
 - Exhaust hoods should be structure
 - Lockers, shelves, cupboard, bookcase, filing, cabinets, storage racks, etc., exceeding one meter above the floor should be secured to structural member of a wall or partition
 - Clocks, projection screens, TV monitors, heavy pictures, lights, fixtures, and similar appendages should be secured to a structural member of a wall or partition
 - Appendages over access doors or footpaths should be removed, if practical; alternatively, check the support and possibly provide additional fixing to structure
 - Slate and tile roofs should be checked, and loose pieces re-fixed; a restraining board may be fitted at the eaves; in the long-term, replace with metal roofing or asphalt shingles.
-

Response plan

A response plan should provide short-term shelter (i.e., one – hours) for the entire school population and long-term shelter (i.e., up to 24 hours) for students whose parents have been unable to collect them. The long-term plan must take into account the fact that an earthquake can occur at any time during the day and in the middle of winter; that the building may be unsafe for re-entering; and that all services, including telephones, may be disrupted

The First Two Hours

During the first two hours an earthquake, adults in a school must cope with many tasks, such as:

- Organizing building evacuation and security
- Providing first aid to injured persons
- Checking and accounting for all those who were in the school
- Providing all students with identification tags indicating name, age, address, phone parents names, work address and phone, any medical problems
- Organizing search and rescue teams to locate missing persons
- extinguishing small fires
- Checking damage to utilities; if necessary shutting off main power, gas and water
- Sealing off areas where hazardous materials have been spilled
- Calming and reassuring frightened persons
- Authorizing release of students to parents; keeping records of such releasing
- Establishing communication with emergency assistance and other schools in the district
- Handling the traffic in and out of the school ground.
- Distributing emergency supplies and equipment
- Preparing for long-term care and shelter

The following planning decisions should be made in preparation for the first two hours:

- Who will give instruction to evacuate the building
- How will this be done if the communication system is damaged
- Have evacuation routes and assembly areas been establish; are they the same as fire escape routes and areas; if not, and could this cause confusion
- Are there any potential hazards along the evacuation routes
- what emergencies could occur and what should be done (e.g. power fails, exit door jams, debris blocks exit, fire breaks out, students are injured and should not be moved)
- Under the worst weather conditions possible, where will the school population find short-term shelter
- How will all persons be identified and kept track of
- How will the arrival of parents and the handover of their children be processed
- What steps can be taken to reduce anxiety and fear among students and adults
- If it is necessary to evacuate the school grounds, how will this be accomplished and how will parents be informed of the new location

In addition, the following information should be established;

- Chain of command for decisions after an earthquake
- List of emergency response agencies (e.g., fire, police, gas, utility, electricity utility)
- Procedures to provide for first aid, search and rescue, communication, building damage, assessment, and student security.
- Location(s) of outdoor assembly areas, first aid stations, command and communication station, student release station
- List of persons responsible for various actions and/or with required skills
- Inventory of supplies and a plan of the school.

Expert judgment may be needed to determine whether buildings are safe for re-entry.

The emergency responds plan should contain names of local engineers and other experts who can access the following.

- Structural and non-structural damage
- Damage to utilities
- The likelihood of fire
- Hazardous material spills

Care and Shelter

Within two hours after a major earthquake, most parents will come to collect their children. However, some parents may be unable to reach the school, either because of transportation difficulties or because they are casualties themselves, obviously, young children must not be released to go home alone.

General care and shelter guidelines should be included in a district responds plan. However, each school will have individual problems and solutions that will need to be addressed locally, such as;

- Based on an analysis of the number of parents working, single parents, location of home and workplace, what is a reasonable estimate of the numbers and ages of children that may require long-term care and shelter
- What is the likelihood of the building surviving a major earthquake; if unlikely, what alternative shelter arrangements can be made if long-term shelter has to be provided
- What supplies are needed
- Have any individual special medication needs been identified
- Which adults will undertake the long-term care.

Expect for basic supplies, it is not practical for a school to store large quantities of emergency food and such items. Arrangements for storage and delivering by community members and neighbors can be made.

To keep students occupied, they can:

- Be encouraged to express their feelings through drama, art and writing
- Be encouraged to comfort each other; physical contact can reduce feelings for separation, loneliness and fear
- Discuss the chores that will face everyone at home; emphasizing their role in restoring order
- Review the actions that would be necessary if there was an aftershock.

Proper preparation and planning is the best bet to counter any emergency situation. Your Site Director will assign tasks and plan according to the legal requirements, needs and assessments of the specific school site. By all means, every faculty member is encouraged to work together with the entire school community to assess and gauge areas of need for emergency preparedness.

If you have any questions or comments, please see your Site Director.

Report of Fire Drills (Fire Drill Report)

Date:		
Name of School:		
Address:		
Time Required to Empty School:		
Number of Pupils:		
Does school have a emergency leader:	Yes	No
Did they exit in an orderly manner?	Yes	No
Has provision been made to manage disabled children?	Yes	No
Remarks:		
<p>Signature of Lead Administrator: <i>Fires are not predictable. A regularly used exit may be blocked by FIRE! Did you drill using blocked exit? (At times Use an adult holding a sign saying FIRE.)</i></p>		
_____ Signature		_____ Date

The original Fire Drill Report shall be completed on **THE DAY OF THE DRILL** and a scanned Report shall be forwarded via email to the Executive Director. If scanning is not an option, the report is to be faxed to these individuals.

Basic Instructions

1. The fire alarm shall not be used except as a signal for the evacuation of the building. (Call Service Provider)
2. Fire Drills should be held frequently at irregular intervals and secret times. Discretion should be used in holding fire drills in inclement weather.
3. In case an actual fire breaks out in any part of the building the first duty of any person discovering the fire is to sound the alarm. No attempt should be made on the part of the teaching staff to extinguish the fire until the safe exit of all pupils is made.
4. The original Fire Drill Report shall be maintained at the school office in a file labeled " **Fire Drill Reports**" followed by numbers designating the current school year (i.e. 2009-10



Classroom Safety Checklist *(To be performed in summer as Pre-opening)*

Leader Name: _____

Site: _____

Date: _____ Assessment Conducted By: _____

Instructions:

- 1) Check YES or NO for each of the following items. Skip any that do not apply.
- 2) Go back and circle each NO; these are the items that you have identified as dangerous to you and your class.
- 3) For each NO, suggest a way to remove the danger (use the Plan of Action and comment space).

YES/NO

“NO’s” (Plan of Action)

	Are desks and tables located where they cannot slide and block exits?	
	Are tall file cabinets securely attached to the wall or out of the way from toppling on anyone? Are the heavy items on top of the file cabinets restrained?	
	Do file cabinet doors have latches? Are the drawers securely closed?	
	Are computers out of the way if a monitor falls over?	
	Are storage spaces secured to the wall or attached to each other?	
	Are display cases protected against overturning or sliding off tables?	
	For freestanding equipment on wheels, are they all secured against overturning or sliding (ex. TV straps)?	
	Is freestanding equipment protected against rolling or falling over?	
	Are all heavy, sharp, or breakable wall decorations securely mounted, with closed eye hooks, for example?	
	Do books or materials stored on shelves have adequate restraints to keep them from falling off the shelves? Are heavy items on lower shelves?	
	Are fire extinguishers securely mounted and easy to access? Current Tags	
	Are all your outlets covered so that internal wires are not visible?	
	Are wires or other tripping hazards out of the way of walkways?	
	Are there any cracked windows?	
	Are floors securing (no cracked tiles?)	
	Are emergency exit signs functioning?	

Comments:

ATTACHMENT N

Oakland Charter High School
 Monthly Cash Flows
 11/15/2011

	2012/13												AP/AR
	Actual & Projected												
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected	
Beginning Cash	30,250	13,200	48,129	104,086	88,378	93,618	105,598	135,630	132,800	91,748	122,959	88,767	
Revenue													
8015 State Aid	-	35,677	35,677	64,219	64,219	64,219	64,219	64,219	21,306	67,107	35,634	15,569	195,913
8096 Property Tax	-	13,257	26,515	17,677	17,677	17,677	17,677	17,677	30,934	15,467	15,467	15,467	15,467
8480 Charter Schools Categorical Block Grant	-	4,930	4,930	8,874	8,874	8,874	8,874	8,874	2,818	8,874	4,712	2,059	25,908
Federal Income	-	-	-	-	-	-	28,336	-	-	28,336	-	-	14,163
Other State Income	7,583	7,583	7,583	7,583	7,583	24,833	12,466	7,583	7,583	12,466	11,033	7,583	12,065
Local Revenues	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	-
Fundraising and Grants	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	6,244	-
Total Revenue	25,327	79,192	92,449	116,097	116,097	133,347	149,316	116,097	80,385	149,994	84,590	58,422	263,525
Expenses													
Compensation & Benefits	19,295	56,396	58,043	57,864	57,505	57,505	58,043	57,684	57,577	57,541	57,541	57,541	(48)
Books & Supplies	500	980	8,500	8,047	3,547	3,547	3,547	3,547	3,547	3,547	3,547	3,547	0
Services & Other Operating Expenses	40,992	48,237	61,999	57,695	57,695	60,314	57,695	57,695	60,314	57,695	57,695	60,314	8,200
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	60,787	105,613	128,541	123,605	118,747	121,366	119,284	118,926	121,437	118,783	118,783	121,401	8,152
Operating Cash Inflow (Outflow)	(35,460)	(26,422)	(36,092)	(7,509)	(2,650)	11,981	30,031	(2,829)	(41,052)	31,211	(34,193)	(62,980)	255,375
Prior Year Revenue	18,410	144,650	92,050	-	7,890	-	-	-	-	-	-	-	-
Prior Year Expenses	-	-	-	(8,200)	-	-	-	-	-	-	-	-	-
Change in Accounts Receivable (current yr)	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Accounts Payable (current yr)	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Payments	-	(83,300)	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes (prepaids etc)	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	13,200	48,129	104,086	88,378	93,618	105,598	135,630	132,800	91,748	122,959	88,767	25,787	

40% payment on internal loan from OCA/Amethod.

