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AIMSK-12
COLLEGE PREP
CHARTER DISTRICT

AIMS College Prep High School

Renewal Charter Petition

For a term of July 1, 2021 – June 30, 2026

Submitted to the Oakland Unified School District

October 1, 2020

www.aimsk12.org

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Affirmations, Declarations, and Assurances

Affirmation of Conditions Described in Education Code Section 47605(e)

AIMS College Prep High School (also referred to herein as “Charter School”):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (“Ed. Code”) § 47605(e)(1))
2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))
3. Shall shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))
4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))
5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District (“OUSD” or “District”) except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))
 - a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))
 - b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))
 - c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))

- d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))
6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))
7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))
8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))
9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))
10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)

Charter School is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non charter public schools. (Ed. Code § 47605(d)(1))
2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))
3. Shall at all times maintain all necessary and appropriate insurance coverage.

4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 et seq. and the Political Reform Act (Ed. Code § 47604.1(b)(3) and (4))
5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(l))
6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check (Ed. Code §§ 44830.1, 45122.1, and 45125.1)
7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))
8. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)
9. Shall adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, section 5; and MGL c. 89, 71 sections (f) and (I).
10. Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 et seq.) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.
11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)
12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)
13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:

- a. The California Code of Regulations
- b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
- c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.)
- d. Displaying all required postings at school site and online
- e. Following the minimum and maximum age requirements for enrollment
- f. Providing the minimum number of instructional minutes

NOTE: This Charter contains specific “District Required Language (DRL)”, including the above *Affirmations, Declarations, and Assurances* section. The DRL should be highlighted in gray with each Charter element or section. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.

Introduction

It has been nearly fifteen years since American Indian Model Schools (“AIMS”), which is celebrating its twenty-fifth year in education, opened American Indian Public High School (“AIPHS”). A great deal has changed since then, both within the District and within the Charter School. While the quality of the Charter School remains the same, AIMS decided this is an appropriate time to change the name of the Charter School to AIMS College Prep High School (“AIMS High School”, “AIMS HS”) to better reflect the diversity of the population we serve. This is how AIMS will be referring to the Charter School in this document. AIMS HS was the second charter school to be opened by the AIMS K12 College Prep Charter District (formerly known as American Indian Model Schools); and AIMS HS has maintained its placement as one of the top performing High Schools in the Bay Area and State.

During this time, OUSD, too, has gone through significant change. OUSD’s leadership has recognized that different students are served in different ways, and it has remained committed to ensuring that parents and families have access to high performing schools, whether they are traditional public or charter schools. In this way, OUSD has proven its commitment to the families it serves.

Committed to academic excellence, AIMS HS’s goal is to provide structure and student achievement to traditionally underserved urban students by:

- Improving the academic achievements of all students including those with special needs
- Closing the achievement gap
- Focusing on student attendance
- Supporting effective educators
- Providing a structured learning environment

AIMS is eager and excited to continue its contributions to the Oakland Unified School District’s admirable mission to build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

During its fifteen years, AIMS HS has received Distinguished Schools and Title I Academic Achievement Awards. AIMS HS serves approximately 75% socioeconomically disadvantaged students and almost 100% racial minority students. AIMS HS graduation rate is 80% and its college acceptance and A-G completion rate is 100%. AIMS HS was recently recognized by Families in Action for A-G completion for our African American and Latino(a) students. Students have the opportunity to take Advanced Placement (“AP”) coursework and exams. The AP participation rate for seniors and juniors at AIMS College Prep High School is 100%. During the years of API reporting AIMS HS consistently scored above 900, and 100% of AIMS HS graduates have been accepted to four-year colleges and universities including Ivy League schools, colleges and universities within the University of California (“UC”) system, and Historically Black Colleges and Universities (“HBCU”). Students who are traditionally underserved in other educational settings excel at AIMS HS. AIMS HS is a member of the College Board. AIMS has consistently met academic measurable outcomes. AIMS HS

participates in social programs such as feeding the homeless in downtown Oakland and tutoring underperforming middle and elementary students. AIMS HS offers a year-round extended program that focuses on enrichment and intervention. Study time and tutoring are embedded into the daily schedule. AIMS HS aggregate and disaggregate subgroup data outperforms that of the District, state, and comparable high schools. AIMS HS is not content simply performing well in comparison to schools in Oakland. AIMS feel it is its duty to reach out and collaborate with non-AIMS schools that may benefit from AIMS' experience. This is called out specifically in our charter assurances. AIMS has no interest in converting those schools into charter schools, but simply wants all students in Oakland to receive a high quality education. AIMS HS has a very active sports, music, and arts program. AIMS HS has many supports for students who have been classified as vulnerable. We have an extensive special education program that exceeds what is provided for by the Special Education Local Plan Area ("SELPA"). Our Newcomers and English Learners, as well as their parents, receive support and training in language acquisition. AIMS HS has social emotional counseling and a restorative justice program. Foster and homeless youth are supported in the various needs. AIMS' Parent Coordinator provides case work support to families who are food vulnerable, financially vulnerable, and /or housing vulnerable.

Charter School Intent and Charter Requirements

“It is the intent of the California Legislature, in enacting [the Charter Schools Act of 1992], to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under [the Charter Schools Act of 1992] accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements at all public schools.”

