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Absolute Priority 1—Experience Operating or Managing High Quality Charter School

Amethod Public Schools (AMPS) started in 2004 with Oakland Charter Academy in the Fruitvale neighborhood of Oakland, CA. AMPS has since added five additional schools and has extensive experience operating and managing high-quality charter schools across Bay Area. IN the introduction, you will be introduced to the current AMPS Schools and in the “Selection Criteria” section, we will describe our CMO and its make up in more detail.

Introduction:

Amethod Public Schools (AMPS) has excellent academic results over the last 3 years, exceeding local schools, districts, and State outcomes on standardized assessments and measures of academic growth and achievement for all students specifically including educationally disadvantaged students. Amethod Public Schools (AMPS) is committed to continue to provide our proven academic program to students of underserved communities. We will work to assure that the students studying within the AMPS system will achieve greater results than students at comparable schools throughout the state, and more importantly, will continue on through the college and university system. The foundations of our program focus on preparing students, many of whom are low income, first generation American students, for the rigors of a true rigorous, college preparatory high schools, success in college and beyond.

As pointed out by the analysis conducted by the Cambridge Education Group of the AMPS organization, as part of a renewal process and organizational study:

*... [The organization] has dramatically improved the learning outcomes for
Its students, the vast majority of which are first generation US-born, or are Immigrant
students from Mexico and other Central American countries*

AMPS has served an overwhelmingly low income and minority student population consistently through the years and schools have consistently achieved tremendous results. In appendix F we review our 3 year results for all schools operated, across all State tests and other relevant indicators, disaggregated by subgroup, where applicable. In appendix G, we provide the demographic data for our school sites. Below are some highlights on our student performance. Note that California is transitioning its accountability system as part of the shift to the common core, so prior to 2014 schools had California Standards Test scores (CST) and also an Academic Performance Index (API) which measured the school against all schools and similar schools, creating a single numerical indicator of quality and also a comparison against similar schools. Due to this transition there are not consistent standardized measures over the past three years with regard to state mandated tests, however we continue to follow state recommendations, frameworks, and testing mandates as they are released. So the gaps in the tables below reflect the fact that state education officials and law makers deemed necessary to modify state mandated testing in 2014 to pave the way for California's transition to Common Core academic standards and a new assessment system. The California Department of Education sought out and was granted a request to waive portions of the Elementary and Secondary Education Act. Thus, the once mandated California Department of Education STAR test battery, was eliminated. Furthermore, school officials also suspended the once adopted school performance measurement tool known as the Academic Performance Index (API). As a result of this decision, no Academic Performance Index scores were used to indicate schools performance in 2014. We have contemporary data for other measures, but some gaps appear for the traditional CA testing based on this transition.

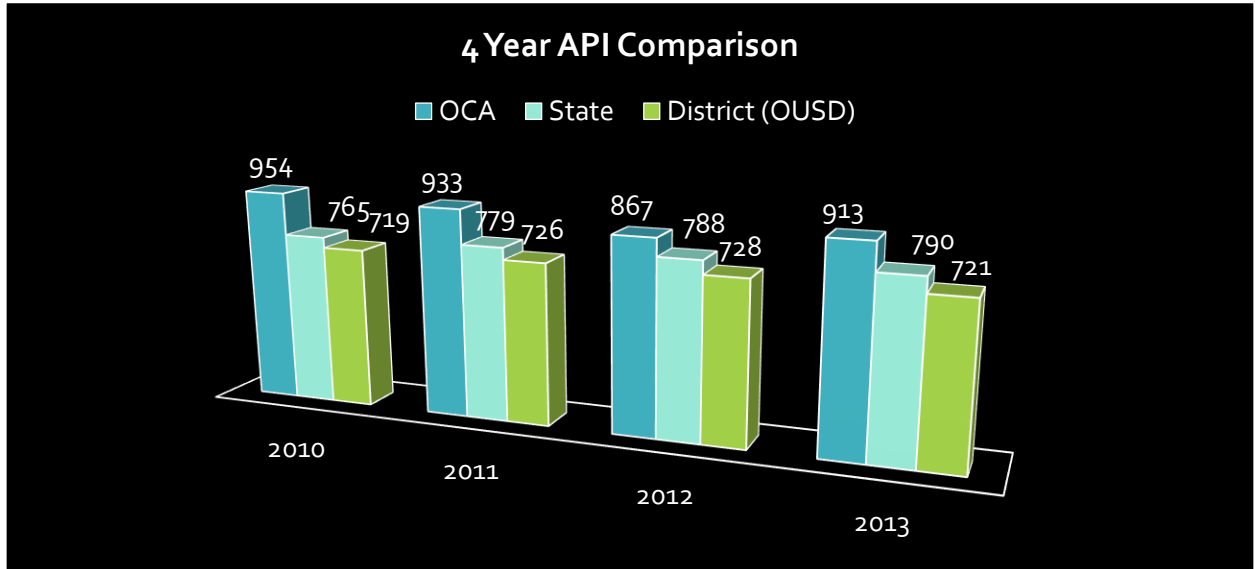
As listed below, AMPS currently operates 6 schools in the San Francisco Bay Area

Oakland Region:

I. AMPS Oakland Charter Academy (OCA) Accolades:

- The flagship of the Amethod Public Schools organization, opened Oakland's first charter school in the fall 1994; then the fourteenth charter school authorized in the State of California. Oakland Charter Academy has progressed becoming a nationally recognized No Child Left Behind- Blue Ribbon School in 2008; the second public middle school serving under the authority of Oakland Unified School District to receive the distinguished award.
- *AMPS Oakland Charter Academy (OCA)*, has been awarded the California Department of Education Title I Achievement Awards: 2007, 2008, 2009, 2010, and 2012.
- *AMPS Oakland Charter Academy (OCA)*, was selected as a California Blue Ribbon Award 2007; and subsequently as the recipient of the National (NCLB) Blue Ribbon Award: 2008. It was the second public school within Oakland Unified School District school to win the prestigious award;
- *AMPS Oakland Charter Academy (OCA)*, was awarded the California Charter Schools Association– Hart Award- School of the Year 2009 among over 1000 other schools in the state of California.
- *AMPS Oakland Charter Academy (OCA)*, was awarded the CBEE School Excellence Award winner 2007-2010. In 2009-12 band the school received the STEM Award Distinction for achieving high accolades in math and science.
- *AMPS Oakland Charter Academy (OCA)*, became the 2nd highest performing middle school in Oakland in 2009 with an API of 951, and achieves a Similar School Rank of 10- the highest possible rank for a California Public School. (OCA)CST scores have increased 600% since 2004. OCA has consistently outperformed both the State and District for the last 3

years as evidenced below:



II. AMPS Oakland Charter High School (OCHS) Accolades:

- *AMPS Oakland Charter High School (OCHS)* was established in 2007 and by 2012 became the fourth highest performing high school in California, tied with Lowell High School in San Francisco with an API Score of 956 outranking many high schools in the more affluent areas of California. Recently named a California Distinguished School, over 90% of OCHS's graduating classes have been accepted to four year colleges.
- *AMPS Oakland Charter High School (OCHS)* has been awarded the CBEE School Excellence Award winner 2007-2010. In 2009-12 the school received the STEM Award Distinction for achieving high accolades in math and science.
- *AMPS Oakland Charter High School (OCHS)* in 2013, OCHS Received a 6 year WASC Accreditation, the highest possible ranking for a public school.
- *AMPS Oakland Charter High School (OCHS)* in 2013, OCHS was awarded the California Distinguished School Award.

- In May, 2016 OCHS was ranked as the number one high school in the Bay Area serving low income students by greatschools.org after achieving 2015-15 CAASSP proficiency rates of 94% in ELA and 78% in Math. This once again reinforced OCHS as one of the best high schools in the state of California.

III. AMPS Downtown Charter Academy (OCA) Accolades:

- *AMPS Downtown Charter Academy (DCA)* joined the AMPS network by becoming its third middle school site in the bay area, second AMPS middle school campus in Oakland. Initially in operation as a Satellite campus to Oakland Charter Academy since 2011,
- DCA students achieved a combined Academic Performance Index (API) score of 912 in 2013.
- *AMPS Downtown Charter Academy* campus has doubled in size with in the past year, and still continues to maintain a 99% attendance rate through the entire year.
- *AMPS Downtown Charter Academy (DCA)* students achieved 2014-15 CAASSP proficiency rates of 75% in ELA, 77% in Math and 93% in Science far exceeding the state and surrounding districts and making it one of the top middle schools serving low income students.

Richmond Region:

IV. AMPS Richmond Charter Academy (RCA) Accolades:

- *AMPS Richmond Charter Academy (RCA)* joined the AMPS network in 2012 by becoming its first school site outside of Alameda County and Oakland Unified School District boundaries. Currently the school, which is located in Central Richmond, is serving a 100% minority demographic and over a 90% Free and Reduced lunch rate population.

