Legislative
File ID No.: 16-2738
Introduction Date: 12/14/16
Enactment No.:_____
Enactment Date:_____
By:_____

Part 2 of 2

caaspp California Assessment of Student Performance and Progress

2015 Test Results for English Language Arts/Literacy and Mathematics

Test Results | Research Files | Science/STS Test Results | About CAASPP | Contact

Test Results for:

Oakland Charter High School

CDS Code: 01-61259-0114868

Oakland Charter High District

Alameda County

Edit Search Criteria

Print Test Results

Total Number of Students Enrolled in Grades Tested in School: 152
Total Number of Students Tested in School: 151

Select to Review Results by Group/Subgroup:

All Students (Default) ▾ Select

Export Report

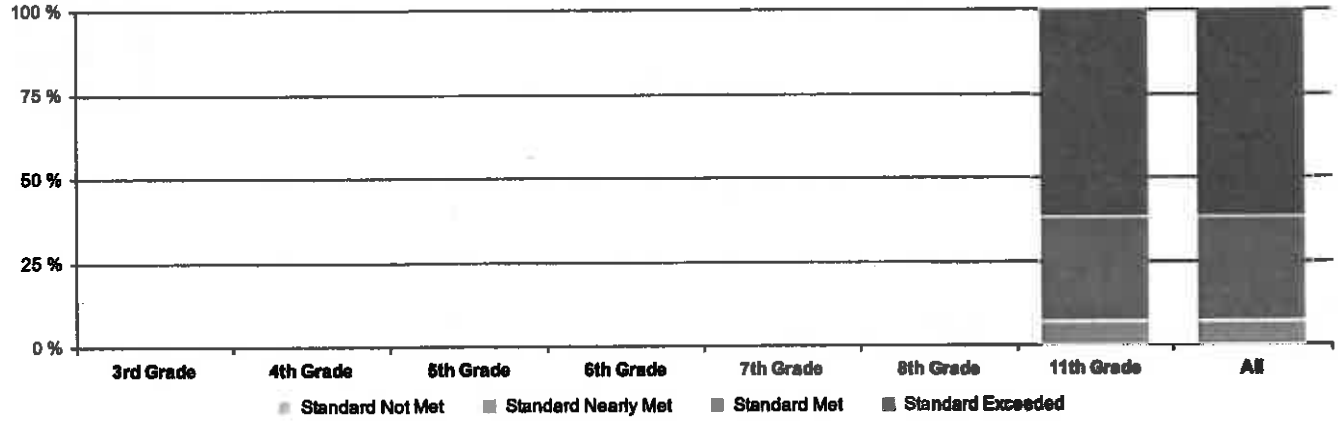
Export these test results as a Research File for more complex analyses and customized reporting of the data.

Please note: because these exams are based on more challenging academic standards, the results are too fundamentally different to compare to old scores. Instead, these scores are a starting point—a baseline for the progress students will make over time. To learn more, see Understanding CAASPP Reports.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on Internet test results where 10 or fewer students had valid test scores.

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students

MATHEMATICS

Achievement Level Distribution

‹ Back to Search
Print Test Results | Get Research Files

Test Results for:

Oakland Charter High School

CDS Code: 01-61259-0114868

Oakland Charter High District

Alameda County

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016 **Select Group/Subgroup:** All Students (Default) **Apply Selections**

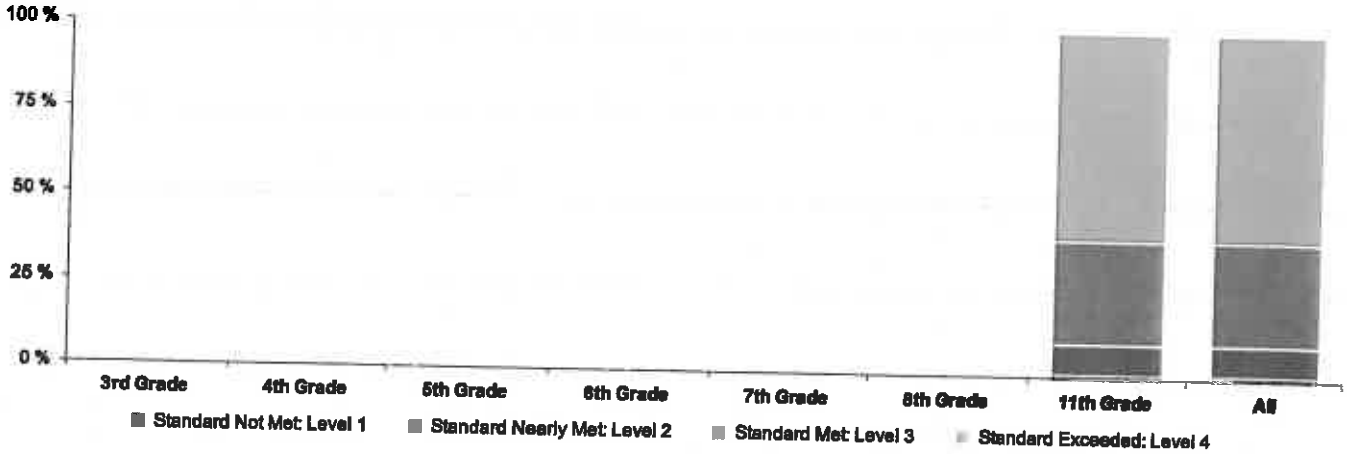
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on Internet test results where 10 or fewer students had valid test scores.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

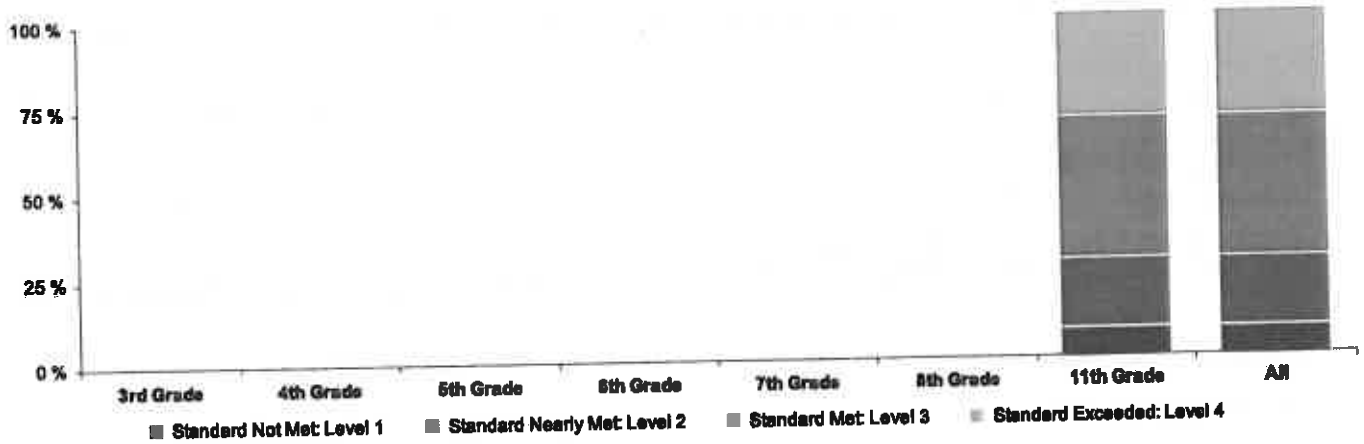


English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

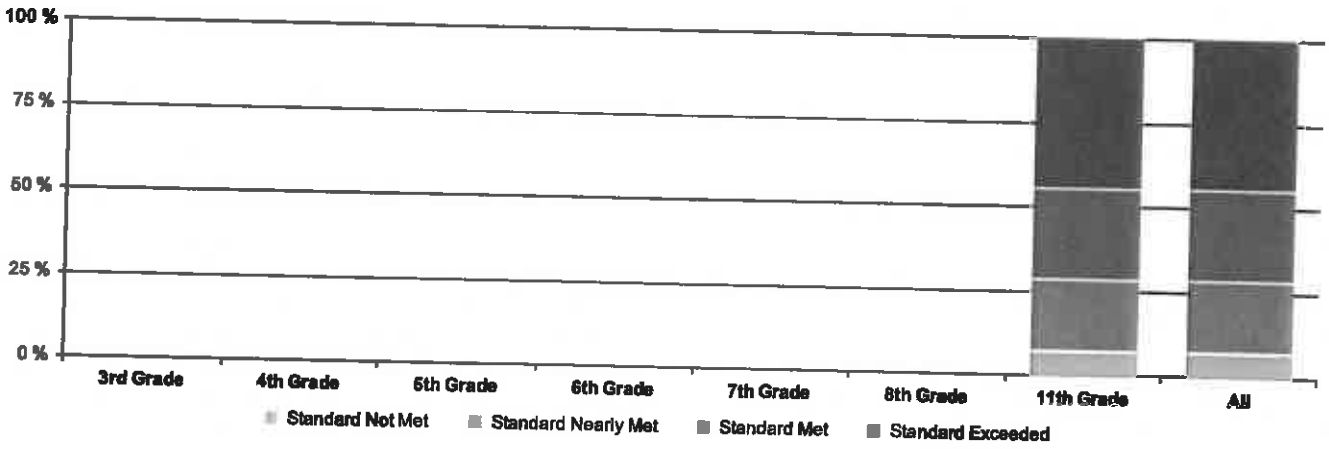
MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)



Mathematics Achievement Level Descriptors

All Students

California Department of Education
Analysis, Measurement, and Accountability Reporting Division
Academic Accountability Unit

Academic Performance Index (API) Report
3 - Year Average API School Report

School: Oakland Charter High
LEA: Oakland Unified
County: Alameda
CDS Code: 01612590114868

School Type: High
Charter: Direct Funded Charter

API Links

- LEA List of Schools
- County List of Schools
- Glossary
- 3-Year Average Guide

(An LEA is a school district, county office of education, or statewide benefit charter.)

Groups	Number of Students Included in 2011 Growth API	2011 Growth API	Number of Students Included in 2012 Growth API	2012 Growth API	Number of Students Included in 2013 Growth API	2013 Growth API	Non-Weighted 3-Year Average API*	Weighted 3-Year Average API*
Schoolwide	99	938	116	956	143	938	944	944
Black or African American	0		6		4			
American Indian or Alaska Native	0		0		0			
Asian	24	961	33	985	48	970	972	973
Filipino	2		0		0			
Hispanic or Latino	72	929	73	957	86	928	938	937
Native Hawaiian or Pacific Islander	0		1		0			
White	1		2		3			
Two or More Races	0		0		2			
Socioeconomically Disadvantaged	80	935	101	956	133	933	941	941
English Learners	19	868	19	933	40	910	904	905
Students with Disabilities	0		1		2			

Blank cell – This indicates that the school or student group did not have a valid 2011, 2012, and/or 2013 Growth API. Therefore, a 3-Year average could not be calculated.

*Assembly Bill (AB) 484 amended California Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

The decision to use one of the above criteria may be made on a program by program basis and is a local decision.

Formula to Calculate Average APIs:

A 3-Year Average API Report was produced if the following criteria were met:

1. The school had a valid API (i.e., the school received an API report) in each of the last three consecutive years;

2. The school had 11 or more valid scores in each of the last three consecutive years. (A valid score is when a student's assessment results are included in the calculation of the API.); and,

3. If the above criteria are met, the 3-Year Average API Report will also include any student group(s) that had 11 or more valid scores in each of the last three consecutive years.

Non-Weighted Average: The formula to calculate the non-weighted average is:

$$\frac{\text{2011 API + 2012 API + 2013 API}}{3}$$

Weighted Average: The formula to calculate the weighted average is:

$$\frac{\text{(2011 API x 2011 Valid Scores) + (2012 API x 2012 Valid Scores) + (2013 API x 2013 Valid Scores)}}{\text{2011 Valid Scores + 2012 Valid Scores+ 2013 Valid Scores}}$$

Further details about the calculation of the averages and the 3-Year Average API Report can be found in the "Status of the Academic Performance Index and the 3-Year Average Information Guide". This guide can be accessed by selecting the "3-Year Average Guide" button within the "API Links" section above.

AMPS

HONOR HARD WORK

AMPS – Instructional Effectiveness Domains & Competencies

The following domains describe effective teaching practices within an AMPS classroom.

Domain 1: Purposeful Planning

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Lesson Design	◦ Lessons are clearly aligned with the skill objectives that are outlined in the curriculum. ◦ All lesson objectives are focused, measurable, attainable, and challenging. ◦ Lessons are highly detailed, with scripted questions, anticipated challenges, and interspersed checking for understanding. ◦ Goals and objectives are consistently being satisfied through the lesson's activities.	• Lessons are aligned with the content and skill objectives that are outlined in the curriculum. ◦ Most lesson objectives meet all of the following criteria: focused, measurable, attainable, and challenging ◦ Lessons are detailed, with some scripted questions, and interspersed checking for understanding. • Goals and objectives are frequently being satisfied through the lesson's activities. • Activities and objectives are well aligned	• Lessons are inconsistently aligned with the content and skill objectives that are outlined in the curriculum. • Lesson objectives consistently fail to meet one of the following criteria: focused, measurable, attainable, and challenging. • Lessons have a basic outline of activities with no scripted questions or interspersed checking for understanding. ◦ Goals and objectives are inconsistently being satisfied through the lesson's activities. ◦ Activities are not always aligned with objectives	◦ Lessons are regularly not aligned with the content and skill objectives that are outlined in the curriculum. ◦ Lesson objectives consistently fail to meet one of the following criteria: focused, measurable, attainable, and challenging. ◦ Lessons are superficial and incomplete. • Goals and objectives are not being satisfied through the lesson's activities. ◦ Activities and objectives are not aligned
1.2 Lesson Materials	◦ All student materials are always rigorous, attractive, error-free, and conducive to high-quality work.	• Most student materials are rigorous, attractive, error-free, and conducive to high-quality work.	• Student materials are inconsistently rigorous, attractive, error-free, and conducive to high-quality work.	• Student materials consistently fail to meet more than one of the following criteria: rigor, attractiveness, error free, and conducive to high-quality work.
1.3 Objective Driven-*Plans and Assessments*	◦ Plans for a variety of differentiated instructional strategies, anticipating where these will be needed ◦ Incorporates a variety of informal assessments and checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction ◦ Clearly identifies lesson objectives that are aligned to state content standards. ◦ Matches instructional strategies as well as meaningful and relevant	• Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction ◦ Incorporates a variety of informal assessments and checks for understanding and uses assessments to directly inform instruction • Clearly Identifies lesson objectives that are aligned to state content standards. ◦ Matches instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives consistently at times	• Does not plans for a variety of differentiated instructional strategies, or anticipate where these will be needed to enhance instruction • Incorporates a few informal assessments and checks for understanding and uses paper assessments only. ◦ Identifies lesson objectives that are aligned to state content standards. • Rarely matches instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives.	• Teacher rarely or never plans daily lessons accordingly ◦ Daily lessons are planned, but appear disorganized or cluttered, • Objectives lack meaningful goals, instructional strategies, or assignments.

	activities/assignments to the lesson objectives consistently • Seeks to design formative assessments that measure progress towards mastery and inform instruction	• Seeks to design formative assessments that measure progress towards mastery and inform instruction	• Designs formative assessments that measure progress towards mastery that informs instruction sometimes or inform instruction.	
1.4 Focus on All Learners (Modifications)	• Teacher makes constant adjustments to instruction based on checks for understanding that lead to increased understanding for most students • Teacher responds to misunderstandings with effective techniques • Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful and seeks out advice. • Teacher anticipates student misunderstandings and preemptively addresses them • Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	• Teacher makes some adjustments to instruction based on checks for understanding that lead to increased understanding for most students • Teacher responds to misunderstandings with effective techniques • Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful • Teacher attempts to anticipate student misunderstandings and addresses them on the spot. • Teacher is able to modify instruction to respond to misunderstandings with some success without taking away from the flow of the lesson or losing engagement	• Teacher needs improvement at modifying instruction as needed • Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students • Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective • Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	• Teacher is ineffective at modifying instruction as needed • Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students • Teacher only responds to misunderstandings by using simple questions with yes/ no answers • Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Domain 2: Effective Instruction

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.0 Establishing Learning Expectations and Student Engagement	◦ Serves as a model in establishing expectations. Demands high expectations for student learning, behavior, and quality of work in a variety of ways. ◦ Has developed a classroom culture where 95-100% of the students are engaged in the learning activity, as demonstrated by their attentiveness and participation. ◦ 85%-90% of student hands are raised or students are ready to answer immediately when reviewing taught material. More than 50% of hands are raised during new material ◦ Entire class urgency to learning is consistent.	• Establishes high expectations. Demands high expectations for student learning, behavior, and quality of work in a variety of ways. • Has developed a classroom culture where 95-100% of the students are engaged in the learning activity, as demonstrated by their attentiveness and participation. • 85%-90% of student hands are raised or students are ready to answer immediately when reviewing taught material. More than 50% of hands are raised during new material • Most of Students exhibit urgency to learn consistently.	• Inconsistently establishes, communicates, and demands high expectations for student learning, behavior, and quality of work . ◦ Has developed a classroom culture where 80% of the students are engaged in the learning activity. ◦ 65%-75% of hands are raised when reviewing taught material. About 35%- 45% of hands are raised during new material. ◦ Some students exhibit a sense of urgency.	• Does not succeed in establishing, communicating, and/or demanding high expectations for student learning, behavior, and quality of work. • Less than 80% of students are engaged in the learning activity. • Less than 65% of hands are raised when reviewing taught material. Less than 35% of hands are raised during new material. • Urgency is not apparent. Class is chaotic.
2.1 Use of Instructional Strategies	◦ Uses a sufficient variety of instructional strategies and activities that are academically rigorous and highly engaging. ◦ Consistently ensures student learning through modeling, guided practice, and independent practice. ◦ Actively seeks and implements new instructional strategies.	• Uses a variety of instructional strategies and activities that are academically rigorous and highly engaging. • Consistently ensures student learning through modeling, guided practice, and independent practice. • Actively seeks and implements new instructional strategies.	◦ Limited in the variety of instructional strategies and/or not all activities are academically rigorous and highly engaging. ◦ Inconsistently uses modeling, guided practice, and independent practice.	• May inappropriately rely on only one or two instructional strategies and activities, which are either not academically rigorous or engaging for students. • Does not use modeling, guided practice, and independent practice with any regularity.
2.2 Pace of Instruction	◦ Pace of instruction is always highly efficient, engaging, and urgent. ◦ Adjusts the pace of instruction according to the needs of the activity, appropriately varying	◦ Pace of instruction is usually efficient, engaging, and urgent. ◦ Usually adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson.	◦ Pace of instruction is inconsistently efficient, engaging, or urgent. ◦ Only occasionally adjusts the pace of instruction and does not appropriately vary the pace throughout the lesson.	• Pace of instruction is not efficient, engaging, or urgent. • Does not adjust the pace of instruction according to the needs of the activity and does not vary
2.3 Assuring All Students Interact With New Knowledge *Addressing the*	◦ Has established a consistent system of classroom procedures, modification plans, and assignments to reach a range of learners. These assignments are attainable to students with difficulties in	• Regularly uses classroom assignments to reach a range of learners. These assignments are accommodating to those who have difficulty in the subject and	• Occasionally has individual assignments geared towards students with difficulties in the subject area and towards students who excel in the subject area, but most of the	• Does not use assignments to target different learners, and the teacher only targets the average learner in the classroom.

Range of Learners	the subject area and challenging to students who excel in the subject area. • Constantly reflects on student learning to seek new ways to support students on both ends of the learning spectrum.	those who excel in the subject area. • Reflects on student learning to support students who have difficulties in the subject area.	time, the teacher targets the average learner in the classroom. • Rarely reflects on student learning and sometimes supports students on either end of the learning spectrum.	• Does not reflect on student learning and does not support students on either end of the learning spectrum.
2.4 Urgency	• Always communicates a tangible sense of urgency in tone, movement, intensity, enthusiasm and preparation. • Classroom time is considered sacred and is used in a highly efficient manner.	• Mostly communicates a sense of urgency. • Classroom time is clearly for teaching and learning.	• Inconsistently communicates a sense of urgency. • Most classroom time is for teaching and learning, but some time is lost in casual behavior. • Some time is lost to tangents from objective.	• Fails to communicate a sense of urgency. • Classroom time is not always for teaching and learning. • Explanations not provided. • Objectives not addressed in part due to tangents.
2.5 Classroom Setting	• Creates and frequently updates attractive bulletin boards and instructional and inspirational signage that supports student learning, • Quality and updated student work is posted inside • The classroom is well organized, neat and free of clutter. • Classroom shelves and binders are consistently well maintained. • Walls are covered with positive statements, work, adornments and active color	• Creates and regularly updates bulletin board boards and visual displays to support student learning, Some quality and updated student work is posted inside • The classroom is organized and free of clutter. • Classroom shelves and binders are frequently well maintained. • Many walls covered with positive statements, work, adornments and active color .	• Has bulletin boards and visual displays that may be out of date or simply decorative • The classroom is somewhat disorganized or cluttered. • Some walls are covered with positive statements, work, adornments and active color , bulletin paper dim/faded	• Does not use bulletin boards and visual displays to support student learning, • The classroom is disorganized and/or cluttered. • Not a positive learning environment
2.6 Academic Content Mastery and Delivery	• Exhibits confidence and ability with content • The teacher's plans identify the necessary prerequisite knowledge for students, in terms of content and skills. • The teacher includes specific learning activities to address known gaps in that prerequisite knowledge for individual students. • The teacher's plans identify misconceptions and include multiple strategies for uncovering additional misconceptions as well as explaining the reasons for prevalent misconceptions.	• Teacher exhibits confidence and ability with content • The teacher's plans identify the necessary prerequisite knowledge for students, in terms of content and skills. • The teacher does not include specific learning activities to address known gaps in that knowledge for the class as a whole. • The teacher's plans identify misconceptions and include strategies for avoiding and correcting these cognitive errors.	• The teacher stumbles with content delivery at times, but does exhibit understanding of materials. • The teacher's plans identify the necessary prerequisite knowledge, in terms of content and skills, for the class as a whole but the teacher does not have a clear plan for addressing known gaps in knowledge or skills. • The teacher's plans identify misconceptions and include strategies for avoiding and correcting these cognitive errors. • Common misconceptions proactively addressed.	• The teacher appears visibly uncertain with the content during delivery • The teacher's plans do not adequately identify the necessary prerequisite knowledge for students, in terms of content and skills. • The teacher's plans do not adequately or accurately identify common student misconceptions.

Domain 3: Data Evaluations & Assessments

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.0 Classroom Assessments	○ Classroom assessments are models for measuring student learning. ○ Classroom assessments cover all skill and content material as outlined in the curriculum. ○ Classroom assessments are aligned with classroom activities and school assessments. ○ Assessments are given at least every other week.	• Classroom assessments cover all skill and content material as outlined in the curriculum. • Classroom assessments are aligned with classroom activities and school assessments. • Assessments are given with enough frequency to monitor student learning.	• Classroom assessments inconsistently cover the skill and content material as outlined in the curriculum. • Classroom assessments may be inconsistently aligned with classroom activities and school assessments. • Classroom assessments are given infrequently.	• Classroom assessments are not closely linked to the skill and content material as outlined in the curriculum and/or • Classroom assessments are not aligned with classroom activities and school assessments.
3.1 Checking for Understanding and Responsiveness to Daily Student Learning	○ Adeptly, efficiently and frequently uses a variety of checking for understanding techniques to constantly monitor student learning. ○ Frequently and consistently uses higher order thinking questions to push student thinking ○ Always uses real-time data to adjust instruction. ○ Unrelentingly focuses on student mastery of specific objectives	• Consistently uses a sampling of checking for understanding techniques to constantly monitor student learning. • Often uses higher order thinking questions to push student thinking • Usually uses real-time data to adjust instruction. • Usually focuses on student mastery of specific objectives	• Occasionally uses a few checking for understanding techniques to monitor student learning. • Sometimes, but not consistently, uses higher order thinking questions to push student thinking • Sometimes uses real-time data to adjust instruction. • Inconsistently focuses on student mastery of objectives	• Does not employ techniques to check for understanding and plows ahead without monitoring student understanding. • Does not use higher order thinking questions to push student thinking. • Does not use real-time data to adjust instruction. • Does not focus on student mastery of objectives
3.2 Ability to Analyze Assessment Results	○ Analyzes classroom and school assessment results in ways that are highly effective in the understanding of student learning needs. ○ Thoroughly plans with detail to address learning needs. ○ Always implements the plans, incorporating them seamlessly into daily lesson plans and adjusting them as necessary.	• Analyzes classroom and school assessment results in ways that are often effective in the understanding of student learning needs. • Thoroughly plans to address learning needs post-assessment. • Implements that plan as written and ensures that re-teaching a spiraling happens.	• Does not thoroughly analyze assessment results to understand student progress and learning needs. • Only puts in minimal effort in developing plans to address learning needs post assessment. • Lacks detail and thoughtful analysis • Inconsistent in implementing that plan as written so that re-teaching and spiraling does not always happen.	• Little evidence that teacher uses assessment results to understand student progress and learning needs. • Does not plan to address learning needs post-assessment, or the plan is inadequate. • Does not follow through on plan.
3.3 Appropriateness of Response to Assessment Results	○ Provides fair, accurate, and constructive feedback to students	• Usually provides fair, accurate, and constructive feedback to students	○ Inconsistently provides fair, accurate, and/or constructive	○ Does not provide timely, fair, accurate, and constructive

	on their progress, especially after a major assessment. • Graded work is returned quickly. • Takes full responsibility for student failure and constantly works to respond to the students' learning needs. • Uses tutoring strategically to address student learning needs.	on their progress, especially after a major assessment. • Graded work is returned within a reasonable amount of time. • Takes full responsibility for student failure and works to respond to the students' learning needs. • Uses tutoring as a way to address needs.	feedback to students on their progress. • Graded work is returned to students late. • Does not always take full responsibility for student failure, allowing large numbers of students to fail. • Does not use tutoring strategically.	feedback to students on their progress. • Graded work is returned very late or not at all, and the teacher does not grade an adequate number of assignments. • Does not always take full responsibility for student failure, allowing large numbers of students to fail and/or lowering expectations to let student pass too easily. • Blames students for failure
3.4 Growth on Interim Assessments	• Students have met or exceeded the goal of 75 percent over 75% proficiency on the latest assessment in the areas for which the teacher is responsible.	• Students have scored between 65 and 74 percent over 75% proficiency on the latest assessment in the areas for which the teacher is responsible.	• Students have scored between 45% and 64% over seventh – five percent proficiency on the latest assessment in the areas for which the teacher is responsible.	• Students have scored below 45% percent correct on the latest Assessment in the areas for which the teacher is responsible.

Domain 4: Classroom Management

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.0 Classroom Tone: Strong Voice and Positive Framing	○ The general tone of classroom is efficient, respectful and positive. ○ Frequently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students. ○ Consistently builds compliance through procedures, and nonverbal authority and signals	○ The general tone of the classroom is efficient, respectful and positive. ○ Narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students. ○ Often builds compliance through procedures, and nonverbal authority and signals	• The general tone of the classroom is inconsistent in efficiency, respectfulness, and positivity. • Does not use Positive framing OR Narrates negative student behaviors as often as positive, or teacher does not use positive framing inconsistently using praise, challenge or aspiration to motivate students. • Rarely builds compliance through procedures, and nonverbal authority and signals	• The general tone of classroom is inefficient and/or negative. Does not use positive framing, and does not work to motivate students. • Fails to build compliance through procedures, and nonverbal authority and signals
4.1 Alignment with School Culture	○ School rules, values, and positive behaviors are clearly enforced and emphasized. Implemented a multitude of management strategies so well that the class appears to have few if any management problems.	• School rules, values, and positive behaviors are clearly enforced and emphasized. • Utilizes several management strategies well so that class has minimal management problems.	• School rules, values, and positive behaviors are clearly enforced and emphasized but with mixed effectiveness. • Inconsistently uses management strategies, and student behaviors can distract learning.	• Does not enforce or emphasize school rules, values, • Management strategies are generally not employed or employed ineffectively. • Classroom learning suffers from a lack of management.
4.2 Classroom Procedures and What to Do	○ There is always a prompt start, smooth finish to class. ○ The classroom runs like clockwork, and students seem standardized to all procedures. It appears the classroom could run without the teacher. ○ Subject and hallway transitions are a model of silent efficiency. ○ Gives what to do directions that are specific, concrete, sequential, and observable. ○ Narrates compliance instead of narrating what not to do.	• There is usually a prompt start, a smooth finish to class. • The classroom runs efficiently, and students seem standardize to all procedures. • Subject and hallway transitions are smooth, silent and efficient. • Gives What to Do directions that are specific, concrete, sequential, and observable, but sometimes the directions need to be rephrased. • Narrates compliance instead of narrating what not to do.	• The class may not have a prompt start or a smooth finish. • Some classroom routines are efficient, while others are not, causing a lack of flow in the classroom. ○ Subject and hallway transitions are not consistently silent and efficient. • Sometimes gives directions that are not specific, concrete, sequential and/or observable. • Specific directions are not offered is students do not comply • Sometimes narrates what not to do.	• The classroom does not have a prompt start or a smooth finish. • There are no clear routines OR routines are poorly executed, causing a lack of flow in the class. • Subject and hallway transitions are inefficient and/or noisy. • Gives directions that are vague and difficult to follow/understand. ○ Often narrates what not to do.
4.3 Ability to Refocus a Class and Do It Again	○ When necessary, teacher efficiently and positively refocuses a class when students move off task or lose concentration.	• Usually recognizes the need to refocus a class. ○ Successfully uses Do It Again when appropriate, and moments of	• Inconsistently recognizes the need to refocus a class and may allow problems to escalate.	• Demonstrates an inability to recognize when a class needs to be refocused and/or

	• Successfully uses Do It Again when appropriate, and moments of Do It Again are always positive and end in success. • There is little recognizable need for Do It Again because there is 100% compliance.	Do It Again are usually positive and end in success. • There is only an occasional need for Do it Again because compliance is happening consistently.	• Does not always use Do It Again when appropriate, and/or moments of Do It Again do not always end in success.	• Use of Do It Again escalates problems rather than refocuses students.
4.4 Level of On Task Behavior and 100%	• In a lesson, all students are on task at all times, and there are no side conversations. • If a student moves off task, teacher immediately addresses the student always using the least invasive form of intervention and without major adjustments to the pace of instruction.	• In a lesson, nearly all students are on task at all times, and there are few, if any side conversations. • If a student moves off task, teacher immediately addresses the student frequently using the least invasive form of intervention. Or may not use least invasive but addresses and stops the problems.	• In a lesson, 80% of students are consistently on task. • The teacher does not always notice AND/OR address off-task behavior • The teacher does not consistently use the least invasive form of intervention.	• In a lesson, fewer than 80% of students are on task. • The teacher usually does not notice off-task behavior AND/OR address off task behavior. • The teacher does not use the least invasive form of intervention, and much class time is wasted with efforts to refocus the class.
4.5 Dealing with Challenging Situations and Students	• Always deals appropriately with challenging situations and students without derailing the learning process. • Deftly applies elements of strong voice to address challenges. • Does not ever engage in student excuses/distractions during correction of student misbehavior. • Students nearly always respond to correction respectfully and with compliance. • Always knows when and how to diffuse situations with students and/or when to involve school leaders.	• Normally deals in an appropriate way with challenging situations and students. • Applies elements of strong voice to address challenges. • Rarely engages student excuses/distractions during correction of student misbehavior. • Students usually respond to correction respectfully and with compliance. • Usually knows when and how to diffuse these situations and/or when to involve school leaders.	• Does not consistently deal in an appropriate way with challenging situations and students. • Inconsistently respond to correction respectfully and with compliance. • Does not always know when and how to diffuse these situations, sometimes escalating problems. The teacher may be too reliant on or does not utilize school leaders.	• Has difficulty dealing with challenging situations and students AND/OR does not deal with them appropriately. • Students do not respond respectfully and/or with compliance, resulting in escalated problems which cause an unsafe or off-task learning environment. • Over-reliant on or does not involve school leaders at appropriate times.
4.6 Relationships with Students	• Creates a climate of caring in the classroom by addressing students in a respectful and positive manner. • Positive relationships with students support learning in the classroom. • Demonstrates open concern and develops a sense of responsibility for students' academic and personal growth • Teacher demonstrates that s/he will not give up on students. • Gains entire classroom respect and Buy In is clearly visible	• Addresses students in a respectful and professional manner. • Positive relationships with students support learning in the classroom. • Willing to go above and beyond to help students. • Gains classroom respect and Buy In is visible	• Does not consistently address students in a professional manner • Fails to establish positive relationships with students that support learning. • Gains classroom respect some times and Buy In is apparent at times	• Does not address students in a professional manner AND/OR • Relationships with students are inappropriate. • Fails to garner class respect. Students view with opposition.

Domain 5: Professionalism

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.0 Timeliness (School Day, Classes, Meetings)	○ Always punctual for the school day, scheduled classes/pick-up times, and/or meetings.	• Usually punctual for the school day, scheduled classes/pick-up times, and/or meetings.	• Inconsistently punctual for the school day, scheduled classes/pickup times, and/or meetings.	• Rarely on time for the school day, scheduled classes/pick-up times, and/or meetings.
5.1 Ability to Meet Deadlines	○ Always meets deadlines for lesson plans, progress reports, and/or report cards, as well as assessment analysis/reflections.	• Usually meets deadlines for lesson plans, progress reports, and/or report cards as well as assessment analysis/reflections.	• Inconsistently meets deadlines for lesson plans, progress reports, and/or report cards, as well as assessment analysis/reflections which may inconvenience self, colleagues, and/or leaders.	• Consistently does not make deadlines or lesson plans, progress reports, and/or report cards as well as assessment analysis/reflections, which inconveniences self, colleagues, and/or leaders.
5.2 Professional Dress and Attitude	○ Dress always models professional attire. ○ Attitude is positive and respectful of students, families, colleagues, and school leaders. ○ Always positive during staff meetings and participates actively.	• Dress is professional. • Attitude is respectful of students, families, colleagues, and school leaders. • Professional during staff meetings and participates often.	• Dress is mostly professional. • Attitude is inconsistently professional with students, families, colleagues, and/or school leaders. • Sometimes disengaged in staff meetings and/or participates infrequently.	• Dress is not professional. • Attitude is negative, inappropriate, and/or disrespectful to students, families, colleagues, and school leaders. • Usually disengaged in staff meetings and does not participate frequently.
5.3 Additional Contributions and Responsibilities	○ Puts in an extraordinary amount of time and effort to contribute to student and school success. ○ Independently assumes additional responsibilities when necessary and demonstrates leadership. ○ Always willing to lead and /or pitch in with events or other school needs.	• Puts in extra time and effort to contribute to student and school success. • Often assumes additional responsibilities when necessary, especially when asked. • Willing to pitch in and help with events or school needs.	• Puts in sufficient time and effort to contribute to student and/or school success. • Occasionally assumes additional responsibilities.	• Puts in minimal time and effort to contribute to student and school success. • Does not assume additional responsibilities.
5.4 Professional Development Participation and Implementation	○ Has a leadership presence in professional development workshops. ○ Actively seeks out and implements professional development strategies in his/her classroom. ○ Successfully and quickly implements strategies presented in workshops in lesson plans and presents evidence in video. ○ Willing to actively train other teachers in their developed expertise.	○ Actively participates in professional development workshops. ○ Actively seeks out and implements professional development strategies in his/her classroom. • Successfully implements strategies presented in workshops in lesson plans and presents evidence in video	• Sometimes participates actively in professional development workshops. • Occasionally seeks out and implements professional development strategies in his/her classroom. • Sometimes implements strategies presented in workshops, but does so inconsistently in lesson plans and/or video.	• Not an active participant in professional development workshops. • Does not take steps to seek out or utilize professional development strategies. • Rarely implements new strategies presented in workshops.