Oakland Charter High School

Monthly Cash Flows

11/15/2011

	2013/14												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	25,787	9,540	5,093	100,174	85,813	83,866	120,287	152,910	150,772	98,186	123,954	83,303	
Revenue													
8015 State Aid	-	36,399	75,305	65,518	65,518	84,446	65,518	65,518	20,746	65,341	34,696	15,159	190,763
8096 Property Tax	-	13,257	26,515	18,432	17,677	17,677	18,044	17,677	20,443	10,222	10,222	10,222	10,222
8480 Charter Schools Categorical Block Grant	-	4,930	4,930	8,874	8,874	8,874	8,874	8,874	3,010	9,481	5,034	2,200	27,680
Federal Income	-	-	-	-	-	-	29,952	-	-	29,952	-	-	14,976
Other State Income	7,583	7,583	7,583	7,583	7,583	24,833	12,409	7,583	7,583	12,409	11,033	7,583	11,952
Local Revenues	11,845	11,845	11,845	11,845	11,845	11,845	11,845	11,845	11,845	11,845	11,845	11,845	-
Fundraising and Grants	8,260	8,260	8,260	8,260	8,260	8,260	8,260	8,260	8,260	8,260	8,260	8,260	-
Total Revenue	27,688	82,274	134,438	120,512	119,757	155,934	154,902	119,757	71,887	147,510	81,090	55,268	255,593
Expenses													
Compensation & Benefits	20,208	58,421	60,118	59,926	59,543	59,543	60,118	59,735	59,620	59,581	59,581	59,581	(48)
Books & Supplies	515	1,009	10,755	8,288	3,653	3,653	3,653	3,653	3,653	3,653	3,653	3,653	0
Services & Other Operating Expenses	41,027	48,766	62,936	58,507	58,507	61,200	58,507	58,507	61,200	58,507	58,507	61,200	8,446
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	61,750	108,197	133,809	126,722	121,703	124,396	122,279	121,895	124,473	121,742	121,742	124,435	8,398
Operating Cash Inflow (Outflow)	(34,062)	(25,922)	629	(6,209)	(1,947)	31,538	32,624	(2,138)	(52,586)	25,768	(40,652)	(69,166)	247,195
Prior Year Revenue	17,767	146,424	94,452	-	-	4,883	-	-	-	-	-	-	-
Prior Year Expenses	-	-	-	(8,152)	-	-	-	-	-	-	-	-	-
Change in Accounts Receivable (current yr)													
Change in Accounts Payable (current yr)													
Summerholdback for Teachers	48	-	-	-	-	-	-	-	-	-	-	-	-
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	30,000
Loan Payments	-	(124,950)											
Capital Expenditure													
Other Balance Sheet Changes (prepaids etc)													
Ending Cash	9,540	5,093	100,174	85,813	83,866	120,287	152,910	150,772	98,186	123,954	83,303	44,136	

60% payment on internal loan from OCA/Amethod

Oakland Charter High School
 Monthly Cash Flows
 11/15/2011

	2014/15											
	Projected											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected
Beginning Cash	44,136	14,278	95,017	135,835	113,287	104,218	182,701	208,831	199,608	146,743	177,889	150,007
Revenue												
8015 State Aid	-	39,246	39,246	70,644	70,644	70,644	70,644	70,644	24,292	76,511	40,627	17,750
8096 Property Tax	-	11,436	22,873	15,249	15,249	15,249	15,249	15,249	26,685	13,343	13,343	13,343
8480 Charter Schools Categorical Block Grant	-	5,082	5,082	9,147	9,147	9,147	9,147	9,147	3,102	9,770	5,188	2,267
Federal Income	-	-	-	-	-	-	30,874	-	-	30,874	-	-
Other State Income	-	-	-	-	-	85,500	4,788	-	-	4,788	17,100	-
Local Revenues	12,200	12,200	12,200	12,200	12,200	12,200	12,200	12,200	12,200	12,200	12,200	12,200
Fundraising and Grants	8,146	8,146	8,146	8,146	8,146	8,146	8,146	8,146	8,146	8,146	8,146	8,146
Total Revenue	20,347	76,111	87,548	115,386	115,386	200,886	151,047	115,386	74,426	155,631	96,604	53,706
Expenses												
Compensation & Benefits	21,181	60,541	62,122	61,968	61,660	61,660	62,122	61,814	61,721	61,691	61,691	61,691
Books & Supplies	530	1,059	14,037	8,538	3,764	3,764	3,764	3,764	3,764	3,764	3,764	3,764
Services & Other Operating Expenses	41,064	48,988	63,600	59,031	59,031	61,805	59,031	59,031	61,805	59,031	59,031	61,805
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	62,775	110,587	139,759	129,537	124,455	127,229	124,917	124,609	127,291	124,486	124,486	127,260
Operating Cash Inflow (Outflow)	(42,429)	(34,476)	(52,211)	(14,151)	(9,069)	73,657	26,131	(9,223)	(52,865)	31,145	(27,882)	(73,554)
Prior Year Revenue	12,522	145,216	93,029	-	-	4,826	-	-	-	-	-	-
Prior Year Expenses	-	-	-	(8,398)	-	-	-	-	-	-	-	-
Change in Accounts Receivable (current yr)												
Change in Accounts Payable (current yr)												
Summerholdback for Teachers	48	-	-	-	-	-	-	-	-	-	-	-
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-
Loan Payments	-	(30,000)	-	-	-	-	-	-	-	-	-	-
Capital Expenditure												
Other Balance Sheet Changes (prepaids etc)												
Ending Cash	14,270	95,017	135,835	113,287	104,218	182,701	200,031	199,608	146,743	177,889	150,007	76,453

Inflation Rate:

1.6%

2.8%

3.0% Per SSC 9/12/11

Code	Revenue Item	Budget	Rate		
		2011/12 Budget	2012-13	2013/14	2014/15
Contingency reduction					
8010	Principal Apportionment				
	ADA K - 3	5,077	5,156	5,300	5,459
	ADA 4 - 6	5,153	5,233	5,380	5,541
	ADA 7 - 8	5,306	5,388	5,539	5,705
	ADA 9 - 12	6,148	6,243	6,418	6,611
8294	Title I	469	476	489	504
8295	Title II	30	30	31	32
8296	Title III	32	32	33	34
8297	Title IV	0	0	0	0
8298	Title V	0	0	0	0
8434	Class Size Reduction, Grades K-3	0	0	0	0
8480	Charter Schools Categorical Block Grant	410	416	428	441
8560	State Lottery Revenue	130	129	127	126
8678	Educationally Disadvantaged Aid	313	313	322	332
	minimum 21+ students	7,375	7,375	7,582	7,809
	minimum 1-20 students	4,885	4,885	5,022	5,173
8591	Supplemental Hourly Revenue				
8590	Arts & Music Block Grant			0.00	0.00
	minimum				0

Source

SSC

Date Updated

9/12/2011

Oakland Charter High School

Budget Summary
11/15/2011

	2012/13	2012/13	2013/14	2014/15
	Budget	Notes	Budget	Budget
SUMMARY				
Revenue				
General Block Grant	1,047,537		1,077,171	1,109,619
Federal Income	70,840		74,880	77,184
Other State Income	133,532		133,304	133,152
Other Local Revenue	138,000		142,140	146,404
Fundraising and Grants	74,929		99,115	97,754
Total Revenue	1,464,838		1,526,610	1,564,113
Expenses				
Compensation and Benefits	652,487		675,927	699,806
Books & Supplies	46,400		49,792	54,274
Services & Operating Exp.	686,539		695,820	701,956
Capital Outlay	-		-	-
Total Expenses	1,385,426		1,421,539	1,456,035
Operating Income (excluding Depreciation)	79,412		105,071	108,078
<i>Operating Income (including Depreciation)</i>	<i>79,412</i>		<i>105,071</i>	<i>108,078</i>
Fund Balance				
Beginning Balance (Unaudited)	85,000	Estimated 11-12 ending fund balance	79,412	184,483
Audit Adjustment	-			
Beginning Balance (Audited)	85,000			
Operating Income (including Depreciation)	79,412		105,071	108,078
Ending Fund Balance (including Depreciation)	164,412		184,483	292,561
CDE Recommended Reserve (5% of Expenses) + \$15K closure cor	84,271		86,077	87,802

Oakland Charter High School

Budget Summary
11/15/2011

2012/13	2012/13	2013/14	2014/15
Budget	Notes	Budget	Budget

DETAIL

Enrollment

9 to 12	160	160	160
Total Enrollment	160	160	160

Attendance Rates

9 to 12	95.0%	Consistent with prior year attendance at OCHS	95.0%	95.0%
Average	95.0%		95.0%	95.0%

ADA

K to 3	-		-	-
4 to 6	-		-	-
7 to 8	-		-	-
9 to 12	152		152	152
Total ADA	152		152	152

Economically Disadvantaged	80	Consistent with other schools in area	80	80
Free Lunch	96	Consistent with other schools in area	96	96
Reduced Lunch	48	Consistent with other schools in area	48	48
English Language Learners	22	Consistent with other schools in area	22	22

Oakland Charter High School

Budget Summary

11/15/2011

		2012/13	2012/13	2013/14	2014/15
		Budget	Notes	Budget	Budget
REVENUE					
	General Purpose Block Grant (K - 3)	-	\$5156 per ADA per SSC	-	-
	General Purpose Block Grant (4 - 6)	-	\$5233 per ADA per SSC	-	-
	General Purpose Block Grant (7 - 8)	-	\$5388 per ADA per SSC	-	-
	Subtotal General Purpose Block Grant	948,936	Rates provided by SSC	975,536	1,004,872
General Block Grant					
8015	State Aid	727,980		784,928	814,264
8096	Property Tax	220,956		190,608	190,608
8480	Charter Schools Categorical Block Grant	98,601	\$416 per ADA; includes \$313 per ED & ELL student	101,635	104,747
	SUBTOTAL - General Block Grant	1,047,537		1,077,171	1,109,619
Federal Income					
8220	Child Nutrition Programs	-		-	-
8291	Title I - Basic Grant	66,640	\$476 per Title I eligible student based on avg 09-10 rates	70,416	72,576
8292	Title II - Teacher Quality	4,200		4,464	4,608
8293	Title III - LEP Students	-		-	-
	SUBTOTAL - Federal Income	70,840		74,880	77,184
Other State Income					
8545	School Facilities Apportionments (SB740)	23,000	SB 740 supplements the CSFA grant up to the lesser of \$750 per ADA or 75% of lease costs	23,000	114,000
8550	Mandated Cost Reimbursements	-		-	-
8560	State Lottery Revenue	19,532	\$128.5 per ADA per CDE	19,304	19,152
8590	Charter School Facilities Incentive Grant Program	91,000	Awarded in Spring 2011; 3 year grant	91,000	-
	SUBTOTAL - Other State Income	133,532		133,304	133,152
Local Revenues					
8650	Leases and Rentals	138,000	Sublease revenue	142,140	146,404
	SUBTOTAL - Local Revenues	138,000		142,140	146,404
Fundraising and Grants					
8803	Fundraising	-		-	-
8910	Interfund Transfers In	74,929	Transfer from OCA for pro-rata facility cost at downtown location	99,115	97,754
	SUBTOTAL - Fundraising and Grants	74,929		99,115	97,754
	TOTAL REVENUE	1,464,838		1,526,610	1,564,113