- *AMPS Richmond Charter Academy (RCA)* in 2013, RCA achieved the status of highest performing middle school in WCCUSD with an API score of 810 and API Rank of 10 making it the highest performing public middle school (6-8) program in the history of Richmond public schools.
- *AMPS Richmond Charter Academy (RCA)* 2013. The school's 6th grade class reached the important milestone of having reached 102 days of perfect attendance. The entire school averaged a 98 % attendance rate with other grades following with 72, and 65 perfect days' streak.
- *AMPS Richmond Charter Academy (RCA)* Achieved 2015 CASSPP proficiency rates of 48% in ELA and 44% in Math exceeding both the local district and state, especially among minority and low income students as shown in Appendix F.

V. AMPS Benito Juarez Elementary Accolades:

- *AMPS Benito Juarez Elementary (BJE)* Joined the AMPS Network in 2013. Juarez Elementary was developed jointly with families in Central Richmond and San Pablo, CA who contended in assuring that families in this low income urban setting had solid public school choices for children.
- *AMPS Benito Juarez Elementary (BJE)* demonstrating a commitment with the community, moved into a new facility in 2015 and has doubled in size.
- *AMPS Benito Juarez Elementary (BJE)* proficiency rates of 40% in ELA and 50% in Math exceed both the local district and state, especially among minority and low income students and was ranked among the top performers in WCCUSD.

AMPS John Henry High School (JHHS) Accolades:

- *AMPS John Henry High School (JHHS)* was established in coordination with the AMPS Family Council, and students to offer a safe and rigorous college preparatory high school. John Henry High School, only the second high school authorized by the local school district.
- *JHHS* will be modeled after the AMPS Oakland Charter High School program that has proven to be extremely successful in serving low income, urban students.

Over the last three years and beyond, all AMPS schools have a continued to demonstrate a strong academic track record that; 1) demonstrates consistency increasing and preserving high levels of achievement and attainment for all students, many of which are classified as educationally disadvantaged; 2) demonstrates consistency in both closing historical achievement gaps and preserving that parity; and 3) outpace achievements and results of both local schools and statewide in a number of critical areas. The decision to replicate additional charters in Oakland, San Pablo, and Sacramento is predicated on this successful track record and one of the main objectives is to replicate this success. The following sections of the program narrative give an overview of these achievements and results, comparing the data to both local schools and its authorizing entities West Contra Costa Unified School District and Oakland Unified School District as well as the state.

Absolute Priority 2- Amethod has consistently enrolled and will continue to enroll a low income population greater than 60%

<i>School name</i>	<i>% free and/or reduced lunch</i>	<i>%ELL</i>	<i>% Hispanic</i>	<i>% African American</i>	<i>% Asian</i>	<i>SpEd</i>
<i>OCA</i>	91%	39%	84%	16%	Na	7%
<i>DCA</i>	84%	15%	27%	na	73%	5%
<i>RCA</i>	85%	39.90%	95.63%	2.73%	.55%	6.60%
<i>OCHS</i>	79%	22.60%	50.19%	3.11%	44.40%	2%
<i>BJE</i>	85%	36%	98%	2%	0%	8%
<i>JHHS</i>¹	82%	35%	95	5	0	4%

As the data throughout the first part of the program narrative highlights, AMPS has not only been successful in increasing academic achievement schoolwide, but also in key subgroups including economically disadvantaged students. All AMPS sites have between 75-91% free and/or reduced lunch, and we expect similar demographics in future schools especially considering that a critical part of our school opening process is targeting impoverished areas with limited public school options. AMPS replication plans call for the opening of two elementary schools, one middle and one high school site over the next five years, in the neighboring communities within our current school districts and Contra Costa County where there are a significant number of economically disadvantaged students and dismal academic performances among key subgroups in the local public schools.

¹ We are still collecting student files for our newly opening schools, so these are preliminary numbers based on the data we have

Competitive Preference Priorities

Priority #1: Supporting high needs students (b)

School Improvement- AMPS has consistently partnered with local school districts to serve high needs students, particularly new immigrants and their children. As our letters of support demonstrate, we often come to districts at the behest of the LEA itself and where we are able to collaborate with district improvement plans and corrective actions for those schools identified for improvement, restructuring, closure, or corrective action. Specifically we are a partner in the OUSD Quality School Development Policy, and will work with the district to support turnarounds in existing Tier 3 (those lowest performing schools identified for corrective action by OUSD) and work with school development teams and or propose to potentially open AMPS charter schools at external turnaround partners. Oakland's Quality School Development process explicitly includes qualified charter schools as partners, and we have spoken to district leadership and agreed to participate, where feasible. We will partner with other LEA's similarly as opportunities arise. For some districts our model which has demonstrated consistent success with ELLs and Latino students, is seen as a direct complement to their turnaround efforts with focus schools, and as a means to address an underserved community while modeling for the LEA effective practices in responsive education for these high needs students.

Priority#2: AMPS values and promotes student diversity through active, multi-lingual outreach to various racial and ethnic groups, deliberate siting of schools, and a very high quality program and shall continue to strive to achieve a student population from within the local community that will benefit from the schools mission and vision and become increasingly diverse. While our original schools were almost entirely Latino, over time we have increasingly enrolled additional racial subgroups and reduced racial isolation in the network.

For example, in Oakland initial schools were situated in the Fruitvale neighborhood of Oakland, a predominantly Latino neighborhood, both schools' student populations are predominantly Latino. However, both schools do have other racial and ethnics group represented with students traveling from their home neighborhood to attend OCA and OCHS. Much of this can be attributed to the organization's extensive communication efforts to outreach to families in their native languages, including Spanish, Vietnamese, and Mandarin. Particularly at the high school level, but increasingly even at elementary school, we are physically siting our schools, where possible in more diverse neighborhoods, or neighborhoods at the crossroads of residential segregation. Our Oakland High School, is located in Downtown Oakland, which borders the heavily Fruitvale District, an area historically populated by Latino residents and also the more diverse Downtown and West Oakland neighborhoods. As a result that school is very racially mixed with roughly equal pluralities of Latinos and Asian-American students while still remaining 79% low income. We adopted a similar siting strategy in Richmond for our new site. We have recently re-located our campuses in WCCUSD to the Marina Bay section of the city where there are currently no public schools of any kind. We anticipate that similar to what we have seen in our other campuses which are located in diverse sections of the cities where we are located, we will begin to draw from a diverse population. We draw a diverse student body due to our very strong results and increasingly strong reputation in serving students, which increasingly draws a deeper and more diverse applicant pool. AMPS has consistently served a higher percentage of ELLs than our host districts. Last school year, we served an average of 32% compared to 30% at our local districts.

AMPS currently has a lower percentage of students with IEP's than the district. A range of factors play into this number, some technical, some cultural, and some programmatic. Firstly

we were up to this year, members of the local school district SELPAs and particularly in Oakland, where been numerous programmatic issues arose that made it very difficult to get service staffing, referrals and service for new and existing IEP's. What is especially tough for charter schools is the fact that the SELPA staff are not employees of the charter school and as such many are not responsive or accountable to the program, and in many cases it just does not happen. Thus, AMPS, over the years, have had several students with 504 plans who are not counted as Special Education students, however receive support and added services to assure they receive the proper assistance to master the material. What this has created is our ability to provide and organized Tiered based support system to a range of student with a range of needs and starting points. Most all of our Tiered 3 students which include some of our 504 population make significant progress, and even those who might be otherwise labeled as needing extra assistance find that our program and its engagement, structure and responsiveness meet their needs, thus many students who otherwise would have been referred for assessments received extra support in the classroom and in pull out tutor sessions and progressed. So, while we recognize the percentage of Sped students is lower overall, we have worked continuously to build the department and continue to work to recruit and support all students, and as of 2015-16 school year, AMPS, through a partnership with El Dorado County Office of Education, will staff the organization's own special education department and run our own search and serve process with our own staff. AMPS hired an experienced Director of Special Education who has established a formal structured department and staff that will continue to develop and build strategies to oversee the program. In the first year under the El Dorado County Office of Education SELPA, our elementary school (Juarez Elementary) has a 15% Sped population, with

13 students qualified. We have never in our 25 years history have been able to get assistance and screening for as many students,

Priority #3: Novice Applicant- AMPS has never received a replication and expansion grant or been a part of a consortium that did or had an active discretionary grant in the 5 years before the deadline date for application for new awards under this Replication and Expansion grant competition.

Invitational Priority – Rigorous Evaluation

As described in our “quality of evaluation” section on page 41, AMPS will be utilizing the following methods of evaluation during its plan execution:

1. The Charter School Development Center (CDSC) external evaluation – This is a WASC style two day evaluation where the CDSC conduct in intense review of school academic, financial and operational practices and results. This will allow AMPS to gauge the efficacy of its expansion and if the expansion is realizing the high level results we have historically achieved.
2. We will have internal teams made up of AMPS Career Path Teachers who will conduct action research projects on various innovative practices as well as refining what we know already works in our schools. As part of their development and being guided by the WWC Procedures and Standards Handbook, they will produce action plans that can be followed by other AMPS team members.
3. Dissemination of Best Practices: AMPS will seek to actively disseminate all lessons learned and results obtained through the proposed project through a variety of mechanisms including:
 - Offering to publish all data related to the project and its demonstrated effectiveness in a highly-accessible final report in an effort to help other schools looking to implement proven practices for their students.
 - Presenting at national and local charter school conferences, such as the National Alliance for Public Charter Schools Conference and the California Charter Schools Association Conference, and to traditional public school partners.
 - Encouraging school visits by interested stakeholders to enable them to observe the AMPS model in action.