Education Code Section 47601

In reviewing petitions for the establishment of charter schools ... the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged.

Education Code Section 47605(c)

(c) In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings

Charter Renewal Criteria

Evidence of Meeting Charter Renewal Criteria Pursuant to:

- **Education Code Section 47607.2(b) (middle tier)**

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The Charter School fits into the middle tier, as determined by the California Department of Education, and is eligible for charter renewal, as demonstrated below.

Education Code Section 47607.2(b) states:

(1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3).)

A. Analysis of AIMS HS Data

The following tables display the Charter School’s schoolwide Dashboard state indicators and, for comparison purposes, the State’s, for the 2017-18 and 2018-19 school years.

1. American Indian Public High Dashboard State Indicators, 2018-2019

Performance on the state measures is calculated based on data from current and prior years resulting in five color-coded performance levels for each indicator. From highest to lowest the performance levels are: **Very High-Blue, High-Green, Medium-Yellow, Low-Orange, and Very Low-Red.**

Indicator	2018 AIMS HS	2018 State	Comparison		2019 AIMS HS	2019 State	Comparison
English Language Arts	Yellow	Orange	Higher		Yellow	Green	Lower
Mathematics	Yellow	Orange	Higher		Blue	Orange	Higher
Chronic Absenteeism	N/A	Yellow	N/A		N/A	Orange	N/A
Suspension Rate	Yellow	Yellow	Equal		Green	Yellow	Higher
Graduation Rate	Green	Yellow	Higher		Orange	Green	Lower
College/Career	Blue	Yellow	Higher		Yellow	Yellow	Equal
English Learner Progress	58.7% Well Developed and Moderately Developed	65.2% Well Developed and Moderately Developed	Lower		Very High (65.3% making progress)	Medium (48.3% making progress)	Higher

N/A, AIMS HS it is not an indicator reported for high schools in the state of California.

As demonstrated above, the Charter School performed the same as or better than the State in nine of the twelve indicators for which there is data.

2. American Indian Public High 2019 Dashboard Local Indicators

Local Indicator	Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

B. Measurable Increases in Academic Performance

Charter Schools in the middle track must also meet the following requirement:

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

- (A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.
- (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
- (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data . . .

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).)

1. California Assessment of Student Performance and Progress (“CAASPP”) Data

The table below shows AIMS HS students’ performance on the CAASPP over the course of the past charter term. We believe this data makes a strong case for the renewal of the Charter School and demonstrates measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

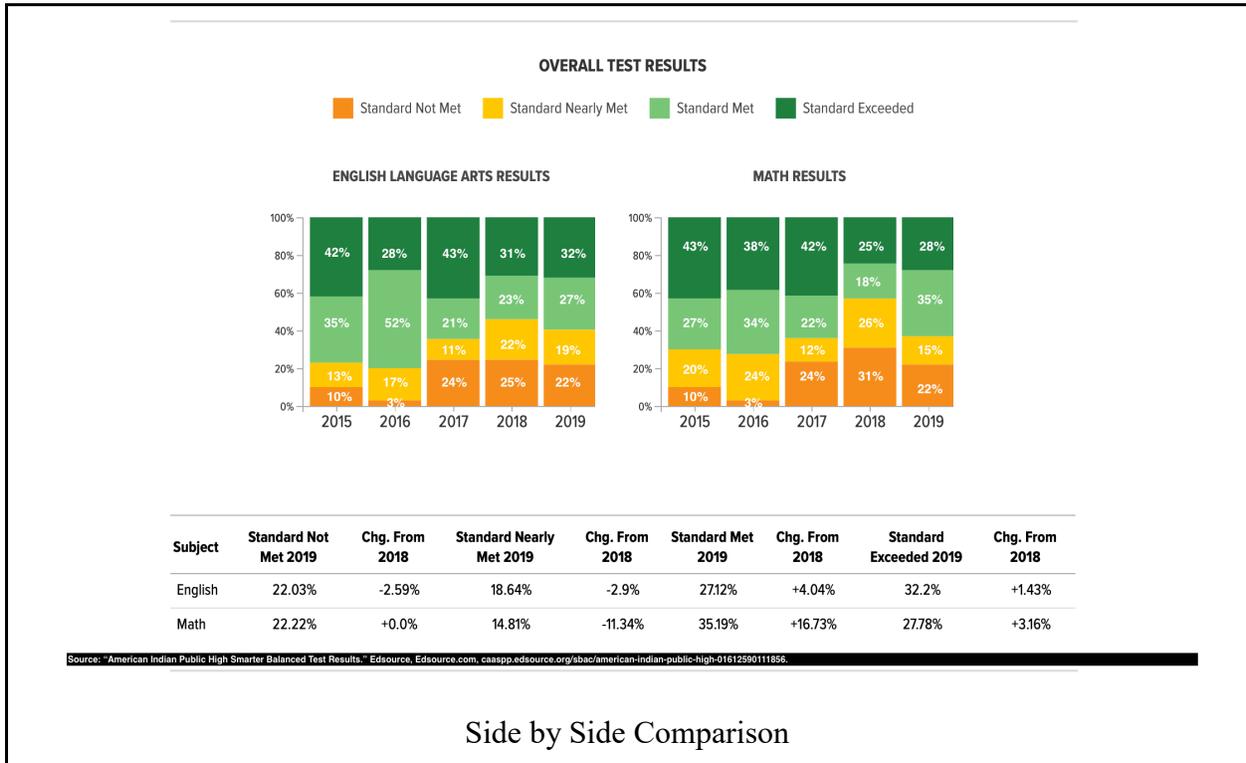
American Indian Public High School CAASPP Results: Percentage of Students Met or Exceeded Standards