5.5 Relationships with Colleagues/ School	• Relationships with colleagues are extremely positive, collaborative, and generous. • Assumes leadership among colleagues, often supporting them and engaging in professional exchange. • Exerts a positive influence on the entire staff.	• Relationships with colleagues are positive and collaborative. • Regularly engages in professional exchange with colleagues. • Upbeat, positive and does not complain often.	• Relationships with colleagues are uneven, and collaboration is not consistently evident. • Occasionally engages in professional exchange with colleagues. • Can be negative and or complain about school, job, and kids.	• Relationships with colleagues negatively affect the working environment, and collaboration is not evident. • Rarely engages in professional exchange with colleagues. • Complains frequently and is negative about the school/job/kids.

Accrediting Commission for Schools
Western Association of Schools and Colleges

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(650) 696-1060 • Fax (650) 696-1867
mail@acswasc.org • www.acswasc.org

FRED VAN LEUVEN, ED.D.
EXECUTIVE DIRECTOR

MARILYN S. GEORGE, ED.D.
ASSOCIATE EXECUTIVE DIRECTOR

May 13, 2016

Mr. Eric Becker
Principal
Oakland Charter High School
345-12th Street
Oakland, CA 94604

Dear Mr. Becker:

Based on the ACS WASC mid-cycle review, it has been determined that Oakland Charter High School meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's progress report, and the satisfactory completion of the on-site mid-cycle accreditation visit.

Oakland Charter High School's accreditation is now reaffirmed through the end of the six-year cycle ending in June 2019.

Accreditation status is conditioned upon Oakland Charter High School's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Oakland Charter High School's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

Fred Van Leuven, Ed.D.
Executive Director

cc: Visiting Committee Chairperson
Superintendent

Grade	Title	Publisher/Author
Social Science		
9	The Cultural Landscape: AP Human Geography	James M. Rubenstein
10	Modern World History	Houghton Mifflin
11	The American Pageant	Wadsworth Cengage Learning
12	The Challenge of Democracy: Government in America	Houghton Mifflin
12	Economics: Principles in Action	Prentice Hall
English		
9	SpringBoard: English Language Arts	College Board
9	SpringBoard: Writing Workshop	College Board
9	SpringBoard: Close Reading	College Board
10	SpringBoard: English Language Arts	College Board
10	SpringBoard: Writing Workshop	College Board
10	SpringBoard: Close Reading	College Board
11	SpringBoard: English Language Arts	College Board
11	SpringBoard: Writing Workshop	College Board
11	SpringBoard: Close Reading	College Board
11	AP: English Language	
12	The Bedford Introduction to Literature	Bedford St. Martin's
Math		
9	Geometry Common Core	Prentice Hall
10	Algebra 2 Common Core	Prentice Hall
11	Calculus I w/Precalculus	Houghton Mifflin
12	Calculus of a Single Variable	Larson
12	Elementary Statistics	McGraw Hill
Science		
9	Earth Science (CA Edition)	Prentice Hall
10	Biology: The Dynamics of Life	Glencoe
11	Chemistry	
12	AP Biology	
12	Physics (CA Edition)	Holt, Rhinehardt & Winston
oreign Language		
9	Chinese Breeze: Learn with Ease Level 1	
9	Chinese Breeze: Learn with Ease Level 1 (Workbook)	
10	Chinese Breeze: Learn with Ease Level 2	
10	Chinese Breeze: Learn with Ease Level 2 (Workbook)	
9	Avancemos: Spanish Level 1	
9	Spanish 1 (Workbook)	
10	Avancemos: Spanish Level 2	
10	Spanish 2 (Workbook)	

10	Temas: AP Spanish 2014	
10	Temas: AP Spanish Workbook	
Art		
Electives		
12	Cultural Anthropology Fourth Edition	Pearson Allyn and Bacon
11	Public Speaking / Speech	Bedford St. Martin's
10	Psychology	Holt, Rhinehardt & Winston

Student Name:

UC/CSU GPA Calculations:

For the UC/CSU GPA, you may only use grades from A-G approved classes after 9th grade. For the most part, all OCHS courses are A-G approved, except PE. You will not use those grades in this GPA calculation. Check with your counselor to ensure there are no other courses you should leave out.

Modify your transcript before you begin:

Cross out all grades from 9th grade (*except* courses taken during the summer after 9th grade, leave those in). Cross out all PE grades. If you got a D or F in a course and re-took *the same course*, cross out the original D or F grade. Make sure all grades from Community College courses are on your transcript.

- Count the number of As, Bs, Cs, Ds and Fs received in all courses that still remain. The total number of letters you count is the **Total # of Semesters**. Enter that number in the chart below.

Letter Grade:	A's	B's	C's	D's	F's	
Amount of these you received:						←Add this row to get the **Total # of Semesters:**
	x 4	x 3	x 2	x 1	x 0	
Multiply:						←Add this row to get the **Unweighted Point Total:**
# of weighted semesters (no more than 8):						
Add the Unweighted Point Total & # of weighted semesters to get the **Weighted Point Total:**						
Weighted Point Total ÷ Total # of Semesters = **UC/CSU GPA:**						

- Multiply each number of semester courses by the corresponding grade points. Record these in the table above. Then add them up to reach the **Unweighted Point Total.**

- Count the number of letter grades (A's, B's and C's only, ***not*** D's or F's) you received in any of these courses:

AP US History
Honors Physics
Honors Chemistry
Honors Trigonometry
Music 11
Honors Precalculus
AP Calculus
AP English
Anthropology 3
Any other transferrable CCC courses (ask your counselor if you are unsure)

This is your number of weighted semesters. Record this number (or 8, if higher than 8) in the table above, then add it to the Unweighted Point Total. This is the **Weighted Point Total.**

- Divide the "Weighted Point Total" by the "Total # of Semesters" to get your **UC/CSU GPA.**

Document Revised: 12/14/2016 2:00 PM

Student Name: _____

Oakland Charter High School Transcript Evaluation Sheet

Credits Required	Area	Course Title	Grades Earned		Credits Earned		Total Credits	Meets Requirement	Needs:
30	A. Social Science	Human Geography							
		World History							
		US History							
		Government							
		Economics							
		Anthropology							
30	B. English	English 9							
		English 10							
		English 11							
		AP Language							
		English 12							
		AP Literature							
30	C. Math	Algebra I							
		Geometry							
		Algebra II							
		Precalculus							
		AP Calculus AB							
		Statistics							
		AP Calculus BC							
20	D. Lab Science	Earth Science							
		Biology							
		Chemistry							
		Honors Chemistry							
		Conceptual Physics							
		Honors Physics							
20	E. Foreign Lang.	Mandarin 1							
		Mandarin 2							
		Spanish 1							
		Spanish 2							
10	F. VPA	Music 11							
		Art							
		Theater							
70	G. Electives	AVID 9							
		AVID 10							
		AVID 11							
		Trans to College							
		Speech							
		Psychology							
		Orient to Edu							
		Critical Think.							
20	P.E.	9th grade PE							
		10th grade PE							
230	**Total**								

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Amethod Public Schools

Student Study Team

(SST)

Instructions and Overview

PREFACE

This document is intended to be a practical and useful guide to successfully administering a Student Study Team (SST) in the Amethod Public Schools network. Each educator who coordinates an SST should have a copy. Our goal is to have this manual be as easy to use and reproduce as possible.

This manual provides the reader with:

- All of the regulatory documents that are directly pertinent to SST
- Sample forms, example modifications and a checklist for tracking cases
- Descriptions of various models for structuring SSTs
- A definitive explanation of student records
- Lists of available resources

This manual is not intended to be an extensive compendium of strategies for the many different problems that may be addressed by the SST process. There are numerous excellent materials available commercially and from professional literature or organizations. Some of the available resources are cited in the References section of this manual.

I. OVERVIEW OF THE STUDENT STUDY TEAM PROCESS

The Student Study Team (SST) process was designed to provide support to the student and teacher through a collaborative approach. It is based on the premise that "two heads are better than one" when developing plans for students who are having difficulty in school. When approached in a positive manner, the SST can be a valuable tool in providing for an effective educational program for students.

The 1997 re-authorization of IDEA emphasized *that students with disabilities should receive the maximum time appropriate in the regular classroom.* Those teachers often need support with specialized teaching methods.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act has been emphasized by the federal government as applicable to the schools' handling of students with physical and mental disabilities. SST documentation can meet most Section 504 requirements.

School-based management and team problem solving have become recognized successes in the national education reform movement. Moreover Student Support is most effective in schools in which all school staff has responsibility for all students and are skilled at engaging in instructional problem solving. Perhaps most importantly is that this process pushes the parent to become a team member in the process and not simply to be a spectator and/or eventual blamer of a situation.

A. Student Study Team Description

Definitions.

a) **Student Study Team (SST)** - an interdisciplinary group that uses a systematic process to address learning and/or behavior problems of students, K-12, in a school.

Requirements.

1) Each school shall have a minimum of one SST and shall establish support team procedures.

2) Before a referral is made for other supplemental or support services an evaluation and/or assessment shall be conducted.

3) Prior evaluation(s) and/or assessment(s) of a student for a state or federal program shall be considered as having met this requirement.

4) The SST shall include at a minimum the referring teacher and at least two of the following participants, as appropriate to the needs of the student. Parents are always included:

- *Site Director (Principal);*

- *Parent/ And Representative if desired*
- *Classroom teacher;*
- *Counselor;*
- *Lead teacher;*
- *School psychologist * (If Necessary).*
- *Lead tutor;*
- *Resource teacher;*
- *Section 504 coordinator;*
- *Other appropriate personnel.*

5) Parents/guardians shall be invited to participate in all meetings of their child's SST and in the development of interventions for their child.

6) Each school shall include the following steps in the SST process:

- Identification of learning and/or behavior problems;
- Meeting Summaries Mailed,
- Additional Assessments, *if necessary;*
- Educational plan;
- Implementation;
- Follow-up and support.

7) Continuous monitoring, summaries, and evaluation Documentation of SST activities shall include the following:

- Student's name.
- Names of team members.
- Meeting dates.
- Identification of student learning and/or behavior problems.
- Any records of assessment.
- Educational plan and implementation results.
- Follow-up and, as appropriate continuous evaluation.

B. Exceptions to the Use of the SST Process

School personnel and parents/guardians may determine that there is a reasonable cause to bypass the SST process an individual student. **MAKE SURE** that documentation in the student's record shall clearly justify such action, including whether the parent or guardian agreed with such a decision. In cases where immediate referral is sought, the SST shall still determine what interim strategies, interventions, and modifications shall be attempted for the student.

- It is not necessary for students who transfer into the local school system/state operated program with a current Individualized Education Program or Section 504 plan to go through the SST process.

- At any time during this process, if the majority of the team has sufficient evidence that the student has a disability, the team should determine whether an evaluation or 504 Plan is necessary.

- For students with obvious severe disabilities and/or crisis and for whom delay of referral to special education or other supplemental or support services would be detrimental to the student, the SST may bypass implementation of alternative strategies prior to referral.

- When a student makes sufficient progress and/or modifications are no longer needed, the SST may dismiss the student from the process.

- Records of the SST activity are part of the student's permanent record and thus should follow the student as he/she progresses through the educational system.

♣ ***REMEMBER:*** *The reason(s) for bypassing this process must be clearly documented in the SST minutes in all situations!*

II. GUIDELINES FOR DEVELOPING THE SST IMPLEMENTATION MODEL

The first step in developing an effective Student Study Team process involves identifying the school's strengths and weaknesses and developing an organizational model based on the identified strengths. The following information is provided to assist in working through the process and developing an appropriate implementation model.

✓ Implementation models will vary by school. A model that may be appropriate for one school within the system may not work for another.

Factors to consider when choosing a model include:

- School size
- Grade levels served
- Faculty size
- Functioning level of average students
- Percentage of school population involved in SST training
- Level of faculty members
- Number of other duties assigned to personnel
- Availability of supplements/stipends
- Availability of planning time for faculty members

A) Teams may be designed as **Core** or **Flex Committees:**

- ***Core Committees*** are composed of members who have training in the SST process and modifications. These team members remain constant throughout the school year.

- ***Flex Committees*** usually involve all teachers at some point during the school year, depending upon the grade level of the students involved.

When deciding whether to have a Core or Flex Committee, school personnel must take into account the training level of the staff as a whole. If the majority of the faculties are well trained in SST procedures, appropriate modifications, and requirements of FERPA, IDEA, and Section 504, it is usually better to have a Flex Committee.

In schools where this is not the case, it is recommended that one or more Core Committees be trained and put into place.

Examples:

- ✓ ***Core Committee:*** A teacher from each grade level receives specialized training in all aspects of the SST process. They serve as the SST for all requests. The requesting teacher and any other appropriate personnel (counselor, curriculum coordinator, etc.) serve as flex members based on the needs of the student being served.

- ✓ ***Flex Committee:*** All teachers who teach the student serve as the SST.

  - Every school site building *(some sites are shared)* should have a Building (Site) SST Coordinator who is responsible for the proper implementation of the SST process. The Building SST Coordinator may have varying levels of involvement in the actual meetings. However, when making the decision as to the level of involvement he/she is to have, administrators should keep a realistic view of the amount of time that will be required.

  - A database should be maintained in each school that lists each student involved in the SST process and other relevant information. A database maintained at the AMPS central office or on a secure cloud level is often helpful in locating files for transient students.

  - The inclusion of a SPED administrator in an SST meeting where referral to special education is being considered is very helpful in improving the appropriateness and quality of referrals. If referral is made, all paperwork should be forwarded to the appropriate person immediately.

B) Student Study Teams: Middle School & High School Models

The following models describe the SST model for the middle and high school sample. They are to be viewed as an example as your site decides what will work best specific to your school.

- ➢ **MIDDLE SCHOOL MODEL**

  1. *Team members:*

- ✓ meet regularly (4 X Year) during a common set time
- ✓ discuss strategies
- ✓ discuss student progress

2. *Requesting Team Member:*
   - ✓ Completes the initial SST request paperwork
   - ✓ Completing SST request information
   - ✓ Completing documentation of previous interventions
   - ✓ Obtaining copy of student's report card for SST file
   - ✓ Completing other actions, as directed, by local SST procedures
   - ✓ Prepares and completes SST folder
   - ✓ Obtains student profile and background information (medical history and school records)

3. *Team (SST Coordinator) Leader:*
   - ✓ Notifies/invites parent organizing/managing communication with parents
   - ✓ Completing Section 504 plan, if appropriate
   - ✓ Collects, and drafts summary of each SST meeting
   - ✓ Chairs or appoints at the SST meetings
   - ✓ Keeps accurate documentation of all meetings
   - ✓ Notifies parent and SST members of each meeting date/time
   - ✓ Completes appropriate paperwork if student is referred to special education for an evaluation

➢ **HIGH SCHOOL MODEL**

- Teams formed around common planning periods
- Teams can meet at least once every other month to review progress and provide suggestions
- SST students divided among all homeroom teachers, distributed evenly throughout each grade level.

1. *Team members:*
   - ✓ assure the implementation of the SST plan by all personnel working with a student
   - ✓ track the success of the SST plan in the various classes of the student be responsible for paperwork (including SST meeting summaries) for students assigned to him/her

2. *Requesting Team Member:*
   - ✓ Completes the initial SST request paperwork
   - ✓ Completing SST request information

- ✓ Completing documentation of previous interventions
- ✓ Obtaining copy of student's report card for SST file
- ✓ Completing other actions, as directed, by local SST procedures
- ✓ Prepares and completes SST folder
- ✓ Obtains student profile and background information (medical history and school records)

4. *Team (SST Coordinator) Leader:*

- ✓ Notifies/invites parent organizing/managing communication with parents
- ✓ Completing Section 504 plan, if appropriate
- ✓ Collects, and drafts summary of each SST meeting
- ✓ Chairs or appoints at the SST meetings
- ✓ Keeps accurate documentation of all meetings
- ✓ Notifies parent and SST members of each meeting date/time
- ✓ Completes appropriate paperwork if student is referred to special education for an evaluation

5. *High School: Homeroom*

- ILP's used to track the student progress and is shared with all members of team
- Homeroom teachers use teacher-made progress reports to monitor a student's progress
- Building-level team provides more intensive assistance to selected SST students (as requested by teacher, parent, or student) until such time that the case can be turned back to homeroom teacher for management

6. *High School: Advisor*

- SST can be operated through the school's existing advisement program.
- Depending on school size, and Advisor case load, Advisors serve as case managers for the students.

C) SST STEP BY STEP PROCESS DESCRIPTION

The process involves seven basic steps that focus on individual student needs, learning styles, program effectiveness, and home/school communication.

These steps are as follows:

1. **Referral**

The expertise of the SST group is for the benefit of the entire school. Any unresolved problem that impedes learning may merit a request to SST by a teacher, administrator, , tutor or parent. However, the decision to apply the SST process is made by the identified site team leader or school director after careful consideration of the student's

needs.

2. **Gathering of Information**

   Prior to and during the first meeting, team members gather as much relevant information as possible regarding the student's past and present educational and/or behavioral performance. Information should be gathered from a variety of sources including parents, official school records, and anecdotal records.

3. **Assessment (if necessary) and Evaluation of Data**

   The team meets to discuss and interpret the information available to them. The team may decide that more information is needed and develop a plan for obtaining the information.

4. **Development of Educational Plan**

   After evaluating the existing information, the team develops an individual educational plan specific to the student's strengths and weaknesses. Strategies and techniques are brainstormed and agreed upon by all those involved in the implementation process. A timeline for follow-up and evaluation of progress is established.

5. **Implementation of Educational Plan**

   The educational plan is implemented for a specified time period. Additional data is gathered if needed.

6. **Evaluation of Progress**

   The SST reconvenes to discuss progress and additional data. The educational plan is changed as needed. Further course of action is discussed.

7. **Ongoing Monitoring and Evaluation**

   The SST monitors student progress and alters the plan as is necessary. If the educational plan is effective and no disability is suspected, the team should meet periodically to discuss the student's progress. This depends on the specific problem. In most cases, 20 to 30 school days of intervention is recommended. This is usually sufficient for determining whether the strategies and modifications will succeed. The team must then determine whether to continue with the same interventions, formulate new strategies, or explore other options. Some cases are of short duration, yet some at-risk students may be followed by SST for their entire school career.

   At any time during this process, if the team has sufficient evidence that the student has a disability, the team should determine whether an evaluation or 504 Plan is necessary.

For students with obvious severe disabilities and/or crisis and for whom delay of referral to special education or other supplemental or support services would be detrimental to the student, the SST may bypass implementation of alternative strategies prior to referral. The reason(s) for bypassing this process must be clearly documented in the SST minutes.

When a student makes sufficient progress and/or modifications are no longer needed, the SST may dismiss the student from the process. Records of the SST activity are part of the student's permanent record and thus should follow the student as he/she progresses through the educational system.

D) FACILITATING THE MEETING

All team members are active contributors, and the process defines special roles that some members of the team must fill to achieve the greatest positive outcome. Team members may change roles from one SST meeting to the next. However, during any meeting each team member's role must be clearly defined before the meeting begins and then maintained throughout that meeting.

1. Facilitator

This person facilitates the working of the team but is not necessarily the SST coordinator/leader. The success of the team depends largely on this person, who guides the flow of the meeting, and coordinates logistics before and after the meeting.

The facilitator directs but does not dominate the SST meetings, eliciting the most helpful contributions of the group and, most important, keeping a positive tone at the meeting. The facilitator directs the process with respect for all members and accommodates the needs of the group. The facilitator reassures and supports the efforts of colleagues, parents, and students.
Recorder

2. The Recorder

The recorder is responsible for documenting the SST meeting discussion, including students' strengths, concerns, interventions, action items and results. The recorder does this by using the SST Meeting Summary Forms.

3. Team Member

An effective team member is a positive contributor to the work of the team. The team members participate but do not control the flow of the meeting. Members come prepared with information about the student. Contributions that address difficult problem areas are positive, looking at constructive solutions, rather than characterizing, blaming, or stereotyping. Interventions are linked to the student's strengths.

Parents/Caregivers as Team Members

Parents (including primary caregivers such as custodial parents, foster parents, and legal guardians) are full-fledged members of the SST, and they are always included. At the SST the parent can share

the familial perspective and concerns, contribute critical problem-related information from home, and share effective and ineffective home interventions. Many times, the parent can clarify questions for the team and participate in the implementation of strategies developed by the whole team.

Students as Team Members

The student is also a member of the SST meeting when deemed appropriate by team. When the student enters a room and sees that a number of important adults in their life have gathered together on their behalf, a powerful message of caring and a commitment to their success is given. It is important to orient the student to the meeting and explain that they are an equal .

E) DOCUMENTATION OF THE STUDENT STUDY TEAM(SST) PROCESS

Proper documentation is essential in the SST process. Forms should be easy to use and efficient while still providing adequate documentation of the team's activities. Written summaries of the team's actions should be kept for every meeting. The actions of the SST should be so clear that new teachers each year will have no difficulty determining what has been tried and found successful for the student in the past. All information should be dated. Team members should adopt the attitude of, *"If it isn't written down, it didn't happen"*.

Documentation of SST activities should include the following:

- Student's name
- Name of team members
- Meeting dates
- Identification of student needs and/ or concerns
- Any records of assessment
- Comparisons to cohorts *(if necessary)*
- Educational plan and implementation results
- Follow-up and, as appropriate, continuous evaluation.

A suggested list of forms to document the SST activities is as follows:

- **+ SST Request**: essential in gathering initial information on the student. The form should be easy to complete while still providing pertinent information about the student's difficulties, strengths, and weaknesses. Request forms which are a combination of checklist, narrative, and copies of student records are most beneficial.

- + **Parent Notification/Invitation to Meeting:** should clearly inform parents of the purpose of the request and invite their participation in the process.

- **Background Information:** helpful in gathering developmental, behavioral, and environmental information about the student.

- + **Meeting Summary:** must document the actions of the SST in each meeting. These

should be written in a succinct and professional manner. Parents should be given a copy of the summary from each meeting. SST members should refrain from making diagnoses or judgment statements in SST summaries.

The student's problems and social aspects should be clearly defined. The discussion of the team should be summarized, and the recommendations should be documented. If the student is being referred to special education, considered for Section 504 eligibility, or no longer needs the services of the Student study team, the summary must reflect this decision.

- + **Educational Plan:** must clearly define the strategies to be implemented and the outcomes after implementation. This may be included with the summaries or developed as a separate document. Team members should develop an appropriate Educational Plan *(containing, in general, 3-5 appropriate strategies)* based on the student's strengths and weaknesses. The plan should be implemented for an appropriate period of time *(20 – 30 school days is suggested)* as sufficient to determine its effectiveness. Plans should be updated as needed based on student response to the modifications. The outcome for each modification should be clearly documented as to the student's specific response.

- **Consent for Hearing/Vision/Educational Screening:** required prior to administering any individual hearing/vision screening or educational screening instrument if needed .

- **Speech/Language Checklist:** should identify the student's weaknesses in the areas of voice, language, frequency, and/or articulation. This may be included with the SST Request.

- **Behavior Documentation:** should contain anecdotal information which documents the student's behavior difficulties. The information is most helpful when it includes antecedent, behavior, and consequences.

- + **Dismissal Letter:** may be used to explain the decision to dismiss a student from SST if the parents do not attend the SST meeting.

+ These are required components of SST Documentation.

F) Frequently Asked Questions (FAQ)

Do all referrals for special education need to go through the SST?
Generally speaking, all referrals should go through the SST referral process. The SST interventions can be bypassed for students for whom it would be detrimental or for students whose difficulty is so severe or so unusual as to render the SST of no help. This is a decision to be made by the school with parent input. Also, preschool children and students who have a current IEP or Section 504 plan may bypass SST. In any case, a bypass of SST interventions needs to be justified and documented in writing in the minutes of the SST meeting.

Can students with limited English proficiency be served through the SST?

An ELL student may be referred for any available, appropriate program, including services of the Student study team, with no time restrictions. When an ELL student's case is considered by the Student study team, the ELL teacher on site should be a member of the team. If concerns persist in spite of interventions and/or participation in alternative programs to assist the student and there is concern that the student may have a disability, the SST may consider a referral to special education. If the ELL student is not found eligible for special education services, the SST will continue to serve as a resource and to provide support to that student. However, the team should keep in mind the difference between linguistic and cultural characteristics and the presence of disabilities.

Can students served through the Individual Learning Program (ILP) be considered by SST?
ILP Students may be considered for difficulties that would normally warrant an SST study. Placement in ILP should not be considered the basis for an automatic request for SST.

Can the SST refer students for evaluation for special education consideration?
Yes, but only after several important decision criteria are met:

- ✓ That reasonable classroom interventions of sufficient duration have been carefully attempted, without success; and

- ✓ That the cause of the problem is suspected to be a disability that cannot be resolved without special education services.

How long is the SST Plan implemented?
This depends on the specific problem. In most cases, ***20 to 30 school days*** of intervention is recommended. This is usually sufficient for determining whether the strategies and modifications will succeed. The team must then determine whether to continue with the same interventions, formulate new strategies, or explore other options.

How can school s determine the effectiveness of their SST process?
Many indicators can show success of the SST process, from teacher satisfaction to pre/post student performance. One inferential measure of effectiveness is the placement rate for initial referrals to special education. An eighty percent placement rate is considered extremely good and indicates a highly successful process.

What factors impact the effectiveness of SST?
The single most important factor in the degree of success experienced by an SST is the attitude with which school personnel view the process. It is most effective when it is looked upon as a team process for supporting the teacher and student. The effectiveness is greatly reduced when administrators and/or teachers see the process as being simply a paperwork requirement with which they must comply or to appease a parent.

- Secondly, the SST must be well organized with clear definitions of roles and responsibilities. All participants should be well trained in the procedures and legal aspects.

- Finally, the paperwork should be teacher friendly and efficient while still meeting legal requirements and providing enough information to future teachers and service providers.

Must parents be invited to all SST meetings held on their child?
Yes. The Amethod Schools SST requires that parents be invited to all SST meetings held for their child.

Must parents give consent for an SST meeting?
Although parents must be invited to all SST meetings, they **do not** have to give consent for the SST meeting to take place or to give consent for the SST plan to be implemented. Every effort should be made, however, to help parents view the Student Study Team process in a positive light and to understand that this process is not a special education placement.

Amethod Public Schools

English Language Learner Strategies

How to Teach
Core content to all English Learners

AMPS

HONOR HARD WORK

ELL Strategies for CELDT levels 1 and 2

Visuals and Modeling always for every lesson: (How To)

Lower affective filter

1. Daily objectives
   - *Content*
   - *Language*
2. Structured schedule
3. Consistent procedures for:
   - *Transitions*
   - *Supplies*
   - *Homework*
   - *Cooperative groups*
4. Clear expectations

Synthesize new vocabular

- Frontload Language
- Tap-A-Word
- Vocabulary Bingo
- Picture This
- Semantic Word Map*
- Frayer Model*
- Vocabulary Cards
- Choral Response
- Model sentences
- Sentence Frames
- Cloze Sentences
- Who Has
- Guess Who

Allow processing time

- Repeat & rephrase
- Brainstorming
- Clustering/ Webbing
- Idea Starts
- Think-Pair-Share
- Quickdraw
- Quickwrite

Check for understandin g

- Thumbs up/down
- White- board-response
- Think-Pair-Share
- Translation buddy
- Exit Ticket
- Early Risers
- Graphs

Scaffold Text

- Anticipatory Guide
- Branching Diagram
- In-Text Questions
- Quote w/ Coop. Poster
- Picture This
- Ranking and Consensus Building
- Posters
- Cooperative Dialogue
- Comparison-Contrast
- Fishbone Diagram*
- Flowchart*
- Matrix Diagram*
- Multi-level Text Set

ELL Strategies for Levels 1 & 2 Glossary

Frequently Used ELL Terms

Affective filter: An affective filter is an emotional blockage to new learning. If a learner is suffering from discomfort from embarrassment, shame, or fear of punishment around learning then one would say that the learner has an affective filter preventing learning from taking place.

CELDT level: Students' English proficiency level as determined by their overall score on the California English Language Development Test administered yearly in October or upon district entry.
1=Beginning 2=Early Intermediate 3=Intermediate 4=Early Advanced 5= Advanced

Content objectives The specific measurable, observable content competencies (behaviors, skills, knowledge) that students will demonstrate after the instruction

Cooperative Groups Strategically group students to facilitate communication and collaboration.
Homogeneous groups - students at the same level of English proficiency to target instruction with comprehensible input.
Heterogeneous groups - students at various levels of English proficiency with but with the same primary language to help each other learn new concepts.

Language objectives The specific measurable, observable English language competencies (behaviors, skills, knowledge) that students will demonstrate after the instruction

Modeling: Demonstrating clear examples of what is requested of students for imitation. Modeling allows English learners to see and hear what a developing product looks like.

New Vocabulary Unfamiliar general vocabulary as well as content specific vocabulary

Processing Time Extra time strategically given before accepting responses to allow all students a chance to think and process language

Scaffold a teaching strategy in which instruction begins at a level encouraging students' success. It provides the right amount of support to move students to a higher level of understanding giving contextual support during instruction to clarify meaning.

Scaffolding may involve the use of pictures, diagrams, lists, charts, tables, graphs, cooperative grouping, primary language support, etc.

SDAIE Specially designed academic instruction in English (SDAIE) is a teaching style to teach content and English to English Learners in context through teacher modeling. New information is introduced and presented by the teacher in a way that engages students. The six common categories of strategies are modeling, bridging, contextualization, schema building, metacognitive awareness, and text-representation.

Visuals Present concepts with visual aids, color coding, sketches, pictures, realia, manipulatives, charts, tables, graphs, and other graphic organizers

Beginning ELL Strategies, Techniques, and Activities

Anticipatory Guide Students are given a series of statements that relate to a reading selection, lecture, or video. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming is a prewriting or INTO strategy. Begin with a stimulus such as a word, phrase, picture, or object and record all responses to that stimulus without prejudgment. The students give ideas on a topic while a recorder writes them down. The students should be working under time pressure to create as many ideas as possible.

Branching Diagrams -Organization charts, hierarchical relationships systems, family trees.

Carousel Brainstorming Each small group has a poster with a title related to the topic of the lesson. Each group uses a different colored marker to write 4 to 5 concepts that relate to their title. Students rotate to all the other posters, reading them and adding 2 to 3 more concepts. Students discuss the results. Beginning ELs should pair w/ translation buddy for this exercise.

Choral Response all students in the class or group respond orally in unison to a teacher prompt

Cloze Sentences a portion of text with certain words removed

Clustering/Webbing is a prewriting or INTO strategy. Students begin with a word circled in the center, then connect the word to related ideas, images, and feelings which are also circled.

Colored Cards Each student has a green, yellow, and red card to hold up in response. This engages all students in answering *yes, no, maybe* or *agree, disagree, unsure* questions for efficient comprehension checking.

Comparison-Contrast Matrix Students determine similarities and differences between two people, things, solutions, organisms stories, ideas, or cultures.

Cooperative Dialogue Following the timeline from an article that was previously read and graphically organized, pairs/triads of students write a dialogue between two characters in the passage. Pairs are selected to present dialogues in chronological order to the class. "The characters" may be nonhuman, such as *nucleus* and *mitochondrion*.

Exit Ticket is a 2-5 minute exercise used as closure to sum up the day's learning. In addition to holding each student accountable for their learning by having to submit it in order to leave, it is an effective tool for the teacher to check individual and group understanding.

Fishbone Diagram -Cause and effect, timeline. For examples, see p. 16.

Flowcharts - Sequential events, directions, decision making, writing reports, study skills. For examples, see page 14.

Frontload Language - The teacher provides students with new vocabulary and with sentence models and frames *before* the lesson. The charts stay up and are referred to throughout the lesson. It is designed to teach students the sentence structures and vocabulary they need to engage in learning content-area skills and concepts.

Frayer Model a four-cell box arrangement that summarizes the essential characteristics of and provides examples of a central idea, usually a concept or process. For examples, see pages 20-21.

Guess Who is a vocabulary game used to teach descriptive character traits or emotions. Students choose from character sketches that portray qualities, such as artistic, brunette, enthusiastic. The opponent who has a sheet with all of the characters asks questions such as, 'Is your character

female?" and "Is she pessimistic?" Students eliminate wrong characters until they can guess who's on their opponent's card.

Idea Starts Use a prompt for writing, such as a quote, a photo, words from a vocabulary list, an article, a poem, opening lines to a story, an unusual object, a film, or a guest speaker to get students started.

In-Text Questions Students answer teacher-constructed questions about a reading selection as they read it. Questions are designed to guide students through the reading and provide a purpose for reading. Students preview In-Text Questions first, then answer them as they read the article. Students review their answers with their small group, then share them with the whole group

Learning Log Double-entry journal with quotes, summaries, notes on the left and responses reactions, predictions, questions, memories on the right.

Matrix Diagram Schedules, statistics, problem solving, comparisons with multiple criteria. For examples, see page 15.

Model Sentence Demonstrating clear examples of what is requested of students for imitation. Model sentences allow English learners to see and hear the correct grammatical structure before speaking or writing their own sentence.

Multi-level Text Set Assorted text materials including a range of levels around a common topic or theme. The teacher provides a variety of books, articles, trade books, web pages, brochures, photos, etc.

Picture This -This activity is useful as a vocabulary or concept review. A blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. Students are not to label the drawings. Students exchange papers with a partner and partners try to correctly label each other's drawings.

Posters As a BEYOND activity students create a poster in small groups. The following list describes several types of posters that the teacher may assign.

Illustrated Timeline Tell the plot or sequence on a timeline, with pictures that depict the events.

Movie Poster Advertise the content from a lesson by creating a movie poster complete with ratings, pictures, actors, descriptions, and comments by a critic.

Comic Strip Create a 6-paneled comic strip of the lesson content.

Image and Quote Choose an image and quote from the lesson content that are representative or important. Poster should include a title.

Advertisement Choose an item from the lesson content and make a newspaper or magazine ad for it.

Quickdraw Students sketch ideas related to a topic. Prewriting or INTO strategy.

Quickwrite Students respond quickly to a prompt without self-editing. If students get stuck they can repeat phrases over and over until a new idea comes to mind. Prewriting or INTO strategy.

Quote with Cooperative Poster Groups of four are formed. Students read a selection. Each chooses a quote and an image that have impact for them. Round Robin share. Groups come to consensus on favorite image and quote. Each student takes one colored pen. With all members participating, and each using their chosen color, they draw the group image and write the group quote on a piece of butcher or easel paper. Each member signs the poster with his or her pen. Posters are shared with the class.

Ranking and Consensus Building Students individually rank items in a list from least important to most important. Each group or pair comes to a consensus on the order.

Repeat, rephrase Teacher repeats, rephrases, explains and emphasizes new concepts and vocabulary repeatedly.

Semantic Word Map A visual organizer (such as Frayer Model) to develop depth and dimension of word knowledge. Word maps for beginning ELLs should include the term in English, the term in the primary language (if available), a sketch, and characteristics or non-examples.

Send-A-Problem Each student on a team makes up a review question and writes it on a 3x5 card. The writer asks the question of the other members of the team. When everyone agrees on an answer it is written on the back of the card. The teams then send their review questions to another team. Teams respond by having one student read the first question. Each team member writes down an answer. Team members then compare and discuss their answers. If they agree, they turn the card over to see if they concur with the sending team. If not, they write their answer on the back of the card as an alternative answer. A second student reads the next question, and so on. The stacks of cards are sent to a third, then a fourth group until all teams have had a chance to answer all questions. When the cards return to the senders, the teacher should provide an opportunity to discuss and clarify.

Sentence Frames Teacher provides the grammar and syntax needed to help students use learned vocabulary to express their thinking. Sentence frames allow students to express thoughts and ideas that are more complex than their current English proficiency level.

Tap-A-Word Students practice pronouncing words or phrases by using a combination of claps, hitting the table, and snapping the fingers. the teacher. In Round Table style, each member uses a word from the list, in the order given, in a sentence to create a collaborative story.

Think-Pair-Share When asked to consider an idea or answer a question, students write their ideas on paper (think). Each student turns to another student nearby (pair) and *tells* his or her own responses (share). This is an oral exchange, not a reading of each other's papers. This technique allows 30 students to answer orally in the time it would take to call on just one.

