

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

AMPS

HONOR HARD WORK

October 11th, 2017

Board of Education
Oakland Unified School District
1000 Broadway Suite 680
Oakland, CA 94607

Dear Oakland Unified School District Board of Education Directors:

We, the Amethod Public Schools' ("AMPS") Board of Directors, hereby authorize the submission of the charter renewal petition and supporting documents contained herein.

Amethod Public Schools petitions the Board of Directors of the Oakland Unified School District ("OUSD") to renew the charter pursuant to Education Code Sections 47607 and 47605 to continue the function of Oakland Charter Academy ("OCA").

Amethod Public Schools will continue to operate OCA pursuant to the terms of the Charter Schools Act and the provisions of OCA's charter. AMPS' Chief Executive Officer will be authorized to negotiate any amendments to the attached charter and secure approval by OUSD's Governing Board. Please address any inquiries to:

Jorge Lopez, Chief Executive Officer
Amethod Public Schools
2101 Livingston Ave, Oakland, CA 94601
510.436.0172

Respectfully,



Nicolás C. Vaca
President of the Board of Directors
Amethod Public Schools

Amethod Public Schools:

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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 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). 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(1)]
- 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 a transcript of grades or report card and health information.
- 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.

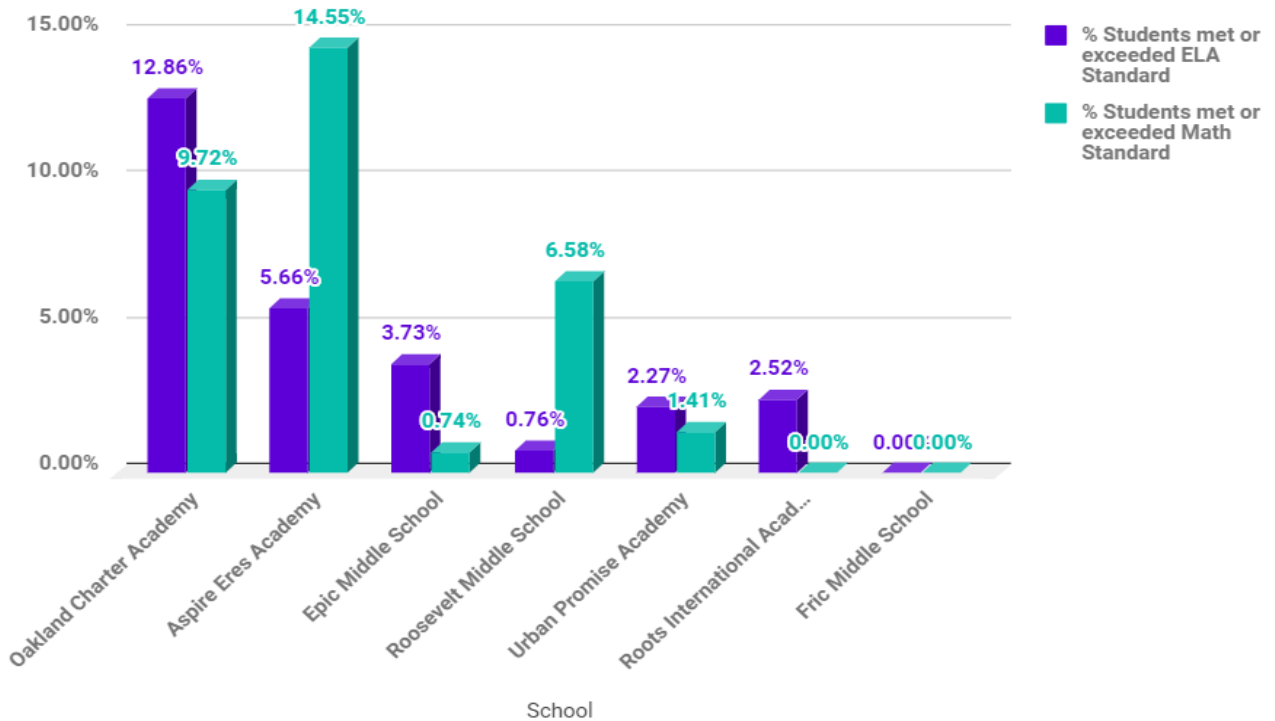
(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

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.

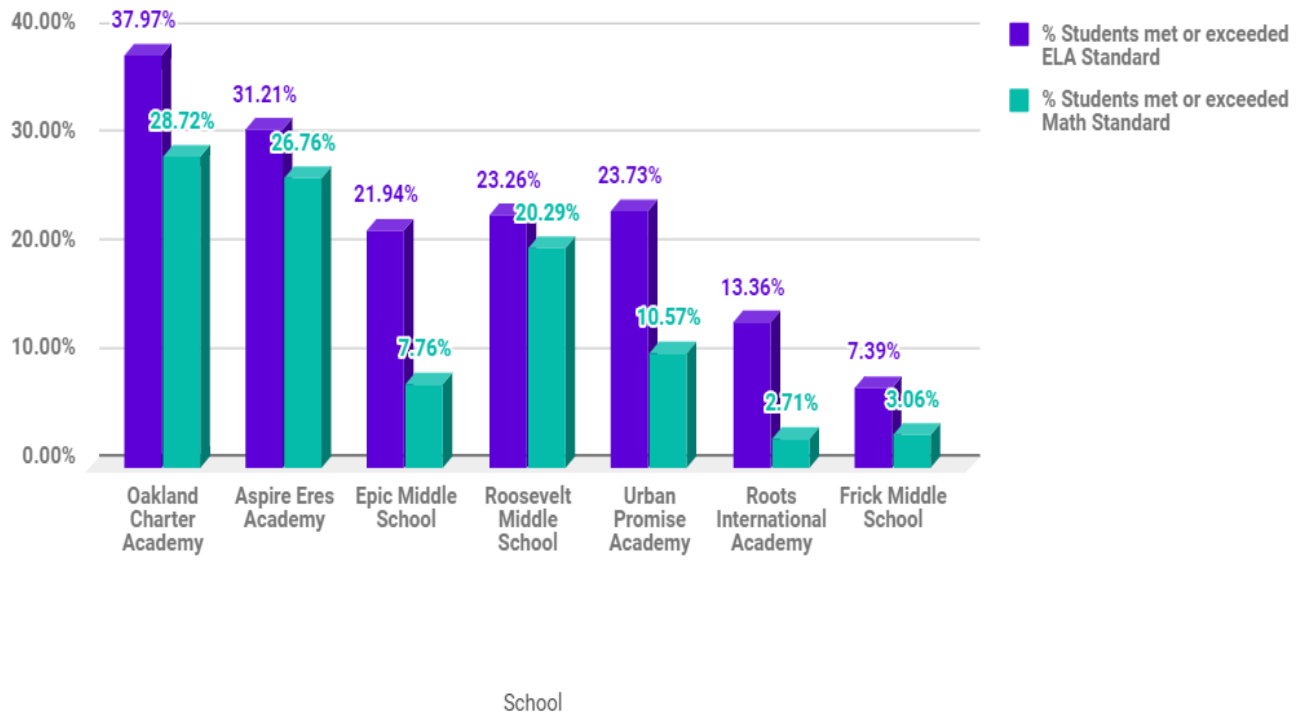
SUCSESSES AND ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM

- 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

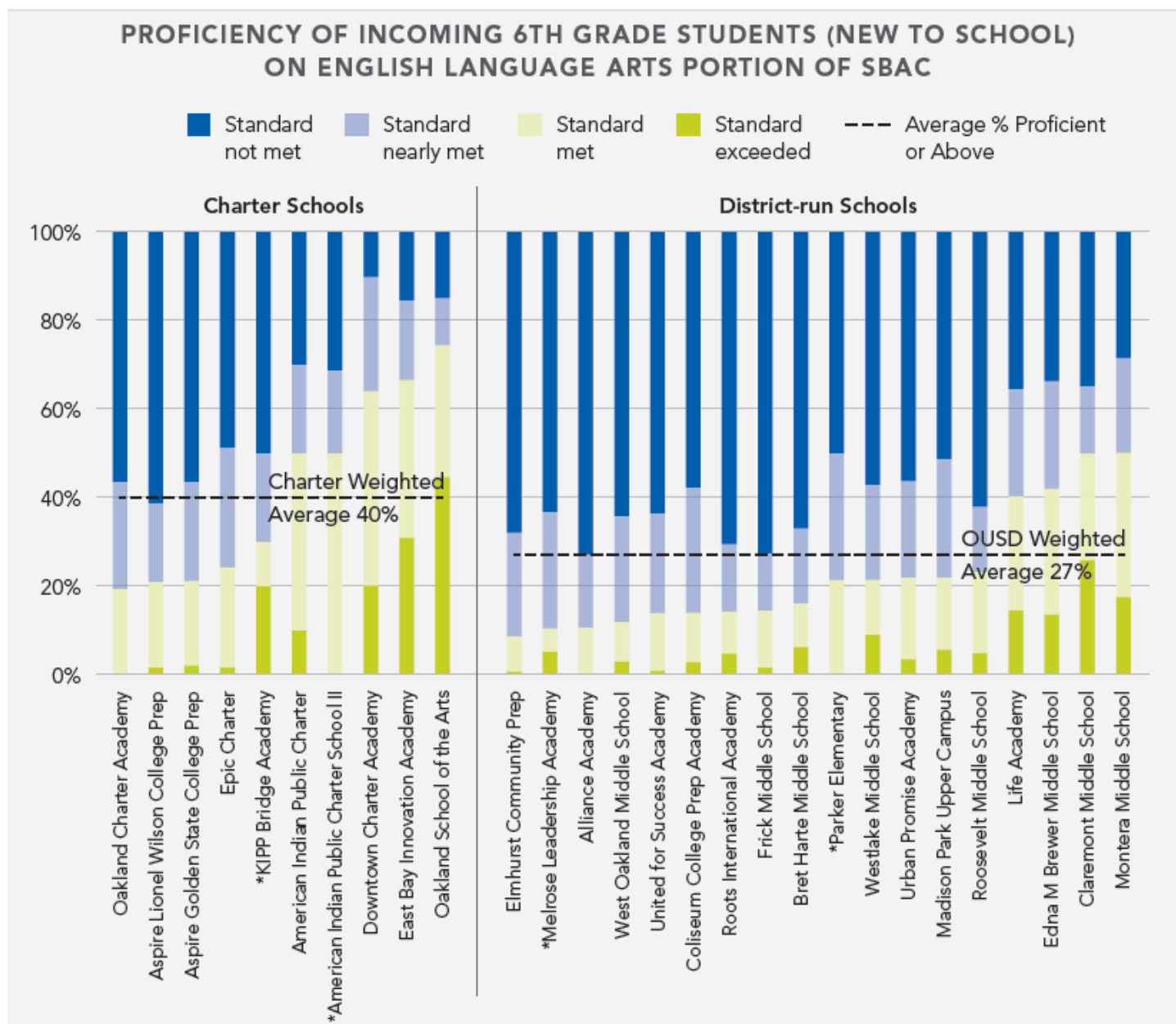
<u>2017 CAASPP Results</u> <u>Percentage of Students Meeting or Exceeding Standards</u>		
	ELA	Mathematics
Oakland Charter Academy	39.06%	29.89%
Aspire Eres Academy	38.86% (6-8 grades)	31.56% (6-8 grades)
Epic Middle School	21.95%	7.69%
Roosevelt Middle School	24.12%	20.63%
Urban Promise Academy	24.51%	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.

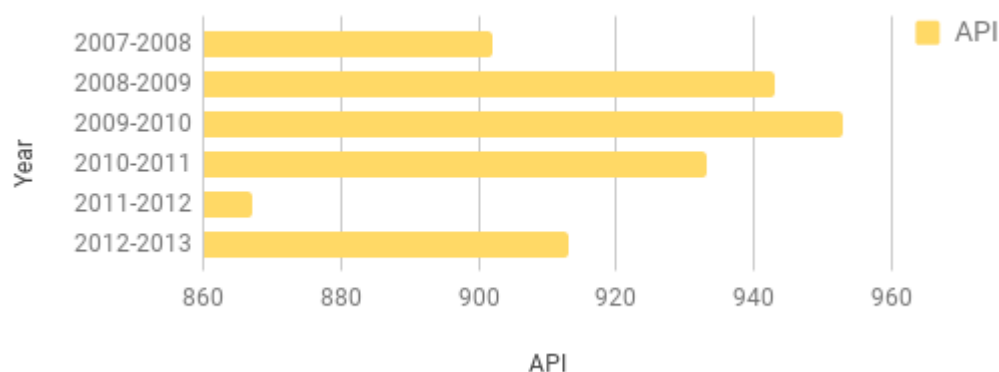
¹ Education Resource Strategies. "Informing Equity: Student Need, Spending, and Resource Use in Public Schools." 2017.



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

A description, for the charter school, 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's 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.

<i>Grade Level (6th Grade)</i>	<i>Sample Texts</i>
<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>)
<i>Grade Level (7th Grade)</i>	<i>Sample Texts</i>
<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 style="text-align: center;"><i>Grade Level</i> <i>(8th Grade)</i></p>	<p style="text-align: center;"><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) <i>ISBN: 0-618-04430-2</i>
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 <i>ISBN: 0-395-977725-8</i>
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. It's 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 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 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 webs 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. 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 OVERALL (or ELPAC equivalent).*
- *No more than one subtest (Listening or Speaking or Reading or Writing) is intermediate.*

2. Compare Student’s Performance in Basic Skills

Comparison of the pupil’s performance in the 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 ELPAC Score AND a proficient 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 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 school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the 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

- | |
|--|
| <ol style="list-style-type: none"> 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 |
|--|

<i>Critical Thinkers who.....:</i>

- | |
|--|
| <ol style="list-style-type: none"> 1. Know how to access information and integrate knowledge 2. Identify and use resources effectively to gather, communicate, and evaluate information 3. Demonstrate the thinking skills of application, analysis, synthesis, and evaluation in a logical manner. |
|--|

<i>Life-long Learners who....:</i>

- | |
|--|
| <ol style="list-style-type: none"> 1. Are open to discover, develop an enthusiasm and interest for learning 2. Are adaptive to a wide array of professional and cultural settings 3. Are goal-oriented, understand the importance of hard work and continual goal setting |
|--|

<i>Socially Responsible Citizens who.....:</i>
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- | |
|---|
| <ol style="list-style-type: none"> 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 Measureable 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 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 __ percent or achieve a level of __% (see chart below).	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	Each year 30 percent of ELs will improve one overall proficiency level on CELDT 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 Significant Subgroups	Average Daily Attendance (SIS)	Each year, have less than 10 percent of students absent more than 10% of the school days (chronic absence). (same as schoolwide)	See chart below
16	12	School Climate –	Student and Family Surveys	Each year, at least 70 percent of students and	

		School Safety/ Culture		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*

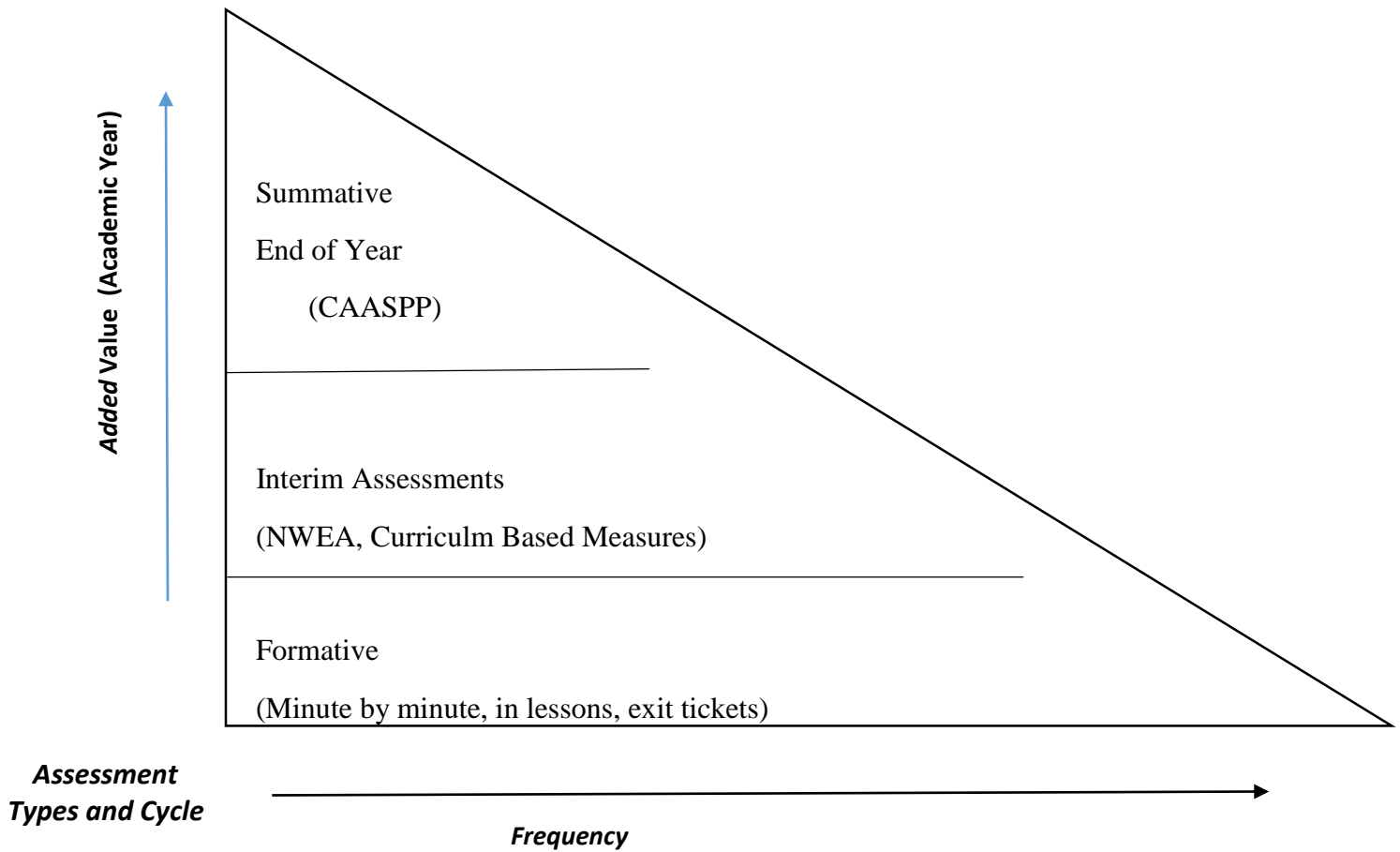
(See Appendix: Analysis Cycle-Data Dive Overview)

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

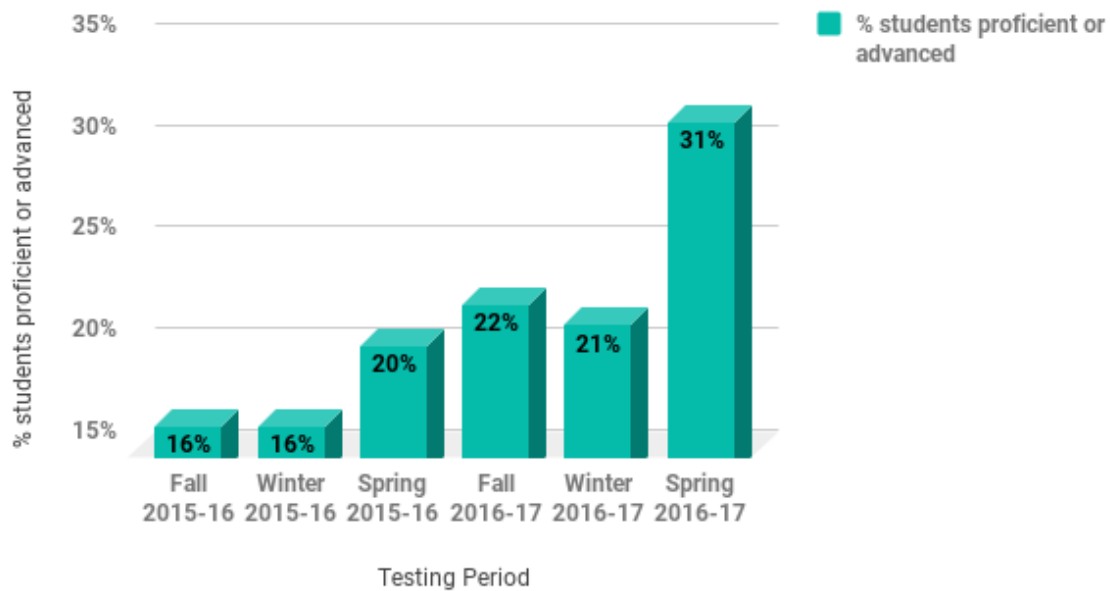
School-level accountability indicators

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

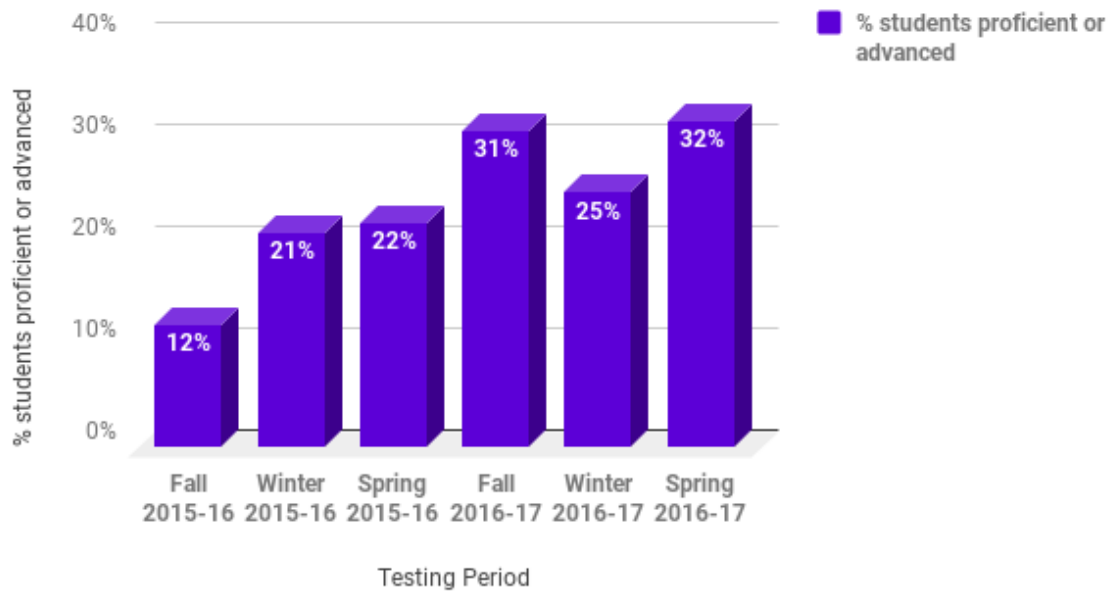
Amethod Public Schools Interim Assessments are scheduled at the start of every year, and consist of formal multiple choice, and open ended questions which are shared with the teachers prior to the assessment. This is to inspire an objective approach to assessment, and also to demonstrate by example to 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. During 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 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 include the requirement that each employee of the charter school furnish it with a record summary as described in Section 44237. 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.

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 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

Governing Law: Admission 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.

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)
4. Residents of the District
5. All other students

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 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. 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.

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.
- 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) 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) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- q) 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.
- r) 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.
- s) 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.
- t) 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.
- u) 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.

- v) 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) 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) 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.
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, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- 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.
- q) 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) 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) 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) 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) 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) 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) 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.

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. 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

A student may be expelled either by the Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of an Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel should 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. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

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.

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. 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 supervisory 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 supervisory 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 supervisory 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 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 LCFF 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 LCFF.

(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 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 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 school. The description of the facilities to be used by the charter school shall specify where the 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

APPENDIX A

CAASPP Results 2016

AMPS

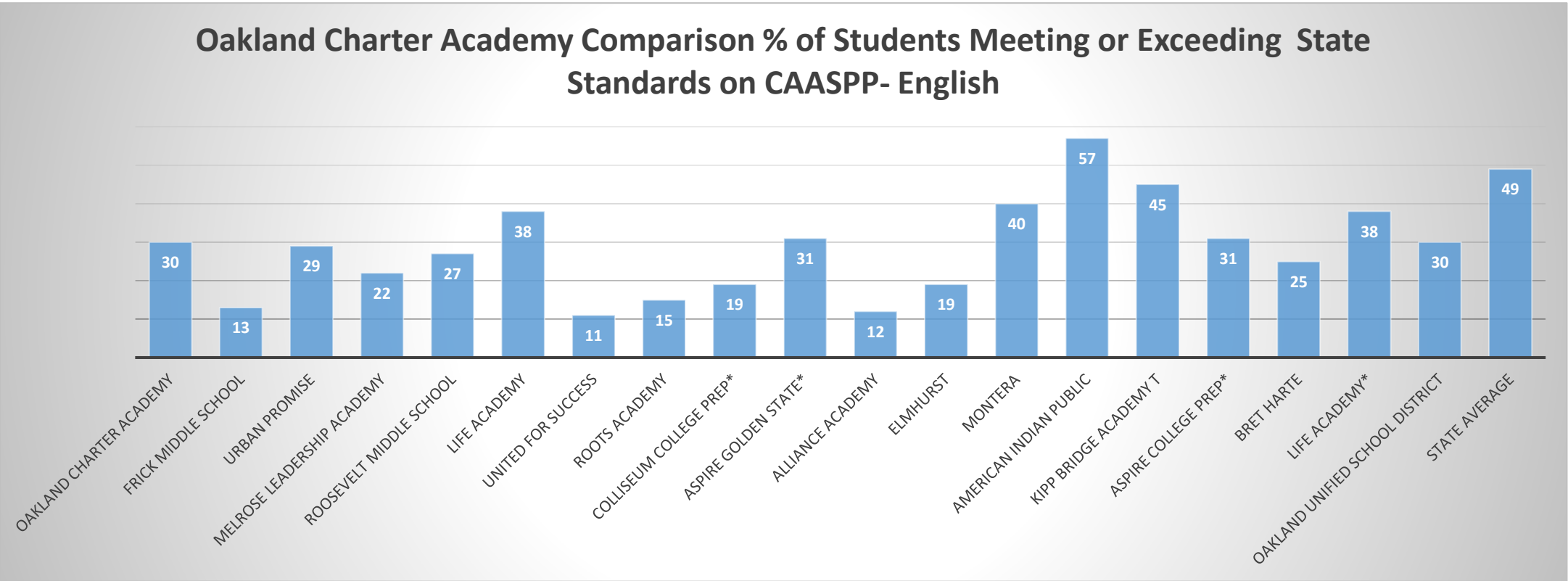


HONOR HARD WORK

Oakland Charter Academy

Comparison % of Students Meeting or Exceeding State Standards on CAASPP- English

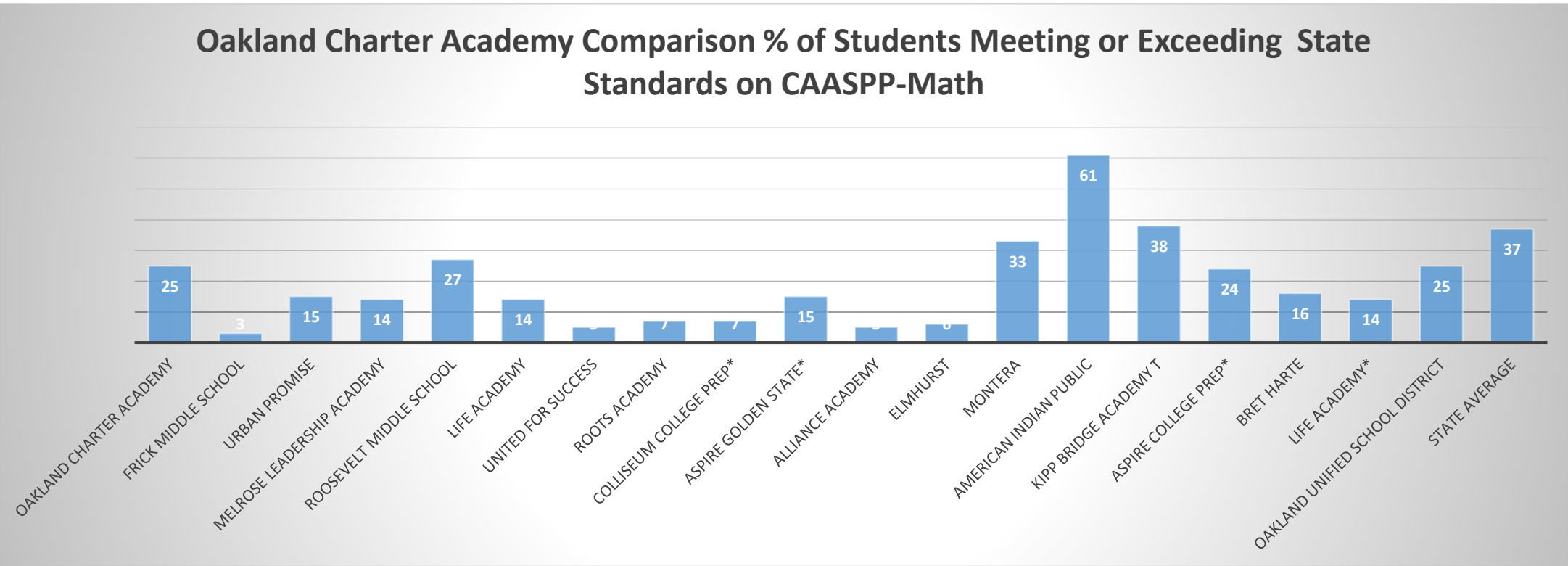
ELA	Percentage
Oakland Charter Academy	30
Frick Middle School	13
Urban Promise	29
Melrose Leadership Academy	22
Roosevelt Middle School	27
Life Academy	38
United For Success	11
Roots Academy	15
Colliseum College Prep*	19
Aspire Golden State*	31
Alliance Academy	12
Elmhurst	19
Montera	40
American Indian Public	57
KIPP Bridge Academy t	45
Aspire College Prep*	31
Bret Harte	25
Life Academy*	38
Oakland Unified School District	30
State Average	49



t - Results include 5th grade
* - Results include 11th grade

Comparison % of Students Meeting or Exceeding State Standards on CAASPP-Math

Math	Percentage
Oakland Charter Academy	25
Frick Middle School	3
Urban Promise	15
Melrose Leadership Academy	14
Roosevelt Middle School	27
Life Academy	14
United For Success	5
Roots Academy	7
Colliseum College Prep*	7
Aspire Golden State*	15
Alliance Academy	5
Elmhurst	6
Montera	33
American Indian Public	61
KIPP Bridge Academy t	38
Aspire College Prep*	24
Bret Harte	16
Life Academy*	14
Oakland Unified School District	25
State Average	37



t - Results include 5th grade
* - Results include 11th grade

APPENDIX B

Chronic Absences

AMPS



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Appendix C

Chronic Truancy: OCA and District Comparison

Subgroup	OCA MPO Goal: Percentage of Students Chronically Absent	OCA 2015- 2016 Update	OUSD 2015-2016	OCA 2016- 2017 Update	OUSD 2016-2017
All Students	< 10%	7%	12.10%	4.18%	11.10%
Hispanic or Latino	< 10%	4%	10.60%	4.49%	12.50%
English Learners	< 10%	1%	10.20%	3.36%	11.80%
Low-Income Students	< 10%	5%	12.30%	2.67%	15.40%

Chronic Truancy is one of the collective measureable pupil outcomes for Oakland Unified School District's Office of Charter Schools. Oakland Charter Academy has both met its MPO goal the past two years and outperformed the district in this area - overall and with significant subgroups.

APPENDIX C

AMPS Domains and Competencies

AMPS



HONOR HARD WORK

AMPS



HONOR HARD WORK

AMPS – Instructional Effectiveness Domains & Competencies

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

Domain 1: Purposeful Planning

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

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

Domain 2: Effective Instruction

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

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

Domain 3: Data Evaluations & Assessments

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.0 Classroom Assessments	<ul style="list-style-type: none"> Classroom assessments are models for measuring student learning. Classroom assessments cover all skill and content material as outlined in the curriculum. Classroom assessments are aligned with classroom activities and school assessments. Assessments are given at least every other week. 	<ul style="list-style-type: none"> Classroom assessments cover all skill and content material as outlined in the curriculum. Classroom assessments are aligned with classroom activities and school assessments. Assessments are given with enough frequency to monitor student learning. 	<ul style="list-style-type: none"> Classroom assessments inconsistently cover the skill and content material as outlined in the curriculum. Classroom assessments may be inconsistently aligned with classroom activities and school assessments. Classroom assessments are given infrequently. 	<ul style="list-style-type: none"> Classroom assessments are not closely linked to the skill and content material as outlined in the curriculum and/or Classroom assessments are not aligned with classroom activities and school assessments.
3.1 Checking for Understanding and Responsiveness to Daily Student Learning	<ul style="list-style-type: none"> Adeptly, efficiently and frequently uses a variety of checking for understanding techniques to constantly monitor student learning. Frequently and consistently uses higher order thinking questions to push student thinking Always uses real-time data to adjust instruction. Unrelentingly focuses on student mastery of specific objectives 	<ul style="list-style-type: none"> Consistently uses a sampling of checking for understanding techniques to constantly monitor student learning. Often uses higher order thinking questions to push student thinking Usually uses real-time data to adjust instruction. Usually focuses on student mastery of specific objectives 	<ul style="list-style-type: none"> Occasionally uses a few checking for understanding techniques to monitor student learning. Sometimes, but not consistently, uses higher order thinking questions to push student thinking Sometimes uses real-time data to adjust instruction. Inconsistently focuses on student mastery of objectives 	<ul style="list-style-type: none"> Does not employ techniques to check for understanding and plows ahead without monitoring student understanding. Does not use higher order thinking questions to push student thinking. Does not use real-time data to adjust instruction. Does not focus on student mastery of objectives
3.2 Ability to Analyze Assessment Results	<ul style="list-style-type: none"> Analyzes classroom and school assessment results in ways that are highly effective in the understanding of student learning needs. Thoroughly plans with detail to address learning needs. Always implements the plans, incorporating them seamlessly into daily lesson plans and adjusting them as necessary. 	<ul style="list-style-type: none"> Analyzes classroom and school assessment results in ways that are often effective in the understanding of student learning needs. Thoroughly plans to address learning needs post-assessment. Implements that plan as written and ensures that re-teaching a spiraling happens. 	<ul style="list-style-type: none"> Does not thoroughly analyze assessment results to understand student progress and learning needs. Only puts in minimal effort in developing plans to address learning needs post assessment. Lacks detail and thoughtful analysis Inconsistent in implementing that plan as written so that re-teaching and spiraling does not always happen. 	<ul style="list-style-type: none"> Little evidence that teacher uses assessment results to understand student progress and learning needs. Does not plan to address learning needs post-assessment, or the plan is inadequate. Does not follow through on plan.
3.3 Appropriateness of Response to Assessment Results	<ul style="list-style-type: none"> Provides fair, accurate, and constructive feedback to students on their progress, especially after a 	<ul style="list-style-type: none"> Usually provides fair, accurate, and constructive feedback to students on their progress, especially after a 	<ul style="list-style-type: none"> Inconsistently provides fair, accurate, and/or constructive feedback to students on their 	<ul style="list-style-type: none"> Does not provide timely, fair, accurate, and constructive feedback to students on their

	<p>major assessment.</p> <ul style="list-style-type: none"> • Graded work is returned quickly. • Takes full responsibility for student failure and constantly works to respond to the students' learning needs. • Uses tutoring strategically to address student learning needs. 	<p>major assessment.</p> <ul style="list-style-type: none"> • Graded work is returned within a reasonable amount of time. • Takes full responsibility for student failure and works to respond to the students' learning needs. • Uses tutoring as a way to address needs. 	<p>progress.</p> <ul style="list-style-type: none"> • Graded work is returned to students late. • Does not always take full responsibility for student failure, allowing large numbers of students to fail. • Does not use tutoring strategically. 	<p>progress.</p> <ul style="list-style-type: none"> • Graded work is returned very late or not at all, and the teacher does not grade an adequate number of assignments. • Does not always take full responsibility for student failure, allowing large numbers of students to fail and/or lowering expectations to let student pass too easily. • Blames students for failure
3.4 Growth on Interim Assessments	<ul style="list-style-type: none"> • Students have met or exceeded the goal of 75 percent over 75% proficiency on the latest assessment in the areas for which the teacher is responsible. 	<ul style="list-style-type: none"> • Students have scored between 65 and 74 percent over 75% proficiency on the latest assessment in the areas for which the teacher is responsible. 	<ul style="list-style-type: none"> • Students have scored between 45% and 64% over seventh – five percent proficiency on the latest assessment in the areas for which the teacher is responsible. 	<ul style="list-style-type: none"> • Students have scored below 45% percent correct on the latest Assessment in the areas for which the teacher is responsible.

Domain 4: Classroom Management

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.0 Classroom Tone: Strong Voice and Positive Framing	<ul style="list-style-type: none"> The general tone of classroom is efficient, respectful and positive. Frequently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students. Consistently builds compliance through procedures, and nonverbal authority and signals 	<ul style="list-style-type: none"> The general tone of the classroom is efficient, respectful and positive. Narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students. Often builds compliance through procedures, and nonverbal authority and signals 	<ul style="list-style-type: none"> The general tone of the classroom is inconsistent in efficiency, respectfulness, and positivity. Does not use Positive framing OR Narrates negative student behaviors as often as positive, or teacher does not use positive framing inconsistently using praise, challenge or aspiration to motivate students. Rarely builds compliance through procedures, and nonverbal authority and signals 	<ul style="list-style-type: none"> The general tone of classroom is inefficient and/or negative. Does not use positive framing, and does not work to motivate students. Fails to build compliance through procedures, and nonverbal authority and signals
4.1 Alignment with School Culture	<ul style="list-style-type: none"> School rules, values, and positive behaviors are clearly enforced and emphasized. Implemented a multitude of management strategies so well that the class appears to have few if any management problems. 	<ul style="list-style-type: none"> School rules, values, and positive behaviors are clearly enforced and emphasized. Utilizes several management strategies well so that class has minimal management problems. 	<ul style="list-style-type: none"> School rules, values, and positive behaviors are clearly enforced and emphasized but with mixed effectiveness. Inconsistently uses management strategies, and student behaviors can distract learning. 	<ul style="list-style-type: none"> Does not enforce or emphasize school rules, values, Management strategies are generally not employed or employed ineffectively. Classroom learning suffers from a lack of management.
4.2 Classroom Procedures and What to Do	<ul style="list-style-type: none"> There is always a prompt start, smooth finish to class. The classroom runs like clockwork, and students seem standardized to all procedures. It appears the classroom could run without the teacher. Subject and hallway transitions are a model of silent efficiency. Gives what to do directions that are specific, concrete, sequential, and observable. Narrates compliance instead of narrating what not to do. 	<ul style="list-style-type: none"> There is usually a prompt start, a smooth finish to class. The classroom runs efficiently, and students seem standardize to all procedures. Subject and hallway transitions are smooth, silent and efficient. Gives What to Do directions that are specific, concrete, sequential, and observable, but sometimes the directions need to be rephrased. Narrates compliance instead of narrating what not to do. 	<ul style="list-style-type: none"> The class may not have a prompt start or a smooth finish. Some classroom routines are efficient, while others are not, causing a lack of flow in the classroom. Subject and hallway transitions are not consistently silent and efficient. Sometimes gives directions that are not specific, concrete, sequential and/or observable. Specific directions are not offered is students do not comply Sometimes narrates what not to do. 	<ul style="list-style-type: none"> The classroom does not have a prompt start or a smooth finish. There are no clear routines OR routines are poorly executed, causing a lack of flow in the class. Subject and hallway transitions are inefficient and/or noisy. Gives directions that are vague and difficult to follow/understand. Often narrates what not to do.
4.3 Ability to Refocus a Class and Do It Again	<ul style="list-style-type: none"> When necessary, teacher efficiently and positively refocuses a class when students move off task or lose concentration. 	<ul style="list-style-type: none"> Usually recognizes the need to refocus a class. Successfully uses Do It Again when appropriate, and moments of 	<ul style="list-style-type: none"> Inconsistently recognizes the need to refocus a class and may allow problems to escalate. Does not always use Do It 	<ul style="list-style-type: none"> Demonstrates an inability to recognize when a class needs to be refocused and/or Use of Do It Again escalates

	<ul style="list-style-type: none"> • Successfully uses Do It Again when appropriate, and moments of Do It Again are always positive and end in success. • There is little recognizable need for Do It Again because there is 100% compliance. 	<p>Do It Again are usually positive and end in success.</p> <ul style="list-style-type: none"> • There is only an occasional need for Do it Again because compliance is happening consistently. 	<p>Again when appropriate, and/or moments of Do It Again do not always end in success.</p>	<p>problems rather than refocuses students.</p>
4.4 Level of On Task Behavior and 100%	<ul style="list-style-type: none"> • In a lesson, all students are on task at all times, and there are no side conversations. • If a student moves off task, teacher immediately addresses the student always using the least invasive form of intervention and without major adjustments to the pace of instruction. 	<ul style="list-style-type: none"> • In a lesson, nearly all students are on task at all times, and there are few, if any side conversations. • If a student moves off task, teacher immediately addresses the student frequently using the least invasive form of intervention. Or may not use least invasive but addresses and stops the problems. 	<ul style="list-style-type: none"> • In a lesson, 80% of students are consistently on task. • The teacher does not always notice AND/OR address off-task behavior • The teacher does not consistently use the least invasive form of intervention. 	<ul style="list-style-type: none"> • In a lesson, fewer than 80% of students are on task. • The teacher usually does not notice off-task behavior AND/OR address off task behavior. • The teacher does not use the least invasive form of intervention, and much class time is wasted with efforts to refocus the class.
4.5 Dealing with Challenging Situations and Students	<ul style="list-style-type: none"> • Always deals appropriately with challenging situations and students without derailing the learning process. • Deftly applies elements of strong voice to address challenges. • Does not ever engage in student excuses/distractions during correction of student misbehavior. • Students nearly always respond to correction respectfully and with compliance. • Always knows when and how to diffuse situations with students and/or when to involve school leaders. 	<ul style="list-style-type: none"> • Normally deals in an appropriate way with challenging situations and students. • Applies elements of strong voice to address challenges. • Rarely engages student excuses/distractions during correction of student misbehavior. • Students usually respond to correction respectfully and with compliance. • Usually knows when and how to diffuse these situations and/or when to involve school leaders. 	<ul style="list-style-type: none"> • Does not consistently deal in an appropriate way with challenging situations and students. • Inconsistently respond to correction respectfully and with compliance. • Does not always know when and how to diffuse these situations, sometimes escalating problems. The teacher may be too reliant on or does not utilize school leaders. 	<ul style="list-style-type: none"> • Has difficulty dealing with challenging situations and students AND/OR does not deal with them appropriately. • Students do not respond respectfully and/or with compliance, resulting in escalated problems which cause an unsafe or off-task learning environment. • Over-reliant on or does not involve school leaders at appropriate times.
4.6 Relationships with Students	<ul style="list-style-type: none"> • Creates a climate of caring in the classroom by addressing students in a respectful and positive manner. • Positive relationships with students support learning in the classroom. • Demonstrates open concern and develops a sense of responsibility for students' academic and personal growth • Teacher demonstrates that s/he will not give up on students. • Gains entire classroom respect and Buy In is clearly visible 	<ul style="list-style-type: none"> • Addresses students in a respectful and professional manner. • Positive relationships with students support learning in the classroom. • Willing to go above and beyond to help students. • Gains classroom respect and Buy In is visible 	<ul style="list-style-type: none"> • Does not consistently address students in a professional manner • Fails to establish positive relationships with students that support learning. • Gains classroom respect some times and Buy In is apparent at times 	<ul style="list-style-type: none"> • Does not address students in a professional manner AND/OR • Relationships with students are inappropriate. • Fails to garner class respect. Students view with opposition.

Domain 5: Professionalism

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

5.5 Relationships with Colleagues/ School	<ul style="list-style-type: none"> • Relationships with colleagues are extremely positive, collaborative, and generous. • Assumes leadership among colleagues, often supporting them and engaging in professional exchange. • Exerts a positive influence on the entire staff. 	<ul style="list-style-type: none"> • Relationships with colleagues are positive and collaborative. • Regularly engages in professional exchange with colleagues. • Upbeat, positive and does not complain often. 	<ul style="list-style-type: none"> • Relationships with colleagues are uneven, and collaboration is not consistently evident. • Occasionally engages in professional exchange with colleagues. • Can be negative and or complain about school, job, and kids. 	<ul style="list-style-type: none"> • Relationships with colleagues negatively affect the working environment, and collaboration is not evident. • Rarely engages in professional exchange with colleagues. • Complains frequently and is negative about the school/job/kids.
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APPENDIX D

2017 Summer Summit Handbook

AMPS



HONOR HARD WORK

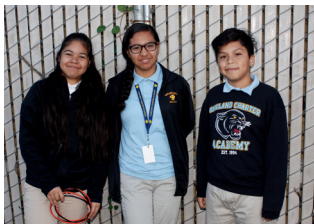
SUMMIT 2017 PROGRAM

AMPS

HONOR HARD WORK

20 | Brighter Futures
17 | Start at AMPS

AUGUST 21-25 | RICHMOND, CA



WWW.AMETHODSCHOOLS.ORG

AMPS Mission

To provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond.

Our Core Values



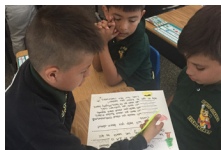
1. Students First
2. Be Adaptable
3. Persevere
4. Take Responsibility
5. Commitment to Distinction

What is Summit?