ELA	2016-17	2017-18	2018-19
All Students	64.29%	53.85%	59.32%
Asian	75.51%	72.97%	70.27%
Black or African American	N/A	23.53%	18.18%
Socioeconomically Disadvantaged	64.00%	54.84%	53.85%

Mathematics	2016-17	2017-18	2018-19
All Students	63.89%	43.08%	62.97%
Asian	72%	70.27%	83.34%
Black or African American	36.36%	5.88%	N/A
Socioeconomically Disadvantaged	60.79%	45.16%	55.55%

AIMS HS 3-Year SAT Mean Score Data		
2017-18	2018-19	2019-20
1150	1149	1146

Despite some temporary declines in academic performance, AIMS HS still consistently averages among the top five - ten highest performing public and public charter schools in Oakland - far outpacing OUSD and state averages. For example, during the 2018-19 Academic school year, AIMS HS ranked as the top performing high school in Math in all of OUSD. Additionally, EL reclassification rates exceed district, county, and state averages. AIMS HS College rates, particularly its UC college rates, exceed district averages. The following data best illustrates evidence of academic achievement at AIMS HS.





California Charter Schools Side by Side Comparison Association

SELECT SCHOOL 1:
Oakland High - Oakland (0135905)

School Type: 0. Non-Charter
Total students: 1,642
Grades served: 9-12

1023 MacArthur Boulevard
Oakland, CA 94610-3930
Authorizer: Oakland Unified
Open Date: 07/01/1980

State Rank	Similar Students Rank	Growth	CCI
1	1	-21.5	52

SELECT SCHOOL 2:
American Indian Public High - Oakland (0111856)

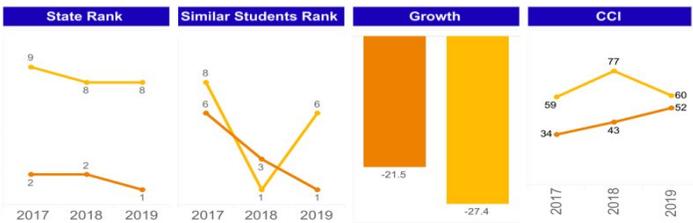
School Type: 1. Charter
Total students: 411
Grades served: 9-12

746 Grand Avenue
Oakland, CA 94607-2714
Authorizer: Oakland Unified
Open Date: 06/22/2006

8	6	-27.4	60
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SCHOOL KEY

American Indian Public High
Oakland High



California Charter Schools Side by Side Comparison Association

SELECT SCHOOL 1:
Oakland Technical High - Oakland (0136051)

School Type: 0. Non-Charter
Total students: 2,016
Grades served: 9-12

4351 Broadway
Oakland, CA 94611-4612
Authorizer: Oakland Unified
Open Date: 07/01/1980

State Rank	Similar Students Rank	Growth	CCI
4	1	-3.2	63

SELECT ... American Indian Public High - Oakland (0111856)

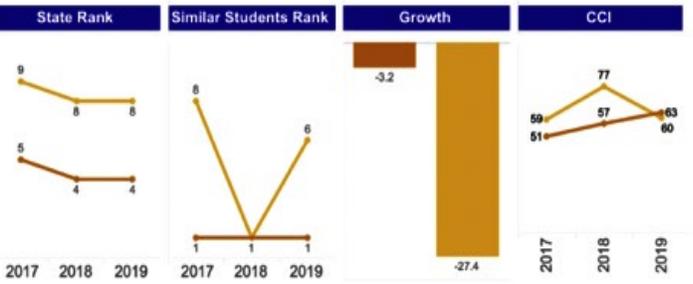
School Type: 1. Charter
Total students: 411
Grades served: 9-12

746 Grand Avenue
Oakland, CA 94607-2714
Authorizer: Oakland Unified
Open Date: 06/22/2006

8	6	-27.4	60
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SCHOOL KEY

American Indian Public High
Oakland Technical High





California Charter Schools Side by Side Comparison Association

SELECT SCHOOL 1:

Skyline High - Oakland (0137943)

School Type: 0. Non-Charter
Total students: 1,592
Grades served: 9-12

12250 Skyline Boulevard
Oakland, CA 94619-2425
Authorizer: Oakland Unified
Open Date: 07/01/1980

State Rank

Similar Students Rank

Growth

CCI

1

1

31.2

49

SELECT ...

American Indian Public High - Oakland (0111...)