Oakland Charter High School

Budget Summary

11/15/2011

	2012/13	2012/13	2013/14	2014/15
	Budget	Notes	Budget	Budget
EXPENSES				
1000 Certificated Employees				
Teachers (Cert)	379,103	8 FTE, avg salary of \$50969 based on average salaries in 11-12	390,477	402,191
Stipends (Cert)	-		-	-
Substitutes (Cert)	8,640	5% absence rate and a daily rate of \$120	8,640	8,964
Counselor (Cert)	46,359	1 FTE	47,750	49,182
SUBTOTAL - Certificated Employees	434,102		445,866	460,337
2000 Classified Employees				
Elective Teachers (Class)	-		-	-
Administration (Class)	62,730	1 FTE, Site Director	64,612	66,550
Clerical (Class)	42,840	1 FTE, office mgr in year 1	44,125	45,449
SUBTOTAL - Classified Employees	105,570		108,737	111,999
3000 Employee Benefits				
3401-2 Health Insurance	57,200	\$5200 per FTE per year. Growing at 10% per year.	62,920	69,212
3301-4 Social Security/Medicare/ETT	41,237		42,455	43,731
3501-2 Unemployment Insurance - State	3,528	3.60% per first ~\$8K of pay per person	3,780	3,024
3513-14 Unemployment Insurance - Federal (FUTA)	56		56	56
3101 STRS	-		-	-
3601-2 Worker's Comp	10,793	2.00% of payroll, per historical insurance premiums	11,112	11,447
SUBTOTAL - Employee Benefits	112,814		120,323	127,469

Oakland Charter High School

Budget Summary

11/15/2011

		2012/13	2012/13	2013/14	2014/15
		Budget	Notes	Budget	Budget
4000 Books & Supplies					
4100	Approved Textbooks & Core Curricula Materials	12,000	\$75 per Student for replacement texts	12,360	12,731
4200	Books and Other Reference Materials	-		-	-
4300	Materials & Supplies	-		-	-
4315	Custodial Supplies	2,400		2,472	2,546
4320	Educational Software	1,200	\$150 per Teacher	1,236	1,321
4325	Instructional Materials & Supplies	20,000	\$125 per Student	20,600	21,218
4326	Art & Music Supplies	3,200	\$20 per Student	3,296	3,395
4330	Office Supplies	6,000		6,180	6,365
4335	PE Supplies	1,600	\$10 per Student	1,648	1,697
4410	Classroom Furniture, Equipment & Supplies	-		-	-
4420	Computers (individual items < \$5k)	-		2,000	5,000
4430	Office Furniture, Equipment & Supplies	-		-	-
4700	Food	-		-	-
SUBTOTAL - Books and Supplies		46,400		49,792	54,274

Oakland Charter High School

Budget Summary
11/15/2011

		2012/13	2012/13	2013/14	2014/15
		Budget	Notes	Budget	Budget
5878	Student Assessment	2,400	\$15 per Student DataDirector assessment tracking	2,472	2,546
5880	Student Health Services	4,000	\$25 per Student mandatory health screenings	4,120	4,244
5881	Student Information System	2,880	\$18 per Student	2,966	3,055
5887	Technology Services	6,000	Basic IT handled by volunteers, network maintained by tech service	6,180	6,365
5910	Communications - Internet / Website Fees	1,200		1,236	1,273
5915	Communications - Postage and Delivery	4,000	\$25 per Student	4,120	4,244
5920	Communications - Telephone & Fax	3,000		3,090	3,183
5999	5000 series 1099 reimbursable expenses	-		-	-
SUBTOTAL - Services & Other Operating Exp.		685,539		695,820	701,956
6000 Capital Outlay					
6100	Sites & Improvement of Sites	-		-	-
6200	Buildings & Improvement of Buildings	-		-	-
6410	Computers	-		-	-
6420	Furniture	-		-	-
6430	Other Equipment	-		-	-
SUBTOTAL - Capital Outlay		-		-	-
TOTAL EXPENSES		1,385,426		1,421,539	1,456,035

Oakland Charter High School

Budget Summary
11/15/2011

	2012/13	2012/13	2013/14	2014/15
	Budget	Notes	Budget	Budget
SUMMARY				
Revenue				
General Block Grant	1,047,537		1,077,171	1,109,619
Federal Income	70,840		74,880	77,184
Other State Income	133,532		133,304	133,152
Other Local Revenue	138,000		142,140	146,404
Fundraising and Grants	74,929		99,115	97,754
Total Revenue	1,464,838		1,526,610	1,564,113
Expenses				
Compensation and Benefits	652,487		675,927	699,806
Books & Supplies	46,400		49,792	54,274
Services & Operating Exp.	686,539		695,820	701,956
Capital Outlay	-		-	-
Total Expenses	1,385,426		1,421,539	1,456,035
Operating Income (excluding Depreciation)	79,412		105,071	108,078
<i>Operating Income (including Depreciation)</i>	<i>79,412</i>		<i>105,071</i>	<i>108,078</i>
Fund Balance				
Beginning Balance (Unaudited)	85,000	Estimated 11-12 ending fund balance	79,412	184,483
Audit Adjustment	-			
Beginning Balance (Audited)	85,000			
Operating Income (including Depreciation)	79,412		105,071	108,078
Ending Fund Balance (including Depreciation)	164,412		184,483	292,561
CDE Recommended Reserve (5% of Expenses) + \$15K closure cr	84,271		86,077	87,802

Oakland Charter High School
 Budget Summary
 11/15/2011

2012/13	2012/13	2013/14	2014/15
Budget	Notes	Budget	Budget

DETAIL

Enrollment

9 to 12	160	160	160
Total Enrollment	160	160	160

Attendance Rates

9 to 12	95.0%	Consistent with prior year attendance at OCHS	95.0%	95.0%
Average	95.0%		95.0%	95.0%

ADA

K to 3	-		-	-
4 to 6	-		-	-
7 to 8	-		-	-
9 to 12	152		152	152
Total ADA	152		152	152

Economically Disadvantaged	80	Consistent with other schools in area	80	80
Free Lunch	96	Consistent with other schools in area	96	96
Reduced Lunch	48	Consistent with other schools in area	48	48
English Language Learners	22	Consistent with other schools in area	22	22

Oakland Charter High School

Budget Summary
11/15/2011

		2012/13	2012/13	2013/14	2014/15
		Budget	Notes	Budget	Budget
REVENUE					
	General Purpose Block Grant (K - 3)	-	\$5156 per ADA per SSC	-	-
	General Purpose Block Grant (4 - 6)	-	\$5233 per ADA per SSC	-	-
	General Purpose Block Grant (7 - 8)	-	\$5388 per ADA per SSC	-	-
	Subtotal General Purpose Block Grant	948,936	Rates provided by SSC	975,536	1,004,872
General Block Grant					
8015	State Aid	727,980		784,928	814,264
8096	Property Tax	220,956		190,608	190,608
8480	Charter Schools Categorical Block Grant	98,601	\$416 per ADA; includes \$313 per ED & ELL student	101,635	104,747
	SUBTOTAL - General Block Grant	1,047,537		1,077,171	1,109,619
Federal Income					
8220	Child Nutrition Programs	-		-	-
8291	Title I - Basic Grant	66,640	\$476 per Title I eligible student based on avg 09-10 rates	70,416	72,576
8292	Title II - Teacher Quality	4,200		4,464	4,608
8293	Title III - LEP Students	-		-	-
	SUBTOTAL - Federal Income	70,840		74,880	77,184
Other State Income					
8545	School Facilities Apportionments (SB740)	23,000	SB 740 supplements the CSFA grant up to the lesser of \$750 per ADA or 75% of lease costs	23,000	114,000
8550	Mandated Cost Reimbursements	-		-	-
8560	State Lottery Revenue	19,532	\$128.5 per ADA per CDE	19,304	19,152
8590	Charter School Facilities Incentive Grant Program	91,000	Awarded in Spring 2011; 3 year grant	91,000	-
	SUBTOTAL - Other State Income	133,532		133,304	133,152
Local Revenues					
8650	Leases and Rentals	138,000	Sublease revenue	142,140	146,404
	SUBTOTAL - Local Revenues	138,000		142,140	146,404
Fundraising and Grants					
8803	Fundraising	-		-	-
8910	Interfund Transfers In	74,929	Transfer from OCA for pro-rata facility cost at downtown location	99,115	97,754
	SUBTOTAL - Fundraising and Grants	74,929		99,115	97,754
TOTAL REVENUE		1,464,838		1,526,610	1,564,113

Oakland Charter High School

Budget Summary

11/15/2011

	2012/13	2012/13	2013/14	2014/15
	Budget	Notes	Budget	Budget
EXPENSES				
1000 Certificated Employees				
Teachers (Cert)	379,103	8 FTE, avg salary of \$50969 based on average salaries in 11-12	390,477	402,191
Stipends (Cert)	-		-	-
Substitutes (Cert)	8,640	5% absence rate and a daily rate of \$120	8,640	8,964
Counselor (Cert)	46,359	1 FTE	47,750	49,182
SUBTOTAL - Certificated Employees	434,102		446,866	460,337
2000 Classified Employees				
Elective Teachers (Class)	-		-	-
Administration (Class)	62,730	1 FTE, Site Director	64,612	66,550
Clerical (Class)	42,840	1 FTE, office mgr in year 1	44,125	45,449
SUBTOTAL - Classified Employees	105,570		108,737	111,999
3000 Employee Benefits				
3401-2 Health Insurance	57,200	\$5200 per FTE per year. Growing at 10% per year.	62,920	69,212
3301-4 Social Security/Medicare/ETT	41,237		42,455	43,731
3501-2 Unemployment Insurance - State	3,528	3.60% per first ~\$8K of pay per person	3,780	3,024
3513-14 Unemployment Insurance - Federal (FUTA)	56		56	56
3101 STRS	-		-	-
3601-2 Worker's Comp	10,793	2.00% of payroll, per historical insurance premiums	11,112	11,447
SUBTOTAL - Employee Benefits	112,814		120,323	127,469

Oakland Charter High School
 Budget Summary
 11/15/2011

		2012/13	2012/13	2013/14	2014/15
		Budget	Notes	Budget	Budget
4000 Books & Supplies					
4100	Approved Textbooks & Core Curricula Materials	12,000	\$75 per Student for replacement texts	12,360	12,731
4200	Books and Other Reference Materials	-		-	-
4300	Materials & Supplies	-		-	-
4315	Custodial Supplies	2,400		2,472	2,546
4320	Educational Software	1,200	\$150 per Teacher	1,236	1,321
4325	Instructional Materials & Supplies	20,000	\$125 per Student	20,600	21,218
4326	Art & Music Supplies	3,200	\$20 per Student	3,296	3,395
4330	Office Supplies	6,000		6,180	6,365
4335	PE Supplies	1,600	\$10 per Student	1,648	1,697
4410	Classroom Furniture, Equipment & Supplies	-		-	-
4420	Computers (individual items < \$5k)	-		2,000	5,000
4430	Office Furniture, Equipment & Supplies	-		-	-
4700	Food	-		-	-
SUBTOTAL - Books and Supplies		46,400		49,792	54,274