AMPS believes in a growth mindset and continuously developing our people. We begin each year with an all-staff week-long training at our Annual AMPS Summit.

The Five Foundations



Principle	Key Practices and Targets
High Expectations	<ul style="list-style-type: none"> • Rigorous, standardized curriculum • Organizational embedded practice led by all staff • Strong assessment cycles • Classroom practice clarity • Teaching tools and actionable professional development for teachers • College prep for all students • More time in school and on task
Accountability	<ul style="list-style-type: none"> • Rigorous goals and clear measurement • Performance-based promotions • AMPS Career Path • Professional Growth Plans for key staff to target growth areas • Aligned communication plan for all stakeholders • Data cycles and attention to subgroups through MTSS model • Track results and continuous improvement
Excellent Talent	<ul style="list-style-type: none"> • AMPS leadership and instructional rubrics will be implemented • Continue to seek partnerships with colleges and universities • Effective recruitment, training and retention practices • Rigorous and values-based hiring process for all levels • Ongoing effective and concrete coaching and professional development • Create innovative programs to retain and attract talent
Community Engagement	<ul style="list-style-type: none"> • High levels of family engagement practices to be described and executed at all sites • Clear protocols and clarity of roles for school site staff and home office staff • Regular community communication to become practice • Political advocacy channels will be sought • Community engagement staff will host key events through the year on varied topics in different regions • Seek out key opportunities to host internal events for external invitees
Focus on Fundamentals	<ul style="list-style-type: none"> • Effective teaching with concrete practices embedded • Well-defined descriptions of school culture practices • Comprehensible process for data analysis • Clear and consistent practices and procedures • Character development

Our Locations

AMPS

HONOR HARD WORK

AMPS Home Office
2101 Livingston Street
Oakland, CA 94606



Benito Juarez Elementary
Home of the Mighty Mites
1450 Marina Way South
Richmond, CA 94804



Oakland Charter Academy
Home of the Panthers
4215 Foothill Boulevard
Oakland, CA 94601



Downtown Charter Academy
Home of the Griffins
2000 Dennison Street
Oakland, CA 94606



Richmond Charter Academy
Home of the Titans
1450 Marina Way South
Richmond, CA 94804



John Henry High School
Home of the Wildcats
1402 Marina Way South
Richmond, CA 94804



Oakland Charter High School
Home of the Matadors
2433 Coolidge Avenue
Oakland, CA 94601

Rancho Cordova Elementary and Sacramento Charter Academy
Opening in the Fall of 2018!

Referral Program



As we grow, we are always looking for talented individuals to add to our team! We recognize that current team members are often the best way to find great candidates because you know our core values, mission, and what it takes to be successful. All schools and Home Office staff may refer candidates and earn a referral award!

HOW TO PARTICIPATE IN THE AMPS CANDIDATE REFERRAL PROGRAM

1. Complete the an AMPS Candidate Referral Form
2. E-mail your referral form to hrrsupport@amethodschools.org
3. Ask the referred candidate to complete an application at amethodschools.org/careers

TO BE ELIGIBLE FOR THE AWARDS, MEET THE FOLLOWING CONDITIONS

Your completed AMPS Candidate Referral Form must be e-mailed prior to the hiring decision to hrrsupport@amethodschools.org. Referrals made after the hire date will not be eligible for the prize. Verbal referrals will not be eligible for the prize. No exceptions will be made.

Stage	Award	Qualification
Refer a potential AMPS Candidate	\$10 Starbucks Gift Card	AMPS Candidate must submit an application on the AMPS Career site including a cover letter, resume, transcripts, and three references
Referred AMPS Candidate is hired	\$200 Amazon Gift Card	New AMPS Team Member must be employed for 90 days

REFER AN AMPS CANDIDATE | [HRRSUPPORT@AMETHODSCHOOLS.ORG](mailto:hrrsupport@amethodschools.org)

AMPS

HONOR HARD WORK

Monday, August 21, 2017

For AMPS Newbies, Administrative Assistants and School Leadership Teams

8:00-8:45am	Welcome
8:45-9:00am	Break
9:00-10:30am	Session 1A
10:30-10:45am	Break
10:45-12:15pm	Session 2A
12:15-1:15pm	Lunch
1:15-2:45pm	Session 3A
2:45-3:00pm	Break
3:00-4:30pm	Session 4A

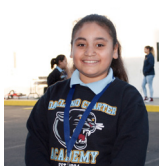
For All AMPS Staff

5:00-7:30pm AMPS Summit 2017 Kick-Off Event

Tuesday, August 22, 2017

For All AMPS Staff

8:00-8:45am	Welcome
8:45-9:00am	Break
9:00-10:30am	Session 1B
10:30-10:45am	Break
10:45-12:15pm	Session 2B
12:15-1:15pm	Lunch
1:15-2:45pm	Session 3B
2:45-3:00pm	Break
3:00-4:30pm	Session 4B



Wednesday, August 23, 2017

For All AMPS Staff

8:00-8:45am	Welcome
8:45-9:00am	Break
9:00-10:30am	Session 1C
10:30-10:45am	Break
10:45-12:15pm	Session 2C
12:15pm	Lunch and AMPS Staff Photos

Do not leave until your photo has been taken

For All AMPS Staff

5:00-8:45pm	AMPS Summit 2017 Awards Gala Dunsmuir-Hellman Historic Estate 2960 Peralta Oaks Ct., Oakland, CA
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Thursday, August 24, 2017

For all AMPS Staff

8:00-8:45am	Welcome
8:45-9:00am	Break
9:00-10:30am	Session 1D
10:30-10:45am	Break
10:45-12:15pm	Session 2D
12:15-1:15pm	Lunch
1:15-2:45pm	Session 3D
2:45-3:00pm	Break
3:00-4:30pm	Session 4D



Friday, August 25, 2017

Spirit Dress Friday!

For All AMPS Staff

8:00-8:45am	Welcome
8:45-9:00am	Break
9:00-10:30am	Session 1E
10:30-10:45am	Break
10:45-12:15pm	Session 2E

For All AMPS Staff and Family

12:30-2:00pm **AMPS BBQ & Wacky Awards**
Frenchmen's Curve Picnic Area
at Kennedy Grove Park
6531 San Pablo Dam Road
El Sobrante, CA 94803



Join us for our 2017 Wacky Awards

Caffeine Addict Award
Night Owl Award
Most Spirited Award
Team Player Award
Carpe Diem Award
Super Scavenger Award
Jenga Award
Controlled Chaos Award

Will be presented at the AMPS BBQ
by the School Leadership Teams
on Friday, August 25, 2017

Oakland Charter High School's 10th Anniversary!

2007-2017



**HOME OF THE
MATADORS**

Congratulations to OCHS on celebrating 10 years! We truly appreciate all of your hardwork and dedication to helping our students succeed.

Oakland Charter High School Accomplishments

- OCHS started in 07-08 with 30 students, now serves over 500 students
- OCHS Graduating Seniors
2011: 16 students, 2012: 28 students, 2013: 30 students, 2014: 48 students, 2015: 55 students, 2016: 67 students, 2017: 77 students
- Advanced Placement courses expanded from three courses to 10 course offerings from 2012 to 2016 making students even more competitive when applying to four-year universities
- Nationally recognized as one of the *Best High Schools* by the *US News and World Report* in 2014 and 2016
- Earned the School Choice Leadership Award in 2016
- Named as a Top-Performing School for Minority Students (Latino) in 2015 by Innovate Public Schools
- Recognized by the Oakland City Council for Academic Achievement in 2012 and 2014
- Recognized as a California Distinguished School by the California State Assembly in 2013
- Awarded a Certificate of Excellence by the California State University

Session Descriptions

MONDAY, AUGUST 21, 2017

New Instructional Staff Training - Class 1014

SESSION 1A - 9:00-10:30am

Title: Honor Hard Work Begins NOW!

Presenters: Evelia Villa and Robert Moncada

Description: "Culture is tangible the minute you walk into the school doorway," reads the AMPS Culture Handbook - the Methods Manual. This training looks at the intersection between holding our students to high standards while also acknowledging the circumstances in which they live. Staff will review key elements behind AMPS' methods and the Core Values, and participate in scenarios related to each.

SESSION 2A - 10:45-12:15pm

Title: AMPS 101 - Classroom Management and the Greater School Community

Presenters: Evelia Villa and Eric Becker

Description: New AMPS teachers will learn how to create and maintain a highly structured environment in their classroom, one that allows for maximum amount of time on task. Staff will review zones of proximity, developing a strong voice, and role play scenarios for dealing with difficult situations.

SESSION 3A/4A - 1:15-2:45pm, 3:00-4:30pm

Title: Bell to Bell Part I: Establishing Routines and Procedures

Presenter: Sara Tellman Veloz

Description: This session will provide teachers with an introduction to Bell to Bell Instruction. Teachers will learn how to Task Analyze regular routines and procedures so their classrooms run efficiently. Entry Routine, Exit Routine, and Smooth Transitions will be covered.



Session Descriptions

MONDAY, AUGUST 21, 2017

Administrative Assistant Staff Training - Class 1035

SESSION 1A/2A/3A/4A - 9:00-4:30pm

Required Participants: Administrative Assistants

Recommended Participants: School Leaders

Title: Administrative Assistant Training: Admin 101

Presenter: Veronica Reynoso

Description: In these sessions, administrative assistants will learn how to sharpen their skills in three basic areas: 1. Front Office Management 2. Data 3. State Reporting. During this training, participants will acquire new and effective ways to support both leaders and staff.



Keep up with AMPS News!

AMPS Facebook

AMPS Twitter

AMPS Instagram

AMPS Blog

Facebook.com/AmethodSchools

Twitter.com/HonorHardWork

Instagram.com/HonorHardWork

HonorHardWork.org

Did you know you
can contribute to
the AMPS blog?

Have a great story? E-mail us at marketing@amethodschools.org with the subject line - "AMPS Blog Entry - Your Blog Title" along with a photo or video and 250-500 word entry. Help us share the amazing stories happening all across our AMPS schools.

Session Descriptions

TUESDAY, AUGUST 22, 2017 - SESSIONS 1B/2B/3B/4B

New Instructional Staff Training

SESSION 1B - 9:00-10:30am in Classroom 1017

Title: Respect Your Students = Success

Presenter: Dr. Jones

SESSION 2B - 10:45-12:15pm in Classroom 1014

Title: Illuminate Ed. - Building Itembank Assessments

Presenter: Kenny Hsu

Description: The Itembank is a "shopping mall" of questions that have been pre-written/pre-aligned to standards. Come learn how to "go shopping" for questions that you can use as quizzes, tests, or summative assessments.

SESSION 3B - 1:15-2:45pm, 3:00-4:30pm in Classroom 1032

Title: Bell to Bell Part II - Increasing Student Engagement

Presenter: Sara Tellman Veloz

Description: The second part of Bell to Bell Instruction will focus on student engagement. Teachers will be introduced to the Instructional Dance, a method of teaching in which verbal output is shared between teachers and students. Teachers will learn how to establish Purposeful Partnerships between two students in order to increase the incidence of Academic Conversations.

Are Charter Schools Public Schools?

Yes! They are non-sectarian, tuition-free and open to any student who wishes to attend. Charter schools allow parents, teachers and the community to transform our public school system. Choice is a powerful tool for parents seeking access to quality education for their children.

Charter schools are open to ALL children and are committed to serving a student body that reflects the local community. Enrollment figures show that charter school students are just as diverse (racially and economically) as traditional district schools.

By law, charter schools cannot have admission processes that unlawfully discriminate against students. Charter schools accept all students who want to attend. If there are more students who want to attend than there are seats available, a charter school will use a process to randomly select students, such as a lottery system.

Session Descriptions

TUESDAY, AUGUST 22, 2017 - SESSION 1B

Returning Instructional Staff Training

SESSION 1B - 9:00-10:30am in Classroom 1014 with Group A

Required Participants: Returning Instructional Staff

Title: Illuminate Ed. - Online Administration of Assessments and Skills Assessments

Presenter: Kenny Hsu

Description: This session will address two different tools available in Illuminate: 1. Administering assessments through online testing and 2. Building skills assessments. A skills assessment is a one-on-one module where teachers can dictate skills students can/can't do.

SESSION 1B - 9:00-10:30am in Classroom 1038 with Group B

Required Participants: Returning Instructional Staff

Title: Honor Hard Work Begins NOW!

Presenters: Evelia Villa and Robert Moncada

Description: "Culture is tangible the minute you walk into the school doorway," reads the AMPS Culture Handbook - the Methods Manual. This training looks at the intersection between holding our students to high standards while also acknowledging the circumstances in which they live. Staff will review key elements behind AMPS' methods and the Core Values, and participate in scenarios related to each.

SESSION 1B - 9:00-10:30am in Classroom 1039 with Group C

Required Participants: Returning Instructional Staff

Title: AMPS Core Instructional and Cultural Practices

Presenter: Eric Becker

Description: This training will review AMPS core teaching strategies and cultural practices as outlined in the Five Foundations and Teaching Domains to returning staff. Presenters will explicitly discuss expectations for classroom instruction and management, data analysis, the observation and feedback cycle.



This year, John Henry High School moved to its new campus located at 1402 Marina Way South in Richmond! It features a stunning waterfront view along the Marina Bay and is right next to Richmond Charter Academy and Benito Juarez Elementary.

Session Descriptions

TUESDAY, AUGUST 22, 2017 - SESSION 2B

Returning Instructional Staff Training

SESSION 2B - 10:45-12:15pm in Classroom 1038 with Group A

Required Participants: Returning Instructional Staff

Title: Honor Hard Work Begins NOW!

Presenters: Evelia Villa and Robert Moncada

Description: "Culture is tangible the minute you walk into the school doorway," reads the AMPS Culture Handbook - the Methods Manual. This training looks at the intersection between holding our students to high standards while also acknowledging the circumstances in which they live. Staff will review key elements behind AMPS' methods and the Core Values, and participate in scenarios related to each.

SESSION 2B - 10:45-12:15pm in Classroom 1039 with Group B

Required Participants: Returning Instructional Staff

Title: AMPS Core Instructional and Cultural Practices

Presenter: Eric Becker

Description: This training will review AMPS core teaching strategies and cultural practices as outlined in the Five Foundations and Teaching Domains to returning staff. Presenters will explicitly discuss expectations for classroom instruction and management, data analysis, the observation and feedback cycle.

SESSION 2B - 10:45-12:15pm in Class 1017 with Group C

Title: Respect Your Students = Success

Presenter: Dr. Jones

TUESDAY, AUGUST 22, 2017 - SESSION 3B

Returning Instructional Staff Training

SESSION 3B - 1:15-2:45pm in Classroom 1039 with Group A

Required Participants: Returning Instructional Staff

Title: AMPS Core Instructional and Cultural Practices

Presenter: Eric Becker

Description: This training will review AMPS core teaching strategies and cultural practices as outlined in the Five Foundations and Teaching Domains to returning staff. Presenters will explicitly discuss expectations for classroom instruction and management, data analysis, the observation and feedback cycle.



Last year, Benito Juarez Elementary hosted its annual food drive where they raised a total of 1,100 pounds of food for the Food Bank of Contra Costa and Solano Counties.

Session Descriptions

TUESDAY, AUGUST 22, 2017 - SESSION 3B

Returning Instructional Staff Training

SESSION 3B - 1:15-2:45pm in Class 1017 with Group B

Required Participants: Returning Instructional Staff

Title: Respect Your Students = Success

Presenter: Dr. Jones

SESSION 3B - 1:15-2:45pm in Classroom 1014 with Group C

Required Participants: Returning Instructional Staff

Title: Illuminate Ed. - Using Illuminate Reports for Data Analysis

Presenter: Kenny Hsu

Description: At the heart of Illuminate are its assessment reports. Learn how to access reports to help inform your instruction. These actionable data sets will improve the efficiency of your classroom as well as eliminate wasted time on covering content students already know.

TUESDAY, AUGUST 22, 2017 - SESSION 4B

Returning Instructional Staff Training

SESSION 4B - 3:00-4:30pm in Class 1017 with Group A

Required Participants: Returning Instructional Staff

Title: Respect Your Students = Success

Presenter: Dr. Jones

SESSION 4B - 3:00-4:30pm in Classroom 1014 with Group B

Required Participants: Returning Instructional Staff

Title: Illuminate Ed. - Building Hybrid Assessments through Illuminate

Presenter: Kenny Hsu

Description: Hybrid assessment is an excellent way to administer assessments you already have access to. The teacher creates an answer key, aligns questions to standards/question groups, and have the option of online or pen/paper testing. Come learn how to use this versatile tool.

SESSION 4B - 3:00-4:30pm in Classroom 1038 with Group C

Required Participants: Returning Instructional Staff

Title: Honor Hard Work Begins NOW!

Presenters: Evelia Villa and Robert Moncada

Description: "Culture is tangible the minute you walk into the school doorway," reads the AMPS Culture Handbook - the Methods Manual. This training looks at the intersection between holding our students to high standards while also acknowledging the circumstances in which they live. Staff will review key elements behind AMPS' methods and the Core Values, and participate in scenarios related to each.

Session Descriptions

WEDNESDAY, AUGUST 23, 2017 - SESSION 1C/2C

Individual Site Staff Training

OPENING SESSION - 8:15-8:45am

Required Participants: All AMPS Instructional Staff

Locations: Main Meeting Area

Title: MTSS Overview

Presenter: Jasmine Vance and Janae Jones

Description: Multi-tiered Systems of Support is a framework that focuses on providing the support necessary for students' successful academic, speech, behavioral, and social outcomes. MTSS creates needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students, especially those who are significantly behind grade level.

SESSION 1C/2C - 9:00-10:30am, 10:45-12:15pm

Required Participants: All AMPS Instructional Staff

Locations: RCA - 1031, DCA - 1029, OCA - 1038, JHHS - 1035, OCHS - 1014, BJE - Main Meeting Area

Title: PBIS Staff Training

Presenter: Site-Based PBIS Team

Description: Positive Behavioral Intervention and Support systems provide a framework for explicitly instructing students in desired behaviors and character traits and providing incentives for exhibiting those behaviors and traits. Staff will work under the guidance of their core PBIS site-team to practice implementation of these aligned systems for supporting successful social, emotional and academic outcomes for all students.

OCHS Class of 2017 Success Story



Attending: Columbia University
Major: Biomedical Engineering

"I chose to go to Oakland Charter High School because I knew the academics here were really top-notch and above and beyond other schools in my area. That's why I chose to come here."

Anthony Ortega
OCHS Class of 2017

Session Descriptions

THURSDAY, AUGUST 24, 2017 - SESSION 1D

All AMPS Instructional Team Training

SESSION 1D/2D/3D/4D - 9:00am-4:30pm in Classroom 1035

Required Participants: All Physical Education Instructional Staff

Title: Physical Education Training

Presenter: Gregg Pentony

Description: Attendees will spend the day learning what it means to be an AMPS physical education instructor. We will discuss requirements, expectations, goals, and all other aspects of running a successful PE program. Please dress in clothing appropriate for physical activity.

SESSION 1D/2D - 9:00-10:30am, 10:45-12:15pm in Classroom 1020

Required Participants: Paraprofessionals and 3rd-5th Instructional Staff

Title: Achieve 3000 Implementation Training

Presenter: Achieve 3000 Webinar

Description: Achieve 3000 provides the only patented, cloud-based solutions that deliver daily differentiated instruction for nonfiction reading and writing that's precisely tailored to each student's Lexile reading level.

SESSION 1D/2D - 9:00-10:30am, 10:45-12:15pm in Classroom 1032

Required Participants: 6th-12th Math Instructional Staff

Title: Mathematics Pacing Guides and Curriculum Maps

Presenters: Jillianne Whitfield, Jessyca Mitchell, Jack Lyons and Phoebe Buguey

Description: In this engaging session, we will come together as a Math team to understand the process of Curriculum mapping and plan the year by building pacing guides. We will collaborate and create a well mapped pacing guide to drive instruction based on standards that are driven by our common assessment model. We will also create our first assessments of the year.

SESSION 1D/2D - 9:00-10:30am, 10:45-12:15pm in Classroom 1017

Required Participants: BJE - TK-2nd Instructional Staff

Title: Achieve 3000 Online Training - Smarty Ants

Presenter: Achieve 3000 Webinar

Description: Achieve 3000 provides the only patented, cloud-based solutions that deliver daily differentiated instruction for nonfiction reading and writing that's precisely tailored to each student's Lexile reading level.

In March 2017, our Oakland Charter Academy Panthers became the number one middle school soccer team in the entire Oakland Unified School District.



Session Descriptions

THURSDAY, AUGUST 24, 2017 - SESSION 1D/2D

All AMPS Instructional Team Training

SESSION 1D - 9:00-10:30am in Classroom 1014

Required Participants: 6th-12th English Language Arts Instructional Staff

Title: Understanding Text Comprehension

Presenter: Sara Tellman Veloz

Description: What is text comprehension? What cognitive skills are required for a student to understand the gist of a text as well as the deeper meaning conveyed in that text? Participants will learn about the contributors to text comprehension and the instructional methods to facilitate text comprehension.

SESSION 1D - 9:00-10:30am in Classroom 1039

Required Participants: Social Science and Science Instructional Staff

Title: Accommodations and Modifications - EDCOE SELPA

Presenter: EDCOE SELPA

Description: Participants will gain a meaningful understanding of adaptations and determine how and when to provide them and to whom. Participants will be able to: Review legal requirements surrounding implementation of accommodations and modifications; Identify a student's individualized accommodations, how to implement them with fidelity, and procedures for documenting the implementation; Discuss key elements for effective collaboration and implementation school-wide by both general and special education personnel.

SESSION 2D - 10:45-12:15pm in Classroom 1014

Required Participants: Social Science and Science Instructional Staff

Title: Understanding Text Comprehension

Presenter: Sara Tellman Veloz

Description: What is text comprehension? What cognitive skills are required for a student to understand the gist of a text as well as the deeper meaning conveyed in that text? Participants will learn about the contributors to text comprehension and the instructional methods to facilitate text comprehension.

SESSION 2D - 10:45-12:15pm in Classroom 1039

Required Participants: 6th-12th English Language Arts Instructional Staff

Title: Accommodations and Modifications - EDCOE SELPA

Presenter: EDCOE SELPA

Description: Participants will gain a meaningful understanding of adaptations and determine how and when to provide them and to whom. Participants will be able to: Review legal requirements surrounding implementation of accommodations and modifications; Identify a student's individualized accommodations, how to implement them with fidelity, and procedures for documenting the implementation; Discuss key elements for effective collaboration and implementation school-wide by both general and special education personnel.

Session Descriptions

THURSDAY, AUGUST 24, 2017 - SESSION 3D/4D

All AMPS Instructional Team Training

SESSION 3D/4D - 1:15-2:45pm, 3:00-4:30pm in Classroom 1020

Required Participants: Social Science and Science Instructional Staff

Title: Achieve 3000 Implementation Training

Presenter: Achieve 3000 Webinar

Description: Achieve 3000 provides the only patented, cloud-based solutions that deliver daily differentiated instruction for nonfiction reading and writing that's precisely tailored to each student's Lexile reading level.

SESSION 3D/4D - 1:15-2:45pm, 3:00-4:30pm in Classroom 1038

Required Participants: 6th-12th English Language Arts Instructional Staff

Title: English Language Arts Pacing Guides and Curriculum Maps

Presenter: Kelly Ward, Kimberly Aberle, Eric Becker, and Brett Robbins

Description: This training will focus on gathering resources and important information for each Springboard ELA Unit and helping teachers pace out their instruction for the year by creating curriculum maps. Teachers will gather in grade level groups to finish the curriculum maps and returning teachers will help walk through where to find resources and how to unpack embedded assessments.

SESSION 3D - 1:15-2:45pm in Classroom 1032

Required Participants: 6th-12th Math Instructional Staff

Title: Mastering Desmos

Presenters: Jillianne Whitfield and Raghda Abouelnaga

Description: We will learn how to use the functions of desmos graphing calculator (ie. limit your function, shade areas under the curves making animations, changing the colors) We will discuss example of class projects and ways of grading. We will also address how to use the classroom activity portion of desmos and how to use the teacher tools to enhance discussion and conceptual understanding of topics in the classroom. Teachers will leave being able to create their own activities or know how to use a variety of pre-made activities on the site.



Last year, our 8th grade students at Richmond Charter Academy had the opportunity to attend a variety of field trips including Great America, the San Francisco Museum of Modern Art, and the Exploratorium!

Session Descriptions

THURSDAY, AUGUST 24, 2017 - SESSION 3D/4D

All AMPS Instructional Team Training

SESSION 3D - 1:15-2:45pm in Classroom 1039

Required Participants: All BJE Instructional Staff and Paraprofessionals

Title: Accommodations and Modifications - EDCOE SELPA

Presenter: EDCOE SELPA

Description: Participants will gain a meaningful understanding of adaptations and determine how and when to provide them and to whom. Participants will be able to: Review legal requirements surrounding implementation of accommodations and modifications; Identify a student's individualized accommodations, how to implement them with fidelity, and procedures for documenting the implementation; Discuss key elements for effective collaboration and implementation school-wide by both general and special education personnel.

SESSION 4D - 3:00-4:30pm in Classroom 1014

Required Participants: Paraprofessionals

Title: Understanding Text Comprehension

Presenter: Sara Tellman Veloz

Description: What is text comprehension? What cognitive skills are required for a student to understand the gist of a text as well as the deeper meaning conveyed in that text? Participants will learn about the contributors to text comprehension and the instructional methods to facilitate text comprehension.

SESSION 4D - 3:00-4:30pm in Classroom 1039

Required Participants: 6th-12th Math Instructional Staff

Title: Accommodations and Modifications - EDCOE SELPA

Presenter: EDCOE SELPA

Description: Participants will gain a meaningful understanding of adaptations and determine how and when to provide them and to whom. Participants will be able to: Review legal requirements surrounding implementation of accommodations and modifications; Identify a student's individualized accommodations, how to implement them with fidelity, and procedures for documenting the implementation; Discuss key elements for effective collaboration and implementation school-wide by both general and special education personnel.

ATTENTION BJE Staff - Session from 3:00-4:30pm in Main Meeting Area

Required Participants: All BJE Staff

Title: Group Dynamics and Setting a Vision for the Year

Presenter: Salita Mitchell and Bien-Elize Roque-Nido

Description: Benito Juarez Elementary administrators will lead their staff in discussing key pillars of effective collaboration and set a vision for achieving positive outcomes for all students for the 2017-2018 school year.

Session Descriptions

FRIDAY, AUGUST 25, 2017

Administrative Assistant/Site Leader Training in Classroom 1035

SESSION 1E Part I: 9:00-9:45am

Title: Administrative Assistant Training: Human Resources

Presenters: Anika McCoy and Sarah Lopez

Description: This training will give an overview of human resource changes from last year's policies, approved by the board in July. This training is required for all administrative assistants and site leaders. Additionally, the training will review protocols and scenarios for working with students, families and all staff.

SESSION 1E Part II: 9:45-10:30am

Title: Administrative Assistant Training: Safety

Presenter: Grace Borja

Description: This training will give an overview of safety changes from last year's policies, approved by the board in July. This training is required for all administrative assistants and site leaders. Additionally, the training will review protocols and scenarios for working with students, families and all staff.

SESSION 2E Part I: 10:45-11:30am

Title: Administrative Assistant Training: Finance

Presenters: Wil Mendoza and Jenny Quan

Description: This training focuses on going over the latest changes to existing policies and procedures recently approved by the Board of Directors. These policies set forth the basic framework for the overall fiscal management of the organization. Additionally, the training will touch on required authority levels, processing of accounts payable, chart of accounts, contracts, credit card processing, employee reimbursement, invoices, other payments, purchase orders per site, deposits, and miscellaneous policies.

SESSION 2E Part II: 11:30-12:15pm

Title: Administrative Assistant Training: Special Education

Presenter: Jasmine Vance

Description: This session outlines the basics administrative assistants need to know to support the special education program. The training will review pertinent processes and procedures, such as timelines, communication, documentation and the review of cumulative files as relates to special education.

On April 18, 2017, California State Superintendent of Public Instruction, Tom Torlakson announced two east bay middle schools as 2017 CA Gold Ribbon Schools. These two schools included Richmond Charter Academy of Richmond and Downtown Charter Academy of Oakland, both public charter schools under Amethod Public Schools.

Session Descriptions

FRIDAY, AUGUST 25, 2017 - SESSION 1E/2E**All AMPS Staff****SESSION 1E - 9:00am-10:30am in Main Meeting Area****Required Participants:** All BJE Staff and 6th-12th Science Teachers**Title:** Know Atom Science Curriculum Best Practices**Presenter:** Kimberly Chang

Description: In this seminar, we will be discussing best practices for using the KnowAtom curriculum. I will focus on creating homework assignments and assessments for each unit and will discuss the use of interactive science notebooks. Additionally, we will collaborate and share teaching resources that supplement the curriculum.

SESSION 1E/2E - 9:00am-12:15pm in Classroom 1020**Required Participants:** 6th-12th ELA Instructional Team**Title:** Achieve 3000 Implementation Training**Presenter:** Achieve 3000 Webinar

Description: Achieve 3000 provides the only patented, cloud-based solutions that deliver daily differentiated instruction for nonfiction reading and writing that's precisely tailored to each student's Lexile reading level.

SESSION 1E - 9:00am-10:30am in Class 1039**Required Participants:** All Math Instructional Staff**Title:** Best Practices in the Math Classroom**Presenter:** Jillianne Whitfield, Jessyca Mitchell, Stephen Chee, and Jack Lyons

Description: We will introduce routines and procedures that are best practices in the math classroom. This includes, but is not limited to, homework collection/review, warm-ups, teacher data tracking, student data tracking, and building a community of skeptical peers.

SESSION 1E - 9:00am-10:30am in Class 1038**Required Participants:** All Paraprofessionals**Title:** Paraprofessional Training**Presenter:** Janae Jones

Description: In this training paraeducators will learn how to be effective in the classroom working along side the classroom teacher. Paraeducators will learn how to make accommodations for struggling students, how to assist with the SST process, and how to lesson plan.

In May 2017, Downtown Charter Academy became a Champion of Change School for raising \$4464.79 to support the Leukemia and Lymphoma Foundation!



Session Descriptions

SESSION 1E - 9:00-10:30am in Classroom 1017

Required Participants: 6th-12th Social Science Teachers

Title: Methods for Effectively Teaching Vocabulary

Presenter: Sara Tellman Veloz

Description: Vocabulary knowledge is a pillar of reading and listening comprehension. It is fuel for academic talk and scholarly writing. The goal of effective vocabulary instruction is moving vocabulary knowledge from short term to long term memory. Participants will learn strategies to teach vocabulary which will include a Direct Instruction Protocol and multiple methods for providing ongoing access to vocabulary words.

REMEMBER TO FILL OUT YOUR
AMPS SUMMIT 2017 SURVEYS!

FRIDAY, AUGUST 25, 2017 - SESSION 2E

All AMPS Staff

SESSION 2E - 10:45-12:15pm in Main Meeting Area

Required Participants: All BJE Staff

Title: Vision for the Year Part II

Presenter: Bien-Elize Roque-Nido

Description: Benito Juarez Elementary administrators will lead their staff in setting a vision for achieving positive outcomes for all students for the 2017-2018 school year.

SESSION 2E - 10:45-12:15pm in Classroom 1017

Required Participants: 6th-12th Science and 6th-12th Paraprofessionals

Title: Methods for Effectively Teaching Vocabulary

Presenter: Sara Tellman Veloz

Description: Vocabulary knowledge is a pillar of reading and listening comprehension. It is fuel for academic talk and scholarly writing. The goal of effective vocabulary instruction is moving vocabulary knowledge from short term to long term memory. Participants will learn strategies to teach vocabulary which will include a Direct Instruction Protocol and multiple methods for providing ongoing access to vocabulary words.

SESSION 2E - 10:45-12:15pm in Classroom 1032

Required Participants: 6th-12th Social Science and Math Teachers

Title: Building Assessments in Illuminate Education

Presenters: Radhika Kolachina

Description: Teachers will have the opportunity to build assessments using Illuminate Education and the tools they learned in Tuesday's training while receiving support from returning staff. Please bring curriculum materials and laptops.

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APPENDIX E

Professional Growth Plan

AMPS



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AMPS

HONOR HARD WORK

AMPS Professional Growth Plan (PGP) PROCESS

Contents

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INSTRUCTIONS

PURPOSE: This guide will provide the tools necessary to do the following:

1. Set initial goals with your team member, providing clarity of expectations upfront.
2. Identify the evidence and data that will be used to assess progress and achievement.
3. Have structured and formal PGP Discussions to assess progress, review data and provide feedback.
4. Align PD and supports to help the team member successfully make progress and achieve their goals.
5. Celebrate successes and acknowledge ways the team member has contributed and helped lead.

DIRECTIONS:

Step 1 – Goal Setting

1. Set up meetings with each of your direct reports preferably before school starts, but with a **due date of 9/29/2017**.
2. Using page 1 titled “START OF YEAR GOAL SETTING”, discuss areas of strengths and opportunities for the team member, landing on specific goals that need to be achieved.
3. Be sure to identify the goal term, evidence/data that will be used to assess progress and discuss and plan initial PD supports the team member will need.
4. Be sure to customize the discussion based on the experience and career path level of the team member. Use *career path worksheet* on page 11 to capture long term career planning.

Step 2 – PGP Meeting

1. There will be three PGPs with the following due dates:
 - a. **PGP 1: 11/17/2017**
 - b. **PGP 2: 3/23/2018**
 - c. **PGP 3: 6/15/2018**
2. Prior to PGP Discussion, do the following.
 - a. Send the self-assessment copy to your team member ahead of time so they can reflect and self-assess their progress. Give at least a week ahead of time and ask them to bring a draft to PGP Meeting.
 - b. Review the goals from the previous discussion.
 - c. Review and make notes of evidence/data/artifacts you have collected.
 - d. Make an initial assessment based on the evidence.
 - e. If a teacher or leader, assign an initial rating of the domain to which the goal aligns.
 - f. Begin drafting PD and individualized supports you can offer.
 - g. Summarize the 2-3 main areas of strengths and 2-3 areas of growth.
3. During PGP, you will do the following.
 - a. Review the goal from the previous discussion.
 - b. Discuss what progress has been made, if any, and review and record the evidence/data.
 - c. If a teacher or leader, discuss the domain rating and finalize the status assessment column, indicating if the team member has *achieved the goal, is on track or is not on track*.
 - d. Be clear with what needs to improve prior to next meeting and come up with a PD and support plan aligned to the needs of that team member.
 - e. Celebrate the strengths and any leadership/added roles they performed as well as summarizing the main areas of growth.

Step 3 – After the PGP Meeting

1. Both you and the team member sign the PGP and provide a copy to team member.
2. Email a copy to the talent department and to your supervisor.
3. Use and refer to the PGP during ongoing discussions throughout the year.

STEP 1: START OF YEAR GOAL SETTING – DUE 9/29/17

* Questions related to teachers/leaders only.

Team Member Name		Date	
Role (grade and subject if teacher)		# years with AMPS	
*Career Path Status		# years in role	

Start of Year Goals (Identify the teaching domain/s involved if a teacher)			
Goals	Expected Term	Sources of evidence/data that should be collected	What Initial support or PD is needed
Enter Goal Here	<input type="checkbox"/> Short Term (30-60 days) <input type="checkbox"/> Medium Term (60-120 days) <input type="checkbox"/> Long Term (Year Long)		
Enter Goal Here	<input type="checkbox"/> Short Term (30-60 days) <input type="checkbox"/> Medium Term (60-120 days) <input type="checkbox"/> Long Term (Year Long)		
Enter Goal Here	<input type="checkbox"/> Short Term (30-60 days) <input type="checkbox"/> Medium Term (60-120 days) <input type="checkbox"/> Long Term (Year Long)		
Enter Goal Here	<input type="checkbox"/> Short Term (30-60 days) <input type="checkbox"/> Medium Term (60-120 days) <input type="checkbox"/> Long Term (Year Long)		

PGP 1 (Supervisor Copy) – Due 11/17/17

Previous Goals Include Domain # If Teacher Or Leader	Status: <i>Achieved, On Track, Not On Track</i>	Evidence/Data Notes To Support Rating	Domain Rating Score (Teacher/Leader Only)	Ongoing Supports And Pd Plan	Additional Leadership Roles Team Member has Taken On
	<input type="checkbox"/> Achieved <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track				
	<input type="checkbox"/> Achieved <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track				
	<input type="checkbox"/> Achieved <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track				
	<input type="checkbox"/> Achieved <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track				
Summarize Areas of Strength:					
Summarize Areas of Growth:					

New Goals Include Domain # if teacher or leader	Expected Term	Sources Of Evidence/Data That Should Be Collected	What Initial Support Or PD Is Needed
	<input type="checkbox"/> Short Term (30-60 days) <input type="checkbox"/> Medium Term (60-120 days) <input type="checkbox"/> Long Term (Year Long)		
	<input type="checkbox"/> Short Term (30-60 days) <input type="checkbox"/> Medium Term (60-120 days) <input type="checkbox"/> Long Term (Year Long)		

Team Member Signature: _____ Date: _____ Leader Signature: _____ Date: _____

PGP 1 (Team Member Copy)

Previous Goals Include Domain # If Teacher Or Leader	Status: <i>Achieved, On Track, Not On Track</i>	Evidence/Data Notes To Support Rating	Domain Rating Score (Teacher/Leader Only)	Ongoing Supports And Pd Plan	Additional Leadership Roles Team Member has Taken On
	<input type="checkbox"/> Achieved <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track				
	<input type="checkbox"/> Achieved <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track				
	<input type="checkbox"/> Achieved <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track				
	<input type="checkbox"/> Achieved <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track				
Summarize Areas of Strength:					
Summarize Areas of Growth:					

New Goals Include Domain # if teacher or leader	Expected Term	Sources Of Evidence/Data That Should Be Collected	What Initial Support Or PD Is Needed
	<input type="checkbox"/> Short Term (30-60 days) <input type="checkbox"/> Medium Term (60-120 days) <input type="checkbox"/> Long Term (Year Long)		
	<input type="checkbox"/> Short Term (30-60 days) <input type="checkbox"/> Medium Term (60-120 days) <input type="checkbox"/> Long Term (Year Long)		

PGP 2 (Supervisor Copy) – Due 03/23/18

Previous Goals Include Domain # If Teacher Or Leader	Status: <i>Achieved, On Track, Not On Track</i>	Evidence/Data Notes To Support Rating	Domain Rating Score (Teacher/Leader Only)	Ongoing Supports And Pd Plan	Additional Leadership Roles Team Member has Taken On
	<input type="checkbox"/> Achieved <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track				
	<input type="checkbox"/> Achieved <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track				
	<input type="checkbox"/> Achieved <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track				
	<input type="checkbox"/> Achieved <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track				
Summarize Areas of Strength:					
Summarize Areas of Growth:					

New Goals Include Domain # if teacher or leader	Expected Term	Sources Of Evidence/Data That Should Be Collected	What Initial Support Or PD Is Needed
	<input type="checkbox"/> Short Term (30-60 days) <input type="checkbox"/> Medium Term (60-120 days) <input type="checkbox"/> Long Term (Year Long)		
	<input type="checkbox"/> Short Term (30-60 days) <input type="checkbox"/> Medium Term (60-120 days) <input type="checkbox"/> Long Term (Year Long)		

Team Member Signature: _____ Date: _____ Leader Signature: _____ Date: _____

PGP 2 (Team Member Copy)

Previous Goals Include Domain # If Teacher Or Leader	Status: <i>Achieved, On Track, Not On Track</i>	Evidence/Data Notes To Support Rating	Domain Rating Score (Teacher/Leader Only)	Ongoing Supports And Pd Plan	Additional Leadership Roles Team Member has Taken On
	<input type="checkbox"/> Achieved <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track				
	<input type="checkbox"/> Achieved <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track				
	<input type="checkbox"/> Achieved <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track				
	<input type="checkbox"/> Achieved <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track				
Summarize Areas of Strength:					
Summarize Areas of Growth:					

New Goals Include Domain # if teacher or leader	Expected Term	Sources Of Evidence/Data That Should Be Collected	What Initial Support Or PD Is Needed
	<input type="checkbox"/> Short Term (30-60 days) <input type="checkbox"/> Medium Term (60-120 days) <input type="checkbox"/> Long Term (Year Long)		
	<input type="checkbox"/> Short Term (30-60 days) <input type="checkbox"/> Medium Term (60-120 days) <input type="checkbox"/> Long Term (Year Long)		

PGP 3 (Supervisor Copy) – Due 06/15/18

Previous Goals Include Domain # If Teacher Or Leader	Status: <i>Achieved, On Track, Not On Track</i>	Evidence/Data Notes To Support Rating	Domain Rating Score (Teacher/Leader Only)	Ongoing Supports And Pd Plan	Additional Leadership Roles Team Member has Taken On
	<input type="checkbox"/> Achieved <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track				
	<input type="checkbox"/> Achieved <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track				
	<input type="checkbox"/> Achieved <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track				
	<input type="checkbox"/> Achieved <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track				
Summarize Areas of Strength:					
Summarize Areas of Growth:					

New Goals Include Domain # if teacher or leader	Expected Term	Sources Of Evidence/Data That Should Be Collected	What Initial Support Or PD Is Needed
	<input type="checkbox"/> Short Term (30-60 days) <input type="checkbox"/> Medium Term (60-120 days) <input type="checkbox"/> Long Term (Year Long)		
	<input type="checkbox"/> Short Term (30-60 days) <input type="checkbox"/> Medium Term (60-120 days) <input type="checkbox"/> Long Term (Year Long)		

Team Member Signature: _____ Date: _____ Leader Signature: _____ Date: _____

PGP 3 (Team Member Copy)

Previous Goals Include Domain # If Teacher Or Leader	Status: <i>Achieved, On Track, Not On Track</i>	Evidence/Data Notes To Support Rating	Domain Rating Score (Teacher/Leader Only)	Ongoing Supports And Pd Plan	Additional Leadership Roles Team Member has Taken On
	<input type="checkbox"/> Achieved <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track				
	<input type="checkbox"/> Achieved <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track				
	<input type="checkbox"/> Achieved <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track				
	<input type="checkbox"/> Achieved <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track				
Summarize Areas of Strength:					
Summarize Areas of Growth:					

New Goals Include Domain # if teacher or leader	Expected Term	Sources Of Evidence/Data That Should Be Collected	What Initial Support Or PD Is Needed
	<input type="checkbox"/> Short Term (30-60 days) <input type="checkbox"/> Medium Term (60-120 days) <input type="checkbox"/> Long Term (Year Long)		
	<input type="checkbox"/> Short Term (30-60 days) <input type="checkbox"/> Medium Term (60-120 days) <input type="checkbox"/> Long Term (Year Long)		

Career Path Worksheet

Discuss this with each team member early in the year. Every team member should have a career path plan.

AMPS is committed to discussing career goals and aspirations within and outside of AMPS. Within your first year at AMPS, you will primarily engage with your leader to discuss your goals for integrating into the organization and performing in your new role. In the second year and beyond, team members may engage with their supervisor at the Start of Year conversation to discuss their AMPS and long-term career plans.

Where on the AMPS Career Path do you see yourself in 2-4 years?

I need to develop the following skills and capabilities to reach my goals:

Here is where I see myself in 5-7 years:

I am interested in the “fill in blank” role at AMPS. How do I get there?

APPENDIX F

AMPS 504 Plan

AMPS



HONOR HARD WORK



Amethod Public Schools

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Section 504 Forms

To be Used for AMPS Sites

SECTION 504 FORMS

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SECTION 504: STUDENT REFERRAL FORM

School Site: _____

Student: _____

Birth Date _____ **Phone** _____ **Grade** _____ **Teacher (Homeroom)** _____

Parent(s)/Guardian(s): _____

Address _____ **City/State** _____ **zip** _____

Referred by: _____ **Date** _____

Reason for Referral:

Strategies/Interventions Used To Date (Attach copies of ILP, Modifications/Accommodations sheet):

Director's Signature

Date

Copies: Admin Office: 504
Parent
Cum Folder: 504 Folder
Teachers(s)



*Maintain in cum folder: 504 Folder

Home Phone _____ Work Phone _____ Cell Phone _____

[illegible]



SECTION 504: COORDINATOR PROCESS CHECKLIST

Student Name: _____

SCHOOL _____ DOB _____ Student ID# _____

1. Student Referral signed Date: _____
2. Initial Meeting Notification Form to parent(s) Date _____
3. Initial 504 Meeting held Date _____
 - A. Define & state purpose of Section 504
 - B. Review Notice of Student/Parent Rights
 - C. Review SST findings (accommodations already in effect)
4. Review of Data Meeting Notification Form to parent(s) Date _____
(Set date during 504/ADA Initial Meeting)
5. Review of Data Meeting Held Date _____
6. Write 504 Program Service Plan for qualified student Date _____
(Pages 1 & 2 of the Service Plan are mandatory – the Home Activities & the Behavior Plan are optional)
7. Annual Reviews are required for all Activities 504 Plans but can be requested as needed.

*If a student is **NOT** a qualified 504/ADA individual, maintain the student's CUM copy in the Health section of the CUM. DO **NOT** place it in the red folder.*



SECTION 504: PERMISSION FOR DATA COLLECTION

Student : _____

Birth Date _____ Phone _____ Grade _____ Teacher _____

Parent(s)/Guardian(s): _____

Address _____ City/State _____ zip _____

Primary Language Student _____ Home _____ Interpreter Needed: Yes No

As part of our efforts to determine any services that may be required to support your child's classroom performance, members of our school site Section 504/ADA Team may collect and review information on his/her academic productivity, medical history, behavior, and attending skills.

