

WITHDRAWN
4/23/19

AMPS

HONOR HARD WORK

April 10, 2019

Superintendent Kyla Johnson-Trammell
Oakland Unified School District
1000 Broadway Suite 680
Oakland, CA 94607

Dear Superintendent Johnson-Trammell:

AMPS ("Amethod Public Schools' ") and Oakland Charter Academy (OCA) request a material revision to the charter approved on January 10, 2018.

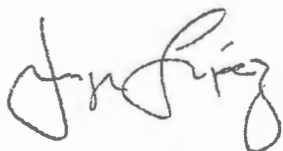
We request the following preference be added to our list of admission preferences found on page 115 of the charter: "3. Students who are currently enrolled in or who reside in the zip codes 94602, 94605, 94606, 94619, 94621 and 94601 which encompasses the attendance areas of the local elementary school."

This preference would proceed the preference "Residents of the district". Our aim is to ensure our neighborhood families in the Fruitvale and East Oakland communities that are in the attendance area of OCA have a preference when choosing our school. While the majority of our students we serve are from the Fruitvale community, we have had families from our community who applied but were waitlisted. Adding this preference is also one of the essential strategies we have discussed with the district to assure we broaden our recruitment efforts in service to the community. It also will expand on our efforts to diversify our student body incorporating East Oakland communities.

While this revision is minor, it is important to us as we want to send a signal to the families in the community that this is a neighborhood school and we want to make sure we are serving our community and neighborhood children. In addition, we have made revisions that ensure compliance with the most up to date requirements. These are few since our charter was only renewed last January, but a matrix of changes is included to provide guidance on changes made.

We thank you for your consideration.

Respectfully,



Jorge Lopez, Chief Executive Officer
Amethod Public Schools
2101 Livingston St.
Oakland, CA 94606
(510) 436-0172

Amethod Public Schools

File ID Number: 19-0796
Introduction Date: 4/10/19
Enactment Number: _____
Enactment Date: _____
By: _____

AMPS

HONOR HARD WORK

SUBMITTED TO THE BOARD OF DIRECTORS OF THE
OAKLAND UNIFIED SCHOOL DISTRICT BY AMETHOD PUBLIC SCHOOLS

October 25th, 2017

OAKLAND CHARTER ACADEMY

RENEWAL PETITION

For the term of July 1, 2018 – June 30, 2023

Material Reivison Submitted January 9, 2019



HONOR HARD WORK

Oakland Charter Academy MATRIX OF CHANGES

| | |
|------------------------------|---|
| Affirmations and Declaration | <ul style="list-style-type: none">• Updated to meet new legal requirements |
| Element I | <ul style="list-style-type: none">• Updated to meet new legal requirements• Updated English Learner section to reflect new updates to the ELPAC• Updated definition of student eligible for protections under Section 504 |
| Element VI | <ul style="list-style-type: none">• Updated to meet new legal requirements• Inserted information on meeting standards for:<ul style="list-style-type: none">○ adopting a suicide prevention policy;○ stocking restrooms with feminine hygiene products○ requiring the provision of free or reduced price meals○ compliance with the California Healthy Youth Act○ adopting a Comprehensive Schools Safety Plan |
| Element VIII | <ul style="list-style-type: none">• Updated to meet new legal requirements• Material revision to revise preference order for lottery |
| Element X | <ul style="list-style-type: none">• Updated to meet new legal requirements• Inserted detailed procedures for suspensions and expulsions |
| Element XV | <ul style="list-style-type: none">• Updated to meet new legal requirements |

(A signed copy of this letter has been provided as the cover letter to this document.)

January 9, 2019

Superintendent Kyla Johnson-Trammell
Oakland Unified School District
1000 Broadway Suite 680
Oakland, CA 94607

Dear Superintendent Johnson-Trammell:

AMPS (“Amethod Public Schools’ ”) and Oakland Charter Academy (OCA) request a material revision to the charter approved on January 10, 2018.

We request the following preference be added to our list of admission preferences found on page 115 of the charter: “Students who are currently enrolled in or who reside in the elementary school attendance area of the Public elementary school in which OCA is located.”

This preference would proceed the preference “Residents of the district”. Our aim is to ensure our neighborhood families that are in the attendance area of OCA have a preference when choosing our school. While the majority of our students we serve are from the Fruitvale community, we have had families from our community who applied but were waitlisted. Adding this preference is also one of the essential strategies we have discussed with the district to assure we broaden our recruitment efforts in service to the community.

While this revision is minor, it is important to us as we want to send a signal to the families in the community that this is a neighborhood school and we want to make sure we are serving our community and neighborhood children.

In addition, we have made revisions that ensure compliance with the most up to date requirements. These are few since our charter was only renewed last January.

We thank you for your consideration.

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(A signed version of the below document is provided in the appendix)

AFFIRMATIONS/ASSURANCES

Oakland Charter Academy (“OCA” or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to education Code Sections 60605 and 60851, and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of Oakland Charter Academy for purposes of the Educational Employment Relations Act [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a random lottery process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. California Education Code §47605(d)(2)(A)-(C)]
- The Charter School shall adhere to all provisions of federal law relating to students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades or report card and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School.
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]

- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)(2)]
- The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Authorized Representative's Signature

INTENT OF CHARTER SCHOOLS ACT

In accordance with the California Charter Schools Act of 1992, as amended (the “Charter Schools Act”), Amethod Public Schools: Oakland Charter Academy petitions the Oakland Unified School District to grant the renewal petition for the OCA school campus which will enable us to continue serve the residents and families of Oakland, CA.

The Charter Schools Act states:

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

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

(a) Improve pupil learning.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

(c) Encourage the use of different and innovative teaching methods.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

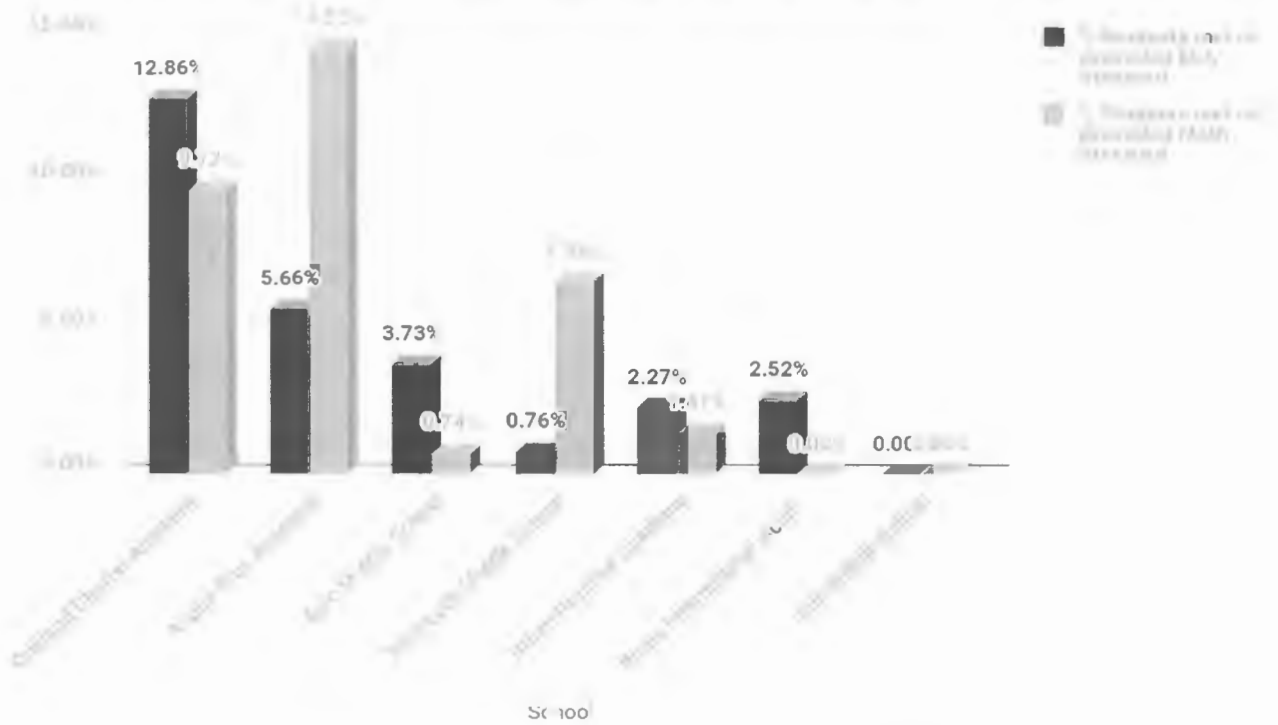
AMPS: Oakland Charter Academy will continue to make important contributions to the legislative goals outlined above. By granting this charter renewal petition, the Oakland Unified School District Board of Trustees, and the Superintendent, will help fulfill the intent of the Charter Schools Act while providing students in the district with an additional, quality educational option.

SUCSESSES AND ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM

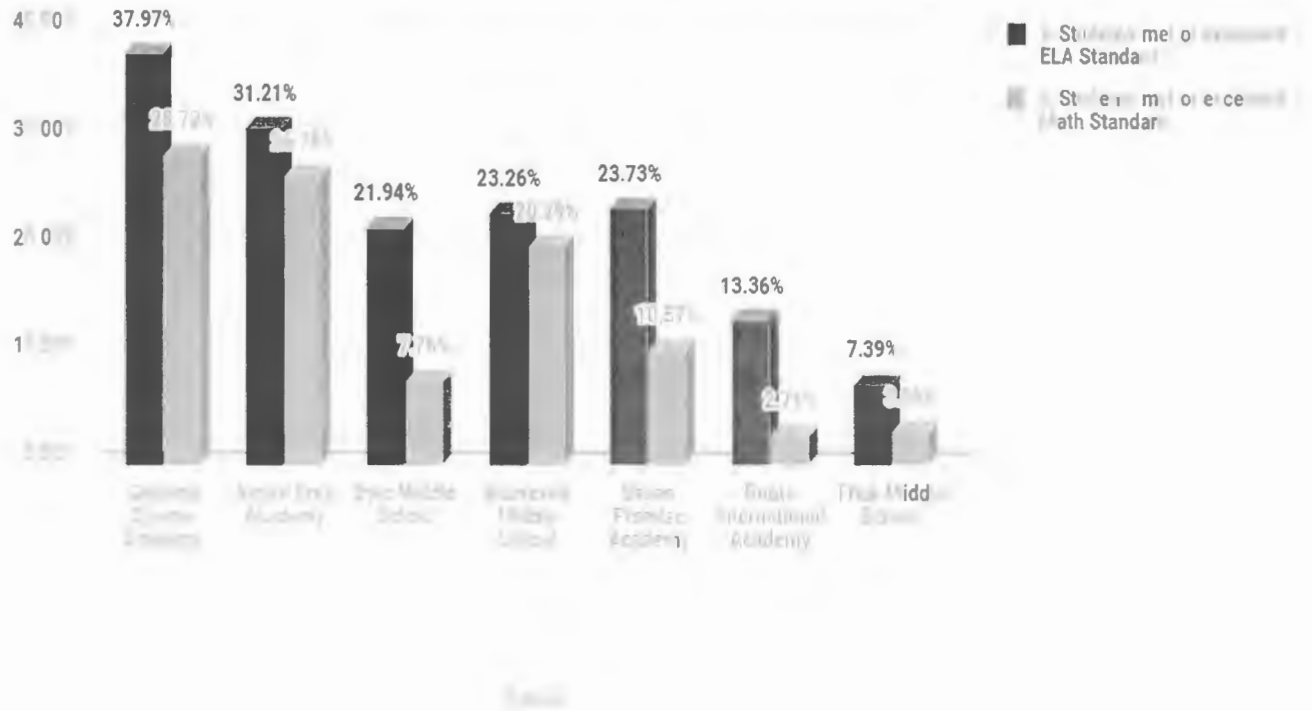
- First charter school established in Oakland; eighth in the state of California
- Over 98% minority students; over 37% English Learners; over 65% Socio-Economically Disadvantaged
- Second highest performing middle school in Oakland: 2010
- Twelfth highest performing middle school in California: 2010
- CA Department of Education Title I Awards: 2007-2011
- California Blue Ribbon Award: 200 National (NCLB) Blue Ribbon Award: 2008
- California Charter Schools Association's Hart Award – School of the Year: 2009
- Higher scores on state testing (CAASPP) on Common Core aligned tests than local schools on average (see graph below)

Higher scores for English Learner and Socio-economically disadvantaged subgroups on state testing (CAASPP) on Common Core aligned tests than local schools (see graphs below)

2017 CAASPP Subgroup Performance: English Learner



2017 CAASPP Subgroup Performance: Socio-econ. Disadvantaged



CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

As indicated below with 2017 CAASPP comparison data, the Charter School meets the criteria of Education Code Section 47607(b)(4).

Comparisons to Demographically Similar Public Schools that OCA Pupils Would Otherwise Attend

| <u>2017 CAASPP Results</u> | | |
|--|---------------------|---------------------|
| <u>Percentage of Students Meeting or Exceeding Standards</u> | | |
| | ELA | Mathematics |
| Oakland Charter Academy | 39.06% | 29.89% |
| Aspire Eres Academy | 38.86% (6-8 grades) | 31.56% (6-8 grades) |
| Epic Middle School | 21.95% | 7.69% |
| Roosevelt Middle School | 24.12% | 20.63% |
| Urban Promise Academy | 24.51% | 11.38% |
| Roots International Academy | 13.04% | 2.57% |
| Frick Middle School | 8.52% | 3.47% |
| Madison Park Academy 6-12 | 29.71% (all grades) | 19.11% (all grades) |
| Life Academy | 33.33% (all grades) | 10.9% (all grades) |

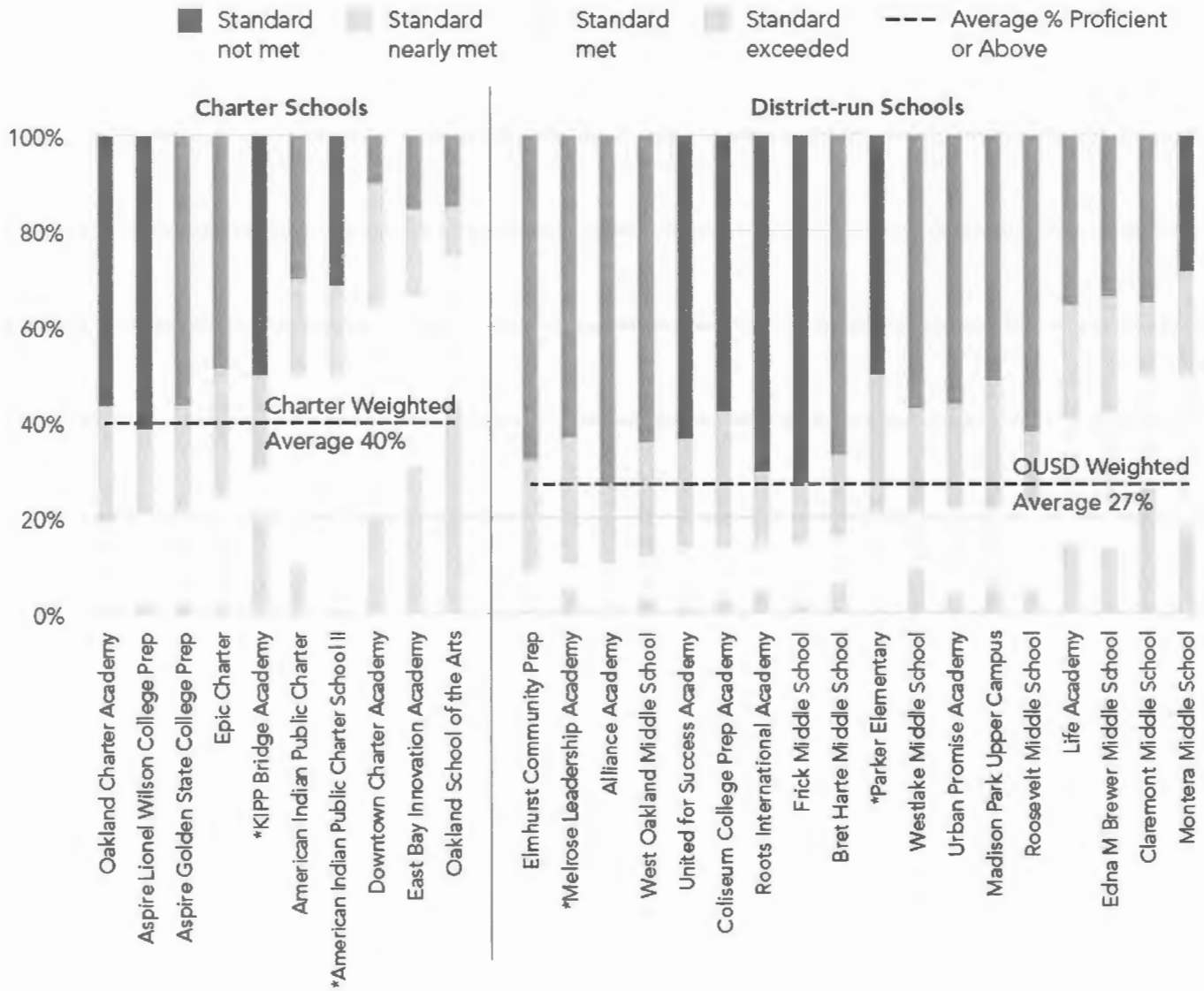
| <u>2017 CAASPP Results</u> | | |
|---|---------------------|---------------------|
| <u>Percentage of Socio-economically Disadvantaged Students Meeting or Exceeding Standards</u> | | |
| | ELA | Mathematics |
| Oakland Charter Academy | 12.86% | 9.72% |
| Aspire Eres Academy | 5.66% (all grades) | 14.55% (all grades) |
| Epic Middle School | 3.73% | 0.74% |
| Roosevelt Middle School | 0.76% | 6.58% |
| Urban Promise Academy | 2.27% | 1.41% |
| Roots International Academy | 2.52% | 0.00% |
| Frick Middle School | 0.00% | 0.00% |
| Madison Park Academy 6-12 | 29.43% (all grades) | 18.96% (all grades) |
| Life Academy | 33.19% (all grades) | 10.54% (all grades) |

| <u>2017 CAASPP Results</u> | | |
|--|---------------------|---------------------|
| <u>Percentage of English Learner Students Meeting or Exceeding Standards</u> | | |
| | ELA | Mathematics |
| Oakland Charter Academy | 37.97% | 28.72% |
| Eres Aspire Academy | 31.21% (all grades) | 26.76% (all grades) |
| Epic Middle School | 21.94% | 7.76% |
| Roosevelt Middle School | 23.26% | 20.29% |
| Urban Promise Academy | 23.73% | 10.57% |
| Roots International Academy | 13.36% | 2.71% |
| Frick Middle School | 7.39% | 3.06% |
| Madison Park Academy 6-12 | 0.84% (all grades) | 1.69% (all grades) |
| Life Academy | 3.17% (all grades) | 1.61% (all grades) |

A recent collaborative study between Education Resource Strategies and Oakland Achieves indicates that Oakland Charter Academy serves some of the most academically needy students in Oakland Unified School District (OUSD). As the chart below illustrates, the majority of incoming 6th graders have not met standard when they reach OCA. Although the study found that in-coming 6th grade charter school students were more likely to be proficient as compared to their district peers, this is not the case of OCA's incoming 6th grade students.¹ Of the schools who participated in the study, all of the other charter middle school's and about half of the OUSD middle school's, are more likely than OCA to receive students who have already met or exceeded standard by the time they reach the 6th grade. Furthermore, several of the schools (both charter and district), who enroll a lesser percentage of students who are behind academically, have significantly fewer students meeting or exceeding standards during middle school as compared to OCA.