Oakland Charter High School

Budget Summary
11/15/2011

		2012/13	2012/13	2013/14	2014/15
		Budget	Notes	Budget	Budget
5000 Services and Other Operating Expenditures					
5210	Conference Fees	2,400	\$300 per Teacher, as additional PD for teachers	2,472	2,642
5220	Travel and Lodging	2,750	\$250 per FTE	2,833	2,997
5305	Dues & Membership - Professional	800	\$5 per Student	824	849
5450	Insurance - Other	8,800	\$55 per Student based on historical premiums	9,064	9,336
5515	Janitorial, Gardening Services & Supplies	14,400		14,832	15,277
5535	Utilities - All Other Utilities	26,880	\$.20 psf per month (70 sqft per student), consistent with industry standards	30,720	30,720
5600	Rentals, Leases & Repairs	-		-	-
5605	Equipment Leases	4,800	Copier lease	4,944	5,092
5610	Rent	452,700	Per lease agreement at downtown facility, part of which is sublet to outside group and part of which is shared with OCA	452,700	452,700
5615	Repairs and Maintenance - Building	2,400		2,472	2,546
5616	Repairs and Maintenance - Computers	-		-	-
5617	Repairs and Maintenance - Other Equipment	-		-	-
5803	Accounting Fees	8,200	Per quote from Hosaka Nagel	8,446	8,699
5809	Banking Fees	300		309	318
5812	Business Services	25,000	Service wrapper with ESP accounting/operations platform	25,000	25,000
5815	Consultants - Instructional	-		-	-
5824	District Oversight Fees	10,475	1.0% of General & Categorical Block Grants	10,772	11,096
5830	Field Trips	1,600	\$10 per Student	1,648	1,697
5836	Fingerprinting	660	\$60 per FTE	680	719
5843	Interest Expense	-		-	-
5845	Legal Fees	3,000		3,090	3,183
5851	Marketing and Student Recruiting	3,200	\$20 per Student	3,296	3,395
5854	Consultants - Other	-		-	-
5857	Payroll Fees	2,400		2,472	2,546
5860	Printing and Reproduction	1,500		1,545	1,591
5861	Prior Year Operating Expenses	-		-	-
5863	Professional Development	8,000	\$1000 per Teacher, consistent with or higher than prior years	8,240	8,805
5869	Special Education Contract Instructors	-		-	-
5872	Special Education Encroachment	82,194	\$541 per ADA, based on current encroachment for OUSD	84,660	87,200
5874	Sports	-		-	-
5875	Staff Recruiting	600	New hires	618	637

Oakland Charter High School
 Budget Summary
 11/15/2011

		2012/13	2012/13	2013/14	2014/15
		Budget	Notes	Budget	Budget
5878	Student Assessment	2,400	\$15 per Student DataDirector assessment tracking	2,472	2,546
5880	Student Health Services	4,000	\$25 per Student mandatory health screenings	4,120	4,244
5881	Student Information System	2,880	\$18 per Student	2,966	3,055
5887	Technology Services	6,000	Basic IT handled by volunteers, network maintained by tech service	6,180	6,365
5910	Communications - Internet / Website Fees	1,200		1,236	1,273
5915	Communications - Postage and Delivery	4,000	\$25 per Student	4,120	4,244
5920	Communications - Telephone & Fax	3,000		3,090	3,183
5999	5000 series 1099 reimbursable expenses	-		-	-
SUBTOTAL - Services & Other Operating Exp.		686,539		695,820	701,956
6000 Capital Outlay					
6100	Sites & Improvement of Sites	-		-	-
6200	Buildings & Improvement of Buildings	-		-	-
6410	Computers	-		-	-
6420	Furniture	-		-	-
6430	Other Equipment	-		-	-
SUBTOTAL - Capital Outlay		-		-	-
TOTAL EXPENSES		1,385,426		1,421,539	1,456,035

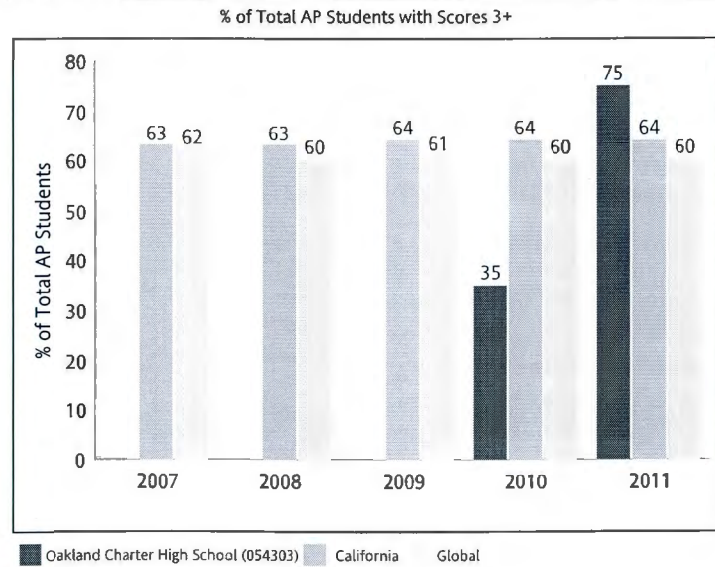
MISCELLANEOUS I

A Five-Year School Score Summary (2011)

This report shows five years of data at the school, state, and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher. Next is a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

Data Updated Jul 1, 2011. Report Run Jul 7, 2011

Oakland Charter High School (054303)



	2007	2008	2009	2010	2011
Oakland Charter High School (054303)					
Total AP Students				20	24
Number of Exams				20	24
AP Students with Scores 3+				7	18
% of Total AP Students with Scores 3+				35.0	75.0
California					
Total AP Students	239,333	252,099	265,107	282,819	299,335
Number of Exams	435,064	457,163	481,161	518,476	549,984
AP Students with Scores 3+	150,808	158,298	170,633	181,485	190,267
% of Total AP Students with Scores 3+	63.0	62.8	64.4	64.2	63.6
Global					
Total AP Students	1,470,987	1,588,530	1,698,133	1,855,310	1,972,152
Number of Exams	2,548,761	2,754,327	2,944,031	3,236,335	3,452,946
AP Students with Scores 3+	907,192	955,312	1,038,383	1,116,959	1,187,430
% of Total AP Students with Scores 3+	61.7	60.1	61.1	60.2	60.2

Success on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree.

The data in this report differs from other College Board reports, such as *The AP Report to the Nation*, which track exams taken by seniors throughout their high school career (cohort based) and includes public school data only.



MISCELLANEOUS II



MERRITT COLLEGE



OFFICE OF THE VICE PRESIDENT OF INSTRUCTION
12500 Campus Drive, Oakland, California 94619
(510) 436-2410 (phone); (510) 436-2654 (fax)

December 13, 2011

Ms. Evelia Villa
Oakland Charter High School
Oakland, CA

Dear Ms. Villa,

The purpose of this letter is to support Oakland Charter High School in its request for continuance as a charter school in Oakland, and to address the value of the educational partnership between Merritt College and OCHS.

Throughout Merritt's alliance with OCHS, I have found the high school administration, teachers and staff to be unwavering in their commitment to academic excellence. The student centered environment at OCHS is a result of decisions that are made based on the educational needs of its student body and on a principle of high expectations. Merritt College is proud to participate in this journey towards excellence by providing transfer-level classes to OCHS students. Our experience with OCHS students is that they excel in college-level courses when they are challenged academically.

OCHS challenges its student population on various levels with rigorous academic programs, strict guidelines on appropriate behaviors, expectations of service to the community, and guiding principles for life.

Please consider this letter as a strong request to keep in place this outstanding charter high school. It truly changes lives.

Sincerely,

Linda C Berry

Dr. Linda Berry
Vice President of Instruction
Merritt College



Hufstedler School of Education ~ Office of the Associate Dean

October 7, 2011

Oakland Unified School District School Board

It is my professional pleasure to affirm my support for the continued charter authorization of **Oakland Charter High School**. As the Associate Dean of the Hufstedler School of Education at Alliant International University / San Francisco (formerly East Bay) campus and the Director of Teacher Preparation Programs, we have enjoyed and been advanced by our many year partnership with Oakland Charter High School, its leadership, and its teachers. In our partnership, we have developed responsive, CCTC-standards driven preparation programs for Interns who serve at Oakland Charter High School. Our faculty and mentors have worked with these new teachers in developing their best professional practice in collaboration with the very high standards of their school site. Teachers at OCHS are responsible, clearly and without excuses, for their students' learning. The results of this strong sense of no-excuses responsibility is evidenced by the school's impressive API scores which are among the leading scores in the state. The school's recognition for excellence is well founded and they not only continue but expand their substantive profile which supports this designation of excellence.

Oakland Charter High School's leadership continues the expectations for excellence and for growth of its teachers. It is this culture of expectations for excellence that characterizes the school. There are no excuses and so it performs with quite impressive results. It is my pleasure to continue our work with the site, and I support the continuation of their charter. We will continue our professional development work and look forward to advancement for both our university and OCHS as a result of this partnership.

Please outreach to me if additional information would be helpful.

Trudy Day, Ed.D.

Associate Dean

415.955.2102 / tday@alliant.edu

December 13, 2011

Dear Mrs. Villa,

I have spent the last semester visiting one of your teachers, Bianca Giusto. I would like to share some of my observations about your school and the programs.

I spent 41 years in education as a teacher and an administrator. I can say, without reservation, that Oakland Charter High School is one of the most well-managed and academic centered programs in the Oakland area. Your staff and students have a common goal and share the desire to make all students socially and academically successful. The individual staff members that I have observed appear to be dedicated to helping students become lifelong learners and thus become productive members of our society. It was such a pleasure to visit classes and see the student-teacher rapport that every student should be exposed to. In every case, the students were well behaved, engaged and active participants in the learning process. The teachers were well prepared with creative lesson plans and the skills to present their lessons. I visited schools in Japan a few years ago and observed students cleaning their school and taking pride in doing their best in all their endeavors. I saw some of the same behavior among students at your school. It was obvious that the students enjoy being part of your program and the academic atmosphere that you promote motivates this behavior. I credit this to your visibility and "hands on" leadership in all facets of the school. Your teachers appreciate your support and dedication which allows them to spend their time actually teaching. I would recommend other schools in the area visit your site and apply your vision of how a public school should function during these difficult times.

I congratulate you on this outstanding school and helping these special students achieve their potential and become tomorrow's leaders.

Best Regards,

Wayland Sheppard

Retired Principal, Well Middle School, Dublin CA

Credentials: BA Brigham Young University, MA University of North Carolina, Chapel Hill



SACRAMENTO
STATE

California State University, Sacramento
Admissions & Outreach

6000 J Street • Lassen Hall 1102 • Sacramento, CA 95819-6048
T (916) 278-7766 • F (916) 278-5603 • www.csus.edu/admissions

Dr. Anthony Smith
Oakland Unified School District
1025 Second Ave.
Oakland, CA 94604

Dear Dr. Anthony Smith;

I am writing this in letter in strong support of Amethod Public Schools: Oakland Charter Academy – Oakland Charter High School.

I have had multiple opportunities to visit the Amethod Public School campuses in Oakland and talk with staff and students. I can attest that the students are engaged, motivated, and challenged to excel and go onto college. The school's faculty are determined to not allow students to fall through the crack and fail.