Members of the Section 504/ADA Team may be involved in observations, interview, administration of behavior checklists, reviewing cum records including medical status, compiling work samples and gathering other necessary data.

Parents will also be asked to be involved in the evaluation of their child by participating in an interview and/or by completing information forms to collect student history (i.e., behavior rating scales, medical records). Once the information has been collected, we will meet with you to review the data.

Please contact Site Director if you have any questions.

I have been informed and understand the parent/student rights under Section 504 of the Rehabilitation Act of 1973. I understand the nature and purpose of the data collection.

____ YES- I Give My Permission

____ NO - I Do Not Give My Permission

**Parent/Guardian
Signature**_____

Date_____

Copies: 504 Coordinator (Staff)
Student Cum Folder:
Parent/Guardian (s)



Amethod Public Schools

NOTICE OF PARENT AND STUDENT RIGHTS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

The purpose of this notice is to describe the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights and procedural safeguards.

Please refer to the brochure that was drafted by the California Department of Education.



SECTION 504: TEAM MEETING NOTIFICATIONS (Parents)

Site: _____

To the Parent/Guardian of: _____

Dear Mr./Ms. _____

You are invited to attend and participate in the SST (School Study Team) Committee's 504 evaluation meeting scheduled as follows:

Date: _____ Time: _____

Location: _____

The Section 504 Committee will review all information from a variety of sources in order to determine eligibility under Section 504 for services, if appropriate, for your child.

☐ **Initial Meeting**

A Section 504/ADA meeting which includes members of the Student Study Team/Teacher Assistance Team has been scheduled to discuss your child's progress. The purpose of this meeting is (1) to inform parents regarding Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act (2) to present suggestions which may support the child's regular education program (3) to determine whether or not an evaluation is indicated to decide eligibility within the meaning of Section 504/ADA.

☐ **Review of Data**

The Section 504/ADA Team will reconvene to share the results of the data collection. The data collection may have included observations, interviews, behavior checklist, review of CUM records including medical status, work samples and/or other data deemed necessary. Section 504/ADA eligibility may be discussed. If the child is found to be a 504/ADA eligible and qualified disabled individual, a Service Plan may be written.

☐ **Section 504/ADA Service Plan Meeting Review**

The current Section 504/ADA Service Plan will be reviewed and updated as needed to account for any updates or changes in initial plan.

The meeting is scheduled for:

Time _____ Date _____

Place _____



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Please check the appropriate items below:

- ☐ I intend to be there. Do not conduct a meeting in my absence.
- ☐ I intend to be there. However, you may proceed without me if I am unable to attend. Please forward a copy of the Section 504 Record to me for my review and signature.
- ☐ I will not attend. Please forward a copy of the Section 504 Record to me for my review and signature.
- ☐ I will need a translator: _____
(Specify language, including signing)

*****If you have any questions or wish to reschedule the meeting, please contact the school***

Please sign and return this form by the following date: _____

Student Name: _____

School Site: _____

(Parent/Guardian)Signature

Date



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SECTION 504: TEAM MEETING NOTIFICATION

(FORWARD A COPY TO EACH TEACHER)

Initial_____

Annual_____

Other_____

Team members:_____

Please plan to attend a 504 Team Meeting for the following student:

STUDENT:_____ **Grade Level:**_____

DATE _____

FACILITATOR _____

TIME _____

LOCATION _____

Be prepared to discuss student academic (grades, tests, missing assignments, etc.) and social progress, strengths, area(s) of concern, and documented interventions (implemented/duration/& results), student portfolios, etc.



SECTION 504: PARENT CONSENT FOR RELEASE OF INFORMATION

In order to assist the Amethod Public Schools Staff in making a comprehensive health and educational assessment,

I hereby authorize: _____

Agency Contact Name: _____; to release information concerning;

Student Name

Birth Date

To the Amethod Public School Staff:

Please send this information to the following person:

Name & Position

Address City State Zip Code

Specific information to be released:

Parent's Signature

Date

**SECTION 504: PROGRAM DETERMINATION**

Site: _____

Last Name	First	ID Number
-----------	-------	-----------

Date _____ Type of meeting: Initial _____ Annual _____ Other _____ Next Review _____

Grade _____ Gender: M F DOB: _____ Phone: _____

Parent(s)/Guardian(s): (Last Name) _____ (First Name) _____

Address _____ City/State _____ Zip _____

Language of Home _____ Language of Student _____

Student/Ethnicity (Completed at parent option): _____ American Indian/Alaskan Native _____ Asian
 _____ Pacific Islander _____ White _____ Afr .Amer _____ Filipino _____ Hispanic _____ Other _____

School Placement: _____ Other Placement: _____

Other Agencies Involved: _____

I have been informed and understand the parent/student rights under Section 504 of the Rehabilitation Act of 1973:

_____ Yes _____ No _____

Guardian Initial: _____

EVALUATION INFORMATION: The type of evaluation will be determined by the 504/ADA Team reflecting the needs of the student. Please state the name of the person who conducted the evaluation and the date of the evaluation. Maintain information in the cum file.

Psychological _____ Speech/Language _____

Academic _____ Medical _____

Behavior Rating Scales _____ Health & Developmental _____

Parent/Teacher Interviews _____ Student Observation(s) _____

Other: _____ Other: _____

Medications: _____ Admin At School: Yes No

Administered By: _____ When _____

Describe the basis for the determination of a physical or mental impairment that substantially limits one or more major life activities (within the meaning of Section 504/ADA).

SECTION 504: PROGRAM DETERMINATION

Student Name: _____

Birth Date _____ School _____ Date _____

SECTION 504/ADA TEAM ACTION:

1. _____ Student **does not** have a disability pursuant to Section 504/ADA. Student does not exhibit a Substantial limitation in learning or other major life activity/Explain: _____

2. _____ Student **does** have a disability pursuant to Section 504/ADA.

The disability is _____

The disability substantially limits the following major life activity (ies):

Explain: _____

SECTION 504 TEAM RECOMMENDATIONS:

- ☐ Continue in Present Program without a 504/ADA Service Plan
☐ Regular Program with 504 Service Plan Detail and/or Behavior Plan (*specify by checking the boxes*)
☐ Refer to Individual Education Planning Team (Special Education/IDEA)
☐ Other: _____

The following individuals have participated in the recommendations, Service Plan and/or Behavior Plan of Section 504 Team in accordance with required procedures of the Rehabilitation Act of 1973-Section 504 and the Americans with Disabilities Act.

The undersigned **agree** with the Section 504 Determination

Parent/Guardian	Date	Student	Date
Parent/Guardian	Date	Administrator	Date
Regular Education Teacher	Date	Other	Date



Site 504 Coordinator	Date	Other	Date
Other	Date	Other	Date

If in Disagreement with determination:

I participated in the Section 504 Team Meeting and I **disagree** with the Section 504 Team recommendations, Program Service Plan, and/or Behavior Plan.

Please Sign _____ Date _____

(Attach a dissenting opinion)



SECTION 504: STUDENT SERVICE PLAN

Page ____ of ____

Student Last Name _____ First Name _____ Date of Meeting _____

School _____ Grade _____ Plan Effective _____

Class(s)/Teacher(s) _____

Area of Concern	Actions, Strategies Modifications	Person(s) Responsible	Comments



SECTION 504 SERVICE PLAN

Student Last Name _____ First Name _____ Date of Meeting _____

School _____ Grade _____ Plan Effective _____

Class(s)/Teacher(s) _____

Area of Concern	Actions, Strategies Modifications	Person(s) Responsible	Comments

SECTION 504: MEETING NOTES *(DRAFT)*

Last Name _____ **First Name** _____ **Date:** _____

SECTION 504: MEETING NOTES (DRAFT)

Last Name _____ First Name _____ Date: _____



SECTION 504: HOME ACTIVITIES

To Support the Section 504 Service Plan

Student Name: _____

504 Effective Date: _____

The following activities are recommended to be completed on a consistent basis at home to support the Individualized Learning and/ or 504 Program Plan.

_____ Provide a quiet study area.

_____ Enforce a consistent study time.

_____ Rest (Appropriate sleep time).

_____ Regular home-school communication (i.e., teacher and parent sign homework nightly).

_____ Use a behavioral contract/discipline technique described at meetings

_____ Reward appropriate behavior and/or completion of satisfactory in class and/or homework assignments.

_____ Limit Distractions (Limited Internet , Text , Phone, video Games, TV, etc)

_____ Limit Excuse Making

_____ Set Boundaries for the child

Other:



SECTION 504: SERVICE PLAN
BEHAVIOR MODIFICATION PLAN

The Section 504 Team does not see any reason to expect this student to have a problem following the school's discipline Code and/or school rules at this time. However, the team will make recommendations regarding the concerns and recommendations to assure that the student be a successful student. The Indicators column will stipulate how the program shall be measured to assure the student is on track for academic success.

The following Behavior Modification Plan is intended to modify the student's behavior; it is not intended to simply discipline the student.

- Please address **inappropriate behavior(s)** and **desired behavior(s)**.

Concerns <i>(Short and concise)</i>	Recommendations	Indicators

I, the Student's Parent/Guardian, participated hereby agree to the Behavior Modification Plan written above. I participated in the meeting in which this document was drafted

Signature

Date



SECTION 504: CHECKLIST FOR EXPULSION OF

Student Last Name _____ First Name _____

Date _____

_____ Student commits an expellable offense according to the Education Code and site administrator(s) decide to recommend expulsion.

_____ Administrator notifies site 504 Team.

_____ Site 504 Team meets (parents not included at this time), reviews records, and determines what needs to be completed or updated to make sure assessment information is current. Assessment information should be current for that school year or not older than six months.

_____ **Permission to Collect Data Form** is presented to parents. Parents do not have to agree in order for the team to proceed.

_____ **Parent/Student Rights** are covered with parents.

_____ **Notify parents at least (48) hours prior to the 504 Team Meeting.** (*Send out parent notification/staff notifications*)

_____ Arrangements are made with parent(s) to make the child available for any necessary assessment during the suspension time period for the purpose of the updating data.

_____ Assessments are completed as necessary.

_____ The 504 Team Meeting is held. **Parent/Student Rights** are presented to parents.

The 504 Team members (including parents) review data for the purpose of answering the following (2) questions:

- 1.) Was the alleged offense a **direct manifestation** of the student's identified disability?
- 2.) Was the 504 Service Plan in place to insure the student receives a Free Appropriate Public Education (FAPE)?

_____ The 504 Team completed **The Individualized 504 Plan Process** and the ADDENDUM Plan

*A copy of **The Individualized 504 Plan Addendum** is placed into the student's CUM file.*

Site Director: _____

Completed by: _____ Date: _____



SECTION 504: MANIFESTATION MEETING DETERMINATION

Student Name: _____

Date of Meeting _____

Suggested items to be considered when completing the Individual 504 Plan Addendum.

Check items that were used make determination

Comments/ Notes		
	Current Medical Reports	
	Medical History	
	Teacher Reports	
	Incident Report	
	504 Service Plan	
	504/ADA Law	
	California Education Code	
	Board Policy	
	Other:	

Completed by: _____ Date: _____

Site: _____



SECTION 504: MANIFESTATION DETERMINATION

Meeting Notes

Last Name _____ **First Name** _____ **Date:** _____



SECTION 504: MANIFESTATION DETERMINATION

Meeting Notes

Last Name _____ **First Name** _____ **Date:** _____



SECTION 504: PLAN ADDENDUM

Student Name	Birth Date	Meeting Date
Address		
Parent/Guardian Name	phone	
School	Grade Level	
Last Assessment	Date of Last 504 Plan	

1. Summary of student's disability:

2. Reason for Individualized 504 Plan Addendum Meeting:

3. Summary of findings:

4. Was the expellable offense a direct manifestation of the student's identified disability?
Yes____ No

5. Was the Individualized 504 Plan in place to insure the student receives a free appropriate public education? ____ Yes ____ No



SECTION 504: PLAN ADDENDUM SIGNATURES

Parent/Guardian	Date	Principal/Designee	Date
Student	Date	Site 504 Coordinator	Date
Other	Date	Organization 504 Director	Date
Other	Date	Other	Date

_____Parent/Guardian comments attached

APPENDIX G

AMPS Language Learners

AMPS



HONOR HARD WORK

Amethod Public Schools

English Language Learner Strategies

How to Teach
Core content to all English Learners

AMPS

HONOR HARD WORK

ELL Strategies for CELDT levels 1 and 2

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

**Lower
affective
filter**

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

**Synthesize
new
vocabulary**

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

**Allow
processing
time**

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

**Check for
understanding**

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

**Scaffold
Text**

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

ELL Strategies for Levels 1 & 2 Glossary

Frequently Used ELL Terms

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

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

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

Cooperative Groups Strategically group students to facilitate communication and collaboration.

Homogeneous groups - students at the same level of English proficiency to target instruction with comprehensible input.

Heterogeneous groups - students at various levels of English proficiency with but with the same primary language to help each other learn new concepts.

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

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

New Vocabulary Unfamiliar general vocabulary as well as content specific vocabulary

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

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

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

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

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

Beginning ELL Strategies, Techniques, and Activities

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

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

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

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

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

Cloze Sentences a portion of text with certain words removed

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Think-Pair-Share When asked to consider an idea or answer a question, students write their ideas on paper (think). Each student turns to another student nearby (pair) and *tells* his or her own responses (share). This is an oral exchange, not a reading of each other's papers.

This technique allows 30 students to answer orally in the time it would take to call on just one.

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

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

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

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

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

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

**ELL Strategies for
CELDT levels 3 and 4**

**Visuals and Modeling for every new concept or assignment
(How To)**

**Lower
affective
filter**

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

**Synthesize
language &
content**

- Frontload Lang.
- Vocabulary Bingo
- Semantic Word Map
- Vocabulary Folder
- Sentence Frames
- Paragraph Frames

**Allow
processing
time**

- Repeat, rephrase
- Brainstorming
- Clustering/ Webbing
- Idea Starts
- Think-Pair-Share
- Quickwrite
- Send-a-Problem

**Check for
understanding**

- Colored Cards
- White- Board-Response
- Think-Pair-Share
- Learning Logs
- Reading Log
- Inside Outside Circle
- Whip Around

**Scaffold
Text**

- Anticipatory Guide*
- In-Text Questions
- Reading Guide
- Directed Reading
- Jigsaw
- Corners
- PQRS
- Ranking and Consensus Building
- RAFT
- Cooperative Dialogue
- Comparison-Contrast Matrix
- Fishbone Diagram
- Flowchart*
- Matrix Diagram

ELL Strategies for Levels 3 & 4 Glossary

ELL Terms

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

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

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

Cooperative Groups Strategically group students to facilitate communication and collaboration.

Homogeneous groups - students at the same level of English proficiency to target instruction with comprehensible input.

Heterogeneous groups - students at various levels of English proficiency with but with the same primary language to help each other learn new concepts. Students at the higher levels of proficiency may translate for those at the beginning levels. Students who are literate in the first language may read primary language support materials for those who are not.

Language objectives The specific measurable, observable English language development competencies (behaviors, skills, knowledge)

that students will demonstrate after the instruction.. Academic language includes syntax, sentence structure, grammar, and academic vocabulary.

New Vocabulary Unfamiliar general vocabulary as well as content specific vocabulary

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

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

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

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

ELL Strategies, Techniques, and Activities

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

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

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

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

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

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

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

Fishbone Diagram -Cause and effect, timeline

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

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

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

Inside-Outside Circle Students are arranged into two equal circles, one inside the other. Students from the smaller inside circle face those in the outer larger circle and vice versa. Students ask each other questions about a review topic. These may be either teacher or student generated. Students from one of the circles rotate to either the left or right. The teacher determines how many steps and in which direction. Another question is asked and answered.

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

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

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

Paragraph frames See sentence frames

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

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

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

RAFT is a post-reading strategy that helps students to analyze and reflect upon fiction or non-fiction reading through persona writing. Based on suggestions provided by the teacher or generated by the

class, students choose a Role, an Audience, a Format, and a Topic on which to write in response to their reading.

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

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

Reading Log Students complete while reading a selection. The left-hand side contains topic headings for sections of the reading. Students are to briefly summarize each topic. On the right-hand side students reflect on the implications of each topic.

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

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

Send-A-Problem Each student on a team makes up a review question and writes it on a 3x5 card. The writer asks the question of the other

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

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

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

Vocabulary Folder A mandatory section in the English learner's binder to keep all new vocabulary, sentence frames, word maps, Frayer models, etc. This may be used with assignments or tests to

help English learners express the content they have learned. It is a good secondary alternative to the elementary "word wall".

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

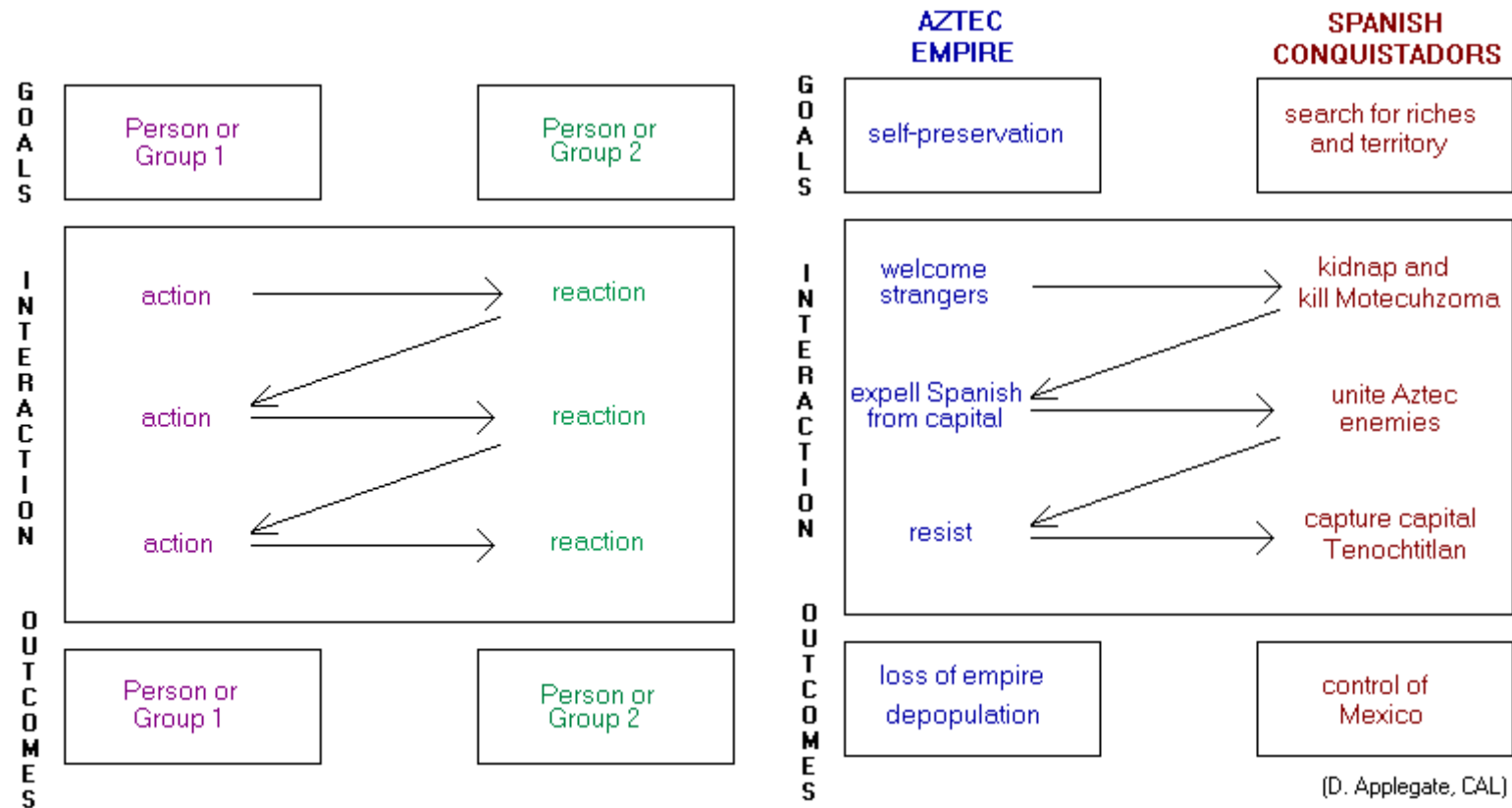
White Board Response To engage all students in responding to prompts with an emphasis on the process rather than the product. This strategy allows the teacher to quickly check for understanding.

Sample Graphic Organizers

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

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

level summarizes the actions and reactions between the groups, and the bottom level lists the ultimate outcomes of the interactions.



MATRICES (Learning Strategies Database, N.D.)

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

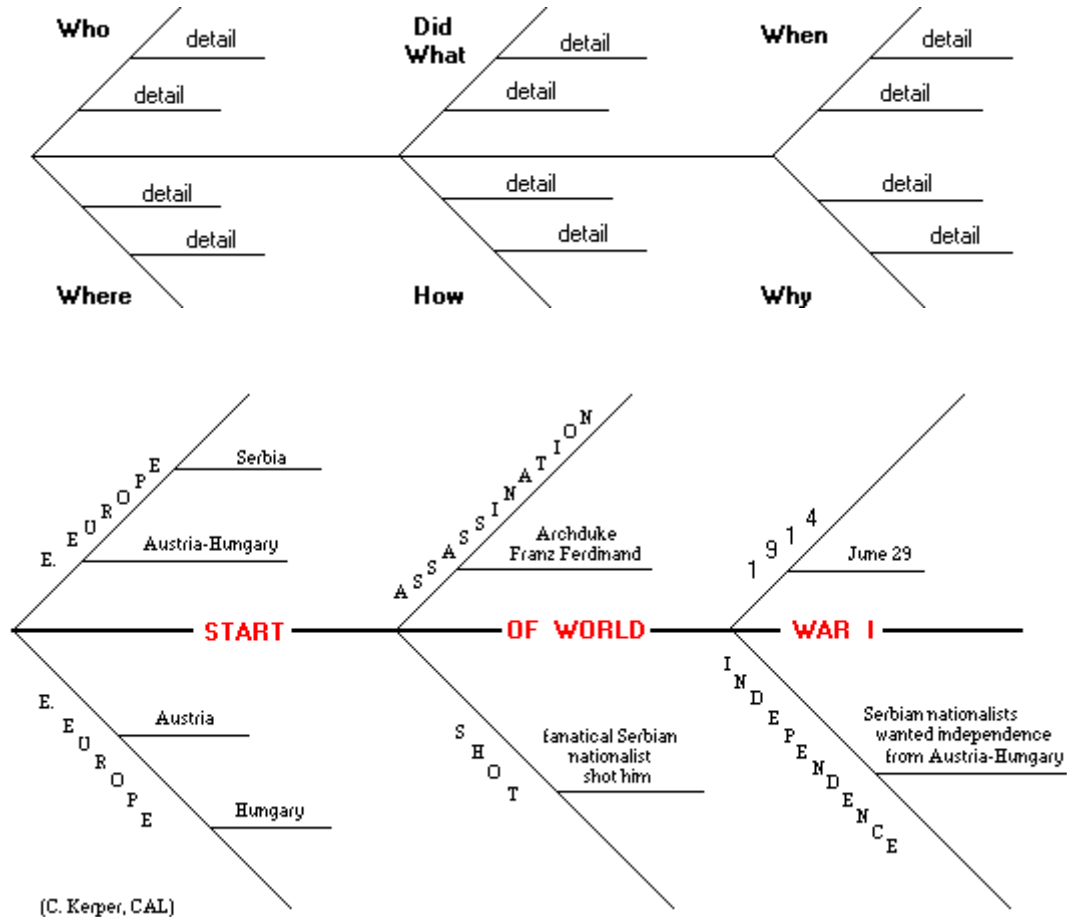
				ANCIENT CIVILIZATIONS			
		ITEM 1	ITEM 2	ITEM 3	Near East	Egypt	Peru
Attribute 1					ziggurats	pyramids temples	pyramids terraces
Attribute 2					cuneiform	hieroglyphics coptic	none
Attribute 3					secular	divine	divine
Attribute 4					canal	shaduf	canal

(D. Applegate, CAL)

HERRINGBONE MAPS (FISHBONE MAPS)

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

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

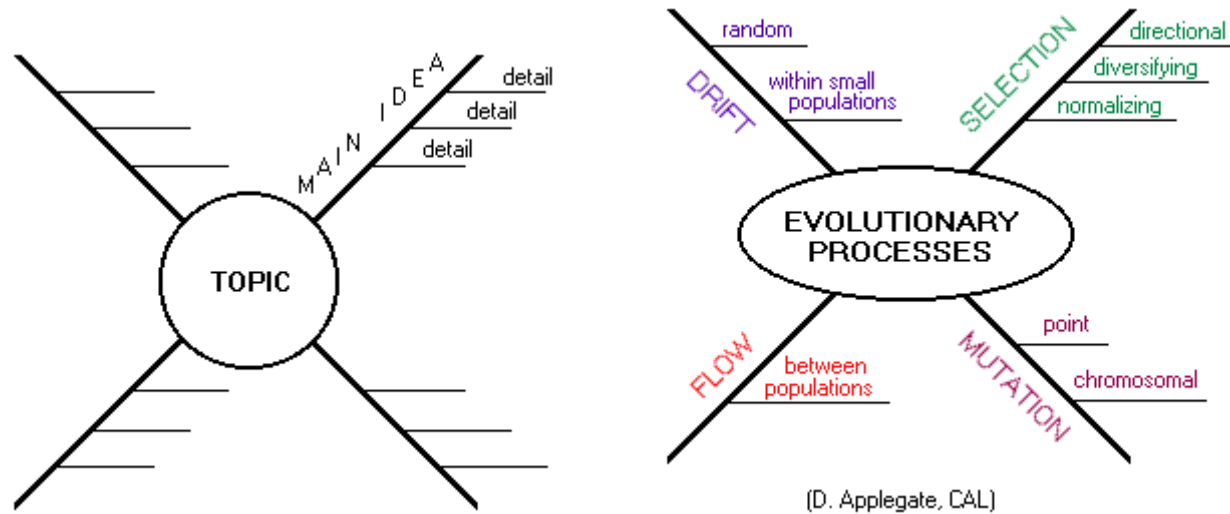


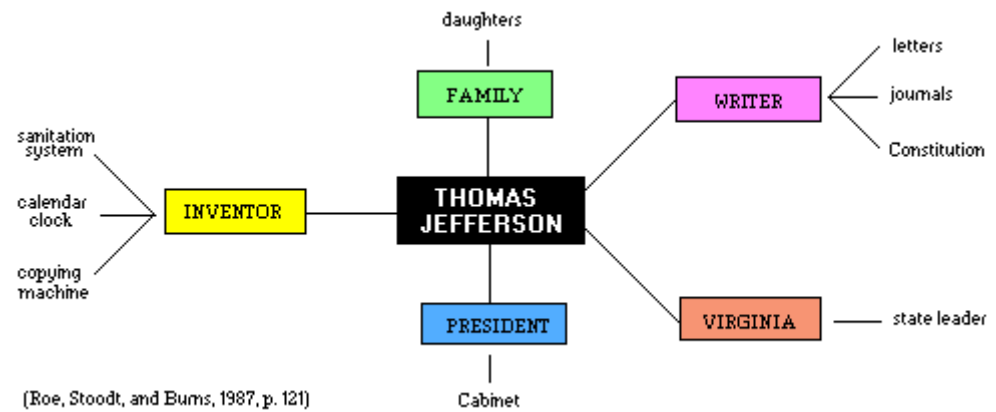
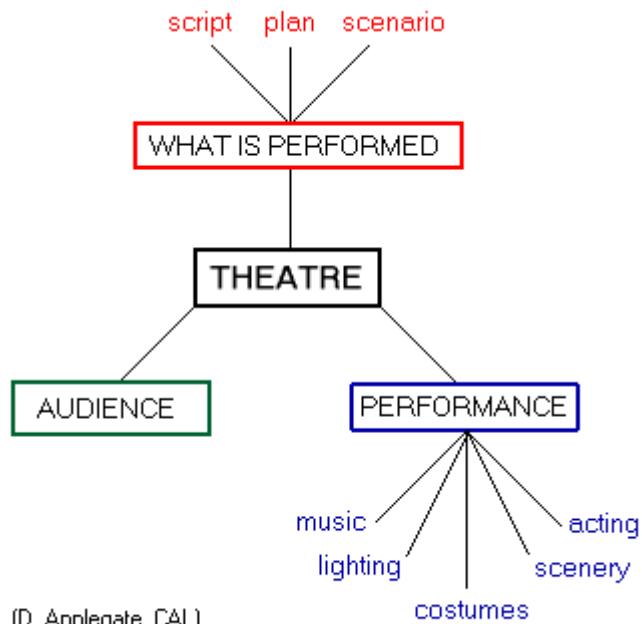
SPIDER MAPS

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

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

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



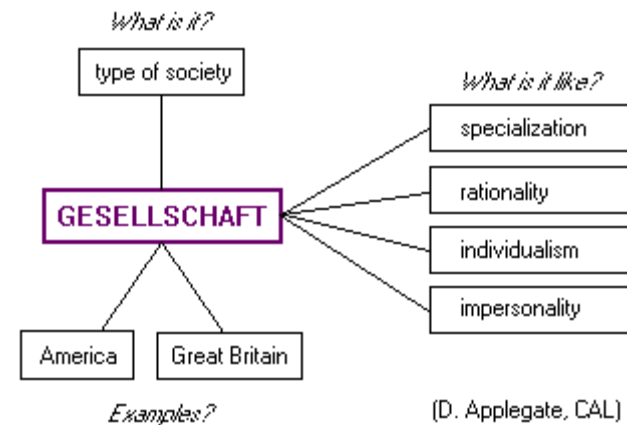
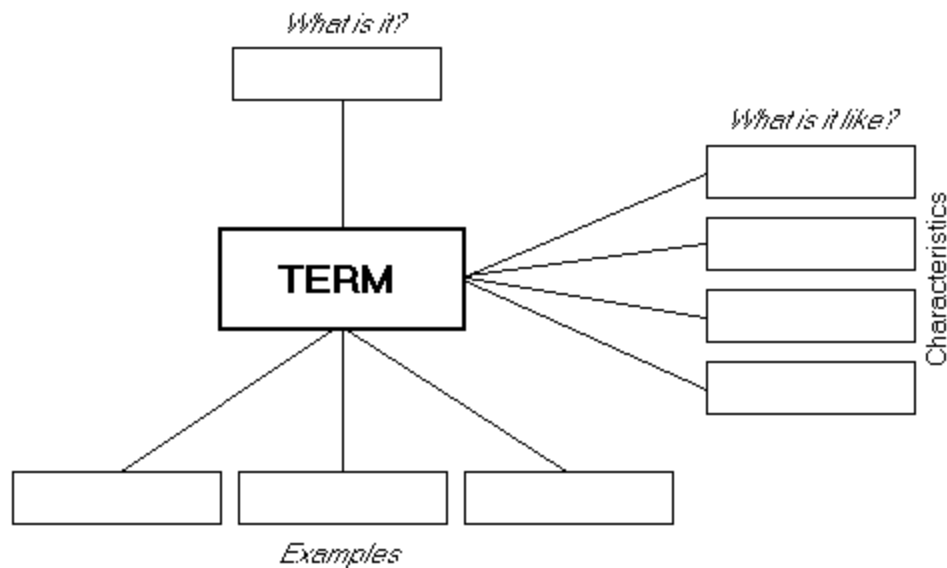


WORD MAP (CONCEPT MAP, SEMANTIC MAP)

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

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

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

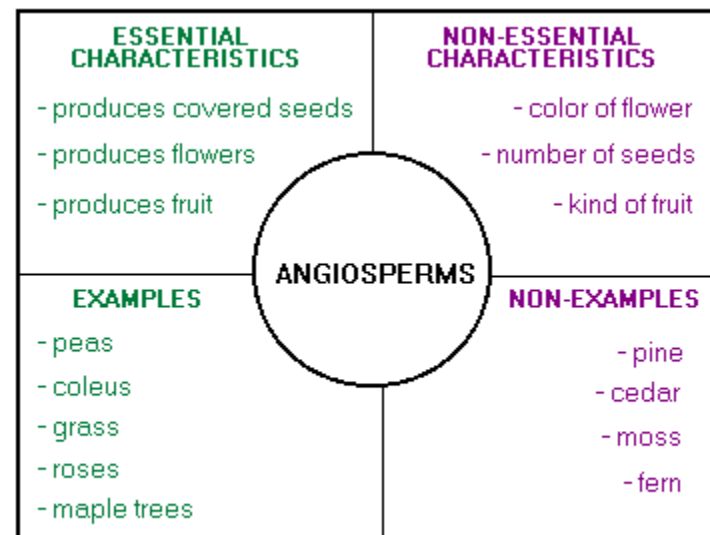
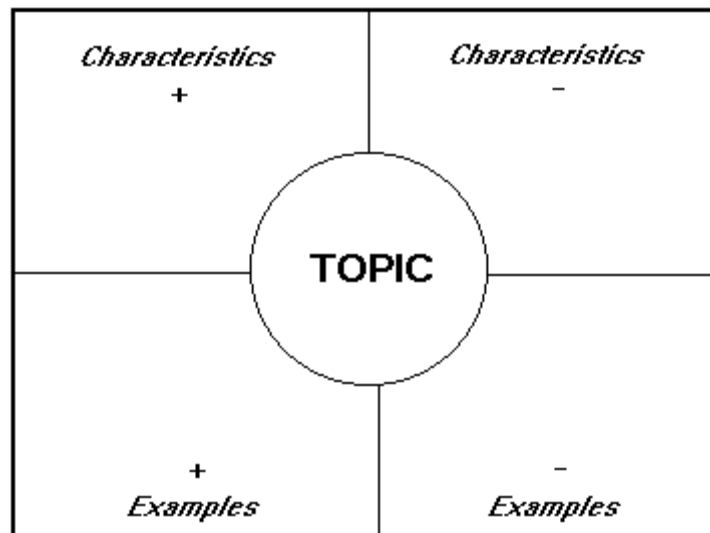


FRAYER MODEL

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

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

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



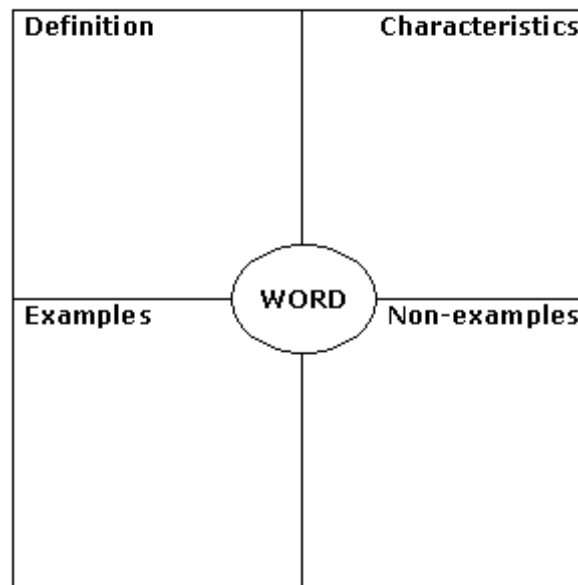
(REFERENCE)

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

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

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

Fruyer Model



References

Enhanced Learning (2007) *Graphic organizers*. Retrieved July 12, 2007 from <http://www.enchantedlearning.com/graphicorganizers/>

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

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

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

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

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

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

Great Links

Graphic Organizers and Concept Maps:

Why use graphic organizers to teach content?

http://www.everythingsl.net/in-services/graphic_organizers.php

Overview of graphic organizers with examples of various types

http://www.cast.org/publications/ncac/ncac_go.html

58 Free graphic organizers

http://www.educationoasis.com/curriculum/graphic_organizers.htm

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

Anticipatory Guide

<http://www.ncrel.org/sdrs/areas/issues/students/learning/lrianti.htm>

Collection of Graphic Organizers with Teaching Guides

http://www.mordialloccluster.vic.edu.au/documents/QIS_proformas/

Pre-writing organizers

<http://depts.gallaudet.edu/englishworks/writing/prewriting.html>

Thinking maps

<http://www.nhcs.k12.nc.us/htree/Curriculum/ThinkingMaps.html>

http://www.lifestreamcenter.net/DrB/Lessons/thinking_maps.htm

Fray Model

<http://www.justreadnow.com/strategies/frayer.htm>

http://its.guilford.k12.nc.us/act/strategies/Frayer_Model.doc

General graphic organizers (better for middle school than high school)

http://edhelper.com/teachers/General_graphic_organizers.htm

Strategies:

Video Clips of Teaching Strategies for ELs

<http://connect.ocde.us/Strategies.htm>

Reading strategies for content teachers

<http://www.justreadnow.com/strategies/index.htm>

SDAIE teaching strategies

<http://www.csus.edu/indiv/o/oreyd/sylabi/SDAIE.htm>

Elements of effective SDAIE instruction

http://classes.csumb.edu/ED/ED615-03/world/Elements_SDAIE.html

Effective Instructional Strategies for English Language Learners in Mainstream Classrooms (SIOP model)

<http://www.newhorizons.org/spneeds/ell/wallace.htm>

Secondary English language learners

<http://www.ncte.org/collections/secell>

Standards:

California English Language Development Standards

<http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf>

National Board for Professional Teaching Standards: English as a New Language

http://nbpts.org/the_standards/standards_by_cert?ID=13&x=62&y=10

Language Development/Literacy:

Most common words in American English

http://esl.about.com/library/vocabulary/bl1000_list1.htm

Common regular verbs

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

Common irregular verbs

<http://www.esldesk.com/esl-quizzes/irregular-verbs/irregular-verbs.htm>

<http://www.churchillhouse.com/english/verbsheet.pdf>

http://www.geocities.com/fifth_grade_tpes/irregular_verbs.html

Sight words and Dulch lists

http://www.fcboe.org/schoolhp/shes/sight_words.htm

<http://www.usu.edu/teachall/text/reading/Frylist.pdf>

Lessonettes focused on the many tricky irregularities in the English language

<http://www.everydayenglish.com/>

Vocabulary development strategies

<http://www.wordsurfing.co.uk/>

ESL grammar and vocabulary handouts

<http://owl.english.purdue.edu/handouts/esl/index.html#handouts>

Signal words

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

Culture and language learning teacher resources

<http://www.carla.umn.edu/culture/resources/index.html>

Phonograms

<http://literacyconnections.com/Phonograms.html>

Digraphs

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

Consonant blends

<http://www.mrsmcgowan.com/reading/ref.htm>

R-controlled vowels

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

Character traits

<http://cte.jhu.edu/techacademy/web/2000/kochan/charactertraits.html>

Spanish-English cognates

<http://www.geocities.com/athens/thebes/6177/ws-cognates.html>

Forms of Poetry

<http://thewordshop.tripod.com/forms.html>

APPENDIX H

Local Control Accountability Plan

AMPS



HONOR HARD WORK

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name

Oakland Charter Academy

Contact Name
and Title

David J Camarena

Email and
Phone

dcamarena@amethodschools.org 510-
532-6751

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Oakland Charter Academy is the oldest charter school in the city of Oakland and is the flagship school of the Amethod Public Schools organization. It opened in 1994 and is the fourteenth charter school authorized in the State of California. Located in the Fruitvale District, OCA is the only National Blue Ribbon School in East Oakland. In the past 20 years, OCA has doubled in size and serves a predominantly Hispanic/Latino population but also has small numbers of African-American, Asian-American, Arab-American and White American students. OCA offers Common core aligned curriculum for math and English language arts. The daily blocks consist of:

- 90 minutes English Language Arts/English Language Development
- 90 minutes Mathematics, including Pre-Algebra in 7th grade and Algebra in 8th grade
- 60 minutes History
- 60 minutes Science
- 45-50 minutes of Physical Education
- 2-3 hours of homework is assigned each night; homework packets are assigned for each holiday break.

OCA offers a mandatory three-week summer session each year to ensure students are prepared as they move forward through middle school.

OCA offers an After School Education and Safety (ASES) program that is aligned with, and does not repeat the content of regular school day and other extended learning opportunities. A safe physical and emotional environment is provided, as well as opportunities for relationship building. This after school program consist of the two elements below and ASES program leaders work closely with school site principals, staff and Family Staff Team (FST) members to integrate both elements with the school's curriculum, instruction, and learning support activities.

1. OCA's educational and literacy element provides tutoring and/or homework assistance and is designed to help students meet state standards in one or more of the following core academic subjects: reading/language arts, mathematics, history and social studies, or science. A broad range of activities are implemented based on local student needs and interests.
2. OCA's educational enrichment element offers a wide array of additional services, programs, and activities that reinforce and complement the school's academic program. Examples are positive youth development strategies, recreation and prevention activities. Such activities involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work preparation activities; community service-learning; and other youth development activities based on student needs and interests. These enrichment activities are, at times, designed to enhance the core

curriculum.

In addition to the ASES program, OCA offers sports programs in two major sports: soccer and basketball. OCA is currently the 2016-17 Oakland Unified School District Middle School Soccer Champions.

SAT tutoring will be continued for qualifying students and will occur in October and November. This is will students to participate in the **Center for Talented Youth (CTY) Program** with **Johns Hopkins University**, where students have the opportunity to take college courses and visit various college campuses in the summer. Full and partial scholarships are awarded based on merit and need.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

The 2017-2018 LCAP has been consolidated into 4 broad goals for better organization and easier tracking of measurable outcomes and actions. The 4 goals are as follows:

- Goal 1 - College and Career Readiness for All Students
- Goal 2 - Positive School Culture and Student Engagement
- Goal 3 - Parent Support and Engagement
- Goal 4 - Student Access to Technology

A significantly larger amount of resources will be spent on Goal 1, Action Set 6 which addresses the Increased or Improved Services Requirement to eliminate our performance gap. See "Performance Gaps" narrative below.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any

specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Reduction of suspensions from 2016-17 to 2016-17

Improvement on performance on NWEA MAP tests in all grade levels especially in 6th grade from Fall to Winter

CAASPP scores show that OCA is on par or above the surrounding middle schools in the Fruitvale district.

Increased family engagement

Increased after-school activities and sports programs

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on a review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

OCA’s would like to increase reading proficiency as measured by the number of students “Meeting or Exceeding Standard” in all grades. This past two years the focus has been on ELA progress due to about 40% of student population being English learners. OCA’s English Learners will be served by a combination of an ELD and ELA curriculum for 2017-18.

There was a decrease in CELDT scores in 2014-15 and this was due to many ELL students either transferring to another local school or moving on to high school.

OCA would also like to increase math proficiency to “Meet or Exceed Standard” in all grades for all EL students. According to the CA dashboard, EL students are performing lower than the overall population in math.

Although suspensions continued to occur in the 2015-16 school, they have significantly decreased in the 2016-17 school year. OCA will work on increasing family involvement and implementing more social and emotional learning to lessen number of yearly suspensions.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

OCA does not have any gaps reported at this time in any of the four state indicators reported.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Focus on professional development for new teachers, especially for strategies that impact English Learners.
Continue to develop support programs for students who are struggling in ELA by relying on early diagnostic testing and creating differentiated supports for students based on how far they are below grade level.
Continue to offer an array of supports in Reading and language acquisition and small group tutoring.
Implementation of an adaptive blended-learning reading program, Achieve 3000.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$ 3,005,845

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$ 406,000

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly, describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

As a charter school we rent our own facilities which takes a substantial portion of our funds. Additionally, although we typically add new furniture for classrooms and non-classrooms (e.g., cafeteria), it is difficult to tell how much we will need for next year, and how much we will need to purchase new versus finding second hand furniture; we also consider some of these items necessities, so have not included specifically in this plan which focuses on enhancing positive culture and improving academic performance at our school. Other expenditures not included in the LCAP are employee benefits, uniforms for students, our NSLP program and other operating expenses not including janitorial services and supplies, building repairs and maintenance and some student activities.

\$ 2,163,554

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Provide high quality and up to date classroom curriculum and training that promotes reading, English literacy, mathematical foundations, science exploration and community studies readiness with academic interventions in place to prevent and/or eliminate barriers to student success.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- First year implementation of Career Path for staff advancement
- 80 % ELA, math and science teachers trained in CCSS/NGSS standards
- 94% teacher and paraprofessional staff will participate in Film Sessions, Professional Development workshops and teacher domain walkthroughs
- Increased focus and investment in the staffing recruitment and retention process

ACTUAL

- 25% of staff advancing in Career Path
- 100 % ELA, math, and science teachers have been trained in CCSS/NGSS standards
- 100% teacher and paraprofessional staff have participated in Film Sessions, Professional Development workshops and teacher domain walkthroughs
- 20 recruitment fairs were conducted (in comparison to 17 for 2015-16)

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED -First year implementation of Career Path for staff advancement.	ACTUAL Year 1 of Career Path Implementation. Human Resources met with all staff to explain the Career Path process prior to application deadline. 25% of the OCA teaching staff submitted Career Path applications that were reviewed by the selection committee. All candidates advanced on the Career Path.
BUDGETED \$10000	ESTIMATED ACTUAL \$5300

Expenditures

Action

2

Actions/Services

PLANNED --80% ELA, math and science teachers trained in CCSS and NGSS standards	ACTUAL -100% of teachers and paraprofessional staff participated in film sessions, professional development workshops (Bell to Bell, Classroom Management and Data Driven Instruction) and Professional Growth Plans (PGP) based on teacher domains.
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Expenditures

<p>-94% teacher and paraprofessional staff will participate in Film Sessions, Professional Development workshops and teacher domain walk-throughs.</p>	<p>AMPS Professional Development Summit - August 2016 Classroom Management and Classroom Discipline (Beg/Adv)- August 2016 Bell to Bell Part 1- August 2016 Bell to Bell Part 2 - October 2016 Data Driven Instruction (DDI) - November 2016 February 2017 Interactive Notebooks - October 2016 De-escalation Training - May 2017 SPED 101 - January 2017 Problem of the Month- March 2017</p> <p>Film Session Dates:</p> <ul style="list-style-type: none"> ● October 2016 ● May 2017 <p>PGP Dates</p> <ul style="list-style-type: none"> ● November 2016 ● February 2017 ● May 2017
<p>BUDGETED</p> <p>\$25000</p>	<p>ESTIMATED ACTUAL</p> <p>\$21000</p>

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This is OCA's 3rd year using Pearson Digits and Pearson Realize for math and the current math department is comprised of two teachers who participated in year 1 implementation. All science teachers (returning and new) participated in a 1 day KnowAtom training in August prior to the start of the school year. Since this was the first year of College Board Springboard (CCSS aligned ELA curriculum), all English Language Arts teachers were given a 3 day Springboard workshop in August prior to the start of school. They were also given opportunities to visit other schools to observe Springboard in action. Sara Buckerfield was hired as a Literacy Coach to observe the English department on a monthly basis and to ensure best practices were being implemented around the Springboard Curriculum.