Thumbs up/down To engage all students in answering *yes, no, maybe* or *agree, disagree, unsure* questions (see colored cards)

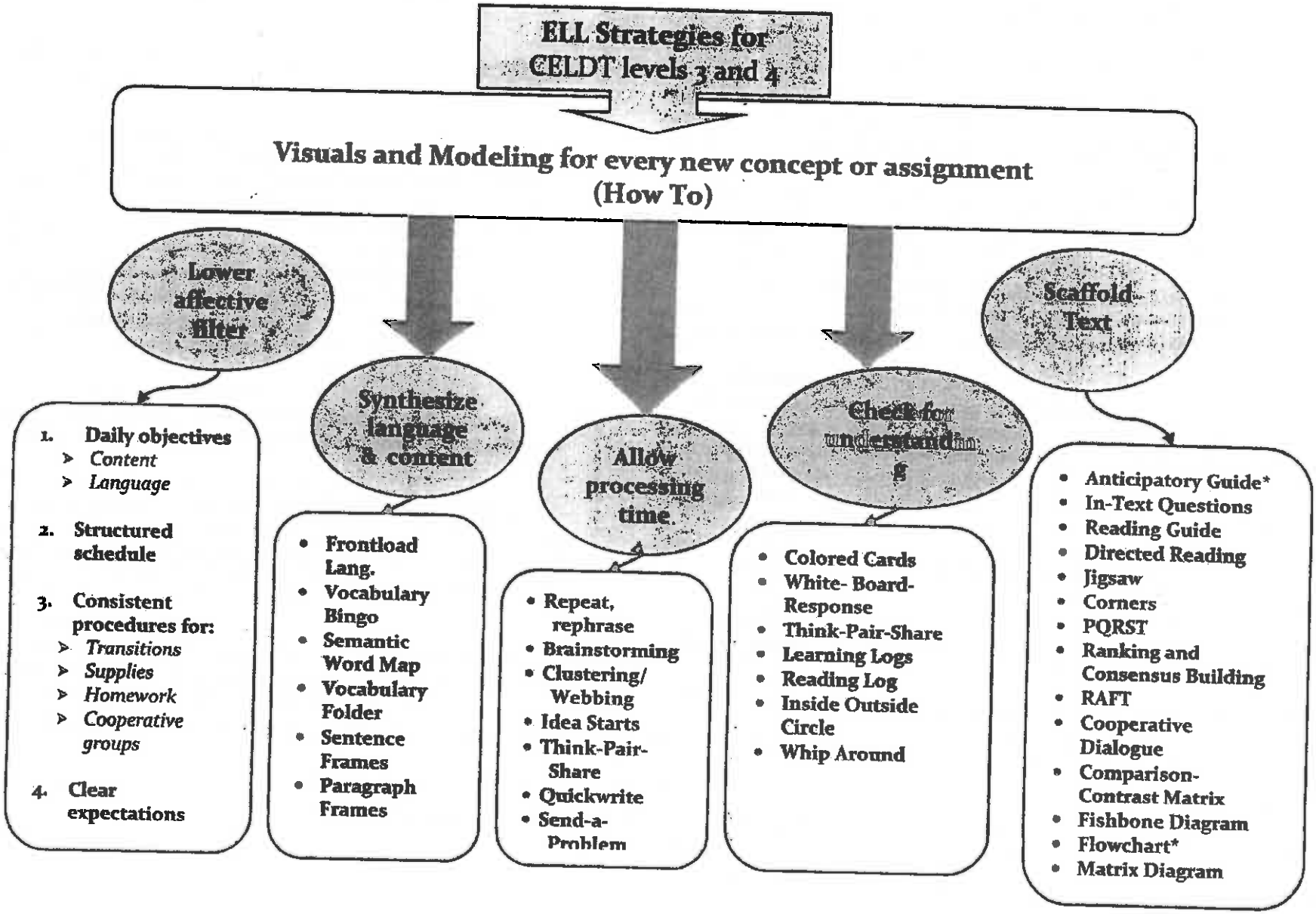
Translation Buddy Pairing with a student with a higher level of English proficiency and the same home language for translation and comprehension checking of major concepts and important details.

Vocabulary Bingo A blank paper is divided into eight sections. Students draw a sketch, symbol, or example to represent new terms in each square without writing the term. The teacher calls out the vocabulary terms as students place markers in the appropriate squares. When a student wins, the student states each term in the row and the card is held up for the class to verify that each square adequately represents the correct term. Example: ☑ could represent "verify". (You may use the papers from "Picture This")

Vocabulary Cards Each student selects a difficult vocabulary word from the story and creates a card in the following manner: The word and its definition in the front, and a drawing and the vocabulary word in a sentence in the back. These cards are shared with team members, then exchanged with other groups.

White Board Response To engage all students in responding to prompts with an emphasis on the process rather than the product. This strategy allows the teacher to quickly check for understanding.

Who Has is a vocabulary game where students receive a term and the definition or description of a another term. In Geometry it might go like this: "I have alternate interior angles. Who has a triangle with two sides congruent?" The student with the isosceles triangle jumps up and says, "I have... Who has...?" and so on.


ELL Strategies for CELDT levels 3 and 4
Visuals and Modeling for every new concept or assignment (How To)
Lower affective filter
1. Daily objectives
➢ Content
➢ Language
2. Structured schedule
3. Consistent procedures for:
➢ Transitions
➢ Supplies
➢ Homework
➢ Cooperative groups
4. Clear expectations
Synthesize language & content
• Frontload Lang.
• Vocabulary Bingo
• Semantic Word Map
• Vocabulary Folder
• Sentence Frames
• Paragraph Frames
Allow processing time
• Repeat, rephrase
• Brainstorming
• Clustering/ Webbing
• Idea Starts
• Think-Pair-Share
• Quickwrite
• Send-a-Problem
Check for understanding
• Colored Cards
• White- Board-Response
• Think-Pair-Share
• Learning Logs
• Reading Log
• Inside Outside Circle
• Whip Around
Scaffold Text
• Anticipatory Guide*
• In-Text Questions
• Reading Guide
• Directed Reading
• Jigsaw
• Corners
• PQRST
• Ranking and Consensus Building
• RAFT
• Cooperative Dialogue
• Comparison-Contrast Matrix
• Fishbone Diagram
• Flowchart*
• Matrix Diagram

ELL Strategies for Levels 3 & 4 Glossary

ELL Terms

Affective filter An affective filter is an emotional blockage to new learning. If a learner is suffering from discomfort from embarrassment, shame, or fear of punishment around learning then one would say that the learner has an affective filter preventing learning from taking place.

CELDT level Students' English proficiency level as determined by their overall score on the California English Language Development Test administered in October or upon district entry. A CELDT score of 3 indicates that the student is at "Intermediate" level of proficiency and a 4 is considered "Early Advanced."

Content objectives The specific measurable, observable content competencies (behaviors, skills, knowledge) that students will demonstrate after the instruction

Cooperative Groups Strategically group students to facilitate communication and collaboration.
Homogeneous groups - students at the same level of English proficiency to target instruction with comprehensible input.
Heterogeneous groups - students at various levels of English proficiency with but with the same primary language to help each other learn new concepts. Students at the higher levels of proficiency may translate for those at the beginning levels. Students who are literate in the first language may read primary language support materials for those who are not.

Language objectives The specific measurable, observable English language development competencies (behaviors, skills, knowledge) that students will demonstrate after the instruction.. Academic language includes syntax, sentence structure, grammar, and academic vocabulary.

New Vocabulary Unfamiliar general vocabulary as well as content specific vocabulary

Processing Time Extra time strategically given before accepting responses to allow all students a chance to think and process language

Scaffold a teaching strategy in which instruction begins at a level encouraging students' success. It provides the right amount of support to move students to a higher level of understanding giving contextual support during instruction to clarify meaning. Scaffolding may involve the use of pictures, diagrams, lists, charts, tables, graphs, cooperative grouping, primary language support, etc.

SDAIE Specially designed academic instruction in English (SDAIE) is a teaching style to teach content and English to English Learners in context through teacher modeling. New information is introduced and presented by the teacher in a way that engages students. The six common categories of strategies are modeling, bridging, contextualization, schema building, metacognitive awareness, and text-representation.

Visuals Present concepts with visual aids, color coding, sketches, pictures, realia, manipulatives, charts, tables, graphs, and other graphic organizers

ELL Strategies, Techniques, and Activities

Anticipatory Guide Students are given a series of statements that relate to a reading selection, lecture, or video. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming Students work as a whole group with the teacher, or in small groups. Begin with a stimulus such as a word, phrase, picture, or object and record all responses to that stimulus without prejudgment. Prewriting or INTO strategy. The students give ideas on a topic while a recorder writes them down. The students should be working under time pressure to create as many ideas as possible. All ideas count; everything is recorded. More ideas can be built on the ideas of others.

Clustering/Webbing Students, in a large group, small groups, or individually, begin with a word circled in the center, then connect the word to related ideas, images, and feelings which are also circled. Prewriting or INTO strategy.

Comparison-Contrast Matrix Students determine similarities and differences between two people, things, solutions, organisms stories, ideas, or cultures.

Cooperative Dialogue Following the timeline from an article that was previously read and graphically organized, pairs/triads of students write a dialogue between two characters in the passage. Pairs are selected to present dialogues in chronological order to the class. "The characters" may be nonhuman, such as *nucleus* and *mitochondrion*.

Corners Cooperative activity used to introduce a topic. The teacher poses a question or topic along with four choices. On a 3x5 card students write their choice and the reasons for it. Students go to the corner of the room representing their choice. In their corner, students pair up and share their reasons for selecting that corner. The topic is discussed. For example, the corners could be labeled cone, cube, pyramid, and sphere with information about each figure provided. Students go to the corner, learn about the figure, and return to teach other team members.

Directed Reading This is a group activity to get students to think about the content of a fiction or non-fiction reading selection. The steps are 1) Students predict what they will read and set purposes for reading. 2) Students read the material. 3) Students discover if their predictions and hypotheses are confirmed.

Fishbone Diagram -Cause and effect, timeline

Flowcharts - Sequential events, directions, decision making, writing reports, study skills.

Frontload Language a teaching strategy in which the teacher provides students with new vocabulary (general and content-specific) and with sentence models and frames *before* the lesson. The charts stay up and are referred to throughout the lesson. It is designed to teach students the sentence structures and vocabulary they need to engage in learning content-area skills and concepts.

Idea Starts Use a prompt for writing, such as a quote, a photo, words from a vocabulary list, an article, a poem, opening lines to a story, an unusual object, a film, or a guest speaker to get students started.

Inside-Outside Circle Students are arranged into two equal circles, one inside the other. Students from the smaller inside circle face those in the outer larger circle and vice versa. Students ask each other

questions about a review topic. These may be either teacher or student generated. Students from one of the circles rotate to either the left or right. The teacher determines how many steps and in which direction. Another question is asked and answered.

In-Text Questions Students answer teacher-constructed questions about a reading selection as they read it. Questions are designed to guide students through the reading and provide a purpose for reading. Students preview In-Text Questions first, then answer them as they read the article. Students review their answers with their small group, then share them with the whole group

Learning Logs Double-entry journals with quotes, summaries, notes on the left and responses reactions, predictions, questions, or memories on the right.

Matrix Diagram Schedules, statistics, problem solving, comparisons with multiple criteria.

Paragraph frames See sentence frames

Jigsaw 4-6 people per "home" team. Name the teams. Within each team, number off 1-4 (teacher should number paying attention to language proficiency). All ones form an "expert group," as do twos, threes, and fours. Each expert group is assigned a part to read (or do). Experts take 15 minutes to read, take notes, discuss, and prepare presentations. Return to home teams. Each expert takes 5 minutes to present to home team.

PQRST is a study strategy with four steps. **Preview:** Student skims the title, side headings, pictures and graphics to identify writer's generalization. **Question:** Student identifies questions that the writer is going to answer during the reading. **Read:** Student reads to obtain answers to the questions and takes notes. **Summarize:** Student summarizes the information regarding each question posed. **Test:** Student tests the generalization against the supporting information to see if the author has enough information to support the generalization.

Quickwrite Students respond quickly to a prompt without self-editing. If students get stuck they can repeat phrases over and over until a new idea comes to mind. Prewriting or INTO strategy.

RAFT is a post-reading strategy that helps students to analyze and reflect upon fiction or non-fiction reading through persona writing. Based on suggestions provided by the teacher or generated by the class, students choose a Role, an Audience, a Format, and a Topic on which to write in response to their reading.

Ranking and Consensus Building Students individually rank items in a list from least important to most important. Each group or pair comes to a consensus on the order.

Reading Guide 1. Headings Read -Around- Students take turns reading the headings of the reading 2. Prediction Chart- With their group, students choose two headings and predict what will be discussed in those sections. Students write their answers on a prediction chart with the following labels: "Heading", "Prediction", "Yes or No". In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. 5. Thinking Questions- Students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

Reading Log Students complete while reading a selection. The left-hand side contains topic headings for sections of the reading. Students

are to briefly summarize each topic. On the right-hand side students reflect on the implications of each topic.

Repeat, rephrase Teacher repeats, rephrases, explains and emphasizes new concepts and vocabulary repeatedly.

Semantic Word Map A visual organizer (such as Frayer Model) to develop depth and dimension of word knowledge. Word maps for beginning ELLs should include the term in English, the term in the primary language (if available), a sketch, and characteristics or non-examples.

Send-A-Problem Each student on a team makes up a review question and writes it on a 3x5 card. The writer asks the question of the other members of the team. When everyone agrees on an answer it is written on the back of the card. The teams then send their review questions to another team. Teams respond by having one student read the first question. Each team member writes down an answer. Team members then compare and discuss their answers. If they agree, they turn the card over to see if they concur with the sending team. If not, they write their answer on the back of the card as an alternative answer. A second student reads the next question, and so on. The stacks of cards are sent to a third, then a fourth group until all teams have had a chance to answer all questions. When the cards return to the senders, the teacher should provide an opportunity to discuss and clarify.

Sentence Frames Teacher provides the grammar and syntax needed to help students use learned vocabulary to express their thinking. Sentence frames allow students to express thoughts and ideas that are more complex than their current English proficiency level. Sentence frames are especially useful with emergent writers to explicitly teach them the language structures needed to communicate their abstract and higher order thinking.

Think-Pair-Share When asked to consider an idea or answer a question, students write their ideas on paper (think). Each student turns to another student nearby (pair) and *tells* his or her own responses (share). This is an oral exchange, not a reading of each other's papers. This technique allows 30 students to answer orally in the time it would take to call on just one.

Vocabulary Folder A mandatory section in the English learner's binder to keep all new vocabulary, sentence frames, word maps, Frayer models, etc. This may be used with assignments or tests to help English learners express the content they have learned. It is a good secondary alternative to the elementary "word wall".

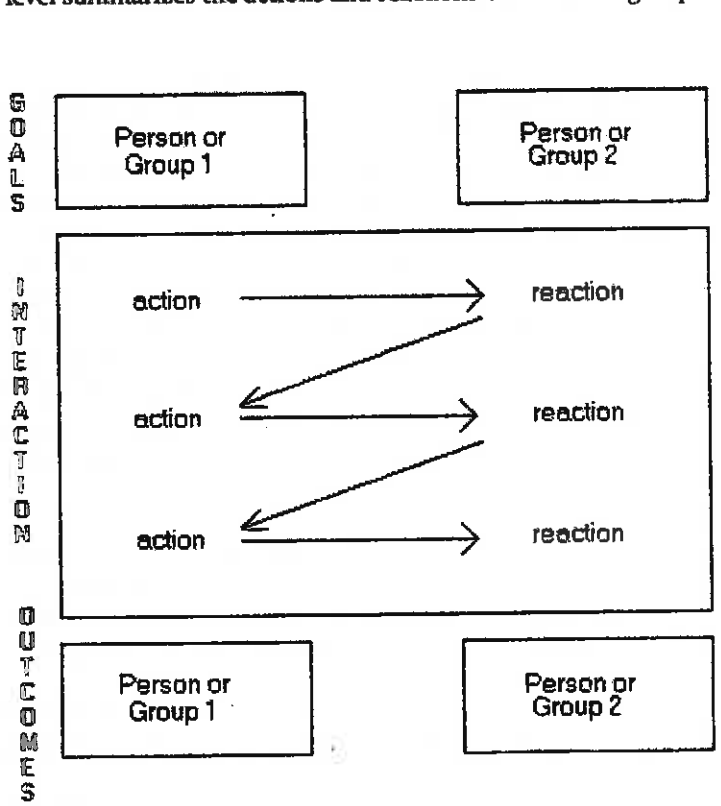
Whip Around Whole class or large group activity. Teacher emphasizes charts, labeled graphic organizers and sentence frames students might use in their responses. Teacher models use of sentence frames with vocabulary from lesson. Students listen while the teacher poses a question or task. Students are given quiet time to consider what they know and record a number of responses. Teacher "whips" around the class (down rows, around tables, etc.) allowing as many students as possible to share an idea or answer in 15 seconds or less. Once answers become repetitive, students can point out similarities in their ideas by using language structures such as: *My idea is similar to ___'s idea; I agree with ___ that ___*: This fosters active listening and validation of ideas.

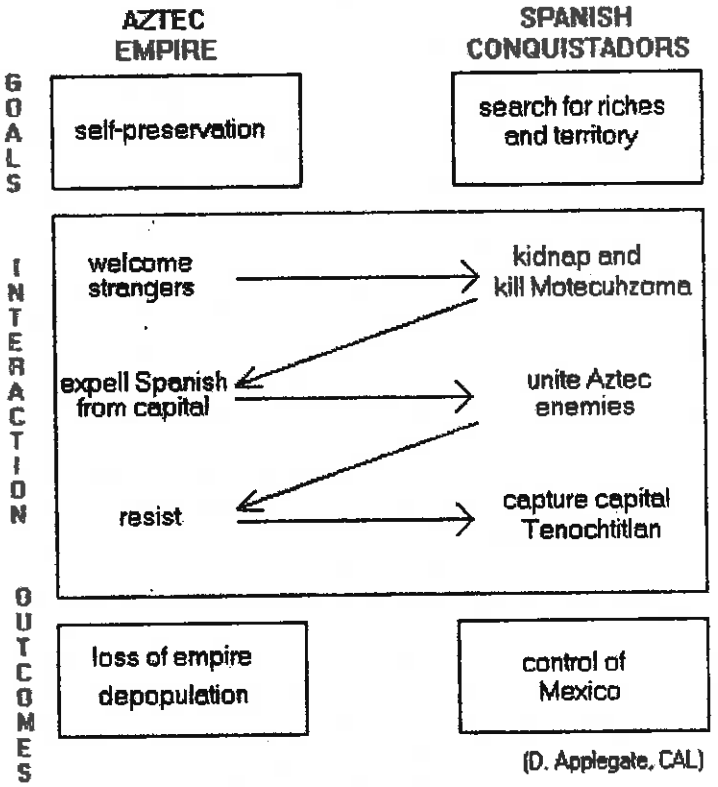
White Board Response To engage all students in responding to prompts with an emphasis on the process rather than the product. This strategy allows the teacher to quickly check for understanding.

Sample Graphic Organizers

HUMAN INTERACTION OUTLINE (Learning Strategies Database, N.D.)

Designed to organize information about interactions between two people (e.g. Churchill and Stalin) or two groups of people (e.g, Israelis and Palestinians), this strategy outlines the goals, actions, and outcomes of culture contact. The top level identifies the goals of each group, the middle level summarizes the actions and reactions between the groups, and the bottom level lists the ultimate outcomes of the interactions.





(D. Applegate, CAL)

MATRICES (Learning Strategies Database, N.D.)

Matrices or tables are a popular format for organizing information. With this strategy, the main topics are identified in column (or row) headings. The attributes described for each item may or may not be identified in row (or column) headings. Specific details are written in the resulting cells; grid lines are optional.

	ITEM 1	ITEM 2	ITEM 3
Attribute 1			
Attribute 2			
Attribute 3			
Attribute 4			

ANCIENT CIVILIZATIONS

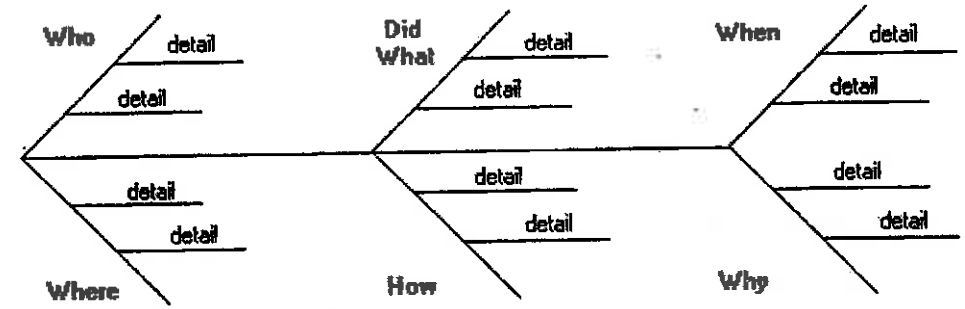
	Near East	Egypt	Peru
Monumental Architecture	ziggurats	pyramids temples	pyramids terraces
Writing	cuneiform	hieroglyphics coptic	none
Political Leaders	secular	divine	divine
Irrigation	canal	shaduf	canal

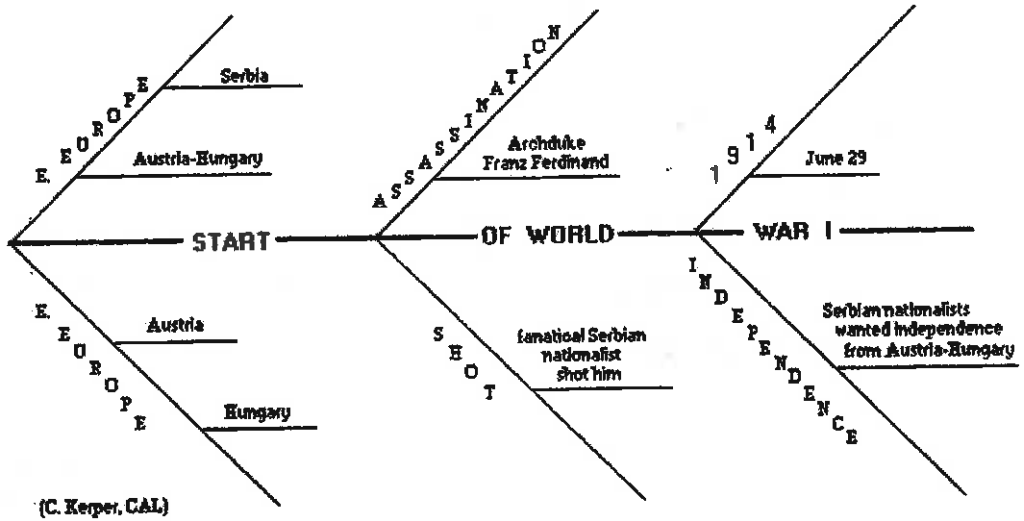
(D. Applegate, CAL)

HERRINGBONE MAPS (FISHBONE MAPS)

The herringbone technique is designed to show causal interactions of a complex event (e.g. an armed conflict) or a complex phenomenon (e.g. plate tectonics).

An advantage of the herringbone technique is it helps students encode information in a manner that enhances their ability to answer essay questions.





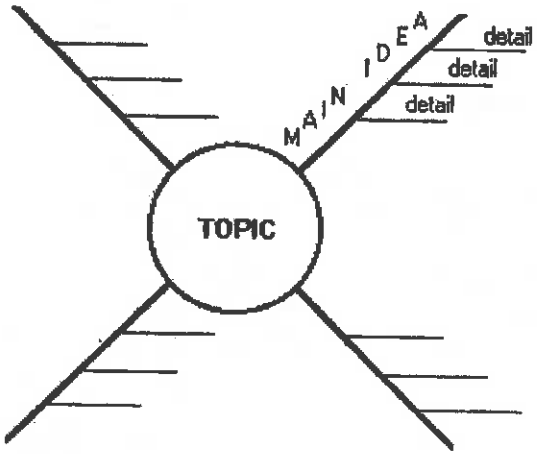
(C. Kerper, CAL)

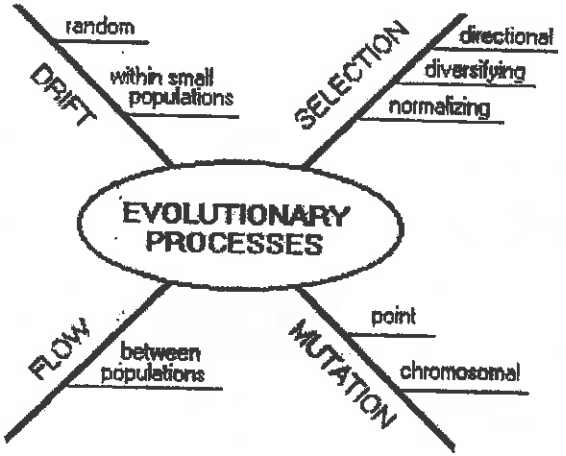
SPIDER MAPS

Spider maps are used to describe a central idea by using three key frame questions: What is the central idea? What are its attributes? What are its functions?

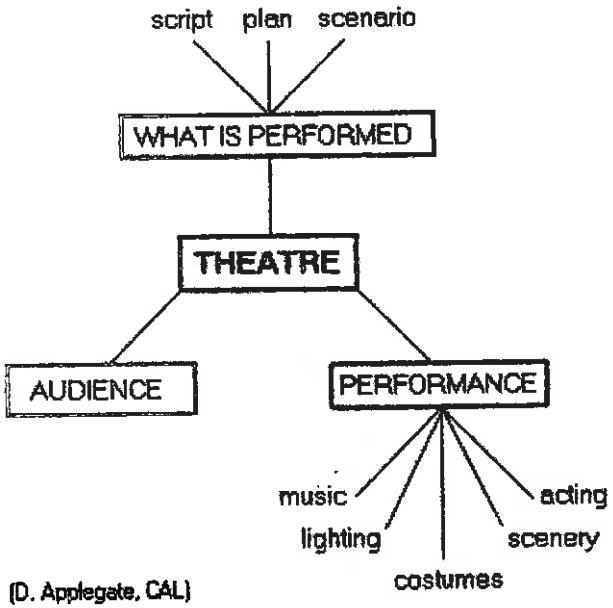
One advantage of spider maps is they help students make associations and see relationships among central concepts, main ideas, and supporting details.

As illustrated below, spider maps have three components. The major topic, concept, or theme is placed in a circle in the center of the page or note card; this represents the "body" of the spider. The "legs" of the spider represent the main ideas related to the central topic, concept, or theme. Supporting details are placed on short lines off the main idea lines.

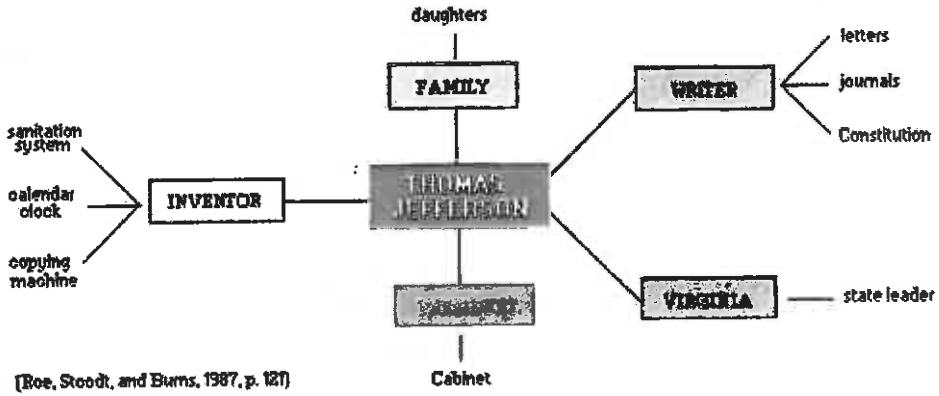




(D. Applegate, CAL)



(D. Applegate, CAL)



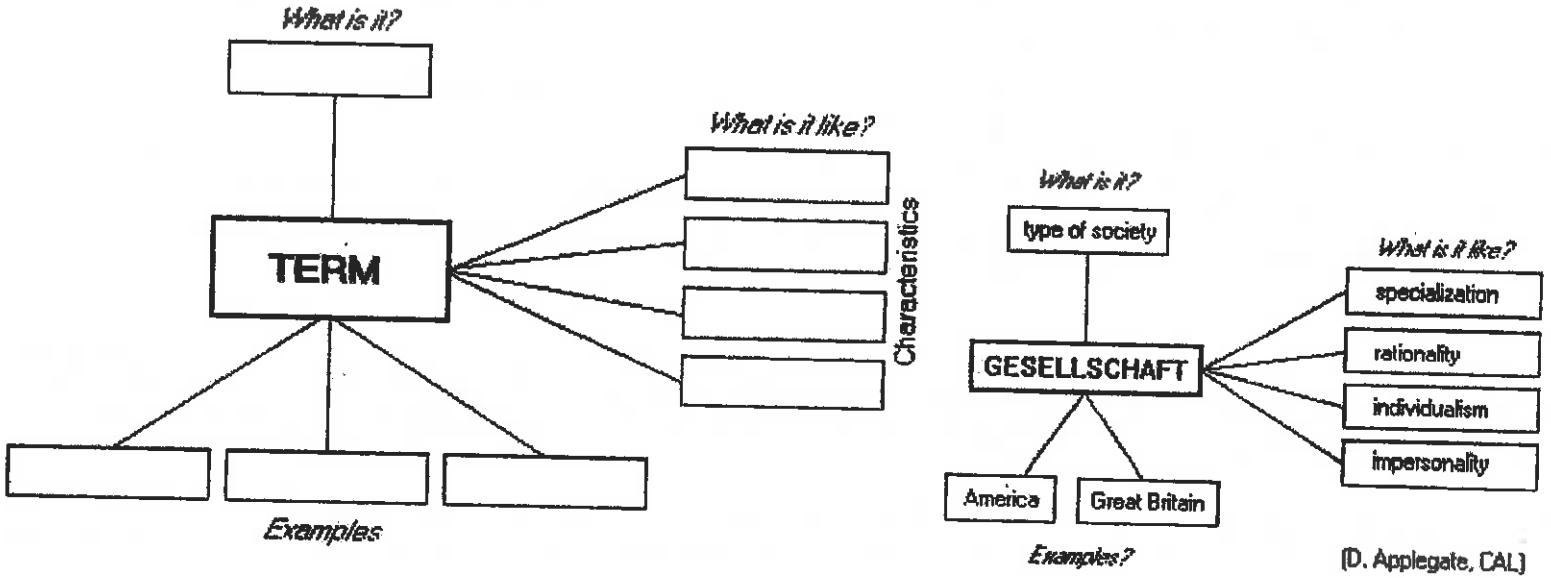
(Roe, Stoodt, and Burns, 1987, p. 121)

WORD MAP (CONCEPT MAP, SEMANTIC MAP)

Sample word maps, also called concept maps or semantic maps, help to organize new concepts and their characteristics. They summarize the traits of an item and provide examples of it. Sample word maps can be used to organize information about people, places, or ideas.

One advantage of sample word maps is they help students link essential characteristics and examples to major and minor concepts. Sample word maps also help to organize information for answering objective test questions and essays. There are four parts to a sample word map, as illustrated below.

- The term or concept is placed in a box in the middle of the page or note card.
- Directly above it is another box where the major category to which it belongs is written. This box should answer the question "What is it?"
- To the right of the term or concept are a series of boxes that indicate its essential characteristics. These boxes answer the question "What is it like?"
- Below the term or concept are a series of boxes that provide examples of the concept.



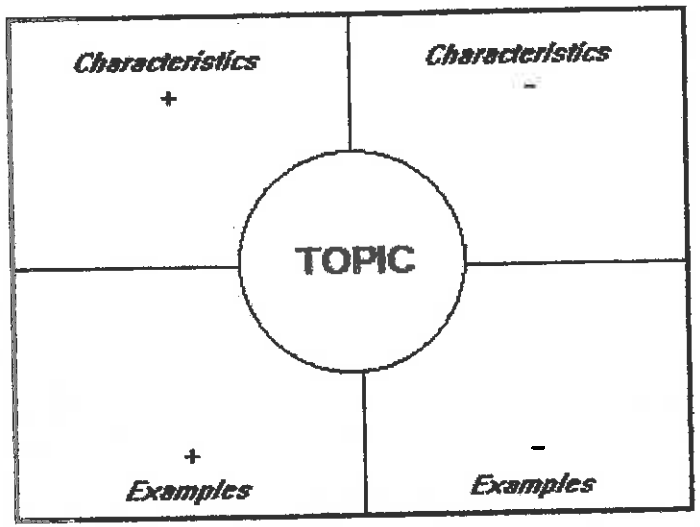
(D. Applegate, CAL)

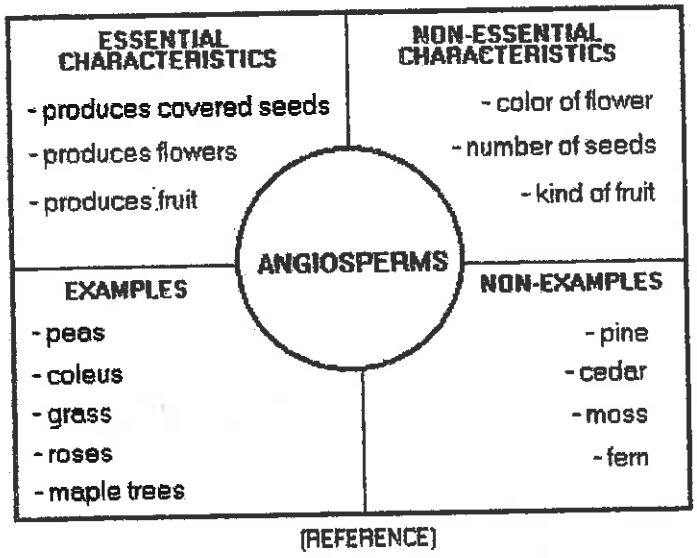
FRAYER MODEL

The Frayer model is a four-cell box arrangement that summarizes the essential characteristics of and provides examples of a central idea, usually a thing or process.

One advantage of the Frayer model is it gives characteristics and examples as well as noncharacteristics and nonexamples of the topic, helping students link the information to existing knowledge. This aids in correctly evaluating and answering objective test questions such as multiple choice and true-false.

The top row of the Frayer box is for the characteristics of the central idea, and the bottom row is for examples. The right-hand column of the Frayer box is for characteristics and examples that illustrate the central idea, and the left-hand column is for characteristics and examples that do not illustrate the central idea.

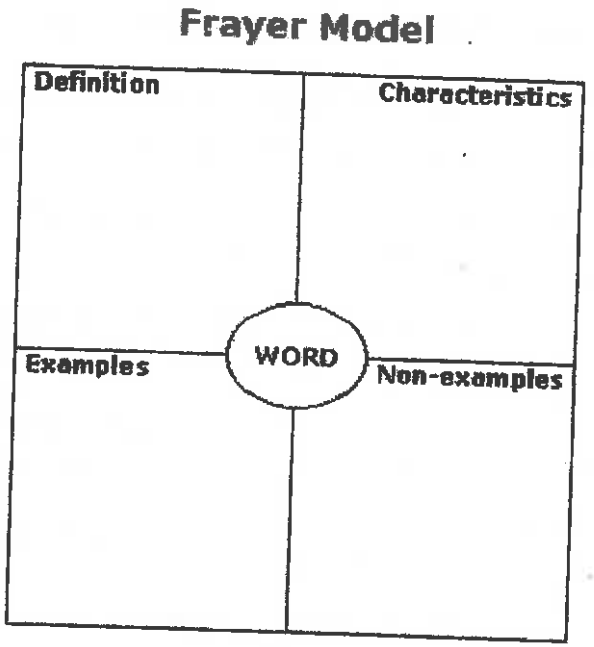




The Frayer Model can also be used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by . . .