The Amethod Oakland campus are not only preparing students with the necessary academic foundations needed for higher learning institutions but they also instill a strong work ethic and perseverant spirit in the minds of their students that is necessary for disenfranchised students to succeed in college. By continuing such a strong academic program, you will continue to provide students and families of Oakland an opportunity to attend one of the highest performing school models in the state of California.

The data of the other Amethod Public School campuses speak for themselves. The organization offers excellent practices and coherent systems that will provide a thriving school in your district; something every family deserves.

Thank you for your time and consideration.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Miguel P. Molina'.

Miguel Molina
Associate Director of Admissions
California State University, Sacramento



家 橋 驛 社
FAMILY BRIDGES, INC.

A multi-service agency serving the East Bay community

October 5, 2011

Jorge Lopez
Executive Director
Amethod Public Schools Inc.
345 12th Street
Oakland, CA 94607

Dear Jorge:

It is with great pleasure that I submit this letter in support of the charter renewal of the Oakland Charter High School.

Family Bridges, Inc. has been serving this community for over 42 years. Our mission is to empower immigrant seniors, adults and children to live independent, self-sufficient lives. We are not just your geographical neighbors, but your partners to promote the rights of our children to have equal access to good education and therefore a productive place in society.

Not only have your students achieved the second highest performance index scores in the City, but the diversity of your student body represents a philosophy of inclusion and equal opportunity. This philosophy promotes and enhances our community's capacity to impact critical change.

I have visited your classrooms and building several times and have been in awe of the atmosphere of respect and courtesy permeating throughout. It is obvious that your curricula and role modeling holds nothing but the highest of expectations for these students and they have embraced such expectations. These characteristics are hallmarks of great leaders!

I commend you and your staff for your exceptional efforts to influence our young people's lives in this way. And for these reasons, Family Bridges wholeheartedly supports the renewal of your charter.

Sincerely,

Corinne Jan, RN, PHN

Chief Executive Officer

168-11th Street, Oakland, CA 94607

Phone: (510) 839-2022 • Fax: (510) 839-2435 • Website: <http://www.FamBridges.org>

MISCELLANEOUS III

CHARTER RENEWAL PERFORMANCE REPORT GUIDELINES

In reviewing your performance report, the Office of Charter Schools is seeking an honest and reflective self-appraisal of strengths and weaknesses of the school's charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

- Where appropriate, please be evaluative and make your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please place an "X" against the grade (5-1) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal Site Inspection.
- If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. governing board president).
- You may find it helpful to refer to the renewal criteria and their respective characteristics outlined in the Renewal Handbook.

This report is to be submitted to the Board of Education in conjunction with the submission of the charter petition requesting charter renewal. Please submit a draft to the Office of Charter Schools in advance of your renewal inspection, consistent with the guidelines outlined in your Renewal Handbook.

1	What is distinctive about your school?
	<ul style="list-style-type: none">- <i>All OCHS staff focus on student academic achievement</i>- <i>We have very High expectations for all</i>- <i>Demanding administrators and teachers who implement school wide expectations and rituals (Methods)</i>- <i>Hold staff accountable for efforts, and effectiveness</i>- <i>Staff compensation offers bonuses tied to attendance rates, and test performance</i>- <i>Other schools have various ways to manipulate the grading system- we don't.</i>- <i>We offer Concurrent enrollment- Program (Early College) through partnership with Peralta colleges (Professors come to campus- our seniors go to Laney College)</i>- <i>Data driven (Interim Assessments), and analysis meetings</i>- <i>State aligned , challenging curriculum</i>- <i>Small school and class sizes</i>- <i>We offer a block schedule where the teachers rotate, not the students, thus we have no lockers or rotating minutes.</i>- <i>Strict uniform procedures (Boys tucked with belts, girls no make up)</i>- <i>Closed campus for security reasons and attendance (no cutting)</i>- <i>Incentives offered to students for attendance, HW, behavior</i>- <i>We cherish time- don't waste it.</i>

- *Tight supervision of students (attendance, phone calls)*
- *Strong academic performance in CST, Advanced Placement, CAHSEE, etc)*
- *A predominantly first generation immigrant student body. Much of them are first generation college bound students.*

2 How effective is your school overall?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know

- Academically- we are very effective. We meet our MPO's, graduation rates are high and AYP. We have very high test scores and advanced placement results, etc.*
- *The school culture is very positive; this year school spirit has expanded greatly.*

What are its notable strengths?

- Meeting our measurable targets*
- Attendance*
- Test performance (AP, SAT included)*

What are the main priorities for improvement?

- State budget concerns are a major concern for us, as with many schools. Midyear cuts are planned. Student attrition rates- many kids leave to more relaxed schools, and when grades get released.*
- A long term facility plan*
- *Summer Algebra I class needs to be expanded to accommodate students from outside our system.*
- Low expectations of educate officials in state and federal*
- *Making parent meetings and orientations more effective*
- Continue to reach out to communities for outreach opportunities.*

3 How well is the school regarded by its students and parents?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
					X		

How do you know?

The problem for OCHS is that parents and students compare us to other schools and campuses that offer a much more "relaxed" atmosphere. Our program is challenging and intense to say the least.

Students do not like:

- ✓ *That other schools have open campuses- we don't*
- ✓ *That other schools do not require strict uniform standards- we do*
- ✓ *That other schools focus a lot of the day on having fun- we work through the entirety*
- ✓ *We demand nightly homework, extra time, weekend classes, etc - others don't*
- ✓ *Students do not like the amount of homework at OCHS, the strict discipline and accountability.*

Parents do not like:

- ✓ *The discipline and many hate that they can't come and intimidate administrators and teachers to change grades.*
- ✓ *Parents are have to make appointments- we do not allow drop in for extended meetings*

- ✓ *When students and parents get upset, many times they go to district to save them and chastise us*
- ✓ *Parents hate the lacking of recreational facilities*
- ✓ *Our core parents hate the location*

What do (a) students and (b) parents most like about the school?

(a) Parents:

- *Like the safety of our school and the consistency. They know that their kids will be safe when they are left here in the morning.*
- *College preparation focus*
- *Some parents do actually like the strict rules of the school.*
- *Parents like that we are a closed campus.*
- *Parents appreciate that we do terminate staff or faculty if they are not consistent or adhere to our expectations.*
- *Parents also like the attention that students receive from our teachers, many whom work with students before, and after school consistently.*
- *Some parents like that we are located in an area that is deemed safer than other parts of the city*

(b) Students:

- *Those that qualify, really enjoy the Center for Talented Youth through Johns Hopkins University*
- *Students appreciate the safety of the campus.*
- *Students, especially those from OCA, enjoy the new activities and clubs.*
- *They enjoy building school spirit and having choice about school sweaters and shirts (In essence uniforms)*
- *College readiness atmosphere and culture*
- *The college visits to the campus is enjoyed by the upper classmen.*
- *Enjoy the vicinity – for many away from home!*
- *They appreciate the sports program that is in our second year.*
- *Appreciate the opportunity to have a formal ball at the end of the year*

What do they feel needs improvement, and what action is being taken?

- *Some parents have actually said that they do not like all of the Latinos in Chinatown.- We have established clubs and groups that are multi ethnic so as to build unity and cohesiveness among the school body . We do not focus on these types of parent attitudes and comments (but appreciate their bluntness) so we build up our students.*
- *Parent Meetings are a drag at times- The message we deliver to families at orientation needs refining. We are straightforward and do not make any promises that we cannot keep, but we need to be more effective in our delivery.*
- *Play/Gym usage- Not much we can do about this, but it's frustrating for parents to not have the same type of facility or usage than that of district or other charter schools. We have been actively seeking partnerships for our sports programs.*
- *Our standards- many parents want us to lower our standards and not be so strict (mainly when it comes to their child).*

4 How well do students achieve?							
		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory
How do you know?							
<i>Our data has consistently through the past 4.5 years demonstrated that our school is good.</i>							
<i>-Our Interim Assessment results have demonstrated increasing understanding in the content as the year goes.</i>							

- Our students have been performing exceptionally well on all standardized exams.**
- Our Academic Performance Index score has remained above 925 through our school's existence.**
- Our Advanced Placement passing scores (73%) far exceeds the score of the state and nation.**
- Our schools has delivered on all of the All MPO's, which are considerably much more demanding than many other charter schools in the city, throughout the past four years.**
- We have also exceeded all state and federal objectives**
- Our CAHSEE scores remain extremely high with a 100% passing rate.**

In which subjects and grades do students do best, and why?

- Merritt College classes (concurrent enrollment): teachers tend to be easier and more relaxed than our teachers. Thus, many of the college courses are not the Math or early English classes. For these subjects, we depend on someone we can hold accountable and who desires to teach and discipline high school kids.**
- Sciences: Our students have performed extremely well in the sciences, especially in Physics. This is perhaps because our teachers are content ready (refer to our staff sheets). Many of them have majored in science for their undergraduate degrees and henceforth are very apt within the sciences.**
- Although not a subject, our teachers are extremely good at classroom management. Our classes, for the most part are well controlled, engaged, efficient, and maintained. Students are not vying for negative attention due to the while class system of behavior modification. We attribute this to our professional development and focus on this subject.**

In which subjects and grades is improvement needed, and what action is being taken?

- Geometry: For students, who are not coming from OCA, math has proven to be extremely difficult and frustration levels high. Our last year Geometry scores took a dip due to this. Many parents and students have complained about their lack of preparation in math from their middle schools and the fact that they spent half the time in class as compared to students from the OCA campus.**

Incoming 9th grade; those especially from outside Oakland Charter Academy system.

-Homeroom tutoring, after and before tutoring and peer tutoring

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken

- Males outperform females in 9th grade levels. This however, can be attributed to the larger number male population, therefore the percentage of girls who fail carry a much more substantial weights.**
- Parents do not like leaving girls after school for too long due to the dangerous streets and public transportation is not safe. Thus we have established some tutoring groups go to Oakland Charter (Fruitvale District) for the homework help and tutoring to accommodate.**
- For the 2011 STAR results there were 60 males and 44 females tested.**

5 How effective is the quality of instruction, including teaching, learning and curriculum?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

-Our data supports the notion that our schools instructional practice is effective. Also, leaders are expected to be a constant presence in the classroom, thus they visibly assess the practice and efficiency of teachers and their adherence to our Instructional standards on a daily basis.

-Teachers are required to submit lesson plans weekly for review by the Site Directors so to check consistency, pacing and well thought out objective driven plans.

-Our teachers are content competent- We hire teachers who go through a vetting process so as we retain the services of those who are among the smartest we can find. On staff we currently have teachers from Yale, UC Berkeley and George Mason University.

- OCHS also employ the Amethod Public Schools- Film Session reviews whereby teachers are filmed early in the year for a self reflection and critique, and then filmed at a later date to measure their growth in target areas.

-Our Interim Assessments offer up to the date snapshot of student learning as compared to the state standards. Through the Analysis meetings, Teachers produce action plans to re-teach certain concepts if needed.

-Our curriculum is aligned to state standards. For our Advanced Placement classes, we use a very thorough and rigorous curriculum that professors from Merritt College use in their college classes.