¹ Education Resource Strategies. "Informing Equity: Student Need, Spending, and Resource Use in Public Schools." 2017.

PROFICIENCY OF INCOMING 6TH GRADE STUDENTS (NEW TO SCHOOL) ON ENGLISH LANGUAGE ARTS PORTION OF SBAC



(See Appendix for 2016 CAASPP Results)

Moreover, as indicated in the chart below, OCA consistently achieved API scores above traditional district middle schools when the API calculation was in effect. Though the API is no longer used to measure pupil outcomes, we include it here to illustrate OCA’s long history of academic success as measured by common metrics.

OCA Academic Performance Index



LCAP and Measurable Pupil Outcomes

OCA's LCAP and further measurable pupil outcomes are detailed in the subsequent sections of this petition or in the attached appendix.

EXECUTIVE SUMMARY

Over the past 25 years Oakland Charter Academy has proven to be a highly effective middle school for families and students in Oakland, CA. OCA has continually performed well according to all metrics and the successes realized by OCA's students have yielded results both in high school and beyond. Literally hundreds of successful college careers began at OCA.

Amethod Public Schools (AMPS), a 501(c) (3) tax-exempt nonprofit public benefit corporation, was founded in Oakland, CA in 1993 with the intent to create charter schools that produce academic results and reduce the achievement disparity that exists among the different student subgroups. This petition concerns the organization's flagship school, Oakland Charter Academy, the oldest charter school in the City of Oakland, and 12th school chartered in the state of California. Indeed, for over twenty years, AMPS has been serving thousands of Bay Area families with effective academic programs that produce life changing results.

It is the objective of the Charter School and organization to create a positive school environment and culture where being diligent and taking personal responsibility is the norm. Contrary to the beliefs of some, AMPS demonstrates that public schools can produce successful students if they are educated in small and organized settings where rigor is expected. Therefore, it is the organizational belief that any child can be successful if they receive the proper education.

The AMPS culture and procedures are rooted in traditional values such as respect, self-responsibility, and work ethic. These ideals are explicitly taught to every teacher, and subsequently to every student. Our mission is to teach inner city students to be different and stand out from their neighborhood peers, many of whom may not see education as a viable option. Many of these students that are identified and accept the label of "at risk" may suffer from limited options in the future because of that very label. It is our belief that students and families should understand the concept of veiled racism and how that kind of racism lowers expectations for minority students, thus they may be better prepared to challenge all forms of racism as they surmount patronizing acts and lowered expectations.

Furthermore, we look forward to partnering with communities and families to become an active and positive force in every child's education. Some parents may misunderstand or underestimate the complimentary nature of parenting and public education. AMPS believes in accountability, and that all stakeholders, including students, families and staff members, share reciprocal responsibilities. We encourage dialogue as it happens through discussions, presentations, and at times, disagreements. AMPS strives to communicate to families and communities that demanding curriculum, high expectations, and personal responsibility are essential for a child's success, a school's success and, ultimately, a community's success.

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

The AMPS administration and staff have learned invaluable lessons and continue to be equipped to confront the challenges associated with the running of a high performing charter middle school; at times these lessons have been learned the hard way, but were nevertheless gained. As such, this petition reflects the lessons and best practices learned by the AMPS organization after not only administering OCA, but also through AMPS' subsequent growth and stewardship of six distinct and remarkable schools.

Amethod Public Schools - Core Values

The Core Values of the AMPS organization represent what all staff stand by, defend, and go forward with. We believe one cannot "set" organizational values; these are attributes that we have identified as necessary for the strength of the organization through years of service in public education. AMPS seeks to *find* people who are predisposed to sharing the core values and to work at retaining these individuals.

Organization's Core Values:

1. Students First
2. Adaptability
3. Perseverance
4. Responsibility
5. Commitment to Distinction
6. Team Work

Results of Existing Schools

Amethod Public Schools has opened six schools on five distinct sites in Oakland and Richmond. All of the Amethod school sites are successfully serving students who have been historically underserved in the traditional public school setting. Furthermore, all of AMPS schools are achieving greater results than comparable schools on key performance metrics such as standardized test scores, graduation rates, and college acceptance rates.

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

Oakland Charter High School ("OCHS"), established in 2007, became one of the fourth highest performing high schools in California in 2012, outranking many high schools in more affluent areas of California. During the era of California's former accountability framework, OCHS's Academic Performance Index scores never dipped below 930 points out of 1000. Over two-thirds of OCHS's students participate in an Advanced Placement course before graduating and over 90% of students are accepted to four year universities and

colleges. OCHS's students' performance on California's Assessment of Student Progress and Performance (CAASPP) have been consistently higher than the state averages for all students in all subgroups. We firmly believe that much of OCHS' success is attributable to the fact that it is populated with former OCA students.

Richmond Charter Academy ("RCA") was established in 2012 as a middle school in West Contra Costa Unified School District. RCA serves a student body population that is predominantly "Title 1" with the vast majority being first-generation college bound students. RCA became WCCUSD's highest performing middle school with an API of 810 in its first year, making it the highest performing school in that district in the history of the API accountability framework. RCA was named one of Innovate Public Schools Top-Performing Bay Area schools for Low-Income Latino Students in both 2015 and 2016.

Downtown Charter Academy ("DCA") is a middle school serving grades 6-8 that became a part of the AMPS network in 2013. Over 80% of DCA's students are socio-economically disadvantaged, yet they have consistently scored among the highest in Alameda County and the State of California on the CAASPP assessments. In 2013, DCA was the 3rd highest performing middle school in California. DCA students have an average daily attendance of over 99% and are ranked 10 out of 10 by GreatSchools.org.

John Henry High School ("JHHS") opened in West Contra Costa Unified School District during the 2014-2015 school year. John Henry High School opened at the request of stakeholders to continue the success of Richmond Charter Academy and Oakland Charter High School by providing a similar rigorous, college preparatory high school in WCCUSD. John Henry High School is accredited by the Western Association of School and Colleges (WASC) and will graduate it's first class of college-bound seniors in 2018.

Benito Juarez Elementary ("BJE") opened in 2014 and currently serves over 460 students. The Charter School's student population is composed of a 99% minority students and has an 87% free and reduced lunch rate. Nearly half of the parent population did not complete high school. In 2014, the charter school's CAASPP scores exceeded that of local elementaries with 50% scoring advanced and proficient in math and 40% in ELA. The school received recognition from Innovate Public Schools as one of the Top Performing Bay Area Schools for Low Income Students in Math in 2014-2015.

Graduation and College Acceptance

Though OCA is a middle school, many families choose to enroll their OCA graduates into Oakland Charter High School which has produced outstanding results. Over 90% of students from our five graduating classes have been admitted to four-year universities and colleges. OCA plays a major role in this success. Over the past ten years, the Amethod Public School system has worked at developing a high school system that has proven to be a sound school of choice for families and students in Oakland, CA. Amethod Public Schools is committed to preparing its students to attend and compete at the top colleges and universities in the nation. Accordingly, AMPS alumni have been accepted and attend a varied list of colleges, including Ivy League schools and the top schools here in California. AMPS employs college advisors who work tirelessly to ensure that our students successfully apply to suitable universities. OCA students are always the next wave of college bound AMPS graduates.

ELEMENT I: EDUCATIONAL PHILOSOPHY AND PROGRAM

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

~~A description,~~ *The annual goals for the charter school and, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.*

Education Code Section 47605(b) (5) (A) (I)-(iii)

Oakland Unified School District Required Language for Element I:

“In accordance with SB 1290, the charter school’s pupil outcomes related to annual academic achievement goals will be set and disaggregated by the subgroups that are deemed statistically significant by the charter school; these may include race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals.”

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).

Philosophy

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

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

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

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

Vision Statement

Amethod Public School's Vision is that all children, no matter their background or income level, will achieve at high levels and positively impact their communities for future generations.

Mission Statement

AMPS' Oakland Charter Academy seeks to advance students' motivation and belief in academic achievement while in their pursuit of a thriving future. We are a free and public charter school that believes in the promise of hard working students from diverse perspectives, socio economic status, backgrounds, and talents. The Charter School will serve up to 300 students in the sixth through eighth grades with the goal of achieving higher academic results than neighboring middle school campuses. OCA will continue to provide a rigorous academic program that reinforces the academic fundamentals in reading, math, science, language, and history to all students who wish to attend. The Charter School will meet its mission by working in collaboration with all stakeholders.

The Successful Strategies (Replication of Amethod Public Schools)

The Successful Strategies are a set of core organizational principles that all AMPS middle school sites, including OCA, adhere to. Since the development, adoption and implementation of the middle school successful strategies by the Amethod Network, student state test scores have increased, as measured by the Academic Performance Index (“API”), California Standards Tests and now on the measurement of CAASPP. The following strategies are the primary reason why Oakland Charter Academy became a nationally recognized NCLB National Blue Ribbon program. These strategies have also helped to give Oakland Charter High School the ability to be one of the top performing high schools in Alameda County.

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

- 1) ***Small Campus-*** Schools with large populations of students are built on the premise that theoretically, due to the economies of scale, a large school is more efficient at delivering a comprehensive educational product. The problem is that these large schools are too big and students become numbers, not individuals. Many students can fall through the gaps and end up with their academic needs failing to be addressed in large schools. Moreover, problems such as discipline and violence can escalate, and campus security becomes a serious issue. Teachers can end up becoming nothing more than traffic cops, and as expected, the quality of instruction deteriorates. Our smaller campuses expose students to more information, time, and individual attention therefore making it much easier to figure out how a student learns and what makes them tick academically and socially. It is far easier to close the gaps in a school system through a small campus setting.
- 2) ***Structure-*** AMPS considers effective teaching practice, structured classrooms, and orderly schools to be key measures to prevent negative student behaviors. All staff receive training on the instructional and school culture expectation through the use of embedded organizational practice referred to as the “methods manual”. Teachers give students a clear understanding of how tasks proceed. For example, if students are to enter the class, teachers will begin by describing how students are to enter the facility and classroom properly. This must be explicitly taught and re-taught early to avoid confusion. In our required methods we expect every teacher to make lists of student roles and group responsibilities, and explain, and teach these thoroughly to students. In this way, students will know what is expected of them, throughout the course of the year. Explicit information detailing what is expected of students is provided, taught, and reinforced through clearly structured daily patterns, rituals, and class activities. We do not ascribe to the spiral of continual suspensions and the constant flow of students to the office as is seen in many schools and view a focus on a structured school as the best remedy to this issue.
- 3) ***Attendance Matters-*** As basic as the concept may be, many students, particularly those at the middle and high school levels, become careless about regular school attendance.

Missing a few classes seems inconsequential to them and at times it may seem insignificant to parents and families as well. School administrators are sometimes faced with parents who are unaware of their child's absence from school or, worse, which are aware but quite willing to make excuses for the absence. Each lesson presented to students is based upon or related to those that preceded it. Just as we can never regain a moment of time wasted, the child who misses a day of school also misses a day of education which cannot be retrieved. AMPS has established an incentive based programs for students and parents to encourage maximum attendance rates. We are succeeding, and our students are coming to class. (*See Appendix for attendance data*)

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

- ***Absenteeism hurts the student.*** Students who are frequently absent fall behind in academics and miss important concepts that enhance their ability to understand and follow directions or, ultimately, plan for the future.
 - ***Absenteeism hurts other students.*** Students who are frequently absent require more individual attention and catch up time from the teacher.
 - ***Absenteeism hurts the school and organization.*** State financial support for schools is directly linked to student attendance. When students are absent the school loses funding.
- 4) ***Added Time-*** As implemented in our middle schools, Oakland Charter Academy will offer longer blocks of time for math and English /Language Arts than required. These blocks will allow for more indepth, comprehensive, and rigorous courses of study. The focus of instructional time in these core subjects affords more time for all students to achieve mastery of content, and leverages learning through effective planning, making the opportunity to differenetiate and use instructional technology more feasible.
- 5) ***High Expectations for All Students-*** The AMPS philosophy is centered on high expectations for all students. We assure that every student has the opportunity to take rigorous courses, such as Algebra I in the 8th grade, so that every student is on track for advanced and/or honors college preparatory high school courses. Considering that we are an academic focused school system, we require extensive individual and group work outside of the classroom. As such, our schools offer academic support programs to meet the needs of the entire student population, and to empower students to reach their full potential. The staff is committed to and required to ensure that all students are either performing on grade level or working their way through, regardless of their skill level upon enrolling in the Charter School. We also have high standards for student behavior and expect all staff, parents, students, and administrators to understand and reinforce the adherence to proper student conduct and Charter School policies.

Character Development

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

Teachers are expected to use an appropriate mix of instructional techniques such as, of direct instruction, feedback through engagement, and individual student practice in their lessons that reinforce the character education expectations and keep the character goals active and present through the lessons.

OCA students will acquire life skills that provide a meaningful connection to society. Unfortunately, school and the “real world” are often disconnected for far too many young people and as a result, students may perceive the educational process as nothing more than an exercise in obtaining “useless” information. However, the goal for all of our students is to develop an understanding that education is imperative for their future, and absolutely necessary for their success in adulthood. It is our intent to establish a school culture where diligence, perseverance, and creativity are respected, and where being responsible for their own education is the ultimate goal.

When students accept greater responsibility for their learning, they have higher propensity to achieve at higher levels in part because of intrinsically self-directed importance of their intellectual growth. Moreover, AMPS Academy Middle Schools implement an “*All Earned Culture*” through the implementation of incentive based programs such as the classroom Preferred Activity Time (PAT) system and the schoolwide Positive Behavioral Intervention System (PBIS). We believe using positive and proactive methods to obtain school culture fosters student interest education and increases self-selected motivation techniques. The goal for all of our students is to develop an understanding that both education and a perseverant work ethic are imperative for their future. Oakland Charter Academy will provide clear expectations for students that will spotlight college attendance and program rules and procedures that cultivate an environment for success in an urban middle school.

WHOM THE CHARTER SCHOOL IS ATTEMPTING TO EDUCATE: TARGET STUDENT POPULATION

Oakland Charter Academy plans to continue to serve students in grades 6-8. OCA shall be nonsectarian in its programs, curriculum, admission policies, employment practices, and all other operations; shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Education Code Section 220. Amethod Schools has demonstrated tremendous success in providing effective programs to different subgroups and school sites will continue to make a difference in the neighborhoods it serves.

The Charter School seeks to continue to enroll a student body in grades six through eight whose diversity represents the general population residing within the territorial jurisdiction of the District.

While open to all students, OCA will make a substantial effort to recruit underserved, low-income students in Oakland' Fruitvale district and surrounding neighborhoods. OCA also concentrates outreach efforts to OUSD students who fit the following criteria:

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

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

A well-educated person in the 21st Century is prepared with a strong work ethic and able to demonstrate a set of competencies in language, reasoning, informative reading, written expression, calculations, interpersonal relationships, and the use of technology to succeed in a global economy. A well-educated person recognizes that the world is constantly changing, knows how to learn and is a self-directed lifelong learner prepared to continually adapt. An individual must be able to subsist in a demanding and fast paced global environment with ever developing and complicated economic and technological developments. The reality is that America is losing many of the manufacturing and industry driven jobs that once were at the core of the American workforce. Combined with the demands of an extremely competitive global citizenry, future Americans will also need to be persistent, industrious, intellectually prepared, and self-motivated individuals who are committed to personal responsibility and learning. The ability to orient and analyze swiftly with an open mind and make informed decisions based on acumen and understanding of a wide range of perspectives and possibilities will also be essential to success. This is what all public schools, regardless of location, should provide: an academic foundation that will offer the opportunity and preparation for the challenges of the future. More often than not, contemporary success and prosperous career paths demand a college education. For low income minority students residing in inner cities, a college education presents the surest path out of poverty and cyclical disparity. Data from the US Census Bureau indicates that college graduates will earn far more money annually than non-college graduates and are also less likely to be unemployed; people who do not earn a high school diploma are more than four times more likely to be unemployed and will earn less than one-third than an individual with a professional degree.² Furthermore, low income and minority groups are severely underrepresented on college and university campuses while being over represented in state and federal prison systems. According to a Public Policy Institute of California report, the state currently has a 124,000 inmate prison population, and the largest representation in the state

² US Census Bureau (2016): https://www.bls.gov/emp/ep_chart_001.htm

department of corrections is composed of Latino prisoners at (39%), and Black prisoners at (27%).³

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

To this end OCA students will be encouraged to welcome challenges, develop persistence in solving problems, be willing to try new strategies, show initiative in seeking out information, seek to understand others' perspectives and ideas so that they can build on them in a constructive way.

The following list broadly describes traits that individual citizens should retain in the 21st century.

- **Industrious:** Students must be conscientious and hard-working as they approach new concepts and tasks. Individuals must be willing to carry out new tasks as they progress in life.
- **Analytical:** Individuals must be able to think critically and analytically in order to understand complex concepts. Individuals must be able to organize issues and information in order to study or examine them, draw conclusions, and solve problems.
- **Disposition:** People must be capable of contributing to the success of his or her family, community and society through service and dedication in various settings and situations.
- **Practical:** The country's future will greatly depend on individuals who demonstrate common sense and are able to make rational judgments. Persons who demonstrate control in difficult situations and remain free from marked extremes of thought or overly emotional judgments while problem solving will become the next generation's leaders.
- **Lifelong Learner:** This person is the culmination of all of the previous points addressed above. It is someone who continues to learn and improve long after his or her formal education is complete. A person who exhibits the ability to understand that continual learning is essential for personal and professional growth.

³ Public Policy Institute of California (2007): www.ppic.org

It is the continued objective of this Charter School to enable students to become self-motivated, competent, lifelong learners. Therefore, OCA believes that a strong academic foundation in middle school content is imperative. Students need to first receive and master the essential fundamentals such as analytical thinking, math fundamentals, and reading comprehension that are the building blocks for academic and intellectual development. Also equally important is the development of a steadfast work ethic that will compel the individual to persevere and persist through academic and personal challenges they will encounter in their lives. Our schools exist to ensure the pipeline to college is filled with students who possess the knowledge and aptitude necessary to succeed in college and the increasingly competitive society. Regardless of their backgrounds, economic standing or any other demographic, it is our task to instill and cultivate these habits with our students and see to it that they possess the tools and confidence necessary to succeed in school and beyond, as contributing citizens of the 21st century.

HOW LEARNING BEST OCCURS

Unfortunately, in a reactionary response to education reform, far too many educational fads, theories and esoteric practices have been experimented with in public school classrooms, and predominantly in classrooms where large numbers of poor and minority youth attend. Many such fads may not sustain longevity and can eventually flounder or prove unsustainable. Our schools do not ascribe to idealistic or subjectively based educational practices. Instead, we use data and data analysis to guide our standards and methodology. We collect and evaluate achievement, grade performance, and non-academic data such as attendance, and suspensions to measure the effectiveness of the Charter School's overall performance. One of the core concepts for our methodology is to increase instructional minutes in core content subjects such as math, science, social science and English whenever possible.

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

Instructional Domains

Our faculty will adhere to Amethod Public Schools Instructional Domains ("Instructional Domains") that guide the instructional standards and expectations for each Amethod Public School classroom. The Instructional Domains are a compilation of desired best teaching practices

summarized with common measures of student success. Amethod Public Schools' own practices throughout our approximately 24 years of existence have also influenced the standards for every school site. Each standard is designed to create clear, rigorous and effective site pattern for success.