- Defining the term,
- Describing its essential characteristics,
- Providing examples of the idea, and
- Offering non-examples of the idea.

This strategy stresses understanding words within the larger context of a reading selection by requiring students, first, to analyze the items (definition and characteristics) and, second, to synthesize/apply this information by thinking of examples and non-examples.



References

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Haynes, J. (2004). *Graphic Organizers for Content Instruction.* Retrieved July 12, 2007 from http://www.everythingesl.net/inservices/graphic_organizers.php

Jordan School District Information Systems and Curriculum Departments (n.d.). *Transforming teaching through technology.* Retrieved July 12, 2007 from http://t4.jordan.k12.ut.us/teacher_resources/inspiration_templates/

Lanning, L. (n.d.). Retrieved July 12, 2007 from http://www.region15.org/curriculum/graphicorg.html

Muskingum College (n.d.). *Center for Advancement and Learning.* Retrieved July 12, 2007 from http://www.muskingum.edu/~cal/database/general/organization.html

Roe, B. D., Stoodt, B. D. and Burns, P. C. (1987). Secondary School Reading Instruction, the Content Areas. Third Edition. Boston, Massachusetts. Houghton Mifflin Company.

Thompson, Max (2004). *A plan advanced by Dr. Max Thompson for M.C.P.S.'s 70+ schools.* Retrieved July 12, 2007 from http://www.mcps.k12.md.us/schools/cabinjohnms/sd/resources/70+.htm

Walqui, A (n.d.). *SDAIE Strategies: A Glossary of Instructional Strategies.* Retrieved July 12, 2007 from http://www.suhsd.k12.ca.us/suh/---suhionline/SDAIE/glossary.html

Great Links

Graphic Organizers and Concept Maps:

Why use graphic organizers to teach content?
http://www.everythingesl.net/inservices/graphic_organizers.php

Overview of graphic organizers with examples of various types
http://www.cast.org/publications/ncac/ncac_go.html

58 Free graphic organizers
http://www.educationoasis.com/curriculum/graphic_organizers.htm

Tools to create graphic organizers, rubrics, worksheets, and lesson plans http://www.teach-nology.com/

Anticipatory Guide
http://www.ncrel.org/sdrs/areas/issues/students/learning/lrianti.htm

Collection of Graphic Organizers with Teaching Guides
http://www.mordialloccluster.vic.edu.au/documents/QIS_proformas/

Pre-writing organizers
http://depts.gallaudet.edu/englishworks/writing/prewriting.html

Thinking maps
http://www.nhcs.k12.nc.us/htree/Curriculum/ThinkingMaps.html
http://www.lifestreamcenter.net/DrB/Lessons/thinking_maps.htm

Frayer Model
http://www.justreadnow.com/strategies/frayer.htm
http://its.guilford.k12.nc.us/act/strategies/Frayer_Model.doc

General graphic organizers (better for middle school than high school)
http://edhelper.com/teachers/General_graphic_organizers.htm

Strategies:

Video Clips of Teaching Strategies for ELs
http://connect.ocde.us/Strategies.htm

Reading strategies for content teachers
http://www.justreadnow.com/strategies/index.htm

SDAIE teaching strategies
http://www.csus.edu/indiv/o/oreyd/sylabi/SDAIE.htm

Elements of effective SDAIE instruction
http://classes.csumb.edu/ED/ED615-03/world/Elements_SDAIE.html

Effective Instructional Strategies for English Language Learners in Mainstream Classrooms (SIOP model)
http://www.newhorizons.org/spneeds/ell/wallace.htm

Secondary English language learners
http://www.ncte.org/collections/secell

Standards:

California English Language Development Standards
http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf

National Board for Professional Teaching Standards: English as a New Language
http://nbpts.org/the_standards/standards_by_cert?ID=13&x=62&y=10

Language Development/Literacy:

Most common words in American English
http://esl.about.com/library/vocabulary/bhooo_list1.htm

Common regular verbs
http://www.englishclub.com/vocabulary/regular-verbs-list.htm

Common irregular verbs
http://www.esldesk.com/esl-quizzes/irregular-verbs/irregular-verbs.htm
http://www.churchillhouse.com/english/verbsheet.pdf
http://www.geocities.com/fifth_grade_tpes/irregular_verbs.html

Sight words and Dulch lists
http://www.fcboe.org/schoolhp/shes/sight_words.htm
http://www.usu.edu/teachall/text/reading/Frylist.pdf

Lessonettes focused on the many tricky irregularities in the English language
http://www.everydayenglish.com/

Vocabulary development strategies
http://www.wordsurfing.co.uk/

ESL grammar and vocabulary handouts
http://owl.english.purdue.edu/handouts/esl/index.html#handouts

Signal words
http://www.nifl.gov/readingprofiles/Signal_Words.pdf

Culture and language learning teacher resources
http://www.carla.umn.edu/culture/resources/index.html
Phonograms

http://literacyconnections.com/Phonograms.html

Digraphs
http://www.firstschoolyears.com/literacy/word/phonics/digraphs/digraphs.htm

Consonant blends
http://www.mrsmcgowan.com/reading/ref.htm

R-controlled vowels
http://courses.dsu.edu/learningtools/Word%20Recognition/r-controlled_vowels.htm

Character traits
http://cte.jhu.edu/techacademy/web/2000/kochan/charactertraits.html

Spanish-English cognates
http://www.geocities.com/athens/thebes/6177/ws-cognates.html

Forms of Poetry
http://thewordshop.tripod.com/forms.html

Introduction:
LEA: Oakland Charter High School
Contact (Name, Title, Email, Phone Number): Raquel Oliva-Gomez, Site Director, rgomez@amethodschools.org, (510) 893-8700
LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template ***shall be used to provide details regarding local*** *educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance* ***pursuant to Education Code sections 52060,*** *52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs* ***each year.***
For school districts, pursuant to Education Code section 52060, the LCAP must ***describe, for the school district and each school*** *within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils* ***identified in Education Code section 52052,*** *including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

For county offices of education, pursuant to Education Code section 52066, the ***LCAP must describe, for each county office of*** *education-operated school and program, goals and specific actions to achieve those goals for all pupils and each* ***subgroup of pupils identified in Education*** *Code section 52052, including pupils with disabilities, who are funded through the county office of education* ***Local Control Funding Formula as identified*** *in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily* ***expelled) for each of the state priorities and*** *any locally identified priorities. School districts and county offices of education may additionally coordinate and* ***describe in their LCAPs services provided to*** *pupils funded by a school district but attending county-operated schools and programs, including special education* ***programs.***

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:
Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*
Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*
Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*
Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*
Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*
B. Pupil Outcomes:
Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*
Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*
C. Engagement:
Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*
Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*
School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Oakland Charter High School (OCHS) engaged staff, teachers, administrators, students, and parents throughout the 2015-2016 school year in order to gather ideas and feedback about actions and services as well as expenditures for those actions and services to support student success at our school. OCHS administration held multiple meetings in the development of the Local Control and Accountability Plan. Group members represented various stakeholders within the school including parents, teachers, alumni, administration, and student representatives. Members reviewed data on literacy, science and math achievement from a combination of assessments. Results from assessments were presented in a disaggregated format by ethnic groups, English learners, socio-economically disadvantaged students and students with disabilities. In determining specific areas of need to be addressed, OCHS administration shared data from the following sources: school profile, school site demographics, Northwest Evaluation Association (NWEA) test data, attendance rates, CST results (Life Science), CELDT results, statistical attendance rates, suspension/expulsion rates, SAT scores, Advanced Placement scores, a list of colleges to which recent alumni have been accepted, and results from staff and family surveys. Amethod Public Schools (AMPS) Central Office also provided information on projected funding predictors and expenditures with the support of Edtec. **PARENT / FAMILY INVOLVEMENT** The Local Control and Accountability Plan (LCAP) was shared in the fall with the 9th and 10th grade families during the Back to School Night and with 11th and 12th grade families during College Night. At these meetings, families were encouraged to participate in the Family Staff Team (FST) meeting in order to give feedback and set priorities for the LCAP. Membership to the Family Staff Team (FST): All parents were invited to participate during orientations, on-going at parent nights, and via memos. The FST consists of parents from all grade levels and a wide-variety of ethnicities, socio-economic backgrounds, as well as parents of students with IEPs, 504s and English Language Learners are engaged with key items pertinent to school improvement. Both the school's successes and the school's areas for growth are discussed. Parents are	The top budget priorities as identified by respondents at the varied stakeholder meetings and online survey: **Instruction** • Addition of AP Courses • Introduce AVID to all grades • More staff for ELA/MATH Support • Strengthen literacy skills • Purchase of new textbooks aligned to new CCSS and NGSS or approved by Advanced Placement program • Increase funding in new CCSS curriculum programs and ELL **Human Resources** • Talent Management Focus • Increase technology use to enhance learning • Increase employee salaries • Increase Highly Qualified instructional staff • Investment in Career Path for excellent teachers • Increase Professional Development opportunities for teachers and administration **Student Support Services** • Install security cameras at both sites to help monitor school premises and student/staff safety • Provide healthier food options to students • Implement program to help develop postive and healthy student relationships • Form Student Body Government to increase student voice and engagement • Purchase a Bell, Intercom & Phone system to maximize instructional minutes

encouraged to give critical feedback and to ask questions. The FST met formally on 11/19/2015 and 3/31/2016 and informally on parent nights.

Process: Members of the FST, and parents who attended Town Hall, viewed a presentation for the LCAP. After the presentation, there were break out groups that were divided into table groups with a facilitator, note-taker, and reporter. Together the goals were reviewed and the groups discussed the strengths and areas of opportunity for each goal.

Sources for Parent/Family Involvement in LCAP Goal Setting:
9th Grade Orientation: 4/15/2015
Make Up 9th Grade Orientation: 5/13/2015
Parent Night #1 College Night: 9/29/2015
Parent Night #2 Back to School Night: 10/06/2015
FST Meeting #1: 11/19/2015
Parent Night #3 Cash for College: 2/10/2016SARC Report Uploaded to Website
Fall results from NWEA assessment distributed to families
Winter results from NWEA assessment distributed to families
FST Meeting #2: 3/31/2016
Spring results from NWEA assessment distributed to families

In addition to the events listed, faculty and staff are invited to be a part of the LCAP process in the following ways:

FACULTY & STAFF INVOLVEMENT
Significant staff input comes from formal and informal conversations or during observation feedback (between teachers and members of the instructional team), surveys, and staff meetings.

Collaborative meetings are documented with an agenda and minutes using Google Drive. The following is a general rule for the regularity of site team meetings:

Weekly
Strategic Meeting (OCHS Leadership and administrative coordinator and assistants)
OCHS Leadership Meeting

Monthly

The priorities identified above are included in the school budget and investments for targeted student populations are identified on subsequent pages of this document.

The following LCFF investment priorities reflect the feedback received from stakeholders and the student data tied to the academic needs of our students as detailed by the different data reviews. Investments are further identified in subsequent pages.

- English Learners
- School climate and student engagement
- Students with disabilities
- Parent Engagement
- Focus on teacher support
- Focus on High School English Language Arts and math support
- Focus on College and Career Readiness in high school

Revised Priorities:
After additional discussions and presentations, review of focus group input, and a school based priority exercise, there were some shifts. The investment in staff and faculty rose to the top. Also needs at the AMPS middle and high schools began to emerge as a high priority as well, including the Middle School and High School Bridge and support programs, such as AVID at the high school, and added tutoring and academic support at the middle schools. Training also surfaced across many domains and the need to evaluate LCAP funded programs also surfaced as a priority in order to ensure that rigorous data would be obtained for target programs.

AVID Site Team Meeting
Instructional Team Meeting
Full-Staff Meeting

<u>Every Six Weeks</u>
Data Analysis ("Data Dives")

In addition the recurring meetings, all staff members were invited to give input on the Oakland Charter High School Self-Study and participate in the writing of our 2016 WASC MidCycle progress report. These meetings were held after school and were attended by both lead teachers and new teachers, as well as paraprofessionals and site leadership. During the meetings, each part of the action plan and each goal was reviewed and all staff members were allowed to comment. Notes were recorded by site administration and reviewed while site leadership prepared the progress report.

Google Drive was used to share the action plan, informative slides on the authorizing and accreditation processes, and the meeting agenda. Staff were key in describing the use of NWEA results and the importance of these tests to provide valuable and up-to-date student data. Staff also expressed the desire for greater collaboration within departments.

STAFF SURVEYS:
The mid-year staff survey allows faculty and staff to anonymously provide feedback to Site Administration. The general themes from the 2014-2015 staff survey included a feeling that the school's core values and mission were well articulated and that staff strongly supported. Additionally, while many staff were happy with the approachability of staff leadership, most were unsatisfied with the amount and organization of professional development. The majority of staff also felt compensation was not equivalent to other similar organizations and felt that the work load lacked sustainability. In response to these themes, OCHS worked with AMPS central office to support the development of the career path. Three OCHS teachers who qualified for the career path role of "Distinguished Teacher" became the first lead teachers. Lead teachers have a lightened course load and act as the head of their departments by helping to organize and plan professional development, support staff with observations and feedback, and help guide professional growth plans for the staff in their department. Lead teachers also

check weekly lesson plans for their departments and add comments as necessary. Additionally, the 2015-2016 calendar schedule was organized with specific dates for data analysis, professional development, and "grading days"--early release (11:00 AM). OCHS has focused on hiring more paraprofessionals to support certain sections so that teachers can focus on core classes. Paraprofessionals also help with after school tutoring and non-teaching staff duties that had been previously solely the domain of teachers. **STUDENT INVOLVEMENT** Student surveys have been implemented every year since the establishment of OCHS. They are usually collected during the last week of school.	

Annual Update: Recognizing the need to retain and develop high qualified teachers, Amethod Public Schools worked beginning in the fall of 2014 to create a Career Path for all teachers at its five schools. Calling upon the expertise of veteran teachers and administrators through multiple meetings a career path was developed and was presented during the summer training of 2015. Of the four teachers participating in the career path development meeting, three were selected to pilot the first stage of the program, "Emerging Teacher." These teachers had a reduced course load for the 2015-2016 school-year and will be members of the instructional leadership team at OCHS. Each teacher will help to mentor new teacher and developing teachers in their content area. All teachers have been filmed and gone through the analysis process or on schedule to do so before the end of the 2015-2016 school year. All teachers are on Professional Growth Plans with at least 87% on track to meet the goals of those plans. All teachers are using Common Core State Standards in their weekly lesson plans and over 75% have received training in using the CCSS framework. While there has been less content area-specific training in CCSS, including NGSS, it is the school's goal to have 100% of staff trained in CCSS and NGSS by the start of the 2015-2016 school-year. Additionally, although all staff have participated in at least one data-	**Annual Update:** In 2015-2016 OCHS hosted the first regional Family Staff Team (FST) meeting. Families from Oakland Charter Academy and Downtown Charter Academy attended a presentation on important updates region-wide. Although each AMPS school develops its own individual documents, it was deemed beneficial to meet as a region in order to inform parents of opportunities and hear potential areas of growth. From the feedback gathered from parent, teacher, and student surveys and subgroup meetings several additional course offerings, as well as a newly modeled bell-schedule was developed for the ninth through twelfth grades. To address the need for college-readiness, an advisory program begun during the 2014-2015 school-year has been approved for the 2015-2016 school-year and expanded to the tenth grade. The school is seeking to contract with the Advancement Via Individual Determination (AVID) system to continue to develop and refine its advisory program and meet the needs of various

driven instructional training, it is the schools goal to incorporate a six data analysis trainings into the 2015-2016 school-year. Due to the identified need to develop 21st century skills for college and career readiness, OCHS teachers worked to develop an Advisory course that was executed twice a week during 75-minute blocks for every ninth grade homeroom. The Advisory course will be furthered developed using the Advancement Via Individual Determination (AVID) system during the 2015-2016 school-year and will be offered to both ninth and 10th grade homerooms. Staff attended the AVID Summer Institute at Sacramento in July of 2015 and staff have already been identified to attend the AVID Summer Institute for July of 2016. Teachers met weekly to collaboratively design lesson plans for the Advisory course and provide students with skills in five key areas: general academic strategies and skills, academic goal-setting, college and career exploration, social and emotional knowledge and skills, and technology-based skills including research and presentation. OCHS also offered small group instruction for three sections of Algebra 2 (1 advanced and 2 remedial) within its master schedule. OCHS also offered an English Language Development course for Early-Intermediate Language Learners. OCHS has held one school-wide assembly to recognize student achievement and present community services for social and emotional well-being. The school has also presented a bullying workshop for all 9th grade homerooms and hopes to expand the workshop to 10th and 11th grades during the 2015-2016 school-year. OCHS staff has continued to support its model-government club, Junior Statesmen of America (JSA) through chaperoned trips to two conventions outside of school and by hosting its very first convention on campus. In the 2016-2017 academic year, OCHS will form a student body government. OCHS club offerngs have grown to include BAUCE clus (Jefferson Awards), Environmental Club, Junior States of America (JSA), Senior committee, Animal Club, Key Club, Interact Club, Latinx Club, Health Club, Running Club, Coding Club, Sience Club, Art Club, Drama Club, Volleyball Club, Band, Badminton Club, Yearbook, and Anime clubs.	subgroups, including first-generation college-bound students. To address the desire for additional course offerings and to continue to expand the body of students electing to enroll in advanced placement offerings the school is in the process of developing a human geography course for the ninth grade, as well as AP Biology for the tenth grade and expanding its language program to include Spanish. To address concerns for providing increased teacher support, development and retention, the school has developed a career-path for all teachers whereby teachers will be able to advance in position and in compensation either through an administrative or instructional leadership career path. Three teachers have been identified for the 2015-2016 school year to advance through the process co-created with the input of teachers and administrative personnel. Selected teachers will have a reduced course load in order to carry out various duties including instructional coaching, new-teacher development, curriculum planning, coordination of professional development, and other duties. Additionally, the school has hired multiple paraprofessionals to assist in pull-out and afterschool tutoring and academic instruction for at-risk students. In response to requests for enhanced student services, the school has partnered with multiple local agencies to provide academic and social/emotional support for students including Girls Inc., Asian Health Services, and the Step to College program (through San Francisco State University). The school is also implementing an online-course provider, Edmentum, to enhance course offerings and

Sports offerings through Bay Area Charter School Athletic Conference (BACSAC) have also grown over the past few years. In 2015, students were eligble to participate in Boys & Girls Soccer, Boys & Girls Basketball, Girls Volleyball, For the 2014-2015 school-year, 97% of seniors who began OCHS in the 9th grade are on track for UC/CSU eligibility. 90% of seniors have been accepted to four-year colleges or universities. 100% of our seniors applied to four year colleges in the 2015-2016 year. 85% of the students OCHS currently has approximately 160 computers on campus for 350 students, meeting an over 1-3 ratio of computers per student; for the 2015-2016 school year, OCHS purchased an additional 60 computers, or two class sets, bringing the ratio of computers per student to very close to 1-2, accounting for increased enrollment. Over 95% of the rising 11th grade class have passed both sections of the California High School Exit Exam. Over 90% of 10th grade students participated in the PSAT, 100% of the graduating seniors have participated in the SAT and over 90% of the rising juniors have already taken or are scheduled to take the SAT.	supplement its credit recovery and summer school academic program. Finally, in response to requests for greater incorporation of all grades in student activities and increased funding for student activities, the school is revising its 2015-2016 budget to include projected expenditures for specific school activities.

Section 2: Goals, Actions, Expenditures, and Progress Indicators
Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL #1:	Provide High Quality Curriculum and Assessment Systems that Promote College and Career Readiness with Academic Supports and Interventions	Related State and/or Local Priorities: 1_X_ 2_X_ 3_X_ 4_ 5_X_ 6__ 7_X_ 8_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	With the development of the Common Core State Standards (CCSS), OCHS will need more academic and intervention programs to support ELL students and other subgroups who are scoring below grade level on interim assessments. Utilizing CCSS & NGSS aligned instructional materials and assessment systems will increase literacy and math proficiency so that students will be college-ready upon graduation.	
Goal Applies to:	Schools:	Oakland Charter High School
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• 50% of instructional materials in core subjects aligned to CCSS or approved by the advanced placement program • 60% or greater of all students scoring "3" or higher on Advanced Placement exams • Maintaining 80% of all students scoring advanced or proficient on CST in Life Science • 70% of ELL students advancing in at least one category of the CELDT Student growth on interim assessments aligned to CCSS for: • 70% of all pupils over the course of the year • 60% of all socio-economically disadvantaged pupils over the course of the year • 50% of all ELL pupils over the course of the year

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase of new textbooks aligned to new CCSS and NGSS or approved by Advanced Placement program	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$90,000
100% of 9th-11th grade students participating in the Advancement Via Individual Determination program	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000
Use of Northwest Evaluation Association assessment system for 9th-10th grade used no less than two times per year	OCHS	X ALL OR: __Low Income pupils __English Learners	$3,500

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Hiring 1 full-time paraprofessional to support math and science instruction and students with ELL designations	OCHS	__ALL OR: ___Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$43,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	• 60% of instructional materials in core subjects aligned to CCSS or approved by the advanced placement program • 65% or greater of all students scoring "3" or higher on Advanced Placement exams • Maintaining 80% of all students scoring advanced or proficient on CST in Life Science • Maintaining 70% of ELL students advancing in at least one category of the CELDT Student growth on interim assessments aligned to CCSS for: • 70% of all pupils over the course of the year • 65% of all socio-economically disadvantaged pupils over the course of the year • 55% of all ELL pupils over the course of the year

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase of new textbooks aligned to new CCSS and NGSS or approved by Advanced Placement program	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$90,000
100% of 9th-12th grade students participating in the Advancement Via Individual Determination program	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$12,000
Use of Northwest Evaluation Association assessment system for 9th-10th grade used no less than two times per year	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,500
		__ALL	

Hiring 1 full-time paraprofessional to support math and science instruction and students with ELL designations	OCHS	OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$45,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	• 70% of instructional materials in core subjects aligned to CCSS or approved by the advanced placement program • 70% or greater of all students scoring "3" or higher on Advanced Placement exams • Maintaining 80% of all students scoring advanced or proficient on CST in Life Science • Maintaining 70% of ELL students advancing in at least one category of the CELDT Student growth on interim assessments aligned to CCSS for: • 70% of all pupils over the course of the year • 65% of all socio-economically disadvantaged pupils over the course of the year • 60% of all ELL pupils over the course of the year

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase of new textbooks aligned to new CCSS and NGSS or approved by Advanced Placement program	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$90,000
100% of 9th-12th grade students participating in the Advancement Via Individual Determination program	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$15,000
Use of Northwest Evaluation Association assessment system for 9th-10th grade used no less than two times per year	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,500
Hiring 1 full-time paraprofessional to support math and science instruction and students with ELL designations	OCHS	__ALL OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$47,000

GOAL: #2	Retain High Quality Teaching Staff & Provide Professional Development That Is Culturally Responsive and Aligned to CCSS and NGSS	Related State and/or Local Priorities: 1_x_ 2_x_ 3_x_ 4_x_ 5_x_ 6_ 7_x_ 8_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Develop ways to increase teaching effectiveness in a fast evolving environment. Focus on maintaining a thriving academic program to prepare all students to be college-ready upon graduation. Teachers will benefit from coaching from lead teachers and site leaders.	
Goal Applies to:	Schools:	Oakland Charter High School
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• Staff retention of 75% or greater from 2015-2016 • More than 80% of staff expressing satisfaction with professional support and development • Implementation of CCSS in 100% of weekly lesson plans in core subjects (math, science, English language arts, and social science) • Implementation of NGSS in 100% of weekly science lesson plans

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All staff will have professional growth and development plans, monthly observations and coaching, and review of weekly lesson plans	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$70,000
All staff teaching core subjects will participate in professional development aligned to CCSS and/or NGSS at least three times during the school-year	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000
At least one professional development workshop relevant to working with English Language Learner populations	OCHS	__ALL OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000
		X ALL	

At least three staff workshops on analyzing Interim Assessment results and using data to inform instruction	OCHS	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,500

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	• Maintaining staff retention of 75% or greater from the previous year • More than 80% of staff expressing satisfaction with professional support and development • Implementation of CCSS in 100% of weekly lesson plans in core subjects (math, science, English language arts, and social science) • Implementation of NGSS in 100% of weekly science lesson plans

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All staff will have professional growth and development plans, monthly observations and coaching, and review of weekly lesson plans	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$73,000
All staff teaching core subjects will participate in professional development aligned to CCSS and/or NGSS at least three times during the school-year	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000
At least one professional development workshop relevant to working with English Language Learner populations	OCHS	__ALL OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000
At least three staff workshops on analyzing Interim Assessment results and using data to inform instruction	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,500

LCAP Year 3: 2018-19

Expected Annual	• Maintaining staff retention of 75% or greater from the previous year • More than 80% of staff expressing satisfaction with professional support and development

Measurable Outcomes:	• Implementation of CCSS in 100% of weekly lesson plans in core subjects (math, science, English language arts, and social science) • Implementation of NGSS in 100% of weekly science lesson plans		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
All staff will have professional growth and development plans, monthly observations and coaching, and review of weekly lesson plans	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$76,000
All staff teaching core subjects will participate in professional development aligned to CCSS and/or NGSS at least three times during the school-year	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000
At least one professional development workshop relevant to working with English Language Learner populations	OCHS	__ALL OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000
At least three staff workshops on analyzing Interim Assessment results and using data to inform instruction	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,500

GOAL: #3	Increased Opportunities for Parental Involvement	Related State and/or Local Priorities: 1_ 2_ 3_x_ 4_x_ 5_x_ 6_x_ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	For parents to know and understand academic programming at the high school level and how programs relate to options after high school to support their children. To create forums where families have the opportunity to ask questions and express concerns.	
Goal Applies to:	Schools:	Oakland Charter High School
	Applicable Pupil Subgroups:	All, but especially socio-economically disadvantaged and ethnic groups under-represented in higher education

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• Maintain participation rates of over 75% for all family outreach/orientation events • 75% or greater of parents expressing satisfaction with school outreach/orientation events

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hold at least 2 informational sessions for families to allow for parental input on school related matters and to educate parents on academic programs that relate to student success after high school	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$500
Hold an open-house in the Fall for families to review Parent-Family Handbooks, school-wide goals, expectations, rules, and norms	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000
Hold at least 2 orientations in the spring for new, incoming families to give an overview of high school programs	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$500
Develop a mid-year and an end-of-year parent survey to provide more avenues for families to express their opinions and concerns	OCHS	X ALL OR: __Low Income pupils __English Learners	$1,000

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	• Maintain participation rates of over 75% for all family outreach/orientation events • 75% or greater of parents expressing satisfaction with school outreach/orientation events

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hold at least 2 informational sessions for families to allow for parental input on school related matters and to educate parents on academic programs that relate to student success after high school	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$500
Hold an open-house in the Fall for families to review Parent-Family Handbooks, school-wide goals, expectations, rules, and norms	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000
Hold at least 2 orientations in the spring for new, incoming families to give an overview of high school programs	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$500
Use of a mid-year and an end-of-year parent survey to provide more avenues for families to express their opinions and concerns	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	• Maintain participation rates of over 75% for all family outreach/orientation events • 75% or greater of parents expressing satisfaction with school outreach/orientation events

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Hold at least 2 informational sessions for families to allow for parental input on school related matters and to educate parents on academic programs that relate to student success after high school	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$500
Hold an open-house in the Fall for families to review Parent-Family Handbooks, school-wide goals, expectations, rules, and norms	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000
Hold at least 2 orientations in the spring for new, incoming families to give an overview of high school programs	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$500
Use of a mid-year and an end-of-year parent survey to provide more avenues for families to express their opinions and concerns	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000

GOAL: #4	Improving School Climate and School Culture by Increasing Support Programs	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5_X_ 6_X_ 7__ 8_X_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	The quality and character of school life affects student achievement and development. Improving practices and increasing programs that focus on school safety, teaching and learning, sense of belonging, and student interaction also promotes increased teacher efficacy.	
Goal Applies to:	Schools:	Oakland Charter High School
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• 80% or more students expressing a sense of belonging and the belief that respect and support are commonplace at OCHS • Maintain suspension rates below 5% • Maintain attendance rates of 97% or greater • Graduation rates above 85% for four-year cohorts • 90% or more graduating seniors accepted to a 4-year university

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School psychologist to meet with students experiencing non-academic problems	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$20,000 or 1/6th of School Psychologist salary
Hold at least one school-wide assembly that focuses on student achievement	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000
Hold at least two school-wide assemblies that focus on developmentally-appropriate social/emotional concerns (e.g., bullying, cyber-bullying, peer-pressure, sexual education, drug and alcohol abuse, etc.)	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000
		X ALL	

Purchasing school-themed supplies that support college-readiness skills and healthy life-long habits (e.g., water bottles, agendas, folders, athletic apparel, etc.)	OCHS	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$15,000
Hire an additional Dean of Students to support academic advising and ensure student progress	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$70,000
Provide a college-readiness class to 12th grade students to teach and help seniors through the college and financial aid application process	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$45,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	• 80% or more students expressing a sense of belonging and the belief that respect and support are commonplace at OCHS • Maintain suspension rates below 5% • Maintain attendance rates of 97% or greater • Graduation rates above 85% for four-year cohorts • 90% or more graduating seniors accepted to a 4-year university

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School psychologist to meet with students experiencing non-academic problems	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$20,000 or 1/6th of School Psychologist salary
Hold at least one school-wide assembly that focuses on student achievement	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000
		X ALL	

Hold at least two school-wide assemblies that focus on developmentally-appropriate social/emotional concerns (e.g., bullying, cyber-bullying, peer-pressure, sexual education, drug and alcohol abuse, etc.)	OCHS	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000
Purchasing school-themed supplies that support college-readiness skills and healthy life-long habits (e.g., water bottles, agendas, folders, athletic apparel, etc.)	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$15,000
Provide a college-readiness class to 12th grade students to teach and help seniors through the college and financial aid application process	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$47,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	• 80% or more students expressing a sense of belonging and the belief that respect and support are commonplace at OCHS • Maintain suspension rates below 5% • Maintain attendance rates of 97% or greater • Graduation rates above 85% for four-year cohorts • 90% or more graduating seniors accepted to a 4-year university

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School psychologist to meet with students experiencing non-academic problems	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$20,000 or 1/6th of School Psychologist salary
Hold at least one school-wide assembly that focuses on student achievement	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000
		X ALL	

Hold at least two school-wide assemblies that focus on developmentally-appropriate social/emotional concerns (e.g., bullying, cyber-bullying, peer-pressure, sexual education, drug and alcohol abuse, etc.)	OCHS	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000
Purchasing school-themed supplies that support college-readiness skills and healthy life-long habits (e.g., water bottles, agendas, folders, athletic apparel, etc.)	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$15,000
Provide a college-readiness class to 12th grade students to teach and help seniors through the college and financial aid application process	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$49,000

GOAL #5:	Increase course offerings and access to courses to promote academic achievement and the acquisition of 21st century skills.	Related State and/or Local Priorities: 1_ 2_x_ 3_x_ 4_ 5_x_ 6_x_ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Staff and student surveys indicate the growing need for technology literacy in 21st century careers and college. Preparing students for success after their completion of High School is of paramount importance to all stakeholders.	
Goal Applies to:	Schools:	Oakland Charter High School
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• 90% or greater of graduating students will have met all A-G requirements • 60% or greater of students expressing satisfaction with the selection of courses at OCHS • 75% or more students participating in extracurricular activities • 100% of classrooms will have WiFi access to support chromebook usage • Maintain a 2:1 student to chromebook ratio • Maintaining over 60% participation rates in Advanced Placement courses for all statistically significant subgroups in the 11th and 12th grades

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintaining two language course options for the 2016-2017 school-year	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,000
Adopting a greater number of AP courses and increasing instructional minutes for focused instruction in AP courses through the master schedule	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$60,000
Purchase chromebooks to maintain a 2 to 1 student to device ratio.	OCHS	X ALL OR: __Low Income pupils___English Learners __Foster Youth___Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$15,000
		X ALL	

Development of the AVID curriculum for 11th grade students to support strong academic skills and a college-going culture	OCHS	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000
Use of an online course provider (Edmentum) to supplement and expand credit recovery courses offered in the summer and during the school year	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,850

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	• 90% or greater of graduating students will have met all A-G requirements • 65% or greater of students expressing satisfaction with the selection of courses at OCHS • 75% or more students participating in extracurricular activities • 100% of classrooms will have WiFi access to support chromebook usage • Maintain a 2:1 student to chromebook ratio • Maintaining over 60% participation rates in Advanced Placement courses for all statistically significant subgroups in the 11th and 12th grades

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintaining two language course options for the current school-year	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,000
Adopting a greater number of AP courses and increasing instructional minutes for focused instruction in AP courses through the master schedule	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$65,000
Purchase chromebooks to maintain a 2 to 1 student to device ratio.	OCHS	X ALL OR: __Low Income pupils___English Learners __Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$15,000
		X ALL	

Development of the AVID curriculum for 12th grade students to support strong academic skills and a college-going culture	OCHS	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000
Use of an online course provider (Edmentum) to supplement and expand credit recovery courses offered in the summer and during the school year	OCHS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$9,850

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	• 90% or greater of graduating students will have met all A-G requirements • 70% or greater of students expressing satisfaction with the selection of courses at OCHS • 75% or more students participating in extracurricular activities • 100% of classrooms will have WiFi access to support chromebook usage • Maintain a 2:1 student to chromebook ratio • Maintaining over 60% participation rates in Advanced Placement courses for all statistically significant subgroups in the 11th and 12th grades

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintaining two language course options for the current school-year	OCHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,000
Adopting a greater number of AP courses and increasing instructional minutes for focused instruction in AP courses through the master schedule	OCHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$68,000
Purchase chromebooks to maintain a 2 to 1 student to device ratio.	OCHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$15,000

Use of an online course provider (Edmentum) to supplement and expand credit recovery courses offered in the summer and during the school year	OCHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$9,850

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	**Goal # 1:** Provide High Quality Curriculum That Promotes College and Career Readiness with Academic Supports and Interventions	Related State and/or Local Priorities: 1_x_ 2_x_ 3_x_ 4__ 5_x_ 6__ 7_x_ 8_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Oakland Charter High School (OCHS) Applicable Pupil Subgroups: ALL	

Expected Annual Measurable Outcomes:	• 40% of instructional materials in core subjects aligned to CCSS or approved by the Advanced Placement program • 55% or greater of all students scoring "3" or higher on Advanced Placement exams • 60% of ELL students advancing in at least 1 category of the CELDT each year • Participation rates of over 50% in Advanced Placement course for all statistically significant subgroups in 11th and 12th grades • 80% of all students scoring advanced or proficient on CST in Life Science	Actual Annual Measurable Outcomes:	• 40% of instructional materials in core subjects aligned to CCSS or approved by the Advanced Placement program • 75% of all students scoring "3" or higher on Advanced Placement exams • 60% of ELL students advancing in at least 1 category of the CELDT • Participation rates of over 50% in Advanced Placement course for all statistically significant subgroups in 11th and 12th grades • 84% of all students scoring advanced or proficient on CST in Life Science

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
100% of 9th and 10th grade students participating in the Advancement Via Individual Determination program	$20,446	100% of 9th and 10th grade students are participating in the Advancement Via Individual Determination program	$20,446
Scope of service: _x_ ALL		Scope of service: _x_ ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Use of Northwest Evaluation Association assessment system for 9th-11th grade. Interim assessments to be administered no less than 2 times per year.	$2,500	Northwest Evaluation Association assessment system for 9th-11th grade. Interim assessments were administered no less than 2 times per year.	$2,500
Scope of service: x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: x__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Purchase of textbooks aligned to new CCSS and NGSS or textbooks approved by Advanced Placement program	$50,000 or 72% of textbook budget	Purchased AP Human Geography, AP English Language, and AP Biology textbooks approved by the Advanced Placement program	72% of textbook budget
Scope of service: _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Hiring 1 full-time paraprofessional to support math and science instruction as well as students with ELL designations	$42,000	Hired 1 full-time paraprofessional to support math and science instruction as well as students with ELL designations	$42,000
Scope of service:		Scope of service:	

_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		x__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	A training/professional development calendar will be developed over the summer including key training dates with curriculum partners and instructional coaches for the 2016-2017 school year. OCHS also adopted the Expository Reading and Writing Course through the California State University system and will continue to use the curriculum to inform instruction at the upper grade levels.		