The AMPS Career Path process has been in place since March 2016 but continues to be improved upon as more staff take advantage of the opportunity for advancement. The ongoing teacher shortage has made the recruitment process even more of a challenge than ever before. Recent instructional staff salary increases as well as competitive benefits and Career Path Program have improved the competitiveness of AMPS as compared to other district schools.

All students have access to and use CCSS/NGSS aligned curricula and all teachers have been trained and supported in their subject curriculum.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

OCA has able to retain teachers in part by continuing to offer the Career Path to all teachers and numerous professional development opportunities to all teaching staff. Over 50% of staff is returning staff. Approximately 25% of the OCA teaching staff submitted Career Path applications and portfolios that were reviewed for achievement in 5 areas by a selection committee. All OCA candidates advanced on the Career Path to either achieving or distinguished levels. All teachers and paraprofessionals attended the 3rd Annual

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

AMPS Professional Development Summit in August 2016. OCA staff participated in over 20 days of professional development throughout the year ranging from basic classroom management techniques to best instructional practices to data analysis techniques as well as PGP activities such as film session analysis and goal setting. Teachers and tutors have gained more content knowledge in every subject and have gained experience in classroom management techniques. Instructional strategies have increased and behavioral concerns have lessened due to the training from summit. Ongoing observations and PGPs have also provided appropriate feedback when dealing with academic and behavioral concerns that impede student success.

Through the efforts of the Human Resources Department to implement the staff recruitment process, OCA continues to be able to locate and hire qualified staff. These efforts will continue to be vital as the school increases student and program capacity in the next 3 years.

The Career Path teacher has gained leadership and management skills while implementing a data-driven instruction (DDI) program thus allowing teachers to use data to guide instruction more effectively.

The Estimated Actual Expenditures is \$8700 less than the Budgeted Expenditures. This is in part due to the lower than anticipated cost for the career path process, which, in its second year has become well streamlined so as not to place a burden on either school site or home office staff personal. Additionally, professional development for Core Curriculum is likely less due the trainings that were provided free the Amethod Public Schools network.

This goal and associated metric and actions/services were incorporated into the broader Goal 1 “College and Career Readiness for All Students”. Additional emphasis was placed on improving subgroup performance in English Language Arts.

Goal 1.1

Training and ongoing Professional Development that includes tools such as mentor staff, film sessions, and real-time practice and role play.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

80% of trained teachers and paraprofessionals reporting site level support

BTSA Offered to 75% of all qualifying staff

100% of all first-year teachers assigned a mentor teacher

Continued use of curriculum maps for each course

Previous year's lesson plans will be shared between grade level teachers.

Instructional Leadership Team continuous teacher observations and PGP goal setting

Professional development calendars drafted every Spring

ACTUAL

85% of teachers and paraprofessionals were supported at the site.

100% of all qualifying staff were offered BTSA program

Curriculum maps created/available for all core subjects prior to the start of the year. Previous year's lesson plans have been shared between grade level teachers in certain subjects and are being used.

All teachers and paraprofessionals were involved in PGP process. PGP's were tracked through observations and goal setting meetings. PGP dates: Oct 2016, Jan 2017, and May 2017.

100% of all first-year teachers assigned a mentor teacher

Professional development calendars were drafted in Spring 2016 and used for the 2016-2017 school year.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

Expenditures

PLANNED	ACTUAL
90% of trained teachers and paraprofessionals reporting site-level support	78.6% of trained teachers and paraprofessionals reporting site-level support
Director of Quality Instruction staffed	Director of Instruction was hired in fall 2016.
100% of first-year teachers assigned a mentor teacher	100% of first-year teachers were assigned a mentor teacher or supported by an Administrator, Instructional Coach or the Director of Instruction
BTSA offered to 80% of qualifying staff	Monthly coaching sessions for all teachers from an experienced literacy coach
	BTSA offered to 80% of qualifying staff
BUDGETED	ESTIMATED ACTUAL
\$85,000	\$70,000

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Each year preliminary credentialed teachers are encouraged to participate in the UCLA Induction Program to obtain a clear credential. Teachers who complete the program qualify for tuition reimbursement over a 2 year timespan. Two current staff members are participating a BSTA program. The Site Director serves as the mentor teacher and the process is incorporated into the existing professional development opportunities offered at the site level.

A position for Director of Instruction was developed along with an Instructional Leadership Team. Staff members are evaluated through the use of Individualized Professional Growth Plans (PGPs). An educational consultant was hired to conduct coaching for both leaders and teachers. This included identifying strengths and weaknesses of all teachers and creating schedules that would help implement this action item. Teachers collaborated on creating lesson plans and through the use of staff surveys, modules and benchmarks were determined for professional development, teacher support and teacher retention.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The Director of Instruction has been effective in providing teachers and site leaders with feedback on best practices and strategies. One-on-one meetings have been carried out with both teachers and site leaders along with staff meetings conducted in conjunction with the Director of Instruction. The Director of Instruction has also played a key role in the retention and hiring of quality staff. The Instructional Leadership Team has also enabled OCA to appropriately plan for the upcoming school year regarding curriculum, retaining and hiring quality staff, master scheduling including academic calendar and staff surveys. The usage of PGPs has allowed OCA to evaluate teachers and identify areas of growth among staff. These are conducted three times per year and also help in placing teachers in leadership roles that will benefit the overall academic and school program. The educational consultant's role has improved instructional practices and classroom management and has allowed OCA leadership to provide more timely and effective feedback to teachers. Round table discussions are conducted after the staff surveys are completed and teachers are able to voice their concerns and ideas for improvement and to identify as a teaching staff, areas of growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The difference between the Budgeted Expenditures and the Estimated Actual expenditures is approximately \$15000 less, likely due to the fact that the Director of Instruction's time is shared with five other sites within the Amethod Public Schools network and that less staff participated in BTSA than anticipated this year.

This goal and associated metric and actions/services were incorporated into the broader Goal 1 "College and Career Readiness for All Students."

Goal 1.2

Added curriculum for new CCSS standards and additional supplements for the following subgroups: Special Education and English Language Learners.

There exists a demonstrated need to focus on ongoing talent recruitment, identification, and training.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

94% of teachers and paraprofessionals will participate in professional development programs such as Film Sessions, Data workshops, and teacher domain walkthroughs

ACTUAL

100% of teachers and paraprofessionals will participate in professional development programs such as Film Sessions, Data workshops, and teacher domain walkthroughs

<p>80% of OCA teaching staff will reach their Professional Growth Plan targets.</p> <p>Select and pilot CCSS aligned ELA materials as evidenced by curriculum inventory, selection process, and purchasing records</p> <p>Departmentalization of grades and grade level meeting agendas</p> <p>CCSS and NGSS trainings</p>	<p>85% of OCA teaching staff reached their Professional Growth Plan targets.</p> <p>7th and 8th grades were departmentalized and days and times were allotted for grade level collaboration. Staff meetings also serve as grade level check-ins and collaboration.</p> <p>New English Language Arts curriculum was adopted and purchased.</p> <p>Teachers were trained during summit on how to implement Springboard in the classroom. Ongoing workshops and observations were carried out to further improve content delivery of new Springboard curriculum.</p>
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED	ACTUAL
<ol style="list-style-type: none"> 1) 100% of teachers and paraprofessionals will participate in professional development programs such as Film Sessions, Data workshops, and teacher domain walkthroughs 2) 90% of teaching staff will reach their Professional Growth Plan targets. 	<ol style="list-style-type: none"> 1) Pacing guides for each subject written prior to the fall 2) Observations/ PGP goals conducted 3 times per year for all staff. PGP's were tracked through observations and goal setting meetings. PGP dates: October 2016, January 2017, and May 2017. 3) Professional development calendar aligned to observation and assessment cycle were drafted in the Spring of 2016 and utilized throughout the 2016-2017 school year.

Expenditures

BUDGETED	ESTIMATED ACTUAL
\$15000 for both action items	\$45000

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Professional Growth Plan (PGP) process begins at the start of each year with the creation of short-term, medium-term and long-term goals. Through cycles of observations, debriefs and film sessions, goals are re-evaluated and adjusted 3 times a year culminating in the end of the year PGP.

See Goal 1 for overall implementation of professional development.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Monitoring the percentage of staff reaching PGP target goals is not an effective action to achieve this particular goal.

See Goal 1 narrative above for overall effectiveness of professional development.

Springboard has proven to be challenging to our ELLs and many of our lower-performing students. This has led OCA to conduct more collaboration and planning among grade level teachers and between grade levels. However, NWEA data has shown that there were considerable gains across the sixth and eighth grade levels in English language arts. SPED department has been able to provide services for IEP students by conducting pull-outs and accommodations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The differences in the budgeted and actual estimated expenditures may be accounted for by the addition of the CollegeBoards' Springboard curriculum and the added English Language Development curriculum that was purchased in addition.

Staff achieving PGP scores equivalent to goals set was removed from all goals as it is not an accurate measurement tool for teacher effectiveness due to the varied level of teacher expertise and goal complexity. The PGP process will continue, however, with a goal of 100% of instructional staff participating.

See Goal 1 narrative above for changes to professional development.

Additional Special Education staff were hired and are now serving Special Education students. The 6th-grade team used a state-approved ELA core replacement curriculum to provide appropriate support for lowest-performing students.

Goal 1.3

Assure that the core content (CCSS/NGSS) academic program is effective for our students.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

<ul style="list-style-type: none"> - Interim Assessments (All) - NWEA Map Testing (Summer, Fall, Winter and Spring) - End of Year Assessments - Report cards - Grade level meetings - Regular analysis of assessment results that include action plans for all students - Varied student support structures (summer school, office hours, tutoring, and differentiated instruction) 	<ul style="list-style-type: none"> - NWEA Interim Assessments (MAP) are carried out in the fall, winter and summer - CAASPP testing occurs in April - Report cards are being distributed every nine weeks (quarter system) - Staff meetings and grade-level collaboration occurs on a weekly basis - Teacher-led implementation of data-driven instruction (DDI) program bolstered by analyses of classroom assessments is ongoing. - OCA offers an after school program that provides academic and tutoring support. OCA also has a three-week summer school program for all new incoming students. NWEA MAP data results allows teachers to differentiate instruction for all levels of students and SPED department provides pull-out support and differentiated instruction for students with IEPs.
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Action</p> <p>1</p> <p>Actions/Services</p>	<p>PLANNED</p> <p>OCA will continue to strengthen the 2 extra programs and services created in 2015-2016 to meet the needs of different student subgroups and will also link ASES program to be more academically aligned with student data.</p>	<p>ACTUAL</p> <p>Academic Support for English Language Arts/ English Learners</p> <p>SIPPS Program</p> <p>Rosetta Stone</p> <p>Tutor (50%)</p> <p>Academic Support for Mathematics</p>

Expenditures

	Let's Go Learn Tutor (50%)
BUDGETED \$30000	ESTIMATED ACTUAL \$55000

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

In order to improve our academic program, several items are implemented. Beginning in summer, all incoming students are tested using NWEA MAP testing and this helps in determining the proficiency levels of all new and incoming students. This allows OCA leadership and teachers to make sound decisions on how to roster students accordingly. NWEA MAP tests are then carried out again in September, January, and May and the results are used to drive our data-driven instruction program. The fall and winter NWEA MAP results also allows OCA to make informed decisions about the academic program in order to implement appropriate changes and modifications in preparation for the California Assessment of Student Performance and Progress assessments that take place in April and May. The CAASPP results are then examined in September and these results influence how the academic program will function for the rest of the year. They also allow OCA to see what areas need improvement.

Grades are updated continuously and every three weeks progress reports including report cards are distributed to students and families. These grades are also available on OCA's Illuminate Home Connection portal allowing parents and students the ability to view grades online. Parent-teacher conferences played an important role in increasing parent involvement and student performance.

Teachers meet every week to conduct grade-level collaboration. These meetings serve for planning across grade levels and to analyze regular assessment results and NWEA MAP test results. Teachers share best

practices and make informed decisions on how to implement instructional strategies that will impact student learning and progress. OCA's data-driven instruction program (DDI) intertwines directly with grade level collaboration meetings and allows for teachers to work on analyzing assessment results and responding appropriately to them.

OCA offers a three-week summer school program that is geared towards new and incoming students as well returning students who are lower-performing. This is a requirement for these students. Instruction is remedial and provides students an opportunity to make gains in their proficiency levels in both math and English language arts. New and incoming students are assessed using NWEA MAP while becoming familiarized with OCA's school culture. OCA also offers a tutoring component as part of the After School Education and Safety (ASES) program. This tutoring component is 90 minutes with tutors providing support with homework. OCA's SPED department provides services for students with IEPs as well and works in collaboration with the general education teachers.

OCA has made considerable gains in NWEA MAP in both math and English language arts across all grade levels. When comparing fall and winter NWEA MAP results, OCA's growth in meeting math standards increased from 10.4% to 21.3%. In reading and English language arts, OCA's growth in meeting standards increased from 17.2% to 34.1%. OCA doubled their meeting standard proficiency in a span of five months. Analyzing and responding to the fall NWEA MAP results using the DDI program and grade-level collaboration enabled OCA staff to make informed decisions on how to drive instruction.

Because of conferences and progress reports/ report cards, communication with parents and parent involvement increased. Students were also included in these conferences and this resulted in having less than 10 students or 4% of our student body being retained in both 6th and 7th grades.

OCA's summer program prepares students for a more rigorous and structured academic program and environment. Students are exposed to procedures and methods that they use on a daily basis. OCA's programs such ASES and SPED provide the tutoring support and differentiation that many lower-performing students require to grow in proficiency in math and English language arts.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference in expenditures comes largely from the need to hire support staff to implement academic programs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This past school year conferences were added to the master calendar so that teachers could meet with parents and work on finding solutions on how to improve student performance and reduce student retentions. These conferences occurred in November, January and March.

Goal 2

Parents, family and community stakeholders will become more fully engaged as partners in the education of students.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Parent Attendance target at orientation meetings 70%
80% of Family Support Team (FST) parents will meet throughout the year
80% of Families will submit parent surveys by the end of the year.

Surveys, family nights, orientations, open house, quarterly newsletters

ACTUAL

80% of parents attended orientation meetings
85 % of FST parents met throughout the year
36% of families submitted parent survey by the end of the year.

	Memos informed families of New Student Orientation, Back to School Night, Scholar Success Night, ASES Winter and Spring Talent Showcase, Parent-Teacher conferences and Open House. Parents were also given monthly calendars with information on updates and events. Quarterly newsletters were developed by students during ASES and distributed to the student body and parents.
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1	
Actions/Services	PLANNED	ACTUAL
	1) Parent attendance target at orientation meetings at 80% 2) 85% of Family Support Team (FST) parents will meet throughout the year 3) 85% of Families will submit parent surveys by the end of the year.	1) 90% of parents attended orientation meetings 2) 85 % of FST parents met throughout the year 3) 36% of families submitted parent survey by the end of the year.
Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$6000	\$1500

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Parents were informed of new student orientation upon registering their student at OCA. New parents were also informed via telephone, emails and OCA's website. Parents and students were mandated to attend new student orientation.

Prospective parents were informed of FST meetings via telephone, emails, memos and OCA's website.

Parents were notified of surveys via telephone, emails, memos and OCA's website.

Because parents and students were mandated to attend new student orientation, this increased attendance and participation by 5%.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

FST parents participated and contributed to the LCAP meeting held on March 15th, 2017.

Parents participated in soft and hard version of the parent survey. For the soft version, a laptop was provided to the front office staff and parents came into OCA and completed the online survey. Hard copies were distributed to parents via students, collected and analyzed. Because surveys went out late in the year (last week of May), less families completed the survey than anticipated. Next year we will send the surveys home in early May and inform parents via phone and memo, and possibly create an incentive for completing the survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted expenditures for actions items associated with Goal 2 were overestimated. The food and printed materials were approximately \$4500 less than budgeted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the

This goal and associated metric and actions/services were incorporated into the broader Goal 3 "Parent Support and Engagement". Additional metrics and actions were added to improve parent participation by offering more parent workshops and opportunities to volunteer at school events.

LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 2.1

To Maintain Support culture, & Effective Discipline among the number of specific subgroups who are suspended at least once will be reduced each year by 15% through participation in alternative practices

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

At least 90% of families surveyed will report a positive score for school climate

Less than 5% of student population will be sent to office during school day as measures by OCA Incident Reports.

ACTUAL

85.1% of families surveyed will report a positive score for school climate

Less than 5% of student population was sent to office during school day as measured by OCA Incident Reports.

OCA did not expel any students this school year

<p>-OCA expulsion rates will be lower than neighbor schools.</p> <p>-Quarterly newsletters will be established for program updates.</p> <p>School Website will be overhauled to become more user and language friendly</p> <p>Teacher websites will be linked to school website to provide students and parents current class information</p>	<p>Parents were given monthly calendars with updates and event information</p> <p>School website informs parents of monthly events and has been improved to be more user friendly.</p> <p>Several teachers created google sites and shared them with students. However, they were not linked to the school website.</p> <p>Use of School Reach to communicate crucial announcements in English and Spanish.</p> <p>Use of School Mint through OUSD for Open Enrollment</p> <p>-Implementation of weekly updated OCA Facebook page to communicate with students and parents.</p>
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED	ACTUAL
OCA will offer at minimum (2) school wide assemblies to address matters such as (bullying, cyber bullying,	OCA offered a school wide assembly on depression and has integrated a 20-min Social and Emotional Learning block on Fridays. These SEL blocks have consisted of a wide-array of topics such as bullying, cyber bullying, good citizenship, diversity, and stress-

team building, internet safety, crime prevention tactics, self-defense, drug awareness education, etc).	<p>reducing activities. The SPED department had a training on verbal de-escalation for OCA staff members.</p> <p>Award ceremonies at the end of each quarter</p> <p>Posada December 2016</p> <p>OCA Middle School Soccer Championship Rally March 2017</p> <p>Spring Formal dance May 2017</p> <p>8th grade graduation June 2017</p> <p>End of the year BBQ 2017</p>
<p>BUDGETED</p> <p>\$2000</p>	<p>ESTIMATED ACTUAL</p> <p>\$2500</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

OCA's counseling team put together a school-wide presentation on depression. All students participated by grade level. Students were exposed to a presentation and then participated in breakout sessions.

The SEL block known as Community Block or C-Block was built into Friday's schedule from 12:40-1pm. Students watch videos and teachers facilitate discussions regarding topic.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All student and family events are posted on social media page and communicated via memos and School Reach.

OCA has a positive school culture as evidenced by parent, teacher and student survey results.

The presentation conducted by the counseling team was somewhat effective but our student population has very little experience in this type of activity and topic. Some students were able to relate but others did not take it as seriously.

The SEL block sessions have also been somewhat effective. However, our student population struggles with expressing their emotions but topics like bullying and diversity have led to some great conversations among teachers and students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No significant difference between budgeted and actual.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

A minimum of two assemblies were planned but only one was carried out. However, building a community block (C-Block) time into the master schedule has allowed OCA to see that SEL is an important element that should be continued for the upcoming school year.

This goal and associated metric and actions/services were incorporated into the broader Goal 2 “Positive School Climate and Student Engagement”. Additional emphasis was placed on actions to foster relationship building across grades levels.

Goal 2.2

Maintain clean and safe learning environments for all staff and students

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Administration will assess the need for added staffing during key moments of the day when added personnel would be beneficial to the safety of our students.

ACTUAL

All teachers and tutors provide supervision and support during the morning drop-off, lunch, recess and after school pick-up.
Janitors provide daily cleaning. Students and staff also help with keeping OCA clean.
AMPS facilities department conducts repairs as requested.
Fire, earthquake and lockdown drills were conducted throughout the school year.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

<p>PLANNED</p> <p>The school will meet the requirements for safe & clean facilities as evidenced by:</p> <ul style="list-style-type: none"> - AMPS Facilities Inspection Tool - Campus Safety Incident Reports - SARC (School Accountability Report Card) draft Work Requests order Acquisition of drug and weapons detection services Post signs against illegal contraband 	<p>ACTUAL</p> <p>The school met the requirements for a clean and safe facilities as evidenced by:</p> <p>Traffic and Drop Off/Pick Plan</p> <p>AMPS Facilities Inspection Tool</p> <p>Campus Safety Incident Reports</p> <p>SARC (School Accountability Report Card)</p> <p>Work requests to minor repairs were submitted to central office on an “as need” basis.</p> <p>Safety Training and Drill Dates</p> <ul style="list-style-type: none"> ● First Aid/CPR Training - August 2016 ● Crisis Management Training - March 2016 ● Earthquake Drill - October 2016, January 2017, April 2017 ● Fire Drill - October 2016, January 2017, April 2017 ● Lockdown - October 2016
<p>BUDGETED</p> <p>\$2000</p>	<p>ESTIMATED ACTUAL</p> <p>\$5000</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

School administration works closely with AMPS Facilities and building owner to make sure repairs and updates are conducted. Work orders are requested by email. Sometimes, the school administrator and staff make minor repairs.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All work orders and repairs are processed in a timely manner. OCA is maintained and cleaned everyday by janitorial services and both students and staff.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Enough funds were not budgeted for this year but this will be remedied for the 2017-18 school year. There were various unforeseen costs such as motor repair for front and back parking lot gates, increased janitorial costs, pest control, backpack hooks for several classrooms, P.E. yard maintenance, oven repair and refrigerator maintenance.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal and associated metric and actions/services were incorporated into the broader Goal 1 “College and Career Readiness for All Students”.

Goal 3

Increase student access to the use of technology to promote academic achievement and the acquisition of 21st century skills.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Student to Device ratio 2:1

OCA has nearly a student to device ratio of 1:1.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED

Provide additional technology annually to improve student to device ratios to 2:1 as evidenced by Technology Plan and purchasing records.

ACTUAL

OCA received about 40 new chromebooks and laptops.

Currently, OCA has a total of 130 chromebooks and laptops that are used by 200 students.

Expenditures

BUDGETED

\$50000

ESTIMATED ACTUAL

\$5000

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Every year, OCA sets aside funds for Chromebooks and works technology department to carry out the implementation of new devices. Tech department also repairs any broken Chromebooks and makes software and hardware updates.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

OCA's 130 Chromebooks are accounted for and are in good operating shape. Chromebooks are used for NWEA MAP testing along with CAASPP testing. They also provide an opportunity for teachers to implement a blended learning model.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

OCA is still in the process of purchasing the necessary Chromebooks to become a 1-1 school site. Purchases for Chromebook laptops during the 2015-2016 school year brought the school to 1.5-1 computers per student and we will continue to spend funds into the end of the year or beginning of next year to meet the needs of a growing enrollment.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

OCA seeks to continue increasing device to student ratio. This goal and associated metric and actions/services were incorporated into the broader Goal 4 "Increased student access to technology" with emphasis placed on decreasing student : device ratio and increasing student and teacher technology training opportunities. OCA's student population will expand next year; therefore additional Chromebooks will have to be purchased to maintain the specified metric for 2017-2018 school year.

Goal 3.1

Preparation for college readiness needs to begin earlier in a child's life. OCA will partner with community-based organizations and businesses to collaboratively prepare students for college and future success.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

List of courses offered before, and after school to assist all students as they prepare for their future 6-12 schooling.

ACTUAL

Collaboration with various community organizations such as Center for Talented Youth by Johns Hopkins University, ANOVA Coding from UC Berkeley, Cooking Around the World, STEAM workshop at 49ers Museum.

OCA also supports college readiness by using paraprofessionals and teachers to support students in their homework and preparation for the School and College Ability Test.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

ACTUAL

<p>Increase number of community and business partnerships over baseline (2016-17 School Year)</p> <ul style="list-style-type: none"> - Attend school and community wide events for staff to network with partners as evidenced by: · Flyers · Event Notices · Sign In sheets · Field Trip Documentation <p>Increase number of students in extended day programs</p>	<p>OCA partnered with Berkeley ANOVA and the 49ers Museum Education to provide STEM-related workshops for both students and teachers. 70 students were taken on a field trip to the 49ers STEAM museum.</p> <p>OCA participated in the Laurel Street Fair and held various community events such as a Community Posada and End-of-the-year BBQ where teachers met with parents and networked with other community figures. These events were shared with the school community and information was posted at various locations such as public libraries and local business.</p> <p>ASES attendance increased from 115 in 2015-16 to 135-140 in 2016-17</p>
<p>BUDGETED</p> <p>\$2000</p>	<p>ESTIMATED ACTUAL</p> <p>\$2000</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

OCA conducted meetings and conferences with various organizations. Community figures and ASES vendors were invited to come tour Oakland Charter Academy prior to creating partnerships.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

OCA was invited to participate in the 49ers STEAM education museum workshop in February. Cooking Around the World and ANOVA along with other ASES vendors continue to contribute to college readiness. Student participation increased in both enrichment and academic elements of ASES.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference between budgeted and actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal and associated metric and actions/services were incorporated into the broader Goal 1 “College and Career Readiness for All Students”, Goal 2 - Positive School Culture and Student Engagement and Goal 3 - Parent Support and Engagement

Stakeholder Engagement

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

OCA Site Administration created the draft LCAP and Annual Update responses based on the following input:

Family Support Team members (FST) met on March 15th to discuss how school was meeting LCAP goals and to identify any additional actions needed to attain goals. During these meetings parents were shown previous year’s CAASPP results, current year NWEA Interim Assessment results and LCAP goals with action items updates where applicable. The FST was also asked to provide feedback for the end of year parent survey. All feedback was noted and incorporated where applicable.

OCA Staff members were presented the draft LCAP and Annual Updates at a staff meeting on March 23rd. All feedback was noted and incorporated where applicable.

AMPS Families and community members were invited to give input on the final draft during the May 8th hearing at 2000 Dennison St. in Oakland.

AMPS Instruction Team reviewed the final draft on May 1st, 2017.

AMPS Board of Directors are scheduled to vote on the OCA LCAP on May 17th, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

OCA's FST meeting provided feedback several items. Parents were concerned with the Lottery system that was implemented in March at various AMPS sites including OCA. According to parents, preferences should be given for students who have been in the AMPS system and will continue to be in the AMPS system. Parents also voiced their desire to supervise and monitor students during school events and after school activities. Bullying was also a topic that several felt should be addressed because it is an ongoing thing due to social media, adolescence and peer pressure. Parents were informed that OCA would adopt a PBIS system for the 2017-18 school year. Parents also stated that surveys helped in voicing their concerns and feedback especially in keeping and retaining quality teachers. One of the main reason parents chose OCA was because academics are deemed a high priority. OCA leadership informed parents usage of the IlluminateEd Parent Portal would be extended to all grades in the 2017-18 school year.

Parent and students surveys will be conducted via email or online. Chromebooks will be accessible during drop-off and pick-up, so parents who do not have email addresses or access to computers can complete survey. Parents also voiced having some form of Parent Volunteer Committee to assist in the planning and execution of school-wide events and field trip chaperones. All feedback was noted and incorporated where applicable into Goal 3 Parent Support and Engagement

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 1</u>	College and Career Readiness for All Students		

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8
COE	<input type="checkbox"/> 9	<input type="checkbox"/> 10						
LOCAL	<hr/>							
<div>-Provide all students access to high quality instruction and standards-aligned curriculum in all core subjects</div> <div>-Reduce achievement gaps in identified subgroups in mathematics in English Language Arts</div> <div>-Increase collaboration time for all instructional staff</div>								

Identified Need

- Hire and retain qualified teachers and paraprofessionals
- Maintain clean and safe learning environment for all staff and students

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Instructional staff retention	75%	75%	75%	75%
Appropriately assigned instructional staff	100%	100%	100%	100%
Standards-aligned curriculum for all students for all core subjects	100%	100%	100%	100%
Prior Year CAASPP Mathematics Meeting and Exceeding Standards	26% (2015-16)	28 % (2016-17)	30% (2017-18)	32% (2018-19)
Prior Year CAASPP English – Meeting and Exceeding Standards	30% (2015-16)	32% (2016-17)	34% (2017-18)	36% (2018-19)
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: Socioeconomically disadvantaged)	27% (2015-16)	29% (2016-17)	31% (2017-18)	33% (2018-19)
Prior Year CAASPP	31% (2015-16)	33% (2016-17)	35% (2017-18)	37% (2018-19)

English – Meeting and Exceeding Standards (significant subgroup: Socioeconomically disadvantaged)				
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: English Learner)	11% (2015-2016)	13% (2016-2017)	15% (2017-2018)	17% (2018-2019)
Prior Year CAASPP English – Meeting and Exceeding Standards (significant subgroup: English Learner)	14% (2015-2016)	16% (2016-2017)	18% (2017-2018)	20% (2018-2019)
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: ethnicity - Latino)	24% (2015-2016)	26% (2016-2017)	28% (2017-2018)	30% (2018-2019)
Prior Year CAASPP English – Meeting and Exceeding Standards (significant subgroup: ethnicity - Latino)	31% (2015-2016)	33% (2016-2017)	35% (2017-2018)	37% (2018-2019)
English Learner Progress (cohort				

analysis of students who are designated EL moving up at least one level on CELDT Overall or being reclassified)	55%	58%	61%	62%
Participation rate of teachers and paraprofessionals in professional development workshops, teaching domain walkthroughs, and Professional Growth Plans (PGPs)	100%	100%	100%	100%
Rate of teachers and paraprofessionals reporting favorable site level support as measured by end of year survey.	72.%	75%	80%	85%
Turn around time between initiation of maintenance requests and job completion	3 days	2 days	2 days	2 days

[PLANNED ACTIONS / SERVICES](#)

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income	
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Location(s)	<input type="checkbox"/> All schools <input checked="" type="checkbox"/> Specific Schools: <u>OCA</u> <input type="checkbox"/> Specific Grade spans: _____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
All curriculum will be CCSS or NGSS aligned.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$40,000	\$40,000	\$40,000
Source	LCFF	LCFF	LCFF

Budget Reference

4100 Approved Textbooks and Core
Curricula Materials

Budget
Reference

4100 Approved Textbooks and
Core Curricula Materials

Budget
Reference

4100 Approved Textbooks and Core
Curricula Materials

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: OCA ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☒ Unchanged

Talent Manager will execute Faculty Recruitment Policy and attend at least 20 teacher recruitment fairs across the US, within CA and in the Bay Area to secure qualified teachers and paraprofessionals.

-Continued development and implementation of AMPS Career Path process for staff advancement.

-BTSA offered to all qualifying staff

-Teacher and paraprofessional participation in Professional Growth Plans with weekly observation/feedback, quarterly film sessions and target goal monitoring.

BUDGETED EXPENDITURES

2017-18

Amount
Source

\$20,000

LCFF

Budget
Reference

5875 Staff Recruitment
2300 Administrative Salaries
5812 Business Services

2018-19

Amount
Source

\$20,000

LCFF

Budget
Reference

5875 Staff Recruitment
2300 Administrative Salaries
5812 Business Services

2019-20

Amount
Source

\$20,000

LCFF

Budget
Reference

5875 Staff Recruitment
2300 Administrative Salaries
5812 Business Services

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All schools ☒ Specific Schools: OCA ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services☐ LEA-wide☐ Schoolwide**OR**☐ Limited to Unduplicated Student Group(s)Location(s)☐ All schools☐ Specific Schools: _____☐ Specific Grade spans: _____ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>-First year teachers provided CCSS and/or NGSS aligned curriculum training and mentor teacher support.</p> <p>-Professional development opportunities offered to all staff prior to the start of school and on a monthly basis throughout the school year as evidenced by agendas, sign-in sheets and professional development feedback.</p>		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$19000	Amount	\$19000	Amount	\$19000
Source	Title II / LCFF	Source	Title II / LCFF	Source	Title II / LCFF
Budget Reference	5863 Professional Development	Budget Reference	5863 Professional Development	Budget Reference	5863 Professional Development

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served Location(s)	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served Location(s)	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
	Scope of Services <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<input type="checkbox"/> All schools <input checked="" type="checkbox"/> Specific Schools: <u>OCA</u> <input type="checkbox"/> Specific Grade spans: _____	

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>-Data Analysis of NWEA Map Testing (Summer, Fall, Winter and Spring) with development of action plans for all students at least 1 grade below grade level.</p> <p>-Regularly scheduled grade level and department meeting to promote staff collaboration and student support</p> <p>-Continued use of Multi-Tiered Support System with Safety Nets and Student Support Team meetings.</p>		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount	Amount	
\$22,500	\$22,500	\$22,500
Source	Source	Source
LCFF	LCFF	LCFF
Budget Reference	Budget Reference	Budget Reference
1100 Teacher Salaries 5878 Student Assessment 2300 Administration Salaries	1100 Teacher Salaries 5878 Student Assessment 2300 Administration Salaries	1100 Teacher Salaries 5878 Student Assessment 2300 Administration Salaries

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: _____ OCA _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
-General maintenance of facilities		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$50,000	\$50,000	\$50,000
Source	Source	Source
LCFF	LCFF	LCFF
Budget Reference	Budget Reference	Budget Reference
5515 Janitorial Service/Supplies 5615 Building Repair/Maintenance	5515 Janitorial Service/Supplies 5615 Building Repair/Maintenance	5515 Janitorial Service/Supplies 5615 Building Repair/Maintenance

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools

☐ Specific Schools: _____OCA_____

☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New X Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New X Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
<p>-Continued implementation of Language Live as an ELA core replacement program by a credentialed teacher for students 2 or more levels below grade level.</p> <p>-Additional paraprofessional staff hired and trained for ELA classroom and after school support.</p> <p>-Continued monthly Literacy Coaching for all instructional staff.</p> <p>-Begin implementation of Springboard ELD curriculum to support students at 1-1.5 levels below grade level.</p> <p>-Implementation of Achieve3000 to monitor and support students at 1-1.5 levels below grade level.</p> <p>-Purchase leveled libraries for English classrooms</p>	<p>Continued development of paraprofessional staff to Support ELA classroom and after school support</p> <p>Full implementation of Springboard ELD curriculum to support students at 1-1.5 levels below grade level.</p> <p>Continued utilization of Achieve3000 to monitor and support students at 1-1.5 levels below grade level.</p>	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
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Amount	\$200,000	Amount	\$200,000	Amount	\$200,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100 Teacher Salaries 2100 Classified Instructional Aids 4200 Books and Other Reference Materials 4320 Educational Software 5815 Instructional Consultants	Budget Reference	1100 Teacher Salaries 2100 Classified Instructional Aids 4200 Books and Other Reference Materials 4320 Educational Software 5815 Instructional Consultants	Budget Reference	1100 Teacher Salaries 2100 Classified Instructional Aids 4200 Books and Other Reference Materials 4320 Educational Software 5815 Instructional Consultants

Empty Cell

☐ New☒ Modified☐ Unchanged

Goal 2

Positive School Climate and Student Engagement

[State and/or Local Priorities](#)
[Addressed by this goal:](#)

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

- Provide all staff with training and resources to meet the emotional and social needs of all students.
- Provide students with enrichment opportunities during the instructional day and after school program.
- Maintain 96% or higher attendance rates across all grade levels.
- Maintain less than 5% suspension rate across all grade levels.
- Reduce the number of reported incidents of bullying across all grade levels.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rates	96%	97%	97%	97%
Suspension Rates	<5%	<5%	<5%	<5%
Expulsion Rates	0%	0%	0%	0%
Percentage of students reporting Positive School Climate on Mid-Year and End of Year Student Surveys	80%	85%	90%	95%
Number of discipline incident reports with student office referrals and/or discipline log entries	3 times week	2 times week	2 times week	2 times week

Percentage of students logging into Parent Portal	50%	55%	60%	65%
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Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: OCA <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
-Creation of a Positive Behavior Interventions and Supports (PBIS) team to implement a schoolwide PBIS program.	Continued development and implementation of PBIS.	

BUDGETED EXPENDITURES

2017-18

Amount	\$2000
Source	LCFF
Budget Reference	5863 Professional Development

2018-19

Amount	\$2000
Source	LCFF
Budget Reference	5863 Professional Development

2019-20

Amount	\$2000
Source	LCFF
Budget Reference	5863 Professional Development

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All schools ☒ Specific Schools: OCA ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Quarterly grade level and school-wide educational assemblies addressing topics such as: bullying, growth mindset, digital citizenship, mind and body health, neighborhood safety.</p> <p>-Quarterly team building events such as outdoor field days or community clean up days that promote a sense of school community.</p> <p>-Quarterly special events hosted such as Awards Assemblies, Parent/Teacher Conferences, Posada, End of the Year BBQ, School Dance, Field Trips, Laurel Street Fair Booth</p> <p>-Bi-weekly update of the OCA Facebook page to increase student engagement by eliciting feedback and participation in a variety of online polls surveys and to highlight special student/teacher/school accomplishments.</p>	<p>Monthly grade level and school-wide educational assemblies addressing topics such as: bullying, growth mindset, digital citizenship, mind and body health, neighborhood safety.</p> <p>Quarterly special events hosted such as Awards Assembly, Parent/Teacher Conferences, Posada, End of the Year BBQ, School Dance, Field Trips, Laurel Street Fair Booth</p> <p>-Weekly update of the OCA Facebook page to increase student engagement by eliciting feedback and participation in a variety of online polls surveys and to highlight special student/teacher/school accomplishments.</p>	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<div> <div>Amount</div> <div>\$7500</div> </div> <div> <div>Source</div> <div>LCFF</div> </div>	<div> <div>Amount</div> <div>\$7500</div> </div> <div> <div>Source</div> <div>LCFF</div> </div>	<div> <div>Amount</div> <div>\$7500</div> </div> <div> <div>Source</div> <div>LCFF</div> </div>

Budget Reference

4345 Non Instructional Student Supplies
4720 Other Food
5877 Student Activities

Budget Reference

4345 Non Instructional Student Supplies
4720 Other Food
5877 Student Activities

Budget Reference

4345 Non Instructional Student Supplies
4720 Other Food
5877 Student Activities

3

Action

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☒ Specific Schools: _____ OCA _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☒ Unchanged

-Parent Portal made available to all students to regularly self-monitor progress and achievement

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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$2,000	Amount	\$2000	Amount	\$2000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2300 Administrative Salaries	Budget Reference	2300 Administrative Salaries	Budget Reference	2300 Administrative Salaries

	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Goal 3	Parent Support and Engagement

Empty Cell

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

- Increase communication between parents and teachers to better support student growth and achievement.
- Increase communication between parents and administration to ensure parents are informed about school events in a timely manner and provide input in the school decision making process.
- Seek more parental volunteers at major school events to instill a greater sense of school community.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of parents reporting satisfaction with parent communication and engagement on Mid-Year and End of Year Parent Surveys	75%	80%	>80%	>80%
Average parent attendance rates at school events and parent/teacher conferences	70%	75%	80%	85%
Percentage of parents logging on to Parent Portal	20%	30%	40%	50%

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: OCA ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
-Student Support Team (SST) meetings as part of MTSS		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Source Budget Reference	Amount Source Budget Reference	Amount Source Budget Reference
\$2,000 LCFF 1100 Teacher Salaries 2300 Administrative Salaries	\$2,000 LCFF 1100 Teacher Salaries 2300 Administrative Salaries	\$2000 LCFF 1100 Teacher Salaries 2300 Administrative Salaries

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: _____ OCA _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified Unchanged
<p>-Bi-Weekly updates to OCA Facebook and newsletter highlighting special events and accomplishments as well as messaging reminders about upcoming events and volunteer opportunities</p> <p>-Create a Parent Volunteer Committee to assist in the planning and logistics of major events.</p> <p>-Implementation of Parent Portal for student progress monitoring</p> <p>-Parent Participation Events including: Orientation, Back to School Night, Family Support Team (FST) meetings, Principal Meet and Greet, Parent-Teacher Conferences</p> <p>-Parent Education Assemblies/Workshops including: JHU-CTY Information Night, Parent Portal, Student Well-Being, Cyber Safety.</p>	<p>-Weekly updates to OCA Facebook and newsletter highlighting special events and accomplishments as well as messaging reminders about upcoming events and volunteer opportunities</p> <p>Add at least 1 additional Parent Participation Events from previous year</p> <p>Add at least 1 additional Parent Participation Events from previous year</p> <p>Add at least 1 additional Education Workshop from previous year</p>	<p>Add at least 1 additional Parent Participation Events from previous year</p> <p>Add at least 1 additional Parent Participation Events from previous year</p> <p>Add at least 1 additional Education Workshop from previous year</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount \$5,000</p> <p>Source LCFF</p>	<p>Amount \$5,000</p> <p>Source LCFF</p>	<p>Amount \$5,000</p> <p>Source LCFF</p>

Budget Reference

1100 Teacher Salaries
2300 Administrative Salaries
4720 Other Food
5860 Printing and Reproduction

Budget
Reference

1100 Teacher Salaries
2300 Administrative Salaries
4720 Other Food
5860 Printing and Reproduction

Budget
Reference

1100 Teacher Salaries
2300 Administrative Salaries
4720 Other Food
5860 Printing and Reproduction

Goal 4

☐ New

☒ Modified

☐ Unchanged

Increased student access to technology

Empty Cell

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☒ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☒ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

-Ensure students have equitable access to technology

-Promote student achievement and acquisition of 21st century skills

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student to Device Ratio	2:1	1.75:1	1.5:1	1:1
Percentage of classrooms with dedicated audio/video equipment	100%	100%	100%	100%
Percentage of teachers regularly utilizing technology in the classroom	100%	100%	100%	100%

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ OCA _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New X Modified ☐ Unchanged

☐ New ☐ Modified X Unchanged

☐ New ☐ Modified X Unchanged

-Purchase additional Chromebooks and support hardware to meet yearly metrics.

-Purchase appropriate software to increase student access to core curriculum and monitor student usage.

-Provide staff and students training in the use of technology

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$38,000

Amount

\$38,000

Amount

\$38,000

Source

LCFF

Source

LCFF

Source

LCFF

Budget
Reference

4320 Educational Software
4420 Computers
5887 Tech Services

Budget
Reference

4320 Educational Software
4420 Computers
5887 Tech Services

Budget
Reference

4320 Educational Software
4420 Computers
5887 Tech Services

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

X 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$390,479

Percentage to Increase or Improve
Services:

73.37%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Oakland Charter Academy serves a population of students that roughly 80% socio-economically disadvantaged (low income) students and has traditionally had an English learner population above 35%. For this reason, and because of the schools' relative small size, all actions that seek to provide increased or improved services for unduplicated pupils are available to all students, but in practice serve very high percentages of unduplicated students.

Goal 1: College and Career Readiness for All Students

Action 1: All adopted curriculum will be CCSS or NGSS aligned.

Action 1 of Goal 1 is provided on a schoolwide basis. For the LCAP year, school staff in conjunction with district personnel (Amethod Public Schools Home Office Staff), will select and implement core curriculum that is state adopted and provides 1) alignment with the Common Core State Standards; 2) rigorous learning

opportunities for all students; 2) significant supports for English Language Learners and/ or students below grade level (including supplemental materials [i.e., alternative language or ELD components]; and, 4) culturally relevant material representative of the ethnic, racial and socio-economic status of students.

Oakland Charter Academy will continue to use Pearson's digits mathematics and supplemental materials for that curriculum and CollegeBoard's English Language Arts Curriculum with its English Language Development component. Additionally, Oakland Charter Academy will expand its usage of the Language Live English Language Art Curriculum, designed advance students who are below grade level in listening, speaking, reading and writing. By LCAP year 2019-2020, Oakland Charter Academy will seek to purchase a new science curriculum aligned to Next Generation Science Standards, if appropriate curriculum is available at that time that meets the above standards enumerated. Until that time, or until a new and superior curriculum is found, Oakland Charter Academy will continue to purchase and implement the Know Atom curriculum, aligned to NGSS, for all science courses.

Action 2: Talent Manager will execute Faculty Recruitment Policy and attend at least 20 teacher recruitment fairs across the US, within CA and in the Bay Area to secure qualified teachers and paraprofessionals; Continued development and implementation of AMPS Career Path process for staff advancement; BTSA offered to all qualifying staff; Teacher and paraprofessional participation in Professional Growth Plans with weekly observation/feedback, quarterly film sessions and target goal monitoring.

Action 2 of Goal 1 is provided on a schoolwide basis. For the LCAP year, school staff will work with district personnel to recruit, hire and retain qualified teachers who demonstrate a willingness and aptitude for working with students of traditionally underserved populations, including English Learners, socioeconomically disadvantaged students, and students of diverse ethnic and racial backgrounds. In order to achieve this goal, school staff and district personnel will use an interview and screening process designed to determine candidates who demonstrate a willingness and aptitude for working with students of traditionally underserved populations. This process adheres to state and federal law by completing the necessary background and immunization and tuberculosis screenings and employs a comprehensive set of interview questions and hiring protocols, including potential 2nd and 3rd round interviews and demonstration lessons, as well transcript evaluations.