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

There are five (5) areas identified as *Domains* in the Instructional Domains that are aligned to our teacher evaluation. The described standards and strands demonstrate what is expected to be observed in all of the Amethod Public School classrooms.

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

Domain 1: Purposeful Planning

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

Domain 2: Effective Instruction

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

Domain 3: Data Evaluations & Assessments

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

- *Growth on Interim Assessments*

Domain 4: Classroom Management

- *Classroom Tone: Strong Voice and Positive Framing*
- *Alignment with School Culture*
- *Classroom Procedures and What to Do*
- *Ability to Refocus a Class and Do It Again*
- *Level of On Task Behavior and 100%*
- *Dealing with Challenging Situations and Students*
- *Relationships with Students*

Domain 5: Professionalism (Expectations)

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

(See Appendix for AMPS Instructional Competencies and Domains Detail)

Instructional Program Tools

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

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

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

- ***Student Study Teams - Response to Intervention***

Student Study Teams (“SSTs”) will be used as a tool for teachers throughout the year. Students are unique individuals with specific needs, and in order for instruction to be most effective, the

particular levels, struggles, and learning needs of students must be taken into account. Therefore, the Charter School will create Student Study Teams which will create plans for struggling student's based on assessed needs. The SST's map out each student's assessed entry point into their respective grade level, academic needs, goals, linguistic needs, and social attributes for the specific student. Parents will be an active partner in the SST process.

- ***Extended School Year***

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

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

AMPS summer school serves three primary purposes:

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

2. *Diagnostic Testing* – During the summer school session, we also begin our Interim Assessment series that's will identify or predict students who may be at risk for poor learning outcomes from the start. Universal tests are brief; conducted with all students at a grade level. It is the initial interim tests that are followed by additional testing or short-term progress monitoring to identify students to corroborate students' risk status. The initial interim tests also help with short-term progress monitoring to identify students' specific deficiencies in core competencies that should have been mastered in pervious grades

3. Introduction & Reinforcement of Fundamentals— Teachers also take time during the summer school session to go over fundamental concepts and skills that will set our students up for success throughout the school year. For example, ninth graders traditionally focus on learning the concepts necessary for effective study habits, and students at all levels may be introduced to the grade-appropriate expectations for various strategies including note-taking, submitting class work, preparing for tests and annotating literature.

CURRICULUM AND PROGRAM

Amethod Public Schools-Scope and Sequence

K-8 Common Core State Standards

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

Actions taken during the Shift to Common Core State Standards

1. **Recognize the Shifts:** Make sure that Charter School leaders, teachers, and instructional staff know and understand the CCSS standards for mathematics and ELA / literacy and the shifts in the instructional delivery they require.
 2. **Support aligned instructional practice:** Ensure tools and programs used to guide instructional practice reflect and prioritize the expectations of the CCSS and the professional development focus and standards of the AMPS organization.
 3. **Focus professional development:** Ensure professional development and resources deepen practice, knowledge of and facility with the instructional domains how applied in a CCSS aligned classroom.
 4. **Align materials:** AMPS Instructional Leadership Team has reviewed state aligned materials and researched and adopted the curriculum that best ensure meeting the instructional goals and expectations of student and teacher performance.
 5. **Align assessments:** AMPS adopted the Illuminate Education’s data and analysis platform that quickly creates CCSS aligned assessments. The program also runs fast, flexible reports to review student performance, analyze trends, shape curriculum and distribute to stakeholders such as parents, board members as well as teachers and leaders. The Charter School will continue the practice of performing interim assessments which accurately reflect the expectation of the CCSS alignment in the classrooms.
- Involve the community:** The Charter School will continue to engage staff, parents and community members in the intent and plan for continued progress towards the CCSS standards.

Correlation to Standards

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

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

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

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

The CCSS requires students to read more challenging texts during instruction than has been general practice in the past. The rationale is to help students reach more advanced literacy achievement levels with varied reading genres. But, research also shows this to be a complex instructional issue and one that will not likely be accomplished successfully without a nuanced and thoughtful approach. Merely adding more challenging texts to the curriculum will not be a sufficient or effective response to this requirement.

Common Core- AMPS English Language Arts/Literacy

1. Building knowledge through content rich nonfiction

Building knowledge through content rich nonfiction plays an essential role in literacy and in the standards within the CCSS framework. In grades 6-12, ELA classes will have to

place much greater attention on a specific category of informational text, literary nonfiction, than has been traditional in the current state standards. Informational reading primarily includes content rich non-fiction in history/social studies, science and the arts. The standards for literacy in the cross curricular CCSS format aims to ensure that students will be able to independently build knowledge in these disciplines through reading and writing. OCA will actively infuse nonfiction texts to the existing literature program established for the AMPS middle school sites.

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

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

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

3. Regular practice with Complex text and its academic language

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

It is the objective of OCA is to prepare students to be ready for the advanced and honors leveled courses in high school and beyond; that is the intent of the Common Core curriculum. Why are the middle grades such a critical time in terms of academic preparation? In many ways the middle grades represent a fork in the road on the path to college. It is the time when students are choosing who they want to be in the world and are solidifying their academic path. Well-

developed programs and school programs, because they support students at such a critical time in their lives, have a unique opportunity to shape students' futures, as long as they are intentional and comprehensive in meeting the academic, developmental and social needs of their students.

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

Recent research from ACT found that the level of academic achievement students attain *by eighth grade* has a significant impact on college and career-readiness and that, "...improving high school course rigor may not succeed unless we first increase the number of entering high school students who are prepared to benefit from such rigorous courses."⁴

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

Oakland Charter Academy adopted Springboard English Language Arts Curriculum in the 2016-2017 academic school year.

Springboard is the CollegeBoard's instructional program for English Language Arts for grades 6-12; available in print and digital formats. The program is built on the core belief of backward design and the preeminent importance of writing as a college-readiness and critical thinking skill.

Foundational Principles

Begin with the end in mind. Based on the Understanding by Design model, the program's instruction is built around embedded assessments that are back-mapped from Advanced Placement ("AP") and college and career readiness standards.

Teachers and students receive clear learning targets when they begin the set of activities that lead to the embedded assessment. Students know why the skills they're developing matter.

Keep the student at the center. SpringBoard pedagogy is student centered. Its design and features help educators:

(ACT, 2008- *The Forgotten Middle*-Iowa City, IA)⁴

- Instruct students with different needs.
- Engage students. SpringBoard activities and assessments include performance tasks that encourage active learning and collaboration.

Beginning in grade 6, Springboard English Language Arts content seeks to assist students develop and refine skills in critical thinking, close reading, writing in various genres, and doing research. Over the course of the program, they read and analyze a wide range of texts in genres including poetry, novels, plays, biographies, nonfiction narratives, speeches, and films. They also learn to write in forms including essays, personal narratives, argumentative texts such as editorials, and research papers.

Instructional Design

As mentioned above, Springboard curriculum is based on the *Understanding by Design* model, which asserts that beginning instruction with the end in mind is the best way to engage students, make them active learners, and ensure their academic success.

The curriculum is built around embedded assessments that are mapped to AP and college readiness standards. Students are given clear learning targets at the beginning of every activity so they understand why the skills they're developing matter, and this also assist teachers in assuring that the content is aligned and objectives are clear for mastery of content.

How It Works in the Classroom

Every grade-level course involves an in-depth study of one novel and one play, with an emphasis on close reading and literary analysis. SpringBoard requires the study of certain texts, but teachers can choose additional texts to include in the curriculum. Every course is divided into four to five themed units. Each unit takes about four to six weeks and guides students through multiple texts. Every unit guides students through a close reading of an entire short work, taking about four to six weeks. Students complete 15 to 20 class-length activities per unit. Instruction is divided into four phases: Plan, Teach, Assess, and Adapt.

Phase 1: Plan

In the Teacher Edition, support for teachers as they plan their lessons is offered in every activity with features including standards correlations, pacing suggestions, and lists of recommended materials. In addition, every unit begins with a section called "*Planning the Unit*," which gives teachers a complete resource for pacing and organizing lessons, materials, and assessments. This section includes:

- *Context and Instructional Sequence*: Sections that tell the story of the unit so teachers understand its purpose.

- *AP Connections*: Lists of specific skills and knowledge connected to Advanced Placement® course descriptions and college readiness skills.
- *An instruction and pacing guide* that illustrates how activities connect to and support the embedded assessment.
- *Suggestions for independent reading* to supplement the texts in the unit.

Phase 2: Teach

As students complete the unit activities, their learning is supported by features such as:

- *Learning Targets*: List of the standards addressed by the activity, translated into student-friendly language.
- *Learning Strategies*: List of the approaches to learning that are appropriate to the activity.
- *Key Ideas and Details*: Text-dependent questions that help students engage with what they're reading.
- *Grammar and Usage*: Callouts that identify models of grammar and usage elements in the texts.
- *Language and Writer's Craft*: Sections that give language and grammar instruction in context.
- *Academic Vocabulary*: Callouts that define and analyze terms in context.

Support for teachers as they guide students through the activities includes:

- **Guidance and suggested teaching techniques** for specific activities and content, developed by practicing teachers.
- **Differentiating Instruction**: Callouts that give teachers suggestions for adapting activities for English language learners and other student populations.
- **Teacher to Teacher**: Callouts with insights from expert SpringBoard teachers.
- **Text Complexity Analyses**: Supplements that give teachers an analysis of the complexity of every prose text, including qualitative, quantitative, and task considerations.

Phase 3: Assess

Every unit is built around performance-based embedded assessments designed to measure student mastery of skills and knowledge. The program offers many other opportunities for students and teachers to assess progress, including:

- *Check Your Understanding*: Quick formative assessments.
- *Writing prompts* that provide students with opportunities for frequent and ongoing assessment.
- *Text-dependent questions* for all texts help teachers and students monitor understanding.
- *Independent Reading Links*: Callouts that check progress on student independent reading.

Phase 4: Adapt

In this phase, the teacher may adjust instruction in response to the work the students produce. Support for teachers includes:

- **Suggestions** for additional assignments and activities to give students more practice or to extend learning for students who are ready to go further.
- **Supplemental reading** and writing workshops that offer the opportunity for in-depth practice of skills.

Beginning in grade 6, SpringBoard English Language Arts students develop and refine skills in critical thinking, close reading, writing in various genres, and doing research. Over the course of the program, they read and analyze a wide range of texts in genres including poetry, novels, plays, biographies, nonfiction narratives, speeches, and films. They also learn to write in forms including essays, personal narratives, argumentative texts such as editorials, and research papers. The following test is a sample offered for grade leveled reads.

Grade 6

Theme: Change

- Read works by Langston Hughes, John Steinbeck, and Shakespeare.
- Write narrative, expository, and argumentative texts.
- Learn specific strategies for planning, drafting, revising, and editing their writing.
- Explore the fundamentals of research, such as citations and how to evaluate the credibility of sources.
- Deepen their understanding of topics using film.

Grade 7

Theme: Choice

- Read works by Nelson Mandela, Robert Frost, Sojourner Truth, and Shakespeare.
- Learn Close Reading strategies to discover the explicit and implicit content of texts.
- Write in argumentative, informational, and narrative modes.
- Examine how print texts are portrayed in film.

Grade 8

Theme: Challenges

- Read works by Ray Bradbury and Walt Whitman as well as an essay about Civil War heroes, narratives about the Holocaust, and Elie Wiesel's Nobel Prize acceptance speech.
- Learn about the hero archetype and the hero's journey narrative in literature.
- Write essays and argumentative texts.
- Research an issue in current events and create a multimedia presentation about it.

- Read scenes from Shakespeare's *A Midsummer Night's Dream*, watch these scenes in films, and analyze how the adaptation differs from the source.

Middle School Literature Program

In 1995 the California Reading Task Force⁵ identified four components that a balanced, comprehensive approach to reading must contain. It states that students need to read varied challenging grade leveled novels and selections that every school and district must organize and implement a comprehensive and a balanced reading program that is research-based and combines skills development with literature and language-rich activities. Additionally, we will seek to incorporate more information and nonfiction reads to balance the approach to the program. OCA will continue to offer the varied literature for middle school that provides grade specific novels that provide challenges for guided reading with accompanying supplements. In the OCA classroom, students will have many opportunities to respond to questions through the usage of choral response, sentence frames and Amethod Schools strategies such as will call, all call, and Q&A's, as students dialogue about texts.

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

The OCA Literature program also incorporates the added CCSS strategies for reading and writing. We will continue to infuse added nonfiction and informational text to promote the development of critical reading and analytical skills as middle school students become capable of analyzing literary text with greater sophistication. The OCA faculty will also provide opportunities for reflection and discussion of the aesthetics and meaning of literature relative to individual and universal themes. The Charter School will continue to address vocabulary development, exposure to different literary genres, and opportunities to examine interesting and complex issues and challenges embedded in literature.

Teachers will use extension activities that contain background information of the story and author. Moreover, extension activities, such as *heads together* will guide questions related to the story line. These teacher guided techniques are especially beneficial for English Language Learners or those with modification needs and allow for all students to participate as a whole class. The extension activities will require the student not only to discuss and write about these

⁵ (*The Report of the California Reading Task Force*, 1995- Sacramento, CA)

issues, but also to examine the different analytical frameworks and assumptions that various authors offered for their time.

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

| | |
|---|--|
| <p>various works. Writing projects throughout the year include research/expository essays, short story writing and poetry. By the end of the year, students will read and comprehend literary nonfiction in the grades text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <ul style="list-style-type: none"> ✓ Things Fall Apart (<i>Chinua Achebe</i>) ✓ Roll of Thunder, Hear My Cry (<i>Mildred Taylor</i>) <p style="text-align: center;"><u>Poetry</u></p> <ul style="list-style-type: none"> ✓ O Captain! My Captain! (<i>Walt Whitman</i>) <p style="text-align: center;"><u>Informational Texts</u></p> <ul style="list-style-type: none"> ✓ The Evolution of the Grocery Bag. (<i>Henry Petroski</i>) |
| <p><i>Grade Level (8th Grade)</i></p> | <p><i>Sample Texts</i></p> |
| <p>In the final year of middle school, we increase difficulty and competence in reading and writing skills with greater emphasis placed on the skillful use of language. More attention is paid to diction and syntax, as students learn to tailor language to better suit the purpose and intended audience of a written work. Therefore, a greater variety of writing assignments are undertaken including: persuasive writing, compare/contrast essays, expository essays, short story writing and poetry. Research skills are also more developed as students learn how to incorporate secondary materials and document their sources. In grade eight, the study of literature not only helps students develop a more extensive literary vocabulary, but also confirms for them the importance and value of literature in society. By the end of the year, read and comprehend literary nonfiction at the high end of the grades text complexity band independently and proficiently.</p> | <p style="text-align: center;"><u>Drama</u></p> <ul style="list-style-type: none"> ✓ The Good Earth (<i>Pearl S. Buck</i>) ✓ And the Earth Did Not Devour Him (<i>Tomas Rivera</i>) ✓ Animal Farm (<i>George Orwell</i>) <p style="text-align: center;"><u>Stories</u></p> <ul style="list-style-type: none"> ✓ The Autobiography of Anne Frank (<i>Anne Frank</i>) ✓ To Kill a Mockingbird (<i>Harper Lee</i>) ✓ Black Ships Before Troy: The Story of the Iliad (<i>Rosemary Sutcliff</i>) <p style="text-align: center;"><u>Poetry</u></p> <ul style="list-style-type: none"> ✓ I, Too, Sing America (<i>Langston Hughes</i>) <p style="text-align: center;"><u>Informational Texts</u></p> <ul style="list-style-type: none"> ✓ Freedom Walkers: The Story of the Montgomery Bus Boycott (<i>Russell Freedman</i>) |

Mathematics

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

6 General Overall AMPS Principles of Math:

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

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

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

Common Core- Mathematics

- **Focus:** CCSS Math standards focus deeply on the major work of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom. In essence, OCA teachers will be afforded the time and given the training to ensure students have a firm grasp of grade-level concepts and capabilities before matriculation.
- **Coherence:** The CCSS promotes students to think across grade levels, and link to major topics within learned topics. In other words, standards speak to the idea that math does not consist of a list of isolated topics. The Standards themselves, and therefore any instruction, should build on major concepts within a given school year as well as major concepts from previous school years.
- **Thinking across grades:** The math courses are designed around coherent progressions from grade to grade. School Leaders and teachers carefully connect the learning across grades so that students can build new understanding onto foundations built in previous years, and revisit the standards and coherently link to new content. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.

- **Linking to major topics:** Instead of allowing additional or supporting topics to detract from the focus of the grade, these topics can serve the grade level focus. For example, instead of data displays as an end in themselves, they support grade-level word problems.
- **Rigor:** In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity. Rigor is about the depth of what is expected in the standards, and also about what one should expect to see happening in the classroom, in curricular materials, learning, and instruction.
- **Conceptual understanding:** The CCSS standards call for conceptual understanding of key concepts, such as place value and ratios. OCA teachers will continue to support students' ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete and disconnected procedures.
- **Procedural skill and fluency:** The standards call for speed and accuracy in calculation. Teachers structure class time and/or homework time for students to practice core functions such as single digit multiplication so that students have access to more complex concepts and procedures. The AMPS middle school curricular design, which offers 100 instructional minutes in math, will prove pivotal for this concept.
- **Application:** The standards call for students to use math flexibly for applications. Teachers provide opportunities for students to apply math in context. Teachers in content areas outside of math, particularly science, ensure that students are using math to make meaning of and access content.

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

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

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

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

- **Before lesson**
 - *Review Predictable problem areas*
 - *Prepare questions for deeper analysis of student responses.*
 - *Color code differentiated questions.*
 - *Prepare all necessary materials for efficient time usage during lesson*

- **During Lesson**
 - *Explanation of objectives or informed teaching: precise statements of the goal, rationale for learning the strategy, and information on when the strategy should be implemented.*
 - *Modeling the task*
 - *Prompting - engage students in dialogue that promotes the development of student-generated problem-solving strategies and reflective thinking (students self-evaluate while they are solving problems).*
 - *Guided and independent practice – wide range of examples*
 - *Corrective and positive feedbacks*
 - *Direct/Explicit instruction - modeling*
 - *Instructional Variables*

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

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

Written entirely to the Common Core State Standards, **Digits** integrates lesson planning, homework management, intervention, and assessment, all within a user-friendly design that encourages class collaboration via interactive whiteboards. In addition to providing a customized learning path for each student, these efficiencies result in twice as much instructional time for teachers when compared to traditional middle school math courses.

Personalized Coursework for Each Student, Innovative Support for Each Teacher

Digits allows middle-grades math teachers to execute best practices around lesson planning, managing homework, assessment, personalized instruction, and intervention. Using an instructional architecture called the interACTIVE learning cycle™, students at varying proficiency levels are given differentiated lessons, homework, and study plans. Lower-level students are supported with targeted intervention and higher-level students are challenged with enrichment and extensions. Subsequent assessments gauge student success in responding to intervention and instruction, which leads to continuing student engagement at their points of need.

The design of **digits**' digital infrastructure allows teachers and districts to adapt to revisions of the Common Core Standards as they move towards implementation; unlike print-based programs, **digits** will be able to constantly roll out content updates. Moreover, **digits** will offer standardized test practice appropriate to each state's assessment system and is capable of re-aligning to changes in state assessments.

Efficiencies Double Instruction Time and Whiteboard Increases Collaboration

While **digits** can be used with a basic classroom projector and a teacher's computer, it is designed to maximize the collaborative features of interactive whiteboards, which are underutilized in many classrooms. Most digital curricula have been designed for one-on-one learning via an individual monitor, but **digits**' interactive design encourages class collaboration.