Original GOAL from prior year LCAP:	**Goal # 2:** Retain High Quality Teaching Staff & Provide Professional Development That Is Culturally Responsive and Aligned to CCSS and NGSS (including tools such as mentor staff, film sessions, and real-time role play)	**Related State and/or Local Priorities:** 1_x_ 2_x_ 3_x_ 4_x_ 5_x_ 6_ 7_x_ 8_ COE only: 9__ 10__ Local: **Specify** _____

Goal Applies to:	Schools:	Oakland Charter High School (OCHS)
	Applicable Pupil Subgroups:	ALL

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
• Staff retention of 70% or greater from 2015-2016 • 80% or more of staff reporting satisfaction with professional support and development as determined by the mid-year staff survey • Implementation of CCSS in 100% of weekly lesson plans in core subjects (math, science, English, social science) • Implementation of NGSS in 100% of weekly science lesson plans	• Staff retention of 88% from 2015-2016 • 80% of staff reported satisfaction with professional support and development as determined by the mid-year staff survey • Implementation of CCSS in 100% of weekly lesson plans in core subjects (math, science, English, social science) • Implementation of NGSS in 100% of weekly science lesson plans

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
All staff will have Professional Growth Plans, monthly observations and coaching, and review of weekly lesson plans	$35,000 or half of Dean of Instruction salary	All staff have Professional Growth Plans, monthly observations and coaching, and review of weekly lesson plans	$35,000
Scope of service:		Scope of service:	
_x_ ALL OR:		_x_ ALL OR:	

__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
All staff teaching core subjects will participate in professional development aligned to CCSS and/or NGSS at least 3 times during the 2015-2016 school year	$7,000 or 1/3 of professional development budget	All staff teaching core subjects participated in professional development aligned to CCSS and/or NGSS at least 3 times during the 2015-2016 school year	1/3 of professional development budget
Scope of service: _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
At least 1 professional development workshop for teachers on implementing CCSS for English Language Learner population	$500	1 professional development workshop for teachers on implementing CCSS for English Language Learner population	$500
Scope of service: ___ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: ___ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Reduced course load for staff promoted to advanced levels through the AMPS career path to incorporate instructional coaching for English, math, and science	$27,000 or 3/5 starting teacher's salary	Reduced course load for staff promoted to advanced levels through the AMPS career path to incorporate instructional coaching for English, math, and science	$27,000
Scope of service:		Scope of service:	

_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
At least 3 staff workshops on analyzing interim assessment results and using data to inform instruction	$1,500	5 staff workshops on analyzing interim assessment results and using data to inform instruction	$1,500
Scope of service:		Scope of service:	
_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	OCHS hired a Dean of Instruction to assist with staff retention and professional development as well as coaching and teacher observations. One major area that needs to be improved is the mentoring and coaching of emerging teachers especially, those who are teaching AP courses. The Dean of Instruction role will be key in maintaining accountability and professional growth plans will be a major target throughout the year.		

Original GOAL from prior year LCAP:	**Goal # 3:** Implementation of CCSS and NGSS with Instructional Materials and CCSS Aligned Assessment Systems (with the goal of increasing literacy and math proficiency across the grade levels)	Related State and/or Local Priorities: 1_x_ 2_x_ 3_x_ 4_x_ 5_x_ 6_ 7_x_ 8_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Oakland Charter High School (OCHS)	
	Applicable Pupil Subgroups: ALL	

Expected Annual Measurable Outcomes:	• 40% of instructional materials in core subjects aligned to CCSS or approved by the Advanced Placement program • Student growth on interim assessments aligned to CCSS for 70% of all pupils over the course of the year • Student growth on interim assessments aligned to CCSS for 60% of all socio-economically disadvantaged pupils over the course of the year • Student growth on interim assessments aligned to CCSS for 50% of all ELL pupils over the course of the year	Actual Annual Measurable Outcomes:	• 40% of instructional materials in core subjects aligned to CCSS or approved by the Advanced Placement program • Student growth on interim assessments aligned to CCSS for 70% of all pupils over the course of the year • Student growth on interim assessments aligned to CCSS for 60% of all socio-economically disadvantaged pupils over the course of the year • Student growth on interim assessments aligned to CCSS for 60% of all ELL pupils over the course of the year

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Use of Northwest Evaluation Association assessment system for 9th-11th grade. Interim assessments to be administered no less than 2 times per year.	$2,500	Use of Northwest Evaluation Association assessment system for 9th-11th grade. Interim assessments administered 2-3 times per year.	$2,500
Scope of service:		Scope of service:	
_x_ ALL		_x_ ALL	
OR:		OR:	

__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Professional development on maintaining equity within the Advanced Placement program	$700	Professional development on maintaining equity within the Advanced Placement program	$700
Scope of service:		Scope of service:	
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
At least 1 professional development workshop for teachers on implementing CCSS for English Language Learner population	$500	1 professional development workshop for teachers on implementing CCSS for English Language Learner population	$500
Scope of service:		Scope of service:	
__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Reduced course load for staff promoted to advanced levels through the AMPS career path to incorporate instructional coaching for English, math, and science	$16,000 or difference in career path pay for 2 teachers	Reduced course load for staff promoted to advanced levels through the AMPS career path to incorporate instructional coaching for English, math, and science	$16,000
Scope of service:		Scope of service:	

_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	To meet Common Core State Standards, there will be additional supplemental materials that will be purchased. We are purchasing ELA framework materials in the summer of 2016 and our teachers have developed a curriculum list of novels that we will be using to supplement our needs. Lexile levels will also be used to modify the list and purchase new novels as needed. OCHS has adopted new textbooks for Human Geography and will be purchasing new textbooks for World History.		

Original GOAL from prior year LCAP:	Goal # 4: Increase Parental Involvement at All Grade Levels	Related State and/or Local Priorities: 1_ 2_ 3_x_ 4_x_ 5_x_ 6_x_ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Oakland Charter High School (OCHS) Applicable Pupil Subgroups: ALL	

Expected Annual Measurable Outcomes:	• Participation rates of 70% of higher for all family outreach/orientation events • 70% or greater of parents expressing satisfaction with school outreach/orientation events (parent survey) • 90% or more graduating seniors accepted to 4-year universities • 70% or more students participating in extracurricular activities	Actual Annual Measurable Outcomes:	• Participation rates of 75% for all family outreach/orientation events • 71% of parents expressing satisfaction with school outreach/orientation events (parent survey) • 85% or more graduating seniors accepted to 4-year universities • 71% of students participate in extracurricular activities

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Hold informational sessions in the fall for 10th grade families and in the spring for 11th grade families to describe the high school curriculum alignment with A-G, the college application process, and allow for parental input through break sessions and parent surveys	$500	Held 1 informational sessions in the fall for 10th grade families and in the spring for 11th grade families to describe the high school curriculum alignment with A-G, the college application process, and allow for parental input through break sessions and parent surveys	$500
Scope of service: _x_ ALL OR: __Low Income pupils __English Learners		Scope of service: _x_ ALL OR: __Low Income pupils __English Learners	

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Hold an open house for 9th grade families to review parent/family handbook, school wide goals, expectations, rules and norms	$1,000	Held an open house for 9th and 10th grade families to review parent/family handbook, school wide goals, expectations, rules and norms	$1,000
Scope of service:		Scope of service:	
_x_ALL		_x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Hold a minimum of 2 orientation in the spring for new incoming families to give an overview of high school programs and to educate parents about the school	$500	Held 2 orientations in the spring for new incoming families to give an overview of high school programs and to educate parents about the school	$500
Scope of service:		Scope of service:	
_x_ALL		_x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Develop parent surveys for informational sessions and open houses	$700	Developed a parent surveys for informational sessions and open houses	$700
Scope of service:		Scope of service:	
_x_ALL		_x_ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	OCHS will develop a mid-year parent survey to provide more communication about what is working and what is not working for parents. We also implemented the use of Illuminate Education's assessment portal to give parents 24-hour access to student progress data. Next year, we are going to have more parent nights to have more communication and transparency with parents.		

Original GOAL from prior year LCAP:	**Goal # 5:** Improving School Climate by Increasing Support Programs	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4__ 5_x_ 6_x_ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Oakland Charter High School (OCHS) Applicable Pupil Subgroups: ALL	

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
◦ 80% or greater of students expressing a sense of belonging and the belief that respect and support are commonplace at OCHS (student survey) ◦ Lower suspension rates ◦ Attendance rates of 97% or greater ◦ Graduation rates above 85% for four-year cohorts	• 80% of students expressing a sense of belonging and the belief that respect and support are commonplace at OCHS (student survey) • Lower suspension rates than last year • Attendance rates of 97% • Graduation rates above 85% for four-year cohorts

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Hire a part-time counselor (at least 0.4) to meet with students experiencing non-academic problems	$20,000	Hired a school psychologist to meet with students experiencing non-academic problems	$20,000 (1/6th of school psychologist salary)
Scope of service: _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Hold at least 1 school-wide assembly that focuses on student achievement	$1,000	Held 1 school-wide assembly that focuses on student achievement	$1,000

Scope of service:		Scope of service:	
x ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Hold at least 1 school-wide assembly that focuses on developmentally-appropriate social/emotional concerns (e.g. bullying, cyber-bullying, peer-pressure, sexual education, drug and alcohol abuse, etc.)	$1,000	Held 1 school-wide assembly that focused on developmentally-appropriate social/emotional concerns (bullying, cyber-bullying, peer-pressure)	$1,000
Scope of service:		Scope of service:	
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		x__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Purchasing school-themed supplies that support college readiness and healthy life-long habits (e.g. water bottles, agendas, folders, athletic apparel, etc.)	$2,000	Purchased school-themed supplies that support college readiness and healthy life-long habits (e.g. water bottles, agendas, folders, athletic apparel, etc.)	$5,000
Scope of service:		Scope of service:	
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Development of AVID curriculum at 9th and 10th grade levels to support strong academic skills and a college-going culture	$46,125	Developed the AVID curriculum at the 9th and 10th grade levels to support strong academic skills and a college-going culture	$46,125
Scope of service: _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Hiring a full-time paraprofessional at the 11th and 12th grade levels to help teach college-readiness classes	$42,000	Hired a full-time paraprofessional at the 11th and 12th grade levels to help teach college-readiness classes	$42,000
Scope of service: _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	OCHS will promote literacy nights along with College Nights for all students. We will also provide translation in languages such as Mandarin and Spanish for parents who attend. We are also working on developing the AVID curriculum for 12th grade students in order to provide the study skills and life-long habits that they will need in order to succeed at the college level.		

Original GOAL from prior year LCAP:	**Goal # 6:** Increase Course Offerings and Increase Access to Courses and Technology to Promote Academic Achievement and the Acquisition of 21st Century Skills	Related State and/or Local Priorities: 1_ 2_x_ 3_x_ 4_ 5_x_ 6_x_ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Oakland Charter High School (OCHS)
	Applicable Pupil Subgroups:	ALL

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
• 90% or greater of graduating students will have met all A-G requirements • 50% or greater of students expressing satisfaction with the selection of courses at OCHS • 80% or greater of students expressing a sense of belonging and the belief that respect and support are commonplace at OCHS • Maintaining 60% or more of 11th and 12th grade participation in Advanced Placement courses	• 90% of graduating students will have met all A-G requirements • 50% of students expressing satisfaction with the selection of courses at OCHS • 80% of students expressing a sense of belonging and the belief that respect and support are commonplace at OCHS • Maintaining 60% participation rates of 11th and 12th graders in Advanced Placement courses

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Adding Spanish language courses for the 2015-2016 school year	$46,125	Added 2 Spanish language courses for the 2015-2016 school year	$46,125
Scope of service: _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Expanding the master schedule to allow for a greater number of AP courses and increasing instructional minutes for focused instruction in AP courses	$46,125	Expanded the master schedule to allow for a greater number of AP courses and increased instructional minutes for focused instruction in AP courses	$46,125
Scope of service:		Scope of service:	
_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Purchase Chromebooks to accomplish a 3 to 1 student to device ratio	$18,000	Purchased Chromebooks to accomplish a 2 to 1 student to device ratio	$18,000
Scope of service:		Scope of service:	
_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Development of the AVID program for 9th and 10th grades	$10,000	Development of the AVID program for 9th and 10th grades	$10,000
Scope of service:		Scope of service:	
_x_ ALL OR: __Low Income pupils __English Learners		_x_ ALL OR: __Low Income pupils __English Learners	

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Use of an online course provider (EdMentum) to supplement and expand credit recovery courses offered in the summer and during the school year	$10,500	Use of an online course provider (EdMentum) to supplement and expand credit recovery courses offered in the summer and during the school year	$10,500
Scope of service:		Scope of service:	
_x_ALL		_x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	OCHS will add more Advanced Placement courses to our master scheduled in the next few years. We will also expand the AVID program to all grade levels. Our college advisor and the Dean of Students will provide more college related information to maintain high graduation rates and college-going rates.		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$651,774

1. We will set invest about 53% of the funds to increase tutoring and blended learning services for our students. This will include both during the school day and our after school program and will help us better differentiate for each student based on their needs.
2. We will be investing in technology resources and software in the amount of 37% to provide students with computers, assessments and instructional software in the classroom to more effectively personalize learning based on student need.
3. Finally, we will be investing about 10% to fund a Director of Instructional Quality who will help with coaching and PD of the staff to better equip them for teaching our students.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

20.42	%

The majority of the investments will be used to service our low income pupils, foster youth, and English Language Learners. Due to our high levels of unduplicated students, we believe that investing in services that help assess individual students and provide targeting instruction and tutoring is key to helping them grow academically.

The new assessments we are conducting with NWEA/MAP will help us understand the level every student is currently at while the new investment in ST Math will personalize instruction based on the level of the individual student. Ensuring access to individual computers is vital in this endeavor, so we are investing in purchasing additional chromebooks so all students have access to them and in enrichment software to better target needs of individual students.

The following draft provides an overview of the AMPS Data Driven Instructional Program.

Data Dives

Data Analysis Circles

Analysis Circles: *Data Dives*

(Results Meeting Discussions)

If assessments define the ultimate goal, analysis identifies that strategies and tactics to get there

THE ANALYSIS MEETING: *Teachers and Leader Side By Side At Tables.*

Many have seen the value of creating effective tools for assessment data analysis; however, an often overlooked and equally critical component is that leaders need to lead effective analysis meetings with teachers. *Too often schools assume that simply sitting down with the data is sufficient to ensure quality analysis. That assumption is fundamentally flawed.*

[1]Interim assessment analysis meetings are conferences between teachers and instructional leaders in which results gathered from the last interim assessment are analyzed and discussed. Unlike traditional post-observation conferences, analysis meetings offer insight into months of student learning. Additionally, analysis meetings allow for more specific and nuanced advice than traditional observations since yearlong trends can be systematically assessed and analyzed.

- Analysis meetings also work to increase accountability by providing school leaders with a concrete record of class achievement.
- It also provides a school leader to discuss what worked or didn't in a short period of time, out in the open. Some staff will not ask questions (similar to students) but will pick up responses and cues from a school wide data discussion.
- Finally, and most important, such meetings are integral to changing from a culture focused on what students were taught to a culture focused on what students actually learned, which is the crux of data-driven instruction.

Work with the Test in Hand:

It is absolutely essential that assessment analysis be done test-in-hand, with teachers constantly comparing results posted on the template with the assessment questions themselves. Results provide almost no meaningful information unless they can be seen in the context of the assessment itself.

a) **Question-Level Analysis-** with the test in hand, the most basic strategy for results analysis is to look over the template and identify the questions and standards on which students generally performed poorly. When combined with clear and easy-to-read data report templates, this strategy allows educators to quickly identify weaknesses and act on them.

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

b) **Standard level Analysis:** Teachers ***should constantly*** ask why students bombed given questions. Did students all choose the same wrong answer? Why or why not?

- If comparing similar standards to one another or by examining trends within given standards, teachers can find the trends in student errors. Do results in fractions influence division of mixed numbers? Do systemic failures in sequence have any relation to the ability to summarize?

- By understanding the linkages between different standards, teachers can better understand why a given question posed problems to a group or individual students.

- At the level of the individual standard, consider if students performed similarly on all questions or if they found some harder than others. If so, why?

c) **Search for Separators:** Another important technique is to seek out questions on which the generally *stronger academic students outperform their weaker peers.* **Such questions are relevant because they reveal areas where smaller group focus or pullout groups would be highly effective at targeted instruction.** Can also guide the given support systems such as tutor, or aides in knowing what specific groups need to work on.

- If for example, three lowest-achieving students answered question 2 incorrectly. Those results clearly indicate that targeted re-teaching and support for those three students on that particular standard could help them catch up to their peers.
- On the other end of the spectrum, the top third of the class answered question 11 correctly, suggesting that they could be given a stretch assignment or independent work while the teacher focuses on re-teaching that standard to the rest of the class.
- The teacher can offer the higher performing students a more challenging application or standard or serving as tutors to their peers during that re-teaching session.

d) **Scan by Student:** Additionally, it's important to review performance not just between questions but also for individual students and it is *critically* important to carefully examine anomalies in individual student performance before reaching any conclusion.

Without it, a student could have been placed in endless re-teaching sessions, while she might have needed only a good night's sleep before an assessment.

- In short, without a student-level analysis like this, it's easy to reach significantly wrong conclusions as to why a student is struggling.
- Student-by-student analysis like this helps teachers identify the right approach for each student.

e) Fast Turnaround—*(Laying the Foundation For Effective Action):* Finally, for analysis to be useful it must be timely. Assessment results that are not returned and analyzed in a timely manner are wasted.

- Ideally, schools should design their calendar to ensure that interim assessments are :
  - ✓ Analyzed within forty-eight hours of being scored-
  - ✓ Analyzed 1 week for discussions.
- By keeping the analysis process under a week, schools can ensure that information gained from data-driven analysis is quickly applied to the classroom and those re-teaching targets weaknesses while material is still fresh in students' minds.

Who Should Conduct the Meeting? : The school principal should conduct data analysis meetings, since this makes it possible to directly supervise the implementation of data-driven instruction and feedback. Also, this is a setting for some difficult conversations and school leaders can demonstrate school wide adherence and importance to data. It absolutely matters!

Good assessments provide a tremendous amount of raw data, but great analysis is impossible unless that data is recorded and presented in a readily useful form.

Effective data report charts are those that organize student results in a way that allows for analysis at many important levels:

1. **Question level** (*the most overlooked level of analysis*). Same as you should expect teachers to have for their students, you must have questions at hand in the meeting;
2. **Standard level** *(all questions measuring the same standard)* ;
3. **Individual student level;***(Student by student snapshot);*
4. **Whole class level** *(By Teachers)* : It is essential that the data report template keep the ultimate users—teachers and school leaders—in mind.

- To that end, report templates must have a teacher-friendly learning curve. Templates need not be overly simplistic, but they must be designed so that most teachers can, with

reasonable effort, master their complexities. Templates that are too difficult to be useful will lead to frustration, not to results.

AT THE ANALYSIS (DATA DIVE) MEETING

Key Ideas For Leading Analysis Meetings

1. **You MUST know data yourself to lead the meeting effectively!**
2. **Let The Data Do The Talking**
3. **Let the Teachers do the talking *(If necessary, push them to do so)***
4. **Always go back to specific questions on test**
5. **Don't fight the battles on ideological lines(time lost, ultimately you lose)**
6. **Keep in mind the difference between first and third IA**
7. **Make sure that analysis is connected to a concrete action plan you can verify.**

1. **Know the Data Yourself:** Arm yourself with nuanced knowledge about classroom data. If you were the teacher, what would you look at, next steps and so forth, then think how you as a leader can guide that
2. **Let Data Do the Talking:** Simply point to the data at hand and ask teachers what they believe it means. The data is the central focus of the meeting. The data should be central and presented as results of objective facts.
3. **Let the Teachers do the Talking:** Teachers must own the process of assessment and analysis and it is therefore critical that they reach their own conclusions. Leaders can prompt staff to explain their interpretation of data.
4. **Always go Back to Specific Questions on the Test:** All should have copies of the test in front of them. This allows for a more detailed and productive analysis session
5. **Don't Fight the Battles on Ideological Lines:** arguments in pedagogical philosophies boggle down time and the defined task at hand. Data analysis meetings are, meant to shift the discussion from irresolvable ideological dilemmas to pragmatic and objective facts.
6. **Keep in Mind the Difference Between the First and Third IA: Though** analysis are always teacher led discussions, the leader MUST be willing to change their tone if a marked improvement has not been seen. **THIS IS YOUR JOB!** When weaknesses persist after 3 IA, then this must be acknowledge with teacher(s), more observations, and evaluations should be occurring and outside assistance called in preparation for some very difficult decisions.
7. **Make Sure Analysis is Connected to a Concrete, Verifiable Plan:** All solutions, plans and commitments MUST BE WRITTEN DOWN and put into action as part of a concrete and verifiable plan. Even the best insights or ideas will be meaningless if they aren't documented and put into practice.

REFLECTION PART OF MEETING

The following questions are scripted to engage teachers in reviewing the data.

As you read through it, they do seem over simplistic and you will add your own, however be leery of teachers who feel attacked by the data, and those who will argue the importance of it, etc.

- ✓ ***The analysis is all about being reflective of what is going on with every student in the school. The bottom line is that we must get students to progress through the academic year, and teachers to guide and deliver that progression.***

- ✓ **The goal is to effect teacher practice, student practice, all in the goal of excelling student achievement.** By arguing or taking blame stances; the end goal will not be as clear to others.

- ✓ You can have individual conversations as needed (only after), but in the meeting with the group adhere to the underlying practice below:

TEACHER QUESTIONS

Getting started: For many, simply getting started is the most challenging aspect of data meetings. Those who lead the meeting should understand that data meetings can be difficult at times but ultimately the leader must take the student's best interest.

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

- Give 5 minutes for each team/group to review the data.
- Have them look over the patterns in performance

The following are a few start up questions for the meetings:

1. *So what's the data telling you*
2. *Congratulations to the _____grade/department, scores have increased_____. You should feel proud, let's talk a little about what you did or say differently*
3. *So the data in _____regressed or did not move enough. Any thoughts? So how do we begin our action plan- any ideas?*

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1. **(Global Questions):**
   - *"What's the data telling you?"*
   - *"How did class do as a whole?"*
   - *"What are strengths weaknesses in standards? Where do we need to work the most?"*

- *"How did class do overall on old versus new standards?"" Are they forgetting or improving an old material?"*
- *"Who are the strong and weak students" any surprises this go round?"*
- *"How are the results different for different type of questions? (Open ended , multiple choice, essay?"*
- *How well did the class do as a whole?*
- *What are the strengths and weaknesses in the standards: where do we need to work the most?*

2. <u>(Dig In Questions):</u>
   - **Bombed questions:** *"Did students all choose same wrong answer?" Why/why not?"*
   - **Break Down Standard:** *" Did students perform similarly on every question within standard or were some questions harder?"*
   - **Compare similar standards:** *"Do results in one influence the other?"*
   - **Sort data by students' scores:** *Are there questions that separate proficient and non proficient students?"*
   - **Look horizontally at students:** *Are there any anomalies occurring with any students?"*

3. **(By class, subject, or grade): Praise for standard mastered.** *Students performed really well on that standard. Was there any specific focus or strategy that prepared them to gain a better understanding of that subject or standard?"*

4. **(Test in hand analysis/side by side)** : *Surfacing concern areas*

5. **Action Planning/Action Plan evaluation**

WHAT DO YOU DO WHEN THE STUDENTS HAVE DONE POORLY ON EVERY ASPECT OF AN INTERIM ASSESSMENT?

You cannot really re-teach all of it; however this is an excellent question.

When students fail on almost all the questions of an assessment, there are obviously major problems. However, our goal is for all students to be proficient, and as we all know, many students arrive well below grade level. So.....expect the question.....how do you address the need to cover more than a year's worth of learning in one year?

<u>The reasons behind bombed performance probably include one or more of the following:</u>

1. The test was well above what the students were able to master in the prescribed time period.
2. The test doesn't assess what the teacher taught during that time period.
3. The students arrived years below grade level, so a grade-level assessment is beyond their reach at the moment.
4. The teaching was inadequate. One of the core premises of assessment is that you must start at the students' learning level.

5. Deeper cognitive matters *(this will need multiple assessments to verify however)*

Action Planning

After implementing effective assessments and engaging in deep, nuanced analysis, schools and leaders face the most daunting task of all: putting their plans into practice. Although it is based on gathering information, ***data-driven instruction is worthless unless that information is actually employed in the classroom.*** When action is implemented effectively, students can perceive how their learning has improved.

Immediately following analysis , teachers should draw up action plans that describe how they will apply the insights they have gained. Although they may vary greatly, effective action plans all share a fundamental principle: they are explicitly tied to conclusions from analysis and are designed to put such conclusions into practice.

Successful action plans share several key characteristics:

- ***Correct analysis:*** If analysis is not sound, then plans won't improve student
- ***New strategies:*** Action plans are only worth creating when a school believes it has room for improvement. If an action plan calls for a continuation of the status quo, then it is a waste of time and resources since more of the same will not yield different results. Plan with purpose, not for the sake of planning in itself.
- ***Specific time of implementation:*** Any and all suggested changes should be clearly marked with a date and a time for implementation; if a plan is made without a specific and well-defined time for action then it will probably be neglected due to the perpetual demands competing for a teacher's time.

Action Plan on the Cheap

Overly complex strategies and plans will get teachers tied up and frustrated. We have to keep it cheap for them. Sample Action Plan (Math): The table I below is a sample of where we can eventually get with it. A very simple way is to add a reflection/Reteach section to the lesson plan template that we use, and have teachers highlight what they will focus on during the week, *(See Table II Below)*. You may want to add this (with added boxes into the template) for multiple subjects and then begin to incorporate the Action Plan detailed in the table below.

Glossary

- **Scaled Scores-**
  When a student takes a CST, CAPA, CMA, or STS (all abbreviations used are featured at the end of this lesson), he or she receives a raw score (number of items correct) for the test that is transformed into a scale score (also called scaled score) through an equating process that allows a test (same subject, same grade level, etc.) to represent the same level of difficulty from one year to the next. Scale scores translate into performance levels (Far Below Basic, Below Basic, Basic, Proficient, and Advanced).

- **Cut Scores-**
  This lesson contains the performance level cut points (scale score ranges) that relate to each performance level for each STAR test. Note that while the range for Basic remains the same for each non-CAPA test (and this the maximum score for Below Basic and the Minimum score for Proficient), and for each CAPA test, all other ranges differ from one test (i.e., different test type, subject, or grade/level) to the next.

- **CAPA** - California Alternate Performance Assessment (alternative to CST for students with severe cognitive disabilities; much easier than CST)

- **CDE** - California Department of Education

- **CMA** - California Modified Assessment (alternative to CST for qualifying Special Education students; much harder than CAPA but easier than CST)

- **CST** - California Standards Test (for all students who do not qualify for the CAPA or CMA)

- **EOC** - End-of-Course (secondary STAR tests based on History-Social Science, Math, and Science course rather than grade level standards)

- **STAR** - Standardized Testing and Reporting (STAR Program includes CAPA, CMA, CST, and STS and orchestrates EAP testing)

- **STS** - Standards-based Test in Spanish (required for Spanish-speaking English Learners receiving instruction in Spanish or in U.S. < 1 year)

A0705986

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

AUG 11 2010

RESTATED ARTICLES OF INCORPORATION
OF
OAKLAND CHARTER ACADEMY, INC.

The undersigned certify that:

1. They are the President and the Secretary of Oakland Charter Academy, Inc., a California nonprofit public benefit corporation (the "Corporation").

2. The Articles of Incorporation of the Corporation are amended and restated to read in full as follows:

I.

The name of the Corporation shall be Amethod Public Schools.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than $25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally $25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of $20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed $10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding $1,000,000 in any year, the penalty is $100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding $1,000,000 shall not exceed $50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual return available for public inspection for three years after the return is due. You are also required to make available a copy of your exemption application, any supporting documents, and this exemption letter. Failure to make these documents available for public inspection may subject you to a penalty of $20 per day for each day there is a failure to comply (up to a maximum of $10,000 in the case of an annual return).

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

OAKLAND CHARTER ACADEMY INC

Addendum

Unless you are an instrumentality of a state or a political subdivision of a state, or otherwise specifically excepted, you are liable for the social security and medicare taxes under the Federal Insurance Contributions Act (FICA) on renumeration of $100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act.

If you are a wholly-owned instrumentality of a state or political subdivision of a state, you are liable for FICA taxes with regard to services included under an agreement entered into under section 218 of the Social Security Act. (For information in this regard, you may contact your state social security administrator). Wages of any employees not covered under a section 218 agreement, but who were hired after March 31, 1986, are subject to the medicare portion of the FICA taxes. Finally, with regard to services performed after July 1, 1991, the wages of any employees not covered under a section 218 agreement and who are not members of a retirement system of the state, political subdivision, or instrumentality, are subject to the social security and medicare taxes.

Any questions you may have concerning your liablity for FICA or FUTA taxes should be addressed to the Internal Revenue Service, Office of the Associate Chief Counsel (Employee Benefits and Exempt Organizations), CC:EBEO, Room 5213, P. O. Box 7604, Ben Franklin Station, Washington, D.C. 20044.

LUDMYRNA LOPEZ

730 VENTURA STREET
RICHMOND, CALIFORNIA 94805
PHONE: (415) 260-6228 • EMAIL: LOPEZ.LUDMYRNA@COMCAST.NET

SUMMARY

- Twenty years professional experience in public policy development and administration.
- Extensive experience in local government financial management.
- Experienced supervisor with program oversight, hiring and managing professional staff, contractors, and volunteers.
- Extensive community service, including serving on multijurisdictional government agencies.
- Experienced public speaker with media relations experience, bilingual oral and written communication skills in English and Spanish.
- Proven team leader with established record of multi-task proficiency, creativity, resourcefulness, organizational command, and problem-solving know-how.

PROFESSIONAL EXPERIENCE

Administrative Analyst *December 2012 to Present*
INTERGOVERNMENTAL AFFAIRS AND CIVIC ENAGEMENT, ALAMEDA COUNTY ADMINISTRATOR'S OFFICE • OAKLAND, CA

- Supervise professional staff of the legislative and civic engagement programs team
- Lead legislative activities with the Board of Supervisors Personnel, Administrative, and Legislative
- Oversee Civic Engagement programs: Leadership Academies, Women's Hall of Fame

Executive Director *July 2011 to August 2012*
WOMEN'S INITIATIVE FOR SELF EMPLOYMENT, CONTRA COSTA • CONCORD, CA

- Oversaw all the management and microenterprise program operations in the Contra Costa region, hired and supervised professional staff, contractors, and volunteers. Worked within a bay area wide service agency to deliver quality, consistent, and efficient services.
- Lead fundraiser and spokesperson for the Contra Costa Offices. More than doubled the fundraising goal in three months for the annual Woman Entrepreneur of the Year awards event.
- Oversaw the grants management for Contra Costa. Responsible for monitoring grant outcomes, expenditures, and reporting requirements. Wrote grant proposals. Managed relationships with private and public funding sources, financial institutions, and community organizations. Doubled the number of strategic community partnerships that allowed to increase services without increasing expenses.
- Oversaw and executed the annual budget for the region, forecasting revenues and expenditures.
- Maintained media relations. Developed message and briefed staff on talking points regarding program results. Responsible for policy work regarding self-employment and job creation through microenterprise development.
- Met with elected officials regularly regarding the use of legislation and economic tools to create jobs through microenterprise training and reducing barriers to business start-ups and expansion.
- Directed and supported the Regional Board of Directors including its policy and strategic goals and recruitment. Increased number of Board of Directors by 100% to 10 members within six months with significant fundraising commitments. Ensured quality customer service to Women's Initiative clients and Regional Board of Directors.
- Planned and managed organizational restructuring of Women's Initiative for Self Employment.

Owner *January 2011 to July 2011*
LOPEZ STRATEGIC CONSULTING SERVICES • RICHMOND, CA

- Provided a wide range of contractual services to government and non-government agencies.
- Planed, launched, implemented, and evaluated a start-up CEO Youth entrepreneurship program, preparing program budget, coordinating with the Oakland Unified School District, and building alliances with strategic partners.

City Council Member *January 2007 to January 2011*
CITY OF RICHMOND • RICHMOND, CA

- Elected to the Richmond City Council in November 2006. Elected as Vice Mayor in 2009 and Chair of City Council Finance, Administrative Services and Economic Development Committee in 2008.
- Responsible for working with another Council Member to create car importation partnership with Honda Motor Company/American Warehousing/Port of Richmond generating annual revenue of $10 million to the city.

Finance Manager *continued:*
year. As a result, I reduced overall financial risk exposure for the agency.

- Generated more than $100,000 in savings annually by organizing competitive bids and negotiating directly with vendors of professional services.
- Administered quarterly financial reporting for state and federal compliance for state subventions. Oversaw the reconciliation of state advances and quarterly filings and communicated with the County Controller monthly and State when necessary.
- Oversaw accounts payable and planned the purchasing and all expenditures for salaries, contracts, and leases. Created revenue and expenditure projections for the agency.
- Authored and implemented administrative instructions and internal financial controls, such as carpool use, purchasing, cash handling, cash deposits, among others, and conducted training for management and technical staff.
- Managed the complete implementation of substantial investment in software upgrades of electronic mail and call-management reporting resulting in substantially improved communications.
- Coordinated financial and planning matters with the Mayor's Office of Finance & Legislative Affairs and Board of Supervisors.
- Oversaw and planned the purchasing and all expenditures for salaries, contracts, and leases.
- Interfaced regularly with vendors, city purchasing office, Mayor's Office, and attorneys.
- Negotiated and channeled contracts and leases through public process for review and approvals.
- Coordinated departmental emergency response plan.

Senior Budget and Policy Analyst, Office of Budget and Legislative Affairs *September 1999 to June 2002*
MAYOR'S OFFICE • CITY AND COUNTY OF SAN FRANCISCO, CA

- Evaluated various departmental budgets totaling more than $400.0 million, including police, juvenile probation, recreation/parks, environment, and arts for compliance with the Mayor's priorities and governing laws.
- Coordinated matters on capital projects such as the $43.0 million juvenile justice center replacement project by interfacing with the Finance office on debt financing for the project.
- Facilitated first time private-public financing of public art restoration projects totaling $1.0 million.
- Saved more than $1.0 million by consolidating environmental programs within the Department of the Environment and eliminating redundancies among the Public Utilities Commission, Public Works and Planning Departments.
- Evaluated capital project proposals for need and scope as part of the proposed departmental budgets.
- Prepared strategic fiscal plans and recommended policy and legislative action for improving the city's financial position and delivery of services.
- Monitored and reported monthly performance versus budget to department heads, fiscal officers, and Budget Director.
- Authored San Francisco Mayor's "Budget Basics" publication for educating the public and planned local community budget presentations.

Senior Program Analyst, Office of the Chief Financial Officer *December 1997 to July 1999*
U.S. ENVIRONMENTAL PROTECTION AGENCY • WASHINGTON, D.C

- Promoted from Economist to coordinate agency-wide Brownfields budget matters.
- Evaluated annual program and budgetary goals and provided technical assistance to USEPA program offices on budget execution and compliance with governing laws and regulations related to CERCLA and RCRA.
- Served as team leader of the Strategic Goal Five group. Examined, analyzed, and advised upper management and Congress on budget and legislative impacts on various programs.