Which are the strongest features of teaching and learning, and why?

-Our focus on Direct Instruction, not on scaffolding. Also our teacher centered approach to the educational delivery.

- Our methods manual is somewhat of a toolbox for teachers that are especially good for new teachers. The manual eliminates the excuse that teachers do not have practical skills or ideas as to approach class or instructional routines.

-The Amethod Public Schools (AMPS) Instructional Standards and Expectations explicitly describe the delivery and performance expected of every teacher in every class. Accountability is the key.

-Professional Development-Through the usage of our Film Sessions, 60 minute clinics, math huddles, Analysis Circles, etc... our teaching staff is constantly collaborating and learning new ideas and/or methodology.

- It is very important to note that OCHS does not seek to outright replace teachers. Replacing staff members causes a bit of a dip in the program, especially when a rookie teacher is hired. However, with that said, we will not hesitate to remove ineffective teachers

What aspects of teaching and learning most need improvement, and what action is being taken?

-Tighten our Data Analysis and student profiles. This concept is relatively new (new program) and we are sure to hit some glitches as we go forward. We have purchased a new Data Management Assessment system (Data Director) and staff has attended various trainings with ZOOM and the CCSA. We have identified a staff person to be the Assessment Coordinator for this year.

-Attempt to retain Peralta College Professors who have high expectations of their students as does our staff. Although we truly appreciate the collaboration between the colleges, especially Merritt's commitment to our program, their teachers tend to allow students to get away with things more than our staff. This can be

addressed through a better communication between our teachers and professors.

-Having available funds for staff retreat trainings that extend well into the summer. However, we already demand of the staff- adding on a longer PD is difficult. A retreat would add innovation, and a more relaxed atmosphere to the PD workshops.

6 How effective are the professional development opportunities provided to teachers and administrators?

Evaluation:	5	4	3	2	1	Unsatisfactory
	Excellent	x				

How do you know?

-The growth in teachers, specifically those new to the craft, is tremendous. In previous years I have served as the Director of Instructional for The Amethod Public Schools system and have developed many of the trainings and concepts for Professional Development. Our 60 minute clinic series is meant to be a concise yet thorough workshop and review of other trainings that keep it cheap in relation to time, our most precious asset!

-Our veteran staff also conduct their own clinics and workshops that are based on real experience and knowledge that staff have discussed and answered on our questionnaires in the past, to be truly helpful.

Which are the strongest features of professional development, and why?

-60 minute clinics (they happen every month) These are workshops that vary from topic to topic. They are intended to give teachers brief overviews of topic such as classroom management to portfolios.

-Peer Review and class visits (occur throughout the year) Teachers observe each other to gain perspective of different teaching styles and procedures.

-Classroom management and back- up systems (these are tools in our AMPS Methods Guidebook) are stressed and very much needed tools for first year, or any teacher for that matter.

-Teacher collaboration: Teachers work together throughout the year. Being a small school allows for a more personal and collective group.

-Film sessions and reviews for self reflection and critique. The tape does not lie!

-Grade level meetings (happen quarterly) Teachers will get together based on the grades they are teaching and will discuss students that are both excelling and failing. Different strategies and methods are discussed to help students.

-OCHS Teachers came up with, (now added it to the Methods Manual) with math huddles- bi weekly group of math instructors who meet to discuss students, strategies, and opportunities. This new group will eventually extend out to the OCA middle school campus as it settles in (at least that's the plan).

How are professional developments activities selected and evaluated?

-One way opportunities are developed Teachers develop a goals (academic, student and personal goals at the beginning of the year. Based on these goals, Site Directors come up with their own goals and match to the needs of PD opportunities.

-Interim Assessment Data: The results of the assessments offers school leaders to draft and focus on class action plans and adapt analysis assist teachers drafting of action plans. When a pattern is noted, a PD opportunity arises.

-ELL and SPED are outsourced trainings and are offered at least on a year to year basis if we can afford the cost

and time. They are, however, a proven need tom our sites.

60 minute clinics, our summer Professional Development series and Film sessions are all evaluated through use of a teacher survey. The survey is collected, analyzed and handed back to school directors and facilitators.

-The bottom line evaluation is the daily practice of staff and the qualitative data. All else may be an opinion.

What aspects of teaching and learning most need improvement, and what action is being taken?

-We would like to continue to expand our Methods Manual by having teachers give ideas and feedback to the stated methods and to add and vet new ideas for practice.

- Better and more efficient use of the AMPS Network to allow for ideas such as webinars and videotaped PD. It would be great to be able to create webinars for multi-campus trainings so, that if someone is out of the area they can still be in attendance.

-This year, we have the beginnings of our Amethod Administration Training Module (AATP). The training module, broken up into three sections deal with such topics as charter law, education code, to student programs.

Implemented in the summer of 2011, AMPS Instructional Leader staff attended a brief retreat to discuss the renewal process, Data Drive perspectives, strategic planning, and mission statement alignments. The

improvement this will need is to make better use of scarce time without burning administrators and leaders out!

-Our Executive Director recently wrote a grant in hopes of receiving funds to cover the cost of the establishment of a program training retreat, guide, and evaluation.

-With more available base funds we would outsource for a teacher retreats. It's been a long time since we have had a full staff retreat.

7 How effective is the assessment of student learning?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

-Students are assessed on CA standards and on higher conceptual level content (formative assessment) consistently in the classroom. The Site Leader collects different work such as quizzes and writing assignments and big projects from teachers on a weekly basis. This ensures grading is prompt and fair and the grading procedures remain authentic.

-Every 8 weeks the school undergoes an Interim Assessment and leaders subsequently conduct an "Analysis Meeting" ; with collected data to observe patterns and then discuss with this data 2 days of structured, standards based testing to gauge how the students are progressing on meeting their goals. Teachers then are able to see the results online and target the areas of need, adjust pacing, plan for review and assign new tutoring groups.

What are the strongest features of assessment?

-We are implementing Data Director software to use in our classrooms this year. The strongest feature will be the accessibility of data to the teachers almost immediately after the assessments is made with a review meeting.

-Besides school-wide assessments, our course grades rely heavily on formative and summative assessments. Teachers are encouraged to give quizzes consistently, and we plan Midterms and Final exams for each semester, with emphasis on open ended and essay questions.

-Site Directors perform grade and record book audits throughout the year to assure that teachers are not inflating grades. Moreover, leaders learn to gauge when student Grade Point Averages appear to be inflated (a very big no no with our organization). If there is a teacher whose GPA average is varied by subject, more than 15% of the interim assessment average in the same area- there is an opportunity for a difficult conversation. In the Amethod Schools philosophy, there is no bigger insult or detriment to poor inner city students than to give them inflated grades that are in essence a lie! This is a set up for future failure and no matter how bad parents complain and threaten- it is not tolerated in our schools.

What aspects need improvement, and what action is being taken?

-Our former assessment system took a long time to assemble, grade, and analyze, this is why we decided to invest in Data Director to streamline the process. OCHS staff has also attended multiple trainings with the ZOOM and Charter Schools Association data team to go over the massive amounts of data that will be produced with the program.

-As the organization grows, bringing back the Instructional Director position would be nice to have to take the responsibility of all the cumbersome time and planning that is required, off of the current site and executive management's plate. It's a lot of work. The use of consultants can also be offered, but holding outside providers accountable can prove to be a task at times.

- We are trying to look for more outside resources and funds and have written a few grants this year; however funds are scarce at this time due to the fiscal crunch.

-We want and need More time for it all!! Unfortunately there are only 24 hours in a day!

8 How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners, students with disabilities, or of homeless

status)?

Evaluation:

Excellent

5	4	3	2	1
	X			

Unsatisfactory

How do you know?

-We have this year a much more diverse student population, in terms of ethnic, race and gender subgroups. This can be attributed to having outreached and visiting different campuses and conducting presentation throughout the year.

-To be honest, word of mouth due to our success has been the best recruitment technique to the day.

What are the strongest aspects of efforts to a diverse student population?

-Work with feeder charter schools in different sections of the city for recruitment.

-Links to different chambers of commerce through the county to discuss the school and opportunities to attend.

-Links with various churches of different denominations through the city.

-Leaders are trained and expected to recruit actively where ever they are and as such we have recruited and enrolled students from restaurant employees, florists, merchants etc. from these active recruitment techniques (sounds simple yet it works!)

-Staff has also attended recruitment fairs hosted by the city and local libraries.

What aspects need improvement, and what action is being taken?

-In this time of economic stress, we need to look at more funding and marketing opportunities. We have to take advantage of our community linkages more.

-Not all OUSD schools view us as partners in education. We have been turned away in the past however, we keep trying.

- We will take advantage of more community events in regards to recruitment (such as our local library and community centers, perhaps even street fairs)...it's ongoing.

-More multi-lingual announcements throughout the city- This will definitely be performed for the next recruitment cycle.

-Using social media will be a goal this year

- Rebuild our website to be more parent and user friendly

9

How effective is the leadership and management of the school??

Evaluation:

Excellent

5

4

3

2

1

Unsatisfactory

X

How do you know?

-It depends on who you ask. We have high expectations of staff and leaders. Stagnation is truly the enemy of progress. At Amethod Public Schools we are not allowed to stop creating, implementing and evaluating the nuances that will better our academic program. With that said I truly believe that the position of school principal is one of the most hardest and demanding positions in education. With all of the daily challenges, especially when trying to run an effective programs, and all while community members and families expect you to comply incessantly- it's frustrating and endless. Yet I still get it done!

-Trying to meet deadlines for endless or redundant reports such as this, it is difficult and unrealistic at times. When things arise such as student behavior and parents popping unexpected wanting to argue about grades, policies, detention, discipline.....you name it- extended bureaucratic tasks are distracting.

-I know that I work hard and for those who haven't ran a school it's easy to assume that a principal simply sits in their office and pushes paper around all day. At Amethod Public Schools we call the leader expectations "On Your Feet Management". Yet...the data and school climate speaks for itself.

-We have never bragged that we are the answer to public education....but our data speaks for itself. As a charter school, we will be scrutinized, criticized, and attacked for everything from who attends our school to who leave...though we have no true control over this, yet other system will destroy students uniformly without a twinkling of an eye. So by that and the term limits of our petition...I know we will be better than most.

How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards?

-We are a standards based school and used standards based textbooks for most classrooms. In those where we implement a different textbook (AP, English 1A) we use books that are much more advanced and demanding than those required of the state frameworks.

-I consistently check lesson plans that teachers turn in on a weekly basis, and either approve or ask more detailed questions in regard to the plan. Our lesson plan template requires staff to enter lesson objective, page and unit of textbook. We do not allow teachers to create their own curriculum nor do we trust that they are experts in curriculum development, thus they do not stray from the books.

-On your feet management means in the class constantly, assessing the delivery, content and engagement in every classroom.