The technology behind **digits** allows auto-differentiation, a minimization of teacher administrative tasks, embedded formative assessments, and visual presentations of the mathematics. Field tests and pilots demonstrated that, on average, **digits** doubles the amount of time available for classroom instruction.

Additionally, **digits** creates efficiencies at home for parents and students with web-based homework and anytime/anywhere access to instruction and feedback. Students' homework completion rates in field testing were in fact higher than in traditional math classes.

History/Social Science

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

Understanding the role history plays in our daily lives and in all topics of inquiry provides students with the knowledge and wherewithal to properly understand that the world is much

bigger than they realize. Moreover, students will begin to understand how multiple histories are connected and the fact that in many instances, history does in fact repeat itself.

Social Studies Standards

6th Grade

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

7th Grade

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

8th Grade

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

Source: California Department of Education

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

Structure and Arrangement of the California Next Generation Science Standards (NGSS) – Science

The California Next Generation Science Standards are goals that reflect what a student should know and be able to do. The CA NGSS does not dictate the manner or methods by which the standards are taught. The standards contain Performance Expectations (PEs) written in a way that expresses the concepts and skills to be performed but still leaves curricular and instructional decisions to local educational agencies, districts, schools and teachers. For example, just because Topic A appears before Topic B in the standards for a given grade does not mean that Topic A must be taught before Topic B. The code for each standard begins with the grade level, followed by a numerical code used in the national NGSS. In the national NGSS, the numbering of the standards was related to its order of appearance in the *Framework for K–12 Science Education* developed by the National Research Council and upon which the national NGSS are based.

Every CA NGSS standard has three dimensions: disciplinary core ideas (DCI), scientific and engineering practices (SEP), and cross-cutting concepts (CCC). SEPs and CCCs are designed to be taught in context, integrated with multiple core concepts throughout each year. Engineering is integrated with the science standards through the Engineering Technology Standards (ETS), also called the Engineering Design Standards. These standards are arranged in grade bands: kindergarten through second, three through five, six through eight, and nine through twelve. The ETS standards emphasize core ideas of engineering design and technology applications.

The CA NGSS are organized by grade level and then by DCI or Topic. The DCI arrangement of the standards organizes the standards using the DCI linked to each PE. The categories of DCIs include Life Sciences, Earth and Space Sciences, and Physical Sciences. The topical arrangement of the standards organizes the standards by “big ideas”. Topic examples include, but are not limited to Chemical Reactions, Structure and Function, or Space Systems. Both arrangements support connections across the grade and between grade levels, and contain California Common Core State Standards (CA CCSS) connections: English Language Arts Standards (ELA) and Mathematics Standards.

Through the adoption and implementation of the KnowAtom curriculum, which is adapted to the CCSS standards, AMPS middle school students will acquire knowledge of the life, earth and physical sciences that includes building on a student’s understanding of science and the logic of the scientific method and applications of science.

KnowAtom carefully accounts for the differences between NGSS and state standards, and has developed an approach to assessing these standards through inquiry-based tasks. The curriculum is geared towards providing a full-year of STEM focused instruction while providing hands-on materials and professional development tips to help teachers turn students into problem solvers and classrooms into laboratories that bring science, technology, engineering and mathematics to life.

Physical Education

PE Content Standards

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

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

Middle school physical education programs will concentrate on all areas of physical activity and mental development. In a period of increasing obesity among American youth and adolescents, we find it imperative to offer a rigorous program that emphasizes a healthy lifestyle.

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

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

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

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

Sample Middle School Daily Schedule

To address and close the achievement gaps, schools need to think outside the box and use time with maximum efficiency. There is no time to waste. The increase in instructional time in core subjects allows our students to receive a daily program that provides increased instructional time, and indeed, more instructional time than that mandated by the state of California.

| <u>Sample Schedule</u> | <u>Times</u> | <u>Instructional Minutes</u> |
|-------------------------------|---------------------|-------------------------------------|
| *English / Language Arts | 8:00-10:00 am | 120 |
| * Math | 10:00 -11:30pm | 90 |
| * Lunch | 11:30-12:00 pm | 30 |
| * PE | 12:00 -1:00 pm | 60 |
| * Science | 1:00-2:00 pm | 60 |
| * History | 2:00-3:00 pm | 60 |
| Learning Labs | 3:00-6:00pm | 60 x 3 or 90 x 2 |

AMPS Middle School Curriculum

Below is an outline of the current recommended curriculum at Oakland Charter Academy. Some adjustments have been made in certain courses as the administrators and teachers make adjustments to adapt to any new California Department of Education requirements, educational research, and the availability of high quality texts newly-aligned to State Standards.

| 6th Grade | 7th Grade | 8th Grade |
|--|--|--|
| English / Lang. Arts. | English/ Lang. Arts | English/ Lang. Arts. |
| Springboard English Language Arts ISBN: 978-1-4573-0462-0 | Springboard English Language Arts ISBN: 978-1-4573-0463-7 | Springboard English Language Arts ISBN: 978-1-4573-0464-4 |
| Springboard English Language Development ISBN: 978-1-4573-0476-7 | Springboard English Language Development ISBN: 978-1-4573-0477-4 | Springboard English Language Development ISBN: 978-1-4573-0478-1 |
| ELD Supplement | ELD Supplement | ELD Supplement |
| Sopriswest: Language 4 th Edition (Books A-F) ISBN: 0-4329-18007-20 | Sopriswest: Language 4 th Edition (Books A-F) ISBN: 0-4329-18007-20 | Sopriswest: Language 4 th Edition (Books A-F) ISBN: 0-4329-18007-20 |

| Math | Math | Math |
|---|--|--|
| Pearson Digits Volume 1 ISBN: 978-0-13-327629-9 | Pearson Digits Volume 1 Accelerated Grade 7 ISBN: 978-0-13-330642-4 | Pearson Algebra 1 Common Core ISBN: 978-0-13-328313-6 |
| Pearson Digits Volume 2 ISBN: 978-0-13-327630-5 | Pearson Digits Volume 2 Accelerated Grade 7 Course 2 ISBN: 978-0-13-330643-9 | Mcdougal-Littell: Structure & Method Algebra 1 (Book 1) (textbook) ISBN: 0-618-04430-2 |
| Digits Student Companion ISBN: 978-0-13-327625-1 | Digits Student Companion 1 ISBN: 978-0-13-330640-8 Digits Student Companion 2 ISBN: 978-0-13-330641-5 | Mcdougal-Littell: Structure & Method Algebra 1 and trigonometry Book 2 (workbook) Course 1 ISBN: 0- 395-977725-8 |
| History | History | History |
| Glencoe CA Series Discovering Our Past: Ancient Civilizations ISBN: 0078688744 | Glencoe CA Series Discovering Our Past: Medieval and Early Modern Times ISBN: 0078688760 | Glencoe CA Series The American Journey: Building a Nation ISBN: 0028218760 |
| Science | Science | Science |
| Know Atom 2016 6th grade | Know Atom 2016 7th grade | Know Atom 2016 8th grade |

The Amethod Classroom

Welcome to the AMPS middle school classroom. OCA measures its success by what is learned, not simply by what is taught. Therefore, for instance, AMPS teachers are expected to devise classroom activities to help students make deep meaning from a text they are reading through writing, oral explanation and the completion of various applications or performance tasks. They do this by planning backwards for the understanding of the concept they want their students to have and systematically unfolding a series of questions and tasks that lead to deep learning on the part of their students. AMPS teachers are expected to work hard at envisioning the kinds of questions that would lead students to uncover evidence they could use in their responses to targeted curricular goals. Importantly, by the end of the design process, AMPS teachers can answer the all-important question of *why* students should learn a particular lesson and how completion should look.

Yet, important preparation takes place even before individual lessons are contemplated. In the hallways, before you even enter a classroom, you will notice class specific bulletin boards. Teachers and students take pride in the posting and exhibition of sample student work. These bulletin boards are vibrant and regularly rotated, along with student work, on a monthly basis. The task of rotating work is performed either by a teacher or student monitor(s). Being a part of the class community means that all students have assigned tasks. As you approach the classroom, the first thing noticed, before entering the classroom itself is the classroom door. The door gives the very first impression of the classroom.

(Excerpt from Methods Guide and Manual)

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

Door Postings

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

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

As you enter the classroom, you will notice that the desks are arranged in rows, emphasizing the importance of individualized work and lecture style classes appropriate for this grade level. However, the desks are also easy to turn, as AMPS teachers employ various kinds of group work throughout each lesson. Finally, the rows are wide enough for the teacher to pace

throughout. AMPS teachers collect real-time data during lessons so they can intervene immediately if any portion of the lesson is not being related to the students. You will notice that the teacher's desk is in the far back, out of the way, intentionally done so that teachers do not simply sit at their desk as kids work. This set-up emphasizes student work as the focal point of learning, not desk work done by the teacher.

AMPS believes that clean and orderly classrooms create an environment of learning, and cluttered, dirty rooms hamper the process.

Cleanliness is stressed in every classroom in the following manner:

Students:

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

Teachers:

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

Teaching starts before the students enter the classroom. For example, OCA has procedures laid out for students as they enter their classrooms that begin with color coded folders and binders for specific subjects that are submitted as they enter. As students sit down, a task awaits them on the board.

The middle school program begins every morning with the *Early Riser*; a morning assignment that each teacher has posted prior to students entering the classroom. The Early Riser offers the teacher an opportunity to continue a lesson or offer a quick assessment or writing prompt. For

the student, the task is a warm up to prepare for the day. As students work on their assigned Early Riser task, the teacher collects the last day's Homework.

Lesson Planning

Lesson planning is a vital. AMPS' system focuses on instructional practices combined with objective driven goals to design and deliver well-crafted lessons that explicitly differentiate content to meet the needs of all students. We encourage teachers to use, copy and build lesson plans from those already implemented and encourage collaboration among teachers to encourage the continued refinement and effectiveness of successful lessons. OCA faculty are to plan with subsequent assessment in mind.

OCA three-stage approach to planning:

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

PROFESSIONAL DEVELOPMENT

Finding the time and resources for ongoing professional development is a troublesome issue for public schools. However, the development and improvement of our teachers is an essential component to successful students. One innovative solution we utilize at OCA is to offer teacher training and professional development from within. A key aspect of the Amethod Public School system has been the implementation of an in-house professional development program and the creation of an Instructional Leadership Team that has enabled Amethod schools to mentor new teachers who may be concurrently enrolled in a state approved credential program. Our veteran teachers are valuable resources. By capitalizing on the expertise of members from within, we offer professional development tailored to our specific school's culture and needs.

With the implementation of features such as grade level meetings, departmental meetings, film sessions, data dives, and peer observations, teachers are encouraged to be self-reflective in their content delivery as they continue to improve their practice.

The Instructional Leadership Team, composed of teachers and administrators, meets throughout the regular school year to discuss the topics and resources that will be focused on during initial summer training sessions. Instructional leaders also discuss other school wide policies that need revisiting. The table below provides an overview of some of the tools implemented for staff development.

| Sample Training Tools | Description |
|------------------------------|--|
| Film Sessions | We schedule at least 1 film session per school year for each teacher, two for new teachers. OCA teachers are able to pinpoint areas of strengths and identify their weaknesses through a self-evaluative summary and analysis. The Dean of Instruction and/ or a network instructional coach and/ or the Site Director and teacher sit together to objectively discuss the lesson. Teachers use this to devise a plan for improvement to add to their Professional Growth Plan. By having three different film sessions, teachers have longitudinal data to observe areas of growth and to further improve areas in need of improvement. |
| Data Dives | Throughout the school year teachers use the data from our benchmark tests (College Spring, NWEA, CAASPP, Digits and Illuminate Ed. scores) to analyze, evaluate and tier students. OCA teachers also focus on class assessments, class progress, and anecdotal notes to help make informed decisions about what each student needs in order to succeed. Through the tiering system, we create schedules, acquire programs, and implement systems that best fit the diverse needs of our students. |
| Workshops & Clinics | Based on observations, debriefs, feedback, lesson plan reflections, and Professional Growth Plans, OCA teachers are provided the opportunity to attend focused workshops run by administration and fellow teachers. Topics for these workshops and clinics range from close reading strategies, classroom management, student engagement, and ELL Instructional strategies. |

| | |
|--------------------|--|
| Special Education | <p>OCA teachers and staff are trained in Special Education topics such as Student Study Teams, in-class modifications, and the student identification process.</p> <p>Clinics are also held on an ongoing basis to give teachers resources and tools to help students navigate through the instruction given.</p> <p>Having our Special Education in house, helps to foster a level of confidence with new teachers as they instruct all types of learners. There is a staff member always present.</p> |
| Backwards Planning | <p>Amethod Public Schools' teachers participate in backwards planning training (Understanding by Design) sessions that teach teachers to begin with determined goals before mapping out actions detailing how to reach the goal. Teachers are introduced and required to use to the OCA Lesson Plan template and are trained in identifying desired results and qualitative evidence in order to make informed decisions on instruction and content material. They are given opportunities to practice identifying what the desirable learning experience should be through real time lesson reviews and analysis.</p> |
| Peer Observations | <p>OCA teachers work to build a strong collegial community by collaborating in ways that directly improve daily instruction and relationships with each other as well as with the students. Three times a year, teachers are asked to observe two peers, complete with a debrief session, to discuss best practices and ways of improvement to contribute to our growing culture of learning and improvement.</p> |
| AMPS Summit | <p>During the summer AMPS holds an annual Summit. This takes place during the summer. It consists of weeklong trainings and team building activities. Staff participate in workshops ranging from Instructional Strategies to Classroom Management and Curriculum Development / Lesson Planning. Teachers and staff from all Amethod schools are given an opportunity to collaborate and build relationships before the start of the school year. Pacing guides and yearlong planning is also something that is of priority during this time. <i>(See AMPS 2017 Summer Summit Handbook in Appendix)</i></p> |

BTSA – Beginning Teacher Support

Induction is a necessary step in fulfilling the requirements for the California Clear Multiple Subjects, Single Subject, and Education Specialist credentials. It is also an opportunity to develop professionally and receive coaching. Most induction programs take two years to complete and cost upwards of \$3,000 - \$5,000 per year (\$6,000 - \$10,000 total). Amethod has

partnered with the Reach Institute which provides a pathway to completing induction. Because we believe strongly in investing in the skills and professional growth of our team members, we also offer a tuition reimbursement program to offset the costs to teachers.

Professional Growth Plan

Professional Growth Plans (PGP) are critical to growing, training, and retaining the right people at OCA. Staff at every level of the organization work within the PGP setting. Through the PGP process individual team members are invited to identify strengths and areas for development through self-evaluations and feedback from their peers and administration. The PGP process highlights the key components associated with various roles. Once team members have discussed where they are in relationship to the teaching competencies, they commit to action steps that will increase effectiveness and guide our push towards greater student achievement. PGPs maximize a positive impact on the teaching and learning cycle through a reflective process and provides a setting for consistent on-going feedback.

Measurable targets are the purpose of the PGP, as it ensures that the teacher, site director, and central staff are able to remain focused on the annual goals and current progress towards instructional and professional benchmarks to promote an optimal learning environment for all students. The PGP process pushes for positive and relative professional development decisions, as well as safeguard the Amethod Public Schools Core Value of *Students First*. This core value is not only an everyday realization, but is also at the forefront of our work at OCA.

The first component of the PGP is to set *immediate* professional, class, school, and organizational goals and to accomplish them with urgency and fortitude. A deep engagement in the PGP process will increase each school leaders' impact on student achievement. In completing PGPs, teachers will reflect and identify strengths, growth areas, and concrete actionable goals with the instructional coach and site director.

Consequently, planning established debrief meetings to assure urgent goals are on track is the first section of the PGP. Within the first weeks of school, trends and needs emerge, and longer term plans are set at every level of the Amethod Public Schools organization. Each goal has a stated date of completion, measurable points, and a person responsible to oversee the needed tasks to accomplish said goals. For an experienced teacher who has mastered planning, classroom management, and delivery, they are more able to focus on leadership skills such as creating in house workshops and clinics for less experienced teachers.

(See AMPS Professional Growth Plan in Appendix)

Summer Sessions

Professional development begins two weeks prior to the start of the school year. During the first of these two weeks, teachers attend an Amethod Public Schools, organization-wide, summit which covers our mission and core values. The AMPS summit also focuses on organizational topics, such as best practices, SPED modifications, and human resource benefits. Creating a cohesive and systematic approach for our our staff yields benefits for our students.

During the second week, OCA holds in-house professional development, focusing on various topics such as school culture, classroom management, purposeful planning, teaching domains, and instructional techniques. The weeklong professional development at OCA helps establish a firm foundation for the staff, especially with our new teachers. We stress building a collegial staff culture for the purpose of teacher improvement and development through observations, feedback, and goal setting. The time during this professional development is also used for collaborative planning, as well as familiarization with our curriculum and yearlong academic expectations concerning content and substantial improvement of student skills.

Yearlong Development

Within our curricular model, each Friday is a minimum day and we release students at 12:40pm. From 1pm-4pm, staff attend professional development sessions as needed. The professional development sessions during the school year are primarily organized by the Site Directors and Deans through collaboration with staff and the Amethod Public Schools Instructional Leadership Team. At OCA, our time on Fridays may also be used to reinforce summer trainings. Senior staff members may contribute best practice methods to the rest of the teaching staff via presentations, handouts, and videos. We also strengthen our collegial staff culture through activities and sharing of successes and struggles. Amethod Public Schools will also assure that Oakland Charter Academy staff have the opportunity to participate in the 100 minute clinic series through a secured web account that will allow for real time video in case staff cannot attend the in person trainings.

Shared and Collaborative Networks

Amethod Public Schools staff, faculty, and administrators use a shared network for secure sharing of research, training summaries, and resources, such as lesson plans, with one another. The adoption of this feature enables multiple people in different locations to collaborate simultaneously on the same documents, spreadsheets, presentations, and drawings.

Google Drive offers an array of tools that work well in a school environment including:

Gmail for users within a school community

Drive which is an organizing folder system of all files

Docs which is a word processing app

Sheets which is a spreadsheet app

Forms which works with spreadsheets to gather information through surveys

Slides which is a presentation app

Drawings which is for picture design

AMPS also uses Illuminate Education. Illuminate Ed is a student information system (“SIS”) that provides district and school site staff with a single, web-based point of access to student demographics, attendance, scheduling, discipline, grades, assessment history, state reporting mandates, report cards, parent portal, student portal, and gradebook reporting. The California

State Longitudinal Database System (CALPADS) is functionally compatible with the Illuminate Education program.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

MTSS/RTI - Closing the Gaps

AMPS is committed to helping students who are struggling to reach grade level proficiency through the usage of a prevention system that provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. AMPS sites utilize a MTSS framework that recognizes the joint influence of academic, social, and behavioral needs on a child's overall educational performance. MTSS is a preventative and tiered approach that is structured to enable all students to learn and achieve high academic and behavioral standards. Consistent with the organization's commitment to educational excellence, this framework supports continuous improvement while meeting individual student needs.

MTSS is aimed at addressing the needs of all learners, struggling through advanced, by providing a continuum of supports and interventions. It is designed as a school improvement initiative to support better educational outcomes such as increasing graduation rates and ensuring that our students are college and career ready. At the core of MTSS lies the Pyramid of Intervention. At Tier 1, all AMPS students participate in a standards-based classroom environment. Teachers use differentiation, such as flexible grouping and multiple modalities of learning, as well as positive behavior supports to foster an empowering and positive school climate. Students' academic and behavioral progress is monitored through universal screenings and benchmark assessments. At Tier 2, students participate in small group learning to address any skills, concepts, or content areas requiring targeted support beyond Tier 1 instruction. Students identified as needing supplemental instruction (e.g., reading comprehension) are provided with research-based interventions to increase the likelihood of mastery and success. Tier 3 support is provided to students who require more individualized and targeted intervention in addition to a more formalized problem-solving process. At Tiers 2 and 3, analysis of a student's response to intervention data informs instructional decision-making. Tier 4 is provided to students who have not made adequate progress with previous levels of support and require specialized programs. MTSS does not change with the content.