Selection Criteria

Quality of the eligible applicant

Demonstrated Success in closing historic achievement gaps for subgroups of students--A method has accelerated achievement for all students and has demonstrated success in closing historic achievement gaps.

AMPS Sites surpass local district and school scores: California State Test (CST) Results

Through the years, the AMPS system has consistently surpassed the performance of host districts as well as the State, and far surpasses peer schools with similar student populations in a number of areas pertaining to student achievement. AMPS students have performed better in all subject areas than the resident school and district, school-wide and by key subgroup, over the past three years on both the California Standards Test (grades 6-11) and the California High School Exit Exam.

California State Test (CST) Proficiency Rates Oakland Schools

As table one in appendix F shows, AMPS Oakland sites showed higher proficiency rates of between 20-48% in ELA and between 20-62% greater proficiency levels in Math, with 100% of our high schools showing proficiency in the last CST tests on Math. Similarly our educationally disadvantaged students showed significant attainment and also far outpaced our host districts in proficiency by between 25-68% with across all years of testing and both subject areas with 100% of our low income high schools students showing proficiency in Math and 93% in ELA both more than doubling district averages in Oakland.

California High School Exit Exam (CAHSEE)

All California public school students, except eligible students with disabilities, must satisfy the California High School Exit Examination (CAHSEE) requirement, as well as all other state and local requirements, in order to receive a high school diploma. As Table Three in Attachment F demonstrates, AMPS Oakland Charter High School students' almost universally pass the

CAHSEE on the first attempt in 10th grade, and again, and far outpace the local districts it operates campuses in and the neighboring district high schools. For example, in 2014, 100% Oakland Charter High School students passed the math section of the CAHSEE, while 68% of the Oakland Unified School District Students passed, and 39% of Fremont High School, the neighboring school to Oakland Charter High School passed the math section.

California State Test (CST) Proficiency Rates Richmond Schools

While Richmond Charter Academy is a relatively new middle school enrolling students who are often several years behind, the school more than doubled the ELA and Math proficiency rates compared to the local district school. AMPS Richmond schools also surpass District and statewide results for ELA and are approaching those in Math, while over-representing educationally disadvantaged students. We expect these score to steadily increase as we have longer with students. Please refer to table two in appendix F for details.

Academic Performance Index (API)

The API was used as the unitary measure of school quality used in California prior to state's Common Core transition. Under the API system, 800 was standard rank goal for all public schools. As the chart shows, AMPS sites far exceeded the districts, and the State, and indeed showing some of the overall highest scores in the State and certainly some of the top scores for schools serving educationally disadvantaged students. AMPS API scores ranked as some of the highest in the state and far surpassed surrounding districts and state averages overall as shown in table four in appendix F.

National test performance

Despite our students being predominantly low income and minority; the percentage of AMPS student high scorers on the SAT exceeded the local district, state, and local high schools.

Furthermore, AMPS students more than doubled the overall Oakland Unified Schools District passing percentage rate, which also includes students from more affluent areas of Oakland. It is also important to note also that 97% of our students are tested nationally, while less than 50% of the Oakland Unified School District students take the national exam which reveals an even more impressive rate when taken into context. Table five in appendix F shows details.

Attendance Rate

AMPS sites maintain a higher annual attendance percentage than the neighborhood schools and districts it is located in for both the middle and high schools ; and have continuously maintained attendance rates at all schools at 98% or above. In many large and urban inner cities, truancy and absences at extremely high rates are the norm. It is at the core of the AMPS methodology to create motivations, incentives, support, and student culture where regular attendance is not good enough, and perfect attendance is a goal. AMPS aims to create schools where kids want to be at the school, and where the entire community exudes the zeal to learn more. Table six in appendix F provides details.

Expulsion Rate and suspension rates

Our suspension rates are near to state and district averages, with RCA having a bit of a higher rate, reflecting some of the challenges of starting a new charter school with all new middle school students, in a historically underperforming school district. As RCA staff and students begin to phase out of the beginning stages of the charter schools existence, more programs, better instruction and more community and parent involvement will progress this statistic. This is similar experience to that occurred at our first Oakland school. However we have not expelled any students in either region, and while suspensions are used for serious infractions we have

successfully intervened in most cases and avoided more severe consequences like expulsions.

Table seven in appendix F provides details.

High School graduation rate

Oakland Charter High has maintained a 0% high school dropout rate and a cohort graduation rate between 75-85% far surpassing the local district and schools, particularly with subgroups. Table eight in appendix F provides details.

Attrition rates: AMPS Schools historically shows an attrition rate of 7-9 percent by school.

There is a high level of residential mobility in the communities we serve and we see similar rates as our surrounding districts. Table nine in appendix F provides details.

College Attendance Rate: AMPS has had a 90- 95% 4 year college attendance rate over the last 3 years, far exceeding the District and local schools. And all of our students have matriculated in college coursework.

Four Year College Acceptance Rate				
	2011-12	2012-13	2013-14	2014-15
<i>Oakland Charter High</i>	90%	93%	95%	93%
<i>Oakland Unified SD</i>	51%	51%	51%	52%

AMPS as an organization, serves a disproportionately low income, Latino and ELL populations.

While the student performance graphs that follow compare Amethod Schools to Oakland Unified School District, it is important to note that Amethod Schools has a higher percentage of Hispanic/Latino, ELLs, and economically disadvantaged students than the neighborhood schools, State, or Oakland Unified School District.

AMPS has significantly increased achievement for subgroups and also closed historic achievement gaps with our subgroups performing better the longer they attend our schools and

our outcomes for low income, ELLS, Latinos, and other minorities exceed statewide and district averages—outperforming their peers of all backgrounds.

Subgroup California Standards Test (CST) Comparison: In many cases we double the percentages of proficient students compared to the District and we outpace both the District and State in most all subgroups, all years. Table ten in appendix F provides details.

California High School Exit Exam (CAHSEE) Comparison: All 10th graders each year are tested on the CAHSEE in English Language Arts and math. If they do not pass, they can test again in 11th and 12th grades. In table eleven, appendix F are the 10th grade CAHSEE pass rates in ELA and Math for Oakland Charter High, its comparison school and the district. Oakland Charter High School has maintained a pass rate of 97% or higher for the last 3 years and beyond. And for our educationally disadvantaged students we far outpace host districts and the State, surpassing them in all subgroups and roughly doubling the percentage of ELLs who pass the

CAHSEE: High School Graduation, College Matriculation, & Persistence Rates far exceed State and District rates

As indicated most all of our high school students are minorities, and educationally disadvantaged, and we over represent low income students and ELLs. While we did not track specifically the racial and ethnic makeup of our graduates attending 4 year colleges, virtually all of our students (90-95% per year) attend four year colleges and those students are representative of our general educationally disadvantaged population. This rate of college attendance at 4 year institutions far outpaces the District and the typical chances for these students. We included our college attendance table earlier in the document which outlines our 95% 4 year college attendance rate.

As the data indicates, AMPS has (1) significantly increased academic achievement for all students, creating top performing schools in every community it works with, (2) has demonstrated enormous success in closing achievement gaps, with their predominantly low income and educationally disadvantaged population consistently outscoring local districts and the State on most all key measures of academic growth and attainment and (3) we have had extremely consistently outstanding results on measures of proficiency, acceleration, and college attendance for all of our students. And as noted, our schools tend to 80% plus free and/or reduced lunch, over-represent ELL's and are composed almost exclusively of minority students. And we show these results in both growth and attainment for ALL students that attend our schools, erasing historic achievement gaps and sending virtually every student to 4 year college.

Contribution in Assisting Educationally Disadvantaged Students

As demonstrated above, AMPS has an extremely strong and consistent record of effectively serving educationally disadvantaged students, far exceeding the growth and achievement results for the district's we work in and State. In 2016, in a report filed by Great Schools, Oakland Charter High School was ranked number one among all

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Contrary to the results in many districts our proficiency rates for educationally disadvantaged students continually increase the longer they attend our schools, where the trend in OUSD is that, particularly for ELLs, the longer they are in the District, the lower the overall proficiency rates. Our schools are composed almost exclusively of students who fit the educationally disadvantaged category, and our overall

schoolwide results are a testament to the strides we are making with these students. As shown above, almost all of our students go on to four year colleges as well as demonstrate proficiency in high school and often acceleration. And for AMPS proficiency is not the goal, excellence is. Over the years, AMPS has had more than four hundred students qualify for the Johns Hopkins University- Center for Talented Youth (CTY), an exclusive program for both national and international students who demonstrate exceptional promise based on measures such as state exams and SAT scores. AMPS students and staff understand the importance of demonstrated high academic marks, regardless of race, or income and programs such as CTY help us to further motivate our staff and students to excel and persevere.

We will continue to deliberately site schools in communities where we can continue to serve educationally disadvantaged and increasingly to integrate different groups of such students.

Below is a description of our planned next sites and the communities we expect to serve.