Economist - Brownfields Team Leader *August 1993 to November 1997*
OFFICE OF POLICY PLANNING AND EVALUATION (OPPE)
U.S. ENVIRONMENTAL PROTECTION AGENCY ◦ WASHINGTON, D.C

- Built the *newly created* Brownfields team of five scientists, economists and other specialists to develop research, policy tools and incentives to promote economic development, smart growth, and environmental cleanup for contaminated sites. Selected representative of the EPA on the White House Community Empowerment Board.
- Conducted internal and external stakeholder outreach. Planned conference programs and collaborated with other federal agencies on related Brownfields research.
- Performed benefit-cost analyses of proposed legislation and regulation regarding the Superfund program and presented technical information and findings to upper management and other program offices.

(510) 501-0702 Cell

Wil O. Mendoza

wilmendoza@aol.com

SUMMARY:

Over twenty-one years of progressive career growth in the financial services industry with extensive professional experience in commercial and consumer underwriting, portfolio management, supervising and training personnel, and sales and acquiring relationships. In addition, I am a self motivated individual who possesses a strong business and credit risk acumen, is detail and task oriented, and is able to work well under pressure in a fast paced team environment.

PROFESSIONAL EXPERIENCE

UNDERWRITING/MANAGEMENT

- Over fifteen years underwriting experience including C&I, working capital & ABL, SBA, equipment financing, real estate lending (owner and investor) and consumer loans.
- Conducted field underwriting and structured complex transactions for companies with lending needs up to $60MM.
- Assisted in negotiating transactions, priced products within targeted rate of return, and exercised sound credit and risk judgment in recommending transactions.
- Monitored $100MM department credit portfolio for quality, risk and adherence to bank policy and regulatory requirements.
- Improved outstanding portfolio tickler and assisted team with special projects (data integrity, risk grading, etc).
- Made recommendations' to senior members regarding existing accounts for further development or elimination.
- Successfully met quarterly audit requirements and quarterly portfolio reviews.
- Oversaw departments comprising of sales, processing, underwriting and retail branch with up to 9 FTE's.
- Hired and trained staff to meet customer service & sales targets and administered yearly appraisals to direct reports.
- Responsible for meeting production, service levels in fast paced, high profile environment.

BUSINESS DEVELOPMENT

- Responsible for overall portfolio success and growth by generating, developing, and maintaining profitable accounts in portfolio worth $65MM-$70MM centered within 45 business entities.
- Determined client's loan, deposit, and treasury management needs by advising and cross-selling additional products and services to existing portfolio clients.
- Identified prospects through internal and external sources and secured referral sources from other business partners.
- Held weekly team sales meetings to review results, preview activity and share best practices.

COACHING/TEAM TRAINING AND DEVELOPMENT

- Trained bank officers to price and submit loans via proprietary on-line toll and credit administrators.
- Developed and trained bankers on commercial and consumer lending products, process flow and sales techniques.
- Provided guidance on loan documentation for complex credits.
- Actively mentored and coach less experienced team members.

LEADERSHIP/RECOGNITION

- Consistent high client management satisfaction ratings (4's and 5s).
- Worked with the appropriate staff departments to resolve proposal issues.
- Participated in management focus groups for product development and implementation.
- Involved in civic, business and community activities throughout Bay Area over the past 20 years.
- Moderator/Presenter at 2012 and 2014 HU College Conference (UC Berkeley and SF State) on topics: College financing 101, effective fundraising strategies, and community involvement.

EMPLOYMENT EXPERIENCE

PMORGAN CHASE BANK, Oakland, CA	VP/Senior Relationship Manager	2013-Present
TORREY PINES BANK, Oakland, CA	SVP/Commercial Banking Manager	2011-2012
WELLS FARGO BANK, Concord, CA	VP/ Sr. Business Relationship Manager	2006-2011
THE MECHANICS BANK, Richmond, CA	VP/Relationship Manager	2003-2005

PETER H. HANLEY

1033 Shoreline Drive
San Mateo, CA 94404

Phone: (650) 533-9256
PHHanley@aol.com

PROFESSIONAL SUMMARY:

Extensive leadership experience in evaluation, strategic planning, budgeting, and project management, and fundraising, including education and economic development.

- Successfully initiated, funded, and led complicated consulting projects involving education, reform of government-operated monopolies, and health care, all of which required the development of a strategic vision, alliance building, and consensus for action.

- Created and implemented multiple fundraising programs, including for a nonprofit start-up, consulting projects, federal grant, and political campaigns.

- Elected three times to high school board on reform platform (served three times as board president), to presidency of county school boards association, and to California School Boards Association's policy making body. Also serve as vice-chair on inner city charter school board.

PROFESSIONAL EXPERIENCE:

AMERICAN CENTER FOR SCHOOL CHOICE 2010-present
Executive Director

Responsible for direction and management of new nonprofit organization that focuses on the empowerment and authority of the family and parents and brings school choice to the center of the political spectrum.

- Developed strategic plan and recruited seven new nationally recognized education leaders to join the organization's leadership.

- Successfully doubled funding to grow organization.

- Created national ecumenical Commission on Faith-based Schools to expand public understanding and appreciation of the role of faith-based schools in American education, especially in low-income communities; and address the need for expanding publicly funded school choice to increase a family's ability to choose from among a full range of options.

- Organized and created alliances to build support for expanded parental choice legislation in California and Texas.

GIBSON AND ASSOCIATES, Oakland, CA 2000-2006
Associate

Provided analysis and evaluation of Oakland's Community Development Block Grant (CDBG) projects, funded through the U.S. Department of Housing and Urban Development. Work focused on complex residential and small business lending programs that aid moderate- and low-income and minority residents. Evaluations also included smaller learning community high schools, a charter school, a specialized K-8 mathematics program, and a tutoring program. Served on team that developed the new strategic plan for the Oakland Fund for Children and Youth.

- Led evaluation of two San Francisco high schools' smaller learning community reform efforts, including the design and conduct of surveys and focus groups as well as teacher interviews.

CALIFORNIA DEPARTMENT OF EDUCATION, Sacramento, CA 2006
Reader, Public Charter School Grant Program

Evaluated and scored charter school implementation and replication grant applications from nonprofit organizations statewide to determine which merited funding.

CALIFORNIA PARENTS FOR EDUCATIONAL CHOICE, San Francisco 2002-2008
Executive Director

Prepare position papers, analytical studies, and publish op-eds on educational spending, teaching, testing, and dropout rates as well as developed two year work plan and budget. Manage relationship with 9 member board, prepare board materials, and recruit new board members.

INSTITUTE FOR THE FUTURE, Menlo Park, CA 1994 - 2000
Director

Designed and directed major strategic planning projects and contributed to Institute analyses of changes in business environment and health care sector. Raised $1 million annually and led multinational study for five years on "Future of World's Post Offices" in light of email and e-commerce.

CALIFORNIA HEALTH CARE INSTITUTE, South San Francisco, CA 1993
Organizing Consultant

Selected by founding CEO's to launch new institute designed to promote continued rapid economic growth of state's research-intensive high technology healthcare industries: biotechnology, medical devices, and pharmaceuticals. Organized a marketing effort which registered 58 companies as members and raised $400,000 in funds in the first three months.

Reviewed government housing, manpower, and anti-poverty programs to improve economy and efficiency of operations.

EDUCATION:

M.A. International Affairs, The George Washington University. Full academic scholarship.

B.A. Political Science, University of Oregon. Phi Beta Kappa.

Masters in Governance, California School Boards Association, California

Leadership, San Mateo County, California

Certificate, Ashridge Management College, London.

Certificate, Mandarin Chinese, Foreign Service Institute, Washington, D.C.

PROFESSIONAL AFFILIATIONS:

Vice Chairman, Community School for Creative Education, Oakland, CA, 2011-present

Member, Delegate Assembly, Policy Committee, Government Relations Council, and High School Reform Task Force, California School Boards Association, 2003-2012

President, San Mateo County School Boards Association, 2004-05; Vice President, 2003-04; Treasurer, 2002-03; Member, Executive Committee 2002-2012

Board Member, Commonwealth Club of California, Silicon Valley, 1998-2003

Advisory Board, WildAid (International Wildlife Conservation and Education), 2001-2003

Founding Board Member, World Forum of Silicon Valley, 1988 - 1998

Board Member, School of Management, JFK University, 1997-1999

Khalif Muhammad
Board Service Address:
345 12th Street Second Floor
Oakland, CA 94604
Phone: 707-246-1517
E-mail: khalif@VIPservices.com

Professional Experience

2005 to Present, Security Consultant
V.I.P. Protective Services Inc.
Richmond, Ca

Provide security consulting services to security patrol and guard services for small, mid-size and large companies in the greater Bay Area. Authorized by the state of California to train armed security guards for specific tasks and personal bodyguard services.

2003 to Present, Chief Barter Broker
ITEX Solano Trade Exchange Inc.
Vallejo, CA

Chief Executive Partner and President in the private brokerage firm . ITEX Solano Trade Exchange based in Vallejo, CA has an annual revenue of $1 to 2.5 million.

1999 to 2003, Remittance & Accounting Technician
United States Social Security Administration
San Francisco, CA

Managed west coast regional accounts and portfolio accounts for the social security administration. Received various step up certifications and promotions during employment.

Volunteer Work
1989-2005 Muhammad's Mosque #72
1991-1993 Advisory Member Ethos Academies
1992-1999 Anchorage Small Business Development Corporation
2000-2004 Board Member, School Reform Congress
2007- Present Board Member, Amethod Public Schools

Licenses and Certificates
Certified Barter Broker
Certified Windows XP
Certified Armed Guard and Trainer

Education

2002-2004	University of Phoenix; Business Administration & Management
1995-1997	University of Alaska Anchorage; Mass Communications
1987-1990	Contra Costa College, Liberal Studies

Karely Ordaz Salto

1231 40th Avenue Oakland, CA 94601 | ordazkarely@gmail.com | (510) 927-1292 (cell)

OBJECTIVE

To join the Board of Amethod Public Schools

EDUCATION

University of California, Berkeley

Bachelor of Arts: American Studies with a concentration in Environment, Policy, and Public Health — May 2012

EXPERIENCE

Constituent Liaison, Policy Analyst, City of Oakland, City Council, Oakland, CA — March 2013 - present

- Lead, organize, and coordinate Community Clean Ups and Safety Walks in District 5 which involves building and maintaining community relations and networks
- Assist in planning and executing educational community events and festivals by administering budgets, securing sponsors, and drafting program(s), such events include District 5's College Panel and Workshop (2013), Cinco de Mayo (2014) and Dia de las Americas (2014)
- Maintain the office's social media accounts and write, edit and publish bi-weekly newsletter to over 1,000 subscribers
- Worked with the City of Oakland Lobbyist to advocate for Assembly Bill 1439 which bans internet sweepstakes casinos in California by visiting with the State of California's Assemblymembers
- Formulate office correspondence, outreach materials, and city council resolutions
- Coordinate and schedule meetings and interviews for the Councilmember
- Administer, manage, and lead fifteen (15) summer high school and college interns

Administrative Assistant, American Indian Model Schools, Oakland, CA — August 2012 - March 2013

- Researched, compiled, and prepared the schools' response to the Fiscal Crisis & Management Team (FCMAT) Report, the school district's Notice of Violation and Notice of Revocation, all within the sixty (60) day deadline
- Prepared board meeting agendas, board meeting minutes and monitored compliance with the Ralph M. Brown Act, California Education Code, and the California Public Records Act
- Served as the principal liaison between the Board of Directors and school staff, families, and students and between the Oakland Unified School District (OUSD) and American Indian Model Schools

Owner, Chief Executive Officer (CEO), Golden Eagles Tutoring Services, Oakland, CA — August 2012 - March 2013

- Administered daily operations including drafting budgets, tutor schedules, processing student applications and fees, and meeting with teachers, parents and students to develop education goals and plans for each student
- Issued invoices, processed payroll, and monitored monthly cash balances and cash flows
- Managed and directed 15 employees, 30 students, and maintained positive relations with school, staff, and parents
- Developed strategies to increase student enrollment, while maintaining low operating expenses
- Offered scholarships and fee reductions for low-income students

Bookkeeper, Lumbee Holdings, LLC, Oakland, CA — August 2009 - August 2012

- Processed monthly invoices, issued payments, and deposited checks
- Reconciled monthly bank accounts and issued financial statements, cash flows, and profit and loss balance sheets
- Worked well with Quickbooks software and served as a liaison between landlord and tenants

SKILLS AND QUALIFICATIONS

Bilingual (English, Spanish)
Great ability to multi-task and meet deadlines
Effective written and verbal communicator
Strong work ethic, with ability to work well under pressure
Strong organizational skills and attention to detail
Strong leadership skills
Advanced in Microsoft Word, Excel, Powerpoint and Outlook

RESUME

Nicolás C. Vaca
Law Offices of Nicolás C. Vaca
1655 North Main St., Suite 260
Walnut Creek, CA 94596
Telephone: (925) 876-8709
Facsimile: (925) 256-6761
E-mail: nickvaca@pacbell.net

EDUCATION

J.D. 1981 Harvard Law School
Ph.D. 1976 University of California, Berkeley
M.A. 1970 University of California, Berkeley
A.B. 1966 University of California, Berkeley

EXPERIENCE SUMMARY

Immigration

Represented clients in bond hearings, cancellation of removal hearings, asylum, withholding of removal, and relief under Convention Against Torture hearings. Filed writs of *error coram nobis* and *habeas corpus* for clients who were not properly advised by their counsel of the immigration consequences of their plea. Filed motions to change venue, motions to re-open, motions for early bond hearings, motions for termination of proceedings and other similar types of motions. Filed I-130 and I-485 applications based on martial and family status.

Commercial Litigation

Prosecuted and defended actions involving defaulted debt, defaults under commercial real estate leases, breach of contract, breach of partnership agreement, involuntary dissolution of a corporation, fraud and conspiracy to commit fraud.

Municipal Law

Served as special counsel to the City of Antioch, City of Pittsburg, Contra Costa County and East Bay Municipal Utility District (EBMUD). Represented the foregoing public entities in litigation in such diverse areas as defense of police actions, the Americans with Disabilities Act (ADA), actions brought under the Comprehensive Environmental Response, Compensation and Liability Act (CERCLA), construction defects, premises liability and zoning law.

conduct oral advocacy in criminal proceedings. The training was conducted in Spanish under the auspicious of the Conference of Western Attorneys General;

08/29/10 through 07/23/10--Chicago, Illinois--Training Mexican prosecutors on how to conduct oral advocacy in criminal proceedings. Presented section on to make objections. The training was conducted in Spanish under the auspicious of the Conference of Western Attorney Generals;

07/19/10 through 07/23/10--Santa Fe, New Mexico--Training Mexican prosecutors on how to conduct oral advocacy in criminal proceedings. Presented section on to conduct a direct examination. The training was conducted in Spanish under the auspicious of the Conference of Western Attorney Generals;

06/28/10 through 07/02/10--Cancun, Mexico--Training Mexican prosecutors on how to conduct oral advocacy in criminal proceedings. Presented section on use and introduction of evidence. The training was conducted in Spanish under the auspicious of the Conference of Western Attorney Generals;

06/14/10 through 06/18/10--Denver, Colorado--Training Mexican prosecutors on how to conduct oral advocacy in criminal proceedings. The training was conducted in Spanish under the auspicious of the Conference of Western Attorney Generals;

05/10/10 through 05/14/10-Los Angeles, CA-- Training Mexican prosecutors on how to conduct oral advocacy in criminal proceedings. The training was conducted in Spanish under the auspicious of the Conference of Western Attorney Generals;

10/16/09 through 10/18/09-Deposition Skills Program, San Francisco, CA-Conducted by the National Institute of Trial Advocacy;

08/24/09 through 08/28/09-Oral Advocacy Training in criminal proceedings for Mexican Attorneys and faculty (conducted in Spanish), Zacatecas, Mexico-Conducted by the National Institute of Trial Advocacy;

June, 2009-Participant in training of U.S. attorneys (in Spanish) in preparation for training Mexican attorneys, judges and defense counsel in oral advocacy in criminal proceedings-Conducted by the National Institute of Trial Advocacy;

02/23/09 through 02/25/09-Trial Advocacy Skills Program-Monterey Park, CA-Conducted by the National Institute of Trial Advocacy;

06/14/08 through 06/22/08-Building Trial Skills, San Francisco, CA-Conducted by Conducted by the National Institute of Trial Advocacy;

10/13/06 through 10/15/06-Deposition Skills Program, San Francisco, CA-Conducted by Conducted by the National Institute of Trial Advocacy;

PUBLISHED DECISION

John Z. v. The Superior Court of Contra Costa County, (1991) 1 C.A. 4th 789.

MARTINDALE-HUBBELL

Rated AV by Martindale-Hubbell.

ADMITTED TO PRACTICE

State of California
United States Supreme Court
United States Court of Appeals, Ninth Circuit
United States District Court for the Northern District of California
United States District Court for the Eastern District of California
United States District Court for the Central District of California

PROFESSIONAL ACTIVITIES

Member, State Bar of California, Litigation Section
Earl Warren American Inn of Court-1999 to 2001

PUBLIC SERVICE ACTIVITIES

Member, United Latino Voice, 2009 to present
Member, Board of Directors, East Bay Perinatal Council, 2001-2004
Member, Executive Board, Latinos United for Political Empowerment, 2001 to present
Member, Contra Costa County Latino Leadership Council, 1998 to present
Chairman, Contra Costa County Advisory Council on Equal Employment Opportunity, 1992-94
Member of Board of Directors, Contra Costa County Hispanic Chamber of Commerce, 1990-1992 and 1998-1999

LIST OF REPRESENTATIVE CLIENTS

AT&T
Pacific Gas & Electric Company
Bank of America
Dow Corning
The Clorox Company
Nautilus, Inc.
Hilltop Green Homeowners Association
City of Antioch
City of Pittsburg
City of Richmond
Contra Costa County
East Bay Municipal Utility District
Raisin City School District
Alisal School District

Section 3. VALIDITY OF INSTRUMENT. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the Corporation and any other person, shall be valid and binding on the Corporation when signed by the President, Co-President, Vice-President, Secretary or Treasurer of the Corporation unless the other person has actual knowledge that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

Section 4. FISCAL YEAR. The fiscal year of the Corporation shall be will be July 1, through June 30 or set by the Board.

Section 5. INTERPRETATION OF THE CHARTER. In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of the Charter will prevail.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Amethod Public Schools , a California non-profit public benefit corporation; that these Bylaws are the Bylaws of this corporation as adopted by the Board of Directors on; and that these Bylaws have not been amended or modified since that date.

Executed on 13th of June, 2011 at Oakland, California.

Khalif Muhammad, Secretary of the Board

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.

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

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. NONAPPLIACIBLITY TO FIDUCIARIES OF EMPLOYEE BENEFIT PLANS. This Article does not apply to any proceeding against any trustee, investment manager, or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the Corporation. The Corporation shall have power to indemnify such trustee, investment manager, or other fiduciary to the extent permitted by Section 207 (f) of the California General Corporation Law.

ARTICLE XI
INSURANCE

Section 1. INSURANCE. The Corporation shall have right, and use its best efforts, to purchase and maintain insurance to the full extent permitted by law on behalf of is 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.

incurred by them in connection with any "proceeding," as that terms 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 reasonably 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

a. Be the chief administrator of the School Network, responsible to the Board for the execution of all administrative functions;

b. Report to the Board the appointment , reduction, or promotion of or change in the number of faculty and staff of the organization;

c. Report to the Board at each of its meetings on matters of importance to the organization and schools and make a report at each meeting on the business and affairs of the schools during the preceding academic year and on its condition at the end of such year;

d. Present for consideration at any Board meeting measures deemed necessary or expedient for the welfare of the School;

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

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

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

ARTICLE X
INDEMNIFICATION

Section 1. DEFINITIONS. For the purpose of this Article X, "agent" means any person who is or was a director, officer, employee, or other agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee, or agent of another foreign or domestic corporation, partnership, joint venture, trust, or other enterprise, or was a director, officer, employee, or agent of a foreign or domestic corporation which was a predecessor corporation of the Corporation or of another enterprise at the request of such predecessor corporation; "proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative, or investigative; and "expense" includes, without limitation, attorneys' fees and any expenses of establishing a right to indemnification under Section 5 of this Article.

Section 2. INDEMNIFICATION. To the fullest extent permitted by law, this Corporation may indemnify its directors, officers, employees, and other persons described in Corporation Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably

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

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

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

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

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

ARTICLE IX
SCHOOL OFFICERS

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

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

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.

b. Audit Committee: The Corporation shall have an audit committee consisting of at least one director and may include nonvoting advisors. Board Directors who are employees or officers of the corporation or who receive, directly or indirectly in any consulting, advisory or other compensatory fee from the corporation (other than for service as a director) may not serve on audit committee. The audit committee shall perform the duties and adhere to the guidelines set forth in the audit committee description as amended from time to time by the board. Such duties include: (1) Assisting the board in choosing an auditor, if necessary; (2) Negotiating the auditor's compensation; (3) Conferring with the auditor regarding the corporation's financial affairs; and (4) Reviewing and accepting or rejecting the audit.

c. Finance Committee: The Board President select the chairperson of the finance committee. The Treasurer should be a member of committee. The Finance Committee shall be responsible for the developing , recommending , and reviewing fiscal procedures , for the preparation and review of financial reports and projections of revenues and expenses, subject to approval by the board.

d. Other Committees of the Board. The corporation or Board, may, from time to time be designated by resolution of the Board of Director. Such other committees may consist of persons who are not also members of the board. These additional committees shall act in an advisory capacity only to the board and shall be clearly titled "advisory" committees.

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

ARTICLE VIII
OFFICERS OF THE CORPORATION

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

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

majority of the Board by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the Board considers and in good faith decides after reasonable investigation that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

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

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

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

ARTICLE VII
COMMITTEES

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

a. Executive Committee. The Executive Committee shall have the power to act in all matters pertaining to the Corporation, as directed by the Board, and, working in concert with the goals established by the committees, shall determine the Corporation's short-range and long-range goals. The Executive Committee shall review annually the conditions of employment of the Chief Executive Officer or Principal. The Executive Committee shall be composed of the President, Vice-President of the Board, Secretary and Treasurer.

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

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.

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 a the director's office who would reasonably be expected to communicate that notice promptly to the director;

d. telegram;

e. facsimile;

f. electronic mail; *or*

g. other electronic means.

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

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

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

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

c. The Board has adopted and implemented a means of verifying both of the following: A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board meeting; and

d. All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

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

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

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

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

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

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

b. Time Requirements. Special meetings of the Board may be held only after each director has received at least twenty-four (24) hours notice given personally or by telephone, telegraph, fax, or other similar means of communication in accordance with provisions of the Brown Act (Government Code section 54950 et seq.).

c. Notice Content. The notice of a special meeting shall state the time and location of the meeting and shall briefly describe the items on the agenda.

Section 17. EMERGENCY MEETINGS. Emergency meetings may be held for those limited purposes as specified in the Brown Act. Notice and posting of agendas shall be

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;

of the election, or as such other time that the board may set, and the secretary or president shall forward to each member of the board of directors, with notice of meeting required by the Bylaws, a list of candidates nominated by the committee.

Each director shall hold office for a term of three (3) years or until the director's death, removal, or resignation, whichever occurs first. Upon completion of an initial (3) year term, each director may serve one (1) additional three (3) term, subject to approval by a majority of the Board of Directors. No Directors shall serve in excess of two (2) consecutive terms, except as set forth herein. Nothing shall prevent a former director from rejoining the Board of Directors as long as that director has not been a member of the board with the preceding twelve (12) months. In the event that the Board of Directors consists of three (3) members or fewer, then those directors shall hold office until their respective successors are duly elected.

The Board Nominating Committee shall maintain and update the board roster as necessary after each election. Any director who is elected on or before June 30 shall be treated as though elected January 1 of that year for the purpose of term limits. Any director who is elected after June 30 of a given year shall be treated as though elected in January of the following year, effectively giving that director an additional six months during the director's first term.

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

a. The death or resignation of any director;

b. The declaration by Board resolution of a vacancy of the office of a director who has been declared of unsound mind by an order of court or convicted of a felony or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; or found to have neglected or violated his or her duties and responsibilities provided that notice of that meeting at which vote is taken and of the removal questions are given to each member of the board and to the director subject to the removal questions are given at least 10 days prior to the meeting. Any vacancy caused by the removal of a director shall be filled as provided in these Bylaws.

c. Any director who does not attend three (3) successive board meetings will automatically be removed from the board without board resolution unless (a) the director requests a leave of absence for a limited time, and the leave is approved by the directors at a regular or special meeting(if such granted, the number of the board members will be reduced by one in determining quorum is present), (b) the director suffers from an illness or disability that prevents him or her from attending meetings and the board resolution waives the automatic removal procedure of this subsection; or (c) the board resolution of the majority of board members must agree before a director who has missed three meetings may be reinstated.

delegation shall preclude the Board from exercising full authority over the conduct of the Corporation's activities, and the Board may rescind any such assignment, referral, or delegation at any time.

Section 4. NUMBER AND QUALIFICATION OF DIRECTORS. The number of directors shall be no less than three (3) and no greater than nine (9) unless changed by amendment to these Bylaws. The desired and coveted qualifications for directors are as follows:

a. One to two (1-2) Director(s) will be business owners /managers, employees, or executives of corporations, organizations, municipalities, or companies from the San Francisco Bay Area.

b. One (1) Director will be affiliated with a college or University.

c. One Director may be a university student, and/or alumni of the Amethod/Academy Program.

d. One to two (1-2) Director(s) will be a person with background in finance, investments, city business and/or banking.

e. The Chief Executive Officer may be a director.

f. A person with a K-12 charter school leadership experience and background

g. One (1) Director may be a lawyer affiliated with a professional law corporation.

h. One Director may be a person affiliated or familiar with commercial real estate expertise and city planning and zoning regulations.

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

a. Any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full- time or part- time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and/or

b. Any brother, sister, ancestor, descendent, spouse, brother- in-law, sister- in-law, son- in law , daughter- in-law, mother- in-law or father- in-law of such person. However, any violation of the provisions of this paragraph shall not affect the validity or enforceability of any transaction entered into by the Corporation.

Section 6. NOMINATIONS, ELECTION, DESIGNATION, AND TERM OF OFFICE.

The President of the board shall appoint a Board Nominating committee to nominate qualified candidates for election to the board at least 45 days before the date of any election of directors. The Board Nominating Committee shall make its report at least 10 days before the date

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

a. To select and remove at the pleasure of the Board, the Chief Executive Officer prescribe powers and duties for them as may be consistent with law, the Articles of Incorporation, and these Bylaws; to fix their compensation; and to require from them security for faithful service;

b. To conduct, manage, and control the affairs and activities of the Corporation and to make such rules and regulations for this purpose, consistent with law, the Articles of Incorporation, and these Bylaws, as it deems best;

c. Fix their compensation for corporate officers and employees; and to require from them security for faithful service;

d. To adopt, make and use a corporate seal, and alter the form of the seal from time to time, as it deems best;

e. To borrow money and incur indebtedness on behalf of the Corporation, and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, debentures, bonds, deeds of trust, mortgages, hypothecations, pledges, and other evidence of debt or securities;

f. To carry on a business at a profit and apply any profit that results from the business activity to any activity in which it may lawfully engage;

g. To act as trustee under any trust incidental to the principal object of the Corporation, and to receive, hold, administer, exchange and expend funds and property subject to such trust;

h. To acquire by purchase, exchange, lease, gift, devise, bequest, and to hold, improve, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real personal property;

i. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose;

j. To carry out such other duties as are described in the Charter.

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

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

ARTICLE V
CORPORATION WITHOUT MEMBERS

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

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

ARTICLE VI
BOARD OF DIRECTORS

Section 1. GENERAL CORPORATE POWERS. Subject to the provisions and limitations of California Nonprofit Public Benefit Corporation Law, the Articles of Incorporation, these Bylaws, and the Charter Schools Act of 1992, and any other applicable laws, the Corporation's activities, business, and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board, except that the board may delegate dao to day management, and hiring and removal of subordinate employees to the Chief Executive Officer /CEO pursuant to the provisions of these Bylaws or by resolution.

BYLAWS
of
Amethod Public Schools
(Formerly Oakland Charter Academy)
A California Nonprofit Public Benefit Corporation

ARTICLE I
NAME

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

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

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

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

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

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

ARTICLE IV
DEDICATION OF ASSETS

(c) A voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI: Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a) Has received a copy of the conflicts of interest policy,
b) Has read and understands the policy,
c) Has agreed to comply with the policy, and
d) Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII: Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurnment, impermissible private benefit or in an excess benefit transaction.

financial interest as described herein exists.

- **Standards of Conduct- No Board Member or Key Employee shall:**
  Engage in conduct that constitutes a conflict of interest, which shall be defined as use by a Board Member or employee of authority of his office or employment of any confidential information received through his position for the private pecuniary benefit of himself, a member of his immediate family, or a business with which the Board Member or employee or a member of his immediate family is associated. "Immediate family" is defined to mean a parent, grandparent, spouse, child, brother or sister and domestic partner.
- **Procedures for Addressing a Conflict of Interest**
  a) An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

  b) The President or chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

  c) After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

  d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

- **Violations of the Conflicts of Interest Policy**
  a) If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

  b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV: Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V: Compensation

(a) A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

(b) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

Amethod Public Schools Inc.
Public Charter Schools

Board Policy 9000-00
Conflict of Interest
Approved (Rev. 2010)

Purpose

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

Article I: Definition of Terms

- ***Interested Person***

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

- ***Financial Interest***

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a) An ownership or investment interest, other than de minimis, in any entity with which the Organization has a transaction or arrangement,

b) A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or

c) A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Article II: Designated Employees

Employees of AMPS Charter Schools, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

Article III: Procedures

- **Duty to Disclose**
  In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

- **Determining Whether a Conflict of Interest Exists**
  A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists. Notwithstanding anything herein, a conflict of interest shall not exist and no review or action by any governing board or committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars ($5,000) or less in any single calendar year, from the Organization to an organization that is tax exempt under Section 501(c)(3) of the Internal Revenue Code, where a

AMPS SAFETY PLAN & EMERGENCY PROCEDURES HANDBOOK

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INTRODUCTION

The safety and security of our students and staff is a top priority for Amethod Public Schools (AMPS). This booklet explains some of the procedures that are planned to be practiced in the event of an emergency at each school.

School administrators will seek to work closely with police, fire, emergency services and public health to ensure appropriate practices and preparedness 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.

PREPARATION

What helps schools during emergency is previous preparation. Each school must drill for different emergencies throughout the year in preparedness for a real disaster. Each school, and most specifically each classroom, must have emergency backpacks. Every school will have a Safety Coordinator.

SAFETY COORDINATOR (SC)

Each site must assign a safety coordinator. The safety coordinator is the team member at your site who is responsible for making sure that the safety plan and emergency procedures are followed for their respective school site. Additionally, the SC will plan, schedule, supervise and record the results of all emergency drills in accordance with CA state law and the AMPS safety manual. The SC will make sure that all teachers are provided with the latest information, training, and supplies necessary to respond effectively to any emergency situation. Additional responsibilities include, maintaining emergency radios, checking fire extinguishers, assigning emergency/crisis responsibilities and duties to staff members, checking reports for accuracy and completeness, and acting as the school's liaison to emergency response personnel.

DRILL SCHEDULING - Drills to be held throughout the year:

1. Lockdown
    - Elementary schools (Every September, November, February and April)
    - Middle school (Every September, January, and April)
    - High School (Every September and January)
2. Fire
    - Elementary schools (Every September, November, February and April)
    - Middle school (Every September, January, and April)
    - High School (Every September and January)
3. Earthquake
    - Elementary schools (Every September, November, February and April)
    - Middle school (Every September, January, and April)
    - High School (Every September and January)

Every drill must be scheduled at beginning of year and recorded on the Drill Report Form (appendix A) and in the safety folder in Dropbox. Details on drills and evacuation will be discussed on page nine.

FACILITY PREPARATION

All classrooms, hallways and offices shall have a LED emergency exit sign, smoke/fire alarms (w/battery backup), and evacuation chart posted in a prominent location.

1. Classroom Safety Checklist
    - ➢ Are desks and tables located where they cannot slide and block exits?
    - ➢ Are tall file cabinets securely attached on the wall or out of the way from toppling on anyone?
    - ➢ Are computers out of the way if a monitor falls over?
    - ➢ Are storage spaces secured to the wall or attached to each other?
    - ➢ For freestanding equipment on wheels, are they all secured against overturning or sliding?
    - ➢ Are all heavy, sharp, or breakable wall decorations securely mounted?
    - ➢ Do books or materials stored on shelves have adequate restraints to keep them from falling?

- Are fire extinguishers securely mounted and easy to access?
- 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
- Do all classroom and hallways have exit route maps posted?

MUST-HAVES

1. Student's emergency card must be up to date (appendix G).

2. Backpacks
   a. Classrooms - There must be one emergency backpack in every classroom in every school that must include the following:

• 6 water pouches • 2 emergency blankets • 1 tissue pack • 30 wet wipes • 1 notepad • 1 pen • 1 flashlight • 2 D size batteries • 3 light sticks • 1 marking crayon • 1 whistle	• 1 pair of leather palm gloves • 1 Hi-Vis safety vest • 1 utility bar – 15" • 2 ice packs • 34 adhesive bandages • 5 gauze pads • 1 gauze roll • 1 adhesive tape • 1 pair vinyl gloves • Red/Green Card • 1 clipboard with up-to-date class roster

   b. Front Office - There must be ONE backpack at the front office at all times that must include the following:

• 1 pair of leather palm gloves • 4 D size batteries • 4 AA size batteries • 27 mouth covers • 1 goggles • 1 utility cord • 4 pair vinyl gloves • 1 flash light • 2 bathroom tissue rolls • 1 first aid kit • 1 whistle	• 2 light sticks • 1 radio • 2 hand sanitizers • 3 emergency blankets • 30 antiseptic towelette • 30 water pouches • 5 emergency ratio bars • 1 tarp • 1 build-it-yourself toilet • 1 utility bar • 1 clipboard with up-to-date roster of all classrooms and staff

VISITORS

All visitors must enter through the school's main entrance. All visitors must sign in (appendix b - Visitor Sign in Log), no exceptions. Visitors must record their name, reason for their visit, the time they arrived and the time that they depart. Every approved visitor must be given a Visitor Badge with their name.

The badge must be visible at all times. Visitors must be accompanied by a staff member at all times. This requirement is in accordance with State of California Penal Code [626.8.]. No student is permitted to bring younger siblings to school. Due to liability, visitors that are **not** approved are not allowed on campus during school hours.

UNINVITED VISITORS

In accordance with FERPA Law, student safety and privacy take precedent over all matters. For example, if someone inquires about a student by asking if a particular student enrolled, staff CANNOT acknowledge that a student is even on campus. It is important to understand that even if the person says that they are a relative we can't confirm or deny that a student is enrolled. You must check the emergency card before any information is considered, if that person is not listed, then no information is given out, and a phone call must be made to their emergency contact informing them of the situation. It is imperative that you handle the situation as if it was your child they are asking for. What would you want for your child in this given situation?

a) ***Non-students and visitors on campus:*** Students from other campuses or adult visitors are not permitted on campus when school is in session without the Site Leaders permission.

WHAT IS AN INCIDENT, EMERGENCY, OR A DISASTER?

INCIDENT

Examples: a student or staff injury, a collision to the facility, power line touching school grounds, etc.

An incident is an occurrence or event, either human-caused or caused by a natural phenomenon that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources. Incidents may result in extreme peril to the safety of persons and property and could create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Larger incidents may call for leaders to proclaim a "Local Emergency". They occur in a defined geographical area and require local resources or, sometimes, mutual aid.

Usually a local emergency is not declared and the jurisdictional emergency operations center (EOC) is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions.

EMERGENCY

*Examples: A*nything from a disruption in utilities to a terrorist activity that could affect one child, one school, or the entire organization.

An emergency is any unexpected incident that could possibly put student's or staff's safety at risk. The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it. Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities (e.g., Emergency Response Agency, Emergency Operations Center). Emergency also defines a conditional state such as a proclamation of "Local Emergency".

Advanced planning and preparation can minimize the risks in any emergency situation. School officials, and sometimes emergency responders, will evaluate the seriousness of each situation and determine the best action to respond quickly, safely and appropriately.