Action 4: Data Analysis of NWEA Map Testing (Summer, Fall, Winter and Spring) with development of action plans for all students at least 1 grade below grade level; At least quarterly scheduled grade level and department meeting to promote staff collaboration and student support; Continued use of Multi-Tiered Support System with Safety Nets and Student Support Team meetings.

Action 4 of Goal 1 is provided on a schoolwide basis. Amethod Public schools utilizes the Northwest Education Associations' Measures of Academic Progress (MAP) testing for students in grades 2-10. The tests are administered three times per year and are followed by rigorous data analysis meetings that identifies 1) trends

schoolwide; 2) trends disaggregated by subgroups (including EL status); 3) students performing below, far below, at and above grade level. Action plans are formulated at the classroom level to inform instruction and ensure that teachers are providing effective instruction for all students, and at the schoolwide level, to help allocate resources to the students who need the most support (e.g., Core Replacement and tutoring programs). OCA uses a Multi-Tiered Support System for students who need additional academic, social and emotional support. The increase in expenditures accounts for the additional time taken by staff to support the process, the purchase of software licenses and by the initial and ongoing professional development costs.

Action 6: Continued implementation of Language Live as an ELA core replacement program by a credentialed teacher for students 2 or more levels below grade level; Continued monthly Literacy Coaching for all English staff; Implementation of Achieve3000 to monitor and support students at 1-1.5 levels below grade level.

Action 6 of Goal 1 is provided on a schoolwide basis. OCA focuses a significant portion of its professional learning, instructional coaching, and curriculum instruction to meeting the needs of student who are reading and writing below grade level. To best support these students, many of who are English Learners, OCA has implemented the Language Live ELA curriculum that provides comprehensive supports and continual assessment for reading, writing, listening and speaking. The increase in expenditures accounts for the instructional coaching fees, the purchase of curriculum materials and software licenses, and ongoing professional development costs.

Goal 2: Positive School Climate and Student Engagement

Action 1: Creation of a Positive Behavior Interventions and Supports (PBIS) team to implement a schoolwide PBIS program.

Action 1 of Goal 2 is provided on a schoolwide basis. In order to best meet the needs of all students, but especially of students who are first generation immigrants, socioeconomically disadvantaged students, and students who struggle academically, OCA will develop Positive Behavior Intervention and Supports (PBIS) system to enhance school culture. PBIS has shown to improve school culture by decreasing undesired student behaviors (and thus reducing the need for escalating discipline systems, such as classroom referrals and suspensions), improve student attendance, and improve overall student and family feelings of connectedness to the school setting. PBIS employs a multifaceted character development program in tandem with schoolwide and classroom based incentive systems with the goal of providing students with the tools necessary to persevere and be successful academically. The increase in expenditures accounts for the additional time taken by staff to support the process and by initial and ongoing professional development costs.

Goal 3:

Action 1: Student Support Team (SST) meetings as part of MTSS

Action 1 of Goal 3 is provided on a schoolwide basis. Oakland Charter Academy will continue its use of a Multi-tiered System of Supports to identify and provide academic, social, and emotional supports for students. Although the process is designed to identify any student who may need additional supports or accommodations, the process is especially effective at serving students who have previously been underserved by their educational communities or for whom resources at home are limited. The system is especially designed to utilize diverse staff members' expertise (including behavioral specialists and counselors) and open and frequent communication with families and students to identify and monitor supports provided by any and all stakeholders. The increase in expenditures accounts for the additional time taken to support the process by administration.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

APPENDIX I

2015-2016 OUSD Measurable Outcomes

AMPS



HONOR HARD WORK

Oakland Charter Academy Measureable Pupil Outcomes 2015-2020								
Number	Measurable Pupil Outcome	Instrument	Target	2015-2016 Status (Baseline)	2016-2017 Status	2017-2018 Status	2018-2019 Status	2019-2020 Status
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%.	30%	39.06%			
2*	Statistically Significant Subgroups 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 __ percent or achieve a level of __% (see chart below).	See chart below				
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%.	25%	29.89%			
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	Reading Level	Northwest Education Association	Each year, 50 percent of students will increase 5 RIT points (or more) on NWEA’s Reading assessment or achieve proficiency.	69.00%	78%			
6*	Reading Level Proficiency for Statistically Significant Subgroups	Northwest Education Association	Each year, 50 percent of students will increase 5 RIT points (or more) on NWEA’s Reading assessment or achieve proficiency.	See chart below				
7	English Language Proficiency	CELDT	Each year 30 percent of ELs will improve one overall proficiency level on CELDT or be reclassified.	44%	42.40%			
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).	7%	4.18%			
9	Chronic Absence for Statistically Significant Subgroups	Average Daily Attendance (SIS)	Each year, have less than 10 percent of students absent more than 10% of the school days (chronic absence). (same as schoolwide)	See chart below				
16	School Climate – School Safety/ Culture (see question text below)	Student and Family Surveys	Each year, at least 70 percent of students and families positively rate school safety/ culture.	94%	81.90%			
17	School Climate – Academic Instruction (see question text below)	Student and Family Surveys	Each year, at least 70 percent of students and families positively rate academic instruction.	96%	85.10%			
18	School Climate – Student & Family Engagement (see question text below)	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.	86%	75%			
2 (Subgroups)	Measurable Pupil Outcome #2 ELA – SBAC (Subgroups)							
	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	2015-2016 Status (Baseline)	2016-2017 Status	2017-2018 Status	2018-2019 Status	2019-2020 Status
	Hispanic or Latino	5%	35%	31%	38.04%			
	English Learners	5%	30%	14%	12.86%			
4 (Subgroups)	Measurable Pupil Outcome #4 Math – SBAC (Subgroups)							
	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	2015-2016 Status (Baseline)	2016-2017 Status	2017-2018 Status	2018-2019 Status	2019-2020 Status
	Hispanic or Latino	5%	35%	24%	30.72%			
	English Learners	5%	30%	11%	9.72%			
6 (Subgroups)	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	2015-2016 Status (Baseline)	2016-2017 Status	2017-2018 Status	2018-2019 Status	2019-2020 Status
	Hispanic or Latino	50%	5	78.80%	80.90%			
	English Learners	50%	5	65.60%	64.90%			
9 (Subgroups)	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		2015-2016 Status (Baseline)	2016-2017 Status	2017-2018 Status	2018-2019 Status	2019-2020 Status
	Hispanic or Latino	10%		4%	4.49%			
	English Learners	10%		1%	3.36%			
16	Survey Text: “The school is safe and secure for all students.”			5%	2.67%			
17	Survey Text: “The quality of instruction by faculty is excellent.”							
18	Survey Text: “How would you rate your ability to provide feedback to school administration?”							

APPENDIX J

Analysis Cycle / Data Dives Overview

AMPS



HONOR HARD WORK

Analysis Circles: *Data Dives*

(Results Meeting Discussions)

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

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

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

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

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

Work with the Test in Hand:

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

- a) **Question-Level Analysis-** with the test in hand, the most basic strategy for results analysis is to look over the template and identify the questions and standards on which students generally performed poorly. When combined

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

with clear and easy-to-read data report templates, this strategy allows educators to quickly identify weaknesses and act on them.

- b) **Standard level Analysis:** Teachers **should constantly** ask why students bombed given questions. Did students all choose the same wrong answer? Why or why not?
- If comparing similar standards to one another or by examining trends within given standards, teachers can find the trends in student errors. Do results in fractions influence division of mixed numbers? Do systemic failures in sequence have any relation to the ability to summarize?
 - By understanding the linkages between different standards, teachers can better understand why a given question posed problems to a group or individual students.
 - At the level of the individual standard, consider if students performed similarly on all questions or if they found some harder than others. If so, why?
- c) **Search for Separators:** Another important technique is to seek out questions on which the generally *stronger academic students outperform their weaker peers*. **Such questions are relevant because they reveal areas where smaller group focus or pullout groups would be highly effective at targeted instruction.** Can also guide the given support systems such as tutor, or aides in knowing what specific groups need to work on.
- If for example, three lowest-achieving students answered question 2 incorrectly. Those results clearly indicate that targeted re-teaching and support for those three students on that particular standard could help them catch up to their peers.
 - On the other end of the spectrum, the top third of the class answered question 11 correctly, suggesting that they could be given a stretch assignment or independent work while the teacher focuses on re-teaching that standard to the rest of the class.
 - The teacher can offer the higher performing students a more challenging application or standard or serving as tutors to their peers during that re-teaching session.
- d) **Scan by Student:** Additionally, it's important to review performance not just between questions but also for individual students and it is **critically**

important to carefully examine anomalies in individual student performance before reaching any conclusion.

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

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

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

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

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

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

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

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

- To that end, report templates must have a teacher-friendly learning curve. Templates need not be overly simplistic, but they must be designed so that most teachers can, with reasonable effort, master their complexities. Templates that are too difficult to be useful will lead to frustration, not to results.

AT THE ANALYSIS (DATA DIVE) MEETING

Key Ideas For Leading Analysis Meetings

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

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

7. **Make Sure Analysis is Connected to a Concrete, Verifiable Plan:** All solutions, plans and commitments MUST BE WRITTEN DOWN and put into action as part of a concrete and verifiable plan. Even the best insights or ideas will be meaningless if they aren't documented and put into practice.

REFLECTION PART OF MEETING

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

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

- ✓ *The analysis is all about being reflective of what is going on with every student in the school. The bottom line is that we must get students to progress through the academic year, and teachers to guide and deliver that progression.*
- ✓ **The goal is to effect teacher practice, student practice, all in the goal of excelling student achievement.** By arguing or taking blame stances; the end goal will not be as clear to others.
- ✓ You can have individual conversations as needed (only after), but in the meeting with the group adhere to the underlying practice below:

TEACHER QUESTIONS

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

Moment of Truth

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

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

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

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

1. **(Global Questions):**

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

2. **(Dig In Questions):**

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

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

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

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

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

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

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

The reasons behind bombed performance probably include one or more of the following:

1. The test was well above what the students were able to master in the prescribed time period.
2. The test doesn't assess what the teacher taught during that time period.
3. The students arrived years below grade level, so a grade-level assessment is beyond their reach at the moment.
4. The teaching was inadequate. One of the core premises of assessment is that you must start at the students' learning level.
5. Deeper cognitive matters (*this will need multiple assessments to verify however*)

DEALING WITH RESISTANCE

Of course some teachers will be resistance to the very idea of the analysis meeting, especially when data driven instruction is introduced, or if the leader is new. At this point in this organization, it is expected that a leader will not only support the data analysis meeting, but see it as a major role in driving their students success and therefore leaders cannot back down to these telltale signs of resistance:

- "This is just Test Prep"
- "The students just make silly mistakes"
- "I taught it and they knew it in class but just didn't perform on the test. I don't know why?"

These responses are unproductive and can quickly derail a meeting. Leaders will have to repond to these detailers and guide the conversation back to the data results and on through a plan of action

APPENDIX K

NWEA Cohort Data Detail

AMPS



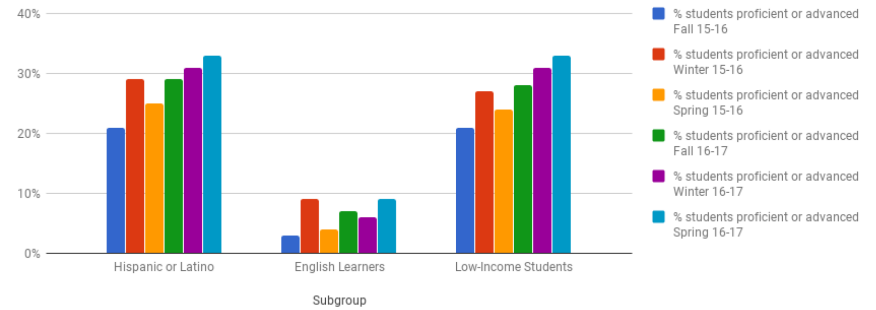
HONOR HARD WORK

NWEA Cohort Growth Detail Graduating Class: 2017

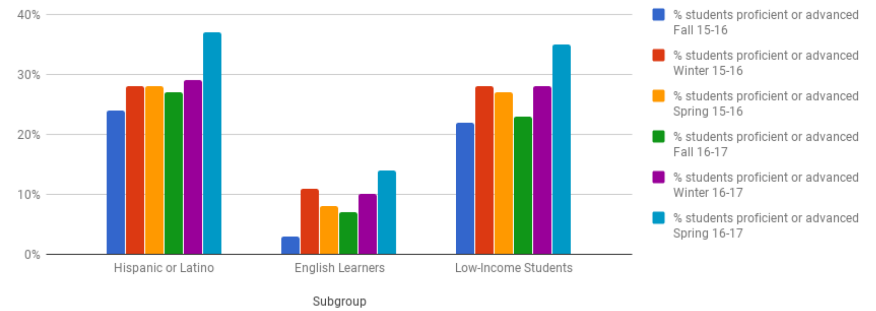
NWEA Growth : Reading						
Subgroup	% students proficient or advanced Fall 15-16	% students proficient or advanced Winter 15-16	% students proficient or advanced Spring 15-16	% students proficient or advanced Fall 16-17	% students proficient or advanced Winter 16-17	% students proficient or advanced Spring 16-17
Hispanic or Latino	21%	29%	25%	29%	31%	33%
English Learners	3%	9%	4%	7%	6%	9%
Low-Income Students	21%	27%	24%	28%	31%	33%

NWEA Growth : Math						
Subgroup	% students proficient or advanced Fall 15-16	% students proficient or advanced Winter 15-16	% students proficient or advanced Spring 15-16	% students proficient or advanced Fall 16-17	% students proficient or advanced Winter 16-17	% students proficient or advanced Spring 16-17
Hispanic or Latino	24%	28%	28%	27%	29%	37%
English Learners	3%	11%	8%	7%	10%	14%
Low-Income Students	22%	28%	27%	23%	28%	35%

NWEA Growth over time: Reading



NWEA Growth over time: Math



APPENDIX L

Articles of Incorporation

AMPS



HONOR HARD WORK

**RESTATED ARTICLES OF INCORPORATION
OF
OAKLAND CHARTER ACADEMY, INC.**

The undersigned certify that:

1. They are the President and the Secretary of Oakland Charter Academy, Inc., a California nonprofit public benefit corporation (the "Corporation").
2. The Articles of Incorporation of the Corporation are amended and restated to read in full as follows:

I.

The name of the Corporation shall be Amethod Public Schools.

II.

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

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

III.

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

directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

IV.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

V.


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

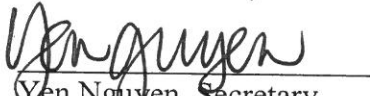
3. The foregoing amendment to and restatement of the Articles of Incorporation have been duly approved by the Board of Directors.

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Dated: 8/5/10


David Banuelos, President


Ven Nguyen, Secretary

APPENDIX M

Board Resumes

AMPS



HONOR HARD WORK

RESUME

Nicolás C. Vaca

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

EDUCATION

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

EXPERIENCE SUMMARY

Immigration

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

Commercial Litigation

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

Municipal Law

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

Employment Law

Defended institutional clients in actions brought by employees alleging wrongful termination. Also, counseled business clients on all aspects of hiring, promoting, demoting and terminating employees.

Products Liability

Represented institutional clients, including the Clorox Company and Nautilus, Inc., in the areas of products liability ranging from toxic torts to design defects. Represented Dow Corning in breast implant litigation.

Construction Defect

Represented institutional clients in construction defect case involving multi-parties and damages in excess of \$1.5 million.

Tort (Defense)

Defended institutional clients, including Pacific Gas & Electric Company and AT&T, in actions ranging from premises liability, electrocutions, electrical fires, explosions, vehicle accidents and construction defects.

Tort (Plaintiff)

Represented clients in actions involving premises liability, automobile accidents, and wrongful death.

TEACHING (LEGAL)

08/15/11 thru 08/19/11—Villahermosa, Mexico-- Training Mexican prosecutors, public defenders, private defense counsel and judges on how to conduct oral advocacy in criminal proceedings. Presented section on police investigation and how to conduct a direct examination. The training was conducted in Spanish under the auspicious of the *Poder Judicial* (The Judiciary) of the State of Tabasco;

10/24/10 thru 10/29/10--Guanajuato, Mexico--Training Mexican prosecutors, public defenders, private defense counsel and judges on how to conduct oral advocacy in criminal proceedings. Presented section on police investigation and how to conduct a direct examination. The training was conducted in Spanish under the auspicious of the *Poder Judicial* (The Judiciary) of the State of Guanajuato;

09/27/10 through 10/30/10—Indiana, Indianapolis--Training Mexican prosecutors on how to

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

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

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

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

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

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

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

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

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

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

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

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

06/18/05 through 06/26/05-Building Trial Skills, San Francisco, CA-Conducted by Conducted by the National Institute of Trial Advocacy;

10/04-Deposition Skills Program, San Francisco, CA-Conducted by the National Institute of Trial Advocacy;

10/03-Deposition Skills Program, San Francisco, CA-Conducted by the National Institute of Trial Advocacy;

06/01-Building Trial Skills, San Francisco, CA-Conducted by the National Institute of Trial Advocacy;

10/00-Deposition Skills Program, San Francisco, CA-Conducted by the National Institute of Trial Advocacy;

10/99-Deposition Skills Program, San Francisco, CA-Conducted by the National Institute of Trial Advocacy.

TEACHING (ACADEMIC)

09/04 to 6/05--Visiting Lecturer, Department of Sociology, University of California, Davis;

2/01 to 2/03--Visiting Scholar, Department of Sociology, University of California, Berkeley;

1974 to 1978, Assistant Research Sociologist, University of California, Berkeley, California;

1971--1973, Acting Assistant Professor, University of California, Santa Cruz, California.

SPECIAL MASTER

Appointed as Special Master and Discovery Referee by magistrate in United District Court Northern District of California in employment case.

PUBLICATIONS

The Presumed Alliance: The Unspoken Conflict Between Latinos and Blacks and What it Means for America (New York: HarperCollins, 2004);

Contributing writer to the *California Lawyer*, 2002-to 2011.

PUBLISHED DECISION

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

MARTINDALE-HUBBELL

Rated AV by Martindale-Hubbell.

ADMITTED TO PRACTICE

State of California

United States Supreme Court

United States Court of Appeals, Ninth Circuit

United States District Court for the Northern District of California

United States District Court for the Eastern District of California

United States District Court for the Central District of California

PROFESSIONAL ACTIVITIES

Member, State Bar of California, Litigation Section

Earl Warren American Inn of Court-1999 to 2001

PUBLIC SERVICE ACTIVITIES

Member, United Latino Voice, 2009 to present

Member, Board of Directors, East Bay Perinatal Council, 2001-2004

Member, Executive Board, Latinos United for Political Empowerment, 2001 to present

Member, Contra Costa County Latino Leadership Council, 1998 to present

Chairman, Contra Costa County Advisory Council on Equal Employment Opportunity, 1992-94

Member of Board of Directors, Contra Costa County Hispanic Chamber of Commerce, 1990-1992 and 1998-1999

LIST OF REPRESENTATIVE CLIENTS

AT&T

Pacific Gas & Electric Company

Bank of America

Dow Corning

The Clorox Company

Nautilus, Inc.

Hilltop Green Homeowners Association

City of Antioch

City of Pittsburg

City of Richmond

Contra Costa County

East Bay Municipal Utility District

Raisin City School District

Alisal School District

LANGUAGE SKILLS

Complete fluency in Spanish.

PETER H. HANLEY

1033 Shoreline Drive
San Mateo, CA 94404

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

PROFESSIONAL SUMMARY:

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

- Successfully initiated, funded, and led complicated consulting projects involving education, reform of government-operated monopolies, and health care, all of which required the development of a strategic vision, alliance building, and consensus for action.
- Created and implemented multiple fundraising programs, including for a nonprofit start-up, consulting projects, federal grant, and political campaigns.
- Elected three times to high school board on reform platform (served three times as board president), to presidency of county school boards association, and to California School Boards Association's policy making body. Also serve as vice-chair on inner city charter school board.

PROFESSIONAL EXPERIENCE:

AMERICAN CENTER FOR SCHOOL CHOICE

2010-present

Executive Director

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

- Developed strategic plan and recruited seven new nationally recognized education leaders to join the organization's leadership.
- Successfully doubled funding to grow organization.
- Created national ecumenical Commission on Faith-based Schools to expand public understanding and appreciation of the role of faith-based schools in American education, especially in low-income communities; and address the need for expanding publicly funded school choice to increase a family's ability to choose from among a full range of options.
- Organized and created alliances to build support for expanded parental choice legislation in California and Texas.

SAN MATEO UNION HIGH SCHOOL DISTRICT, San Mateo, CA

2001-present

Governing Board Member-President

Elected three times to District Board (6 comprehensive high schools, a continuation high school, and an adult school) on strong reform platform focused on improved academic achievement, bringing change to the traditional high school model to create greater choice and personalization, and creating project-based learning links to the world of work.

- Supported increased graduation requirements and new curriculum placing all 9th and 10th graders on track to meet the UC/CSU entrance requirement. Half of district schools now exceed state expectation of 800 on the Academic Performance Index; none did a few years ago.
- Led effort to open District's advanced placement classes to all students, resulting in 40% increase in tests taken in just three years.
- Part of bond committee leadership teams that passed two bonds totaling nearly \$500 million since 2006. Raised more than \$50K for each election. Led board restructuring of bond implementation, saving district millions in unwarranted costs and construction delays.

CALIFORNIA CHARTER SCHOOLS ASSOCIATION, Oakland, CA

2007-2010

Director

Founded Oakland Charter School Collaborative to foster cooperation, including sharing of best practices, among Oakland's 33 charter schools and to increase their advocacy power. Strong emphasis on obtaining parcel tax funds for schools and improving Oakland Unified authorizer processes and procedures, especially increased access to facilities and equitable approval and renewal of charter schools. Created first charter high school athletic league admitted to California Interscholastic Federation. Monitored school quality and worked with struggling schools to improve or close.

- Successfully obtained and implemented \$240,000 federal grant to improve charter school emergency preparedness.
- Gained support of community-wide coalition and charter schools for inclusion of parcel tax funds designated for charter schools on November 2010 ballot. This was the first time the Oakland Unified board included charter schools in a parcel tax.
- Brought schools together to create and implement Collaborative's Five Year Strategic Plan.

GIBSON AND ASSOCIATES, Oakland, CA

2000-2006

Associate

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

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

CALIFORNIA DEPARTMENT OF EDUCATION, Sacramento, CA

2006

Reader, Public Charter School Grant Program

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

CALIFORNIA PARENTS FOR EDUCATIONAL CHOICE, San Francisco

2002-2008

Executive Director

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

INSTITUTE FOR THE FUTURE, Menlo Park, CA

1994 - 2000

Director

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

CALIFORNIA HEALTH CARE INSTITUTE, South San Francisco, CA

1993

Organizing Consultant

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

SYNTEX CORPORATION, Palo Alto, CA

1992

Director, Policy Analysis

Developed corporate positions on Federal and state public policy issues for use by government affairs managers and the industry association to affect positive bottom line results.

- Completed thorough five-year analysis and projection of Federal and state legislative actions affecting Syntex, a \$2.1 billion pharmaceutical manufacturer.

THE ECONOMIST GROUP OF LONDON, San Francisco, CA

1986 - 1991

Vice President, Western Region

Responsible for all business for 15 states and 2 provinces. Managed sales, service, and administrative staffs.

- Turned around region's sales performance in one year, tripling sales by reorganizing territories, increasing sales calls and quotas, and reassessing customer needs.

HEWLETT-PACKARD COMPANY, Palo Alto, CA

1984 - 1986

Manager, International Government Affairs

Developed first Corporate International Government Affairs program to strengthen company ties with host governments abroad and to increase company influence on U.S. trade policy legislation.

- Organized and supervised comprehensive analysis of trade barriers worldwide and created action plan to reduce adverse impacts.

FOREIGN COMMERCIAL SERVICE, Beijing, China

1981 - 1983

Assistant Commercial Attaché

As first Commerce Department officer assigned to U.S. Embassy, made market assessments in high technology sector and managed U.S. Government trade promotion program. Awarded Silver Medal for distinguished services.

U.S. DEPARTMENT OF COMMERCE, Washington, DC.

1977 - 1984

Trade Specialist-Singapore, Malaysia, and Brunei (1984)

Trade Specialist-Romania and Czechoslovakia (1977 - 1980)

Monitored political, economic, and commercial relations with relevant countries and advised U.S. business executives and senior U.S. government officials.

U.S. HOUSE OF REPRESENTATIVES, Washington, DC.

1974 - 1977

Staff Investigator-Government Operations Committee

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

EDUCATION:

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

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

Masters in Governance, California School Boards Association, California
Leadership, San Mateo County, California

Certificate, Ashridge Management College, London.

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

PROFESSIONAL AFFILIATIONS:

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

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

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

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

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

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

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

Karely Ordaz Salto

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

OBJECTIVE

To join the Board of Amethod Public Schools

EDUCATION

University of California, Berkeley

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

May 2012

EXPERIENCE

Constituent Liaison, Policy Analyst, City of Oakland, City Council, Oakland, CA

March 2013 - present

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

Administrative Assistant, American Indian Model Schools, Oakland, CA

August 2012 - March 2013

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

Owner, Chief Executive Officer (CEO), Golden Eagles Tutoring Services, Oakland, CA

August 2012 - March 2013

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

Bookkeeper, Lumbee Holdings, LLC, Oakland, CA

August 2009 - August 2012

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

SKILLS AND QUALIFICATIONS

Bilingual (English, Spanish)

Strong work ethic, with ability to work well under pressure

Great ability to multi-task and meet deadlines

Strong organizational skills and attention to detail

Effective written and verbal communicator

Strong leadership skills

Advanced in Microsoft Word, Excel, Powerpoint and Outlook

HERNAN VARGAS

<http://www.linkedin.com/in/hernanvargasvalueforall>

hernanvictorvargas@gmail.com

Cell ph.: (925) 594-0915

CFO / DIRECTOR OF FINANCE / CONTROLLER

Finance Executive, with over 15 years of experience performing senior roles in corporate finance, government finance, and nonprofit and social enterprise finance. Direct responsibility for the management of complex enterprises, budgets, programs, grants and projects, designing and implementing the accounting, financial and administrative infrastructure that facilitated successful expansions for growing companies, identifying and developing new business opportunities, raising capital, and leading high-performing teams of professionals. The largest annual P&L and budget I have been directly responsible for is \$ 500 Million. The last 8 years I have been spearheading or actively engaged in several scalable Social Enterprise and Impact Investing initiatives. I want to use my diverse experience in public, private, for profit, nonprofit, startup, small and large organizations, domestic and global, to help create profitable, impactful, value-added systemic change. I hold a B.S., Accounting, I'm a former CPA, and earned an MBA degree in Finance.

Skills: finance, accounting, financial modeling, financial analysis, strategic planning, forecasting, budgeting, GAAP, IFRS, SASB, fundraising, financing, consulting, KPIs, sustainability, social enterprise, audits, ROI, IRR, DCF, NPV, internal controls, policies, MS Office (Excel, Word, PowerPoint), Netsuite, Xero, Peoplesoft, Quicken, Google Docs.

EXPERIENCE

Controller

San Francisco Symphony - San Francisco, CA

February 2017 to Present

- ✓ Participates in the direction of the institution supporting key management decisions with the Executive Committee and Board providing financial reporting, accounting, audit, payroll and treasury services

Controller

Mission Hub LLC. - San Francisco, CA

April 2016 – February 2017

Largest operator of Impact Hubs in the US, creator and convener of the SOCAP conference, and member of the largest social enterprise and impact investing network in the world. Responsible for Finance, HR, Operations and Legal areas

- ✓ Participates in the direction of the company coordinating key financial, operational and human capital decisions with the Co-Founders/Executive Committee and Senior Management team
- ✓ Provides expertise and leadership in the design, revision, and implementation of the company's strategic goals and objectives, major contractual matters and financial reporting systems and procedures
- ✓ Updated financial records and financial reports in compliance with regulatory mandates
- ✓ Maintains strict control on cash management, improving billing and collections procedures and metrics
- ✓ Leads or participates in critical capital raising efforts, preparing and presenting information to investors
- ✓ Manages all aspects of the Human Resources function, including recruitment and separation of key personnel

Advisory Board Member – Finance and Strategy

BC CHARGING, Inc. - San Leandro, CA

August 2015 to Present

BC Charging is a startup/very early stage company in the Electric Vehicle infrastructure space in the cleantech sector. The company is innovating with a fast charger for around town charge that boasts the lowest total cost in the industry.

- ✓ I provide business planning, financial modeling, valuation and strategic planning advice to this early stage / startup in the electric vehicle infrastructure space.

Advisory Board Member – Finance and Sustainability

ECO FRIENDLY FOODS INITIATIVE, INC.. (EFFI Foods), Santa Monica, CA

April 2013 to Present

EFFI Foods, Inc. is an early stage company that creates and produces organic, holistic foods and nutraceuticals.

- ✓ Connected the company to a sustainable foods investor network, leading to the opportunity to do a pilot at Whole Foods, and provides support and guidance in preparation for a potential investment round.
- ✓ Revised the legal and organizational development infrastructure, suggesting a number of changes to take the company to the next stage in its progression.

Chief Financial Officer (Part-time)

RENACER, Oakland, CA, co-founder, mobile business accelerator whose mission seeks to strengthen sustainable cluster development inclusive of disadvantaged entrepreneurs in underserved markets 2009 - to date

- ✓ Led the planning, coordination and execution of the corporate mission and goals charter, by laws, documents of incorporation, tax exemption documentation with IRS and CA FTB, major programs and technical materials, business development, strategic partnerships and major research activities of the organization
- ✓ Structuring an innovative multi-stakeholder partnership-based technical assistance program, focused on the development and growth of triple bottom line small businesses in specific clusters and industries significant to the regional economy and low and moderate income disadvantaged entrepreneurs
- ✓ Planning, budgeting, financial analysis, risk management, legal and taxation compliance and financial monitoring activities of the company.

Advisory Board Member – Social Impact and Finance

Community Finance, Inc., / Socially Conscious Investments, LLC - Oakland, CA

Dec 2015 - Feb 2016

Responsible for preparing company for capital raising, and designing and recommending a viable social impact strategic partner network.

Budget Manager (Budget / FP&A Department)

Alameda-Contra Costa Transit District,

Oakland, CA late 2006 – Dec 2015

- ✓ Coordinates Agency-level Annual Operating and Capital Budget process for the entity for Fiscal Year 2015-16 including a process to review major strategic priorities, goals and objectives with the Board.
- ✓ Actively collaborates in the design and development of a comprehensive Long Range planning process– the 2015-2025 SRTP or Short Range Transit Plan
- ✓ Designed and established the calendar and process for the Fiscal Year 2014-15 Annual Operating and Capital Plan process, in coordination and integration with the Long Range SRTP process, and the utilization of performance management in evaluating key departmental programs, projects and initiatives.
- ✓ Performed a key role in the preparation and coordination with investment bankers of the information, debt capacity analyses, and offering statements leading to structuring and issuing three fully subscribed series of muni bonds for a total of \$ 88 Million
- ✓ Instrumental in financial modeling, valuation using NPV, IRR, and ROI, and negotiation and deal structuring of PPAs, an innovative financing structure for tax exempt companies, in support of the agency's strategic program to build renewable energy infrastructure to reduce GHG emissions and gain significant cost savings (leading to 2013 CA GEELA award). Involved in the budgeting and capital project evaluation of important aspects associated with solar technologies and nationally leading Hybrid Fuel Cell Fleet program.
- ✓ Performed a key role in the preparation of the materials and analyses leading to the successful presentation to Standard and Poor's credit risk evaluation in 2014 which resulted in an affirmed rating at A+ and an outlook of stable and the removal of a credit watch contingency.
- ✓ Leads the preparation of Staff Reports for the Quarterly, Mid-Year Review and Monthly Budget process to the Board Directors, under the supervision of the CFO and CEO/GM, to report to the Board's Finance and Audit Committee. Reviews Staff Reports from other areas to verify adherence to budget targets.
- ✓ Actively involved in the financial statement reporting month end process with the Controller, improving accuracy, transparency and timeliness in reporting operating results, enhancing fund and restricted net asset reporting.
- ✓ Performed a significant role in several major audits, both financial and operational, conducted by external auditors from accounting firm, auditors from the Federal Transit Administration (OMB Circular A133), and evaluations performed by the Metropolitan Transportation Commission and the GFOA. All audits produced clean opinions.

Senior Financial Analyst 2001-2005, both Temp (contract) and FT Employee Financial Analyst 2001, AC Transit

- ✓ Managed FP&A and budgetary activities and variances analysis and control for Maintenance Ops Budget

Senior Financial Analyst, The Walt Disney Company, Americas Subsidiary, Peru 1996 - 2000

- ✓ Led the implementation and execution of financial reporting, contract administration system, human resources policies, legal and risk management policies, information technology and systems, and internal controls as key element of international expansion plans of Disney's Consumer Products in Latin American Region. Supervised CPA firm, managed relationships with external auditors PWC and implemented GAAP accounting policies and assured compliance with taxation rules. Clean opinions were always reported by auditors.
- ✓ Successfully coordinated the 5 year strategic planning and one year annual operating planning processes, under the direction of the Country Manager and the supervision of Regional CFO, helping identify and coordinate strategic initiatives, set high-performance goals and assessing resources needed.
- ✓ Coordinator of the hiring and onboarding process of personnel, including Marketing Director, that were instrumental in surpassing aggressive revenue growth targets that approached 100% per year the first two years and achieved the highest percentage gross margin in the entire Latin American region
- ✓ Identified and reviewed, in coordination with the Country Manager, Local and Regional Marketing, and Corporate Legal, suppliers small and large, local and international, in strict adherence to Disney's International Labor Standards, Corporate Social Responsibility guidelines, as well as Disney's Intellectual Property policies and Financial policies, which resulted in 100% growth rates in royalty revenues.
- ✓ Responsible for due diligence and valuation of potential licensing deals in the territory, advising on the go-no go decision to license. 100% of recommended deals at the least achieved, if not surpassed, set targets.
- ✓ Managed treasury, AP, disbursements, remittances and other banking functions with local subsidiary of corporate bank (Citibank).

Budgets and Cost Accounting Head, Owens-Illinois/VINSA, Manufacturer, Americas Subsidiary, Peru 1994

- ✓ Led the implementation of cost accounting reporting and internal controls as part of international expansion plans of Owens-Illinois in Latin America, after the acquisition of VINSA, a large local manufacturer. Helped achieve new increased productivity and lower cost goals while introducing successful new product lines that increased the market share of the subsidiary by 20%

Financial Planning and Analysis Head, NCR Corporation, Computer and Software, Americas Subsidiary, Peru 1990 - 1992

- ✓ Led the implementation of financial planning and financial controls as part of international expansion plans of NCR Corporation in Latin America. Supervised 1 Senior Financial Analyst and prepared management reports based on GAAP accounting policies, and international currency translation reporting
- ✓ Prepared Quarterly Review package for Senior Corporate management team, coordinating major overview of all departmental goals, performance evaluation, KPIs, financial plans and outcomes
- ✓ Consolidated and reported operating results for Latin American region, including preparation of regional presentation package for Senior Regional and Corporate Management team.

EDUCATIONAL BACKGROUND, AWARDS AND PROFESSIONAL AFFILIATIONS

Master of Business Administration (MBA)

William E. Simon Graduate School of Business, University of Rochester, Rochester, NY

Bachelor of Science, Accounting

Pontificia Universidad Catolica, Lima, Peru

- 2013 California Governor Environmental & Economic Leadership Award (for solar and fuel cell investments at AC Transit)
- 2011 United States Hispanic Chamber of Commerce Foundation, Green Builds Business Technical Award, Miami, FL USA
- 2016 Latinos in Finance, nonprofit organization, Executive member, Board of Directors, San Francisco, CA, USA

Professional references:

- Ralph Martini, Controller, peer at AC Transit, (510) 891-7144 email: rmartini@actransit.org
- Carina Ayden, Founder, CEO EFFI Foods, Inc. (310) 994-3747 email: karikarina@gmail.com
- Jim Willson, Founder, CTO BC Charging (510) 430-0350 email: energy@jwwriter.com

SUZANNE LARSEN

1110 Brown Street, Alameda, CA 94502 | C: 9494441209 | suzanne.k.larsen@gmail.com

EXECUTIVE PROFILE

Accomplished executive with over 20 years experience in complex, fast-paced, US and global human resources service delivery operations, organization effectiveness, training and development.

- ✦ Leader who serves the business objectives with an eye to value creation as a proactive business partner and internal consultant through strategic planning and execution of core staffing and operational initiatives.
- ✦ Empowers top-line organizational performance through the integration of sustainable human dynamics and organizational systems.
- ✦ Demonstrates strength based leadership, high-impact team management, and robust coaching skills.
- ✦ Highly effective interpersonal and communication skills—backed by solid business, people and technology acumen—able to influence up and out in highly political, complex environments.

SKILL HIGHLIGHTS

- Organizational and Effectiveness Consulting
- Large-scale Change Management
- Value Chain Management
- Executive Development
- Conflict Transformation
- Greenfield Operations
- Leadership/communication skills
- Human Resources Operations/Life-cycle HR
- Risk Mitigation/ER
- Compensation & Benefits
- Global HR and Payroll Ops.
- Global Mobility Programs
- HR Practice Leadership
- Global Training & Dev.
- Workforce Excellence

CORE ACCOMPLISHMENTS

- In response to rapid market expansion, led the incorporation, operational set-up and service capabilities across 8 new countries over 18 months, including: matrix service delivery for client solutions, and compliant Payroll, Invoicing and HR operations (including contracts, benefits administration, procedures, policies and handbooks.)
- Increased employee engagement by 38% through multi-faceted approach including implementation of company-wide culture change program as well as program to strengthen core management skills through mentoring, coaching and training, targeting and stay interviews.
- Reduced production staffing costs by over 30 percent (\$600K plus savings over three years) through implementing Human Resources Solutions program targeting operational efficiencies, implementing job skill matrices, culture-fit interviews, as well as staff reorganization

PROFESSIONAL EXPERIENCE

01/2012 to 01/2016

Board of Directors Board Member, HR/OD Consultant

Community School for Creative Education CSCE - Oakland, CA

- CSCE is a not-for-profit, community K-8 charter school in the San Antonio area of Oakland, Ca.
- CSCE's mission is bringing Waldorf inspired curriculum focused on the integration of the arts with teaching strategies designed to allow the students to achieve high levels of performance in standardized testing and traditional scholastic environments.
- Volunteer board member representing the Human Resources/OD needs as well as a parent voice, I am involved in recruiting/hiring, staff planning and compensation, budgeting, employee relations, policy development and HR operations oversight.

11/2007 to present

Sr. Director

PRO Unlimited Global Solutions - Global

PRO Unlimited, a Global Contingent Workforce Management Solution, delivers a full range of staffing and human resources services related to the procurement, selection, engagement and tracking of contingent (non-employee) workers including Contingent workforce and Supplier Management, Worker Classification, Life-cycle Tracking, Co-employment, HR Compliance, Headcount & Expense Tracking, proprietary software and

international RPO services.

- HR operations executive, in the contingent workforce service and software industry, leading the full spectrum of human resources operations and compliant client HR service delivery in 14 countries.
- Responsible for all FTE staff HR and Development, as well as the intellectual capital knowledge management, training development, and organizational development functions for an FTE and contingent workforce of 13,000 employees globally, generating annual revenue of over \$100 million.
- Manage 8 HQ direct staff and serve as HR practice leader for over 300 on-site HR staff.
- Provide internal and client tailored HR solutions as well as extensive risk management services across N. America, EMEA and APAC with heavy emphasis in the US, Canada, Hong Kong, Japan, Singapore, India, UK and the EU.
- Work within 10 industry verticals including: High Tech, Energy, Global Finance, Bio-Pharm, Publishing and Manufacturing.
- Direct talent pipeline and life cycle of employment from recruitment to separation including all transactional aspects as well benefits, compensation, payroll, disability/leaves, ER, EEO/ADA, FLSA, Audit, Employee/leadership training and development, performance management, compensation, due diligence/ mergers and acquisitions.

04/2007 to 11/2007

Director

SUNIC Consulting - Sacramento, CA

- Consulting Coaching Training Company Business partnership delivering organizational consulting and executive coaching for private, small to-medium sized businesses, not-for-profit, CBO's and public sector companies, as well as individuals.
- Built on 15 years of experience of organizational development consulting, coaching and HR strategies to improve strategic initiatives, organizational goals, improve HR management systems and providing training and development.
- Created innovative solutions for operational improvements for clients in multiple industries; collaborated with client project teams and senior management to implement and provide training on new processes in order to deliver on identified strategies related to employee relations, risk mitigation, communication, team dynamics, and conflict resolution/transformation issues.

08/1998 to 04/2007

SR HR Consultant

KAISER PERMANENTE/PERMANENTE MEDICAL GROUP - California

Kaiser Permanente, the largest non-governmental, not-for-profit healthcare organization provides high quality, affordable, integrated healthcare services currently serving 8.6 million members in nine states and the District of Columbia.

- Senior Physician Human Resources/Organizational Effectiveness Business Partner Senior HR Professional for the physician executive leadership and finance, led HR functions as well as spearheaded physician training and development programs at local medical centers while increasing retention, and providing leadership for lifecycle employment, disability management and employee and labor relations.
- Provide expertise and HR services to the leadership teams at medical centers' throughout Northern California employing up to 1000 physicians at each site, collaborating with four seasoned staff members and physician leadership partners.
- Strategic focus on retention for highly diverse population, Leadership and Organizational Development, full spectrum Training Programs, Change Management and Executive Development.
- Led highly successful multi-disciplinary healthcare delivery and technology change program across department lines within management and labor environments, impacting service, staffing and cross-functional program initiatives.
- Reduced turnover by 47 percent; increased employee satisfaction and patient interaction scores by 20 percent through a long-term leadership development program with interventional coaching that drove increased communications strategies, improved leadership team dynamics and functional outcomes, gained diversity alignment with

- strategic staffing initiatives.
- Created intercultural leadership and coaching standards for senior physician leaders from around the world to overcoming specific diversity challenges in leadership pipeline.

01/1997 to 08/1998

**Implementation and Training Manager
STATE OF OREGON - DELUXE CORPORATION**

Led the Training Program for the mandatory statewide technology change initiative. From Content development, adaption into 8 languages, hiring, training and managing teams of trainers. Managed "go-live" in each region.

EDUCATION

May 2011

Masters of Science: Organizational Development
University of San Francisco - San Francisco, Ca
4.0 GPA

2017

PhDc: Organizational Development
Benedictine University - Lisle, Illinois
PhD program for Executives - focus: complex adaptive systems in dynamic markets.

1996 thru 2006

Masters of Arts- coursework: Intercultural Relations
University of the Pacific/Antioch University - California
Program in conjunction with the Intercultural Communications Institute of Portland, Or.

1994

Bachelor of Arts: Organizational Communications
Antioch University - Santa Barbara, CA

PROFESSIONAL AFFILIATIONS

Global Professional in Human Resources (GPHR) Certification- December 2011
*Society for Human Resource Management, Member *Master Practitioner,
NeuroLinguistic Programming Continuing Education: Internal Corporate HR,
Investigations, Team Development - 1998 thru 2006; Negotiation I and II,
Meierding Mediation Center - 2005, 2006; Mediation Training, Laura Farrow,
Attorney at Law - 2004; Conducting Workplace Investigations, San Francisco
Conference - 2000, 2003, 2005; Models & Methods and Interest-Based
Negotiation, Harvard School of Public Health - 1999; Canadian; UK Payroll--2007

SKILLS

Change Management, Coaching, Communication, Consulting, Human
Resources, Leadership, Organizational Development, Performance
Management, Risk Management, Strategic Planning, Training Programs

DYANA CURRERI – ERMATINGER

5563 Brookdale Avenue Oakland, CA 94605/ 510-686-0119 (cell)/ dyana.curreri@gmail.com

RESUME

SUMMARY:

- Associate Director with 10+ years of progressive experience in securing grants of \$25,000+ for identified priorities
- 20+ years project management expertise in the service of colleges, universities, and community-based non-profit organizations.
- Administrative expertise in “start-up” program environments, managing multiple complex projects on time and within budget (to \$3.5 million).

CORE COMPETENCIES

- Fund development analysis, planning, and research for new grant and contract opportunities.
- Providing direction to staff and leadership with a calendar of deadlines and deliverables; coordinating grant writing, documents and attachments and on-time final submission.
- Supporting the Executive Director, staff, and board as they develop relationships with foundations and agencies.
- Broad knowledge and experience in developing and tracking grant budgets, providing updates and revenue projections as needed.
- Development of appropriate infrastructure to support the above activities.
- Recognized capacity to successfully develop and manage relationships with internal and external contacts.
- Knowledge of current funding trends (Foundation, Corporate, Local/State/Federal).
- Significant experience reporting on grant/contract-funded programs in excess of \$1 million.
- Proficiency in Raiser's Edge, MS Word, PowerPoint, Excel, Publisher and Outlook and several web-based grant research applications.

CAREER HIGHLIGHTS

- Raised over \$1.6 million in institutional grants in the first year of appointment to the position at Mills College
- Promoted from Grantwriter to Associate Director at San Francisco Conservation Corps in 2014, a new position supporting \$3.5 million in grant and contract development and coordination in the Program area.