Replication 1- AMPS Oakland Charter Elementary School (2016-17) – The Amethod Public Schools Oakland region will continue to serve a diverse and low income population as our current schools. We have begun our work with families and community to prepare for the charter process.

Replication 2- AMPS West County Elementary (2017-2018) - West Contra Costa Unified School District (WCCUSD) had 70.9% of students eligible for free and/or reduced lunch and 35% of students were ELLs. As tends to be the case, we expect to initially draw an over representation of low income families and ELLs, as those families often have the greatest need for responsive, high quality school options.

Replication 3 AMPS West County Middle School (2018-19) - We expect the same demographics as replication two above.

Replication 4 AMPS East County Middle School (2021-22) – We expect the same demographics as replication three above.

Students with Special Needs

At AMPS all students learning takes place in heterogeneous environments. This means that there are 'seats' in every classroom for every potential learner ensuring a FAPE-Free Appropriate Public Education, for all eligible students. AMPS implements an extensive Tiered Support model for all of our schools and staff, including special needs populations that targets differentiated programs that are assessed through monthly data analysis for all student that can target the beginning of a student's difficulties. AMPS hires and trains qualified staff that provide preventive academic and behavioral instruction within the general education environment. In this way, students receive appropriate support services woven into the school day and extended school hours. All students with special needs attending the AMPS campus will receive a high quality rigorous public education and will be integrated into the general program of the school. Amethod Public Schools recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and pledges to work in cooperation with the local district, community based programs to continue to seek and serve all students with fidelity. The schools have begun to work under the coordination of the AMPS Director of Special Education, who along with the guidance and support of El Dorado County Office of Education SELPA, to ensure that as we establish coordinated operational assurances for families and students. Free and appropriate education is provided to all students with exceptional needs. All schools in the AMPS network shall comply with all applicable State and Federal Laws in serving children with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"),

the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

Plan for English Learners

The English Learner (EL) student population continues to grow more rapidly than the student population as a whole, especially in California. Therefore it is that much more vital that schools address the needs of this growing demographic. AMPS sites will continue to hold high expectations for English Learners population, and will assure that a demanding academic program is offered to all students regardless of any language or placement classification. The schools will also continue to offer extensive support, curriculum, and qualified staff for the English Learner population our schools that currently makes up over nearly half of our total population.

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

Quality of Project Design

Measurable outcomes: In order to measure AMPS' progress with these objectives, the following targets and milestones have been identified to meet the various objectives. We plan a vigorous evaluation cycle by both our Board of Directors who will ask for progress on the outcomes below. In addition, we will have the Charter School Development Center (CSDC) conduct periodic audits of our schools to verify sound academic, operational and financial results in line with our goals and outcomes.

<i>Goals</i>	<i>Objectives</i>	<i>Outcomes</i>
<i>1. Continue AMPS growth of high quality schools in educationally underserved communities</i>	a) Expand the enrollment of existing schools by adding additional students b) Replicate AMPS’s school model at 4 new schools c) Grow new schools in communities where we serve educationally disadvantaged students and in districts where we already have established partnerships.	<i>i) 830 new students attend substantially expanded schools</i> <i>ii) 890 students attend 4 new schools</i> <i>iii) AMPS schools will over represent educationally disadvantaged students, serving at least 75% low income students at new and expanding sites</i> <i>iv) Expanded seats and new sites</i>

Outcome 1- add 830 students to substantially expanding schools, while continuing to serve an educationally disadvantaged population (75% or more eligible for free and/or reduced lunch) and producing strong academic gains and results (75% proficiency in ELA and Math, and as applicable 90% attendance of graduates to 4 year colleges). This is a fairly straightforward measure that will be based upon the self- reporting done by families for free or reduced lunch eligibility, the newly instituted common core aligned testing known as the California Assessment of Student Performance and Progress (CAASPP) as well as the college acceptance rates that each high school generates based upon the total number of graduates and the percentage of those graduates who attended a four year college. Annually we will assess the progress towards our enrollment projections, the demographics of those students and, when there are state assessments, the academic outcomes from those tests.

Outcome 2- Create 4 new schools, adding 890 seats, while continuing to serve an educationally disadvantaged population (75% or more eligible for free and/or reduced lunch) and producing

strong academic gains and results (75% proficiency in ELA and Math, and as applicable 90% attendance of graduates to 4 year colleges).

Importantly, these schools will be located within the districts we currently operate, so our relationships are already intact and the partnership is well established. This will help facilitate smooth expansion of new schools.

Outcome 3- CMO will develop and hire key staff in an effort to be more efficient, responsive, and supportive in driving school growth and quality. We expect this expansion of Home Office bandwidth to be able to support the expansion and ensure our ability to stay fiscally viable and sustainable. As a result we expect to be able to expand our impact while continuing to achieve positive annual operating incomes and increasing our fund balance. We plan to utilize an external evaluator from the Charter School Development Center (CSDC) to track our progress and ensure adherence to our overall goals above.

Growth Pattern for New Schools and New Seats

EXISTING SCHOOL	CURRENT ENROLLMENT 16-17	PLANNED ENROLLMENT 21-22	ENROLLMENT GROWTH
<i>OCA</i>	195	285	90
<i>OCHS</i>	430	480	50
<i>BJE</i>	390	580	190
<i>DCA</i>	255	360	105
<i>RCA</i>	240	360	120
<i>JHHS</i>	225	500	275

Total Substantially Expanded seats = 830

New Schools- Expansion

New schools	Year starting	Grades year 1	Enrollment 21-22
Oakland Elementary	17-18	K-2	300
West County Elementary	18-19	K-2	250

West County Middle	20-21	6-7	210
East County Middle	21-22	6-7	130

Total new seats=890

Overall, we increase our impact on students from a 2016-17 baseline of 1735 students to 3455 in 2020-21 serving an additional 1720 students.

Total Enrollment Projections								
	16-17	17-18	18-19	19-20	20-21	Total new expanded seats	Total new school seats	Total New Seats
TK	0	25	50	75	100	100	0	100
K	75	130	180	180	180	5	100	105
1	75	130	180	180	180	5	100	105
2	75	130	180	180	180	5	100	105
3	55	80	130	180	180	25	100	125
4	55	55	80	130	180	25	100	125
5	55	55	55	80	130	25	50	75
6	245	295	330	395	490	90	155	245
7	215	260	300	395	460	120	125	245
8	230	235	265	305	395	105	60	165
9	220	245	245	245	245	25	0	25
10	220	220	245	245	245	25	0	25
11	145	220	220	245	245	100	0	100
12	70	145	220	220	245	175	0	175
TOTAL	1735	2225	2680	3055	3455	830	890	1720

Quality of the Management Plan and Personnel

AMPS has a well demonstrated model of growth management and support for new site greenlighting and implementation as well as a seasoned and stable leadership team, it has already developed a powerful blueprint for new site development that has already been successful, keeping a tight focus both on the financial bottom line, work plans for startup, and the academic rigor of new schools. In the 11 years the CMO has existed it has grown deliberately and always maintained a strong cash balance, even with the more challenging per pupil of California. And

because California’s finances are more tenuous we have deliberately built a relatively large cash reserve to meet site contingencies.

The current leadership team has extensive experience in organizational development and growth, as they are the founders of AMPS they have overseen the organization as it grew from one small school in Oakland to now 6 schools in 2 Districts. This development from a budget of 2-3 million and less than a dozen employees to now 21 million and over 100 employees. And all the while through this growth and development the management team has always had clean audits, no compliance issues, and delivered outstanding results with educationally disadvantaged students. We believe that his organizational growth thus far, with far fewer resources, has prepared us well for the next stages of AMPS development through this funding opportunity.

These experiences and our discipline as an organization has allowed us to complete projects on time and within budget, to develop financial and human capital models that are sustainable and replicable, to deliberately outreach to local communities and stakeholders and garner critical support, to provide support, oversight, and quality control for each site, and ultimately to grow the organization and number of families served in a sustainable way that does not dilute quality.

(1)The management plan will achieve project objectives on time within budget and we have clearly specified responsibilities, timelines and milestones.