MTSS in a nutshell is a model that:

- *Provides excellent initial instruction in (Tier 1)*
- *Intervening as soon as a student struggles (Tier 2)*
- *Providing more intensive intervention if the student continues to struggle (Tier 3)*

Students who are showing proficiency at least one and a half grade levels below their assigned grade in core competencies such as mathematics and English language arts, based on an objective assessment such as the Northwest Education Association's assessments ("NWEA"), or students

who are failing two or more classes in core subject areas, will be deemed as struggling. The fact is that we expect many of our students to enter school being less than proficient in math, science and English and as such, our sites implement a form of RTI practice in providing high-quality instruction support, tutoring and progress monitoring to struggling learners. The AMPS' RTI approach integrates ongoing assessment and intervention within a multi-leveled support system to maximize time and effort. The primary prevention level of the methodology includes the assurance of a high-quality core instructional program.

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

Our goal and expectation is the same for every student at all AMPS schools. We assure that students of every subgroup and demographic are enrolled in a rigorous program with challenging curriculum and be provided an instructional program that holds high expectations for all. Struggling students who perform below less than site specific average grade for levels in the initial interim assessment (using Northwest Education Association's assessments or a similar objective tool) will be provided with the necessary supplemental instructional support to strengthen their academic growth. An individual learning plan may be initiated as needed for struggling students. All students receive instruction in English and mathematics through 12th grade to offer every student the maximum opportunity to master these core subjects and become college-ready. In addition, programs such as before school, after school, noncore tutoring (small & individual) programs will be offered according to student needs. Students who continue to struggle through specific subjects below a specific data point (based on Northwest Education Association's assessments or a similar objective tool), a score that represents a student's performance, through a second interim assessment, receive extra assistance and will enter intervention programs such as, but not limited to, summer sessions, intercession tutoring, and increased noncore one to one sessions.

RTI Intervention Overview

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

| Program | Description |
|--|---|
| <i>Math Tutorial</i> | <i>Students struggling in Math receive intervention through small group and personalized attention from an identified teacher and or volunteer tutor assistant. Utilizing a group tutorial structure, students receive a more individualized instructional setting.</i> |
| <i>Personalized Learning</i> <i>Supplemental and Core Curriculum</i> | <i>Amethod Public Schools will begin to implement technology to address the needs of scholars through computer adaptive software such as Achieve 3000, Khan Academy, and ST Math.</i> |
| <i>Homework Club</i> | <i>Students who are struggling with a particular class or simply want more support in a subject can attend homework club, which is offered for an hour every day after school and run by a credentialed teacher, paraprofessionals, and/or college interns.</i> |
| <i>One to Ones</i> | <i>If a student continues to struggle after the second phase assessments (see below), they are assigned a one to one time to work with an identified tutor during noncore instructional time. Concept mastery is the target goal for these students.</i> |
| <i>Intersession Groups</i> | <i>Some students will require much more ongoing support; as such our schools provide an extended school year in the form of interim time off intersessions for students. Teachers and administrators will meet with families to discuss the program as needed.</i> |

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING

Oakland Charter Academy expects all students to reach high standards of success. For those students who excel academically, OCA will offer supplemental programs and opportunities for students through partnerships with colleges and programs. Students who consistently score at grade level or higher (Tier 1 and 1+ categories) on Interim Assessments in any subjects (for two or more assessments) and those who receive a GPA of 3.5 or higher will generally be deemed “high-achieving.” Amethod Public Schools has partnered with Johns Hopkins University Center for Talented Youth Program (“CTY”) for over a decade and has sent hundreds high achieving students to attend and study at university campuses in a three week residential program—many of whom

receive scholarships. High achieving Oakland Charter Academy students will also have the opportunity to participate in the Amethod Public Schools- Johns Hopkins University collaboration.

Academic clubs are an important extension and integral part of the AMPS program. OCA will offer clubs to give students access to varied programs early on. Current examples of these Newsletter, Spanish Language, Chess and EdgeMakers. Moreover, OCA will benefit from having two high performing sister school high schools in the Bay Area, Oakland Charter High School and John Henry High School, whose staff will work together with the staff of all AMPS middle schools to prepare embedded in-house programs such as a Pre-Advanced Placement Math and Honors English Program that will prepare students to enter high leveled high school programs such as AP and Honors courses. These students will be challenged to work through advanced coursework through a blend of small group work, independent projects, and personalized applications that is more commonly presented to high school students. OCA will also explore community partnerships in the region such as the Chicano Latino Youth Conference and other such providers.

PLAN FOR SERVING STUDENTS WITH DISABILITIES

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEA”), and any other applicable civil rights enforced by the U.S. Department of Education Office of Civil Rights (“OCR”). Furthermore, the Charter School will comply with AB 602, El Dorado County Charter SELPA (“SELPA”) guidelines, and all California laws pertaining to special education students.

Special Education Students

The Charter School recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. The Charter School will operate as its own local educational agency (“LEA”) and is a member of the El Dorado County Charter SELPA in conformity with Education Code Section 47641(a). The Charter School pledges to work in cooperation with the SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School will provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

Services for Students Under the IDEA

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of the Charter School and the SELPA.

The Charter School shall provide special education instruction and related services for special education students enrolled in the Charter School in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all obligations under this charter petition or imposed by law.

Search and Serve

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

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

For students who are identified as needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the Site Director, and a Charter School faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. The Charter School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. Parents will be informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Charter School Students

If a student enrolls at the Charter School with an existing IEP, the Charter School will notify the SELPA consistent with SELPA policies.

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same

academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate, that is consistent with federal and state law.

Referral and Assessment

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

The referral process is a formal, ongoing review of information related to students who are suspected of having disabilities and show potential signs of needing of support or special education related services. The referral for assessment process will include examining student screening information and making a decision about whether or not to conduct a formal assessment. The parent of any student suspected of needing or qualifying for special education services may also make a referral for evaluation. Any such referrals will be responded to in writing by the Charter School within 15 days. Parents will be informed that special education and related services are provided at no cost to them.

If the Charter School concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent’s written consent for assessment, consistent with applicable law.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. The Charter School will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services.

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Site Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, education specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Special Education Strategies for Instruction and Services

The Charter School shall comply with the federal mandate of the “least restrictive environment”, meaning that the school will make every attempt to educate special education students along with their non-disabled peers.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student’s request for, or actual need for, special education services.

Staffing

The Charter School is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of. All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and education specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School are qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall further be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

The goal of the Charter School is to employ at least one full time teacher who possesses a Special Education Credential. This teacher, along with the Site Director of the Charter School and AMPS Special Education leadership, will be the primary Charter School representative tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at OCA will also be involved in assuring that all IEPs and 504 plans are properly implemented.

In addition to the above special education staff, the Charter School may also seek related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that a parent/guardian files a request for a due process hearing or request for mediation, the Charter School shall defend the case.

Complaint Procedures

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights, and the Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. Parents or guardians also have the right to file a complaint with the District and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Section 504 of the Rehabilitation Act

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities. The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504. ~~Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.~~

A 504 team will be assembled by the Site Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere

with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

(See Appendix for AMPS 504 Plan)

Special Education Strategies for Instruction

Oakland Charter Academy will comply with the federal mandate of the "least restrictive environment", meaning that the school will make every attempt to educate special education

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

Professional Development for OCA Staff

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

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

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

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

PLAN FOR ENGLISH LEARNERS

The Charter School will meet all applicable legal requirements for English Learners ("EL") as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

The Charter School is required to timely identify potential English Learners and provide them with an effective English language acquisition program that affords meaningful access to the Charter School's academic core curriculum. Instructional plans for English Learners must be (1)

based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful. According to the U.S. Census Bureau, one in five public school students live in homes where English is not the primary language (Freeman & Freeman, 2007, pg. 14). 22.1% of all California public school students were classified as English Learners in 2015-16 (www.cde.ca.gov/ds/sd/cb/cefelfacts.asp). Currently, 39.9% of students enrolled at OCA are classified as EL. At AMPS we embrace the instructional vision that expects all students to gain the “ability to engage in rigorous reading, writing, critical thinking, speaking and mathematical and scientific problem solving.”

Certifications

EL teachers at OCA must hold an appropriate document or authorization for English language development, specially designed academic instruction delivered in English (“SDAIE”), or content instruction delivered in the primary language. Such classrooms may be referred to as English as a second language (“ESL”), sheltered, or bilingual. Also, EL teachers should also have received the Crosscultural Language and Academic Development (“CLAD”), Bilingual, Crosscultural Language and Academic Development (“BCLAD”), California Teachers of English Learners (“CTEL”) or any other Commission on Teaching Credentialing (“CTC”) recognized alternative certification.

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

Depending on their entry point in English as determined by the English Language Proficiency Assessments for California (“ELPAC”) exam, student data, and curriculum assessment, students will be assigned to the appropriate leveled groups within the class. Students that are struggling due to language proficiency will participate in intervention period activities that are specifically focused on decoding, word blending, and comprehension.

These activities may include comprehensive activities that explicitly and systematically build English language skills during reading instruction. There are interventions that focus explicitly on English letter/sound correspondences, word patterns, spelling rules, and other skills.

OCA will implement policies to assure proper placement, evaluation, and communication regarding EL student programs and family home language translations. Most assuredly, OCA will hold high expectations for the English Learner population, and will assure that a rigorous and supportive academic program is offered to all students.

Home Language Survey

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms). Spanish-speaking students in the country for less

than twelve months will be given the state’s Designated Primary Language Test (currently the Standards-Based Tests in Spanish [“STS”]) to determine the student’s academic proficiency when tested in his/her home language of Spanish. Students who take the STS are required to also take the Smarter Balanced Assessment Consortium (“SBAC”) CCSS assessments and/or California Modified Assessment (“CMA”) appropriate to their grade level.

English Language Proficiency Assessments for California

The ELPAC is California’s new assessment that is used to determine the English proficiency of students whose primary language is other than English. The ELPAC is replacing the California English Language Development Test (“CELDT”) and is aligned with the 2012 California English Language Development Standards. The ELPAC assesses four domains: Listening, Speaking, Reading, and Writing.

The ELPAC consists of two separate assessments:

- **Initial Assessment (IA)**

The ELPAC IA is used to identify students as either an English learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- **Summative Assessment (SA)**

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, except for speaking, which is administered individually. Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

Students with Disabilities

Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations, will take an alternate assessment(s), as noted in their IEP or Section 504 plan.

Reclassification Procedures

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

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

1. Assess English Language Proficiency

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

- *Use most recent available ~~CELDT~~ ELPAC data.*
- *Student must score ~~Early Advanced or Advanced~~ Moderately Developed or Well Developed OVERALL (or ELPAC equivalent).*
- *No more than one subtest (Listening or Speaking or Reading or Writing) is ~~intermediate~~ somewhat developed.*

2. Compare Student’s Performance in Basic Skills

Comparison of the pupil’s performance in the CAASPP from, at minimum, past three (3) years on the English section of the CAASPP, or assigned tests taken if from out of California. Students must meet ~~an intermediate~~ Moderately Developed ELPAC Score AND a ~~proficient standard met~~ (or above) CAASPP score in three (3) consecutive years for Reclassification.

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

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

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

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

4. Invite parents to Participate in the Reclassification Process

Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the

participation of parents or guardians in the Charter School's consultation during the reclassification process.

- *Provide notice to parents and guardians of their rights to participate in the reclassification process.*
- *Encourage parents/guardians to participate in the reclassification process and attend a face-to-face meeting.*
- *Conduct face-to-face meeting with interested parents.*
- *OCA will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC will be used to fulfill the requirements under Every Student Succeeds Act for annual English proficiency testing.*

5. Reclassify Student Fluent English Proficient

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

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

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

AMPS implements policies to assure proper placement, evaluation, and communication regarding EL student programs and family home language translations. Structurally, AMPS schools run a full-inclusion program for our EL students. EL students will not be in bilingual instruction classes at OCA. From the first day of school, English Learner students will be immersed in English, with the support they need to learn the language and develop the grammatical framework and vocabulary needed to begin developing as readers and writers.

Strategies for English Learner Instruction and Intervention

SDAIE strategies will be used to enhance the following;

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

Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and 4. Of paramount concern is that students leave the Charter School proficient in the English language, properly re-designated and with pride and support for their home language.

We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day either in class and/or in supplemental programs.

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

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

There are interventions and supplemental curriculum that focus explicitly on English letter/sound correspondences, word patterns, spelling rules, and other skills. By introducing these skills in

isolation and practicing them in context, students are better able to move through the language proficiency categories. In addition, there is vocabulary instruction for these students through the usage of graphic organizers, drawings, motions, pictures, and other means. Finally, all tutors are instructed to emphasize the relationships between and among words to build oral language skills that includes story retells that target both comprehension and language development.

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

With the 2017 California edition of SpringBoard ELA, SpringBoard ELD was also released, a new, stand-alone series of courses for English language learners. SpringBoard ELD's design is deeply informed by the *California ELA/ELD Framework*, with ELD standards as the focal standards of instruction.

(See AMPS English Learners in Appendix)

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Element II of the charter for a description of the Charter School’s annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

(See Local Control Accountability Plan in Appendix)

ELEMENT II: MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil Outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in

subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

Oakland Unified School District Required Language for Element II:

“In accordance with SB 1290, the charter school’s pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

The charter school’s pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:”

[Charter School to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(B)].

“[By July 1, 2015, and annually thereafter]: the charter school shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):

- *A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.*
- *Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.”*

Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:

- The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.

The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.”

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s Local Control Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and attached as an Appendix. The LCAP is also available on our website at www.amethodschols.org. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Non-Academic (Long Term) Outcomes

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

Academic Achievers who.....:

1. Produce quality work across the curriculum
2. Are extremely knowledgeable of literature and can use different genres of material in writing responses
3. Compute and solve advanced math problems
4. Are knowledgeable about educational pathways and career choices

5. Are equipped with the necessary skills to succeed in high school

Effective Communicators who....:

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

Critical Thinkers who....:

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

Life-long Learners who....:

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

Socially Responsible Citizens who....:

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

Character Goals

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

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

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

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

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

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

- *Commitment to Distinction;*
- *Teamwork;*
- *Be Adaptable;*
- *Take Responsibility;*
- *Perseverance*

Collective Measurable Pupil Outcomes

In addition to the goals outlined in the Charter School's LCAP, OCA has adopted the following Measurable Pupil Outcomes created by Oakland Unified School District's Office of Charter Schools in conjunction with other charter schools in the district.

Oakland Unified School District Collective Measurable Pupil Outcomes for Oakland Charter Academy

*See charts below for statistically significant subgroups

| OUSD # | OCA # | Measurable Pupil Outcome | Instrument | Target | 2016-2017 Update |
|---------------|--------------|---|-------------------|---|-------------------------|
| 1 | 1 | Meeting or Exceeding Standards of SBAC for English Language Arts | ELA – SBAC | By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 5 percent or achieve a level of 35%. | 39.06% |
| 2* | 2* | Statistically Significant Subgroups Meeting or Exceeding Standards of | ELA – SBAC | By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least ___ percent or | See chart below |

| | | | | | |
|----|----|---|---------------------------------|---|-----------------|
| | | SBAC for English Language Arts | | achieve a level of __% (see chart below). | |
| 3 | 3 | Meeting or Exceeding Standards of SBAC for Math | Math – SBAC | By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 5 percent or achieve a level of 35%. | 29.89% |
| 4* | 4* | Statistically Significant Subgroups Meeting or Exceeding Standards of SBAC for Math | Math – SBAC | By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least __ percent or achieve a level of __% (see chart below). | See chart below |
| 5 | 5 | Reading Level | Northwest Education Association | Each year, 50 percent of students will increase 5 RIT points on NWEA's Reading assessment (each year) or achieve proficiency. | 78% |
| 6* | 6* | Reading Level Proficiency for Statistically Significant Subgroups | Northwest Education Association | Each year, __ percent of students will increase __ RIT points on NWEA's Reading assessment (each year) or achieve proficiency. | See chart below |
| 7 | 7 | English Language Proficiency | CELDT ELPAC | Each year 30 percent of ELs will improve one overall proficiency level on CELDT ELPAC or be reclassified. | 42.4% |
| 8 | 8 | Chronic Absence | Average Daily Attendance (SIS) | Each year, have less than 10 percent of students absent more than 10% of the school days (chronic absence). | 4.18% |
| 9* | 9* | Chronic Absence for Statistically | Average Daily Attendance (SIS) | Each year, have less than 10 percent of students absent more than 10% of | See chart below |

| | | | | | |
|---|----|--|----------------------------|--|-------|
| | | Significant Subgroups | | the school days (chronic absence). (same as schoolwide) | |
| 16 | 12 | School Climate – School Safety/ Culture | Student and Family Surveys | Each year, at least 70 percent of students and families positively rate school safety/ culture. | 81.9% |
| Student family survey question relating to MPO #12: “The school is safe and secure for all students.” | | | | | |
| 17 | 13 | School Climate – Academic Instruction | Student and Family Surveys | Each year, at least 70 percent of students and families positively rate academic instruction. | 85.1% |
| Student family survey question relating to MPO #13: “The quality of instruction by faculty is excellent.” | | | | | |
| 18 | 14 | School Climate – Student & Family Engagement | Family Survey | Each year, at least 60 percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback. | 75% |
| Student family survey question relating to MPO #14: “How would you rate your ability to provide feedback to school administration?” | | | | | |

| Measurable Pupil Outcome #2 | | | |
|---|----------------------|--|-------------------------|
| By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least _____ percent or achieve a level of _____ %. | | | |
| Subgroup | Growth Amount | Percentage Meeting or Exceeding Standards | 2016-2017 Update |
| Hispanic or Latino | 5% | 35% | 38.04% |
| English Learners | 5% | 30% | 12.86% |
| Low-Income Students | 5% | 35% | 37.97% |

| Measurable Pupil Outcome #4 | | | |
|--|----------------------|--|-------------------------|
| By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least _____ percent or achieve a level of _____ %. | | | |
| Subgroup | Growth Amount | Percentage Meeting or Exceeding Standards | 2016-2017 Update |
| Hispanic or Latino | 5% | 35% | 30.72% |
| English Learners | 5% | 30% | 9.72% |
| Low-Income Students | 5% | 35% | 28.72% |

| Measurable Pupil Outcome #6 NWEA Reading (Subgroups) | | | |
|--|---|------------------------------------|-------------------------|
| Each year, __ percent of students will increase __ RIT points (or more) on NWEA's Reading assessment or achieve proficiency. | | | |
| Subgroup | Percentage of Students Showing Target Increase | Target Growth in RIT Points | 2016-2017 Update |
| Hispanic or Latino | 50% | 5 | 80.9% |
| English Learners | 50% | 5 | 64.9% |
| Low-Income Students | 50% | 5 | 79.5% |

| Measurable Pupil Outcome #9 Chronic Absence (Subgroups) | | |
|---|--|-------------------------|
| Each year, have less than 10 percent of students absent more than 10% of the school days (chronic absence). (same as schoolwide) | | |
| Subgroup | Percentage of Students Chronically Absent | 2016-2017 Update |
| Hispanic or Latino | 10% | 4.49% |
| English Learners | 10% | 3.36% |
| Low-Income Students | 10% | 2.67% |

(See Appendix for OUSD MPO 2015-2016 Data)

ELEMENT III: OUTCOME MEASUREMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

Oakland Unified School District Required Language for Element III:

“Pursuant to the transition to California’s Common Core and the accompanying shift in the state accountability testing system, the charter school will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.”