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- In the face of organizational turmoil, successfully submitted and managed over \$3 million in federal and state grants for the Oakland Police Department
- During an economic downturn (2007-10), planned and implemented annual fund campaigns and targeted fundraising to increase revenue by 20% and created visibility by rebranding website to attract new donors to the San Francisco Center for the Book.
- As a consultant, organized and analyzed data to identify and research potential funding prospects, trained board members in approaches for cultivation, solicitation, and recognition and assisted the Executive Director in developing a cultivation and stewardship plan for the Wesley Foundation to reach their capital campaign goal of \$697,482.
- Received a lead gift of \$1 million in support of a new museum project at Washington State University.

RECENT WORK EXPERIENCE

1. Assistant Director, Foundation and Corporate Relations Mills College March 2016 – Present

With direction from the V.P. of Institutional Advancement, the Assistant Director implements a comprehensive strategy for the College's fundraising from corporations, private, selected family and other foundations. This position also contributes to constituent research and overall best practices.

Essential skills:

- supporting, renewing or enhancing Mills' relationships with program officers and directors at foundations and corporations in the Bay Area and beyond
- creating a comprehensive corporate engagement program
- identifying new institutional prospects
- developing and writing proposals tailored to these funders
- and ensuring effective stewardship of corporate and foundation donors through timely and accurate reporting of grants and gifts received
- Securing current and endowed grants of \$25,000+ to the College for identified priorities.
- Developing and managing a portfolio of 50 corporate and foundation prospects and donors, including written cultivation and/or solicitation plans for 15-20 high-priority prospects. Following up in a timely manner on new leads from prospect identification, volunteers, and all other sources. Using best practices for moves management.
- Representing the College and its CFCR needs to the surrounding business community.
- Collaborating with colleagues across campus in developing corporate engagement program, including Career Services and the Office of the Provost.
- Mobilizing trustees, other lead volunteers and College Officers to help with fundraising from institutions. Identifying and utilizing these individuals' connections to foundations and corporations.
- Collaborating with academic leaders across campus to develop and prepare funding opportunities and proposals for specific funders.
- Working with campus partners in developing and writing letters of inquiry, proposals and reports. Reviewing, editing and rewriting (as necessary) these documents when written by faculty and administrators.
- Creating and maintaining all relevant systems for CFR management.
- Designing stewardship and engagement opportunities for top institutional donors.

DYANA CURRERI – ERMATINGER

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- Representing the College and its programs effectively to a variety of external audiences.
- Serving as a sitting member of the College's External Funding Review Committee.

2. Associate Director, Grants, and Contracts

San Francisco Conservation Corps

July 2013 – March, 2016

Promoted to A.D. Grants and Contracts following success in developing over \$300,000 in new revenue streams from local and national foundations for project specific and general operation support in one year.

Responsibilities currently include:

- Triage potential funding in coordination with Executive Director and Deputy Director and act as team leader and lead writer on proposals to support education, workforce development and job training/placement for at-risk youth.
- Support relevant research and data gathering for specific proposals, and analyze and interpret complex RFP documents, outlining templates for collection of data.
- Translate complex program information and technical data into funder language for proposals.
- Edit letters of intent, abstracts and/or full proposals ensuring accuracy, completeness, adherence to agency guidelines and policies and procedures, accurate budgets, and consistency with organizational strategic plan.
- External relations support for Grants/Contracts: facilitating partnership and systems creation proposed under new grants; for a grant project funded by EnergyUpCalifornia, providing leadership to launch information dissemination on programs via web, print and collateral material; developing and sustaining collaborative working relationships with funders, community partners and other stakeholders.
- Administrative support: ensuring compliance with grant and government regulations, policies, agency guidelines, and generally accepted accounting principles; managing the responsible reporting of awarded funds; providing grant interpretation guidance to program managers; training and coaching staff in submission and follow-up on grant award reporting.

3. Grant Administrator

City of Oakland

Police Division/Fiscal Services

October 2011 – February 2013

Provided direction to departmental staff and external relations support to grant partners (Mayor's Office, Oakland Unified School District, McCullum Youth Court, CenterForce, Safe Passages) on grant administration and management and performed a broad range of grant management activities, requiring considerable discretion and latitude of judgment in the formulation and development of grants policies and procedures. This position required an extensive background check to qualify for employment. Responsibilities include:

- Researching, identifying and compiling grant opportunities for support of programs directed to at-risk youth from relevant websites, publications, organizations and other sources.
- Managing all aspects of grant development, submission and reporting for the department, and in collaboration with other city agencies.
- Drafting and editing grant proposals, grant reports, letters of intent, legislative reports and resolutions for City Council, writing content in a deadline-driven environment.
- Preparing all application attachments such as budgets, financial reports, cover letters.
- Maintaining a grant solicitation calendar that is developed based on stated needs of various departments to communicate a comprehensive list of funding opportunities.
- Developing and maintaining a citywide grants and donations tracking system.
- Meeting quarterly with all project managers.

DYANA CURRERI – ERMATINGER

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- Training accountants in providing budget reports.
- Preparing budgets for grant applications using principles and practices of governmental and grants accounting, applicable federal, state and local legislation and knowledge of grant requirements.
- Post-award grant maintenance: tracking expenditures (Oracle), applying key budget principles and terminology and using effective grants management techniques.
- Tracking, monitoring and reporting on all grant-related activities to foundations and corporate sponsors.
- Developing procedures for forecasting grant revenues and expenditures.
- Establishing and implementing policies and procedures related to grants and contracts.
- Assisting with the preparation and presentation of the annual budget.
- Compiling data and preparing narrative reports on grant and donation activities.

4. Executive Director

San Francisco Center for the Book (SFCB)

July 2007 – September 2010

- Provided organizational scaling to need in a school and open studio for book arts/artists. Hired and fired staff, negotiated contracts, worked with legal representation on EDD issues and contracts.
- Led strategic planning.
- Developed and managed 12 public programs and exhibition projects annually.
- Provided over \$200,000 in new revenue through events annually.
- Experience in developing complex budgets and financial reports (Excel/Quickbooks for Non-profits)
- Increased individual giving through creative marketing; also increased benefits and unique recognition opportunities; Increased membership by expanding to two annual campaigns targeting new students and stakeholders; Increased corporate sponsorships including a major sponsorship of a signature event by Whole Foods Stores.
- Implemented a robust database using open source programs that combined development and marketing functions
- Created a new brand for the website and collateral material, including e-mail newsletter that focused on free programs and fee-based workshops and provided opportunities for giving.
- Planned and implemented bi-annual fund campaigns and three annual targeted fundraising events i.e art auction, cocktail party benefit and special event “Five Treasures”, a signature recognition benefit which acknowledged the work of outstanding book artists, designers, publishers and poets (including writer Dave Eggers for 826 Valencia youth programs).
- Created a finance committee to develop long-range financial direction and advise the community-based (non-fundraising) board.

CONTRACT POSITIONS, SELECTED CLIENTS (2003-2011)

Director of Museum Operations, International Art Museum (IAMA)

San Francisco, CA

December, 2010 – December, 2011 (Contract Position)

Provided administrative oversight for start-up, soft opening and grand opening of a 34,000 sq. ft facility located in San Francisco's mid-market area. The position required me to operate a fast paced, deadline driven environment which included build out and furnishing of galleries and administrative offices. Other responsibilities included: worked with founding trustees to complete facility; hired staff; established administrative policies, procedures and practices; oversight of installation of permanent collection; identification of high-level contacts with City funding agencies,

DYANA CURRERI – ERMATINGER

5563 Brookdale Avenue Oakland, CA 94605/ 510-686-0119 (cell)/ dyana.curreri@gmail.com

foundations and individual donors; created security, operations and staffing plan for first year; hired consultants to complete project goals; hired and supervised staff and volunteers; provided administration, programming and marketing oversight; prepared and monitored budgets; maintained insurance and vendor contracts; set up information technology systems for administrative offices (hardware/software and protocols); hired and provided oversight of security contract employees to provide a secure and safe environment for delivery and installation of artwork, and ongoing operations for administration, galleries and museum shop in the Central Market Street area.

Flyaway Productions: Aerial Dance Company

San Francisco, CA

January - July 2007

Developed a comprehensive fundraising plan to support the company's mission to make public art (dance) that lives at the intersection of acrobatic spectacle and social justice. Grantwriting to secure funding for program scholarships for an Art and Activism program for at risk High School girls.

Wesley Student Center/Wesley Foundation

University of California, Berkeley

February - July 2007

Provided consultation and administrative support for a capital campaign to build a sustainable housing development for students including solicitation and cultivation of prospects, collateral material and strategy development with Executive Director and board. Organized and analyzed data to identify and research potential funding prospects, developed recommendations, and proposals; trained board members in approaches for cultivation, solicitation, and recognition; strategic planning and goal setting. Developed and implemented a cultivation and stewardship plan for foundation staff. Developed a robust database system utilizing Salesforce. Campaign goal reached: \$697,482

Pittsburgh Glass Center

Pittsburgh, PA.

May 2002 – November 2003

Provided interim leadership for a start-up non-profit art school and educational center located in a redevelopment district in downtown Pittsburgh, PA. Worked with the founders and board to raise additional funding (\$280,000) to complete operational aspects of the facility, hire staff, complete build out of glass studio and artist in residence housing, develop and market programming.

RELATED PROGRAM MANAGEMENT EXPERIENCE

Executive Director

ARTSPAN/SF Open Studios/Art for City Youth

June 2005 - December 2006

ArtSpan is the progenitor of all Bay Area Open Studio programs, representing the work of more than 300 artists living in San Francisco with an annual budget of \$400,000.

Responsibilities included overseeing day to day operations, presentation of the annual event, editing, and publication of a full-color catalog, developing an art in schools residency program, strategic planning with board and Artist's Committee.

Director, Museum of Art

Washington State University, Pullman, WA.

December 1998 – February 2001

Director/ Chief Curator of a university art museum that served as the primary visual arts resource in southwestern Washington state.

Provided administrative, curatorial and board support; worked with the WSU Office of the President to raise \$1.1million in funding for museum operations and exhibitions and co-led a 23 member pre-design committee for a

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new museum (lead gift and design phase funding from the State of Washington); curated and managed 10-12 exhibition projects annually, developed public programming and publications, and taught as an Adjunct Professor in the honors program.

Founding Director, Steven Oliver Art Center (OAC)

Oakland, CA

September 1989- December 1997

Founding Director for OAC; initiated programming at two satellite spaces: San Francisco Design Gallery (progenitor to Wattis Institute for Contemporary Arts) and Downtown Oakland Community Gallery (DTO)

Provided program start-up and administration, programming and marketing; wrote and produced all educational material; organized adjunct gallery advisory boards to develop long-range exhibition planning, maintaining close contact with working artists, community groups, and professional art organizations. Grant writing and other fundraising activities including auctions, individual and direct solicitation to corporations and foundations. Taught as Adjunct Professor of Arts Administration/Professional Practices.

SELECTED CREDENTIALS AND TRAINING

- Lifetime Community College Teaching Credential (CA)
- Kellogg Foundation Fellowship; The Team Approach: Strategies for Effective Programming in Education; Field Museum of Natural History, Chicago (1984)
- University of California, Berkeley- Extension Program; Arts Administration and Management certificate (1986)
- JFK University/Western Museum Conference Institute, Strategic Planning for Non-Profits (1990)
- J.P. Getty Leadership Institute, Los Angeles, CA (2000)
- The Grantsmanship Center, Los Angeles, CA; Grantsmanship Training Program (2003)
- Seeking Corporate Funding; The Foundation Center, San Francisco (2008)
- Title II Grant Training; the State of California, Sacramento (2012)
- Federal Grant Financial Management Training; State of California (CSI), Sacramento (2012)
- GrantwritingUSA Grant Workshop, Hayward, CA (2012)
- EMTRAIN, Preventing Workplace Harassment, webinar training (2015)

EDUCATION

- BA (Art), California State University, Sacramento 1977
- MA (Art), California State University, Sacramento 1979

ADDENDUM: SIGNIFICANT GRANTS AND OTHER FUNDING RECEIVED BY INSTITUTION

San Francisco Conservation Corps

July 2013 – Present

Successful grants from State/Local/Federal, Foundation and Corporate Sources (2013-2016): CalRecycle RLC 30 Recycling: Tire, Oil and E-Waste Operations job training (2015-17) \$1,585,725; Proposition 39 (State of California), Multi-Craft Core Curriculum Partnership: Emerald Cities, SF Building & Construction Trades Council, NorCal Laborers Joint Apprenticeship Training Committee (2013-15; 18 mo.), \$500,000; renewed (2015-16, 12 months); \$300,000; Port of San Francisco, Job Training for Youth, \$505,000 (2 yrs.); Office of Economic and Workforce Development, RAMP-Youth (WIA/General Fund) Workforce Development), \$400,000; OEWD; State of CA/Emergency Drought Relief Program, \$200,500; Basic Education & Vocational Training Programs, \$150,000;

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Employment Training Panel, State of California, Pre-Apprenticeship Training programs, \$156,000; CalRecycle RLC28A: Bottle bill, \$103,083; Dept. Public Works, CS-361 Service Project- N. San Andreas Fuel Mgmt. and Training program, \$150,000; SF Environment, Zero Waste Diversion projects, \$105,000; San Francisco Foundation, Job Training, \$100,000 (2 yrs.) and HOPE S.F. Organizational Development, \$80,000; National Fish and Wildlife Foundation-Wells Fargo Environmental Solutions, Community Garden Rehabilitation, \$62,449; EnergyUpgradeCalifornia (State of California), Community Ambassador Grant, \$64,295; Wells Fargo Foundation, Job Training/Workforce Development, \$45,000 (3 yrs.); The Max And Victoria Dreyfus Foundation (N.Y.) Foundation, General operations, \$15,000 (2 yrs.); GAP Foundation, Job Placement Services, \$20,000 (2 yrs.); PG&E, Education, \$5,000; GGS Foundation: Corpsmember Barrier Removal, \$30,000; Union Bank: Career Development support for Corpsmembers, \$30,000.

City of Oakland

Police Division/Fiscal Services

October 2011 – February 2013

Federal grant writing included: Department of Justice Federal Project Safe Neighborhoods Grant, the Byrne Innovation Grant (\$1 million) developed with the Mayor's Advisor on Community Safety (Reygan Harmon) and the Neighborhood Services Division; Department of Justice- National Institute of Justice grants and reports prepared with assistance of DNA testing-Crime Lab staff; Federal COPS Hiring Grants, BJA SMART Policing Initiative and others prepared with assistance of program police staff and supervisors.

Management of successful grants includes: National Institute of Justice DNA Research and Forensic Science Training (\$600,000); Title II Restorative Justice grant (3 year; Year 1:\$170,000); Juvenile Accountability Block Grants (\$140,000) for Youth Court programs; Technology/ Training grants to Community Oriented Policing programs (\$1.5 million); Juvenile Accountability Block Grant (\$64,000); Office of Traffic Safety grants; and others.

San Francisco Center for the Book

July 2007 – September 2010

Secured funding from the Jobs Now! Program (\$93,600) to hire and train development director and office manager (new positions)

Successful grants from foundation sources: Kahle-Austin Foundation (07-10: \$700,000); Grants for the Arts/ Tourism funding (07-10: \$144,000); The San Francisco Foundation (08: \$10,000 Matching grant) for the annual fund campaign; The Raymond Family Foundation (08 and 09: \$25,000 Matching grant) for the annual fund campaign; youth program development including the Spoken City Book Youth Project funded by The San Francisco Foundation (09: \$10,000); event and special project funding: \$24,000.

Created new revenue streams including a membership program, fundraising events (Macy's Community Shopping Day, Art Auction, Open Studios Gala).

Funded and administered arts in schools program staffed with a resident artist, funded by federal Americorps grant (3 yrs; \$72,000).

Grantwriting, administration for federal and local grants received: The Grants for the Arts/Hotel Tax Fund, Americorps program, San Francisco Foundation, SF Arts Commission, Potrero Nuevo, Miranda Lux, Tides Foundation: \$124,000; Corporate giving and sponsorship of S.F. Open Studios events and publication from Blick Art Material, KGO TV CH 7, 7x7 Magazine, Torani Liquor, Hanger Vodka and Virgin Airlines, 1 year: \$180,000.

Flyaway Productions: Aerial Dance Company (Consultant)

San Francisco, CA

January – July, 2007

Grants received: Zellerbach Foundation \$4,000; Philanthropic Ventures/Silicon Valley Community Foundations/PG&E: \$1,200; Potrero Nuevo/Tides Foundation:\$10,000; Hewlett Foundation (3 year): \$30,000; SF Arts Commission San Francisco Arts Commission Cultural Equity Initiative Grant (3 year): \$30,000; Creative Work

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Fund Grant: \$15,000; Kimball Foundation: \$15,000; NEA Access to Artistic Excellence: \$10,000; San Francisco Arts Commission Cultural Equity Initiative Grant (3 year): \$30,000; Creative Work Fund Grant: \$10,000.

Pittsburgh Glass Center

Pittsburgh, PA.

May 2002 – November 2003

Developed new funding sources: Neighborhood Assistance tax credit program for corporate sponsors; enabled completion of studio spaces (\$49,000) through application to URA capital loan program to support final phases of construction; Grants Received: The Heinz Endowments: 180,000 (2002-2005); The Grable Family Foundation: 30,000; Bayer Foundation:10,000; The Mary Hillman Jennings Foundation:50,000.

Museum of Art, Washington State University

Pullman, WA.

December 1998 – February 2001

Museum received \$125,000 grant from the state legislature for pre-design of a new museum on the Pullman campus; Received \$1 M gift by an alumna as the lead gift for the new museum.

APPENDIX N

Conflict of Interest

AMPS



HONOR HARD WORK

**Amethod Public Schools Inc.
Public Charter Schools**

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

Purpose

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

Article I: Definition of Terms

- ***Interested Person***

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

- ***Financial Interest***

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

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

Article II: Designated Employees

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

Article III: Procedures

- **Duty to Disclose**

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

- **Determining Whether a Conflict of Interest Exists**

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

financial interest as described herein exists.

- **Standards of Conduct- No Board Member or Key Employee shall:**

Engage in conduct that constitutes a conflict of interest, which shall be defined as use by a Board Member or employee of authority of his office or employment of any confidential information received through his position for the private pecuniary benefit of himself, a member of his immediate family, or a business with which the Board Member or employee or a member of his immediate family is associated. "Immediate family" is defined to mean a parent, grandparent, spouse, child, brother or sister and domestic partner.

- **Procedures for Addressing a Conflict of Interest**

- a) An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b) The President or chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c) After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

- **Violations of the Conflicts of Interest Policy**

- a) If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV: Records of Proceedings

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

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

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

Article V: Compensation

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

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

Article VI: Annual Statements

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

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

Article VII: Periodic Reviews

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

- a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

APPENDIX O

Bylaws

AMPS



HONOR HARD WORK

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

ARTICLE I
NAME

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

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

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

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

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

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

ARTICLE IV
DEDICATION OF ASSETS

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

ARTICLE V CORPORATION WITHOUT MEMBERS

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

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

ARTICLE VI BOARD OF DIRECTORS

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

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

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

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

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

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

- a. One to two (1-2) Director(s) will be business owners /managers, employees, or executives of corporations, organizations, municipalities, or companies from the San Francisco Bay Area.
- b. One (1) Director will be affiliated with a college or University.
- c. One Director may be a university student, and/or alumni of the Amethod/Academy Program.
- d. One to two (1-2) Director(s) will be a person with background in finance, investments, city business and/or banking.
- e. The Chief Executive Officer may be a director.
- f. A person with a K-12 charter school leadership experience and background
- g. One (1) Director may be a lawyer affiliated with a professional law corporation.
- h. One Director may be a person affiliated or familiar with commercial real estate expertise and city planning and zoning regulations.

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

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

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

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

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

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

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

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

- a. The death or resignation of any director;
- b. The declaration by Board resolution of a vacancy of the office of a director who has been declared of unsound mind by an order of court or convicted of a felony or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; or found to have neglected or violated his or her duties and responsibilities provided that notice of that meeting at which vote is taken and of the removal questions are given to each member of the board and to the director subject to the removal questions are given at least 10 days prior to the meeting. Any vacancy caused by the removal of a director shall be filled as provided in these Bylaws.
- c. Any director who does not attend three (3) successive board meetings will automatically be removed from the board without board resolution unless (a) the director requests a leave of absence for a limited time, and the leave is approved by the directors at a regular or special meeting(if such granted, the number of the board members will be reduced by one in determining quorum is present), (b) the director suffers from an illness or disability that prevents him or her from attending meetings and the board resolution waives the automatic removal procedure of this subsection; or (c) the board resolution of the majority of board members must agree before a director who has missed three meetings may be reinstated.

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

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

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

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

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

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

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

- a. Each member participating in the meeting can communicate concurrently with all other members;
- b. Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the Corporation;

- c. The Board has adopted and implemented a means of verifying both of the following: A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board meeting; and
- d. All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

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

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

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

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

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

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

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

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

made in accordance with the Brown Act. An "emergency" as defined in Government code section 54956.5 includes "matters upon which prompt action is necessary due to the disruption of public facilities" such as a "work stoppage or other activity which severely impairs public health, safety, or both" or a "crippling disaster which severely impairs public health, safety, or both."

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

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

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

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

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

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

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

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

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

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

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

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

The policy requires:

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

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

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

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

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

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

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

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

Section 28. CONTRACTS WITH DIRECTORS AND OFFICERS. No director of this Corporation nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors or have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board prior to the Board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a

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

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

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

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

ARTICLE VII COMMITTEES

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

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

- b. Audit Committee: The Corporation shall have an audit committee consisting of at least one director and may include nonvoting advisors. Board Directors who are employees or officers of the corporation or who receive, directly or indirectly in any consulting, advisory or other compensatory fee from the corporation (other than for service as a director) may not serve on audit committee. The audit committee shall perform the duties and adhere to the guidelines set forth in the audit committee description as amended from time to time by the board. Such duties include: (1) Assisting the board in choosing an auditor, if necessary; (2) Negotiating the auditor's compensation; (3) Conferring with the auditor regarding the corporation's financial affairs; and (4) Reviewing and accepting or rejecting the audit.
- c. Finance Committee: The Board President select the chairperson of the finance committee. The Treasurer should be a member of committee. The Finance Committee shall be responsible for the developing , recommending , and reviewing fiscal procedures , for the preparation and review of financial reports and projections of revenues and expenses, subject to approval by the board.
- d. Other Committees of the Board. The corporation or Board, may, from time to time be designated by resolution of the Board of Director. Such other committees may consist of persons who are not also members of the board. These additional committees shall act in an advisory capacity only to the board and shall be clearly titled "advisory" committees.

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

ARTICLE VIII OFFICERS OF THE CORPORATION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ARTICLE IX SCHOOL OFFICERS

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

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

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

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

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

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

ARTICLE X INDEMNIFICATION

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

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

incurred by them in connection with any "proceeding," as that term is used in that section. "Expenses," as used in this Bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board by any person seeking indemnification under the Corporations Code section 5238(b) or section 5238(c), the Board shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board shall authorize indemnification.

The Corporation shall have the power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action by or in the right of the Corporation, or brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or brought by the Attorney General or a person granted relator status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the Corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the Corporation, and with such care, including reasonable inquiry, as an ordinarily prudent person in like position would use under similar circumstances.

No indemnification shall be made under this Section:

- a. In respect of any claim, issue, or matter as to which such person shall have been adjudged to be liable to the Corporation in the performance of such person's duty to the Corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;
- b. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or
- c. Of expense incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

Section 3. INDEMNIFICATION AGAINST EXPENSES. To the extent that an agent of the Corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 of this Article or in defense of any claim, issue, or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section 4. REQUIRED DETERMINATIONS. Except as provided in Section 3 of this Article, any indemnification under this Article shall be made by the Corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper

in the circumstances because the agent has met the applicable standard of conduct set forth in Section 2 of this Article, by:

- a. a majority vote of a quorum consisting of directors who are not parties to such proceeding; or
- b. the court in which such proceeding is or was pending upon application made by the Corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by the Corporation.

Section 5. ADVANCE OF EXPENSES. Expenses incurred in defending any proceeding may be advanced by the Corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article.

Section 6. OTHER INDEMNIFICATION. No provision made by the Corporation to indemnify its or its subsidiary's directors or officers for the defense of any proceeding, whether contained in the Articles, Bylaws, a resolution of members or directors, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Article shall affect any right to indemnification to which persons other than such directors and officers may be entitled by contract or otherwise.

Section 7. FORMS OF INDEMNIFICATION NOT PERMITTED. No indemnification or advance shall be made under this Article except as provided in Sections 3 and 4 (b) of this Article, in any circumstances where it appears: that it would be inconsistent with a provision of the Articles, these Bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibit or otherwise limit indemnification; or that it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 8. NONAPPLICABILITY TO FIDUCIARIES OF EMPLOYEE BENEFIT PLANS. This Article does not apply to any proceeding against any trustee, investment manager, or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the Corporation. The Corporation shall have power to indemnify such trustee, investment manager, or other fiduciary to the extent permitted by Section 207 (f) of the California General Corporation Law.

ARTICLE XI INSURANCE

Section 1. INSURANCE. The Corporation shall have right, and use its best efforts, to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee or agent in such capacity or arising from the officer's, director's, employee's or agent's status as such.

ARTICLE XII
MAINTENANCE AND INSPECTION OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep both adequate and correct books and records of accounts and written minutes of the proceedings of its Board, and committees of the Board.

Section 2. INSPECTION BY DIRECTORS. Every director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the Corporation for a purpose reasonably related to the director's interests as a director.

ARTICLE XIII
ENDORSEMENT OF DOCUMENTS; CONTRACTS

Section 1. ENDORSEMENT OF DOCUMENTS; CONTRACTS. Any contract or conveyance made in the name of the Corporation, which is authorized or ratified by the Board or done within the scope of authority conferred by the Board or within the agency power of the officer executing it, except as the Board's authority is limited by law, binds the Corporation and the Corporation acquires rights thereunder whether the contract is executed wholly or in part.

ARTICLE XIV
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board may cause an annual report to be sent to directors within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue of receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. An independent accountants' report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the Corporation's books and records; and
- f. Any other information the Board deems relevant.

This requirement of an annual report shall not apply if the Corporation receives less than \$25,000 in gross receipts during the fiscal year, provided, however, that the information

specified above for inclusion in an annual report must be furnished annually to all directors and to any member who requests it in writing.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an 'interest person' had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involved, in the aggregate, more than \$50,000. For this purpose, an 'interested person' is either:
 - Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- b. Any indemnification or advances aggregating more than \$10,000 paid during the fiscal year to any officer or director of the Corporation as permitted under these Bylaws, unless the indemnification has already been approved by the directors under Corporation's code section 5238(e)(2).

ARTICLE XV OTHER PROVISIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Law shall govern the construction of these Bylaws. Without limiting the generality of foregoing, words in these Bylaws shall be read as the masculine or feminine gender and as the singular or plural, as the context requires. The term "person" includes both a legal entity and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

Section 2. AMENDMENT OF BYLAWS. New Bylaws may be adopted, or these Bylaws may be amended or repealed, by a majority vote of the Board.

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

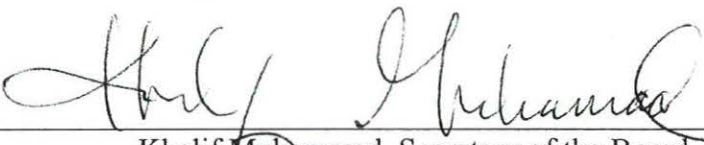
Section 4. FISCAL YEAR. The fiscal year of the Corporation shall be will be July 1, through June 30 or set by the Board.

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

CERTIFICATE OF SECRETARY

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

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



Khalif Muhammad, Secretary of the Board

APPENDIX P

AMPS Emergency Handbook

AMPS



HONOR HARD WORK



AMPS Emergency Procedures Handbook

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Preparation

When schools are faced with emergency situations, what helps is prior preparation. Site-specific emergency drills conducted for the range of different emergencies that can occur is one concrete way to prepare for real disasters. Each school, and more specifically each classroom, must have emergency backpacks. Every school will have a Safety/Emergency Coordinator.

A. Safety Coordinator (SC)

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

B. Drill Scheduling

Drills to be held throughout the year:

A. Lockdown

- Elementary schools (Once each school quarter)
- Middle schools (Once every semester)
- High schools (Once every semester)

B. Fire

- Elementary schools (Monthly)
- Middle schools (Once every semester)
- High schools (Once every semester)

C. Earthquake

- Elementary schools (Once each school quarter)
- Middle schools (Once every semester)
- High schools (Once every semester)

All drills must be scheduled at the beginning of the year, recorded on the Drill Report

Form (Appendix A), and scanned to the Safety Folder in Dropbox. Details on drills and evacuations will be discussed on page eight.

C. Facility Preparation

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

Classroom Safety Checklist

- Are desks and tables located where they cannot slide and block exits?
- Are tall file cabinets securely anchored to the wall or far enough removed from potentially toppling on people.
- Are computers far enough removed from potentially toppling on people?
- Are storage spaces secured to the wall or attached to each other?
- For freestanding equipment on wheels, are they all secured against overturning or sliding?
- Are all heavy, sharp, or breakable wall decorations securely mounted?
- Do books or materials stored on shelves have adequate restraints to keep them from falling?
- Are fire extinguishers securely mounted and easy to access?
- Are all electrical outlets covered so that internal wires are not visible?
- Are wires or other tripping hazards cleared from walkways?
- Are there any cracked windows?
- Are floors free of hindrances (no cracked tiles?)
- Are emergency exit signs functioning?
- Do all classroom and hallways have exit route maps posted?

D. Must-Haves

1. Student emergency cards must be up to date for all students (appendix G).
2. Backpacks
3. Classrooms - There must be one emergency backpack in every classroom, in every school, which must contain the following:
 - 6 water pouches
 - 2 emergency blankets
 - 1 tissue pack
 - 30 wet wipes
 - 1 notepad
 - 1 pen
 - 1 flashlight
 - 2 D size batteries

- 3 light sticks
- 1 marking crayon
- 1 whistle
- 1 pair of leather palm gloves
- 1 Hi-Vis safety vest
- 1 utility bar – 15"
- 2 ice packs
- 34 adhesive bandages
- 5 gauze pads
- 1 gauze roll
- 1 adhesive tape
- 1 pair of vinyl gloves
- Red/Green Card
- 1 clipboard with up-to-date class roster

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

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

E. Visitors

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

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

F. Uninvited Visitors

In accordance with FERPA Law, student safety and privacy takes precedence above all matters. For example, if someone inquires about a student by asking if a particular student enrolled, staff CANNOT acknowledge that a student is even on campus. It is important to understand that even if the person says that he/she is a relative we can't confirm or deny that a student is enrolled. You must check the emergency card before any information is considered; if that person is not listed, then no information is to be given out, and a phone call must be made to their emergency contact informing them of the situation. It is imperative that you handle the situation as if it was your child that is being asked about.

- a) ***Non-students and visitors on campus:*** Students from other campuses or adult visitors are not permitted on campus when school is in session without the Site Leader's permission.
- b) ***Disruptive Visitors:*** Disruptive conduct is any type of unacceptable conduct or behavior by a person at a school or school sponsored activity that disrupts classwork or a school-related activity.

Steps to take:

1. Tell the individual to leave or else he/she will be reported to law reinforcement for misdemeanor. California Penal Code § 626.7
2. When a person is intentionally causing significant disruption, withdrawal of consent to remain on campus will be in effect for fourteen days. California Penal Code § 626.4
3. Workplace violence injunction allows a school, as an employer, to seek a temporary restraining order followed by an injunction for a longer term on behalf of employer.

What is an Incident, Emergency, or a Disaster?

A. Incident

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

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

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

B. Emergency

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

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

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

C. Disaster

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

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

Emergency Phases

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

Prevention/Mitigation Phase: Prevention/Mitigation is perhaps the most important phase of emergency management. Though generally the most cost effective, it is often the least used. Mitigation is taking action to strengthen structures and their contents and also to reduce the potential damage to structures and their contents. Prevention is taking steps to avoid potential problems. Both Prevention and Mitigation require that students and teachers are informed in knowing the actions to take towards minimizing deleterious effects and creating a safer environment so that response costs are lowered and casualties are fewer.

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

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

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

- Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated on site and resources may be mobilized. It will be the Safety Coordinator's or the Site Leader's discretion to begin evacuation.
- Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident command posts may be

activated and emergency instructions may be issued.

- Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

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

The Plan During Drills and Emergencies

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

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

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

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

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

The following plan will:

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

Objectives:

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

A. Role of Staff

School staff are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100). When the school year starts, staff should be asked to fulfill one of the following roles for the school year, in case of an emergency.

During an incident, emergency, or disaster, staff shall fulfill the following roles:

1. **The Site Director:** or designee shall assume overall control and supervision of activities at the school site during an emergency. He/she shall have authority to use discretionary judgment in emergency situations which do not permit execution of prearranged plans. **THE SITE DIRECTOR OR DESIGNEE SHALL:**
 - a. Direct evacuation of buildings
 - b. Arrange for transfer of students when their safety is threatened
 - c. Inform the Executive Director or Designee of all emergency actions taken as soon as possible
2. **Safety Coordinator:** will be coordinating efforts in collaboration or in absence of the Site Director.
 - a. Ensure procedures and plans are being executed.

- b. Ensure all staff members are performing necessary duties.
 - c. Train all staff at the beginning of the school year on emergency procedures.
3. **Teachers:** shall be responsible for supervision of students in their charge.
Classroom/all Teachers shall:
- a. Direct evacuation of students in their charge in accordance with the Site Director's or designee's instruction
 - b. Give the DROP command as necessary
 - c. Take attendance, stay with the students and provide supervision
 - d. Report missing students to the Site Director or Designee
 - e. Send students in need of first aid to the school nurse or a person trained in first aid
4. **PE Teachers/ Custodians (Contractors):** may be appointed as responsible for the use of emergency equipment, the handling of supplies and the use of available utilities. If no PE Teachers/ custodians are available, the Site Director or SC shall assign this task to member(s) of staff.
Custodians shall:
- a. Survey and report damage to the Site Director and/or Executive Director
 - b. Direct rescue operations as directed by Executive Director
 - c. Direct fire-fighting efforts until regular fire-fighting personnel take over
 - d. Control main shutoff valves for gas, water and electricity and ascertain that no hazard results from broken gas, water mains or fallen electrical lines
 - e. Disburse supplies and equipment as needed
5. **Administrative Assistants:** assist in the role of coordination of emergency procedures as needed. *ADMINISTRATIVE ASSISTANTS SHALL:*
- a. Report a fire or disaster to the appropriate authorities
 - b. Answer telephones and monitor radio emergency broadcasts
 - c. Provide for the safety of essential school records and documents
 - d. Assist the Site Director and Executive Director as needed
 - e. Report incidents to Home Office
6. **Other Staff (Paraprofessionals, College Advisors, Staff without students in their charge at the moment of crisis):** As with all other personnel, in times of crisis all staff should have duties.

OTHER STAFF SHALL:

- a. Sweep bathrooms and hallways for students
- b. Serve as messengers between Command Post and Evacuation Center
- c. Supervise the administration of first aid
- d. Organize first aid and medical supplies
- e. Monitor the students, and staff in the "Safe "area evacuation location.

B. Release of Students

The following procedures shall be followed in releasing students in the event of an emergency or disaster:

1. The Site Director or designee shall receive authorization from the Executive Director or Designee before releasing students.
2. Specific signage should be in place so that parents know where to reunite with their students.
3. Individual students shall not leave a school site without receiving permission from the Site Director or designee.
4. If possible, staff shall release students only to persons authorized on the student emergency card.
5. In absence of an emergency card or in an emergency in which reference to the emergency card is impossible, individual students shall be released, upon presentation of identification, to parents/guardians, persons authorized by the parents/guardians, or to authorized persons representing public agencies that may take responsibility, when necessary, for the safety of the student.
6. The Site Director or designee shall record the release of all students by signature, and when available; video and camera.

C. Drills and Procedures

The practice should be led by the Safety Coordinator and Site Director. Students should be briefed and participate in a walkthrough before the time of actual drill so they know what to expect.

It is important to note that drills ARE NOT FREE TIME. Teachers should stress the seriousness of the practice, and report any issues ranging from student behavior to timing of drill to their Safety Coordinator and Site Director.

The Site Director or Designee shall schedule and record each drill conducted on the

Emergency Drill Report form (appendix A), maintain a copy in the office and a copy saved on "Forms and Drills" folder in Dropbox.

Emergency backpacks must be taken each time there is a drill or evacuation.

D. Lockdown Drills

The school conducts lockdown drills along with other types of emergency planning. These drills initially involve more pre-planning and organization than when conducting others. Lockdown drills last approximately 40 minutes.

A lockdown alert is sounded (in manner designated for the specific school site). Some sites have a bell system, others an intercom, and some have neither. Each Safety Coordinator and Site Leader needs to designate a means by which to alert all staff of a lockdown. It can be through a horn, whistle system or walkie-talkie code. These lockdown alerts will be used in instances such as if there is a sniper, armed intruder, or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and respond to the situation based upon training and drills. Remember, the lockdown response is a partnership with local law enforcement.

When the lockdown alarm goes off:

- Students and staff go into classrooms/buildings or run to off-site evacuation areas
- Lock doors
- Cover windows
- Turn off lights
- Stay low and quiet
- Build barricades to block entry
- Have students and staff stay away from doors and windows.
- No one may leave room until given the all clear by law enforcement or Safety Coordinator/ Site Director.

Clear Card Procedure: should be used for ALL emergencies (Lockdown, Fire, and Earthquake)

- Safety Coordinators will implement a card notification for the lockdown procedure that will assist emergency responders during these chaotic situations.
- The process is for the attending classroom staff to slide a color coded card under the door to alert responders if there is an injured person within the class that

needs immediate attention.

- It will also serve to notify responders if there is an all-clear in a specific room thereby freeing the responders to make sure that those classrooms with injured persons receive prompt attention.

The Card system will be the following:

- Green Card: Means there are no severely injured persons in the classroom, all persons within the class are mobile, and conscious
- Red Card: Means that there is at least one seriously injured person who cannot move due to injury or circumstance. The Red card may also mean that there is an unconscious person in the room

During a real lockdown (when there is a sniper, intruder, or active shooter are present in school grounds)

- Call 9-1-1
- Administration notifies Home Office.
- If possible, staff should place a red card under the door/in a window if you have a serious injury in the classroom.
- Evacuate if safe to do so
- Prepare students and yourself for a quick evacuation.
- Follow directions of administration or law enforcement if and when they arrive
- Teachers will take their emergency backpacks to the evacuation site and take roll immediately upon arrival to safe area.
- Teachers will report any missing student(s) to the emergency leader (Site Director or designee)

During a hostage situation:

- Staff and students should sit quietly if the situation is in their presence and try to remain calm. Staff should set the example if the armed intruder is in their presence by doing whatever possible for the staff member and students to survive
- If gun fire starts, staff and students should seek cover or begin rapid movement procedures.
- Do not engage in a conversation or try to persuade the intruder to leave your classroom or school.
- If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her.
- Don't try to take matters into your own hands.

- Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Any whispering or laughter may be perceived by the intruder as directed at him or her.
- Students should know to respond on their own when threatened. Incidents can swiftly occur which leave no time for signals.
- If students are outside and are unable to find access to a room, they should, depending on the situation, initiate "take cover" position or run in a zigzag fashion to the staging areas and stay calm. If and when possible, call 9-1-1 and/or executive administration

Shelter-in-Place

Shelter-in-Place may be directed if there should be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, fugitive nearby, or a predator in the neighborhood. In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site and "shelter-in-place" procedures apply.

The following steps should be followed when instructed or when an alerting system triggers a Shelter-in-Place:

- Shelter: Go inside the nearest building or classrooms, remain there and lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the site director and/or public safety responders.
- Shut: Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- Listen: Remain quiet to hear critical instructions from school officials. If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.
- Additional steps for teachers and staff (if appropriate):
 - Advise students to cover mouth and nose with a damp cloth; tissue, or handkerchief to protect from any airborne hazards.
 - A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
 - Turn off all motors and fans. Still, non-moving air is best. Turn off anything

that creates wind, generates extra heat, or could generate sparks.

- Advise students to remain sheltered until a school or emergency official gives the “all-clear” signal.

E. Fire Drills

Designated evacuation routes shall be posted in rooms and be known by teachers. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event that the designated evacuation route is blocked.

Evacuation areas will be established by each Site Director at the beginning of the school year.

A. Standards for a Successful Fire Drill:

- The fire alarm can be heard by all staff and students.
- Orderly evacuation begins immediately and is completed within five minutes of the initial alarm, with minimal congestion at exit gates.
- Teachers and students are staged in an orderly fashion away from fire lanes. Students remain with their teacher at all times
- Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Site Director/ Safety Coordinator.
- Upon sounding of the all clear, students and staff return to their appropriate classroom and the teacher takes roll again. Missing students are reported to the attendance clerk in the office.

B. In the event that a fire is detected within a school building, use the following procedures:

- The Site Director or designee will order an evacuation if the fire alarm doesn't work, call 9-1-1 and notify the Executive Director or designee.
- Teachers will supervise the evacuation of the classrooms to the designated areas according to the emergency exit plan posted in every classroom and office.
- Teachers will close doors upon evacuating
- Teachers will take their emergency backpacks to the evacuation site and take roll immediately upon arrival to safe area.
- Teachers will report any missing student(s) to the emergency leader (Site Director or Designee)
- The Safety Coordinator, Site Director or Designee shall assist by shutting off gas

valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.

- The Safety Coordinator, Site Director or Designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Designee will also keep access entrances open for emergency vehicles.
- The Safety Coordinator or Designee can take initiative to put out a fire
- Notify students and staff when it is safe to return to the school site under the direction of the fire department and in consultation with the Executive Director or designee.

C. Fire outside of School site: The site director or designee shall:

- Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
- Notify the fire department by calling 911.
- Notify the Executive Director's office.
- If school has evacuated, notify students and staff when it is safe to return to the school site under the direction of the fire department and in consultation with the executive director or designee.

Fires may be caused by hazardous substances, vehicle fuel spill or chemical spills. Staff must act based on their best discretion, but all in all, students and all people on site must stay together and away from any dangers that may be fires, substances, or suspicious packages.

F. Earthquake Drills

Whenever an earthquake alarm or notification is sounded, all students and staff shall immediately begin Drop, Cover, and Hold On procedures

A. Standards for a successful Earthquake Drill

At the sound of the alarm, everyone shall Drop, Cover, and Hold on:

- Drop: each student and staff member takes cover under a sturdy table or desk, dropping to his or her knees, with backs to the windows.
- Cover: this means once under a desk or table, the person must protect head with the arms by gripping the back of their neck with arms and tucking forward to keep the head covered.
- Hold: This means stay under the furniture, holding the position, even if with one hand one must hold onto the furniture and be prepared to move with it. Stay in

this position for at least one minute, or, in a real situation, until shaking stops.

B. In the event of a real earthquake:

- If inside the building but outside of the classroom, drop to the ground and take cover under any available desk, table or bench. If in hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your arms.
- If outside, move away from overhead hazards such as power lines, trees and buildings; drop to the ground and cover the back of the neck. Do not enter building until it is safe to do so.

C. After ground movement stops:

Adults must carry out the following tasks:

- Organizing evacuation, without forgetting emergency backpacks that include up-to-date rosters
- After arrival to safe area, account for all students and provide first aid to injured persons
- Organize rescue teams to locate missing persons
- Extinguish small fires
- Checking damage to utilities; shutting off main power, gas and water
- Establish communication with emergency assistance and Home Office

D. Release of Students

- Authorizing release of students to parents; keep records of such release on the class roster
- Dismissal of students is to be considered only if there is time for students to go safely to their homes. Parents must be notified by radio broadcast, local television, School Messenger, internet, or other means requested.
- Students not picked up or able to go home must be placed in welfare shelters, transportation to shelters will be authorized by Executive Director, Site Director, police, fire or community emergency services

G. Emergency Campus Evacuations

An evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required. Predetermined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, and chain-linked fences with electric shock potential).

Make it clear that a post-earthquake route might differ from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed. Practice evacuation using alternate routes to the assembly areas.

Please use this template to know where your school may go in case of an evacuation and during drills

Sites	Site Evacuation Center	Off-Site Evacuation Center
OCA 4215 Foothill Blvd. Oakland, CA 94601	Black Top	Primary site: Chevron Gas Station Parking Lot Corner of 42 nd Ave. and High St.
OCHS 2433 Coolidge Ave. Oakland, CA 94601	Grassy Meadow in front of Cafeteria	Walgreens
DCA 2000 Dennison St. Oakland, CA 94606	Black Top lot	Union Point Park
RCA 1402 and 1450 Marina Way South Richmond, CA 94804	Parking Lot and Lucretia Edwards Shoreline Park	Marina Park
BJE 1450 Marina Way South Richmond, CA 94804	Parking Lot and Lucretia Edwards Shoreline Park	Marina Park
JHHS 1402 Marina Way South, Richmond, CA 94804	Parking Lot and Lucretia Edwards Shoreline Park	Marina Park

Leaving the building is appropriate for, but not limited to, the following emergencies:

- Fire
- Peacetime bomb threat
- Chemical accident
- Explosion or threat of an explosion following an earthquake
- Other similar occurrences that might make the building uninhabitable or when teacher/supervisor has ascertained that leaving is the best option.

In addition to planning for daily ingress/egress routes and emergency evacuation routes, the school must plan for assisting students, staff and visitors with disabilities. The school map (specific to each site) identifies evacuation areas and ingress/egress routes. Campus map are posted and coordinators and Directors have main copies.

A. If it is necessary to evacuate the entire campus to another school or relief center, the site director must:

- Notify the Executive Director and Chief Operations Officer,
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees,
- Direct the evacuation and assure all students/staff are accounted for as they depart and arrive.