Major Milestones	Task	Targeted Timeline	Expansion Schools	New Schools	Assignment Responsibility	Support
Execute Existing School Expansion (Talent Management)						
<i>Recruit Key Staff Necessary to Support Expansion</i>	Recruit teachers for expansion sites	Oct-Aug 80% hired by March of year prior to open.	✓	✓	Director of Talent	Site Leaders

		100% hired by July 1.				
	Recruit other key staff for added classrooms	Oct-Aug 80% hired by March of year prior to open. 100% hired by July 1.	✓	✓	Director of Talent	Site Leaders
	Onboard process for all new hires	100% of new staff on boarded by August 1 of each year.	✓	✓	Director of Talent	Site Leaders
	Recruit Home Office staff: <i>Director of Instruction, Real Estate Managers, Dir of Finance.</i>	100% hired in by year 2 of grant..	✓	✓	Director of Talent	Site Leaders
	Recruit new leaders and establish Career Path Program	New leader identified for new schools by January of prior year.		✓	Director of Talent	Chief Academic Officer
<i>Establish Ongoing Professional Development</i>	Set up PD for teachers	100	✓	✓	Chief Academic Officer	Site Leaders
	Set up PD for support staff	April, May	✓	✓	Chief Academic Officer	Site Leaders
AMPS Home Office (Support through Expansion)						
<i>Establish Direct Reports work flow alignment</i>	Establish communication procedures, checkpoint and regional meetings	By year 2 of grant		✓	Chief Operations Officer.	
<i>Professional development for home office (C - Levels, Regional Directors, and staff members)</i>	Seek professional growth opportunities for better organizational and school support	Ongoing	✓	✓	Director of Talent	Chief Operations Officer.
<i>Professional development and best practice sharing for board of directors</i>	Seek professional growth opportunities for better governance and organizational support	August of each year of grant	✓	✓	Chief Executive Officer	Board President
<i>Annual AMPS Summit – professional development event for teachers,</i>	Plan and attend Annual AMPS Summit for PD, best practice sharing, expert training, and culture setting	Every August	✓	✓	Chief Operations Officer	Home Office Team

<i>principals, school and support staff</i>						
New School Expansion (Facilities)						
<i>Facility Identification</i>	Launch Search of facility	18-24 months before opening of school		✓	Real Estate Manager	
	Establish financing options for facility projects	12-18 Months before opening of school		✓	Director of Finance	Chief Operations Officer
	Meet with local community and business leaders to coordinate	12-18 Months before opening of school		✓	Site Director	Chief Academic Officer
	Identify necessary construction and permitting needs	18-24 months before opening of school		✓	Real Estate Manager	
<i>Secure Facility Update school opening or expansion needs</i>	Finalize space arrangements	12-18 Months before opening of school		✓	Real Estate Manager	
	Sign Lease	12-18 Months before opening of school		✓	Real Estate Manager	
	Set Project management for new facility and preparation Opening	12-18 Months before opening of school		✓	Real Estate Manager	
	Complete Site Preparation	3-6 months prior to opening of school	✓	✓	Real Estate Manager	
New School Expansion (Petitions and Outreach)						
<i>Charter Petitions</i>	Community and student engagement and recruitment	12-18 Months before opening of school		✓	Site Director	Chief Academic Officer, Home Office
	Begin Draft of new charter school petition	18-24 Months before opening of school		✓	Site Director	Chief Academic Officer, Home Office
	Meet with attorneys for legal review	12-18 Months before opening of school		✓	Site Director	Chief Academic Officer, Home Office
	Obtain authorizer approval	12 months before opening of school		✓	Site Director	Chief Academic

						Officer, Home Office
Student Recruitment	Host Community wide events	12-18 Months before opening of school		✓	Site Director	Chief Academic Officer, Home Office
	Community and student engagement and recruitment	12-18 Months before opening of school		✓	Site Director	Chief Academic Officer, Home Office
	Meet with diverse Community Based Organizations	12-18 Months before opening of school		✓	Site Director	Chief Academic Officer, Home Office
Program and School Evaluation						
Test Administration (NWEA)	School site Test Coordinator and staff to administer	Fall/Spring	✓	✓	Site Director	Site Team
Test Administration (CAASP/SBAC)	School site Test Coordinator and staff to administer	February - May	✓	✓	Site Director	Site Team
Desegregate staff Census Data	School staff to collect, analyze, and submit to necessary departments	October	✓	✓	Site Director	Site Team
Schools & Regions Family Survey Collection	School staff to collect, analyze, and report to Regional Directors	February	✓	✓	Site Director	Site Team
Schools & Regions Staff Survey Collection	School staff to collect, analyze, and report to Regional Directors	Spring	✓	✓	Site Director	Site Team
Collection of high school attainment and alumni data, including college matriculation	Survey graduating senior placements and needs assessments	Sept./Oct	✓	✓	Site Director	Site Team
Collection of student attrition data	School staff an annual data collection administered in October. CBEDS data are reported through an Online Reporting Application called CBEDS-ORA	Oct/Nov	✓	✓	Data Manager	Site Team
Annual Independent Audit	An annual independent financial audit of the books and records, including	Achieve a clean audit in November of each year.	✓	✓	Chief Operations Officer	Director of Operations and Finance

	state and federal grants of the organization will be conducted as required by Education Code Sections 47605(b) (5) (I) and 47605(m).					
<i>CSP Grant Evaluation (CSDC)</i>	Charter Schools development Center will audit the CSP grant through site visits, review data, governance/financial reviews, and track our progress against our outcome goals as well as management plan	Dec.- March of each year.	✓	✓	Chief Operations Officer	Director of Operations and Finance
Oversight and Management of the Grant						
<i>Maintain tight budgetary controls and oversight</i>	Verify organization in on within budget and achieve an annual operating income of +5.0%.	By June of every year	✓	✓	Chief Operations Officer	Director of Operations and Finance
<i>Plan and set Org Strategic Plan</i>	Establish and analyze strategic plan with detailed grant outcomes	By August of each year of grant.	✓	✓	Chief Operations Officer	Director of Operations and Finance
<i>Train grant Regional administration and school staff at(as needed)</i>	Visit outcomes, assurances, milestones, and reporting	By August of each year of grant.	✓	✓	Chief Operations Officer	Director of Operations and Finance
<i>Submit annual reports</i>	Org staff will prepare and submit to the U.S. Department of Education within required policies.	By August of each year of grant.	✓	✓	Chief Operations Officer	Director of Operations and Finance

(2)We have a strong business plan for improving, sustaining, and ensuring the quality and performance of the charter schools created or substantially expanded beyond the initial

period of federal funding including facilities, financial management, central office, student academic achievement, governance, oversight, and human resources

AMPS has historically grown new schools deliberately and through a planned process of growth that links the new site back to the CMO providing the site all the ingredients of a high quality school and supporting that site director to develop themselves and the AMPS program. Our business plan for school development and growth begins with a market analysis, assessing educational need, political and community support and the context for chartering in a specific district, with a particular emphasis on facility options and costs. For a school to be green lighted, we progress through a decision matrix, reviewing the above factors, as well as human capital, family demand, financial sustainability, and market competition.

We work with Edtec to create financial models for each new school and have developed an organizational budget that encompasses the new schools and expanded sites. That plan models our growth in revenues and enrollment and ties those to increased costs around school startup and support. At the end of the grant period all of our schools are financially self sustainable and the CMO should be continuing to build reserves to provide school support and meet contingencies.

Facilities- AMPS works with local districts to first identify potential sites under Proposition 39, which provides charters with “reasonably equivalent” space, where proposition 39 is not a preferable option, the CMO will work with local brokers and other public agencies to identify and secure sites, typically utilizing funds from SB740 to subsidize those costs. Our facilities team has developed a very strong portfolio, and works with the site director throughout the

acquisition process to assure that new sites are secured, well designed, and responsive to student needs.

Financial management - Business and financial operations including interim actual reporting, other financial reports will be completed by performed by Edtec under the supervision of our COO. Edtec 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. In preparation for expansion, AMPS does intend to hire a director of finance and over time, we will move more financial services in-house. Payroll services will be outsourced to ADP Business Solutions who currently serve other AMPS 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. Edtec and our CMO staff will work with new sites in developing budgets and setting up fiscal and operational systems.

AMPS Central “Home” Office

The AMPS home management team will be responsible for the majority of the policy setting decisions including the following: general policies of the school; recommend and monitor the school's annual budget with school leaders; ensure operation of the 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 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 and home office provides the critical systems and support for Amethod schools. AMPS trains school staff on how to effectively use the systems that allows for the continued successful practices at AMPS campuses by supporting the notion that leaders need ample time to focus on instruction, students and teachers to assure the academics remain crisp and effective.

The AMPS Central support includes: (1)Operations Personnel for streamlining state reporting and compliance, (2)Teacher Recruitment procedures and support; (3)Teacher Development and Leader Framework through Chief Academic Officer and Instructional Leadership Team models; (4)Leadership Development Program (5) Centralized Operations Management including Attendance, Facilities and Maintenance; (6) AMPS-negotiated vendor contracts for food service, software, computers, curriculum, special education service providers; (7) Full Scope and Sequence planning for core subject areas; (8) Systems for many operational issues including attendance, food service management, assessments and assessment data management.

Student academic achievement- AMPS Instructional Domains guide the instructional standards and expectations for each classroom in the organization. The AMPS Teacher Domains are a compilation of desired best teaching practices summarized with common measures of student success. AMPS' own practice and internal data analysis have been the main influence to the standards for every school site. Each standard is designed to create clear, rigorous and effective school site patterns for success.

The selected Instructional Domains are used to gauge teacher effectiveness and instructional practice in AMPS classrooms. The 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 framework serve to create a common instructional experience across classes and schools by instituting valuable organization wide procedures, rituals and strategies.

Governance and oversight-All of our schools will be independent charter schools. However, they will be governed by Amethod Public Schools (AMPS), a 501 (c) (3) non-profit benefit California Corporation. Amethod Public Schools is governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of all charters submitted and approved. The Board of Directors will be responsible for major strategic and policy decisions related to the schools and will also exercise their fiduciary and oversight responsibilities to ensure both existing charter schools and the additional charter schools being replicated are financially sustainable and in compliance with all applicable state and federal laws, rules, and regulations, including but not limited to those applicable to the CSP Program.