“If the charter school does not test (i.e., CAASPP) with the District, the charter school hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.”

Student Assessments

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

Students are assessed regularly from the time they enter the Charter School through graduation and all staff monitor their progress closely.

The following lists some of the current data systems (External and Internal) that will be implemented at OCA.

| Subject | Description |
|-------------------------|---|
| Diagnostic Exams | All incoming students are given diagnostic exams in order to determine proficiency levels in math, writing, and reading. Comparable tests are given at the end of the year to measure progress. |

| | |
|--|---|
| <p>Summative Assessments <i>(California Assessment of Student Performance and Progress)</i></p> | <p>State mandated assessments are administered one time at the end of the school year to evaluate students' performance against the defined set of State Board of Education content standards and they are the least flexible of the assessments implemented at our schools. Amethod Public Schools view the state exams as a vital piece of information to summarize the Charter School's overall goal. We focus our curriculum on the standards that will be evaluated on this exam. Each grade level has a pacing guide the sets out the blueprint for the specific grade levels to be prepared for the state mandated assessments.</p> |
| <p>School Wide Interim Assessments</p> | <p>These assessments fall between formative and summative assessments. All Amethod Public Schools will use the interim assessments to assess student mastery of standards, norm teaching practices across schools, and drive teacher reflection and improvement of practice. The program implemented at Amethod Public School sites is the Northwest Education Association's assessments in Reading, Language, Science and Math.</p> <p>In our system, Interim assessments serve the following purposes:</p> <ul style="list-style-type: none"> (1) evaluate students' knowledge and skills relative to a specific set of academic goals, within a 6- 8 week time frame, (2) are designed to inform decisions at both the classroom and beyond the classroom and school level. <p>Unlike our formative assessments, the results of interim assessments will be aggregated and reported at a broader level throughout the sites. In essence, these assessments serve a variety of purposes, including interventions, re-teach periods, and predicting a student's ability to succeed on the large-scale CAASPP summative assessment battery.</p> |
| <p>Formative Assessments <i>(Classroom Based Measurement [CBMs])</i></p> | <p>Used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning, and to improve student achievement of intended instructional outcomes. The assessment is embedded within the learning activity and linked directly to the current unit of instruction and curriculums.</p> <p>Formative assessments are used in providing corrective feedback (grades, progress reports, etc) or indicating areas of further instruction. Amethod Public Schools sites also use these averages for peer grade leveled comparisons. Quizzes, essays, projects and exams are delivered regularly in classes.</p> |

Analysis Cycles (Data Dives)

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

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

Teachers will reflect on patterns and:

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

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

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

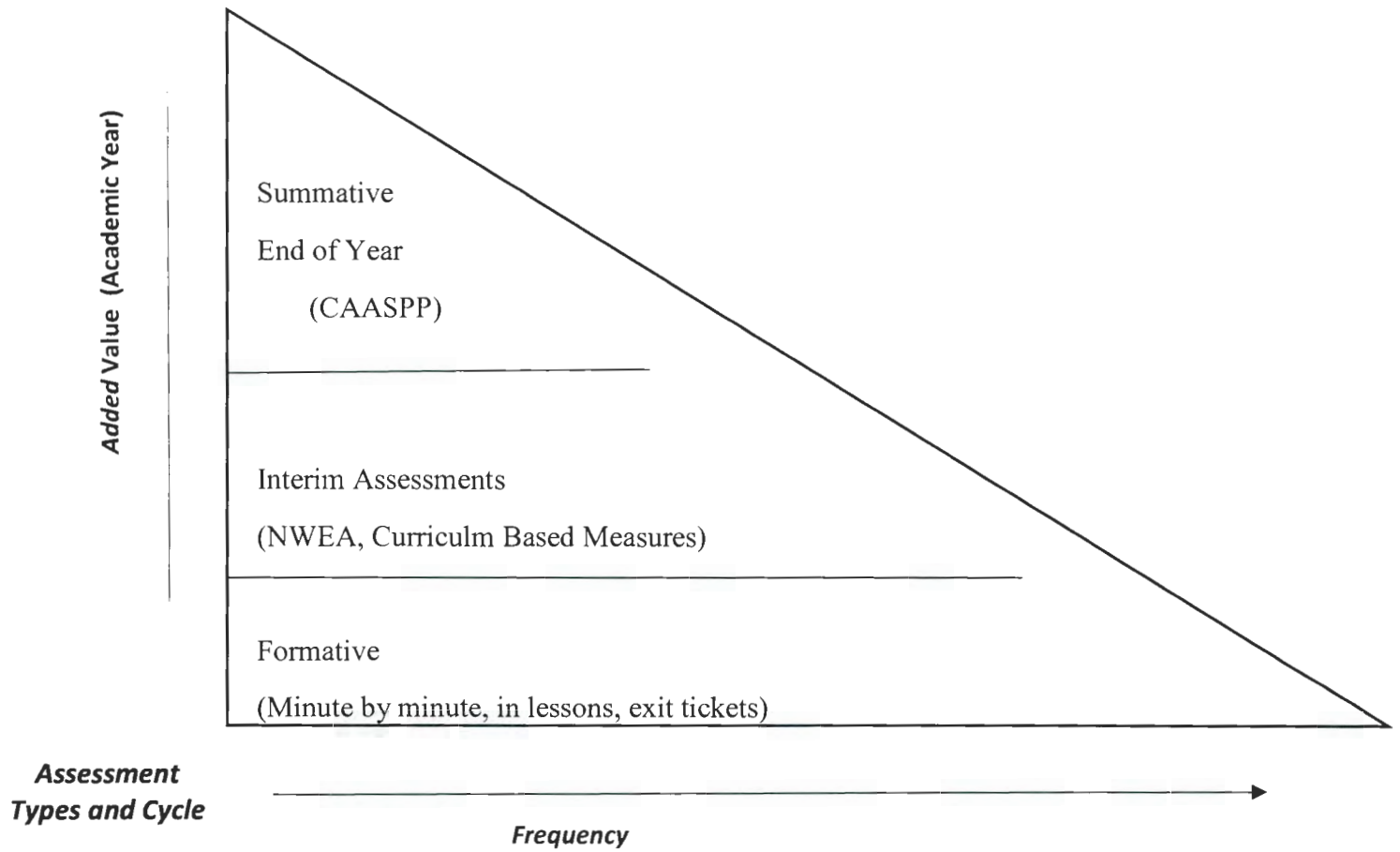
(See Appendix: Analysis Cycle-Data Dive Overview)

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

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

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

Tiers of Amethod Schools Assessment Plan



Reporting Data

All state mandated results will be reported to all of the Charter School’s stakeholders and posted on the organizational website.

Oakland Charter Academy will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

Administration will decide how they will report student progress to:

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

Illuminate Education

Scores from all student assessments can be uploaded into Amethod Public Schools' information management system (Illuminate Education) so that students' progress within particular subjects and across all subjects can be monitored at any given time. Every Amethod Faculty member will have access to the Illuminate Education program. All Amethod students and parents/guardians will receive access to Illuminate Education's student and parent portal. This log in enables students and families to monitor their progress throughout the year.

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

Student-level data indicators

- CAASPP scores
- Grade Point Average ("GPA")
- ELPAC scores
- Attendance rates (individuals)
- Sample writing with Rubric Scores Sheets
- CUM Check

School-level accountability indicators

- Annual Measurable Outcomes ("AMO")
- Dropout rate
- Attendance rate
- A-G course enrollment and pass rate
- Local Control Accountability Plan

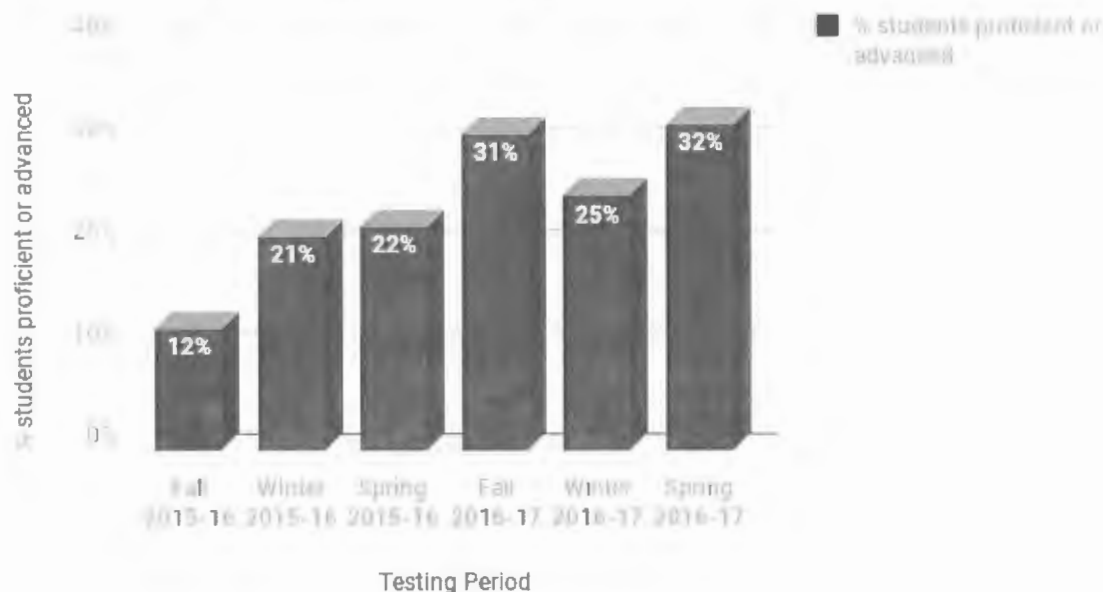
Amethod Public Schools Interim Assessments are scheduled at the start of every year, and consist of formal multiple choice, and open ended questions which are shared with the teachers prior to the assessment. This is to inspire an objective approach to assessment, and also to demonstrate by example to all staff that test cramming is unnecessary when the curriculum is appropriate. After the NWEA tests are administered, students and families will be given a goals and projection sheet that summarizes the students' progress.

Oakland Charter Academy uses the Northwest Evaluation Association Measure of Academic Progress tests to measure student progress and growth. Durnig the transition from California Standardized Tests (CST) to California Assessment of Progress and Performance (CAASPP), Amethod Public Schools implemented NWEA's MAP testing platform to assess students in Reading, Mathematics, Language and Science. Below is an example of student cohort data showing gains in ELA and math for OCA's most recent graduating class.

NWEA Math Data: Growth over time



NWEA Reading Data: Growth over time



Amethod Public Schools and OCA have use the MAP/ NWEA testing platform to help inform decisions regarding the Multi-Tiered System of Supports students receive, from differentiated homework to targeted tutoring sessions that focus on specific concepts and skills students need to attain grade-level proficiency and beyond.

(See Appendix for more detailed NWEA Cohort Data – Dissagregated Data)

Continuous Student Achievement Improvement Template

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

| | Measure | Analysis | Action Plans |
|-----------------|--|--|--|
| Students | <ul style="list-style-type: none"> ● State Tests ● Classroom projects and grades ● Attendance ● Retention Rate ● Disciplinary Actions | <ul style="list-style-type: none"> ● Compare with similar schools and to all California schools ● Identify root causes of ● Performance increases or decreases in each area | <ul style="list-style-type: none"> ● Create plan for improvement in low performing areas ● Set targets for next academic year ● Improvement required annually |

| | | | |
|------------------------|---|--|--|
| | | | (after first three years of school) |
| Teachers | <ul style="list-style-type: none"> ● Teacher Performance Evaluations ● Student performance in individual classes ● Teacher Satisfaction Surveys ● Teacher Retention | <ul style="list-style-type: none"> ● Identify strengths & opportunity areas for each teacher Compare previous scorecards ● Analyze staff retention to identify breakdowns (<i>recruiting, staff development, etc.</i>) | <ul style="list-style-type: none"> ● Create plan for improvement in low performing areas ● Set Annual Growth targets |
| Site Leadership | <ul style="list-style-type: none"> ● Student performance ● Teacher performance ● Fiscal management ● Parent Satisfaction ● Student Engagement | <ul style="list-style-type: none"> ● Compare with previous years, across similar schools | <ul style="list-style-type: none"> ● Create plan for improvement in low performing areas ● Set Annual Growth targets for next academic year |
| Governance | <ul style="list-style-type: none"> ● Performance at individual schools ● Employee Retention ● New schools opened ● Fiscal Management ● District / Systematic change influenced | <ul style="list-style-type: none"> ● Compare with previous years and targets set by Board | <ul style="list-style-type: none"> ● Create plan for improvement in low performing areas ● Set Annual Growth targets with Board for next academic year |

Grade Reports (Sample)

Each Amethod Public Schools site adheres to a grading policy that is uniform for the specific school. In order to assure teacher and student fidelity to high grading standards, Oakland Charter Academy implemented a ten (10) point grading scale. The Charter School leader will review the policy and adapt a grading scale to meet the needs of the specific site. Students will receive Progress Reports, Grading Period Reports, and Semester Report Cards showing their earned grades that will be communicated using the following scale:

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

- B** Students receiving a **B** have demonstrated mastery of at least 80-89 of the subject standards that have been taught.
- C** Students receiving a **C** have demonstrated the minimum mastery requirement of 70-79 of the subject standard.
- D** Students Receiving a **D**, 60-69 have deficits that require additional attention and student effort. Thus, a student receiving a **D** is not passing the given class.
- F** Students receiving an **F** 59 & below, have MAJOR grade deficits that require a change in approach, more focus, assistance, and increased effort. The families or parents of students receiving at least (1) **F** at the end of the first grading period will be contacted to discuss the grade.

Progress Reports

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

ELEMENT IV: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Oakland Unified School District Required Language for Element IV:

"As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit

corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.

Charter School shall send to the the OCS copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the OCS copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right, but is not obligated, to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, provided notice of same is given, along with an opportunity to comment, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

NOTIFICATION OF THE DISTRICT

The Charter School shall notify the OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices from governmental entities, within one week of receipt of such notices by The Charter School. The Charter School shall notify the OCS within 48 hours of any dire emergency or serious threat to the health and safety of students or staff, as determined by the Charter School.

STUDENT RECORDS

Upon receiving a records request from a receiving school/school district, the Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. The Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event the Charter School closes, the Charter School shall comply with the student records transfer provisions in Element 16. The Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

DRL: "The Charter School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b),

35256(c), and 35258 of the Education Code require schools, including the Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at the Charter School and of the District. The Charter School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that the Charter School does not have that the Charter School needs in order to meet its obligations, the District shall provide the same to the Charter School in a reasonably timely manner upon request under Education Code section 47604.3.”

“The Charter School will maintain sufficient staff and systems, as determined by the Charter School’s exclusive purview, including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.”

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

“Members of the Charter School’s Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws applicable to charter schools, nonprofit integrity standards and OUSD’s charter school policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

The Charter School and/or its non-profit corporation will be solely responsible for the debts and obligations of the Charter School.”

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

- *Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.*
- *Develop jointly with, and distribute to, parents of participating children, a school-parent compact.*
- *Hold an annual Title I meeting for parents of participating Title I students.*
- *Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.*

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

“EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA AND CREDENTIALING REQUIREMENTS

The Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA) that are applicable to teachers and paraprofessional employees. The Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). The Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Legal Status- Nonprofit Public Benefit Corporation

Oakland Charter Academy will be an independent charter school. It will be governed by Amethod Public Schools, a California non-profit public benefit corporation that has achieved 501(c)(3) tax exempt status.

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

omissions by Oakland Charter Academy or Amethod Public Schools. *(See Appendix: Articles of Incorporation)*

Board of Directors

OCA is governed by the Amethod Public Schools Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. Ultimate, responsibility for the governance of OCA rests with Amethod Public Schools’ Board of Directors. The Board of Directors will be responsible for major strategic and policy decisions related to the schools and will also ensure Oakland Charter Academy’s financial sustainability.

The Board shall have no fewer than three (3) and no more than nine (9) directors. All directors shall be designated by the existing Board of Directors.

Potential members of the Amethod Public Schools Board of Directors are nominated by a nominating committee appointed by the President of the Board. The Board frequently discusses additions to its membership based on the need to add additional functional expertise and/or balance representation of the communities served by Amethod Public Schools. Once nominated, the board undergoes a thorough review process including a nominee’s professional background, community involvement, and commitment to Amethod Public Schools mission.

Amethod Public Schools Board of Directors shall permit the OUSD to appoint one representative to participate on the Board of Directors of Amethod Public Schools.

(See Appendix: Board Resumes)

Board Meetings

The Board of Directors meets at least quarterly. The Charter School shall comply with the Brown Act.

Conflict of Interest (Summarized)

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within the Appendix as required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

(See Appendix: Conflict of Interest & Appendix: Bylaws)

Governance Training

New members to the Board of Directors must attend a board meeting and an Amethod Public Schools governance orientation prior to serving on the board. The Board will receive proper training annually. Some of the topics for the training sessions are, but not limited to:

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

Board Authority

The Board approves budgets for all AMPS sites, approves major school and Amethod Public Schools policies.

The Board may initiate and carry out any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School or Amethod Public Schools any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will: be in writing; specify the entity designated; describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and require an affirmative vote of a majority of Board members.

Board Duties

The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including but not limited to the following:

- Oversee major decisions by the Local Educational Agency (“LEA”);
- Set policies for schools and organization;
- Hire, supervise, evaluate, discipline, and dismissal of the Chief Executive Officer of AMPS;
- Approve contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School’s annual budget and budget revisions;

- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the Charter School calendar and schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

Amethod Public Schools Management Team (Home Office)

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

Jorge Lopez- Chief Executive Officer

Mr. Lopez is the founder of Amethod Public Schools. Mr. Lopez has over twenty years of experience working with school reform organizations, charter schools, and at risk youth. Mr. Lopez is a former member of the California State Board of Education (SBE). He was appointed by Governor Arnold Schwarzenegger and served as the SBE liaison to the Advisory Committee on Charter Schools ("ACCS") for the State Board of Education until 2010. Mr. Lopez oversaw the growth of Oakland Charter Academy from a flailing single middle school campus and transformed it into nationally renowned, multi-site K- 12th grade system whose schools rank among the highest in the state of California. Previous to working at Amethod Public Schools, Mr. Lopez has worked for the Federal Migrant Education Program Region 2 in Butte County, and Region 23 in San Joaquin County as a Program Director overseeing K-12 education site based services for identified migrant agricultural families and students. Mr. Lopez holds a BA and graduate degree in Education from Sacramento State University.

Pete Cordero- Chief Operations Officer

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

Evelia Villa- Senior Director of Leadership and Instruction

Evelia Villa is the Senior Director of Leadership and Instruction for Amethod Public Schools. Prior to her current role, Evelia oversaw the Oakland Charter High School campus, which under her leadership, became the highest performing high school in Alameda County, and fourth highest in the state of California with a 956 API. Ms. Villa also served as the founding principal of Richmond Charter Academy, serving a 100% minority student population in the West Contra Costa Unified School District. In her first year as principal, Ms. Villa led RCA to become the highest performing public middle school in the history of WCCUSD with an API of 812. Silicon Valley Latino Magazine recently selected Evelia as one of the *Top 40 under 40 Latino/a Leaders to Watch* in the Bay Area. Prior to joining Amethod Public Schools, Ms. Villa served as a Vice Principal for Parkway Elementary School in Sacramento, CA and as a counselor and Teacher on Special Assignment within the Sacramento City Unified School District. Ms. Villa also has worked as a New Teacher Mentor for the BTSA Program partnered with Oakland Unified School District and various Bay Area charter schools. Ms. Villa received her undergraduate Degree from Chico State University and her graduate degree in Education from Sacramento State University.