School Type: 1. Charter
Total students: 411
Grades served: 9-12

746 Grand Avenue
Oakland, CA 94607-2714
Authorizer: Oakland Unified
Open Date: 06/22/2006

8

6

-27.4

60

State Rank

Similar Students Rank

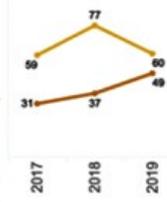
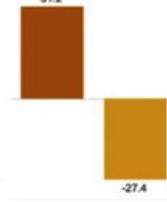
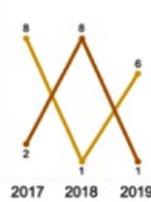
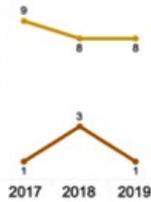
Growth

CCI

SCHOOL KEY

American Indian Public High

Skyline High



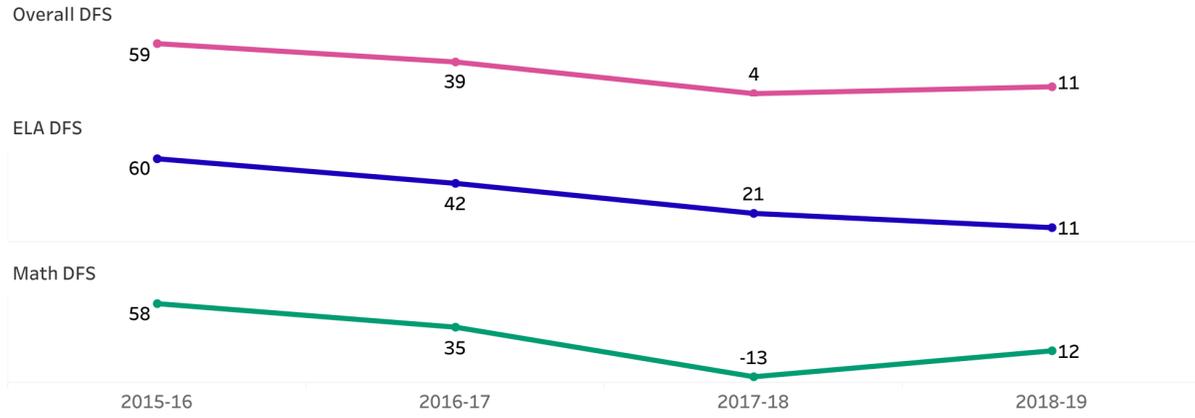
Source: California Charter Schools Association. "American Indian Public High School Data Side by Side." Accessed September 24, 2020. <https://www.ccsasnapshots.org/sidebyside>.



CAASPP - American Indian Public High

Years

Multiple values



DFS Subgroup Percentiles

	2015-16	2016-17	2017-18	2018-19
ALL	95	89	71	73
Black			26	
Socioeconomically Disadv.	100	99	86	79
Asian	89	69	55	53

DFS: Distance From Standard is defined as the average student that is X amount of points away from meeting or not meeting standards on CAASPP exams. Source: California Charter Schools Association. "American Indian Public High School Data Deep Dive." Accessed September 24, 2020. <https://www.ccsasnapshots.org/data-deep-dive>.



High School Performance - American Indian Public High

Subgroup
ALL

Years
Multiple values

American Indian Public High

Oakland Unified

	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Overall College Rate	 73%	 79%	 84%	 73%	 63%	 71%
Community College Rate	 15%	 14%	 6%	 26%	 22%	 23%
CSU Rate	 4%	 4%	 4%	 20%	 17%	 18%
UC Rate	 42%	 43%	 61%	 18%	 16%	 20%

Other Metrics

	2015-16	2016-17	2017-18	2018-19
a-g Rate	100%	96%	100%	100%
Cohort Grad Rate	75%	77%	94%	80%
Dropout Rate	22%	14%	1%	19%



Dashboard Indicators by School & District - American Indian Public High

Indicator
ELA

Subgroups
Multiple values

American Indian Public High

ELA Indicator Status & Color

Oakland Unified

ELA Indicator Weighted Average Status & Color*

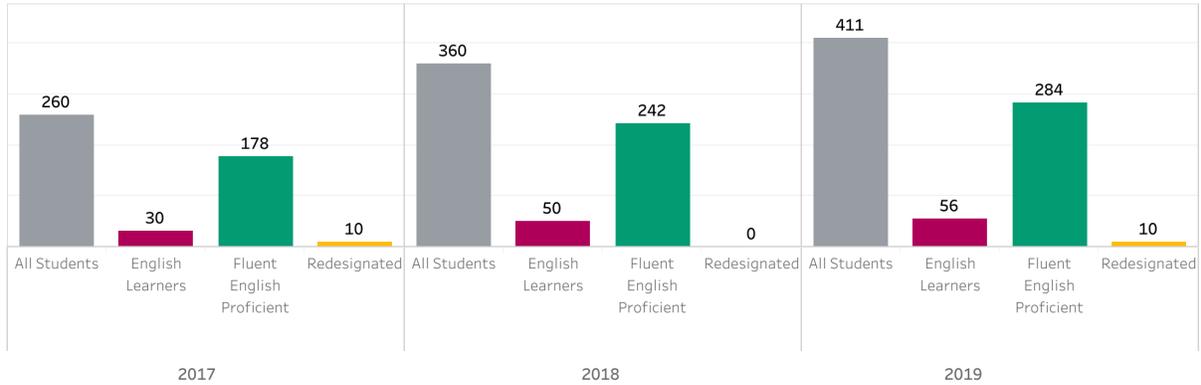
	2018	2019		2018	2019
ALL	21	11	ALL	-36	-37
			Latinx	-53	-54
English Learners	-84	-60	English Learners	-65	-68
			Socioeconomically Disadv.	-55	-56
Socioeconomically Disadv.	5	-8	Students with Disabilities	-123	-114