The Board approves budgets for all charter schools operated by Amethod and approves major school-specific and system-wide policies. The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established. The Board may also establish committees such as personnel, instructional, or specific committees as recommended and requested by the Board President and members. The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the school or Amethod Public Schools any of those duties. The Board however, retains ultimate responsibility over the performance of those

powers or duties so delegated. Such delegation will: be in writing; specify the entity designated; describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and require an affirmative vote of a majority of Board members. The Board delegates the day to day management of AMPS to the management team.

Talent Management / Human resources- Historically, AMPS has developed and selected leaders within its own organization who have already asked to be considered for a leadership role. Through the established Career Path - Up and Coming Leader Program (UCLP) individuals can apply for opportunity for a leadership residency role in the form of a site based instructional leader, trainer, dean and/or eventually school leader. They, with the support of AMPS, and utilizing personnel policies and practices will have a key role in hiring the school staff.

The Site Director is the instructional, cultural, managerial, and community leader of the school. The Site Director sets the vision for the school and ensures that the school is a high-achieving college preparatory environment where all students finish their tenure at or above grade level. The Site Director, as a proven educator, serves as the manager of all teachers, and also coaches and mentors 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 is a member of the interviewing and selection committee for other school site staff and works with the Home Office team to establish a Program Plan Model.

AMPS Career Path Up and Coming Leader Program (UCLP) - Great schools are led by great individuals. AMPS is a charter school system that promotes high academic achievement for every child by attracting, preparing, cultivating, and supporting outstanding teachers and staff for

our school sites. Though AMPS currently solely has locations in the East Bay Area of California, our successful tenure in the cities served will be used as the foundation for future smart growth of replication campuses throughout.

The AMPS Career Path- Up Coming Leader Program (UCLP) will aim to be differentiated so

Start up support - We will be able to assist our expanding and newly opened schools by setting up the following: (1) Removing the challenge and risk of securing adequate and affordable facilities by negotiating with real estate development organizations to acquire leased facilities; (2) Creation of each school's charter document and collaborating with charter school authorizers to receive approval and develop operating contracts; (3) Offering established financial management systems through the services of back office support from Edtec; (4) Bringing government and philanthropic support to school start-up.

(3)We have a multiyear financial and operating model for the organization, a demonstrated commitment from current and future partners, and evidence of broad support from stakeholders critical to the project's long term success.

Appendix G, presents our multiyear financial modeling for the grant period and beyond. That demonstrates our positive yearly cash balances as well as our strong revenue to cost ratios and reserve development. Those assessments are extremely conservative, and rely on no additional private fundraising. As we stated prior, California's relatively challenging finances have made us an extremely lean and efficient organization, and we will continue to build out the CMO and schools in a similar vein. Our letters of support indicate our key partnerships with our host

districts, and their ongoing desire to partner with us to improve options for local students. We have key partners that will support us in our ongoing growth and success, as our letters of support show, we have strong political support from host districts, with key elected officials in target districts expressing support, and we also have broad a deep support from community based organizations, the state charter association, the education community, and private funders.

(4)Plan for closing charter schools - In the event that an AMPS school is not meeting our quality standards, and does not respond to concerted corrective action planning, the AMPS board will vote to close the school by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The Board of Directors will promptly notify parents and students of the Charter School, the District, the authorizer, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate, and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements. The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School. The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities. As applicable, the Charter School will provide

parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. The Board will also contract with an independent auditor for a final audit of the school and program. By law, we retain a separate fund for closure expenses. We have much more detail on our closure proceedings in our charter petitions; please refer to the John Henry High School Charter Petition Page 122 for the latest iteration.

(5) Qualifications of key personnel – training and experience- AMPS management team will be responsible for the execution and implementation of the grant program. As was previously mentioned Mr. Jorge Lopez and the management team, have successfully and efficiently managed the CMO founding and growth from a single school into a network of 6 sites in 2 Districts serving 1400 students with an annual budget of roughly 11.2 million. Over the course of this growth the management team has remained very stable and demonstrated its ability so successfully manage complex undertaking like this grant.

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

Director overseeing K-12 education site based services for identified migrant agricultural families and students. Mr. Lopez also served as a founding teacher and Principal for Dolores Huerta Learning Academy (a K-6th) in Oakland, CA. Mr. Lopez holds a BA and Masters 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, 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- Chief Academic Officer- Evelia Villa is the Chief Academic Officer for Amethod Public Schools. Prior to her role as The Chief Academic Officer, Evelia over saw the Oakland Charter High School campus that 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 Elementary serving a 100% minority

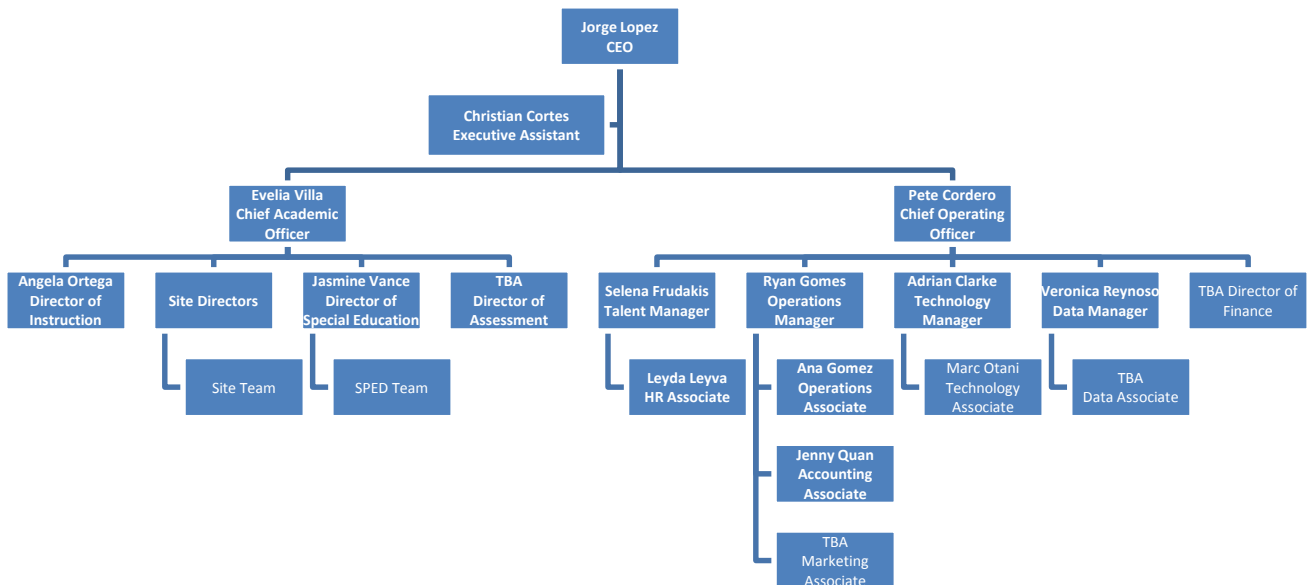
student population in the Authorizing districts. In the schools first year, Ms. Villa led RCA to become the highest performing public middle school in the history of WCCUSD with an API of 813. In 2015, Silicon Valley Latino Magazine selected Evelia as one of the *Top 40 under 40 Latino/a Leaders to Watch* in the San Francisco Bay Area. Prior to joining Amethod Public Schools Ms. Villa served as Vice Principal for Parkway Elementary School (K-6) in Sacramento, CA and as a Teacher on Special Assignment within the Sacramento City Unified School District. Ms. Villa also worked as a new teacher mentor for the BTSA Program 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 and credential from Sacramento State University.

Angela Ortega- AMPS Regional Director-(Oakland)-Angela Ortega has served as a public school teacher for over eight years, as a site director, and currently serves as the Regional Director of Instruction where she also heads the AMPS Instructional Leadership Team setting up mentors for new teachers and evaluates school instructional programs. Ms. Ortega is the lead transition expert for the AMPS School system Common Core alignment Team that has developed training and assessment modules for the network curriculum's alignment to the Common Core Implementation in 2015. Prior to becoming a teacher, Ms. Ortega served as a lead scientist for NASA as a lead geological researcher at the Ames NASA facility. Angela received her undergraduate degree from University of the Pacific in Geology and her graduate degree in Teaching and Education from Aliant University.

(Management Staff Resumes are in Appendix B)

Back Office Accounting/ Business Operations-Business operations will be including interim actual reporting, other financial reports will be completed by performed by Edtec, an experienced national back office business service provider that has delivered services to more than 200 developers and charter schools supporting over 40,000 students across 50 districts in over 30 counties and six states. Payroll services will be outsourced to ADP Business Solutions who currently serve other AMPS 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 conduct an annual financial audit as required by the California Education Code.