What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

-Student achievement and success is our primary goal regardless. If the issue is a lack of training, then leaders work with teachers to become more effective. They prepare self reflective tools and model lessons. Teachers are meeting as a grade level team and work with seasoned teachers to go over practices. However, although we do not look to replace teachers, they do know that we are not scared to terminate teachers who refuse to adhere to the state standards. It's about our students, not the teachers or administrators.

-Either a person enters the Amethod Public School system fired up with enthusiasm, or they end up getting fired with enthusiasm.

Which aspects of leading and managing the academic performance of the school work best, and why?

-Accountability and a focus on student achievement.

-Effective and self reflective Professional Development

-A strong commitment to take no nonsense from parents and students.

-Not being overtly politically correct that it distorts the common sense perspective that destroys students through patronizing and guilt.

In what ways do the leadership and management of the academic performance need improvement, and what action is being taken?

-The Administrator module needs to be expanded and trained early on.

-We need to revisit the policy to hire administrators from within.

- Our academic performance is very strong, thus we need to address all other areas that arise from leadership that cannot be measured.

10 How well does the charter school collaborate with parents to encourage active participation in their student's education?

	5	4	3	2	1	
Evaluation:			X			Unsatisfactory

How do you know?

-What is the true definition of "parent involvement and active participation? Does this mean having parents come to the school to clean or cut circle patterns for a teacher? How will a parent who does not read or speak the language participate? These are mainly the parent we serve.

We have discussed this internally as a staff for a few years. Our approach, one that was refined and discussed at our leader retreat this past summer. We talked about empowering parents in tangible areas such as assisting their child at home through turning the TV, computer, cell phone, and providing a quiet place for their student to do their work. As a first generation immigrant with parents with very little education, these things are crucial for student success. What good is a parent bake sale or a parent group? These are middle class perspectives mainly where parents have different expertise, income levels and expectations.

Which are the strongest features, and why?

-One of our board members is a Program Director for "Families That Can" an organization that focuses on parent trainings and mobilizations around demanding better schools. She has hosted various parent workshops and has taken parents from our schools to visit other schools to compare that of ours. This has been extremely effective in our recruitment and retention of students this past year.

-One of our other board members is a Counselor at Heald College. He has brought a different perspective to parents by stating clearly the differences between degree mill schools (Devry, Brandiman and Heald) that charge a lot of money for unaccredited programs compared to those of accredited universities. His message is if you go to a good high school with A-G accepted classes, then DO NOT resort to those campuses. Parents in our schools, who think that opting for a quick program is the answer need to become aware of the differences.

-Being honest and blunt is strength appreciated by many parents.

What most needs improvement, and what action is being taken?

-Educating parents that a strong education is having a reciprocal relationship with the school... From my experience, both personal and professional, many immigrant families think that their child's education, social and emotional development is something that can be fixed instantly. They expect the teacher to magically better their child without any effort at home from the parent, or they expect a counselor to talk with their child and that somehow, magically the child no longer has any issues- all without their time and effort. Of course that is not the case. We have to do a better job of explaining that

-More parents need to understand how students need to be supported by simply giving them a quiet place to do their homework or study.

-Having parents know of the dangers that exist with technology; Face book, YouTube, plagiarism etc. (We plan to

host an informational meeting especially with internet bullying becoming a big problem with our youth.) Parents need to know that whatever kids put on the internet can be tracked by potential employers and universities.

11 How effectively does the school community analyze and use schoolwide data for continuous improvement?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know?

-We have always been a data minded school system, however now it needs and will become more efficient .We have been too reliant on archaic systems and methodology

To what extent does the staff as whole discuss and analyze performance data for programmatic improvement and to modify instruction?

-Interim Assessments occur every 8 weeks. The process requires that leaders share the questions with teachers before the actual assessment day(s). Once scored, leaders will return the results back to teachers through an Analysis Circle Meeting. At these meetings, leaders review data results with tests readily available to review all patterns and probabilities regarding student scores. Once patterns are established, question vetted for accuracy, the leaders and teachers will prepare action plans to review some of the glaring needs for student mastery. Some other plans will include tutoring, tutor groups, homework help, leveled grouping, etc.

-Formative Assessments: exit tickets, quizzes within classrooms are conducted routinely in the classroom with curriculum. Finals are given at the end of the year and/or semester.

-Summative Assessments: Midterms, Finals, CST, CAHSEE are all administered and reviewed annually once scores are released. Site Directors create a Student Profile of all collected exams prior to the start of the year that includes writing samples and other information. Teachers review this and available cumulative information for every one of their students.

Describe how the school is training administrators and teachers to understand and use assessment data.

-Part of the Administrator Module is a section that focuses on data interpretation and analysis. The school has identified a staff member with a strong math background, to attend trainings with ZOOM/Data Director to study concepts involved with the available data.

- A method Public School also received a training with the same provider on the topic of CST and assessment analysis .The leaders then incorporate a 60 minute clinics to discuss results and interpretations of upcoming assessments and subsequent action plans.

Analysis Circles: The summative meeting where Site Directors discuss and review Interim data results with teachers and staff. I am expected to discuss data during data talk at our school board meeting

To what extent are parents and students informed of student performance data individually and school wide?

-Students get Data Tickets in which they are given explanation of their strengths and weakness.

-Teachers discuss goals for the next interim with students.

-Parents will receive assessment data with brief explanation in the areas the students were tested. The parents are asked to sign the data assessments to assure they receive them.

What most needs improvement, and what action is being taken?

-Providing more information to families in regards to data- We purchased Power school in which parents will have access to log on and continuously check on their child's academic progress and assessment results.

-The development of the Administrator data module will continue to be refined and evaluated.

-The Action Plans (Post Assessment analysis) will be revisited on an ongoing basis to accommodate state budget cuts and a more efficient process.

12 How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?

Evaluation:	5	4	3	2	1	Unsatisfactory
	Excellent			X		

How do you know?

We know what we do and provide tutoring, and modifications for our students with and without disabilities, however our SELPA relationship is not clear. For example, We do not know who our schools contact is. The process for services is tremendously slow.

- Last year we tested out the district-led process for establishing an IEP with very poor results. The worst was that in the process we lost a student who was just beginning to make progress at our school. The district SPED team from Oakland Tech was out of compliance and dragged out the assessment process for so long that the student and the parents got frustrated and decided to quit. During the initial IEP meeting with this student, the district team made every effort to convince the family that the students could not succeed at our school. This adversarial and negative attitude makes us question if our SELPA needs can be taken care of by OUSD.

Which are the strongest features, and why?

- OCHS holds summer school where students are introduced to the AMPS Methods and procedures. They are taught study skills along with how to take notes. These two things perhaps seem frivolous however, we get students that are not prepared to do this at Oakland Charter High.*
- We have non-rotating classrooms- adds stability and increases time.*
- We provide tutors to work with kids throughout the day.*
- Small group tutoring on a block schedule occurs weekly to meet the need of more students.*
- There is after school homework help with a staff present and also HW groups with student buddies*
- Established Student Study Team procedures- mitigate students with deeper concerns.*
- Having a 504 Coordinator in 2011 will benefit our school program in aiding more students not falling though the crack of not being identified.*

What most needs improvement, and what action is being taken?

- Special Education does not respond to our request for assessments and as such many students in question have gone through perhaps undetected, and subsequently left the school. Moreover we cannot prompt parents to pursue the IEP process at OUSD- We are currently seeking other options to the OUSD SELPA.*
- Having concise and clear SELPA procedures would make it easy for parents and schools to understand.*
- Our 504 Coordinator will be attending OUSD led training for Section 504 policies and laws.*
- The SELPA has not been consistent with OUSD Board Polices i.e.: 504 procedures for SELPA*

13 How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

-Over the years our CELDT scores have shown growth. Students have been reclassified within a window of 3 to 4 years.

-Our CSTs in English Language Arts have been within our target.

Which are the strongest features, and why?

-Diagnosing: Home Language Survey is implemented at the start of school enrollment.

-Our first Interim Assessment is one of the most important because it gives us a snapshot of where the student falls. Goals are set and revisited through the year.

-Student Profiles are done and students are also brought into the process to evaluate their skills.

-We had an English Language Training with renowned leader Dr. Linda Gonzales. We have incorporated many of her discussions for the sheltered approach within the classroom and teachers have been using some of the techniques with their students.

What most needs improvement, and what action is being taken?

-I think the tests for CELDT need to be revisited. Some of the same questions are given every year. However, we pump our students to take it serious regardless of the questions asked though many feel offended

14 How effective is the governing board of the school?

Evaluation: How do you know?	Excellent	5	4	3	2	1	Unsatisfactory
			X				

-The board understands the difference between administration and governance. Through the trainings, board members have continuously understood the distinction between being stewards of public schools ie: funding and micromanaging.

Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report.

Step 1

Nomination :

1. Board bylaws, & selection criteria matrix is reviewed and current needs are discussed
2. List of names generated no more than 3. Board President , committee, or designee and Executive Director finalize names
3. Board members and Executive discuss and decide and rank nominations(s)

Step 2 Initial Meeting:

1. Nominator(s)or/and Executive Director meets with candidate to assess initial interest level
2. Nominee visits the schools and meets with Executive Director

Step 3 Nominator Report to ED, Board

1. Nominator (s) reports back to full board about candidate's level of interest and further consideration if needed.
2. Board hears summary from Executive Director
3. Board assesses need of further resolution

Step 4 Meetings with ED, Key Staff, Board

1. Candidate meets with key staff to learn more about AMPS and Board involvement
2. Additional Key staff meet with candidate to discuss mission, and everyday function

Step 5 School Visits and Board Meeting

1. Candidate Re-visits campuses. Meets with School Site Directors
2. Candidate attends board meeting

Step 6 Final Meeting with ED

1. Candidate has a final meeting with the ED to go overboard policies, charter regulations, laws, etc (Orientation

Regular Board Committees

Audit Committee: meets to recommend an independent auditor. It meets to prepare for the annual audit during the months of September- October.

Financial Committee: Meets and discusses financial opportunities, concerns and ideas. This committee aids in locating foundation and corporate opportunities.

Other Committees are established as needed for example Bylaws Committee, personnel, etc.

Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.

-The role and responsibility of the board is to represent the owner's of the school whom are the tax payers.
 -They ensure that the school accomplishes what the owner's want- student success.
 -The board ensures that the school operates within the scope of the law.
 A policy the board recently worked on was, establishing an electronic usage policy for staff and social media policy.

-Policies concerning the current title and placement of school funds from the selected banking institution.

What are the notable features of the governing board in the school?

-They receive training every year. Recently they received training from a former Executive Director of the State Board of Education.

How effectively does the governing board work with the school leader/s?

-The board members and Executive Director have a professional relationship that embellishes the appropriate partnership in overseeing AMethod Public Schools.

-Board members have confidence in the Executive administration and do not overstep there regulatory authority into administrative functions.

15 How effective is the school at involving parents, teachers, and community members in the governance of the school?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know?

-All board members are community members. Therefore they have a vested interest in assuring that the school follows its mission and is affected.

Which are the strongest features, and why?