*District averages may not exactly match what is listed on the CA School Dashboard due to methodological differences

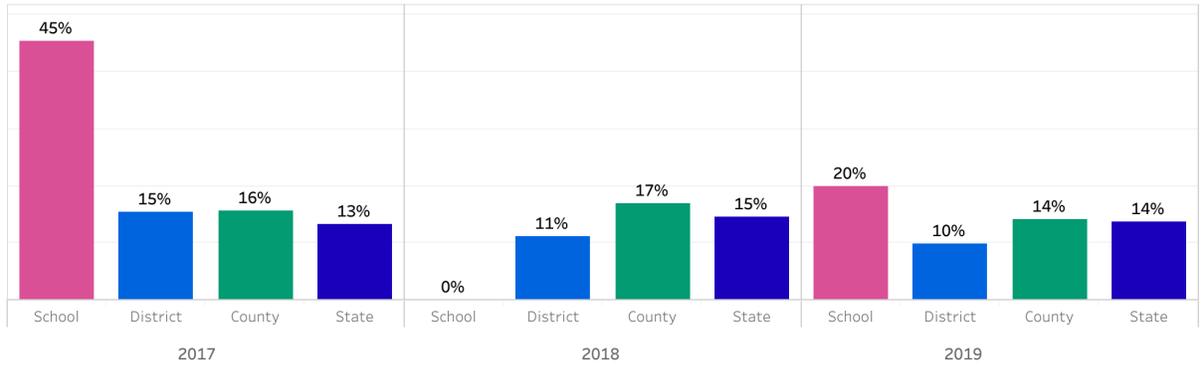
Source: California Charter Schools Association. "American Indian Public High School Data Deep Dive."
Accessed September 24, 2020. <https://www.ccsasnapshots.org/data-deep-dive>.



Counts of English Learners by Classification



Reclass Rates Compared to District, County, and State



Source: California Charter Schools Association. “American Indian Public High School Data Deep Dive.” Accessed September 24, 2020. <https://www.ccsasnapshots.org/data-deep-dive>.

This data demonstrates that AIMS HS students, especially its target group of socioeconomically disadvantaged students succeed at AIMS HS.

DFS: Distance From Standard is defined as the average student that is X amount of points away from meeting or not meeting standards on CAASPP exams. Source: California Charter Schools Association. “American Indian Public High School Data Deep Dive.” Accessed September 24, 2020. <https://www.ccsasnapshots.org/data-deep-dive>.

Source: CAASPP: California Assessment of Student Performance <https://caaspp-elpac.cde.ca.gov/caaspp/>

2. Internal Assessment Data: Assessments

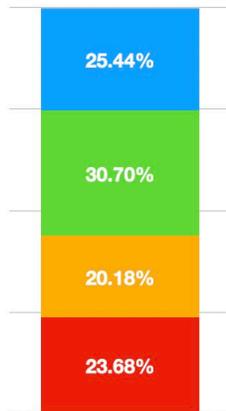
The Scholastic Reading Inventory (SRI) - AIMS HS uses this reading comprehension test in order to assess students' reading skills. It is a computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties. This psychometrically valid assessment instrument is used as a diagnostic tool that will generate a Lexile measure, which will allow teachers to place students at the best level in the program so they can read with success. SRI Mastery can help determine student comprehension level of text and may help be indicative of AP and SAT writing performance.

Methodology: At the start of the 2020-21 Academic School year, all AIMS HS students were assigned an SRI benchmark exam (one per quarter) which calculates lexile reading levels based upon the following grades bands

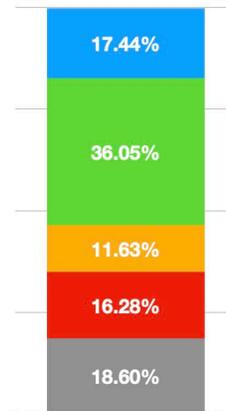
READING COMPREHENSION ASSESSMENT PERFORMANCE BANDS

Grade	Below Basic	Basic	Proficient	Advanced
9	BR to 845L	850L to 1045L	1050L to 1260L	1265L and Above
10	BR to 885L	890L to 1075L	1080L to 1335L	1340L and Above
11/12	BR to 980L	985L to 1180L	1185L to 1385L	1390L and Above

**2020-21 Q1
9th Grade
SRI Scores**

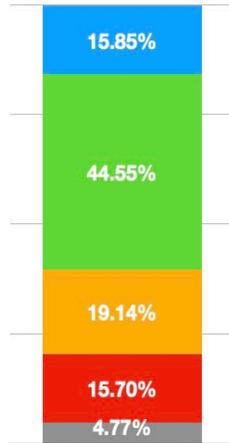


**2020-21 Q1
10th Grade
SRI Scores**

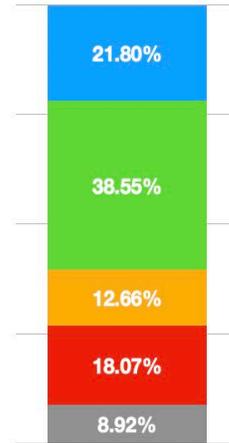


■ Not Yet Taken ■ Below Basic ■ Basic ■ Proficient ■ Advanced ■ Not Yet Taken ■ Below Basic ■ Basic ■ Proficient ■ Advanced