AMPS Organization Chart



Quality of the evaluation plan

Amethod Public Schools operates within a continuous improvement model and uses a school reviews and external evaluators to take a comprehensive look at the school through the lenses of the charter law, the school's charter and other core documents, as well as charter school best practices, with a specific emphasis on meeting the goals and outcomes of the grant program. We will use the Charter School development Center (CSDC) based in Sacramento as our external evaluator given their long experience working with charters, their quality lens and their competence. They will conduct site visits every spring where they will review data and track our progress against our outcome goals as well as the process goals outlined in the management plan. And most importantly they will externally review student achievement data for AMPS students, set baselines, measure growth, and ultimately provide us summative and formative feedback on our progress toward to goals set for the in this grant and also the key goals set forth in our charters. The CSDC team examines three key areas of a school's implementation of the charter school more specifically, CSDC examine a school's:

- *Educational Program- we want to assure that we are achieving significant growth and achievement for all students including educationally disadvantaged ones*

A school's educational program embodies the mission and vision as detailed in the charter and examine the school's curriculum and instructional plan and assess the level of implementation. CSDC evaluators examine programs for English learners, special education students, students who are struggling, and students who are academically advanced and review the school's goals and methods of measurement of the goals and the level of implementation of the goals. They will identify baselines and track progress for students holding us accountable to Goal #1, "Continue AMPS growth of high quality schools in educationally underserved communities" ensuring we achieve our outcomes.

- *Governance and Operations*

Evaluators will review the school's governance structure as described in the charter and bylaws and compare the description with its implementation and a sample of board minutes, school policies, and related documents. Evaluators review a sample of student records to ensure that they contain legally-mandated documents and also examine areas of other compliance such as the school's admission requirements including lottery requirements. Part of this area will include evaluation of how we are progressing towards Goal #2, "Strategically grow and improve the responsiveness of the AMPS CMO". In addition to tracking our progress, they will be useful in understanding best practices and supports. CSDC will also support us in identifying and implementing CMO improvements, with an emphasis on ways to assess efficiency and responsiveness.

- *Financial Management*

CSDC will evaluate our ongoing financial picture in pursuit of achieving Goal #2 as well, reviewing the school's budget projections and comparing it to actual in order to assess school fiscal viability and our aim to achieve over 5% operating income per year. Also reviewed is a school's audit, fiscal policies, internal fiscal controls, and examine accounting procedures including payroll and student attendance reporting procedures and the school's insurance coverage and the retirement system participation. They will support us in moving towards greater efficiencies where applicable, and also in determining our school startup cost and assessing whether we are reducing that over time.

CSDC has more experience than any other actor in California in providing external charter reviews and evaluations, and also very high standards for performance. Through the use of

objective performance data—student tests, and college acceptance data—setting baselines in the first year (or prior years if we can get access to those scores) and tracking student growth over time, we believe that we will provide valid and reliable data about the efficacy of our program and the extent to which we are meeting our outcome goals. Beyond the extensive use of quantitative data, we will also develop significant qualitative data with CSDC around particularly the CMO performance and its quality and responsiveness. Through surveys (a needs assessment at the beginning of the year, and a CMO review at the end of the year) observations and focus groups we will develop a range of qualitative data around that will be used to evaluate both how the CMO is doing and how it can improve, with an annual process of strategically planning network growth and CMO structures and supports.

Application Requirements

- (a) **The objectives of the project for replicating or substantially expanding high quality charter schools and methods for determining progress toward achieving objectives-** Please refer to our quality of management section, where we discuss our objectives, measurable outcomes and timelines and deliverables.
- (b) **How the applicant currently manages its charters and how new schools will be managed, including descriptions of central office functions, governance, daily operations, financial management, human resources management, and instructional management-** Please refer to the management plan.
- (c) **How the applicant will ensure that each school receives its commensurate share of federal funding-** AMPS staff and Edtec staff collaboratively complete applications for each school for Federal and State education funds well before a school actually opens. They also continue to provide fiscal management and support after the schools open in order to sure compliance with funding guidelines.
- Currently, AMPS schools receive the following federal funds: Title I, II, III, IV and Vb, ARRA, SFSF and IDEA funds. We work with our host Districts, to assure that all applications are filed timely and complete. As part of the planned growth of schools, AMPS plans to recruit and hire a Director of Finance who will oversee and lead the finance operations team for the organization and add to the AMPS Home Office wrap around service to schools.
- (d) **The education program and how it will enable all students to meet rigorous standards, grade levels of students to be served and the curriculum and instructional practices.**

The AMPS Instructional Standards highlights a compilation of expected fundamental best teaching practices, and instructional strategies summarized by AMPS as common measures of student success. A framework for professional practice can be used for a wide range of purposes, from meeting novices' needs to enhancing veterans' skills. Because teaching is complex, a road map through the territory, structured around a shared understanding of teaching is necessary. Novice teachers, of necessity, are concerned with day-to-day survival; experienced teachers want to improve their effectiveness and help their colleagues do so as well. The standards have been distilled from a wide variety of resources and are supported by practitioners and researchers. AMPS in house research and teaching practice have also influenced the standards. Each standard is designed to create engaging, efficient, rigorous and effective classroom practice that will serve to prepare all students learning, and teachers' growth in practice and skill development. Intuitional instructional beliefs and parameters are used to gauge teacher effectiveness, pace and classroom practice within the organization.. Teachers are encouraged to routinely reflect on their practice in light of the Instructional Standards and to self-gauge their practice to assure that classrooms remain engaged, organized, and rigorous throughout the lesson. The standards provide common language, expectations, procedure practices, and expectations which are used to facilitate peer and administrative observations, coaching and professional development concepts such as Film Sessions and *Post Film Sessions-Reflection Section* used for self-critique and evaluation. At the student level, the standards serve to create a common instructional experience across classes and schools by instituting valuable organization wide procedures (rituals) and strategies.

AMPS believes that higher education is the surest path to future success for poor families and having high expectations of all students is an absolute necessity. Drawing the best from every

student takes immense effort from the teachers, families, administrators, and students; but the results are well worth it. We reason that some of the keys to drawing the best from every student requires schools to have; high expectations; highly effective teachers, academic rigor, professional development, and stakeholder commitments. Based on the Amethod Public Schools values and model, we will support each student to accelerate their progress and achieve at high levels through quality first school, instructional process, and effective classrooms. Robust learning depends on a rigorous standards-based curriculum as the foundation and teachers that actively engage students in an inspirational manner that leads to academic success through interdisciplinary approaches. Central to the school's mission is the belief that all students can succeed in an organized, vibrant and college-prep environments when provided with high expectations, standards based program with embedded liberal arts traits, extended time for learning, and access to a wide range of enriching learning experiences. It is now a truism that an excellent college education is necessary for expanded opportunities in an increasingly competitive and global 21st century job market. Therefore, a college preparatory ethos drives all aspects of AMPS schools, from the educational program to the allocation of resources and daily scheduling. AMPS understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be trained to: 1. Utilize research based curriculum, 2. Incorporate state standards into instruction 3. Align appropriate assessments to the state standards, 4. Implement relevant, supplemental instructional programs that are aligned to standards and reflect research-based best practices, 5. Design instruction that incorporates researched backed instructional strategies and effective teaching.

Instructional Program.

AMPS staff and faculty adhere to AMP's Instructional Practice Framework which guides the instructional standards and expectations for each classroom. The Amethod Schools Instructional Standards are a compilation of desired best teaching practices and domains summarized with common measures of student success. The standards have been distilled from a wide variety of resources and are supported by practitioners and researchers such as Madeline Hunter, Doug Lemov, Robert Marzano, Linda Gonzales, and John Saphier. Amethod Public Schools' own practices and research have also influenced the instructional standards for the organization. By utilizing the rigorous grade-level expectations articulated in California's Common Core Content Standards as well as by referencing the California State Blueprint and Framework, academic learning at each school will be driven by the Instructional Domain design and implementation of year-long pacing guides that ensure students have mastered core standards by the end of the third quarter. Data drives instruction at every step in the AMPS methodology. Intervention and accelerated groups are used to ensure all students are challenged and supported in individual learning levels (The AMPS Instructional Domains could be found in appendix section under the Instructional tab). The Common Core State Standards will guide the academic plans for all JHHS students. The ultimate academic goal for JHHS students is to graduate from a four-year university. Starting in grade nine, student academic plans will be crafted along the continuum of learning in preparation for the rigors of the college pathway. JHHS intends to provide students with options after middle school that includes the opportunity to prepare, apply, and graduate from a four-year university. Specific focus will be on a well-rounded approach to a wide variety of reading, critical analysis, advanced math and science to give students the foundation to reach higher levels of learning to be prepared for a college experience, especially in light of the recent data from the California Department of Education (2012) that indicates that less than 10% of

students living in poverty graduate from California high schools having met the eligibility requirements of the UC and/or CSU systems.

Moreover, empowered communities, families, and educators will develop a consciousness about the obscure messages that exude low expectations and excuses which are pervasive in many institutions, including public schools, and the messages they convey to inner city students. As such, AMPS schools will 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. Students should develop an understanding that education is imperative for their future, and where a perseverant work ethic is absolutely necessary for the positive development of their future generations. Each school will provide clear expectations for students that will spotlight school college attendance, program rules and procedures that cultivate an environment for scholarly success. It is our intent to establish a school culture where diligence, perseverance, and intellectual curiosity is respected, and where being responsible for one's education is the ultimate goal. To ensure success, each school will adhere to the following characteristics which have proven successful at the AMPS

Seven Successful Strategies The school's work will be organized around seven strategies that guide the development of educational practices for teachers, administrators, students, and the organization. The strategies, combined with the school program design, pedagogical approach and other curricular components are the core of the Amethod Public School's model and performance data over the past seven years. Schools will replicate the tested strategies. The Strategies are listed as follows: 1) Evidence-based continuous improvement (Data Driven)

2) Smaller learning community; 3) Equitable access to standards-aligned, rigorous, and relevant instruction; 4) Responsive teaching; 5) Positive learning climate; 6) Instructor rotations; 7) Family connections.