Eric Becker- Director of Instruction

Eric Becker is the Director of Instruction for Amethod Public Schools. He began his career in education at the Reach School, in 2002, while earning his BA in History from the University of Southern Maine ("USM"). After graduating, Eric worked as a substitute teacher in the greater Portland area before attending the Extended Teacher Education Program at USM. After receiving his credential, he relocated to the Bay Area and was hired as a 6th grade teacher for Oakland Charter Academy. That year, OCA received the National

Blue Ribbon Award for Academic Excellence. Eric taught for the next five years at Oakland Charter High School where he developed several of the English and Social Science courses for grades 9-12, including AP US History, Honors Economics and Honors American Literature. Eric has served as the Vice Principal, Dean of Instruction and Site Director of Oakland Charter High School. He holds clear credentials in both Single Subject - Social Science and Multiple Subjects, as well as an authorization in English Language Arts and a Cross-cultural, Language and Academic Development Certificate.

Jasmine Vance- Director of Special Education

Jasmine Vance is the Director of Special Education for Amethod Public Schools. Since September 2015, she has been charged with designing, implementing and executing a special education program for six AMPS schools servicing students from K-12th grades. In preparation for this role, she attended the El Dorado County Charter SELPA Leadership Academy, and continued to work collaboratively with them to support the AMPS Academic and Resource Services Team. With the SELPA, she has also served as a member for the application review committee in which other charters apply for acceptance into the charter SELPA. Prior to her role with Amethod, Jasmine worked with charter schools in Tri Valley and San Joaquin counties as an Education Specialist Support Coach. In this role, she worked with Special Education teachers and other staff to develop and facilitate IEP's that followed best practices and aligned with student success. She started off her career as an Education Specialist in Oakland Unified School District at West Oakland Middle School, and other charter schools in the district. Additionally in OUSD, she served as an Interview panelist for Special Educators. She attended the University of California at Santa Barbara for her undergraduate degree in Black Studies and minor in Education. Moreover, she was a part of the last cohort for The New Teacher Project-Oakland Teaching Fellows where she received her Education Specialist Credential.

Wil Mendoza- Director of Finance

Mr. Wilfredo O. Mendoza joined the AMPS Home Office Management Team in January 2017 after having served on its Board of Directors for three years. Mr. Mendoza currently oversees the finance, accounting, and budgeting processes and ensures they align with AMPS' strategic goals and the needs of its schools. In addition, he also provides crucial and timely support for AMPS and all stakeholders. Mr. Mendoza is an accomplished professional with over twenty-three years of experience in the financial services industry with extensive professional experience in finance including areas such as commercial, surety, and consumer underwriting, client portfolio management, supervising and training personnel, and sales and acquiring relationships. Mr. Mendoza holds a Bachelor of Arts degree in Political Economies from the University of California, Berkeley and a California Brokers license. He is a committed community leader focused on bilingual education, higher learning, and self-empowerment. He grew up in San Francisco and currently resides in the East Bay with his three children.

Adrian Clarke- Director of Information Technology

Mr. Clarke is originally from Illinois and since 2015, Adrian served as the AMPS Technology Manager prior to becoming our Director of Information Technology (“IT”), overseeing the relationship between IT, the AMPS internal organization and our external business partners. Mr. Clarke and his team manage day-to-day operations, providing onsite support to all the AMPS schools and the Home Office and working hard to ensure that AMPS is receiving quality technology services. Adrian and his team have on-boarded varied projects including roll out of the Google Classroom and Tools for AMPS schools. Prior to AMPS, Adrian worked at Wilderness Travel Inc. as the IT project Manager and helped to create the overhaul and upgrade the company’s entire technology infrastructure. Prior to Wilderness Travel, Adrian worked for Sephora USA at where he was instrumental in creating and developing the Executive IT support team, which was created to provide a streamline, quality approach to executive office support for a major world class organization, that impacted the Sephora organization worldwide. Adrian has also worked at Kaiser Permanente Hospital, UCSF Medical Center, One Medical group and The Law Offices of Barry Schultz in Evanston, Illinois. Adrian studied Sociology and Organizational Management at Northwestern University and University of Illinois at Chicago.

Edtec- Back Office Accounting/ Business Operations

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

Complaint Procedures

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

The Charter School’s distinct complaint procedures include clear information about the response timeline of the Charter School, the official complaint representative, the process of making final decisions regarding complaints, and whether the final decision will be

issued in writing. The procedures will also identify an ombudsperson for situations in which the Charter School leader is the subject of the complaint. The complaint procedures will be clearly articulated in the Charter School's family handbook that is distributed widely and available on our website.

Parental Involvement

The Charter School will use a range of methods to promote parent involvement.

The Family-Staff-Team Advisory

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

Other sample activities where the OCA parents may participate are:

- CTY camp
- LCAP Overviews/Town halls
- Sports teams
- Summer Field Day
- Excursions
- School Beautification
- Communications
- Orientations
- Back to School events
- Community Outreach
- Food Drive
- Festivals/ Carnivals

Parents who exhibit desired professional expertise identified by the Board may also be recommended to the Amethod Public Schools Board of Directors.

Methods used to involve parents include focus groups, surveys, parent/teacher conferences, orientation meetings, town halls, events, and phone / internet communication. Additional methods include:

- *Informational Meetings:* OCA will hold meetings for parents to address matters such as financial aid for college, parent and student college session, and other informational meetings.

- *Town Halls:* Through partnership with other local organizations, Amethod Public Schools implements Town Hall parent information sessions for families. Sample discussions have included school measurements, gang prevention, and cyber bullying.
- *Orientations:* OCA will conduct an all campus Orientation meeting at least once per year. This meeting is mandatory for all new and incoming student families. Administration and Teachers are in attendance and available for introductions and information.
- *Website and Phone Communication:* Teachers will have web pages on the Illuminate Ed server that will have their class schedules, grades, assessment data, attendance reports, syllabus and other assignments posted. Parents/family members may also log on to the Illuminate Parent Portal to view their child's information that may include attendance, grades, and interim assessments. The Charter School will also use the service of School Reach, an automated messaging service to reach all AMPS families en masse, through phone, text, and social media as needed.
- *Parent/Student/Teacher Conferences:* Parent/student/teacher conferences will be scheduled upon request of an administrator, teacher or a parent. These conferences may occur at any time during the year, but will be clustered at the end of grading periods.

ELEMENT V: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).

Process for Staff Selection

Teacher Recruitment and Selection

Charter School recruits driven, qualified, and enthusiastic individuals to serve in all of the school's instructional or organizational capacities. Candidates go through multiple interviews and demo lessons when appropriate. All prospective employees are required to successfully complete appropriate background checks, tuberculosis risk assessments and examinations (if necessary), and reference checks, to ensure the health and safety of the Charter School's faculty, staff, and pupils. In addition, prospective employees are carefully screened to ensure they have the qualifications for employment as determined by education codes and law as they pertain to charter schools.

Excellent teachers are integral to any educational mission. AMPS has identified teacher recruitment as an organizational priority and has developed a full human resources department in the back office to help reach our recruiting goals.

The key factors of success in recruiting are:

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

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

Primary outreach strategies include:

- Information sessions at colleges and graduate schools
- Partnerships with colleges and universities such as UC Berkeley, San Francisco State University, St. Mary's and UCLA

- Partnerships with organizations such as Teach for America, Fortune School, The Reach Institute and Cal Teach
- Newspaper and on-line advertising such as Edjoin.org and Teacherjobs.org
- Utilize the network of colleagues from our existing teaching staff

Teacher Selection

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

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

- (1) A bachelor's degree; graduate degree preferred
- (2) A California Commission on Teacher Credentialing ("CCTC") sanctioned teaching or administration credential;
- (3) Commit to the AMPS Up and Coming Leader Program ("UCLP") Coursework and assignments
- (4) A minimum of three years teaching experience
- (5) Exceptional performance as measured by the AMPS Instructional Domains

Site Director

The Site Director is the leader of the Charter School, and Amethod Public Schools takes extensive care to select the most qualified and dedicated person.

The Site Director is the instructional, cultural, managerial, and community leader of the Charter School that sets the vision and ensures that the Charter School exhibits a structured college going, preparatory environment where all students understand the purpose of preparation. The Site Director serves as the manager of all teachers, and also coaches a few classroom teachers directly, which includes conducting observation cycles, modeling lessons, and providing support and resources aimed at increasing teacher effectiveness and leadership.

The Site Director will also be a member of the interviewing and selection committee for other charter school staff and will work with the AMPS Management Team to establish an effective school model.

AMPS is a believer in growing our leaders from within. We attempt to identify leader candidates among our current teaching force and focus their development on attaining the necessary knowledge and skills to be a school leader.

Assigned tasks

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

Preferred Qualifications:

- Demonstrated commitment to students and learning.
- Demonstrated knowledge of curriculum development and program design.
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively.
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team.
- Strong community-building skills.
- Entrepreneurial passion
- Five or more years of successful educational experience
- Demonstrative track record of producing high levels of growth in academic student achievement on standardized state testing
- Valid Administrative Services Credential or enrolled in a Administrative credential program

ELEMENT VI: HEALTH AND SAFETY

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- i. ~~include~~ The requirement that each employee of the charter school furnish it with a record summary as described in Section 44237.*
- ii. The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*
- iii. That the school safety plan be reviewed and updated by March 1 of every year by the charter school.*
Education Code Section 47605(b)(5)(F).

Oakland Unified School District Required Language for Element VI:

“HEALTH, SAFETY AND EMERGENCY PLAN

The Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the Charter School each school year.

The Charter School shall ensure that all staff members receive annual training on the Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

The Charter School shall provide all employees, and other persons working on behalf of the Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

The Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

The Charter School shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of the Charter School.

The Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

The Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. The Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

The Charter School shall maintain on file and available for inspection evidence that (1) the Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) the Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) the Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. The Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, the Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

The Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. The Charter School shall maintain TB clearance records and certifications on file.

The Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. The Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

GUN FREE SCHOOLS ACT

The Charter School shall comply with the federal Gun-Free Schools Act.

TOBACCO USE PREVENTION

The Charter School shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495. ”

In order to provide safety for all students and staff, Oakland Charter Academy will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These policies will be incorporated into the Charter School’s student and staff handbooks and will be reviewed on an ongoing basis by the School Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies. The following is a summary of the health and safety policies of the Charter School.

Procedures for Background Checks

Amethod Public Schools has an identified, *Custodian of Record* whose task is to review and monitor background checks for all staff and consultants hired by the Amethod Public

Schools organization. The Charter School shall comply with the provisions and procedures of Education Code 44237 and 45125.1, including the requirement that as a condition of employment each new employee and volunteers who will volunteer outside the direct supervision of a credentialed employee must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. No employee shall be permitted to commence work at the campus until clearance has been obtained from the Department of Justice

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated reporters, as defined by law, and are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a campus that is free from discrimination and sexual harassment, as well as any harassment based upon as the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct).

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Section 6000- 6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Blood Borne Pathogens

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

Drug Free/Alcohol Free/Smoke Free Environment

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

Medication in School

Amethod Public Schools has adopted a policy regarding the administration of medication at school that adheres to Education Code Section 49423. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday.

California Healthy Youth Act

The Charter School shall teach sexual health education and HIV prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on Charter School discipline
- procedures for conducting tactical responses to criminal incidents

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to have site inspected by the local Fire Department regularly. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (*if at District facilities*).

All Amethod schools are required to have active safety plans on file as required by California Education Code and staff will be trained annually on the safety procedures outlined in the plan. If OCA finds a facility for the Charter School and it is not a district

facility, the Charter School will hire its own contractors and the appropriate resources necessary in order to perform the maintenance and operations functions required at its facility. Services by outside contractors will be heating, ventilation, air-conditioning, electric, life safety, remodel construction, pest management control, elevator repair and maintenance, and other maintenance functions. Should Amethod Public Schools be granted use of district facilities (under prop 39 or otherwise) during the term of this petition, the Charter School will be required to enter into an agreement with the district detailing all maintenance and operations functions and responsibilities prior to occupancy of the district facilities.

Food Service

The Charter School may be a food service sponsor and contract for food services (with the OUSD or another private foodservice provider) in the same manner consistent with other charter schools and food service providers.

Nursing

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

Vision/Hearing/Scoliosis

Students will be screened for vision, hearing, and scoliosis. OCA shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Emergency Preparedness

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

(See Appendix: AMPS Safety Plan and Emergency Procedures Handbook)

The Family Educational Rights and Privacy Act (FERPA)

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

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

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

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

ELEMENT VII: RACIAL AND ETHNIC BALANCE

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

OCA shall strive to achieve a student population from East Oakland and the greater OUSD area that recognizes and values the Charter School's mission and vision statements and is committed to the instructional and operational philosophy. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School.

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

Communities to Benefit

OCA is open to any student or family who wishes to attend. The Charter School will also concentrate outreach efforts at schools and communities closest to OUSD students that are of the following criteria:

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

The enrollment process is comprised of the following:

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

Recruiting and Marketing

The AMPS marketing team targets multilingual communities through a multi-faceted outreach strategy through the use of social media, and internet features. Moreover, AMPS employs a FT Community Outreach team whom canvasses the area with families and volunteers. The Charter School acknowledges that recruitment of students is the responsibility of the Charter School. In compliance with federal law, the recruitment efforts of the Charter School to target all populations within the area, regardless of race, disability, ethnicity, or gender. The Charter School will explore as many avenues of outreach as possible to guarantee a broad spectrum of exposure during its recruitment process.

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

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

Outreach efforts and materials will be provided in languages as needed that reflect the linguistic makeup of the community the school serves, including but not limited to Spanish, Vietnamese, and Mandarin. General information sheets, and other key documents, including the Charter School vision and mission statement will be provided in the multiple languages as well. The goal is to have the open slots filled by enrolled students by March. Summer school session will be set in coordination with charter petition timelines, and local school schedules. Oakland Charter Academy will also host at minimum, one (1) community event to promote the Charter School and to dispense applications and school informational.

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

ELEMENT VIII: STUDENT ADMISSION REQUIREMENTS POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). requirements, if applicable. Education Code Section 47605(b)(5)(H).

Oakland Unified School District Required Language for Element VI:

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

The Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

The Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. The Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

NON-DISCRIMINATION

The Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. The Charter School may request, at the time of, and as part of,

conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

The Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

PARENT ENGAGEMENT

The Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to the Charter School."

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

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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

All students will be given equal access to the Charter School, regardless of disabilities, and the Charter School will not discriminate against any students based on his or her disabilities.

Enrollment Process

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

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to:

1. Submit a school data card (family or guardian contact information).
2. Submit a copy of student immunization records. Complete any additional Enrollment/Registration forms and documents.

Public Random Lottery

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a random lottery to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

In accordance with Education Code Section 47605(d)(2)(B), admission preferences shall be given to the following students in the following order:

1. Siblings of existing students of the Charter School
2. Students who are enrolled in the immediate prior grade level of another Amethod Public Schools charter school
3. Children of the Charter School's teachers and staff (not to exceed 10% of the Charter School's enrollment)
3. Students who are currently enrolled in or who reside in the zip codes 94602, 94605, 94606, 94619, 94621 and 94601 which encompasses the attendance areas of the local elementary school.
4. Residents of the District
5. All other students

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Charter School will assure that the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Federal Expansion Grant, such modifications may be made

at the Charter School's discretion without any need to materially revise the charter as long as such modifications are consistent with the law and written notice is provided by the Charter School to the District.

At the conclusion of the lottery, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a "wait list" carry over to the following school year.

The lottery rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website.

Neither student nor other family members are required to be present at the random selection drawing to secure a spot. The families of students that are selected to attend the Charter School by the lottery will be notified by phone and mail and asked to confirm enrollment within two weeks of notice.

Lottery Procedures

The Charter School will conduct the lottery in the spring for enrollment in the fall of that year. The lottery is conducted via the Schoolmint System in partnership with the EnrollOak Common Enrollment Process.

Waitlist Ranking

The student waitlist will be assigned by the Schoolmint System. The database will be made public as soon as practically possible, both online at Amethod Public Schools website and posted in public locations at the school site. Letters and follow up phone calls to families on the waiting list will also be made.

All lottery databases will be kept on file by the Charter School or at Amethod Public Schools headquarters.

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

ELEMENT IX: ANNUAL AUDIT

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

Oakland Unified School District Required Language for Element IX:

“In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter, but may be requested earlier by the District, in which case the Charter School will make reasonable efforts to provide by OUSD’s requested date;

- o September 15 – Final Unaudited Financial Report for Prior Year*
- o December 15 – Final Audited Financial Report for Prior Year*
- o December 15 – First Interim Financial Report for Current Year*
- o March 15 – Second Interim Financial Report for Current Year*
- o June 30 – Preliminary Budget for Subsequent Year”*

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b) (5) (I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Board of Directors will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Chief Executive Officer, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be

resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT X: SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are

subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Site Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes

disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, ~~sold~~ or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This

section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- ~~n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.~~
- o)n) _____ Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p)o) _____ Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q)p) _____ Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

Ⓡ) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

Ⓢ) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Ⓣ) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Ⓤ) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Ⓡ) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students

that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a

pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

~~w~~v) _____ A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).

~~x~~w) _____ Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

a)d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, ~~sold~~ or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- ~~m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266e, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.~~
- n)m) _____ Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o)n) _____ Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p)o) _____ Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q)p) _____ Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r)q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the

victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s)r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t)s) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u)t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v)u) _____ A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a).

w)v) _____ Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more

than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Site Director or the Site Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or the Charter School employee who referred the student to the Site Director or designee.

The conference may be omitted if the Site Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or the Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with the Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If the Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Site Director or Site Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Site Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel ~~shall~~ consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final decision.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Site Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- 1) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- 2) The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- 3) At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

- 4) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- 5) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- 6) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- 7) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- 8) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- 9) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- 10) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the

evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Site Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student

seeks to enroll of the student's status with the Charter School.

The Site Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Site Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Site Director or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not

conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

The Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Site Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to the Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a

disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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ELEMENT XI: RETIREMENT SYSTEM

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal Social Security. Education Code 47605(b)(5)(K).

Benefits

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

The AMPS organization believes in investing in and retaining staff and as such has an established 401(k) retirement program with a matching commitment and vesting schedule from the Securian for every participating employee. Additionally, Amethod Public Schools also provides employees' access to a Flexible Benefit Plan that allows all employees access to a Flexible Spending Account (FSA), Dependent Care Flexible Spending Account, Childcare benefits, and Commuter benefit Plans on a tax free basis.

All Amethod Public School employees are covered by the federal Social Security. Payroll services for all of Amethod Public School employees are currently processed by ADP in conjunction with coordination of payroll support through Edtec.

The Chief Executive Officer is responsible for ensuring that appropriate arrangements for coverage are made.

ELEMENT XII: STUDENT ATTENDANCE

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

Oakland Unified School District Required Language for Element XII:

“Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the LEA.

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District’s intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT XIII: RETURN RIGHTS OF EMPLOYEES

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

Oakland Unified School District Required Language for Element XIII:

“Employees of the District who choose to leave the employment of the District to work at the Charter School shall have no automatic rights of return to the District after employment at the Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.”