2020-21 Q1 11th Grade SRI Scores



2020-21 Q1 12th Grade SRI Scores



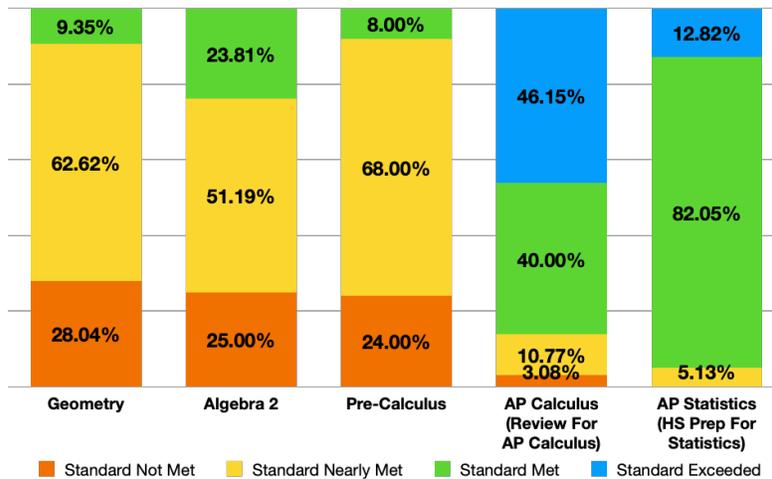
■ Not Yet Taken ■ Below Basic ■ Basic ■ Proficient ■ Advanced

■ Not Yet Taken ■ Below Basic ■ Basic ■ Proficient ■ Advanced

ALEKS is an adaptive, online math program that uses artificial intelligence and open-response questioning to identify precisely what each student knows and doesn't know. Students currently taking any Math course or Chemistry is on the ALEKS program to reinforce and to present content so that students can continue to reinforce the basics of their course content. Class time in each of those courses incorporates ALEKS into their instruction. Advanced students are permitted to work on higher level ALEKS math while low performing students receive supplemental ALEKS intervention at level lower than a student's math frustration levels.

At the start of the 2020-21 school year, all math students received end of year diagnostic assessments (1 per quarter) of their current math course in order to determine how much students know and will need to know in order to master their current math course. Preliminary data suggests that a significant number of AIMS students have met or exceeded grade level standards, or are likely to meet or exceed grade level standards in their current math courses by the end of the year, despite having not previously taken their current math course.

20-21 AIMS HS ALEKS Math Q1 Diagnostic Scores



Methodology: For ALEKS Math, 85% of subject proficiency is considered mastery. For these reasons, the following scales were applied to determine **Standard Not Met (0-27.9 percent)**; **Standard Nearly Met (28%-55.9%)**; **Standard Met (56%-84.9%)**; and **Standard Exceeded (85% and higher)**.

AP Calculus and AP Statistics students took ALEKS Review for AP Calculus and HS Prep for Statistics as their diagnostic assessment.

Schoolwide Subject Level Benchmarks

At AIMS, subject level benchmark tests will be given to students once per quarter in all classes. These benchmark tests help teachers in determining how best to support their students and to drive their instructional planning.

College Readiness A-G Student Assessment

We start a preliminary assessment in summer of freshmen and sophomore year by making students complete credit recovery, if needed. We supply unofficial transcripts to students as well and monitor grades. The assessment and meetings with students and families for graduation begin spring of junior year and continue throughout senior year.

Historically, 100% of AIMS HS students graduate with greater than A-G Graduation Rate Requirements. In April 2020, AIMS HS was one of three schools presented with the A-G Quality School Award in the category of A-G completion for African-American students. AIMS College Prep High School has a 100% completion rate of A-G requirements for African-American students. Our Latino students also achieved 100%.

3. Postsecondary Outcomes

100% of AIMS graduates receive acceptance to four year colleges and universities. Although we have not previously tracked post secondary data. Starting the 2020-2021 school year we will be tracked through the use of the National Student Clearinghouse. AIMS alumni association will also be used to track this information. The alumni association supports a network of former graduates who, in turn, help to raise the profile of the charter school. The AIMS alumni association aims to bring together like-minded individuals

C. CONCLUSION

A charter petition renewed pursuant to Section 47607.2(b) (middle tier) may be granted a renewal term of 5 years.

As clearly demonstrated by the evidence above, and the improvement plan (Appendix iv) the Charter School meets the renewal criteria for a middle tier school and should be granted a renewal term of five (5) years from July 1, 2021 to June 30, 2026.