(e) **Describe the administrative relationship between the new charter schools expanded by the applicant and the authorized public chartering agency-** All of our schools will be independent charter schools. However, they will be governed by Amethod Public Schools, a 501 (c) (3) non-profit benefit California Corporation. Amethod Public Schools is governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of all charters submitted and approved. The Board of Directors will be responsible for major strategic and policy decisions related to the schools and will also exercise their fiduciary and oversight responsibilities to ensure both existing charter schools and the additional charter schools being replicated are financially sustainable and in compliance with all applicable state and federal laws, rules, and regulations, including but not limited to those applicable to the CSP Program.

With respect to funding, all schools will be wholly separate and independent entities from the authorizer. Each school will receive funding in accordance with California Education Code and applicable federal law. Each school may receive its funding directly from the state or through any other available mechanism. Any funds due to an Amethod Public School that flow through authorizers will be promptly forwarded to the school in accordance with law.

(f) **Describe how the applicant will provide for the a continued operation of the proposed new or substantially expanded charter schools once the Federal grant has expired.**

As shown in appendix G, Schools created through this project will remain open and will continue to serve students indefinitely because they will be fully sustainable on public dollars which is an integral component of the green lighting of any AMPS site. We have historically operated all of our sites in a cash positive manner, even under the relatively low per pupil of California, as our submitted financial documents demonstrate. For more detail see “Quality of the management plan”.

You can see from our projections in our multiyear budget scenario that all of our schools are sustainable on public money when the grant expires and we will continue to have a substantial reserve to support unforeseen contingencies. For discussion of the budget for grant funds specifically, see the ED524 form and the Budget Narrative.

g) Describe how parents and other members of the community will be involved in the planning and implementation of the proposed new or substantially expanded charter schools

Parental and Community Involvement

Amethod Public Schools recognizes that a child’s education is a responsibility shared by the school and family during the entire time the child spends in school. To support the goal of the school to educate all students effectively, the school and parents must work as knowledgeable partners from the very beginning. Parents and family members are an integral component of a school’s ability to provide for the educational success of their children. Amethod Public Schools believe in the notion that parents, family, and guardians are children's first teachers.

The schools will continue to use a range of methods to consult with and receive parental/family input. For example, AMPS established the local Family Staff Team (FST), the local advisory council, will have parent volunteers, and community members of specific expertise that can

assist in the development and strategic focus of the schools to the broader community. The role of the FST is to advise the AMPS Board of Directors on issues including, but not limited to community relations, and student /school events specific to their . The group that is composed of staff, community and more importantly of parents whom 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 meets 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 sites.

The establishment of a new charter school depends on active and strong family participation. Parents, families, caregivers, and community members understand the need for a better public school education more than any other stakeholder. Parents, who are actively engaged in the development of the school at its inception, take more ownership and fully support the school's mission embrace the value of solid public school education. Parents and other caregivers can begin building early on the path to college by expanding their understandings of school measurements, analysis, and data that will allow them to become vocal advocates for their children’s education. The proposed replication charters will use a range of methods to consult with and receive parental/family input. As was established in the opening of other AMPS school sites, Amethod leaders conduct a community survey and analysis to establish the parameters for a need for better student results. Once determined, AMPS leaders begin to work with parent and community leaders to discuss the needs of families in the given area. The same ongoing

opportunities for involvement and input during the petition process, as well as operational phase, of these future schools will exist.

As replication schools move from pre-launch to its operating phase in the fall, there will be continued opportunities for parents to be involved and provide input into the planning of the school.

A comprehensive and coordinated strategy to engage and empower families and communities in building awareness, knowledge and supports for continuous learning is essential. Thus, ongoing parent workshops and trainings occur during the school year at AMPS sites. These methods are in use for existing parents and include focus groups, surveys, parent/teacher conferences, orientation meetings, events, and phone / internet communication. Topics for family workshops have included understanding grades and GPA, road to college, homework, and many others regarding responsible parenting and college readiness.

Community Participation

Community based organizations, businesses, non-profit organizations, the faith community, philanthropy and other citizens hold a rich and comprehensive array of services and talent. AMPS has continuously sought a coordinated and aligned integration of services offered to meet school and student needs. For example, our organization partners with *Families That Can* ; a statewide nonprofit organization whose mission is to educate families about what should be expected of every public school to ensure every child, regardless of color or socio-economic standing, has access to a high-quality public education. Families That Can has prepared and delivered a series of workshops for our families that range from advocacy to school data

analysis. They provide a parent organizer to the school sites who through workshops and school visits, trains parents on the necessity of parent advocacy. Over the past two years, parent leaders from different Amethod Public School sites have attended a statewide Parent Advocacy Conference to meet with education and legislative leaders to discuss the role of family advocacy and school reform.

(h)Request for waivers- NONE

(i) Describe how funds will be used, including how these funds will be used in conjunction with other Federal programs administered by the Secretary, and with any matching funds

Ensuring share of Federal education funds. AMPS Home Office staff complete applications for each school for Federal and State education funds well before a school actually opens. They also continue to provide fiscal management and support after the schools open in order to sure compliance with funding guidelines. Currently, AMPS schools receive the following federal funds: Title I, II, III, IV and Vb, ARRA, SFSF and IDEA funds. We will utilize these funds to cover allowable expenses, and supplement our existing federal funding, so for example while we use IDEA funds for students services CSP funding will be used to support network wide implementation of best practices and compliance and efficacy at new and expanding sites. Similarly while we will use CSP funding for early outreach and family engagement much of that will shift to Title 1 once schools are operational.

(j)Describe how all students in the community, including students with disabilities, English learners, and other educationally disadvantaged students will be informed about the proposed new charter school and be given an equal opportunity to attend the school

AMPS will target all populations within the areas identified in the respective charter document, regardless of race, disability, ethnicity, or gender, making specific efforts to identify and serve educationally disadvantaged students. The organization has and will continue to explore as many avenues of outreach as possible to guarantee a broad spectrum of exposure during its recruitment process. Historically we have not used a weighted lottery and do not plan to, as our outreach efforts have always yielded high needs populations.

Amethod Public Schools 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 authorizing districts.

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

- *Attending elementary school, and middle school option fairs at diverse sites;*
- *Work with other charter schools, particularly elementary schools looking for a feeder option*
- *Meeting with local Athletic Teams and leagues;*
- *Hosting open houses at the school and partnering campuses;*
- *Press releases and other communications with local news media;*
- *Posting of notices or banners in libraries and other public buildings and spaces, as well as with local businesses and religious institutions.*
- *Working with community organizations to reach families in the local area;*
- *Word of mouth among parents in the community; and*

- *Speaking or distributing flyers at local churches, recreation centers, and groups working with families*

Outreach efforts and materials will be provided in English, Spanish, Vietnamese, Lao, Mien and Mandarin languages as needed. General information sheets, and other key documents, including the school vision and mission statement will be provided in the multiple languages as well.

Enrollment materials are also accessible on the school website at anytime.

(k) Describe how the proposed new or substantially expanded charter schools will comply with sections 613(a)(5) and 613(e)(1)(B) of the IDEA

Sections 613(a) (5) of the Individuals with Disabilities Education Act requires that children of the proposed charter schools are served in the same manner as other children within the authorizing LEA. Additionally, it requires the authorizing LEA to provide funding in the same manner as other schools. As outlined in its recently approved charter petition, pursuant to California Education Code Section 47641(b), AMPS schools will initially remain, by default, a public school of the authoring LEA for the purposes of special education. Under this arrangement, students of AMPS schools will receive special education services in the same manner as other students of the district, the authorizing LEA. Furthermore, it allows authorizing districts to consolidate AMPS schools student enrollment and ADA with its own enrollment and ADA, in order to generate an equitable share of state and federal special education funding on behalf of AMPS schools. In line with this, AMPS schools and authorizing districts will execute a memorandum of understanding that delineates roles and responsibilities with regards to funding, delivery of service, and compliance with state and federal laws. Proposed charter schools, will also typically by default, initially remain public schools of the authorizing district and execute

additional memorandum of understandings, securing both the same manner of service delivery and equitable state and federal funding for special education.

Section 613(e)(1)(B) of the Individuals with Disabilities Education Act prevents state educational agencies from requiring charter schools to jointly establish eligibility with other LEAs unless it is explicitly stated under state statute. Under Education Code 47641 (a), AMPS schools and the other two proposed charter schools would become an independent LEA and directly join a special education local plan area (SELPA), electing to participate either on its own or as a consortium.

(l) Provide information on any significant compliance issues. AMPS has had no significant compliance issues throughout the two decades of existence.

(m) Student demographic and achievement data is available is appendix F.

(n) Student demographic and achievement data is available is appendix F.