DISASTER

A disaster is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning (e.g., an earthquake or flash flood) or they may develop from one or more incidents (e.g., a major wildfire or hazardous materials discharge). The resource demand goes beyond local capabilities and extensive mutual aid and support are needed.

There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a local emergency.

EMERGENCY PHASES

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Prevention/Mitigation Phase: Prevention/mitigation is perhaps the most important phase of emergency management. Generally the most cost effective, however, it is often the least used. Mitigation is often thought of as taking actions to strengthen, and reduce the potential damage either to structures or their contents. While prevention is taking steps to avoid potential problems, both of these elements require education of students and teachers. Doing what can be done to minimize the effects may create a safer environment that will result in lower response costs and fewer casualties.

Preparedness Phase: The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Activities identified in this plan are to exercise the preparedness phase. Here, tasks will be delegated to certain staff so everyone knows what they are responsible for in case of an emergency. The school has planned for:

- Identifying the population of people with disabilities,
- Determining proper signage and equipment,
- Training staff to assist individuals with disabilities,
- Coordinating with emergency response personnel.
- Emergency procedures

Response Phase: The response phase is the time when agencies, in our case it is our sites, implement previously prepared plans.

- Pre-Impact: recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated in the site and resources may be mobilized, it will be the SC's or site leader's discretion to begin evacuation.
- Immediate Impact: emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident command posts may be activated and emergency instructions may be issued.
- Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase: Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

THE PLAN DURING DRILLS AND EVENTS

The plan addresses the school's and staff's responsibilities in emergencies, disasters and incidents. Our schools will make every attempt possible to work with and coordinate with the local community providers, and school districts with emergency trainings.

If a disaster occurs during school hours or the organization's CEO declares an emergency during the school day, all students will be required to remain at school or at an alternate safe site under the supervision of the school site director or other personnel assigned by the site director until regular dismissal time. Students can be released only if it is considered safe or until released to an adult authorized whose name appears on Student Emergency Cards (Appendix H).

During a declared emergency, those students who have not been picked up by their parents or other authorized person may be taken by school personnel to another site where consolidated care facilities can be provided. If students are on their way home from school, they are to continue home. This information will be given to the media stations and must be posted at the school site to keep parents informed during emergencies.

Staff should plan and be willing to stay at school grounds or alternate safe site during a major community emergency.

Personal preparedness is suggested: each staff member should develop a plan to reunite with their families after the matter.

The following plan will:

- Describe and details procedural steps necessary to protect lives and property during lockdown, fire, and earthquake, as well as outages and bomb threats, including coordination requirements, unified training and response exercises.
- Guide school staff how to respond to medical emergency situations
- Indicate how to communicate within the site, to other schools, and parents in the different emergency situations

Objectives:

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect facilities and properties.
- Enable organization to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface protocols and coordination between sites and the local emergency operations center (EOC).
- Provide for interface and coordination between sites and the county or city EOC in which they reside as best as possible.

ROLE OF STAFF

School staff are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

During an incident, emergency, or disaster, staff shall fulfill the following roles:

1. **The Site Director**: or designee shall assume overall control and supervision of activities at the school site during an emergency. He/she shall have authority to use discretionary judgment in emergency situations which do not permit execution of prearranged plans. ***THE SITE DIRECTOR OR DESIGNEE SHALL:***
   a. Direct evacuation of buildings
   b. Arrange for transfer of students when their safety is threatened
   c. Inform the Executive Director or Designee of all emergency actions taken as soon as possible

2. **Safety Coordinator: will be coordinating efforts in collaboration or in absence of the site director.**
   a. Ensure procedures and plans are being executed.
   b. Ensure all staff members are performing necessary duties.

3. **Teachers**: shall be responsible for supervision of students in their charge. ***CLASSROOM/ALL TEACHERS SHALL:***
   a. Direct evacuation of students in their charge in accordance with the Site Director's or designee instruction
   b. Give the DROP command as necessary
   c. Take attendance, stay with the students and provide supervision
   d. Report missing students to the Site Director or designee
   e. Send students in need of first aid to the school nurse or a person trained in first aid

4. **Custodians (Contractors):** may be appointed as responsible for the use of emergency equipment, the handling of supplies and the use of available utilities. If not custodians are available, the Site Director or SC shall assign this task to member(s) of staff. ***CUSTODIANS SHALL:***
   a. Survey and report damage to the Site Director and/or Executive Director
   b. Direct rescue operations as directed by Executive Director
   c. Direct fire-fighting efforts until regular fire-fighting personnel take over
   d. Control main shutoff valves for gas, water and electricity and ascertain that no hazard results from broken gas, water mains or fallen electrical lines
   e. Disburse supplies and equipment as needed

5. **The Administrative Assistants And Secretarial** : assist in the role of coordination of emergency procedures as needed. ***ADMINISTRATIVE ASSISTANTS SHALL:***
   a. Report a fire or disaster to the appropriate authorities
   b. Answer telephones and monitor radio emergency broadcasts
   c. Provide for the safety of essential school records and documents
   d. Assist the Site Director and Executive Director as needed
   e. Report incidents to Home Office

6. **The PE Personnel/ Advisors:** As with all other personnel, in times of crisis all staff should have duties. The PE staff and HS Advisors will be trained in Basic First Aid and retain certifications as needed. ***PE TEACHERS / HIGH SCHOOL ADVISORS SHALL:***
   a. Administer first aid
   b. Supervise the administration of first aid

c. Organize first aid and medical supplies
d. Monitor the students, and staff in the "Safe "area evacuation location.

RELEASE OF STUDENTS

The following procedures shall be followed in releasing students in the event of an emergency or disaster:

1. The Site Director or designee shall receive authorization from the Executive Director or Designee before releasing students.
2. Individual students shall not leave a school site without receiving permission from the Site Director or designee.
3. If possible, staff shall release students only to persons authorized on the student emergency card.
4. In absence of an emergency card or in an emergency in which reference to the emergency card is impossible, individual students shall be released, upon presentation of identification, to parents/guardians, persons authorized by the parents/guardians, or to authorized persons representing public agencies that may take responsibility, when necessary, for the safety of the student.
5. The Site Director or designee shall record the release of all students by signature, and when available; video and camera.

DRILLS AND PROCEDURES DURING

The practice should be led by the Safety Coordinator and Site Director. Students should be prepped and have a walkthrough before the actual drill time so they know clearly what to expect.

It is important to note that drills ARE NOT FREE TIME. Teachers should stress the seriousness of the practice, and report any issues pertaining from everything to student behaviors, to time matters to their Safety Coordinator and Site Director.

The site director or designee shall schedule and record each drill conducted on the Emergency Drill Report form (appendix A), maintain a copy in the office and a copy saved on "Forms and Drills" folder in Dropbox.

Emergency backpacks must be taken each time there is a drill or evacuation.

LOCKDOWN DRILLS

The school conducts lockdown drills along with other types of emergency planning. These drills initially involve more pre-planning and organization than conducting others. The school drill ordinarily takes no longer than 40 minutes and impacts class time by 20 minutes.

A lockdown alert is sounded (In manner designed for the specific school site). Some sites have a bell system, others an intercom, and some have neither. Each Safety Coordinator and site leader needs to assure their site has a manner in which to alert all staff of a lockdown situation. It can be through a horn, whistle system or walkie code. These lockdown alerts will be used in instances such as if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and respond to the situation based upon training and drills. Remember, the lockdown response is a partnership with local law enforcement.

A. When the lockdown alarm goes off:

- Students and staff go into classrooms/buildings or run to off-site evacuation areas
- Lock doors
- Cover windows
- Turn off lights
- Build barricades
- Have students and staff stay away from doors and windows, all keeping quiet. No one can leave room until otherwise told so.

B. Clear Card Procedure: should be used for ALL emergencies (Lockdown, Fire, and Earthquake)
   - Safety Coordinators will implement a card notification for the lockdown procedure that will assist emergency responders during these chaotic situations.
   - The process is for the attending classroom staff to slide a color coded card under the door to alert responders if there is an injured person within the class that needs immediate attention.
   - It will also serve to notify responders if there is an all-clear in a specific room thereby freeing the responders to assure that those classrooms with injured persons get more prompt attention.

   The Card system will be the following:
   - Green Card: Means there are no severely injured persons in the classroom, meaning persons within the class are mobile, and conscious
   - Red Card: Means that there is at least one seriously injured person who cannot move due to injury or circumstance. The Red card may also mean that there is an unconscious person in the room

C. During a real lockdown (when there is a sniper, armed intruder, or active shooter are present in school grounds)
   - Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim
   - Administration notifies Home Office.
   - If possible, staff should place a red card under the door/in a window if you have a serious injury in the classroom.
   - Evacuate if safe to do so
   - Prepare students and yourself for a quick evacuation.
   - Follow directions of administration or law enforcement if and when they arrive
   - Teachers will take their emergency packages to the evacuation site and take roll immediately upon arrival to safe area.
   - Teachers will report any missing student(s) to the emergency leader (Site Director or designee)

D. During a hostage situation:
   - Staff and students should sit quietly if the situation is in their presence and try to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive
   - If gun fire starts, staff and students should seek cover or begin rapid movement procedures.
   - Do not engage in a conversation or try to persuade the intruder to leave your classroom or school.
   - If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her.
   - Don't try to take matters into your own hands.
   - Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Any whispering or laughter may be perceived by the intruder as directed at him or her.

- Students should know to respond on their own when threatened. Incidents can swiftly occur which leave no time for signals.
- If students are outside and are unable to find access to a room, they should, depending on the situation, initiate "take cover" position or run in a zigzag fashion to the staging areas and stay calm. If and when possible, call 9-1-1 and/or executive administration

E. Shelter-in-Place

Shelter-in-Place may be directed if there should be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, fugitive nearby, or a predator in the neighborhood. In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site and "shelter-in-place" procedures apply.

The following steps should be followed when instructed or when an alerting system triggers a Shelter-in-Place:

- Shelter: Go inside the nearest building or classroom, remain there and lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the site director and/or public safety responders.
- Shut- Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- Listen- Remain quiet to hear critical instructions from school officials. If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

F. Additional steps for teachers and staff (if appropriate)
- Advise students to cover mouth and nose with a damp cloth; tissue, or handkerchief to protect from any airborne hazards.
- A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- Advice students to remain sheltered until the "all- clear" signal is given by a school or emergency official

FIRE DRILLS

Designated evacuation routes shall be posted in rooms and be known by the teachers. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.

Evacuation areas will be established by each site leaders at the beginning of the school year. Keeping in mind that the evacuation area must be away from the school.

A. Standards for a Successful Fire Drill:
   - The fire alarm can be heard by all staff and students.
   - Orderly evacuation begins immediately and is completed within five minutes of the initial alarm, with minimal congestion at exit gates.
   - Teachers and students are staged in an orderly fashion away from fire lanes. Students are to remain with their teacher at all times
   - Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the command post
   - Upon sounding of the all clear, students and staff return to their appropriate classroom and the teacher takes roll again. Missing students are reported to the attendance clerk in the office.

B. In the event that a fire is detected within a school building, use the following procedures:
   - The site director or designee will order an evacuation if the fire alarm doesn't work, call 9-1-1 and notify the Executive Director or designee.
   - Teachers will supervise the evacuation of the classrooms to the designated areas according to the emergency exit plan posted in every classroom and office.
   - Teachers will close doors upon evacuating
   - Teachers will take their emergency packages to the evacuation site and take roll immediately upon arrival to safe area.
   - Teachers will report any missing student(s) to the emergency leader (Site Director or designee)
   - The Safety coordinator, site director or designee shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
   - The Safety coordinator, site director or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The designee will also keep access entrances open for emergency vehicles.
   - The Safety coordinator or designee can take initiative to put off a fire
   - Notify students and staff when it is safe to return to the school site under the direction of the fire department and in consultation with the Executive Director or designee.

C. Fire outside of School site: - The site director or designee shall:
   - Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
   - Notify the fire department by calling 911.
   - Notify the Executive Director's office.
   - If school has evacuated, Notify students and staff when it is safe to return to the school site under the direction of the fire department and in consultation with the executive director or designee.

Fires may be caused by hazardous substances, vehicle fuel spill or chemical spills. We are relying on the staff to conduct based on their best discretion, but all in all, students and all people in site must stay together and away from any dangers that may be fires, substances, or suspicious packages.

EARTHQUAKE DRILLS

All teachers, leaders, safety coordinators, and students need to know and be able to perform the standard response to an earthquake: Drop, Cover and Hold on. Teachers should discuss and model this and have students practice it prior the actual school wide earthquake drill.

Whenever an earthquake alarm or notification is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold on procedures.

The earthquake emergency procedure system shall include, but not be limited to, a school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A. Standards for a Successful Earthquake Drill
   - The earthquake alarm (specific to each site) can be heard by all staff and students. Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

   Duck or drop and cover
   - Drop each student and staff member takes cover under a sturdy table or desk, dropping to his or her knees, with backs to the windows
   - Cover: This means once under a desk or table, the person must protect head with the arms by gripping the back of their neck with arms and tucking forward to keep the head covered.
   - Hold: This means to stay under furniture, holding the position, even if with one hand one must hold onto the furniture and be prepared to move with it. Stay in this position for at least one minute or, in a real situation, until shaking stops

B. In the event of a real earthquake, when inside building but outside of classrooms the following need to be followed
   - At the first indication of ground movement, you should drop to the ground.
   - Take cover under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.
   - After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

C. Earthquake procedures while outside
   - At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings.
   - Drop to the ground and cover the back of the neck with your hands. Be aware of aftershocks.
   - Do not enter buildings until it is determined safe to do so.

D. Aftermath of an earthquake
   1. Immediately after an earthquake, these need to be taken into consideration:
      - Who will give instruction to evacuate the building
      - How will this be done if the communication system is damaged
      - Are there any potential hazards along the evacuation routes
      - 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

2. Most importantly, these need to 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.

3. The First Two Hours (0-2 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 parent's contact information, and any medical problems
   - Organizing 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 home office
   - Handling the traffic in and out of the school ground.
   - Distributing emergency supplies and equipment
   - Preparing for long-term 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 established prior to any emergency. 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 provided
- What supplies are needed?
- Have any individual special medication needs been identified
- Which adults will undertake the long-term care?

Keep in mind that it is not practical for a school to store large quantities of emergency food and such item.

To keep students occupied, they can:

- Take charge. Go over proceedings steps of emergency process
- Be encouraged to express their feelings through 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. The Site Director will assign tasks and plan according to, 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 asses and gauge areas of need for emergency preparedness.

E. Evacuations: Leave Building After an Earthquake

- Make it clear that a post-earthquake route might differ from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed. Practice evacuation using alternate routes to the assembly areas.
- However, evacuation will not always be available, for there may be more danger outside or routes can be blocked off. The teacher or administration can take charge in choosing the best alternative.

F. Going Home

Go Home consists of dismissal of all classes and return of students to their homes by the most expeditious manner. Go Home is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school.

Notification of parents by radio broadcast, local television, phone distribution lists, internet, or other means will be requested.

G. Directed Maintenance: No school personnel/students are allowed to re-enter a school facility until inspected by and authorized by appropriate school personnel which include maintenance and school administrators, and if applicable, police, fire, or city inspectors. In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed. Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the join authorization of the administration and head custodian.

H. Directed Transportation: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety. Directed transportation consists of loading students and staff into buses, cars and other means of transportation, and taking them from a danger area to a designated safety area. This action is appropriate only when directed by the Executive Director or designee, site director, police, fire, or community emergency services. It may be appropriate for, but not limited to, movement away from: specified man-made emergency (shooting, etc.), chemical and biological gas alert, flood, fallout area, blast area and fire.

EVACUATION

An evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required. Predetermined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, and chain-linked fences with electric shock potential).

Make it clear that a post-earthquake route might differ from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed. Practice evacuation using alternate routes to the assembly areas. Leave Building consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Please use this template to know where your school may go in case of an evacuation and during drills

Sites	Staging Areas	Command Post	Mass Care Centers	Evacuation Centers
OCA	Back patio (medical area) Black Top Are (staff and students)	Black Top	Primary site: Chevron Gas Station Parking Lot Corner of 42nd Ave. and High St.	Chevron Gas Station
OCHS	Black Top Area	Black Top lot (South Corner of 12th St.)	Franklin Park and Plaza (11th St. and Jackson)	Lincoln Elementary School
DCA	Black Top Area	Black Top lot (South Corner of 12th St.)	Franklin Park and Plaza (11th St. and Jackson)	Lincoln Elementary School
RCA	Lower Play Area (Rear of Building) Alt: Grass Field	Parking Lot	Lower Play Area	Grass Field
BJE	Parking Lot (Recess Area)	Parking Lot (Recess Area)	Richmond Civic Center 403 Civic Center Plaza	Richmond Charter Civic Center
Shoong Center	Lincoln Center	Lincoln Square Recreational Center (261 11th St.)	Franklin Park and Plaza (11th St. and Jackson)	Lincoln Elementary School

Leaving the building is appropriate for, but not limited to, the following emergencies:

- Fire
- Peacetime bomb threat
- Chemical accident
- Explosion or threat of an explosion following an earthquake
- Other similar occurrences that might make the building uninhabitable or when teacher/supervisor has ascertained that leaving is the best option.

In addition to planning for daily ingress/egress routes and emergency evacuation routes, the school must plan for assisting students, staff and visitors with disabilities. The school map (specific to each site) identifies evacuation areas and ingress/egress routes. Campus map are posted and coordinators and Directors have main copies.

EMERGENCY CAMPUS EVACUATION

A. If it is necessary to evacuate the entire campus to another school or relief center, the site director must:
- notify the Executive Director and Chief Operations Officer,
- cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees,
- Direct the evacuation and assure all students/staff are accounted for as they depart and arrive.

B. All staff members will:
- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the site director in cooperation with emergency services personnel.
- Do not re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the emergency leader or Site Director.

C. Teachers Checklist in Evacuations:
- Assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries to Site Director or SC.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so calmly and account for all students.
- Check room and report anything amiss to the team leader and/or operations chief.
- Debrief students to calm fears about the evacuation.

D. Accountability

Students are to remain with their teacher in the evacuation area. Teachers shall take their emergency backpacks that must include their class roster in a clipboard and take roll once in the evacuation area and be prepared to identify missing students to the command post and first responders.

The site director or designee shall keep a copy of each drill conducted on the emergency drill report form and file a copy in the office.

E. Radio Signals/ Usage

Radios are to be picked up by every staff member, every morning in front office and dropped off every evening. Make sure that your device is turned off when you return it for the evening. Each staff is in charge of checking the battery levels of their corresponding walkie every morning when it is picked up and every evening when it is dropped off.

- For every site, the Site Directors and /or Safety Coordinator will advise you the channel you must tune into for the walkie radio,
- It's very important that ALL staff remain on the designated channel. You are expected to use the assigned codes, and under no circumstance do you make the codes known to the students nor do you allow them to use the Radio. This action will jeopardize the safety of all students and staff at your site.

Just keep in mind most situations will not require a walkie talkie.

If you need or would like to avoid this scenario, please begin communication with "Request alternate line". At this request the site administrator will be notified and respond promptly with a line option. Once that line is secured and both parties have switched over, communication can begin.

In most cases, staff will use radios during emergency situations. ALL Amethod School Sites must create codes for the following situations:

- Fire Inside Building
- Fire Outside Building
- Unidentified person on school grounds
- Unidentified person in classroom
- Injured student
- Injured staff
- Violent Student- assistance needed
- Student Leaving Campus
- Call an ambulance
- Gun in sight
- Lockdown

Please have one trusted student in your classroom trained to use the walkie talkie and made aware of the emergency protocol and the location of all required equipment in case there is an emergency where you are incapacitated.

CONTACTING PARENTS DURING EMERGENCY

Parents have an invaluable role in preparing their children for emergencies. Listed below are some of the ways parents can help them understand that if an emergency occurs at school, teachers and school officials are trained to handle the situation. Reassure students that parents will be contacted by the school and they will be reunited with them as soon as it is safe to do so.

At the beginning of the school year, administration must provide parents with a Student Health/Emergency Card. These are to be returned immediately. In case of a declared emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student

Health/Enrollment Card is current at all times. Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency.

Parents need to give specific directions to each student to follow the policy outlined by the school and to follow the directions of school personnel. School authorities will do everything possible to care for each student while he/she is under school supervision.

A. School must make sure :
   - Emergency contact information is current and correct. Parents must Contact the school immediately whenever a phone number or contact person changes
   - Students must know their parent or guardian's name, address and phone numbers. If there is only one parent or guardian, student should have contact information for a second responsible adult
   - 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.
   - Parent must know that In case of an emergency in which the student cannot go to their home, they must make sure there is another place he or she can go and be safe while waiting for a family member to pick them up

B. Communication with parents
   f. During an emergency, parents should 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.
   g. Parents should not to go to the school 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.

C. Parents/families should:
   h. Remain calm, follow procedures, and cooperate with school and public safety officials.
   i. Remain close to the phone listed as your emergency contact number.

Parents should understand that emergency pickup procedures are different than routine pickup procedures. In the event that parents are notified to pick up their child at school or at the designated family reunification site, an identification card must be provided. If someone else to picks up a student, be sure it is someone who is listed on school records as an authorized individual and they are in possession of a photo ID. Students will not be released to anyone who is unauthorized or who cannot provide appropriate identification.

EMERGENCY COMMUNICATIONS

When emergencies occur, communication is key to ensuring appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

* Contact the Home Office for the most up-to-date School Reach account information.

A. 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 Site Director will communicate information to parents and the community.

B. Internal communications will be via public address systems, radios, emails, message runner, telephone and cell phones.

C. External communications will be via the main communications network and news bulletins, as needed, by appointed personnel only.

ADMINISTERING MEDICATION

School staff members are not authorized to administer over the counter medication, for example: Tylenol, or Advil.

Assistants may administer medication only if the following criteria are true:

1. The medication has been prescribed for the student by a doctor
2. The parent and physician have given written authorization by completing the required school medication authorization forms. (Appendix C & D)
3. Students are not allowed to transport medication that will be administered by school administration. Parents are responsible for dropping off medication to the main office.
4. Medical authorization forms must be filed in the Medication binder. Each form is must be filed together with a medication data entry log (Appendix E). Students must sign and date the medication data log every time they receive a dose of medication.
5. Students with long term illnesses such as asthma must also sign the medication data entry log every time they receive a dose from their inhaler. Assistants must create a specific tab in the medication binder for those students who take medication on a long term basis. All medication must be stored in the main office.
6. Any student who is observed with any type of medication which includes over the counter medication, in any form (pill, syrup, etc) must be escorted to the office immediately. Assistants will confiscate the medication and contact parents. Medication will only be released to a parent.
7. Students with Diabetes – If a student with this condition requires insulin, it is crucial that parents come in and train staff on how to supervise the administration of this medication. The parent must provide medical documentation on the quantity and the conditions by which the medication should be administered.

   Each diabetic student must have an individual red folder with copies of all medical instructions, completed AMPS medication forms along with the student medication data entry log. The student must log in every time medication is taken.

8. All medication must be returned to parents before any school break (Thanksgiving, Winter, Spring, and at the end of the year). Admins must sign off on the medication form after medication is returned to parents. When school resumes after a break or when a new school year begins another medication form must be completed and submitted to the school office by the parent.

MEDICAL INJURIES AND EMERGENCY SITUATIONS

INJURY REPORTING

Staff must use common sense when dealing with any injury situation. If a student is injured in any way they must be sent to the office immediately. All injuries, even minor ones, must be documented using one of these reports.

All students should have an emergency card on file at the school (appendix H)

For very minor injuries, conversations and care should be documented using the Minor Incident Log (appendix F).

For all other injuries, use the Student Incident Report (appendix G). A parent must be notified, no exceptions. If ever in doubt of the severity of an injury, call an ambulance. This form is to be shared to Home Office.

In all cases, the supervising staff member must complete an injury report and alert the front office. Admin Assistants are responsible for notifying parents. Parents will determine the severity of the injury and determine if it necessary that the student to leave for the day. All conversations must be documented in.

EMERGENCY SITUATIONS

There are times when school staff will have to administer first aid or coordinate with emergency responders. Calmly and carefully assess the medical emergency you are faced with. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

All Administrative Assistants and front office staff should be trained in First Aid, and Safety Coordinators, PE instructors, and after school staff need to go through a CPR certification.

REPORTING GUIDANCE

A. When a student incident occurs, if you think there will be medical bills associated with the injury, you should report it to Home Office immediately.

B. Always Report The Following:
   - Head injuries
   - Eye injuries
   - If paramedics were called
   - Broken bones
   - Sprained ankles
   - Deep cuts that may need stitches
   - Neck or spine injuries
   - Loss of limb
   - Etc.

C. No need to report to Home Office (but still enter on the Minor Incident Log):
   - Scraped knee
   - Injuries that only require ice pack/band aid
   - Illness unrelated to an injury such as stomach ache
   - Cramps
   - Headache
   - Bruises
   - Etc

D. School must fill STUDENT INCIDENT REPORT

ALL reports should be emailed to the Home Office (agomez@amethodschools.org), it will be the Home Office's discretion to call the Charter Safe HOTLINE. DO NOT GIVE THIS TO PARENTS OR STUDENTS.

AT SCHOOL DURING INCIDENT

A. Provide First Aid, refer student to the family's choice of medical provider, or if needed call 911, contact parent/legal guardian.
B. Inform parent that STUDENT ACCIDENT INSURANCE is available
C. Home Office will then:
   - Collect Student Incident Report
   - Call HOTLINE on the SAME DAY of incident-if not the following day first thing in the morning
   - Fill GALLAGHER KOSTER/BMI BENEFITS and return to school so it can be given to parent (IF FAMILY WISHES TO FILE A STUDENT ACCIDENT CLAIM)

FIRST AID REMINDERS

A. Rescue breathing Performing CPR
   1. Gently tilt the head back and lift the chin to open the airway.
   2. Pinch the nose closed.
   3. Give two slow breaths into the mouth.
   4. Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
   5. If you are doing the procedure correctly, you should see the chest rise and fall.

B. Bleeding
   1. Apply direct pressure to the wound.
   2. Maintain the pressure until the bleeding stops.
   3. If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
   4. If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

C. Treatment for Shock
   1. Do whatever is necessary to keep the person's body temperature as close to normal as possible.
   2. Attempt to rule out a broken neck or back.
   3. If no back or neck injury is present, slightly elevate the person's legs.

D. Choking
   1. Stand behind the person.
   2. Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
   3. Grasp your fist with your other hand, give an abdominal thrust.
   4. Repeat until the object comes out.
   5. If required, begin rescue breathing.

E. Suicide Threats and Attempts

Do's:

1. Listen to what the person is saying and take her/his suicidal threat seriously, many times a person may be looking for just that assurance.
2. Observe the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
3. Ask whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
4. Get help by contacting an appropriate staff member who should then call authorities (police, mental health, fire department, etc). Never attempt to handle a potential suicide by yourself.
5. Stay with the person. Take the person to the authorities once they arrive and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts:

1. Don't leave the person alone for even a minute.
2. Don't act shocked or be sworn to secrecy.
3. Don't underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.
4. Don't let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.
5. Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to trained professional.
6. Under no circumstances should you attempt to counsel the person.

WORKING WITH THE NEWS MEDIA

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Be sure to set aside the designated person and location.

Staff members are to refer any news media personnel that appear elsewhere on campus to:

1. View the AMPS Website (www.amethodschools.org)
2. Call the Home Office

SPECIAL EDUCATION

GENERAL FOR STUDENT IN A WHEELCHAIR

In the event of a building emergency, all elevators (where applicable) will automatically shut off, which will prevent wheelchairs from exiting in the usual manner. Any faculty who has a student with a disability in their class will be sent notification by the Special Education Director or Director of the Site.

Faculty may need to assist in orchestrating the student in evacuating their classroom and the building where their class is being taught. The student will familiarize themselves with exits from the building and the emergency carrier devices, labeled "Emergency Evacuation Chair."

Additionally, in the event of an emergency, the student should be able to give clear, concise directions for a safe removal depending on his/her physical condition.

THE FIVE GENERAL CATEGORIES OF DISABILITIES

Mobility Impairments

1. Wheelchair Users

People with mobility disabilities may use one or more devices, such as canes, crutches, a power-driven or manually operated wheelchair, or a three-wheeled cart or scooter, to maneuver through the environment. People who use such devices have some of the most obvious access/egress problems. Typical problems include maneuvering through narrow spaces, going up or down steep paths, moving over rough or uneven surfaces, using toilet and bathing facilities, reaching and seeing items placed at conventional heights, and negotiating steps or changes in level at the entrance/exit point of a building.

A Teacher/Tutor or Administrator should be chosen ahead of time and assigned to properly assist a student that is in a wheelchair, out of the school, following the evacuation plan. The assigned adult should know how to properly lift the student in and out of the chair in accordance to Federal and State Special Education Guidelines.

2. Ambulatory Mobility Disabilities

Generally speaking, if a person cannot physically negotiate, use, or operate some part or element of a standard building egress system, like stairs or the door locks or latches, then that person has a mobility impairment that affects his or her ability to evacuate in an emergency unless alternatives are provided.

3. Respiratory Impairments

People with a respiratory impairments can generally use the components of the egress system but may have difficulty safely evacuating due to dizziness, nausea, breathing difficulties, tightening of the throat, or difficulty concentrating. Such people may require rest breaks while evacuating.

All inhalers or respiratory aids should be readily accessible and available for use during the times of evacuation

VISUAL IMPAIRMENTS

This category includes people with partial or total vision loss. Some people with a visual disability can distinguish light and dark, sharply contrasting colors, or large print but cannot read small print, negotiate dimly lit spaces, or tolerate high glare. For assistance while in transit, walking, or riding, many people with visual

impairments use a white cane or have a service animal. There is a risk that a person with a visual impairment would miss a visual cue, such as a new obstruction that occurred during the emergency event, that could affect egress.

A person should be designated in each of the student's classes that will know to physically have the student take the elbow or arm of a person with hearing and follow them using the evacuation plan

HEARING IMPAIRMENTS

Generally speaking, if a person cannot receive some or all of the information emitted by a standard building egress system, like a fire alarm horn or voice instructions, then that person has a hearing impairment that could affect his or her ability to evacuate in an emergency unless alternatives are provided.

A person should be designated in each of the student's classes that will know to physically have the student take the elbow or arm of a person with hearing and follow them using the evacuation plan.

SPEECH IMPAIRMENTS

Speech impairments prevent a person from using or accessing information or building features that require the ability to speak. Speech impairments can be caused by a wide range of conditions, but all result in some level of loss of the ability to speak or to verbally communicate clearly.

The only "standard" building egress systems that may require a person to have the ability to speak in order to evacuate a building are the emergency phone systems in areas of refuge, elevators, or similar locations. These systems need to be assessed in the planning process.

If a student is unable to communicate through use of voice, there should be an adult assigned to assist the student during times of evacuation. The assigned adult and student should practice evacuation plans.

COGNITIVE IMPAIRMENTS

Cognitive impairments prevent a person from using or accessing building features due to an inability to process or understand the information necessary to use those features.

Cognitive impairments can be caused by a wide range of conditions, including but not limited to developmental disabilities, multiple sclerosis, depression, alcoholism, , traumatic brain injury, chronic fatigue syndrome, stroke, and some psychiatric conditions, but all result in some decreased or impaired level in the ability to process or understand the information received by the senses.

All standard building egress systems require a person to be able to process and understand information in order to safely evacuate a building.

In such cases, there will need to be several adults who are preassigned and trained to assist students with cognitive impairments on how to properly evacuate the building, using the evacuation plan. The adults should routinely practice the emergency plans so the students will at least be familiar with the process (as the cognitively impaired may react to alarms, loud noises and flashing lights). Students with these types of disabilities may need to wear headphones or earplugs to help them exit the building safely.

Other Impairments and Multiple Impairments

In addition to people with permanent or long-term disabilities, there are others who have temporary conditions that affect their usual abilities. Broken bones, illness, trauma, or surgery can affect a person's use of the built environment for a short time. Diseases of the heart or lungs, neurological diseases with a resulting lack of coordination, arthritis, and rheumatism can reduce a person's physical stamina or cause pain. Other disabilities include multiple chemical sensitivities and seizure disorders. Reduction in overall ability is also experienced by many people as they age. People of extreme size or weight often need accommodation as well.

It is not uncommon for people to have multiple disabilities. For example, someone could have a combination of visual, speech, and hearing disabilities. Evacuation planning for people with multiple disabilities is essentially the same process as for those with individual disabilities, although it will require more steps to develop and complete more options or alternatives.

Anything of the aforementioned that disables the student for longer than six months, the student should have a 504 plan which will address emergency contact information and special needs.*

APPENDIX A – EMERGENCY DRILL REPORT

DRILL SCHEDULING - Drills to be held throughout the year:

1. Lockdown
    - Elementary schools (Every September, November, February and April)
    - Middle school (Every September, January, and April)
    - High School (Every September and January)
2. Fire
    - Elementary schools (Every October, November, February and April)
    - Middle school (Every October, January, and April)
    - High School (Every October and January)
3. Earthquake
    - Elementary schools (Every October (Great Shake Out), November, February and April)
    - Middle school (Every October (Great Shake Out), January, and April)
    - High School (Every October (Great Shake Out), and January)

Drill Type (Fire, Lockdown, Earthquake):		
Date:		
Name of School:		
Address:		
Time Required to Empty School:		
Number of Pupils:		
Has provision been made to manage disabled children?	Yes	No
Remarks:		
Signature of Lead Administrator: _____ **Date:**_____ ___		

The original Drill Report shall be completed on **THE DAY OF THE DRILL,** scanned and placed in the safety Dropbox folder.

AMPS VISITOR LOG

Name	Date	Time In	Time Out	Reason For Visit	Office Initials

APPENDIX C – PARENT/GUARDIAN MEDICATION PERMISSION FORM

PARENT/GUARDIAN INFORMATION
FOR THE ADMINISTRATION OF MEDICATION AT SCHOOL

We do not encourage students to have medication at school, but if your child is under the care of a physician and must take medication for a specific medical diagnosis or condition, we wish to assist you as needed. A medically untrained person most often performs this function. Consequently, it would be best, with the help of your physician to work out a schedule to give medication outside school hours.
All medication brought to school must be stored in the office and be administered only after this fully completed permission form is on file. Children are not permitted to have medication in their position at the school, walking to and from school, or on the school bus. This practice provides safety of all students on campus. The only exception is when a student's wellbeing is I jeopardy unless the medication, such as for asthma, is carried on his/her person.

In compliance with California Education Code 49423, when an employee of the school or a school district gives medication to a student the employee must be acting in accordance with the written direction of a physician and with the written permission of the child's parent or legal guardian. These authorizations must be renewed whenever the prescription changes and at the beginning of each school year. The prescription label on the container is not acceptable as a physician's statement.

The following will apply:

1. Medication must be brought to school by the parent or adult representative

2. Medication must be brought to school in the original pharmacy container.

3. Over –the counter drugs must also be in the original container and have a completed form on file.

4. This form must be renewed whenever the prescription and/or dosage changes and at the beginning of each school year.

5. Parent or adult representative must pick up unused medication at the end of the school year or when the medication order expires. Unclaimed medication will be disposed of safely.

6. Medication that needs to be carried by a student for emergency use, such as an asthma inhaler or Epipen, is permitted only if the specific Inhaler/Epipen Form is completed and on file in the school office.

PERMISSION TO ADMINISTER OVER THE MEDICATION DURING SCHOOL HOURS

(This form must be the completed by the parent/guardian and contain their signature before any medication can be administered)

I give permission for my child to receive over the counter (OTC) or prescribed medication at the school from the types listed on the attached page. I, or an adult representative whom I designate, will bring all OTC medication to school in its original container. I understand the dosage to be administered will not exceed the dosage recommended on the container unless an increased unless an increased dosage is approved in writing by my child's physician. I understand additional OTC medications that are not on the list must me approves in writing by a physician before they can be administered to my child. I agree to, and do hereby hold the school, organization or District and its employees harmless from any and all claims, demands, causes of action, liability or loss of any sort of or arising out of acts or omissions of the school or its employees with respect to this medication.