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the School will have no automatic rights of return to the District after employment by the School, unless specifically granted by the District through a leave of absence or other agreement. The Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT XIV: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

Oakland Unified School District Required Language for Element XIV:

“The Charter School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. The Charter School will not, at any time, refer complaints to the District.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school’s response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.

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

The Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

The Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or

physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner."

"The staff and Governing Board members of the Charter School agree to attempt to resolve all disputes between the District and the Charter School regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and the Charter School except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(c), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director:

Oakland Charter Academy

Oakland, CA

To Coordinator, Office of Charter Schools:

1000 Broadway, 6th Floor, Suite 639

Oakland, CA 94607

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by

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

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed...

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law

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

The goal of this dispute resolution process is to:

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

PUBLIC COMMENTS

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

DISPUTES ARISING FROM WITHIN THE CHARTER SCHOOL

Disputes arising from within the Charter School, including all disputes within and among students, staff, parents, volunteers, advisors, partner organizations and governing board members of the Charter School shall be resolved by policies and processes developed by the Charter School. These processes will be made public through the Charter School's

normal communication processes and will begin with complaints being presented to the Site Director or designee. If not resolved, then the matter will be referred to the Chief Executive Officer or designee, and/or subsequently to the Amethod Board President or secretary.

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

Disputes between the Charter School and the Charter-Granting Agency

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Chief Executive Officer of the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Chief Executive Officer, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Chief Executive Officer, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Chief Executive Officer, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Chief Executive Officer, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the

mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

ELEMENT XV: PROCEDURES FOR SCHOOL CLOSURE

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).

Oakland Unified School District Required Language for Element XV:

“REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provisions set forth in the Charter Schools Act of 1992.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the OUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the OUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close the Charter School, either by the governing board of the Charter School or by the OUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the OUSD Board of Education; the governing board of the Charter School votes to close the Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of the Charter School or the OUSD Board of Education, the governing board of the Charter School shall designate a person or persons responsible for conducting and overseeing all

closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how the Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, the Charter School shall send written notice of its closure to:

- 1. The OUSD OCS. The Charter School shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of the Charter School, the Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.*
- 2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in the Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the OCS.*
- 3. Alameda County Office of Education (ACOE). The Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. The Charter School shall simultaneously provide a copy of this notification to the OCS.*
- 4. The Special Education Local Plan Area (SELPA) in which the Charter School participates. The Charter School shall send written notification of the Closure Action to the SELPA in which the Charter School participates by registered mail within 72 hours of the Closure Action. The Charter School shall simultaneously provide a copy of this notification to the OCS.*
- 5. The retirement systems in which the Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, the Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. The Charter School shall provide a copy of this notification and correspondence to the OCS.*
- 6. The California Department of Education (CDE). The Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. The Charter School shall provide a copy of this notification to the OCS.*
- 7. Any school district that may be responsible for providing education services to the former students of the Charter School. The Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list*

of potentially returning students and their home schools based on student residence. The Charter School shall provide a copy of these notifications, if any, to the OCS.

8. All Charter School employees and vendors within 72 hours of the Closure Action. The Charter School shall simultaneously provide a copy of the written employee and vendor notification to the OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

- 1. The effective date of the closure of the Charter School*
- 2. The name(s) and contact information for the person(s) handling inquiries regarding the closure*
- 3. The students' school districts of residence*
- 4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements*

In addition to the four required items above, notification of the CDE shall also include:

- 1. A description of the circumstances of the closure*
- 2. The location of student and personnel records*

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

- 1. Information on how to enroll or transfer the student to an appropriate school*
- 2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results*
- 3. Information on student completion of college entrance requirements, for all high school students affected by the closure*

Notification of employees and vendors shall include:

- 1. The effective date of the closure of the Charter School*
- 2. The name(s) and contact information for the person(s) handling inquiries regarding the closure*
- 3. The date and manner, which shall be no later than 30 days from the effective date of the closure of the Charter School, by which the Charter School shall provide employees with written verification of employment*

Within 30 days of the effective date of closure, the Charter School shall provide all employees with written verification of employment. The Charter School shall send copies of such letters to the OCS.

Records Retention and Transfer

The Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of the Charter School records, including student records. These requirements include:

1. The Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of the Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. The Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.

3. The Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.

5. The Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. The Charter School will coordinate with the OCS for the delivery and/or pickup of student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. The Charter School must provide to the OCS a copy of student attendance records, teacher gradebooks, the Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. The Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. *The Charter School shall provide to the responsible person(s) designated by the governing board of the Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.*

Financial Close-Out

After receiving notification of closure, the CDE will notify the Charter School and the authorizing entity of any liabilities the Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the County Office of Education to conduct an audit of the Charter School if it has reason to believe that the school received state funding for which it was not eligible.

The Charter School shall ensure completion of an independent final audit within six months after the closure of the Charter School that includes:

1. *An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.*
2. *An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.*
3. *An assessment of the disposition of any restricted funds received by or due to the Charter School.*

This audit may serve as the Charter School's annual audit.

The Charter School shall pay for the financial closeout audit of the Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by the Charter School will be the responsibility of the Charter School and not OUSD. The Charter School understands and acknowledges that the Charter School will cover the outstanding debts or liabilities of the Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. The Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which the Charter School participates, and other categorical funds will be returned to the source of funds.

The Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. *Preliminary budgets*

2. *Interim financial reports*
3. *Second interim financial reports*
4. *Final unaudited reports*

These reports must be submitted to the CDE and the authorizing entity in the form required. If the Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed the Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of the Charter School. The Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. *The Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to the Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and the Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.*
2. *The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.*
3. *The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.*
4. *The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.*

If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of the Charter School, the corporation shall be dissolved according to its bylaws.

The Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

The Charter School's governing board shall adopt a plan for wind-up of the Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

The Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which CharterSchool will make the payments.

Prior to final close-out, the Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.*
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).*
- c. Make final federal tax payments (employee taxes, etc.)*
- d. File its final withholding tax return (Treasury Form 165).*
- e. File its final return with the IRS (Form 990 and Schedule).*

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end the Charter School's authorization to operate as a charter school or cause the Charter School to cease operation. The Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should the Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court."

REQUIRED NOTIFICATION TO DISTRICT

"The Charter School shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves the Charter School without graduating or completing the school year for any reason. The school district notified shall be determined by the

pupil's last known address. The Charter School shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3)."

"The Charter School shall define any student dismissal under the Charter School's disciplinary procedure, or termination of a student's right to attend the Charter School under its disciplinary procedure, as an "expulsion" under the Education Code."

Add the following text and remove any text to the contrary:

"In the case of a special education student, or a student who receives 504 accommodations, the Charter School will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled."

FACILITIES

"If the Charter School is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, the Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between the Charter School and the District."

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition, unless otherwise stated in the agreement. The circumstances of the Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation."

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal."

For any other use agreement, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in

duration, at the option of the District, unless the District and the charter school agree to a longer term for the use agreement. The Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the OUSD Board of Education with the renewal of the charter petition. If the Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, during such time period the Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if the Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, the Charter School shall vacate the District facilities on or before June 30th of said school year.

The Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent the Charter School from conducting its educational programs. If the Charter School will share the use of District facilities with other District user groups, the Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- *Use: The Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to the Charter School.*

- *Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to the Charter School for use. The Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.*

- *Leasing; Licensing: Use of the District facilities by any person or entity other than the Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.*

- *Programs, Services, and Activities Outside Instructional Program; Third Party Vendors*
 - (i) *Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.*
 - (ii) *Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than the Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.*

- *Minimum Payments or Charges to be Paid to District Arising From the Facilities:*
 - (i) *Pro Rata Share: The District shall collect and the Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and*
 - (ii) *Taxes; Assessments: Generally, the shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or the Charter School's legal or equitable interest created by the use agreement.*

- *Maintenance & Operations Services: In the event the District agrees to allow the Charter School to perform any of the operation and maintenance services, the District*

shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by the Charter School.

(i) Co-Location: If the Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and the Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If the Charter School is a sole occupant of District facilities, the District shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and the Charter School shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, the Charter School shall satisfy requirements to participate in OUSD's property insurance or, if the Charter School is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. The Charter School shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF the Charter School is co-locating or sharing the OUSD facility with another user.*

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, the Charter School shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows the Charter School to use and occupy the site as a charter school. The Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. The Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If the Charter School intends to move or expand to another facility during the term of this Charter, the Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment.

Prior to occupancy or use of any such additional or changed school site, the Charter School shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, the Charter School shall provide adequate documentation to the OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. The Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. The Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.

Pest Management: The Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: The Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

“If the Charter School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the OCS and/or the local planning department or equivalent agency. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. The Charter School shall not begin operation in any

location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the OCS and/or the local planning department or equivalent agency.

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process."

ADMINISTRATIVE SERVICES

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

DISTRICT IMPACT STATEMENT/CIVIL LIABILITY EFFECTS

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

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

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

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

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

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

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

In addition, if an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by the Charter School by law or charter provisions."

FISCAL MATTERS

"Cash Reserves"

The Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

The Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, the Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Audit and Inspection of Records

The Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- *The Charter School is subject to District oversight.*
- *The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of the Charter School.*
- *The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if the Charter School engages in fiscal mismanagement.*

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

- *Compliance with terms and conditions prescribed in the Charter agreement,*
- *Internal controls, both financial and operational in nature,*
- *The accuracy, recording and/or reporting of the Charter School's financial information,*
- *The Charter School's debt structure,*

- *Governance policies, procedures and history,*
- *The recording and reporting of attendance data,*
- *The Charter School's enrollment process,*
- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to the Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Internal Fiscal Controls

The Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

The Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating the charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, the Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

The Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. (Government Code section 3540 et seq.) The Charter School shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes."

The decision to close the Charter School shall be documented by an official action of the Amethod Public Schools Board of Directors. Amethod Public Schools Governance Board, once closure of OCA would be voted as imminent, would notify the OUSD Charter Coordinator, OUSD Board President, and/ or other OUSD assigned person of the decision.

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

The entities include:

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

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

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

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

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

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

The Charter School will set aside \$15,000 by October 1, of its first year of operation to hold for a final closeout audit. In the event of closure or dissolution of the Charter School, the Governance Board will refer to the Executive Director the management of the process. This process shall include a final audit to determine the disposition of all assets and liabilities of the Charter School.

MISCELLANEOUS CHARTER PROVISIONS

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

—*California Education Code Section 47605(g)*

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

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

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

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

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

Fiscal Support

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

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

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

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

Oakland Charter Academy Budget Narrative

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

Demographics

Currently, OCA has 240 enrolled students in 17-18 and has capacity to accommodate 270 students.

| OCA Enrollment Projections | | | | | |
|-----------------------------------|--------------|--------------|--------------|--------------|--------------|
| | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
| 6 | 90 | 90 | 90 | 90 | 90 |
| 7 | 90 | 90 | 90 | 90 | 90 |
| 8 | 90 | 90 | 90 | 90 | 90 |
| TOTAL | 270 | 270 | 270 | 270 | 270 |

In line with historical averages, OCA has assumed a conservative unduplicated count, as well as conservative numbers of Free and Reduced Price Meal students and English language learners:

- Free and Reduced Priced Meals: 88%
- English Learners: 40%
- Unduplicated Count: 93%

Enrollment of FRPM and ELL students is an important part of the Amethod schools' mission. Therefore, during recruitment efforts, OCA will actively seek out students who are in these categories.

The attendance rate is assumed to be 96%, which is more conservative than historical trends.

Revenues

LOCAL CONTROL FUNDING FORMULA

The School is using the Local Control Funding Formula to drive the general purpose entitlements. Per Senate Bill 97, the base rate for the Year 1 Transition Calculation is determined by the LCFE base rate of Oakland Unified School District. Below is an excerpt from page 81 of Senate Bill 97 that provides clarification on how newly operational charter schools will be funded under the LCFE.

- (f) (1) For purposes of this section, commencing with the 2013–14 fiscal year and until all school districts and charter schools equal or exceed their local control funding formula target computed pursuant to Section 42238.02, as determined by

the calculation of a zero difference pursuant to paragraph (1) of subdivision (b), a newly operational charter school shall be determined to have a prior year per average daily attendance funding amount equal to the lesser of:

(A) The prior year funding amount per unit of average daily attendance for the school district in which the charter school is physically located. The Superintendent shall calculate the funding amount per unit of average daily attendance for this purpose by dividing the total local control funding formula entitlement, calculated pursuant to subdivisions (a) and (b), received by that school district in the prior year by prior year funded average daily attendance of that school district. For purposes of this subparagraph, a charter school that is physically located in more than one school district shall use the calculated local control funding entitlement per unit of average daily attendance of the school district with the highest prior year funding amount per unit of average daily attendance.

(B) The charter school's local control funding formula rate computed pursuant to subdivisions (c) to (i), inclusive, of Section 42238.02.

The LCFF entitlement is a made up of a combination of state aid, Education Protection Act entitlement and charter schools in lieu of property taxes. The table below shows the implementation schedule of the LCFF from 2018-19 through 2022-23 and the general purpose rates that are generated over that period. OCA is also using an estimated unduplicated count of 94% for school projections, based on our three year average, and a district UPP of 78.07%, which is what is used to calculate the supplemental and concentration grant.

The State is expected to fully fund LCFF in 2020-21. We conservatively estimate an 18-19 LCFF allocation of \$9,702 per ADA. This is based on the FCMAT LCFF Calculator. In the years following, we conservatively estimate a 1% COLA increase once LCFF is fully implemented. The CDE website currently forecasts over 2%.

LCFF Schedule

| LCFF Implementation | FY 18-19 | FY 19-20 | FY 20-21 | FY 21-22 | FY 22-23 |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|
| Implementation % Towards Goal | 71.53% | 73.51% | 100.00% | 100% | 100% |
| Total Effective Implementation % | 97.9% | 99.4% | 100% | 100% | 100% |

| | | | | | |
|---|---------|---------|----------|----------|----------|
| OCHS General Purpose Entitlement per ADA | \$9,702 | \$9,975 | \$10,075 | \$10,176 | \$10,278 |
|---|---------|---------|----------|----------|----------|

OTHER GOVERNMENT SOURCES

OCA will serve a school lunch, in compliance with the National School Lunch Program. Oakland Charter Academy will receive state and federal reimbursements for the cost of meals served to students that qualify for free or reduced pricing. All meals served at the school include the required nutritional components, and are served in a county inspected kitchen.

We do intend to apply and receive SB740 Facility Grant funds. These grant funds have been included in the budget since the demographics of OCA meet the requirements for applying for a facilities grant under SB 740. That revenue is included in the budget at the lesser of \$1,117 per ADA or 75% of the lease costs.

The school has budgeted for state lottery revenue. The 2017-18 rate is \$191/ADA based on School Services of California (SSC) projections. Out years remain flat and are also based on the SSC Dartboard.

For Special Education, OCA is part of the El Dorado County SELPA and does receive the Federal rate of \$125 student and state rate of \$514 per student.

The school has not included any grants or fundraising although the school intends to apply for grants and programs as the opportunities arise.

Expenses

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

STAFFING AND BENEFITS

The staffing structure is modeled off of Amethod's successful staffing structure at its other schools. The structure assumes substantial management, instructional leadership, and operations support from the home office.

| | Avg. Salary per FTE (2017-18) | 2018-19 FTE | 2019-20 FTE | 2020-21 FTE | 2021-22 FTE | 2022-23 FTE |
|---------------------------|-------------------------------|-------------|-------------|-------------|-------------|-------------|
| <i>Teacher</i> | \$54,000 | 11 | 11 | 11 | 11 | 11 |
| <i>PE teacher</i> | \$50,000 | 1 | 1 | 1 | 1 | 1 |
| <i>Tutors</i> | \$44,000 | 8 | 8 | 8 | 8 | 8 |
| <i>Site Director</i> | \$100,000 | 1 | 1 | 1 | 1 | 1 |
| <i>Site Admin Support</i> | \$32,000 | 4 | 4 | 4 | 4 | 4 |

| | | | | | | |
|-------------------------|-----------------|----------|----------|----------|----------|----------|
| <i>Dean of Students</i> | \$78,000 | 1 | 1 | 1 | 1 | 1 |
|-------------------------|-----------------|----------|----------|----------|----------|----------|

The salaries assumed in the budget map directly to the average salaries paid by AMPS, increased by 3%. In addition, substitutes have been budgeted assuming a 5% teacher absence rate and \$150/day rate of pay.

The school will offer a cafeteria health plan with a fixed contribution amount per employee per year (\$5,000), which will grow by 14% per year, in line with health cost increases. Like the teachers at its sister schools, the certificated staff will not participate in STRS; instead all staff will be part of the social security system and a 401 K.

Books and Supplies

The school is budgeting \$250-275 per student per year to purchase replacement textbooks and update core curriculum as needed. In addition, the school is budgeting \$50 per student for instructional materials and consumables. The school has a budgeted \$21 per student for art supplies and \$14 per student for PE supplies, which is higher than historical patterns.

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

Services and Operating

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

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

Professional development is an important part of the OCA experience. Much of the professional development during the year will be run internally at minimal cost, but the school is budgeting \$600 per teacher to pay for planning periods, consultants, substitutes, and materials related to professional development.

OCA has budgeted for special education services at about \$40k which is in addition to our internal specialists and support staff.

OCA will use Illuminate Ed to manage student attendance.

Capital Outlay

The school has no planned capital outlay.

CMO FEE

OCA will pay fees to Amethod Schools to help cover home office functions such as Chief Executive Officer, Chief Academic Officer, Director of Instruction, and Director of Talent Management. The CMO fees are currently estimated at 10% of total governmental revenues.

Cash Flow

OCA has demonstrated strong operating incomes and cash flow over the last several years and is forecasting a 17-18 operating surplus of 212k. We anticipate continued positive cash flows and operating incomes.

Budget and Financial Reporting

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

– California Education Code § 47605(g)

(See Appendix: Multiyear Budget Summary and Appendix: Monthly Cash Forecast)

These documents are based upon the best data available to the Petitioners at this time.

The Charter School shall provide reports to the District and the County Superintendent of Schools in accordance with Education Code Section 47604.33 as follows and shall provide additional fiscal reports as requested by the District or County Superintendent of Schools:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to education code 47605.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year shall be delivered to the district, state controller, state Department of Education, and county superintendent of schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a non-audited report from the full prior-year. The report submitted to the district shall include an annual statement of all the charter schools receipts and expenditures for the preceding fiscal year.

INSURANCE REQUIREMENTS

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

Insurance shall also be maintained to meet requirements of authorities to the extent that insurance is required to rent facilities or equipment. The School will obtain quotes from Insurance providers yearly as is the practice with the existing schools sites. The school agrees to hold harmless OUSD regarding liability issues. The following are brief descriptions of liability insurance programs;

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

Administrative Services

Governing Law: "The manner in which administrative services of the charter school are to be provided." Education Code Section 47605(g).

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

In accordance with Education Code 47613, the chartering authority may charge for the actual costs of oversight of the Charter School not to exceed one percent of the revenue

of the Charter School. For purposes of this charter, “revenue of the Charter School” means the general purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Section 47632. It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. Budget allocation and vendor selection will be the responsibility of the Governance Board. The Governance Board may delegate authority to the Chief Executive Officer to select vendors below a contract amount to be determined, but will retain overall responsibility for contract approvals. The Governance Board will work with the selected back office provider for payroll services and to ensure compliance with state financial accounting procedures.

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

Facilities

Governing Law: “The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.” Education Code Section 47605(g).

The Charter School will be located within the District boundaries. The Charter School is currently located at 4215 Foothill Blvd, Oakland, CA 94601. The Charter School currently has a 10 year lease through 2023.

Transportation

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

CIVIL LIABILITY IMPACT

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District- requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

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

AMPS

HONOR HARD WORK