B. All staff members will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the site director in cooperation with emergency services personnel.
- Do not re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Safety Coordinator or Site Director.

C. Teachers Checklist in Evacuations:

- Assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if

other than the standard assembly area.

- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries to Safety Coordinator or Site Director.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so calmly and account for all students.
- Check room and report anything amiss to the Safety Coordinator or Site Director
- Debrief students to calm fears about the evacuation.

D. Accountability

Students are to remain with their teacher in the evacuation area. Teachers shall take their emergency backpacks that must include their class roster in a clipboard and take roll once in the evacuation area and be prepared to identify missing students to the command post and first responders.

The site director or designee shall keep a copy of each drill conducted on the emergency drill report form and file a copy in the office.

E. Radio/ Walkie-Talkie Usage

Every staff member is expected to pick-up a radio/walkie-talkie in the morning from the front office and return radios to the charging stations at the end of the day. Make sure that the radio is turned off when returned so that it will be able to charge in the charging stations. Each staff member is responsible for making sure that his/her radio is charged daily.

For each site, the Site Director and /or Safety Coordinator will advise on the designated channel to tune in to.

- It's very important that ALL staff remain on the designated channel. You are expected to use the assigned codes, and under no circumstance do you make the codes known to the students nor do you allow them to use the Radio. This action will jeopardize the safety of all students and staff at your site.

Keep in mind that most situations will not require a walkie-talkie.

If you need or would like to avoid this scenario, please begin communication with "Request alternate line". At this request the site administrator will be notified and

respond promptly with a line option. Once that line is secured and both parties have switched over, communication can begin.

In most cases, staff will use radios during emergency situations. ALL Amethod School Sites must create codes for the following situations:

- Fire Inside Building
- Fire Outside Building
- Unidentified person on school grounds
- Unidentified person in classroom
- Injured student
- Injured staff
- Violent Student- assistance needed
- Student Leaving Campus
- Call an ambulance
- Gun in sight
- Lockdown

Please have one trusted student in your classroom trained to use the walkie talkie and made aware of the emergency protocol and the location of all required equipment in case there is an emergency where you are incapacitated.

H. Natural Disasters: Storms

Preparing for Storms

Sites should be aware of changing weather conditions and address facility issues quickly.

Keep an eye out for:

- Roof leaks, puddles, rising water, and backflow from sewer lines
- Faulty/unprotected electrical
- Clogged or slow drains
- Leaves and debris on the ground and in drains

Submit repair and maintenance requests as soon as you see an issue.

During Storms

Schools should know and have practiced both lockdown and evacuation procedures in the unlikely event either are necessary.

- Stay informed on storm conditions and follow instructions of local government officials and emergency responders
- Know how to turn off your site's gas and electricity at the main switch and valve.
- Keep students away from windows during extreme weather conditions

- If the power is unstable, unplug computer carts, laptops, monitors, printers, and copiers to prevent damage from power surges.

Storm Closures and Early Releases

In very rare cases, sites may need to close early or close for the day if storm forecasts are predicting extreme weather that would be dangerous to travel to and from the school, or if there is indefinite power outages, complete plumbing shutdowns, or severe flooding on site.

The CEO will make all final school closure decisions. Once it's decided to close a school, Site Leaders should message the details out to parents as soon as possible using School Messenger, memos (day prior), as well as posting on web and social media sites.

Storm Resources

For downed power lines or if you smell natural gas, leave the area immediately and then call 9-1-1 or PG&E at 1-800-743-5000.

For water service emergencies (e.g. no water service, broken hydrants, broken water main pipes), contact EBMUD at 1-866-403-2683.

For life threatening emergencies, call 9-1-1 from a landline or 510-777-3211.

I. Contacting Parents during Emergency

Parents play an invaluable role in preparing their children for emergencies. Listed below are some of the ways parents can help children understand if/when an emergency occurs at school, teachers and school officials are trained to handle the situation. Reassure students that parents will be contacted by the school and they will be reunited with them as soon as it is safe to do so.

At the beginning of the school year, administration must provide parents with a Student Health/Emergency Card. These are to be returned immediately. In case of a declared emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Card is current at all times. Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency.

Parents need to give specific directions to each student to follow the policy outlined by the school and to follow the directions of school personnel. School authorities will do everything possible to care for each student while he/she is under school supervision.

A. School must make sure:

- Emergency contact information is current and correct. Parents must Contact the school immediately whenever a phone number or contact person changes
- Students must know their parent or guardian's name, address and phone numbers. If there is only one parent or guardian, student should have contact information for a second responsible adult
- Explain that cell phones should not be used during an emergency unless directed to do so by a teacher. Emergency responders will depend on cell phones for communication. If students and parents are trying to contact each other, cell phone circuits may become overloaded, interfering with the ability of emergency personnel to communicate vital information.
- Parent must know that In case of an emergency in which the student cannot go to their home, they must make sure there is another place he or she can go and be safe while waiting for a family member to pick them up

B. Communication with parents

- During an emergency, parents should not call the school. It is essential to keep phone lines open so school officials can make outgoing emergency calls. If students are ill or injured, the parents of those students will be notified first.
- Parents should not to go to the school to "help." By doing so, parents can inadvertently create traffic jams that may block emergency responders from getting to the scene or leaving if necessary to transport injured staff or students to emergency medical facilities.

C. Parents/families should:

- Remain calm, follow procedures, and cooperate with school and public safety officials.
- Remain close to the phone listed as your emergency contact number.

Parents should understand that emergency pickup procedures are different than routine pickup procedures. In the event that parents are notified to pick up their child at school or at the designated family reunification site, an identification card must be provided. If

someone else picks up a student, be sure it is someone who is listed on school records as an authorized individual and they are in possession of a photo ID. Students will not be released to anyone who is unauthorized or who cannot provide appropriate identification.

J. Emergency Communications

When emergencies occur, communication is key to ensuring appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

* Contact the Home Office for the most up-to-date School Reach account information.

A. Parent Notification (Incident)

Our first priority is to ensure all students are safe, accounted for, and under adult supervision. As soon as it is possible to do so, the Site Administration and/or Site Director will communicate information to parents and the community.

B. Internal communications will be via public address systems, radios, emails, message runner, telephone and cell phones.

C. External communications will be via the main communications network and news bulletins, as needed, by appointed personnel only.

Site Safety Contacts 2017-2018

AMPS Safety Coordinator- Grace Borja

School Site	Site Director	Safety Coordinator
BJE	Rocio Gonzalez	Rocio Gonzalez
DCA	Angela Ortega	David Song
JHHS	Jeff Clinton	Adam Anglin
OCA	Joel Julien	Pieter Dolmans
OCHS	Sam Pasarow	Keenan Brown
RCA	Randy Taylor	Fernando Ramos

Emergency Numbers

Oakland Region

	Number	Example of Situation
Emergency	Landline – 911 From Cell phone- 510-777-3211 If all circuits busy- 510-777-7777	Medical or emergency help, fire or explosions, violent crimes (assaults, robbery, gun shots), auto accidents involving injury, person with weapons, odor of gas, and other similar problems
Non-Emergency	510-777-3333	Property crimes that occurred previously, drug activity/trafficking, auto accidents with no injury, abandoned vehicles, loud parties, and any incident not life-threatening.
Gas Leaks, Downed Power Lines	1-800-743-5000	If you smell natural gas, see downed power lines, or suspect another emergency situation, leave the area immediately and call 9-1-1. Then, call PG&E at <u>1-800-743-5000</u> .

Richmond Region

	Number	Example of Situation
Emergency	Landline – 911 From Cell phone: Fire- 510-307-8031 Police- 510-233-1214	Medical or emergency help, fire or explosions, violent crimes (assaults, robbery, gun shots), auto accidents involving injury, person with weapons, odor of gas, and other similar problems
Gas Leaks, Downed Power Lines	1-800-743-5000	If you smell natural gas, see downed power lines, or suspect another emergency situation, leave the area immediately and call <u>9-1-1</u> . Then, call PG&E at <u>1-800-743-5000</u> .

Administering Medication

School staff members are not authorized to administer over the counter medication, for example: Tylenol, or Advil.

Administrative Assistants may administer medication only if the following criteria are true:

1. The medication has been prescribed for the student by a doctor
2. The parent and physician have given written authorization by completing the required school medication authorization forms. (Appendix C & D)
3. Students are not allowed to transport medication that will be administered by school administration. Parents are responsible for dropping off medication to the main office.
4. Medical authorization forms must be filed in the Medication binder. Each form is must be filed together with a medication data entry log (Appendix E). Students must sign and date the medication data log every time they receive a dose of medication.

5. Students with long-term illnesses such as asthma must also sign the medication data entry log every time they receive a dose from their inhaler. Assistants must create a specific tab in the medication binder for those students who take medication on a long term basis. All medication must be stored in the main office.
6. Any student who is observed with any type of medication which includes over the counter medication, in any form (pill, syrup, etc) must be escorted to the office immediately. Assistants will confiscate the medication and contact parents. Medication will only be released to a parent.
7. Students with Diabetes – If a student with this condition requires insulin, it is crucial that parents come in and train staff on how to supervise the administration of this medication. The parent must provide medical documentation on the quantity and the conditions by which the medication should be administered.

Each diabetic student must have an individual red folder with copies of all medical instructions, completed AMPS medication forms along with the student medication data entry log. The student must log in every time medication is taken.

8. All medication must be returned to parents before any school break (Thanksgiving, Winter, Spring, and at the end of the year). Administrative Assistants must sign off on the medication form after medication is returned to parents. When school resumes after a break or when a new school year begins another medication form must be completed and submitted to the school office by the parent.
9. Administering over the counter medication should follow the same guidelines as prescribed medication. We will never provide medication, but students can be assisted in taking medication during school hours when there is written authorization from their health care provider and parent/guardian.

Medical Injuries and Emergency Situations

A. Injury Reporting

Staff must use common sense when dealing with any injury situation. If a student is injured in any way they must be sent to the office immediately. All injuries, even minor ones, must be documented using one of these reports.

All students should have an emergency card on file at the school (appendix H)

For very minor injuries, conversations and care should be documented using the Minor Accident Log (appendix F).

For all other injuries, use the Student Accident Call-In Report (appendix G). A parent must be notified, no exceptions. To decide if you should call an ambulance, use this rule of thumb: If this were my child, would I call an ambulance? This form is to be scanned to Home Office (gborja@amethodschools.org).

In all cases, the supervising staff member must complete an injury report and alert the front office. Admin Assistants are responsible for notifying parents. Parents will determine the severity of the injury and determine if it necessary that the student to leave for the day. All conversations must be documented.

B. Emergency Situations

There are times when school staff will have to administer first aid or coordinate with emergency responders. Calmly and carefully assess the medical emergency you are faced with. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

All Administrative Assistants and front office staff should be trained in First Aid, and Safety Coordinators, PE instructors, and after school staff need to go through a CPR certification.

C. Reporting Guidance

When a student incident occurs, if you think there will be medical bills associated with the injury, you should report it to Home Office immediately.

ALL reports should be emailed to the Home Office (gborja@amethodschools.org), it will

be the Home Office's discretion to call the Charter Safe Hotline.
DO NOT GIVE THIS TO PARENTS OR STUDENTS.

For every of the following incidents, school staff must fill out Student Injury Report (Appendix G):

Head Injuries	Sprained ankles
Eye injuries	Deep cut that may need stitches
If paramedics were called	Neck or spine injuries
Broken bones	Etc.
Loss of limbs	

No need to report to Home Office (but still enter on the Minor Incident Log- Appendix F):

Scraped knee	Cramps
Injuries that only require ice pack/band aid	Headache
Illness unrelated to an injury such as stomachache	Bruises
	Etc.

D. At School during Accident

Provide First Aid, refer student to the family's choice of medical provider, or if needed call 911, and finally always contact parent/legal guardian. Inform parent that Student Accident Insurance is available. Home Office will then:

- Collect Student Incident Report
- Call HOTLINE on the same day of incident- if not the following day first thing in the morning
- Fill GALLAGHER KOSTER/BMI BENEFITS and return to school so it can be given to parent (If family wishes to file a student accident claim)

E. First Aid Reminders

A. Rescue breathing Performing CPR

1. Gently tilt the head back and lift the chin to open airway
2. Pinch the nose closed
3. Give two slow breaths into the mouth
4. Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.

5. If you are doing the procedure correctly you should see the chest rise and fall

B. Bleeding

1. Apply direct pressure to the wound
2. Maintain the pressure until the bleeding stops
3. If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart
4. If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding

C. Treatment for Shock

1. Do whatever is necessary to keep the person's body temperature as close to normal as possible
2. Attempt to rule out a broken neck or back
3. If no back or neck injury is present, slightly elevate the person's legs.

D. Choking

1. Stand behind the person
2. Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
3. Grasp your fist with your other hand, give an abdominal thrust.
4. Repeat until the object comes out
5. If required, begin rescue breathing.

E. Suicide Threats and Attempts

Do's:

1. Listen to what the person is saying and take her/his suicidal threat seriously, many times a person may be looking for just that assurance.
2. Observe the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
3. Ask whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
4. Get help by contacting an appropriate staff member who should then call authorities (police, mental health, fire department, etc.) Never attempt to handle a potential suicide by yourself.
5. Stay with the person. Take the person to the authorities once they arrive and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts:

1. Don't leave the person alone for even a minute.

2. Don't act shocked or be sworn to secrecy.
3. Don't underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.
4. Don't let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.
5. Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to trained professional.
6. Under no circumstances should you attempt to counsel the person.

F. Working with the News Media

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Be sure to set aside the designated person and location. Site Directors must designate an individual for this task.

Staff members are to refer any news media personnel that appear elsewhere on campus to:

1. View the AMPS Website (www.amethodschools.org)
2. Call the Home Office 510-501-4799

Special Education

A. General for Student in a wheelchair

In the event of a building emergency, all elevators (where applicable) will automatically shut off, which will prevent wheelchairs from exiting in the usual manner. Any faculty who has a student with a disability in their class will be sent notification by the Special Education Director or Director of the Site.

Faculty may need to assist in orchestrating the student in evacuating their classroom and the building where their class is being taught. The student will familiarize themselves with exits from the building and the emergency carrier devices, labeled "Emergency Evacuation Chair."

Additionally, in the event of an emergency, the student should be able to give clear, concise directions for a safe removal depending on his/her physical condition.

B. The Five General Categories for Disabilities

Mobility Impairments

1. Wheelchair Users

People with mobility disabilities may use one or more devices, such as canes, crutches, a power-driven or manually operated wheelchair, or a three-wheeled cart or scooter, to maneuver through the environment. People who use such devices have some of the most obvious access/egress problems. Typical problems include maneuvering through narrow spaces, going up or down steep paths, moving over rough or uneven surfaces, using toilet and bathing facilities, reaching and seeing items placed at conventional heights, and negotiating steps or changes in level at the entrance/exit point of a building.

A Teacher/Tutor or Administrator should be chosen ahead of time and assigned to properly assist a student that is in a wheelchair, out of the school, following the evacuation plan. The assigned adult should know how to properly lift the student in and out of the chair in accordance to Federal and State Special Education Guidelines.

2. Ambulatory Mobility Disabilities

Generally speaking, if a person cannot physically negotiate, use, or operate some part or element of a standard building egress system, like stairs or the door locks or latches, then that person has a mobility impairment that affects his or her ability to evacuate in an emergency unless alternatives are provided.

3. Respiratory Impairments

People with respiratory impairments can generally use the components of the egress system but may have difficulty safely evacuating due to dizziness, nausea, breathing difficulties, tightening of the throat, or difficulty concentrating. Such people may require rest breaks while evacuating.

All inhalers or respiratory aids should be readily accessible and available for use during the times of evacuation. Administrative Assistants or designee should carry these items during an evacuation.

Visual Impairments

This category includes people with partial or total vision loss. Some people with a visual disability can distinguish light and dark, sharply contrasting colors, or large print but cannot read small print, negotiate dimly lit spaces, or tolerate high glare. For assistance while in transit, walking, or riding, many people with visual impairments use a white cane or have a service animal. There is a risk that a person with a visual impairment would miss a visual cue, such as a new obstruction that occurred during the emergency event, that could affect egress.

A person should be designated in each of the student's classes that will know to physically have the student take the elbow or arm of a person with hearing and follow them using the evacuation plan.

Hearing Impairments

Generally speaking, if a person cannot receive some or all of the information emitted by a standard building egress system, like a fire alarm horn or voice instructions, then that person has a hearing impairment that could affect his or her ability to evacuate in an emergency unless alternatives are provided.

A person should be designated in each of the student's classes that will know to physically have the student take the elbow or arm of a person with hearing and follow them using the evacuation plan.

Speech Impairments

Speech impairments prevent a person from using or accessing information or building features that require the ability to speak. Speech impairments can be caused by a wide range of conditions, but all result in some level of loss of the ability to speak or to verbally communicate clearly.

The only "standard" building egress systems that may require a person to have the

ability to speak in order to evacuate a building are the emergency phone systems in areas of refuge, elevators, or similar locations. These systems need to be assessed in the planning process.

If a student is unable to communicate through use of voice, there should be an adult assigned to assist the student during times of evacuation. The assigned adult and student should practice evacuation plans.

Cognitive Impairments

Cognitive impairments prevent a person from using or accessing building features due to an inability to process or understand the information necessary to use those features.

Cognitive impairments can be caused by a wide range of conditions, including but not limited to developmental disabilities, multiple sclerosis, depression, alcoholism, traumatic brain injury, chronic fatigue syndrome, stroke, and some psychiatric conditions, but all result in some decreased or impaired level in the ability to process or understand the information received by the senses.

All standard building egress systems require a person to be able to process and understand information in order to safely evacuate a building.

In such cases, there will need to be several adults who are preassigned and trained to assist students with cognitive impairments on how to properly evacuate the building, using the evacuation plan. The adults should routinely practice the emergency plans so the students will at least be familiar with the process (as the cognitively impaired may react to alarms, loud noises and flashing lights). Students with these types of disabilities may need to wear headphones or earplugs to help them exit the building safely.

C. Other Impairments and Multiple Impairments

In addition to people with permanent or long-term disabilities, there are others who have temporary conditions that affect their usual abilities. Broken bones, illness, trauma, or surgery can affect a person's use of the built environment for a short time. Diseases of the heart or lungs, neurological diseases with a resulting lack of coordination, arthritis, and rheumatism can reduce a person's physical stamina or cause pain. Other disabilities include multiple chemical sensitivities and seizure disorders. Reduction in overall ability is also experienced by many people as they age. People of extreme size or weight often need accommodation as well.

It is not uncommon for people to have multiple disabilities. For example, someone could have a combination of visual, speech, and hearing disabilities. Evacuation

planning for people with multiple disabilities is essentially the same process as for those with individual disabilities, although it will require more steps to develop and complete more options or alternatives.

***Any of the aforementioned that disables the student for longer than six months requires that the student should have a 504 plan, which will address emergency contact information and special needs.

Appendix A – Emergency Drill Report

DRILL SCHEDULING - Drills to be held throughout the year, at least:

1. Lockdown
 - Elementary schools (Once each school quarter)
 - Middle school (Once a semester)
 - High School (Once a semester)
2. Fire
 - Elementary schools (Monthly)
 - Middle school (Once a semester)
 - High School (Once a semester)
3. Earthquake
 - Elementary schools (Once each school quarter)
 - Middle school (Once a semester)
 - High School (Once a semester)

Drill Type (Fire, Lockdown, Earthquake):		
Date:		
Name of School:		
Address:		
Time Required to Empty School:		
Number of Pupils:		
Has provision been made to manage disabled children?	Yes	No
Remarks:		
Signature of Lead Administrator:		
_____ Date: _____		

The original Drill Report shall be completed on **THE DAY OF THE DRILL**, scanned and placed in the safety Dropbox folder.

APPENDIX B – VISITOR LOG

AMPS VISITOR LOG					
Name	Date	Time In	Time Out	Reason For Visit	Office Initials

Appendix C – Parent/Guardian Medication Permission Form

PARENT/GUARDIAN INFORMATION FOR THE ADMINISTRATION OF MEDICATION AT SCHOOL

We do not encourage students to have medication at school, but if your child is under the care of a physician and must take medication for a specific medical diagnosis or condition, we wish to assist you as needed. A medically untrained person most often performs this function. Consequently, it would be best, with the help of your physician to work out a schedule to give medication outside school hours.

All medication brought to school must be stored in the office and be administered only after this fully completed permission form is on file. Students are not permitted to have medication on their person at the school, walking to and from school, or on the school bus. This practice provides safety of all students on campus. The only exception is when a student's wellbeing is in jeopardy, such as for asthma.

In compliance with California Education Code 49423, when an employee of the school or a school district gives medication to a student the employee must be acting in accordance with the written direction of a physician and with the written permission of the child's parent or legal guardian. These authorizations must be renewed whenever the prescription changes and at the beginning of each school year. The prescription label on the container is not acceptable as a physician's statement.

The following will apply:

1. Medication must be brought to school by the parent or adult representative
2. Medication must be brought to school in the original pharmacy container.
3. Over-the counter drugs must also be in the original container and have a completed form on file.
4. This form must be renewed whenever the prescription and/or dosage changes and at the beginning of each school year.
5. Parent or adult representative must pick up unused medication at the end of the school year or when the medication order expires. Unclaimed medication will be disposed of safely.
6. Medication that needs to be carried by a student for emergency use, such as an asthma inhaler or Epipen, is permitted only if the specific Inhaler/Epipen Form is completed and on file in the school office.

PERMISSION TO ADMINISTER OVER THE MEDICATION DURING SCHOOL HOURS

(This form must be completed by the parent/guardian and contain their signature before any medication can be administered)

I give permission for my child to receive over the counter (OTC) or prescribed medication at the school from the types listed on the attached page. I, or an adult representative whom I designate, will bring all OTC medication to school in its original container. I understand the dosage to be administered will not exceed the dosage recommended on the container unless an increased dosage is approved in writing by my child's physician. I understand additional OTC medications that are not on the list must be approved in writing by a physician before they can be administered to my child. I agree to, and do hereby hold the school, organization or District and its employees harmless from any and all claims, demands, causes of action, liability or loss of any sort of or arising out of acts or omissions of the school or its employees with respect to this medication.

Student Name: _____ Teacher Name: _____

Name of Medication: _____ Exp. Date: _____

Reason for Medication: _____

Dosage: _____ @ _____

_____ # of pills Received (If applicable): _____

Parent/Guardian Signature: _____

Staff Signature: _____ Date Received: _____

.....

of Pills Remaining (If applicable): _____

Picked up by (Name): _____ OR Disposed of on (Date): _____

Staff Signature: _____

Appendix D – Physician’s Recommendation for Medication

This form is to be completed and signed by a licensed physician, then signed by the parent of guardian and returned to the school office. Medication must be in its labeled pharmacy container with no more than one week’s supply of medication.

Pupil’s Name: _____ Birth date: _____

School Site: _____ Teacher _____ Grade: _____

The law allows any person to assist in carrying out a physician’s recommendations. The school recognizes the desirability of following a physician’s recommendation as nearly as possible at school, just as a parent does at home. The fact that this is a service of accommodation which the school is not legally required to perform is recognized by all parties signing this form and, in so signing, they agree to hold the school, its officers, employees, or agents, harmless from liability, suits, and claims, of whatever nature or kind, which might arise out of these arrangements.

<u>Medication</u>	<u>Tablet/Capsule/Liquid</u>	<u>Amount/Doses</u>	<u>Approx. Time</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Precautions/SideEffects _____

Important: Please discontinue this request as of the following date: _____

After this date, changes or continuance of these arrangements must be secured by filling out a newly-dated copy of this form. In case of long-term medication, this authorization must be renewed at the beginning of each school year.

_____ Physician’s Signature	_____ License No.	_____ Date
_____ Address	_____ City	_____ State
_____ Parents Signature	_____ Date	

Address

City

State

Any pupil who is required to take, during the regular school day, medication prescribed for him by a physician, may be assisted school personnel IF the school district receives: (1) A written statement from such physician detailing the method, amount, and time schedules by which such medication is to be taken, and (2) A written statement from the parent/guardian of the pupils indicating the desire that school personnel assist the pupil.

Prescribed Medication Data Entry Log

It is the parent/guardian responsibility to supply the school with all prescribed medication. Parent/guardian must deliver the medicine to school. All medicine should be counted and recorded on the medicine log when delivered to school. Parent/guardian must verify the count/inventory by signing the medication date entry log.

Delivered: _____

Medication Name: _____

Tablet/Capsule/Liquid/Other: _____

Inventory/Quantity: _____

Instructions: _____

Parent/guardian signature: _____

Students Name: _____

DAY	DATE	MEDICATION	TAKEN AT	Notes:

Appendix F – Minor Accident Log

Date: _____ Time: _____ Student Name: _____

Report taken by: _____

Description of incident and care given:

Date: _____ Time: _____ Student Name: _____

Report taken by: _____

Description of incident and care given:

Date: _____ Time: _____ Student Name: _____

Report taken by: _____

Description of incident and care given:

Appendix G – Accident Call-In Report

Amethod Public Schools employees who are present at an activity or facility are primarily responsible to report accident or injuries related to Amethod Public Schools activity. Staff or members involved (or to whom the injury was reported) must perform the essential function of documenting the accident for purposes of prevention of future injuries and for managing any claims that may result.

An Accident Call-In Report must be completed for student's injury. All accident and injuries should be reported to the Home Office immediately. Below find instructions on how to submit a report to the Home Office.

Reporting an Injury Report:

- Accident Call-In Report form must be completed by the employee. [Students or outside parties are NOT to fill out the report].
- Report must be completed and submitted to Amethod Public Schools Home Office by 6:00PM day of injury. If occurred after 6:00 PM report is due next day by 6:00 AM
- Submit Report via email to Grace Borja at gborja@amethodschools.org
- Based upon the nature of the accident/incident Amethod Public Schools will investigate and may provide recommendations or request additional information

The student injury/accident report will help to identify where, when, how, and why students get hurt during school. By using this information, we can pinpoint risk factors at individual sites and improve safety and prevention guidelines that will help minimize physical impact on students.

Student Safety is Top Priority at AMPS!

For questions or further assistance please contact Grace Borja or Pete Cordero at Home Office
(This form is confidential and should **NOT** be given to parents or students.)

charterSAFE

Student Accident Call-In Report

(This form is confidential and should **NOT** be given to parents or students.)

STUDENT INFORMATION

Name of injured student: _____

Age of student: _____ Date of birth: _____ Grade: _____

SCHOOL INFORMATION

Charter School Name: _____

Address: _____ City/State/Zip: _____

School contact's name: _____ Title: _____

Telephone: _____ Email: _____

INCIDENT INFORMATION

Describe the incident in detail:

Date of accident or incident: _____ Time: _____ AM _____ PM _____

If incident did not occur at the site address listed above,

Address of incident: _____ City/State/Zip: _____

Specific body part(s) injured:

Type of injury or illness:

____ Scrape ____ Burn ____ Fracture ____ Cut ____ Sprain/strain ____ Other

Was on-site nurse contacted? ____ Yes ____ No Date and Time: _____

Was medical treatment recommended? ____ Yes ____ No Was treatment refused? ____ Yes ____ No

What type of medical treatment was given?

____ First Aid ____ Clinic ____ Emergency Room ____ Paramedics ____ Hospitalization Did

paramedics transport student? ____ Yes ____ No Date and Time: _____

Was parent/guardian contacted? ____ Yes ____ No Date and Time: _____

PARENT/GUARDIAN INFORMATION

Name: _____ Name: _____

Address: _____ Address: _____

City/State/Zip: _____ City/State/Zip: _____

Telephone: _____ Telephone: _____

Email: _____ Email: _____

Was parent/guardian provided a Gallagher Koster Student Accident Claim form? ____ Yes ____ No

If no, why not? _____

WITNESS INFORMATION

Name: _____ Name: _____

Address: _____ Address: _____

City/State/Zip: _____ City/State/Zip: _____

Telephone: _____ Telephone: _____

REPORTING INFORMATION

Name of person to whom the accident or incident was reported: _____

Date the accident was reported to this person: _____ If the accident was not reported

immediately, why not? _____

PREVENTION INFORMATION

Check any of the following possible causes that may apply: ____ *Running/jumping*

____ *Trip/slip/fall* ____ *Disregard of instructions* ____ *Improper equipment usage* ____ *Inattention* ____ *Act*

of other ____ *Horseplay* ____ *Other (please explain):*

If athletic or playground injury, what type of surface was the student on when the injury occurred?

What steps have been taken or recommended to prevent a recurrence?

Please call in to hotline to make a report.

(877) 263-9904

Do not fax or email report; the JPA will receive a copy from the hotline.

If the family wishes to file a Student Accident claim, the school should complete

Part I of the *Gallagher Koster/BMI Benefits claim form* and sign it, then provide the parent/guardian with the Gallagherkoster/BMI Benefits claim form and the claim instruction sheet. Also, provide the *Student Injury card* to the family to take with them to the medical provider.

The Student Accident Insurance (SAI) provided by CCS JPA covers medical expenses arising from student injuries. The family's health insurance is primary, but if there is no health insurance, the SAI becomes primary. SAI is a no-fault insurance coverage and claims do not impact the school's loss ratio. If parents are made aware of the coverage immediately following an incident, the likelihood of a lawsuit is reduced. The SAI covers students only when they are injured on campus or participating in a school-sponsored off-campus activity.

Appendix H – Student Emergency Card

Student Name _____ Birth Date _____

Sex _____ Grade _____ Primary Language _____

Address _____ City _____ Zip _____ Phone # _____

Parent/Guardian: _____ Parent/Guardian: _____

Occupation: _____ Occupation: _____

Employer: _____ Employer: _____

Address: _____ Address: _____

Telephone: _____ Telephone: _____

List 3 emergency guardians who have agreed to take temporary care if a parent cannot be reached:

Name: _____ Relationship: _____ Phone # _____

Name: _____ Relationship: _____ Phone # _____

Name: _____ Relationship: _____ Phone # _____

List any serious medical condition or allergies:

Name of Doctor: _____ Phone #: _____

Name of Dentist: _____ Phone #: _____

Name of Hospital: _____ Phone #: _____

Insurance Carrier/Policy # _____

AUTHORIZATION FOR EMERGENCY MEDICAL TREATMENT

The undersigned, as parent/legal guardian of, _____ a minor, hereby authorize the principal or designee, into whose care the student has been entrusted, to consent to any X-ray examination, anesthetic, medical or surgical diagnosis, treatment, and/or hospital care to be rendered to the student upon the advice of any licensed physician and/or dentist. It is understood that this authorization is given in advance of any required diagnosis, treatment, or hospital care and provides authority and power to the Amethod Public Schools ("District") to give specific consent to any and all such diagnosis, treatment, or hospital care which a licensed physician or dentist may deem necessary. This authorization is given in accordance with Section 49407 of the California Education Code, and shall remain effective until revoked in writing and delivered to the District. I understand that the District, its officers and its employees assume no liability of any nature in relation to the transportation of the student. I further understand that all costs of paramedic transportation, hospitalization, and any examination, X-ray, or treatment provided in relation to this authorization shall be my sole responsibility as the student's parent/guardian.

Parent Signature: _____ Date: _____

Downtown Charter Academy Emergency Action Guide Emergency: To report an accident, fire, serious injury or crime in progress that requires immediate response.	Oakland Police Emergency: (510) 777-3211 Alameda County Emergency Services: Dial 911 or 9-911 on campus phones. Oakland Police non-emergency: (510) 777-3333	Front Office: 510-535-1580 Safety Coordinator: Mr. David Song
---	---	---

<u>You are in Building:</u> Downtown Charter Academy	<u>Building Address:</u> 2000 Dennison St., Oakland, CA 94606	<u>Room or Area:</u>
---	--	----------------------

SITUATION		ACTION	CALL
ACCIDENT	If student or staff sustained injury requiring medical attention or if student sustains head or eye injury.	1. Render assistance 2. Call 9-1-1 3. Call student parent/ staff emergency contact 4. Complete "Accident Call-In Report" and scan copy to gborja@amethodschools.org	Emergency: (510) 777-3211 or Dial 911
BOMB THREAT	Receive threatening phone call over the phone	1. Keep caller on phone for as long as possible asking questions: a. When is bomb going to explode? b. Where is it? c. What does it look like? d. What will cause it to explode? e. Who are you, why are you doing this? 2. Another individual alerted to call 911	Emergency: (510) 777-3211 or Dial 911
FIRE	Smoke, Fire or Fire Alarm is sounding	1. Pull fire alarm if alarm not sounded 2. Stay calm and instruct students to line-up single file without talking 3. Grab emergency backpack 4. Supervise evacuation of classroom according to posted exit route 5. Close, but not do lock door upon exit 6. Direct students to blacktop, make sure students are standing/ sitting in single-file and quiet 7. Take roll 8. Report any missing or injured student(s) to Safety Coordinator/ Site Director 9. Tend to injured students, do not leave students unattended 10. Only return to building when given the all clear signal by Safety Coordinator/ Site Director	Emergency: (510) 777-3211 or Dial 911
EARTHQUAKE	Inside / Outside	Inside: 1. Drop: each student and staff member takes cover under a study table or desk, dropping to the knees, with backs to the windows. 2. Cover: once under table, protect head with arms by gripping back of neck and tucking forward to keep head covered. 3. Hold: stay under the furniture, holding the position, even if with one hand one must hold onto the furniture and be prepared to move with it. Stay in this position for 1 minute if it's a drill, and until shaking stops if a real situation. Outside: Stay away from buildings, tall trees, power lines. Drop & Cover head/neck After ground movement stops: Complete evacuation procedures as described below	Emergency: (510) 777-3211 or Dial 911

Evacuation	Leaving the building is appropriate for, but not limited to, the following emergencies: -Fire -Chemical spill inside the building -Explosion or threat of an explosion following an earthquake	Assemble students for evacuation using designated routes and account for all students: 1. If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area. 2. Upon arrival at assembly area, account for all students. 3. Secure medical treatment for injured students. 4. Report any students missing or left behind because of serious injury to SC/ Site Director. 5. Stay with and calm students. 6. If given all clear to return to classroom, supervise re-entry 7. Inspect room and inform Safety Coordinator/ Site Director if anything amiss.	
Lockdown	Issued if an armed intruder or active shooter is on campus	1. Students and staff go into classrooms/ buildings or run to off-site evacuation areas 2. Lock doors, cover windows, turn off lights 3. Stay down and quiet 4. Build barricades to block door 5. Have students and staff stay away from view of doors and windows, all keeping quiet 6. No one can leave room unless instructed by authorized personnel 7. Call Emergency and provide description of intruder if possible	Emergency: (510) 777-3211 or Dial 911
Shelter-in-Place	Due to danger in the community, it is safer for students to remain indoors (gas leaks, chemical spills, fugitive in the neighborhood)	1. Shelter- Go inside nearest classroom or building, remain there and lock door. 2. Shut- Close all doors and windows. The tighter and more complete the seal, the better. 3. Listen: Remain quiet to hear critical instructions from school officials. RADIO STATIONS: KCBS 740AM, KNBR 680 AM, KGO 810 AM, RADIO OAKLAND 530 AM	If you smell natural gas, see downed power lines, or suspect another emergency situation, leave the area immediately and call 9-1-1. Then, call PG&E at 1-800-743-5000 General Information Office of Emergency Services: (510) 238-3938

Safety Coordinator Checklist for Audit

School Site:

Date:

Site Leader:

Safety Coordinator:

Corrections Due:

Emergency Preparedness				
Emergency Supplies Readiness				
Audit Item	Finding	Action Item/Comment	On Track	Needs Attention
Emergency Backpack in Every Classroom w/ Current Class Roster				
Emergency Backpack at Front Office with Current School Roster				
Epipen Kit Complete				
Student Safety				
Audit Item	Finding	Action Item/Comment	On Track	Needs Attention
All students with in-school medication have corresponding signed paperwork				
Minor Accident Log Binder				

Accident Call-In Reports/ Reports sent to gborja@amethodschools.org				
Visitor Sign-In Log completed accurately				
Special Emergency Response Instructions for Students with Disabilities				
Staff Safety				
Audit Item	Finding	Action Item/Comment	On Track	Needs Attention
All Staff Safety Training Sign-In Sheet				
All Staff have assigned role in case of Emergency				
All Staff Emergency Contacts on File at School				
Facility Readiness				
Audit Item	Finding	Action Item/Comment	On Track	Needs Attention
All tall cabinets and shelves anchored				
Walkways clear of hindrances				
Fire Extinguishers servicing current				
Emergency Exit Routes Posted in All Classrooms				

APPENDIX Q

Five Year Budget Summary

AMPS



HONOR HARD WORK

AMETHOD

Multiyear Budget Summary

	2018/19	2019/20	2020/21	2021/22	2022/23
	Preliminary	Preliminary	Preliminary	Preliminary	Preliminary
	Budget - OCA	Budget - OCA	Budget - OCA	Budget - OCA	Budget - OCA
SUMMARY					
Revenue					
LCFF Entitlement	2,514,832	2,585,597	2,611,453	2,637,567	2,663,943
Federal Revenue	304,111	307,152	310,223	313,326	316,459
Other State Revenues	646,689	656,183	665,916	675,894	686,125
Local Revenues	75,077	76,304	77,552	78,823	80,116
Fundraising and Grants	-	-	-	-	-
Total Revenue	3,540,709	3,625,235	3,665,144	3,705,610	3,746,644
Expenses					
Compensation and Benefits	1,755,581	1,817,744	1,882,350	1,949,508	2,019,331
Books and Supplies	233,459	240,462	247,676	255,106	262,760
Services and Other Operating Expenditures	1,051,145	1,081,865	1,108,231	1,133,779	1,160,029
Depreciation	120,831	107,257	94,946	-	-
Total Expenses	3,161,016	3,247,328	3,333,203	3,338,393	3,442,120
Operating Income	379,693	377,907	331,941	367,217	304,524
Fund Balance					
Beginning Balance (Unaudited)	2,345,002	2,724,696	3,102,603	3,434,544	3,801,761
Operating Income (including Depreciation)	379,693	377,907	331,941	367,217	304,524
Ending Fund Balance	2,724,696	3,102,603	3,434,544	3,801,761	4,106,284
Ending Fund Balance as a % of Expenses	86%	96%	103%	114%	119%

Detail

Enrollment Summary

	-	-	-	-	-
K-3	-	-	-	-	-
4-6	90	90	90	90	90
7-8	180	180	180	180	180
9-12	0	0	0	0	0
Total Enrolled	270	270	270	270	270

Staffing

1100 - Teacher	11	11	11	11	11
1148 - Education Specialist	1	1	1	1	1
1300 - Site Leadership (Site Directors)	1	1	1	1	1
1300 - Site Leadership (Deans)	1	1	1	1	1
1311 - SPED Admin (Home Office)					
2100 - Classified Tutors and Instructional Aides	3	3	3	3	3
2103 - SPED Tutor	2	2	2	2	2
2300 - Home Office Staff					
2400 - Classified Clerical (site admin assistants and othe	4	4	4	4	4
2905 - After school staff	3	3	3	3	3
	26	26	26	26	26

ADA %

K-3	96%	96%	96%	96%	96%
4-6	96%	96%	96%	96%	96%
7-8	96%	96%	96%	96%	96%
9-12	96%	96%	96%	96%	96%
Average	96%	96%	96%	96%	96%

ADA

K-3	0.0	0.0	0.0	0.0	0.0
4-6	86.4	86.4	86.4	86.4	86.4
7-8	172.8	172.8	172.8	172.8	172.8
9-12	0.0	0.0	0.0	0.0	0.0
Total ADA	259.2	259.2	259.2	259.2	259.2

LCFF Entitlement

SUBTOTAL - LCFF Entitlement		2,514,832	2,585,597	2,611,453	2,637,567	2,663,943
8100	Federal Revenue					
8181	Special Education - Entitlement	32,724	33,051	33,382	33,716	34,053
8220	Child Nutrition Programs	43,628	44,064	44,505	44,950	45,399
8291	Title I	218,596	220,782	222,990	225,220	227,472
8292	Title II	1,309	1,322	1,335	1,349	1,362
8293	Title III	7,854	7,932	8,012	8,092	8,173
8298	Implementation Grant	-	-	-	-	-
8299	All Other Federal Revenue	-	-	-	-	-
SUBTOTAL - Federal Income		304,111	307,152	310,223	313,326	316,459
8300	Other State Revenues					
8381	Special Education - Entitlement (State)	134,561	135,907	137,266	138,638	140,025
8382	SPED - Reimbursement (Mental Health)	13,090	13,220	13,353	13,486	13,621
8520	Child Nutrition - State	4,590	4,636	4,683	4,730	4,777
8545	School Facilities Apportionments	240,239	247,446	254,869	262,515	270,391
8550	Mandated Cost Reimbursements	13,997	13,997	13,997	13,997	13,997
8560	State Lottery Revenue	49,974	50,474	50,978	51,488	52,003
8590	All other state revenue	26,438	26,703	26,970	27,240	27,512
8596	ASES	163,800	163,800	163,800	163,800	163,800
SUBTOTAL - Other State Income		646,689	656,183	665,916	675,894	686,125
8600	Other Local Revenue					
8699	All Other Local Revenue	27,488	27,763	28,041	28,321	28,604
8781	All Other transfers from Districts or Charter Schools	47,589	48,541	49,512	50,502	51,512
SUBTOTAL - Local Revenues		75,077	76,304	77,552	78,823	80,116
8800	Donations/Fundraising	-	-	-	-	-
TOTAL REVENUE		3,540,709	3,625,235	3,665,144	3,705,610	3,746,644

EXPENSES**Compensation & Benefits**

1000	Certificated Salaries					
1100	Teachers Salaries	610,166	628,471	647,325	666,745	686,747
1103	Teacher - Substitute Pay	-	-	-	-	-
1148	Teacher - Special Ed	59,500	61,285	63,124	65,017	66,968
1300	Certificated Supervisor & Administrator Salaries	183,340	188,840	194,505	200,341	206,351
1311	SpEd	72,862	75,048	77,300	79,618	82,007
	SUBTOTAL - Certificated Employees	925,868	953,644	982,253	1,011,721	1,042,073
2000	Classified Salaries					
2100	Classified Instructional Aide Salaries	135,960	140,039	144,240	148,567	153,024
2103	Classified - Special Ed	117,420	120,943	124,571	128,308	132,157
2300	Classified Supervisor & Administrator Salaries	-	-	-	-	-
2400	Classified Clerical & Office Salaries	133,076	137,068	141,180	145,416	149,778
2905	Other Classified - After School	135,960	140,039	144,240	148,567	153,024
	SUBTOTAL - Classified Employees	522,416	538,088	554,231	570,858	587,984
3000	Employee Benefits					
	SUBTOTAL - Employee Benefits	307,297	326,011	345,865.37	366,928.57	389,274.52

4000	Books & Supplies					
4100	Approved Textbooks & Core Curricula Materials	45,831	47,206	48,622	50,081	51,583
4200	Books & Other Reference Materials	11,458	11,801	12,155	12,520	12,896
4320	Educational Software	23,639	24,348	25,078	25,830	26,605
4325	Instructional Materials & Supplies	12,083	12,445	12,819	13,203	13,599
4326	Art & Music Supplies	5,729	5,901	6,078	6,260	6,448
4330	Office Supplies	12,467	12,841	13,226	13,623	14,031
4335	PE Supplies	3,766	3,879	3,995	4,115	4,238
4345	Non Instructional Student Materials & Supplies	3,625	3,734	3,846	3,961	4,080
4350	Uniforms	12,890	13,277	13,675	14,085	14,508
4410	Classroom Furniture, Equipment & Supplies	10,311	10,620	10,939	11,267	11,605
4420	Computers (individual items less than \$5k)	12,890	13,277	13,675	14,085	14,508
4430	Non Classroom Related Furniture, Equipment & Supplies	10,026	10,326	10,636	10,955	11,284
4710	Student Food Services	57,289	59,007	60,777	62,601	64,479
4720	Other Food	11,458	11,801	12,155	12,520	12,896
	SUBTOTAL - Books and Supplies	233,459	240,462	247,676	255,106	262,760
5000	Services & Other Operating Expenses					
5210	Conference Fees	8,034	8,275	8,523	8,779	9,042
5220	Travel and Lodging	7,448	7,671	7,901	8,138	8,382
5305	Dues & Membership - Professional	1,395	1,437	1,480	1,525	1,570
5400	Insurance	20,858	21,483	22,128	22,792	23,475
5515	Janitorial, Gardening Services & Supplies	26,926	27,733	28,565	29,422	30,305
5520	Security	3,955	4,074	4,196	4,322	4,451
5535	Utilities - All Utilities	36,665	37,765	38,898	40,065	41,266
5600	Rentals, Leases, & Repairs	16,724	17,226	17,743	18,275	18,823
5610	Rent	320,318	329,928	339,826	350,021	360,521
5611	Prop 39 Related Costs	-	-	-	-	-
5615	Repairs and Maintenance - Building	27,328	28,148	28,992	29,862	30,758