Element 1 – Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” – Ed. Code § 47605(c)(5)(A)(i)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” – Ed. Code § 47605(c)(5)(A)(ii)

“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements.” – Ed. Code § 47605(c)(5)(A)(iii)

Local Control Accountability Plan (LCAP)

Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, including but not limited to the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.
- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School ‘shall consult with teachers,

principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update...’ (Ed. Code § 47606.5(d))

Western Association of Schools and Colleges (WASC) Accreditation

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

Mathematics Placement Policy

If Charter School serves ninth grade, Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

Student Enrollment and Grade Levels Served

For the term of the Charter, Charter School projects the following grade levels and enrollment:

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
TK	0#	0	0	0	0
K	0	0	0	0	0
1	0	0	0	0	0
2	0	0	0	0	0
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	135	135	110	125	125
10	135	125	125	100	120
11	80	120	115	120	95
12	100	70	100	105	110
Other	0#	0	0	0	0
Total	450	450	450	450	450

Maximum enrollment of school during the upcoming charter term: 450

Charter School acknowledges that it is the position of the District that any deviation from the grade levels listed above shall be considered a material revision of the Charter under Education Code section 47607(a). Further, any increase in enrollment exceeding either 5% OR 20 students of the total enrollment, shall be considered a material revision of the Charter, and any decrease in enrollment exceeding 10% AND 20 students below the projected enrollment for a given year shall also be considered a material revision of the Charter.

About AIMS College Prep High School

- High School Name: AIMS College Prep High School (American Indian Public High School).
- Year Founded: 2006
- Mascot: Golden Eagles
- School Colors: Red, Athletic Gold, and Royal Blue
- Number of Students: 450
- Website: www.aimsk12.org
- High School Email Address: highschool@aimsk12.org

Nestled in the heart of the beautiful Lake Merritt neighborhood, the AIMS College Prep High School, the “Lakeview Campus” is located across from the historic Grand Lake Theatre. Surrounded by local restaurants and shops. AIMS HS is less than a 5-minute walk away from the lake. AIMS College Prep High School serves 450 inner-city 9th – 12th grade students. The focus of AIMS HS is excellent student attendance (97%). This has been the foundation to ensure academic success in English Language Arts (“ELA”) and mathematics. The curriculum has been designed to enhance the academic skills of socioeconomically disadvantaged students. AIMS HS also provides instruction that develops the students’ academic skills in writing, science, social science, business, and the humanities in order to be productive members in a global 21st century society. This will be a collaborative effort between school, family, and community members. Every year, 100% of AIMS HS’s students are accepted into 4-year colleges. In recent years, AIMS HS graduates have gone on to UC Berkeley, UCLA, the University of Southern California, Yale, Columbia, UC Davis, Dartmouth, Wesleyan, NYU, Grambling State, Howard University, Morehouse College, and many others.

AIMS College Prep High School History

In 1996, American Indian Model Schools (AIMS) founded American Indian Public Charter School (AIPCS) a middle school by Native American families looking to retain a cultural connection for their children. AIPCS was Oakland’s third public charter school. In 2006, AIPCS became the first public charter school in Oakland to win recognition as a National Blue Ribbon School. Later that year, AIPCS expanded to include American Indian Public High School (AIPHS), and, in 2012, expanded again to include American Indian Public Charter School II (AIPCS II) as a K-8 campus. Historically, AIPHS has been recognized by US News and World Report as well as the Washington Post as one of the most challenging academic high schools in the Nation, a recognition that has expanded into the term of our current charter.

During the 2018-19 school year, the AIMS Board of Trustees (the “Board”) took action to change the name of AIPHS to AIMS College Prep High School (AIMS HS). During the 2019-20 school year, AIMS College Prep High School was awarded the A-G Award from Families In Action (FIA) with 100% A-G graduate rate completion for African-American students. Additionally, in 2020, the AIMS K12 organization received the California Charter School Association Hart Vision Award, recognizing AIMS as the Northern California Charter school network of the year. In 2017, AIMS HS began its first athletic program. Since that time, our sports teams have won 4 varsity championships, 3 varsity championship runner-up’s, 5 JV Championships, 2 CIF-Oakland Section Championship Runner-Ups, and 8 students participated

in the CIF State Championships over a two year period. Students must maintain a 3.0 GPA in order to partake in AIMS sports programs.

Mission Statement

Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations is attendance, academic achievement, and character development results in our students being prepared for lifelong success.

AIMS Credo

The Family - We are a family at AIMS K-12.

The Goal - We are always working for academic and social excellence.

The Faith - We will prosper by focusing and working toward our goals.

The Journey - We will go forward, continue working, and remember we will always be a part of the AIMS K-12 family.

AIMS Values

Excellence - Commitment to excellence in all that we do.

Wisdom and Knowledge - Pursuit of wisdom and knowledge as intrinsically valuable.

Empathy - Recognition of dignity and worth of every human being.

Family and Community - Building of family and community.

Equity - Social awareness and justice that leads to action.

Legacy - The continued preservation and development of AIMS methodologies for 21st century learners and educators.

AIMSTRONG

Coined in 2016 by Maurice Williams, founder of the AIMS Athletics Department, as part of a rallying cry for its sports programs, AIMSTRONG has developed into the official moniker of AIMS. When taken in its totality, AIMSTRONG best conveys the model AIMS student:

Academics: Academics is the first word in AIMSTRONG and is the cornerstone to future success. Academics means developing and growing our scholarship, our grades, our inquiry, and our brains.

Integrity: Being honest and possessing strong moral principles. Integrity means being true to our best selves consistently.

Mentorship: Providing guidance, influence, and direction to your AIMS community. Mentorship is serving our neighbors, community and families, especially with our strengths.