-There is a Site Director report at every board meeting where the board is informed of quarterly updates.
 -The board hears about data consistently.
 - Recently they received training from a former Executive Director of the State Board of Education.
 -Our school board has no aspirations of higher political roles therefore, they are genuine in their efforts

What most needs improvement, and what action is being taken?

-For over a decade OCA designated one to two seats for parents of children who attended Oakland Charter Academy. Throughout that time, there were many issues such as language difficulties, consistency, fighting on campus, and lack of knowledge of governance standards in addition to that OCA was in program improvement year 4. Therefore, in 2009, OCA board members established a bylaw committee to review existing bylaws and amend as needed. One of the amendments voted in by board members was to remove the parent position on the Board.

16 How effective is the school at ensuring fiscal soundness and legal compliance?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					

How do you know?

- We adhere to Charter Law with our independent audits.
- We have had our audits conducted by a state approved auditor in compliance GAAP Procedures.

Which are the strongest features, and why?

- This year we have hired Edtech, a well respected and renowned back office provider for charter schools.

What most needs improvement, and what action is being taken?

- At the start of the year, it became apparent that we needed a new service provider thus; we terminated our services with our former back office provider and contracted with EdTech.

-Nothing

17 How effectively is the school managed fiscally?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					

How do you know?

- We are in the black in light of all deferral fiscal crises specifically with charter schools, Oakland Charter High is still in the black. However, as withal other high schools, the cost of doing business at this level is pricy.
- Our facility and personal, health costs eat up most of our budget at this time.

Which aspects of the school's fiscal operations work best?

- We approach things in a thrifty manner in how we spend.
- The school scales of economy have allowed us to negotiate our health care package, and liability insurance.
- We do not simply buy for the fact of simply buying, we have received various donations and in kind contributions that have allowed us to save.
- OCHS has also received multiple grants such as Walton Family Foundation and PCSG Grants.

In what ways can the school's fiscal systems or operations be improved, and what action is being taken?

- We need to fundraise more
- Our new board members have experience in fundraising and corporate sponsorship
- We are expanding our school enrollment which increased by 25%.

Barriers:

- Low expectations of students from different subgroups
- The emphasis on parent excuses
- Overregulation
- Parent excuses and demands
- Truancy
- Political correctness and excuses
- Scrutiny of charters intensified
- Finances at state level
- Over identification of subgroups; ELL, Special Education (especially with the reclassification process that is lengthy)
- Most everybody is on a different page in regards to grading, retention policy etc. within OUSD boundaries. It can be confusing for parents and frustrating for us. For example, Students get passed with 0.0 GPA or with grades of E's? How is this?

Aids:

- Strong feeder system (Oakland Charter Academy)

Charter Renewal Data Document

Name of school: Oakland Charter High School			Name of School Leader: Evelia Villa		
Financial Information			Year 2011-2012		2011-2012
Total Operational Budget	\$1,268,120	Per Student Revenue		\$7,779	
Total Expenditure	\$1,139,136	Expenditure Per Student		\$6,988	
Balance brought forward from previous year	\$336	Projected balance carried forward to next year		\$129,220	
Special Populations	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Percentage of students receiving <i>free/reduced lunch</i>	86%	93%	85%	83%	82%
Percentage of ELL students	0%	6%	12%	17%	26%
Number of students with special educational needs	0%	0%	0%	0%	0%
Pupil mobility in the school in prior years				Number of students	
Students who joined the school other than at the usual time of first admission				6	
Students who left the school other than at the usual time of leaving (excluding expulsions)				44	
Attendance for current and prior year				% Attendance	
School data				158	98.9%
Background of students 2011-12	Number of students/Percent of Students	Discipline – prior school year(10-11)		Suspension # of incidents	Expulsion # of incidents
African-American	8/ 5%	African-American		N/A	
Asian/Pacific Islander	48/ 30%	Asian/Pacific Islander		N/A	
Hispanic	99/63%	Hispanic		2	
White	3/2%	White		0	
Mixed/ No Response	0/0	Mixed/ No Response		0	
ELL	41/26%	ELL		0	
SPED	0/0	SPED		0	
Gender (male/female)	Male 84/53% Female 74/47%	Gender (male/female)		1/1	/
Homeless Students	42	Homeless Students		0	
Lottery/Waitlist Information					
	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Available Spaces (per grade)	Number of Students on Waiting List (per grade)
EXAMPLE <i>(add rows as necessary to capture all grade levels served)</i>	N/A				
2010-2011 (for 2011-2012 school year)	N/A				

2009-2010 (for 2010-2011 school year)	N/A				
2008-2009 (for 2009-2010 school year)	N/A				
2007-2008 (for 2008-2009) school year	N/A				

<i>Graduation Information</i>	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Graduation Rate	N/A	N/A	N/A	100%	N/A
Retention Rate (% of graduates enrolled since grade 9)	N/A	N/A	N/A	100%	N/A
<i>Post Graduation Plans</i>					
% attending 4-year college	N/A	N/A	N/A	100%	
% attending 2-year college	N/A	N/A	N/A	0%	
% attending vocational/technical training	N/A	N/A	N/A	0%	
% joined military	N/A	N/A	N/A	0%	
% working exclusively	N/A	N/A	N/A	0%	

<i>Teacher Recruitment/Retention</i>					
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Total # of Teachers	2	4	7	9	10
% New Hires	N/A	50%	43%	13%	10%
% Retained from Prior Year	N/A	50%	57%	77%	90%
Total number of vacant teaching posts currently (FTE)					0

<i>AYP</i>	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
AYP Met?	Yes	Yes	Yes	Yes	Yes
% AMOS Met	N/A	N/A	N/A	N/A	N/A
% Proficient-AMOS: African-American	N/A	N/A	N/A	N/A	N/A
% Proficient-AMOS: Asian/PI	N/A	N/A	N/A	N/A	N/A
% Proficient-AMOS: Hispanic	N/A	N/A	N/A	N/A	N/A

% Proficient-AMOS: Mixed/No response	N/A	N/A	N/A	N/A	N/A
% Proficient-AMOS: White	N/A	N/A	N/A	N/A	N/A
% Proficient-AMOS: Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
ELL	N/A	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A	N/A
API	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
API	939	955	961	931	N/A
Statewide rank	10	10	10	10	N/A
Similar schools rank	10	10	10	10	N/A
CST	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
ELA					
Proficient/Advanced	94%	95%	91%	87%	N/A
Basic/Proficient/Advanced	100%	99%	99%	96%	N/A
Below Basic/Far Below Basic	0%	1%	1%	4%	N/A
MATH					
Proficient/Advanced	87%	87%	91%	86%	N/A
Basic/Proficient/Advanced	100%	99%	97%	95%	N/A
Below Basic/Far Below Basic	0%	1%	3%	5%	N/A
CAHSEE	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
10 th grade pass rate	N/A	100%	97%	100%	N/A

Measurable Pupil Outcomes (Please add rows as necessary to include all MPOs in the current charter; Data for the last two years is available in your Spring Site Visit report.)

Measurable Pupil Outcome	Instrument	Target	2007-08 Results	2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results
Goal #1 Meet with 50 percentile on the total reading, and total language batteries of the STAR Tests or any against the CA Content Standards.	STAR	At least 50%	94%	95%	91%	87%	N/A
Goal #2 Meet or exceed the expectation of attaining scores in at least the 50th percentile on	STAR	At least 50%	87%	87%	91%	86%	N/A

the total math of the STAR Tests or any test used to measure growth against the CA Content Standards.							
Goal #3 80% of students will have passed the CAHSEE exam by the end of the 10 th grade	CAHSEE	80% passing rate	N/A	100%	97%	100%	N/A
Goal #4 OCHS attendance rate will exceed 98% during each of the next 5 years	Attendance	Exceed 98%	99.874%	98.11%	98.76%	98.93%	N/A
Goal #5 OCHS will have a dropout rate lower than the neighboring schools	Dropout rates for OCHS and for neighboring schools	90% of all students will graduate	N/A	N/A	N/A	6%	N/A
Goal #6 At least 75% of OCHS graduates will apply and go on to college	Acceptance rate to college	At least 75% of OCHS graduate will apply and go on to colleges	N/A	N/A	N/A	94%	N/A
Goal #7 API of 800 or higher after 2 nd year	API	800 or higher	939	955	961	931	N/A

Statutory Renewal Threshold	
1. API Growth Target:	
Did school attain API Growth Target in prior year?	Yes
Did school attain API Growth Target in two of last three years?	Yes
Did school attain API Growth Target in the aggregate of the prior three years?	Yes
2. API Rank:	
Is the school ranked 4 or higher on API in prior year?	Yes
Is the school ranked 4 or higher on API in two of last three years?	Yes
3. API Similar Schools Rank:	
Is the school ranked a 4 or higher on API Similar Schools in prior year?	Yes
Is the school ranked 4 or higher on API Similar Schools in two of last three years?	Yes
4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?	No

MISCELLANEOUS IV

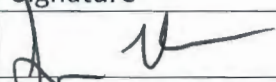
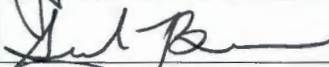
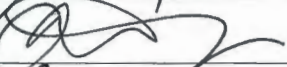

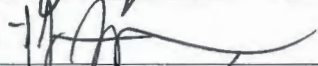


CHARTER RENEWAL PETITION

TEACHERS MEANINGFULLY INTERESTED IN TEACHING AT: Oakland Charter High School

The charter school estimates that 11 teachers will be employed by the charter school during its first year of operation under the charter renewal term. The petitioners listed below certify that they are eligible teachers as defined under Education Code § EC47605(l) and who are **meaningfully interested in teaching at the School under the renewal charter petition.** Signatures are subject to verification.

We, the undersigned teachers, support the renewal request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a renewal charter term to Oakland Charter High School pursuant to Education Code Section 47605 beginning July 1, 2012 with the opportunity to request subsequent renewal terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Jorge Lopez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Juliet Hawk		11/16/11	893-8700	Preliminary Single Subject	6/1/2015
Sarah Bronson		11/16/11	893-8700	Internship Single Subject	9/1/2013
Ami Mulligan		11/16/11	893-8700	Preliminary Single Subject	7/1/2016
Chiu-Ten Jen		11/16/11	893-8700	Preliminary Single Subject	2/1/2016
Jennifer Fleming		11/16/2011	893-8700	Preliminary Multiple Subject	11/1/2015
Scott O'Hara		11/16/11	893-8700	N/A	3/1/2012
Eric Becker		11/16/11	893-8700	Multiple/Single Subject	11/1/2013

Education Code §47605(a)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means [...] that the teacher is meaningfully interested in teaching at the charter school. **The proposed charter shall be attached to the petition.** (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

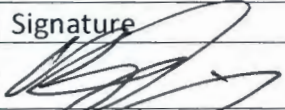

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Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Ben Arlin		11/16/11	893-8700	Internship Multiple Subject	9/1/2012
Sam Tsitron		11/16/11	893-8700	Single Subj. Clear Multiple Subj. Clear	8/1/2015

Education Code §47605(a)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means [...] that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition. (emphasis added)

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