5631	Deferred Rent					
5803	Accounting Fees	7,700	7,931	8,168.49	8,413.55	8,665.95
5809	Banking Fees	564	581	598	616	635
5812	Business Services	354,071	362,524	366,514	370,561	374,664
5815	Consultants - Instructional	10,712	11,033	11,364	11,705	12,056
5820	Consultants - Non Instructional - Custom 1	17,187	17,702	18,233	18,780	19,344
5824	District Oversight Fees	28,644	29,504	30,389	31,300	32,239
5833	Fines and Penalties	1,863	1,919	1,977	2,036	2,097
5836	Fingerprinting	1,272	1,311	1,350	1,390	1,432
5843	Interest - Loans Less than 1 Year					
5845	Legal Fees	4,870	5,016	5,166	5,321	5,481
5848	Licenses and Other Fees	3,569	3,676	3,787	3,900	4,017
5851	Marketing and Student Recruiting	1,992	2,052	2,114	2,177	2,243
5852	CAM Fees	-	-	-	-	-
5857	Payroll Fees	4,172	4,297	4,426	4,559	4,696
5860	Printing and Reproduction	2,792	2,876	2,962	3,051	3,142
5861	Prior Yr Exp (not accrued)					
5863	Professional Development	21,500	23,500	25,000	25,000	25,000
5866	Special Ed Admin and other fees	8,489	8,744	9,006	9,276	9,555
5869	Special Education Contract Instructors	38,383	39,535	40,721	41,943	43,201
5874	Sports	7,161	7,376	7,597	7,825	8,060
5875	Staff Recruiting	3,220	3,316	3,416	3,518	3,624
5877	Student Activities	14,322	14,752	15,194	15,650	16,120
5878	Student Assessment	4,690	4,831	4,976	5,125	5,279
5880	Student Health Services	309	319	328	338	348
5881	Student Information System	4,311	4,440	4,574	4,711	4,852
5887	Technology Services	13,905	14,322	14,752	15,194	15,650
5893	Transportation - Student	5,562	5,729	5,901	6,078	6,260
5900	Communications	19,626	20,214	20,821	21,445	22,089
5915	Postage and Delivery	608	627	645	665	685
SUBTOTAL - Services & Other Operating Exp.		1,051,145	1,081,865	1,108,231	1,133,779	1,160,029
6000	Capital Outlay					
6100	Sites & Improvement of Sites	-	-	-	-	-
SUBTOTAL - Capital Outlay		-	-	-	-	-
TOTAL EXPENSES		3,040,185	3,140,071	3,238,257	3,338,393	3,442,120
6900	Total Depreciation (includes Prior Years)	120,831	107,257	94,946		
TOTAL EXPENSES including Depreciation		3,161,016	3,247,328	3,333,203	3,338,393	3,442,120

APPENDIX R

Monthly Cash Flow – 5 Years

AMPS



HONOR HARD WORK

	2018-19													
	Actual & Projected													
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	AP/AR
Beginning Cash	183,356	\$361,247	\$301,640	\$180,434	\$204,405	\$249,477	\$176,762	\$217,401	\$168,352	\$229,773	\$411,725	\$464,116		
Revenue														
LCFF Entitlement		\$98,534	\$130,303	\$235,600	\$162,536	\$162,536	\$235,600	\$162,536	\$296,671	\$318,020	\$208,424	\$208,424	\$2,219,184	\$295,648
Federal Revenue	\$35,294	\$0	\$0	\$35,294	\$0	\$0	\$40,289	\$0	\$0	\$40,289	\$0	\$0	\$151,166	\$152,945
Other State Income		\$110,771	\$5,731	\$10,316	\$128,103	\$10,316	\$10,316	\$21,132	\$10,316	\$69,210	\$76,682	\$10,316	\$463,212	\$183,477
Local Revenues		\$0	\$0	\$0	\$0	\$0	\$0	\$12,851	\$0	\$0	\$12,851	\$0	\$25,701	\$49,376
Donations/Grants													\$0	\$0
Total Revenue	\$35,294	\$209,305	\$136,034	\$281,210	\$290,639	\$172,852	\$286,205	\$196,519	\$306,988	\$427,519	\$297,957	\$218,741	\$2,859,263	\$681,446
Expenses														
Compensation & Benefits	\$146,298	\$146,298	\$146,298	\$146,298	\$146,298	\$146,298	\$146,298	\$146,298	\$146,298	\$146,298	\$146,298	\$146,298	\$1,755,581	\$0
Books & Supplies	\$46,692	\$35,019	\$23,346	\$23,346	\$11,673	\$11,673	\$11,673	\$11,673	\$11,673	\$11,673	\$11,673	\$23,346	\$233,459	\$0
Services & Other Operating Exp	\$87,595	\$87,595	\$87,595	\$87,595	\$87,595	\$87,595	\$87,595	\$87,595	\$87,595	\$87,595	\$87,595	\$87,595	\$1,051,145	\$0
Capital Outlay													\$0	\$0
Total Expenses	\$280,586	\$268,913	\$257,240	\$257,240	\$245,567	\$245,567	\$245,567	\$245,567	\$245,567	\$245,567	\$245,567	\$257,240	\$3,040,185	\$0
Operating Cash Inflow (Outflow)	-\$245,291	-\$59,607	-\$121,205	\$23,970	\$45,072	-\$72,715	\$40,638	-\$49,048	\$61,421	\$181,952	\$52,390	-\$38,499		
Ending Cash	361,247	\$301,640	180,434	204,405	249,477	176,762	\$217,401	168,352	229,773	411,725	464,116	425,616		

2019-20 Actual & Projected														
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	AP/AR
Beginning Cash	425,616	\$852,983	\$786,678	\$658,392	\$676,734	\$716,623	\$637,546	\$672,956	\$617,783	\$674,183	\$852,320	\$899,599		
Revenue														
LCFF Entitlement		\$99,519	\$131,606	\$237,956	\$164,161	\$164,161	\$237,956	\$164,161	\$299,638	\$321,200	\$210,509	\$210,509	\$2,241,376	\$344,221
Federal Revenue	\$35,647	\$0	\$0	\$35,647	\$0	\$0	\$40,692	\$0	\$0	\$40,692	\$0	\$0	\$152,677	\$154,474
Other State Income		\$111,879	\$5,789	\$10,420	\$129,384	\$10,420	\$10,420	\$21,344	\$10,420	\$69,902	\$77,449	\$10,420	\$467,844	\$188,339
Local Revenues		\$0	\$0	\$0	\$0	\$0	\$0	\$12,979	\$0	\$0	\$12,979	\$0	\$25,958	\$50,346
Donations/Grants													\$0	\$0
Total Revenue	\$35,647	\$211,398	\$137,395	\$284,022	\$293,546	\$174,581	\$289,067	\$198,484	\$310,058	\$431,794	\$300,937	\$220,928	\$2,887,856	\$737,380
Expenses														
Compensation & Benefits	\$151,479	\$151,479	\$151,479	\$151,479	\$151,479	\$151,479	\$151,479	\$151,479	\$151,479	\$151,479	\$151,479	\$151,479	\$1,817,744	\$0
Books & Supplies	\$48,092	\$36,069	\$24,046	\$24,046	\$12,023	\$12,023	\$12,023	\$12,023	\$12,023	\$12,023	\$12,023	\$24,046	\$240,462	\$0
Services & Other Operating Exp	\$90,155	\$90,155	\$90,155	\$90,155	\$90,155	\$90,155	\$90,155	\$90,155	\$90,155	\$90,155	\$90,155	\$90,155	\$1,081,865	\$0
Capital Outlay													\$0	\$0
Total Expenses	\$289,727	\$277,703	\$265,680	\$265,680	\$253,657	\$253,657	\$253,657	\$253,657	\$253,657	\$253,657	\$253,657	\$265,680	\$3,140,071	\$0
Operating Cash Inflow (Outflow)	-\$254,079	-\$66,305	-\$128,286	\$18,342	\$39,888	-\$79,076	\$35,410	-\$55,173	\$56,400	\$178,137	\$47,279	-\$44,752		
Ending Cash	\$852,983	786,678	658,392	676,734	716,623	637,546	672,956	617,783	674,183	852,320	899,599	854,847		

		2020-21													
		Actual & Projected													
		Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	AP/AR
Beginning Cash		854,847	\$1,329,480	\$1,256,626	\$1,121,412	\$1,134,291	\$1,169,174	\$1,083,901	\$1,114,260	\$1,053,130	\$1,104,689	\$1,279,202	\$1,321,549		
Revenue															
LCFF Entitlement			\$100,515	\$132,922	\$240,335	\$165,803	\$165,803	\$240,335	\$165,803	\$302,634	\$324,412	\$212,614	\$212,614	\$2,263,790	\$347,663
Federal Revenue	\$36,004	\$0	\$0	\$36,004	\$0	\$0	\$0	\$41,099	\$0	\$0	\$41,099	\$0	\$0	\$154,204	\$156,019
Other State Income		\$112,998	\$5,847	\$10,524	\$130,678	\$10,524	\$10,524	\$10,524	\$21,557	\$10,524	\$70,601	\$78,224	\$10,524	\$472,523	\$193,393
Local Revenues		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$13,109	\$0		\$13,109	\$0	\$26,218	\$51,335
Donations/Grants														\$0	\$0
Total Revenue		\$36,004	\$213,512	\$138,769	\$286,862	\$296,481	\$176,327	\$291,958	\$200,469	\$313,158	\$436,112	\$303,946	\$223,137	\$2,916,734	\$748,410
Expenses															
Compensation & Benefits	\$156,862	\$156,862	\$156,862	\$156,862	\$156,862	\$156,862	\$156,862	\$156,862	\$156,862	\$156,862	\$156,862	\$156,862	\$156,862	\$1,882,350	\$0
Books & Supplies	\$49,535	\$37,151	\$24,768	\$24,768	\$12,384	\$12,384	\$12,384	\$12,384	\$12,384	\$12,384	\$12,384	\$12,384	\$24,768	\$247,676	\$0
Services & Other Operating Exp	\$92,353	\$92,353	\$92,353	\$92,353	\$92,353	\$92,353	\$92,353	\$92,353	\$92,353	\$92,353	\$92,353	\$92,353	\$92,353	\$1,108,231	\$0
Capital Outlay														\$0	\$0
Total Expenses		\$298,750	\$286,367	\$273,983	\$273,983	\$261,599	\$261,599	\$261,599	\$261,599	\$261,599	\$261,599	\$261,599	\$273,983	\$3,238,257	\$0
Operating Cash Inflow (Outflow)		-\$262,747	-\$72,854	-\$135,214	\$12,880	\$34,882	-\$85,272	\$30,359	-\$61,130	\$51,559	\$174,513	\$42,347	-\$50,845		
Ending Cash		\$1,329,480	1,256,626	1,121,412	1,134,291	1,169,174	1,083,901	1,114,260	1,053,130	1,104,689	1,279,202	1,321,549	1,270,703		

2021-22 Actual & Projected														
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	AP/AR
Beginning Cash	1,270,703	\$1,747,515	\$1,667,956	\$1,525,661	\$1,532,941	\$1,562,691	\$1,471,085	\$1,496,266	\$1,429,044	\$1,475,637	\$1,646,414	\$1,683,704		
Revenue														
LCFF Entitlement		\$101,520	\$134,251	\$242,739	\$167,461	\$167,461	\$242,739	\$167,461	\$305,661	\$327,656	\$214,740	\$214,740	\$2,286,428	\$351,140
Federal Revenue	\$36,364	\$0	\$0	\$36,364	\$0	\$0	\$41,510	\$0	\$0	\$41,510	\$0	\$0	\$155,746	\$157,579
Other State Income		\$114,128	\$5,905	\$10,629	\$131,985	\$10,629	\$10,629	\$21,773	\$10,629	\$71,307	\$79,006	\$10,629	\$477,248	\$198,646
Local Revenues		\$0	\$0	\$0	\$0	\$0	\$0	\$13,240	\$0	\$0	\$13,240	\$0	\$26,480	\$52,343
Donations/Grants													\$0	\$0
Total Revenue	\$36,364	\$215,648	\$140,156	\$289,731	\$299,446	\$178,090	\$294,877	\$202,473	\$316,290	\$440,473	\$306,986	\$225,369	\$2,945,902	\$759,709
Expenses														
Compensation & Benefits	\$162,459	\$162,459	\$162,459	\$162,459	\$162,459	\$162,459	\$162,459	\$162,459	\$162,459	\$162,459	\$162,459	\$162,459	\$1,949,508	\$0
Books & Supplies	\$51,021	\$38,266	\$25,511	\$25,511	\$12,755	\$12,755	\$12,755	\$12,755	\$12,755	\$12,755	\$12,755	\$25,511	\$255,106	\$0
Services & Other Operating Exp	\$94,482	\$94,482	\$94,482	\$94,482	\$94,482	\$94,482	\$94,482	\$94,482	\$94,482	\$94,482	\$94,482	\$94,482	\$1,133,779	\$0
Capital Outlay													\$0	\$0
Total Expenses	\$307,962	\$295,207	\$282,451	\$282,451	\$269,696	\$269,696	\$269,696	\$269,696	\$269,696	\$269,696	\$269,696	\$282,451	\$3,338,393	\$0
Operating Cash Inflow (Outflow)	-\$271,598	-\$79,559	-\$142,295	\$7,280	\$29,750	-\$91,606	\$25,181	-\$67,223	\$46,594	\$170,777	\$37,290	-\$57,082		
Ending Cash	\$1,747,515	1,667,956	1,525,661	1,532,941	1,562,691	1,471,085	1,496,266	1,429,044	1,475,637	1,646,414	1,683,704	1,626,622		

2022-23														
Actual & Projected														
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	AP/AR
Beginning Cash	1,626,622	\$2,105,559	\$2,019,002	\$1,869,337	\$1,870,743	\$1,895,099	\$1,796,885	\$1,816,626	\$1,743,039	\$1,784,407	\$1,951,200	\$1,983,171		
Revenue														
LCFF Entitlement		\$102,535	\$135,594	\$245,166	\$169,135	\$169,135	\$245,166	\$169,135	\$308,717	\$330,933	\$216,887	\$216,887	\$2,309,292	\$354,651
Federal Revenue	\$36,727	\$0	\$0	\$36,727	\$0	\$0	\$41,925	\$0	\$0	\$41,925	\$0	\$0	\$157,304	\$159,155
Other State Income		\$115,269	\$5,964	\$10,735	\$133,305	\$10,735	\$10,735	\$21,990	\$10,735	\$72,020	\$79,796	\$10,735	\$482,020	\$204,105
Local Revenues		\$0	\$0	\$0	\$0	\$0	\$0	\$13,372	\$0	\$0	\$13,372	\$0	\$26,745	\$53,372
Donations/Grants													\$0	\$0
Total Revenue	\$36,727	\$217,804	\$141,558	\$292,628	\$302,440	\$179,871	\$297,826	\$204,498	\$319,453	\$444,878	\$310,055	\$227,622	\$2,975,361	\$771,283
Expenses														
Compensation & Benefits	\$168,278	\$168,278	\$168,278	\$168,278	\$168,278	\$168,278	\$168,278	\$168,278	\$168,278	\$168,278	\$168,278	\$168,278	\$2,019,331	\$0
Books & Supplies	\$52,552	\$39,414	\$26,276	\$26,276	\$13,138	\$13,138	\$13,138	\$13,138	\$13,138	\$13,138	\$13,138	\$26,276	\$262,760	\$0
Services & Other Operating Exp	\$96,669	\$96,669	\$96,669	\$96,669	\$96,669	\$96,669	\$96,669	\$96,669	\$96,669	\$96,669	\$96,669	\$96,669	\$1,160,029	\$0
Capital Outlay													\$0	\$0
Total Expenses	\$317,499	\$304,361	\$291,223	\$291,223	\$278,085	\$278,085	\$278,085	\$278,085	\$278,085	\$278,085	\$278,085	\$291,223	\$3,442,120	\$0
Operating Cash Inflow (Outflow)	-\$280,771	-\$86,557	-\$149,665	\$1,406	\$24,356	-\$98,214	\$19,741	-\$73,587	\$41,368	\$166,793	\$31,971	-\$63,600		
Ending Cash	\$2,105,559	2,019,002	1,869,337	1,870,743	1,895,099	1,796,885	1,816,626	1,743,039	1,784,407	1,951,200	1,983,171	1,919,571		

Miscellaneous Attachments

Performance Report

Signed Assurances

Signed Cover Letter

AMPS



HONOR HARD WORK

Oakland Charter Academy

Charter Renewal Performance Report Guidelines

In reviewing your performance report, the Office of Charter Schools is seeking an honest and reflective self-appraisal of strengths and weaknesses of the school's charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

- Ø Where appropriate, please be evaluative and state your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Ø Please rate yourself by placing an "X" in the appropriate box (1-5) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Ø Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal School Site Visit.
- Ø If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. governing board president).

*A **draft** of this report needs to be submitted to the Office of Charter Schools via e-mail to silke.bradford@ousd.org and leslie.jimenez@ousd.org in Word format **at least 2 weeks in advance** of the Renewal School Site Visit. The **final draft** of this Performance Report needs to be submitted as an **Appendix in the Renewal Charter Petition**.*

Charter Renewal Performance Report

1 What is distinctive about your school?

At Oakland Charter Academy (OCA), staff are dedicated to academic excellence and establishing a community of lifelong learners. OCA opened its doors in 1994 as Oakland's first public charter school and is the flagship school of Amethod Public Schools. At the time, it was only the fourteenth charter school authorized in the State of California. OCA is located in the historic Fruitvale District of Oakland and serves approximately 260 students. OCA staff believe all students can succeed in a rigorous college-prep environment when provided with effective educators, personalized attention, and a disciplined commitment to academics. Through fostering a culture based on honoring hard work and giving students the tools they need to succeed, we know that each of our students will be prepared for the demands of high school and be able to attend the college of their dreams. OCA is committed to excellence and academics, demonstrated through its emphasis on structure and student achievement for traditionally underserved urban students. This is accomplished by improving the academic achievement of all students; closing the achievement gap of educationally-disadvantaged students; focusing on student attendance; supporting effective educators; providing a structured learning environment; fostering a culture based on honoring hard work.

2

How effective is your school overall?

Evaluation:

Excellent

5

4

3

2

1

Unsatisfactory

X

How do you know?

Most OCA students make significant gains in their time at OCA; although it may take the full three years they spend at OCA to get there, NWEA data shows that many students who are below grade level in math and reading when they enter OCA in sixth reach grade level or make significant gains by the time they graduate from OCA in 8th grade. CAASPP results have shown improvement in math and reading over the past year, exceeding district averages overall and in all significant subgroups.

What are its notable strengths?

School culture, commitment to academic achievement and a positive school environment as evidenced by parent and student surveys.

What are the main priorities for improvement?

OCA and AMPS staff continue to develop and refine teaching strategies based on common core and NGSS standards-based curriculum. OCA is in its second year of Springboard implementation, a rigorous CCSS-aligned curriculum published by the Collegeboard. OCA will have access through the AMPS network to two instructional coaches for mathematics instruction for the first time this year. OCA will also continue to benefit from instructional coaching in other subjects from the AMPS Director of Instruction and the Director of Leadership Development. The main priorities for improvement are to make core instruction strong and to have equally strong academic supports for students who struggle in literacy and mathematics.

3 How well is the school regarded by its students and parents?

Evaluation:

Excellent

5

4

3

2

1

Unsatisfactory

X

85% of families agreed or strongly agreed with the statement that “Instruction by [OCA] faculty is excellent” with only 3% disagreeing and no parents or guardians reporting that they strongly disagree. Over 85% of families believe that the school is a caring and nurturing place, with only 1.5% of parents or guardians disagreeing and no parents or guardians strongly disagreeing. Finally, over 85% of families report that they feel welcomed and respected at the school.

A. Many students agree with the statement, “The school does whatever it can to help me reach my educational goals” - approximately 58%, while only 11.1% disagree with the statement. 58% of students also agree that the school is “safe and secure” with less than 10% disagreeing.

B. Parents gave the highest rating to the fact that they feel the school is “safe and secure” - 88% positive rating, with only 1.5% disagreeing. Parents in general felt the school was doing well across the five categories surveyed: leadership, operations, academics, school culture and communication.

More students should be participating in extracurricular activities and the goal is to decrease the number of students who do not participate in after school extracurricular activities by 10%, from approximately 40% to approximately 30% over the course of the 2017-2018 school year. Staff has revised the afterschool schedule from last year to allow more flexibility for all students and OCA has applied to Measure G1 funds to increase the number of high quality afterschool programs for students.

According to the parent and guardian survey, parents want more help with knowing how to help their students with homework and what they can do to help their students plan for college and career - OCA staff hope to work with Oakland Charter High School college advising team and Amethod Public Schools Community Coordinator to continue to improve the quality and frequency of communication with families in these critical areas.

4 How well do students achieve?						
Evaluation:	5	4	3	2	1	Unsatisfactory
			X			

How do you know?

Our college readiness culture drives our work and purpose at OCA. Our assessments, both classroom based and benchmark, are aligned to standards in order to allow for a rigorous assessment of student needs. A focus on formative assessment is encouraged in every lesson and in every class. Students are guided to see assessments as a way to grow and improve their academic skills. OCA conducts data nights every year to inform families how to read reports and works with students to set growth goals for NWEA.

What are the strongest features of assessment?

Helping our teachers develop and grow into stronger educators is paramount for teacher retention. The OCA administration takes special care in coaching and supporting teachers throughout the school year, we use NWEA data to help provide targeted support to students who are not at grade level. OCA's data nights have been successful the past two years in informing families how to read reports and the work has yielded benefits by increasing student buy-in in the goal setting process.

What aspects need improvement, and what action is being taken?

Teachers need to be consistently given feedback on their assessment practice. As many teachers at OCA are relatively new, OCA leadership take advantage of our veteran teachers to ensure that all staff are using data when lesson planning and they have the tools to provide effective assessments for all of their students.

In which subjects and grades do students do best, and why?

8th grade math and ELA has shown significant results, likely because this is what the CCSS emphasize and because most 8th graders have been with the system for 2 or more years.

In which subjects and grades is improvement needed, and what action is being taken?

We are making plans to improve instruction in science through collaboration with our sister school, Downtown Charter Academy. OCA is utilizing Achieve 3000 and an own choice book initiative to help improve students reading comprehension and stamina; a literacy cohort met several times over the summer to help plan these initiatives. In mathematics, AMPS home office is working with two new instructional coaches who specialize in math to ensure a high level of instruction from all math teachers at OCA.

5**How effective is the quality of instruction, including teaching, learning and curriculum?**Evaluation:
Excellent

5	4	3	2	1
		X		

Unsatisfactory

How do you know?

Student results are good over a multi-year span, but AMPS and OCA leadership are working hard to achieve greater gains for students in reading and mathematics. NWEA data and CAASPP scores have increased for 8th grade significantly, but not enough for all grades, and not enough progress is being made over the course of each year.

Which are the strongest features of teaching and learning, and why?

A strong, positive culture is firmly rooted at the school. Instruction is consistent with key components in place such as behavior management, positive incentive systems and routines and the school has paraprofessionals who provide academic support through push-in and small group instruction. The math and ELA curriculum is rigorous and more work has begun in ensuring that teachers know how to use the curriculum successfully, but more work can and will be done.

What aspects of teaching and learning most need improvement, and what action is being taken?

New and veteran teachers need to work on teaching literacy across the content areas. New and veteran teachers need to work on building rigor into each and every lesson. Teachers need to collaborate more with high school teams to understand the level of rigor necessary for advanced levels of work in honors and AP classes, as well as cross collaborate with other middle school teachers. Cohorts for Math and Literacy were formed during the summer of 2017 with the goal of creating curriculum maps and pacing guides for both subjects at each grade level. In addition, all grades will pilot 2 common assessments for math and ELA during the 2017-2018 school year to help analyze and improve Tier 1 instruction.

6 How effective are the professional development opportunities provided to teachers and administrators?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know?

Over 78% of staff feel that their school/ organization provides valuable professional development opportunities, although some staff have commented that they want more differentiated or personalized learning so that more veteran staff do not have to attend every training. Other staff have shared that they want more “classroom management and lesson planning PDs...” and that... “opportunities to visit other teacher[s] in and out of the organization should go on all year long.”

Which are the strongest features of professional development, and why?

90.1% of staff agreed that their “organization encourages me to develop my skills and grow as a professional” which may indicate that staff approve of the Career Path Amethod Public Schools has developed but do not necessarily see organization/ site-based PD opportunities as the clearest path to development; thus, staff enjoy the structure of the professional growth plan process which involves frequent observation and coaching but seek more “authentic” development.

How are professional development activities selected and evaluated?

Staff collaborate with leadership and home office to determine what professional development is needed and will be provided and by who. Home office staff approve external professional development providers after screening.

What aspects of teaching and learning most need improvement, and what action is being taken?

More work needs to be done 1) utilizing veteran teachers for development, 2) providing personalized PD to all staff, 3) researching and providing external professional development to key staff members who can thus return and share their learning, and finally, 4) teachers need to be given more opportunities to observe master teachers, either in their classroom or by using video recordings.

7 How effective is the assessment of student learning?

Evaluation:	5	4	3	2	1	Unsatisfactory
			X			

Excellent

How do you know?

NWEA data is useful in assessing students early in the year to learn where they are at in math and ELA and what types of supports might work best. However, more work needs to be done in developing assessments that inform instructional choices and guide teachers in lesson planning.

What are the strongest features of assessment?

OCA has one teacher trained in Data Driven Instruction who is able to guide teachers in critical analysis of assessment and the AMPS network mandates frequent formative assessments, especially in the form of exit tickets.

What aspects need improvement, and what action is being taken?

A consistent and frequent process is needed for ensuring that curriculum based assessments are frequent, rigorous and tied to learning objectives - or rather that teachers are planning learning objectives with clear assessments prepared and that those assessments are based on what students need to learn the most. As discussed earlier, cohort work in literacy and mathematics will focus on strengthening formative assessment in the classroom.

8 How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English Learners, students with disabilities, or of homeless status)?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

According to the recent study completed by the ERS, OCA enrolls some of the most needy students in the district in terms of academics. This is evident from comparing percentages of EL and SED students both district wide and at OCA. OCA's student population is made up of 39% EL and 92% SED, while OUSD is comprised of 24% EL and 77% SED (<http://caaspp.cde.ca.gov/sb2016>). A recent report by Education Resource Strategies and Oakland Achieves illustrated that OCA receives some of the most academically needy 6th graders in the district ("Informing Equity", June 2017).

What are the strongest aspects of the efforts to recruit a diverse student population?

OCA staff conduct outreach during community events in the Fruitvale, including Day of the Americas and Dia de Los Muertos. As much as possible, staff reach out to local elementary schools to offer to present OCA as an option to parents and students. OCA's population of students with disabilities has steadily grown over the years.

What aspects need improvement, and what action is being taken?

OCA's leadership should continue to intentionally recruit a diverse student population by visiting local elementary schools across the district. Community events are effective, but should also be coupled by open houses and other venues that bring the community to the school to hear about the program and ask questions.

9 How effective are the leadership and management of the school?

Evaluation:

Excellent

5	4	3	2	1
		X		

Unsatisfactory

How do you know?

Only one of OCA's teachers has been raised to career path level, although there is a cohort of teachers and paraprofessionals who have been at the school for over 3 years. OCA's leadership is new, both to OCA and to school leadership, though we are confident that they will be successful with support from AMPS Instructional Leadership Team.

How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards?

The school has used the AMPS Instructional Leadership Team for guidance around curriculum selection and implementation. The school also contracts a literacy specialist who comes once per month to help guide literacy instruction and support new curriculum. This year OCA will have two mathematics coaches coming on average 2 times per week to help guide math instruction.

What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

As described above, there are experts in place in both literacy and mathematics to help coach both administrators and teachers in proper curriculum "delivery." However, coaches work collaboratively with teachers to identify and solve challenges posed by the implementation of new curriculum.

Which aspects of leading and managing the academic performance of the school work best, and why?

The lesson planning process has much buy-in with staff and administrators. New teachers are supported by quality lesson planning from more veteran teachers. The coaching and feedback cycle is strong and supported by the AMPS network Instructional Leadership Team. Further work needs to be done around making sure that tutoring and other supports during and after school are effective.

10 How well does the charter school collaborate with parents to encourage active participation in their student's education?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

This is a topic that comes up during orientations, Family Success Team meetings and Back to School nights. According to the parent/ guardian survey, 75% of parents agree or strongly agree that school leadership keeps them “informed about school decisions and opportunities to participate,” with less than 9% disagreeing.

Which are the strongest features, and why?

The scheduled events, including school-wide celebrations where parents, families and the community are invited to attend.

What most needs improvement, and what action is being taken?

Amethod Public Schools has hired a Community Outreach Coordinator to help increase the participation in Family Success Teams and provide another channel for families to communicate with their schools leaders. OCA is also considering sending out family surveys more frequently (2-3 times per year) to increase the opportunities for families to give feedback.

11 How effectively does the school community analyze and use school-wide data for continuous improvement?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

The school at least annually holds parent involvement nights where data reports from the school's MAP data is explained to the community.

After each major standardized assessment, reports (aka, data tickets) are sent home and typically signed by parents.

The school predominantly displays student achievement data broken down by class, focusing on growth, in the school's main hall.

To what extent does the staff as a whole discuss and analyze performance data for programmatic improvement and to modify instruction?

The staff meets 2-3 times per month on average to discuss student assessments either for Curriculum Based Measures, MAP testing or another source of student achievement data. Staff trained in Data Driven Instruction lead these meetings frequently, but school leaders do as well.

Describe how the school is training administrators and teachers to understand and use assessment data.

The school has a process for "data dives" using common assessments, interim assessments or benchmarks, whereby staff gather either by grade-level or collectively to analyze results, brainstorm changes to instruction or to interventions, and set goals for the next round of assessments. This typically happens every 9-12 weeks, in alignment with the network-wide assessment schedule.

To what extent are parents and students informed of student performance data individually and schoolwide? What most needs improvement, and what action is being taken? Parents go over student data at least once annually, in an event dedicated to this purpose. Student data is often shared, however, during back to school nights and orientations held multiple times a year. Student achievement data is reported on regularly at FST meetings where it becomes a necessary justification for decision making. Finally, after each interim/ common assessment, notification goes home to parents of their student performance and growth.

12 How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?

5

4

3

2

1

Evaluation:

Excellent

	X			
--	---	--	--	--

Unsatisfactory

How do you know?

OCA currently has no achievement gaps as reported by the California dashboard. Although many students at OCA are grade-levels behind in ELA and math, there is evidence that students at OCA make significant growth over their course of time at the school. Subgroup data for OCA is above the district levels for students who qualify as socio-economically disadvantaged and English Learners.

Which are the strongest features, and why?

The school uses a Multi-Tiered Systems of Support model that ensures all stakeholders' insight and experience are taken into consideration when addressing a struggling student's needs, including the student, parents, staff and school leaders by forming a group called a Student Study Team and convening to design a plan for accommodating a struggling learner. Every 6-8 weeks, a struggling student's teachers and administrators monitor interventions designed by the Student Study Team, evaluating their effectiveness and deciding upon next steps based on evidence. Additionally, this year the school hopes to implement an early warning system that will not only take into account student academic achievement, but also attendance and minor and major behavioral interventions, and help to identify students who may struggle before major interventions are necessary.

What most needs improvement, and what action is being taken?

OCA has focused on ELA interventions for the past year and will continue to refine how it works with students who are in the early and intermediate stages of English language acquisition or multiple grade-levels behind in reading. However, OCA needs to continue to hone how it works with students who come to the school grade-levels behind in math. There are dedicated paraprofessionals on staff and with the help of new instructional coaches for math, we are prepared to closely evaluate existing practices and areas for improvement.

13 How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.

Evaluation:

Excellent

5	4	3	2	1
		X		

Unsatisfactory

How do you know?

English Language Learners - OCA's EL students scored higher than district average on last year's SBAC standardized tests.

Students with disabilities - more analytics are needed to assess how these students are being served and their academic growth.

Gifted students - after school programs exist but additional work must be done to ensure OCA is meeting the needs of these students. High expectations and a focus on college-preparatory work serves all students well.

Students in need of remediation - more analytics are needed to assess how successfully these students are being served, but the MTSS process is designed to help these students and monitor progress.

Which are the strongest features, and why?

MTSS process and supports offered during the day and after school

Springboard curriculum supports, including English Language Development and Language Live core replacement

What most needs improvement, and what action is being taken?

OCA and AMPS leaders are excited to start the 2017-2018 school year and focus on the effectiveness of both core instruction and supports for struggling students.

14 How effective is the governing board of the school?							
Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

We have a diverse group of board members who live in the East Bay, mostly from Oakland or Richmond, and have done so for most of their lives. They have expertise in law, finance, and educational policy - which allows for healthy debate and sound policies. We have never had an audit finding on missed required votes since our founding.

Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report.

Upon completion of an initial (4) year term, each director may serve one (4) additional three (4) term, subject to approval by a majority of the Board of Directors.

Selection for the board comes with a nomination from the Board Nominating committee of a qualified candidate. This year we also utilized the recruiting process through Oakland Families for Quality Schools to identify potential candidates. Typically, the candidate will undergo multiple interviews with the nominating committee, but usually at least two (2). They also visit our schools, meet with the CEO, and attend a board meeting prior to proceeding with their candidacies. The nominating committee sends notice within ten days that there will be a vote to select or reject a candidate at an upcoming board meeting.

Board Members

1. Peter Hanley
2. Karely Ordaz
3. Nicolás C. Vaca
4. Hernan Vargas
5. Suzanne K. Larsen
6. Dyana Curreri-Ermatinger

Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.

The governing board's primary role and responsibility is to ensure that our school is working towards achieving our mission; additionally, the board monitors educational quality and ensures fiscal integrity. The board also hires and evaluates the CEO. The board does this by approving policies for all Amethod Public Schools, reviewing performance data and conducting biannual walkthroughs.

The board recently approved 2017-2018 operating budgets for all Amethod Public Schools. The board is in process of evaluating Amethod's expansion to Sacramento, analyzing facility, staffing, and organizational needs.

What are the notable features of the governing board in the school?

The governing board has approved the career path for our teachers which allows them to receive greater

compensation through a process based on a portfolio highlighting their additional contributions to the school and their academic performance data. The board regularly reviews data on how this program and others are performing. Leaders typically present student achievement data at least two times per year. The board also reviews and approves or rejects all significant purchases, including curriculum. One of the board's most important responsibilities in recent years is analyzing and approving new facilities in both Oakland and Richmond.

What aspects of the governing board most need improvement, and what action is being taken?

Because it is an all-volunteer board, we are looking to expand our board from five to seven to nine representatives over the next year. In addition, the board would benefit from experts in curriculum and/ or instruction. As well as someone with fundraising expertise. Suzanne Larsen's addition has added human resource expertise.

How effectively does the governing board work with the school leader/s?

School leaders provide quarterly updates to the board. The board gives feedback, oversight and guidance through these meetings and bi-annual walk-throughs.

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know?

Parent/ Guardian surveys indicate that parents are satisfied with their ability to share in the decision making process at the school.

Which are the strongest features, and why?

The LCAP process allows parents/ guardians to participate in decisions by attending Family Success Team meetings and voicing concerns at any point in time, but especially through the family survey.

What most needs improvement, and what action is being taken?

Amethod Public Schools has hired a Community Outreach Coordinator to help increase the participation in Family Success Teams and provide another channel for families to communicate with their schools leaders. OCA is also considering sending out family surveys more frequently (2-3 times per year) to increase the opportunities for families to give feedback.

16 How effective is the school at ensuring fiscal soundness and legal compliance?							
Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		x					

How do you know?

OCA follows the AMPS fiscal policies, processes and procedures. This ensures sound internal controls for all expenditures and accounting for revenues. AMPS and OCA uses EdTec Inc as a back office provider which adds an additional layer of oversight and ensures adherence to all district, state and federal reporting requirements and deadlines. As a result, OCA has never had an audit finding.

Which are the strongest features, and why?

AMPS has very tight internal controls which all schools are required to follow. Our home office teams conduct quarterly internal audits and monthly fiscal check ins with the sites. AMPS also has multiple backup and levels of oversight to catch any activities out of the norm of operations.

What most needs improvement, and what action is being taken?

Streamlining some of our processes has been an ongoing project and we have moved more of our processes to electronic format which provides quicker turnaround on tasks and an audit trail via emails. We are working with our auditors to ensure compliance and will be continuing to implement improvements this year.

17 How effectively is the school managed fiscally?

Evaluation:

Excellent

5	4	3	2	1
x				

Unsatisfactory

How do you know?

OCA has achieved a 2 million fund balance, which is almost 100% of one year revenue, and even with a move to a new facility in 2014 has been able to be sustainable on public funding with no outside philanthropy.

Which aspects of the school's fiscal operations work best?

Due to its maturity, long term facility lease and established practices, fixed costs are known and sustainable for the foreseeable future. This provides OCA with cushion for any unforeseen issues with state budgets or other issues.

In what ways can the school's fiscal systems or operations be improved, and what action is being taken?

Since moving to a new, but larger facility in 2014, OCA has had to build up enrollment to be able to sustain the budget long term. Like all of our schools, we did so one class at a time this year will hit capacity which

will ensure strong operating surpluses.

In addition, as mentioned above, we are continuously improving our systems to be more streamlined and automated which saves time and provides a more robust audit trail.

18 What are the most significant aids and/or barriers to raising student achievement?

Challenges:

Many new teachers who may find the curriculum to be sophisticated and hard to use.
Many students come into the school unprepared for 6th grade math and several grade levels behind in their reading ability.

Strengths:

OCA's school culture is positive –parents, students and community members feel a part of the school, as demonstrated in the survey and felt on campus. OCA also continues a strongly data-driven culture, with one of its lead teachers having participated in a Data Driven Instruction (DDI) cohort in partnership with Hope Schools out of Sacramento; she is in her third year of leading DDI at OCA. This year Positive Behavioral Intervention Systems (PBIS) were formally implemented – though very early in adoption, the formalization of these practices embody an essential belief at OCA – with high expectations there must be high support.

OCA and AMPS culture is dedicated to student academic success through high expectations and accountability; although many staff are new, several staff have been with OCA or AMPS for three or more years (including teachers, paraprofessionals, administrative assistants and lunch staff). We look forward to capitalizing on the momentum and retaining and growing our staff.

Charter Renewal Data Document

Name of school: Oakland Charter Academy			Name of School Leader: Joel Julien		
Financial Information (5th year of renewal) Year 5th year of renewal					
Total Operational Budget	2,980,000	Per Student Revenue	12,400		
Total Expenditure	2,800,000	Expenditure Per Student	11,703		
Balance brought forward from previous year	2,093,000	Projected balance carried forward to next year	2,265,000		
Special Populations	1st year of renewal (2013-2014)	2nd year of renewal (2014-2015)	3rd year of renewal (2015-2016)	4th year of renewal (2016-2017)	5th year of renewal (2017-2018)
# / % of students receiving free/reduced lunch (Socioecono	336/88%	128/84%	161/85%	187/93%	208/96.7%

racially disadvantaged)						
# / % of ELs	97/26%	46/30%	73/38%	74/37%	91/38%	
# / % of Students with Disabilities (SPED)	12/3%	7/5%	5/3%	16/8%	24/10%	
<i>Pupil Mobility</i>	1st year of renewal	2nd year of renewal	3rd year of renewal	4th year of renewal	5th year of renewal	
# / % Students who joined the school other than at the usual time of admission	37/9%	20/13%	13/7%	23/11	N/A/	
# / % Students who left the school other than at the usual time of leaving (excluding expulsions)	37/9%	16/11%	21/11%	20/10%	N/A/	
Enrollment (as of CBED's Date)	1st year of renewal	2nd year of renewal	3rd year of renewal	4th year of renewal	5th year of renewal	Attendance Rate to Date
School data	380	152	190	202	242	96%
<i>Background of students 5th year of</i>	<i>#/% of Students</i>	<i>Discipline - prior school year</i>		<i>Suspension # of Incidents</i>	<i>Expulsion # of Incidents</i>	

<i>renewal</i>	
Schoolwide	0/
Asian	16/7%
Black/African-American	11/5%
Filipino	1 /2%
Hispanic/Latino	211/87%
Native American/Alaskan Native	1/ 2%
Native Hawaiian/Pacific Islander	0 /
White	2/.8%
Two or More Races	0/
Not Reported	0/
Gender (male/female)	0/
Homeless Students	0/

Schoolwide	2	0
Asian	0	0
Black/African-American	0	0
Filipino	0	0
Hispanic/Latino	2	0
Native American/Alaskan Native	0	0
Native Hawaiian/Pacific Islander	0	0
White	0	0
Two or More Races	0	0
Not Reported	0	0
Gender (male/female)	2/0	0/0
Homeless Students	0	0
ELs	1	0
Students with Disabilities (SPED)	0	0

<i>Lottery/Waitlist Information</i>					
	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Available Spaces (per grade)	Number of Students on Waiting List (per grade)
EXAMPLE <i>(add rows as necessary to capture all grade levels served)</i>		6	6 th - 150	100	50
		7	7 th -200	100	100
		8	8 th - 160	100	60
1st year of renewal	(N/A - No lottery needed)	N/A	N/A	N/A	N/A
		N/A	N/A	N/A	N/A
		N/A	N/A	N/A	N/A
2nd year of renewal	(N/A - No lottery needed)	N/A	N/A	N/A	N/A
		N/A	N/A	N/A	N/A
		N/A	N/A	N/A	N/A
3rd year of renewal	(N/A - No lottery needed)	N/A	N/A	N/A	N/A
		N/A	N/A	N/A	N/A

4th year of renewal	(N/A - No lottery needed)	N/A	N/A	N/A	N/A
		N/A	N/A	N/A	N/A
		N/A	N/A	N/A	N/A
5th year of renewal (2017-2018)		6	6 th - 162	90	0
		7	7 th -40 (no lottery held)	10	0
		8	8 th - 34 (no lottery held)	12	0

<i>Graduation Information (HS only)</i>	1 st year of renewal	2 nd year of renewal	3 rd year of renewal	4 th year of renewal	5 th year of renewal
HS Cohort Graduation Rate	N/A	N/A	N/A	N/A	
HS Cohort Drop-out Rate	N/A	N/A	N/A	N/A	
<i>Post-Graduation Plans (HS only)</i>					
% Attending 4-year college	N/A	N/A	N/A	N/A	
% Attending 2-year college	N/A	N/A	N/A	N/A	
% Attending vocational/technical training	N/A	N/A	N/A	N/A	
% Joined military	N/A	N/A	N/A	N/A	
% Working exclusively	N/A	N/A	N/A	N/A	

<i>Teacher Recruitment/Retention</i>					
	1st year of renewal	2nd year of renewal	3rd year of renewal	4th year of renewal	5th year of renewal
Total # of Teachers	6	6	7	8	9
# New Hires	2	3	3	3	4
# Retained from Prior Year	4	3	3	5	5
Total # of vacant teaching posts (FTEs) currently					0

<i>SBAC (Standard Met/ Exceeded)</i>	1st year of renewal	2nd year of renewal (2014-2015)	3rd year of renewal (2015-2016)	4th year of renewal (2016-2017)	5th year of renewal
ELA					
Schoolwide	N/A	28%	30%	39.06%	

Asian	N/A	N/A	N/A	35.71%	
Black/African-American	N/A	N/A	N/A	N/A	
Filipino	N/A	N/A	N/A	N/A	
Hispanic/Latino	N/A	28%	31%	38.04%	
Native American/Alaskan Native	N/A	N/A	N/A	N/A	
Native Hawaiian / Pacific Islander	N/A	N/A	N/A	N/A	
White	N/A	N/A	N/A	N/A	
Two or More Races	NA/	N/A	N/A	N/A	
English Learners	N/A	31%	14%	12.86%	
Students with Disabilities (SPED)	N/A	N/A	31%	6.67%	
(Socio)economically Disadvantaged (FRPM)	N/A	28%	31%	37.97%	
MATH					
Schoolwide	N/A	N/A	25%	29.89%	

Asian	N/A	N/A	N/A	35.72%	
Black/African-American	N/A	N/A	N/A	N/A	
Filipino	N/A	N/A	N/A	N/A	
Hispanic/Latino	NA/	29%	24%	9.72%	
Native American/Alaskan Native	N/A	N/A	N/A	N/A	
Native Hawaiian / Pacific Islander	N/A	N/A	N/A	N/A	
White	N/A	N/A	N/A	N/A	
Two or More Races	N/A	N/A	N/A	N/A	
English Learners	N/A	9%	11%	9.72%	
Students with Disabilities (SPED)	N/A	N/A	25%	0%	
(Socio)economically Disadvantaged (FRPM)	N/A	29%	26%	28.72%	
CAHSEE	1st year of renewal	2nd year of renewal	3rd year of renewal	4th year of renewal	5th year of renewal
10th grade	N/A	N/A	N/A	N/A	N/A

pass rate					
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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 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). 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 a transcript of grades or report card and health information.
- 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]



Jorge Lopez, Chief Executive Officer - Amethod Public Schools



HONOR HARD WORK

October 11th, 2017

Board of Education
Oakland Unified School District
1000 Broadway Suite 680
Oakland, CA 94607

Dear Oakland Unified School District Board of Education Directors:

We, the Amethod Public Schools' ("AMPS") Board of Directors, hereby authorize the submission of the charter renewal petition and supporting documents contained herein.

Amethod Public Schools petitions the Board of Directors of the Oakland Unified School District ("OUSD") to renew the charter pursuant to Education Code Sections 47607 and 47605 to continue the function of Oakland Charter Academy ("OCA").

Amethod Public Schools will continue to operate OCA pursuant to the terms of the Charter Schools Act and the provisions of OCA's charter. AMPS' Chief Executive Officer will be authorized to negotiate any amendments to the attached charter and secure approval by OUSD's Governing Board. Please address any inquiries to:

Jorge Lopez, Chief Executive Officer
Amethod Public Schools
2101 Livingston Ave, Oakland, CA 94601
510.436.0172

Respectfully,

A handwritten signature in dark ink, appearing to read "N. Vaca", is written over a solid horizontal line.

Nicolás C. Vaca
President of the Board of Directors
Amethod Public Schools

Amethod Public Schools

345 12th Street, Oakland, CA 94607 • Office 510.899.4806 • Fax 510.893.8704 • www.amethodschools.org