Student Name: _____ *Teacher Name:* _____

Name of Medication: _____ *Exp. Date:* _____

Reason for Medication: _____

Dosage: _____ @ _____ *# of pills Received (If applicable):* ____

Parent/Guardian Signature: _____

Staff Signature: _____ *Date Received:* _____

# of Pills Remaining (If applicable): _____

Picked up by (Name): _____ *OR Disposed of on (Date):* _____

Staff Signature: _____

APPENDIX D - PHYSICIAN'S RECOMMENDATION FOR MEDICATION

This for is to be completed and signed by a licensed physician, then signed by the parent of guardian and returned to the school office. Medication must be in its labeled pharmacy container with no more than one week's supply of medication.

Pupil's Name: _____ Birth date: _____

School Site: _____ Teacher_____ Grade: _____

The law allows any person to assist in carry out a physician's recommendations. The school recognizes the desirability of following a physician's recommendation as nearly as possible at school, just as does a parent does at home. The fact that this is a service of accommodation which the school is not legally required to perform is recognized by all parties signing this form and, in so signing, they agree to hold the school, its officers, employees, or agents, harmless from liability, suits, and claims, of whatever nature or kind, which might arise out of these arrangements.

Medication	Tablet/Capsule/Liquid, etc.	Amount/Doses	Approximate Time

Precautions/Side Effects _____

_____

Important: Please discontinue this request as of the following date: _____

After this date, changes or continuance of these arrangements must be secured by filling out a newly-dated copy of this form. In case of long-term medication, this authorization must be renewed the beginning of each school year.

_____ _____ _____

Physician's Signature License No. Date

_____

Address City State

_____ _____

Parents Signature Date

_____

Address City State

Any pupil who is required to take, during the regular school day, medication prescribed for him by a physician, may be assisted school personnel IF the school district receives: (1) A written statement from such physician detailing the method, amount, and time schedules by which such medication is to be taken, and (2) A written statement from the parent/guardian of the pupils indicting the desire that the school personnel assist the pupil.

APPENDIX E – MEDICATION LOG

Prescribed Medication Data Entry Log				
It is the parent/guardian responsibility to supply the school with all prescribed medication. Parent/guardian must deliver the medicine to school. All medicine should be counted and recorded on the medicine log when delivered to school. Parent/gaurdian must verify the count/inventory by signing the medication date entry log.				
Delivered: _____				
Medication Name: _____			**Tablet/Capsule/Liquid/Other:** _____	
Inventory/Quantity: _____			**Instructions:** _____	
Parent/guardian signature: _____				
Students Name:	_____			
DAY	**DATE**	**MEDICATION**	**TAKEN AT**	**Notes:**

APPENDIX F – MINOR INCIDENT LOG

Date: _____ Time: _____ Student Name: _____ Report taken by: _____

Description of incident and care given: _____

_____

_____

_____

_____

Date: _____ Time: _____ Student Name: _____ Report taken by: _____

Description of incident and care given: _____

_____

_____

_____

_____

Date: _____ Time: _____ Student Name: _____ Report taken by: _____

Description of incident and care given: _____

_____

_____

_____

_____

Date: _____ Time: _____ Student Name: _____ Report taken by: _____

Description of incident and care given: _____

_____

_____

_____

APPENDIX G – STUDENT INJURY REPORT

Amethod Public Schools employees who are present at an activity or facility are primarily responsible to report accident or injuries related to Amethod Public Schools activity. Staff or members involved (or to whom the injury was reported) must perform the essential function of documenting the incident for purposes of prevention of future injuries and for managing any claims that may result.

An Accident Call-In Report must be completed for student's injury. All accident and Injuries are reported to central office immediately. Below find instructions on how to submit a report to central office.

Reporting an Injury Report:

- **Accident Call-In Report form must be completed by the employee. [Students or outside parties are NOT to fill out the report].**
- **Report must be completed and submitted to Amethod Public Schools Home Office by 6:00PM day of injury. If occurred after 6:00 PM report is due next day by 6:00 AM**
- **Submit Report via email to Ana Gomez at agomez@amethodschools.org**
- **Based upon the nature of the accident/incident Amethod Public Schools will investigate and may provide recommendations or request additional information**

The student injury/accident report will help to identify where, when, how, and why students get hurt during school. By using this information, we can pinpoint risk factors at individual sites and improve safety and prevention guidelines that will help minimize physical impact on students.

At AMPS Student Safety is Top Priority!

For questions or further assistance please contact Ana Gomez or Ryan Gomes at Home Office
*(This form is confidential and should **NOT** be given to parents or students.)*

Amethod Public Schools

AMPS STUDENT INJURY REPORT

STUDENT INFORMATION

Name of injured student: _____

Age of student: _____ Date of birth: _____ Grade: _____

SCHOOL SITE INFORMATION

School: _____ Reported by: _____

Address: _____ City/State/Zip: _____

School contact's name: _____ Title: _____

Telephone: _____ Email: _____

ACCIDENT TYPE: _____ Classroom _____PE Class _____Recess/lunch _____ other

At the time of injury, was the injured involved in an activity sponsored and supervised? _____ Yes ___NO
If yes, name of supervisor: _____

INCIDENT INFORMATION

Describe the incident in detail:

_____

_____

_____

Date of accident or incident: _____ Time: _____ AM_____ PM_____
If incident did not occur at the site address listed above,

Address of incident: _____City/State/Zip: _____

Was there other involved parties? _____Yes _____ No If yes, list below:

1) Name :_____ 2) Name:_____

3) Name:_____ 4) Name:_____

Specific body part(s) injured:

_____ _____ _____

Type of injury or illness:

_____*Scrape* _____*Burn* _____*Fracture* _____*Cut* _____*Sprain/strain* _____*Other*

Was authorizes/911 contacted? _____*Yes* _____*No* Date and Time: _____

Was medical treatment recommended? _____*Yes* _____*No* was treatment refused? _____*Yes* _____*No*

What type of medical treatment was given?

_____*First Aid* _____*Clinic* _____*Emergency Room* _____*Paramedics* _____*Hospitalization*

Did paramedics transport student? _____*Yes* _____*No* Date and Time: _____

Amethod Public Schools

AMPS STUDENT INJURY REPORT

Was parent/guardian contacted? _____*Yes* _____*No* Date and Time: _____

PARENT/GUARDIAN INFORMATION

Name: _____ Name: _____

Address: _____ Address: _____

City/State/Zip: _____ City/State/Zip: _____

Telephone: _____ Telephone: _____

Email: _____ Email: _____

WITNESS INFORMATION

Name: _____ Name: _____

Address: _____ Address: _____

City/State/Zip: _____ City/State/Zip: _____

Telephone: _____ Telephone: _____

REPORTING INFORMATION

Name of person to whom the accident or incident was reported: _____

Date the accident was reported to this person or: _____ if the accident was not reported immediately, why not?

_____

_____

PREVENTION INFORMATION

Check any of the following possible causes that may apply:

_____*Running/jumping* _____*Trip/slip/fall* _____*Disregard of instructions* _____*Improper equipment usage* _____*Inattention* _____*Act of other* _____*Horseplay* _____*Other (please explain):*

_____

_____

If athletic or playground injury, what type of surface was the student on when the injury occurred?

_____

What steps have been taken or recommended to prevent a recurrence?

_____

Signature: _____ Date: _____

APPENDIX H – STUDENT EMERGENCY CARD

Student Name_____ Birth Date_____

Sex_____ Grade_____ Primary Language_____

Address _____ City_____ Zip_____ Phone # _____

Parent/Guardian: _____ Parent/Guardian: _____

Occupation: _____ Occupation: _____

Employer: _____ Employer: _____

Address: _____ Address: _____

Telephone: _____ Telephone: _____

List 3 emergency guardians who have agreed to take temporary care if a parent cannot be reached:

Name: _____ Relationship: _____ Phone #_____

Name: _____ Relationship: _____ Phone #_____

Name: _____ Relationship: _____ Phone #_____

List any serious medical condition or allergies: _____

_____

Name of Doctor: _____ Phone #: _____

Name of Dentist: _____ Phone #: _____

Name of Hospital: _____ Phone #: _____

Insurance Carrier/Policy # _____

AUTHORIZATION FOR EMERGENCY MEDICAL TREATMENT

The undersigned, as parent/legal guardian of, _____a minor, hereby authorize the principal or designee, into whose care the student has been entrusted, to consent to any X-ray examination, anesthetic, medical or surgical diagnosis, treatment, and/or hospital care to be rendered to the student upon the advice of any licensed physician and/or dentist. It is understood that this authorization is given in advance of any required diagnosis, treatment, or hospital care and provides authority and power to the Amethod Public Schools ("District") to give specific consent to any and all such diagnosis, treatment, or hospital care which a licensed physician or dentist may deem necessary. This authorization is given in accordance with Section 49407 of the California Education Code, and shall remain effective until revoked in writing and delivered to the District. I understand that the District, its officers and its employees assume no liability of any nature in relation to the transportation of the student. I further understand that all costs of paramedic transportation, hospitalization, and any examination, X-ray, or treatment provided in relation to this authorization shall be my sole responsibility as the student's parent/guardian.

Parent Signature: _____ **Date:** _____

AMETHOD

Multiyear Budget Summary

As of 10/31/2016

SUMMARY

Revenue

LCFF Entitlement
Federal Revenue
Other State Revenues
Local Revenues
Fundraising and Grants
Total Revenue

Expenses

Compensation and Benefits
Books and Supplies
Services and Other Operating Expenditures
Depreciation
Total Expenses

Operating Income

Fund Balance

Beginning Balance (Unaudited)
Operating Income (including Depreciation)

Ending Fund Balance

Ending Fund Balance as a % of Expenses

Captial Outlay

Detail

Enrollment Summary

9-12
Total Enrolled

ADA %

9-12
Average

ADA

9-12

	Total ADA
Demographic Information	
	Prior Year
LCFF Entitlement	
8011	Charter Schools LCFF - State Aid
8012	Education Protection Account Entitlement
8019	State Aid - Prior Years
8096	Charter Schools in Lieu of Property Taxes
	SUBTOTAL - LCFF Entitlement
8100	**Federal Revenue**
8181	Special Education - Entitlement
8220	Child Nutrition Programs
8291	Title I
8292	Title II
8293	Title III
8298	Implementation Grant
8299	CSFIG
	SUBTOTAL - Federal Income
8300	**Other State Revenues**
8381	Special Education - Entitlement (State)
8520	Child Nutrition - State
8545	School Facilities Apportionments
8550	Mandated Cost Reimbursements
8560	State Lottery Revenue
8590	College Readiness Block Grant
8596	ASES
	SUBTOTAL - Other State Income
8600	**Other Local Revenue**
8634	Food Service Sales
8636	Uniforms
8660	Interest
8699	All Other Local Revenue
8781	All Other transfers from Districts or Charter Schools
	SUBTOTAL - Local Revenues
TOTAL REVENUE	

EXPENSES

Compensation & Benefits

1000	**Certificated Salaries**
1100	Teachers Salaries
1103	Teacher - Substitute Pay
1148	Teacher - Special Ed
1300	Certificated Supervisor & Administrator Salaries
1311	SpEd
	SUBTOTAL - Certificated Employees
2000	**Classified Salaries**
2100	Classified Instructional Aide Salaries
2103	Classified - Special Ed
2300	Classified Supervisor & Administrator Salaries
2400	Classified Clerical & Office Salaries
2905	Other Classified - After School
	SUBTOTAL - Classified Employees
3000	**Employee Benefits**
3300	OASDI-Medicare-Alternative
3400	Health & Welfare Benefits
3500	Unemployment Insurance
3600	Workers Comp Insurance
3700	Retiree Benefits
3800	PERS Reduction
3900	Other Employee Benefits
	SUBTOTAL - Employee Benefits
4000	**Books & Supplies**
4100	Approved Textbooks & Core Curricula Materials
4200	Books & Other Reference Materials
4320	Educational Software
4325	Instructional Materials & Supplies
4326	Art & Music Supplies
4330	Office Supplies
4335	PE Supplies
4345	Non Instructional Student Materials & Supplies
4350	Uniforms
4400	Noncapitalized Equipment
4410	Classroom Furniture, Equipment & Supplies
4420	Computers (individual items less than $5k)
4430	Non Classroom Related Furniture, Equipment & Supplies

4710	Student Food Services
4720	Other Food
	SUBTOTAL - Books and Supplies
5000	**Services & Other Operating Expenses**
5210	Conference Fees
5220	Travel and Lodging
5305	Dues & Membership - Professional
5400	Insurance
5515	Janitorial, Gardening Services & Supplies
5520	Security
5535	Utilities - All Utilities
5600	Rentals, Leases, & Repairs
5610	Rent
5611	Prop 39 Related Costs
5615	Repairs and Maintenance - Building
5616	Repairs and Maintenance - Computers
5803	Accounting Fees
5804	Service 1
5809	Banking Fees
5812	Business Services
5815	Consultants - Instructional
5816	Data Director
5820	Consultants - Non Instructional - Custom 1
5824	District Oversight Fees
5833	Fines and Penalties
5836	Fingerprinting
5843	Interest - Loans Less than 1 Year
5845	Legal Fees
5848	Licenses and Other Fees
5851	Marketing and Student Recruiting
5852	CAM Fees
5857	Payroll Fees
5860	Printing and Reproduction
5861	Prior Yr Exp (not accrued)
5863	Professional Development
5866	Special Ed Admin and other fees
5869	Special Education Contract Instructors
5874	Sports
5875	Staff Recruiting
5877	Student Activities
5878	Student Assessment
5880	Student Health Services
5881	Student Information System
5887	Technology Services
5893	Transportation - Student

5900	Communications
5915	Postage and Delivery
	SUBTOTAL - Services & Other Operating Exp.
6000	**Capital Outlay**
6100	Sites & Improvement of Sites
	SUBTOTAL - Capital Outlay
TOTAL EXPENSES	
6900	**Total Depreciation (includes Prior Years)**
TOTAL EXPENSES including Depreciation	

2016/17	2017/18	2018/19	2019/20	2020/21
Current Forecast - OCHS	Preliminary Budget - OCHS	Preliminary Budget - OCHS	Preliminary Budget - OCHS	Preliminary Budget - OCHS
4,535,021	4,315,606	4,390,158	4,788,662	5,081,894
195,938	220,109	200,763	202,393	212,736
773,102	554,534	556,309	586,232	614,148
25,941	26,719	27,521	28,346	29,197
-	-	-	-	-
5,530,001	**5,116,967**	**5,174,751**	**5,605,634**	**5,937,975**
2,691,341	2,695,314	2,797,313	3,104,021	3,227,420
296,071	287,872	292,632	310,007	328,286
1,614,682	1,523,338	1,601,447	1,722,424	1,812,036
19,907	-	-	-	-
4,622,001	**4,506,524**	**4,691,391**	**5,136,452**	**5,367,741**
908,000	**610,443**	**483,360**	**469,182**	**570,234**
2,949,048	3,857,048	4,467,491	4,950,851	5,420,032
908,000	610,443	483,360	469,182	570,234
3,857,048	**4,467,491**	**4,950,851**	**5,420,032**	**5,990,266**
83%	***99%***	***106%***	***106%***	***112%***
-	-	-	-	-
-	-	-	-	-
442	400	400	420	440
442	**400**	**400**	**420**	**440**
96%	96%	96%	96%	96%
96%	**96%**	**96%**	**96%**	**96%**
424.3	384.0	384.0	403.2	422.4

424.3	**384.0**	**384.0**	**403.2**	**422.4**
3,004,503	2,978,022	3,337,580	3,957,772	4,211,438
656,105	546,259	261,255	-	-
-	-	-	-	-
874,413	791,324	791,324	830,890	870,457
4,535,021	4,315,606	4,390,158	4,788,662	5,081,894
50,375	53,629	49,707	51,034	53,586
-	-	-	-	-
134,375	153,900	139,500	139,500	146,700
1,664	2,052	1,860	1,860	1,956
9,524	10,528	9,696	9,999	10,494
-	-	-	-	-
-	-	-	-	-
195,938	220,109	200,763	202,393	212,736
213,433	193,152	193,152	202,810	212,467
-	-	-	-	-
296,898	288,000	288,000	302,400	316,800
107,575	-	-	-	-
80,196	73,382	75,157	81,022	84,881
75,000	-	-	-	-
-	-	-	-	-
773,102	554,534	556,309	586,232	614,148
-	-	-	-	-
21,373	22,014	22,674	23,355	24,055
68	70	72	74	77
4,500	4,635	4,774	4,917	5,065
-	-	-	-	-
25,941	26,719	27,521	28,346	29,197
5,530,001	**5,116,967**	**5,174,751**	**5,605,634**	**5,937,975**

1,310,698	1,284,871	1,323,417	1,482,063	1,526,525
-	-	-	-	-
62,124	63,988	65,907	67,885	69,921
308,500	317,755	327,288	337,106	347,219
75,375	77,636	79,965	82,364	84,835
1,756,697	**1,744,250**	**1,796,578**	**1,969,418**	**2,028,501**
283,350	274,186	282,412	290,884	299,610
10,000	10,300	10,609	10,927	11,255
8,333	8,583	8,841	9,106	9,379
158,503	163,258	168,156	217,200	223,716
-	-	-	-	-
460,186	**456,327**	**470,017**	**528,118**	**543,961**
169,895	170,378	175,480	193,222	199,009
188,009	209,145	238,425	285,282	325,222
35,747	34,563	33,742	36,446	36,446
36,911	36,640	37,739	41,584	42,831
-	-	-	-	-
-	-	-	-	-
43,897	44,012	45,332	49,951	51,449
474,458	**494,737**	**530,718**	**606,485**	**654,958**
125,000	100,000	100,000	105,000	110,000
20,000	17,200	17,200	18,060	18,920
5,000	12,000	12,000	12,600	13,596
17,250	17,768	18,301	18,850	19,415
6,900	7,107	7,320	7,540	7,766
20,000	18,400	18,952	19,521	20,106
5,940	5,537	5,703	6,168	6,656
2,000	2,060	2,122	2,185	2,251
22,100	20,600	21,218	22,947	24,761
-	-	-	-	-
19,000	14,000	14,420	15,595	16,828
17,000	40,000	41,200	44,558	48,080
24,000	15,200	15,656	16,932	18,270

-	-	-	-	-
11,881	18,000	18,540	20,051	21,636
296,071	**287,872**	**292,632**	**310,007**	**328,286**
10,000	12,000	13,000	15,000	15,000
15,000	11,075	11,407	12,336	13,312
2,139	1,994	2,054	2,221	2,397
41,588	38,765	39,928	43,182	46,596
29,702	27,686	28,517	30,841	33,279
5,940	5,537	5,703	6,168	6,656
49,902	46,515	47,910	51,815	55,911
18,000	18,540	19,096	19,669	20,259
395,864	407,740	419,972	432,571	445,548
-	-	-	-	-
47,528	44,302	44,302	49,350	53,251
-	-	-	-	-
11,881	11,075	11,407	12,336	13,312
12,706	11,163	10,733	11,381	12,163
500	515	530	546	563
553,000	511,697	517,475	560,563	593,797
26,140	24,366	25,097	27,142	29,288
-	-	-	-	-
23,762	22,149	22,814	24,673	26,623
45,350	43,156	43,902	47,887	50,819
2,378	2,217	2,283	2,469	2,664
1,781	1,660	1,710	1,850	1,996
-	-	-	-	-
62,129	27,000	32,360	33,367	14,424
4,752	4,429	4,562	4,934	5,324
2,851	2,657	2,737	2,960	3,194
-	-	-	-	-
5,940	5,537	5,703	6,168	6,656
3,563	3,321	3,420	3,699	3,992
-	-	-	-	-
29,740	24,366	25,097	27,142	29,288
13,190	12,339	12,143	12,692	13,303
75,000	102,250	145,318	169,677	194,767
20,000	14,399	14,831	16,040	17,308
3,563	3,321	3,420	3,699	3,992
35,000	24,366	25,097	27,142	29,288
4,752	4,429	4,562	4,934	5,324
477	445	458	496	535
6,652	6,201	6,387	6,907	7,453
15,000	15,450	15,914	16,391	16,883
8,378	2,217	2,283	2,469	2,664

29,702	27,686	28,517	30,841	33,279
831	775	798	863	931
1,614,682	1,523,338	1,601,447	1,722,424	1,812,036
-	-	-	-	-
-	-	-	-	-
4,602,094	4,506,524	4,691,391	5,136,452	5,367,741
19,907	-	-	-	-
4,622,001	4,506,524	4,691,391	5,136,452	5,367,741

AMETHOD - OCHS
Monthly Cash Forecast
As of 10/31/2016

		Jul Actual	Aug Actual	Sep Actual	Oct Actual	Nov Projected
Beginning Cash		**$882,751.56**	**1,149,502**	**897,734**	**725,970**	**1,015,395**
Revenue						
	General Block Grant	-	186,761	235,128	462,588	378,088
	Federal Income	-	-	-	33,594	(33,594)
	Other State Income	9,258	9,258	16,664	23,114	85,548
	Local Revenues	375	-	750	443	6,214
	Fundraising and Grants	-	-	-	-	-
	Total Revenue	**9,633**	**196,019**	**252,542**	**519,739**	**436,256**
Expenses						
	Compensation & Benefits	182,423	218,549	214,682	200,503	287,706
	Books & Supplies	18,904	10,448	127,506	41,068	1,680
	Services & Other Operating Expenses	3,698	175,450	84,699	83,858	298,154
	Capital Outlay	-	-	-	-	-
	Total Expenses	**205,025**	**404,448**	**426,888**	**325,429**	**587,540**
Operating Cash Inflow (Outflow)		**(195,392)**	**(208,429)**	**(174,346)**	**194,310**	**(151,284)**
	Revenues - Prior Year Accruals	531,711	-	2,747	93,555	-
	Expenses - Prior Year Accruals	0	0	0	0	0

	Accounts Receivable - Current Year	-	-	-	-	-
	Accounts Payable - Current Year	(47,905)	(328)	(589)	1,136	-
	Summerholdback for Teachers	-	-	-	-	-
	Loans Payable (Current)	-	(100,000)	-	-	-
	Loans Payable (Long Term)	-	-	-	-	-
	Capital Leases Payable	-	-	-	-	-
	Other Long Term Debt	-	-	-	-	-
	Capital Expenditure & Depreciation	-	-	-	-	-
	Other Balance Sheet Changes	(21,663)	56,988	423	423	-
Ending Cash		**1,149,502**	**897,734**	**725,970**	**1,015,395**	**864,111**

2016/17 Actual & Projected											
Dec Projected	**Jan** Projected	**Feb** Projected	**Mar** Projected	**Apr** Projected	**May** Projected	**Jun** Projected	**Forecast**	**AP/AR**	**Jul** Projected	**Aug** Projected	**Sep** Projected
864,111	**858,802**	**1,007,016**	**1,066,141**	**1,147,481**	**1,439,172**	**1,520,419**			**1,609,877**	**1,726,643**	**2,061,984**
313,599	462,587	361,966	387,009	558,346	364,244	364,244	4,535,021	460,460	52,465	266,837	231,860
-	36,391	-	25,188	36,391	-	12,594	195,938	85,375	-	-	-
47,947	47,947	67,996	67,156	67,156	87,205	67,156	773,102	176,695	10,672	10,672	48,009
2,594	2,594	2,594	2,594	2,594	2,594	2,594	25,941	-	-	-	2,672
-	-	-	-	-	-	-	-	-	-	-	-
364,140	**549,519**	**432,556**	**481,947**	**664,487**	**454,044**	**446,588**	**5,530,001**	**722,530**	**63,136**	**277,508**	**282,541**
224,815	256,672	228,797	228,797	221,355	221,355	205,687	2,691,341	-	86,708	63,554	277,708
13,781	13,781	13,781	13,781	13,781	13,781	13,781	296,071	-	26,776	26,776	26,776
130,853	130,853	130,853	158,028	137,662	137,662	137,662	1,614,682	5,250	115,487	124,343	132,113
-	-	-	-	-	-	-	-	-	-	-	-
369,449	**401,306**	**373,431**	**400,606**	**372,797**	**372,797**	**357,129**	**4,602,094**	**5,250**	**228,970**	**214,673**	**436,596**
(5,309)	**148,213**	**59,125**	**81,340**	**291,690**	**81,247**	**89,459**	**927,907**	**717,280**	**(165,834)**	**62,836**	**(154,055)**
-	-	-	-	-	-	-			282,600	272,505	-
0	0	0	0	0	0	0			-	-	-

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-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
858,802	**1,007,016**	**1,066,141**	**1,147,481**	**1,439,172**	**1,520,419**	**1,609,877**		**1,726,643**	**2,061,984**	**1,907,929**

		2017/18 Projected									
Oct Projected	**Nov** Projected	**Dec** Projected	**Jan** Projected	**Feb** Projected	**Mar** Projected	**Apr** Projected	**May** Projected	**Jun** Projected	**Forecast**	**AP/AR**	**Jul** Projected
1,907,929	**2,154,481**	**2,186,390**	**2,271,031**	**2,457,107**	**2,522,563**	**2,429,376**	**2,482,768**	**2,431,242**			**2,392,208**
525,412	361,386	361,386	525,412	413,851	259,073	368,411	286,769	286,769	4,315,606	375,973	47,479
-	-	-	41,620	-	26,814	41,620	-	13,407	220,109	96,647	-
48,009	48,009	48,009	48,009	55,789	26,975	35,619	53,964	35,619	554,534	85,180	9,658
2,672	2,672	2,672	2,672	2,672	2,672	2,672	2,672	2,672	26,719	-	-
-	-	-	-	-	-	-	-	-	-	-	-
576,093	**412,067**	**412,067**	**617,713**	**472,312**	**315,534**	**448,322**	**343,405**	**338,467**	**5,116,967**	**557,800**	**57,137**
254,136	250,207	250,207	281,637	254,136	254,136	246,772	246,772	229,343	2,695,314	-	92,343
23,060	23,060	23,060	23,060	23,060	23,060	23,060	23,060	23,060	287,872	-	27,256
126,940	126,940	126,940	126,940	129,661	131,524	125,098	125,098	125,098	1,523,338	7,158	118,198
-	-	-	-	-	-	-	-	-	-	-	-
404,136	**400,207**	**400,207**	**431,637**	**406,857**	**408,720**	**394,931**	**394,931**	**377,502**	**4,506,524**	**7,158**	**237,797**
171,957	**11,860**	**11,860**	**186,076**	**65,455**	**(93,186)**	**53,391**	**(51,525)**	**(39,035)**	**610,443**	**550,643**	**(180,660)**
74,595	20,049	72,781	-	-	-	-	-	-			232,328
-	-	-	-	-	-	-	-	-			-

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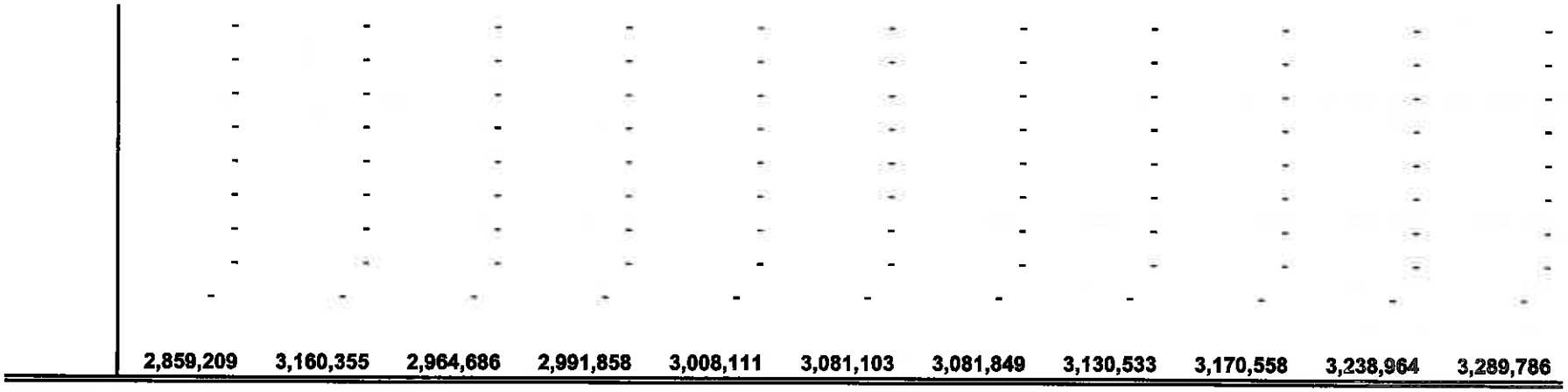
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
2,154,481	**2,186,390**	**2,271,031**	**2,457,107**	**2,522,563**	**2,429,376**	**2,482,768**	**2,431,242**	**2,392,208**	**2,443,876**

2018/19 Projected											
Aug Projected	**Sep** Projected	**Oct** Projected	**Nov** Projected	**Dec** Projected	**Jan** Projected	**Feb** Projected	**Mar** Projected	**Apr** Projected	**May** Projected	**Jun** Projected	**Forecast**
2,443,876	**2,670,707**	**2,480,867**	**2,615,110**	**2,604,140**	**2,658,064**	**2,771,447**	**2,792,296**	**2,806,973**	**2,783,106**	**2,817,453**	
247,576	215,923	474,581	338,016	338,016	474,581	385,495	387,152	309,963	387,152	387,152	4,390,158
-	-	-	-	-	37,764	-	24,854	37,764	-	12,427	200,763
9,658	46,184	46,184	46,184	46,184	46,184	55,412	28,800	36,623	55,412	36,623	556,309
-	2,752	2,752	2,752	2,752	2,752	2,752	2,752	2,752	2,752	2,752	27,521
-	-	-	-	-	-	-	-	-	-	-	-
257,233	**264,858**	**523,516**	**386,952**	**386,952**	**561,280**	**443,659**	**443,558**	**387,102**	**445,316**	**438,954**	**5,174,751**
66,577	287,447	263,725	259,771	259,771	291,400	263,725	263,725	256,233	256,233	236,364	2,797,313
27,256	27,256	23,429	23,429	23,429	23,429	23,429	23,429	23,429	23,429	23,429	292,632
129,507	139,995	133,067	133,067	133,067	133,067	135,657	141,728	131,307	131,307	131,307	1,601,447
-	-	-	-	-	-	-	-	-	-	-	-
223,340	**454,698**	**420,221**	**416,267**	**416,267**	**447,897**	**422,811**	**428,881**	**410,969**	**410,969**	**391,100**	**4,691,391**
33,893	**(189,840)**	**103,295**	**(29,316)**	**(29,316)**	**113,383**	**20,849**	**14,676**	**(23,867)**	**34,347**	**47,853**	**483,360**
192,939	-	30,948	18,345	83,240	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	-	-	

-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
2,670,707	**2,480,867**	**2,615,110**	**2,604,140**	**2,658,064**	**2,771,447**	**2,792,296**	**2,806,973**	**2,783,106**	**2,817,453**	**2,865,306**

	2019/20 Projected										
AP/AR	**Jul** Projected	**Aug** Projected	**Sep** Projected	**Oct** Projected	**Nov** Projected	**Dec** Projected	**Jan** Projected	**Feb** Projected	**Mar** Projected	**Apr** Projected	**May** Projected
	2,865,306	**2,859,209**	**3,160,355**	**2,964,686**	**2,991,858**	**3,008,111**	**3,081,103**	**3,081,849**	**3,130,533**	**3,170,558**	**3,238,964**
397,073	47,479	283,412	251,759	402,521	402,521	402,521	402,521	450,001	452,134	438,945	438,945
87,955	-	-	-	-	-	-	37,840	-	25,517	37,840	-
93,206	9,658	9,658	47,624	47,624	47,624	47,624	47,624	58,318	31,109	38,932	59,187
-	-	-	2,835	2,835	2,835	2,835	2,835	2,835	2,835	2,835	2,835
-	-	-	-	-	-	-	-	-	-	-	-
578,234	**57,137**	**293,069**	**302,217**	**452,980**	**452,980**	**452,980**	**490,819**	**511,154**	**511,595**	**518,551**	**500,967**
-	106,484	76,213	318,143	292,223	287,904	287,904	322,462	292,223	292,223	284,005	284,005
-	28,938	28,938	28,938	24,799	24,799	24,799	24,799	24,799	24,799	24,799	24,799
10,172	125,830	138,645	150,806	142,813	142,813	142,813	142,813	145,447	154,547	141,341	141,341
-	-	-	-	-	-	-	-	-	-	-	-
10,172	**261,252**	**243,795**	**497,886**	**459,835**	**455,515**	**455,515**	**490,074**	**462,469**	**471,569**	**450,145**	**450,145**
568,062	**(204,115)**	**49,274**	**(195,669)**	**(6,856)**	**(2,536)**	**(2,536)**	**745**	**48,684**	**40,025**	**68,406**	**50,822**
	198,017	251,872	-	34,027	18,789	75,528	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-


2,859,209
3,160,355
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2,991,858
3,008,111
3,081,103
3,081,849
3,130,533
3,170,558
3,238,964
3,289,786

			2020/21 Projected								
Jun Projected	Forecast	AP/AR	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected
3,289,786			**3,356,884**	**3,291,041**	**3,628,218**	**3,428,536**	**3,466,864**	**3,492,558**	**3,573,677**	**3,583,745**	**3,642,951**
438,945	4,788,662	376,958	49,853	300,707	267,472	428,272	428,272	428,272	428,272	478,125	478,032
12,759	202,393	88,438	-	-	-	-	-	-	39,788	-	26,793
38,932	586,232	102,320	10,140	10,140	49,933	49,933	49,933	49,933	49,933	61,114	32,549
2,835	28,346	-	-	-	2,920	2,920	2,920	2,920	2,920	2,920	2,920
-	-	-	-	-	-	-	-	-	-	-	-
493,470	**5,605,634**	**567,716**	**59,994**	**310,848**	**320,324**	**481,125**	**481,125**	**481,125**	**520,912**	**542,159**	**540,294**
260,232	3,104,021	-	114,853	81,059	329,918	303,550	299,155	299,155	334,313	303,550	303,550
24,799	310,007	-	30,707	30,707	30,707	26,241	26,241	26,241	26,241	26,241	26,241
141,341	1,722,424	11,877	131,059	145,619	159,382	150,290	150,290	150,290	150,290	153,163	162,963
-	-	-	-	-	-	-	-	-	-	-	-
426,372	**5,136,452**	**11,877**	**276,620**	**257,385**	**520,007**	**480,080**	**475,685**	**475,685**	**510,844**	**482,953**	**492,754**
67,098	**469,182**	**555,838**	**(216,626)**	**53,463**	**(199,683)**	**1,044**	**5,439**	**5,439**	**10,069**	**59,206**	**47,540**
-			150,783	283,714	-	37,284	20,256	75,680	-	-	-
-			-	-	-	-	-	-	-	-	-

-	-	-	-	-	-	-	-	-	-
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-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
3,356,884	**3,291,041**	**3,628,218**	**3,428,536**	**3,466,864**	**3,492,558**	**3,573,677**	**3,583,745**	**3,642,951**	**3,690,491**

Apr Projected	May Projected	Jun Projected	Forecast	AP/AR
3,690,491	**3,769,073**	**3,829,087**		
464,843	464,843	464,843	5,081,894	400,087
39,788	-	13,397	212,736	92,972
40,763	61,983	40,763	614,148	107,030
2,920	2,920	2,920	29,197	-
-	-	-	-	-
548,313	**529,746**	**521,922**	**5,937,975**	**600,088**
295,140	295,140	268,038	3,227,420	-
26,241	26,241	26,241	328,286	-
148,352	148,352	148,352	1,812,036	13,634
-	-	-	-	-
469,732	**469,732**	**442,630**	**5,367,741**	**13,634**
78,581	**60,014**	**79,292**	**570,234**	**586,455**
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3,769,073	**3,829,087**	**3,908,379**