Strength: The influence or power possessed by you to combat the rigors of academics and real-life while resisting being moved or broken. Strength is both physical growth and the will power to complete the work we begin.

Teamwork: The combined action of each group member doing their part selflessly to benefit the whole. Teamwork is being part of a group which has an agreed goal.

Responsibility: Moral, legal, or mental accountability and taking ownership for one's actions. Responsibility is when we own our real part of getting teamwork, family, and planning done.

Organization: Preparation and efficiency when coordinating and carrying out activities. Organization is both how we plan and what we do to get things done systematically.

Nerve: Displaying courage, power, control and steadiness under pressure. Nerve knows when to step out to make a change in a situation or plan.

Grit: To keep going to accomplish our plans, even when there are strong obstacles. Grit is best personified in our ability to be knocked down and to get back up again.

AIMS Model

Pedagogy and Practices: In order for AIMS to meet its mission of successful acceptance to a four-year college or university, AIMS has a designed K-12 instructional model with the goal of mastery of the spiral progression of learning standards.

Diversity and Inclusion: AIMS believes that each child has a unique talent and purpose. AIMS sees and celebrates differences, and does not tolerate bullying or prejudices.

- Every student has opportunities to learn individually and in groups.
- Teachers are expected to regularly examine their own biases with respect to student behavior and aptitude.
- AIMS functions as a school designed to serve traditionally underserved communities. The programming design of AIMS will prioritize the needs of these communities.
- Teachers are expected to support students in accessing the general education classroom whenever possible.
- Parent communications will happen with the support of translators whenever possible.
- Students are encouraged to share their cultural traditions at school functions.
- AIMS staff is committed to supporting students in practicing dialogue and critical thinking when both inspirations and conflicts arise.
- At AIMS, we accept and respect each other regardless of race, religion, or sexual orientation.

Learning Environment: The AIMS Model classroom is one that is orderly and clean. We believe that an orderly classroom increases time on task for instruction. Students are expected to help in the upkeep of their classrooms and school environment, and teachers may assign students classroom jobs to help promote classroom culture and efficiency.

Educational Philosophy

Summary: Ninth through twelfth grades are the formative years when students are seeking answers to fundamental questions about life and identity. They are deciding on values and standards, which will determine their successes in the future. This is a time for them to explore. AIMS HS will provide students an opportunity to do so in a structured learning environment. AIMS HS will instill the values of mutual respect and hard work.

AIMS HS will continue to provide a rigorous, standards-based curriculum with a focus on language arts, mathematics, science, social studies, foreign language, and college planning. This model has proven to be successful at AIMS HS throughout the term of its previous charter.

In 2019-2020 37.68% of AIMS HS's graduates passed at least one AP exam. 34.13% AIMS HS students passed at least one AP exam. The Charter School served more than 75.3% low-income, 100% minority population.

Small class size alone cannot guarantee academic achievement, though research shows that it does often contribute to higher levels of academic success. With fewer students in a classroom, teachers are better able to get to know those students on a deeper level and thereby better meet the needs of those students. Research also shows that smaller high schools have resulted in higher attendance rates, reduced dropout rates, and increased academic performance for economically disadvantaged students.¹

AIMS HS has proven that an extended calendar year will provide increased opportunities for targeted intervention to assist low-performing students. Through this process we will provide an environment that will ensure that students not only meet, but also exceed the English, mathematics, science, and social studies requirements for high school graduation.

Students to Be Served

AIMS HS seeks to serve a heterogeneous group of up to 450 students in grades 9-12. The Charter School will strive to serve a diverse student population that reflects the OUSD student population.

The students' primary interests should be acquiring the knowledge and skills required of 21st century adults. AIMS HS students will be respectful, have strong academic skills, and be dependable citizens who are prepared to contribute meaningfully to our society. The students' backgrounds should represent the heterogeneity found in the population of Oakland. AIMS HS draws its students from 20 middle schools within OUSD. AIMS uses School Mint and partners with Enroll Oakland as a means of meeting this goal we use social media to advertise to . The students from these widely varied schools create a heterogeneous group in that they live in areas all around Oakland. Socioeconomically. In 2020-2021 76.8% of a school's population qualifies for free and reduced price lunch.

AIMS HS's goal is to provide minority and socioeconomically disadvantaged students with strong academic skills in English, mathematics, science, social studies, world languages, art, music, ethnic studies and physical education.

¹ Small Schools – Important Policy Issues on Small High Schools, National Commission on Teaching and America's Future

What It Means to be an Educated Person in the 21st Century: The demands of the 21st century require that students be highly literate. As we move deeper into an information age, it is imperative that AIMS HS students learn how to understand and critically analyze the information they encounter. One of AIMS HS’s chief goals is to furnish students with strong academic skills by providing 70-90 minutes of engaging English instruction each day. Through a rigorous study of English, students will acquire the ability to comprehend difficult text and to transmit their ideas and insights with clarity and logic. The ability to understand and analyze the written word is central to all academic subjects. By focusing on English, AIMS HS students will be better equipped to understand the material covered in classes such as history. In order to be a competent member of society and to succeed in post-secondary education, students must be competent readers, speakers, and writers. They must read like an investigator, write like a reporter, and present like a celebrity.

To meet the demands of the 21st century, students need a rigorous curriculum in mathematics. AIMS HS students will be required to take 4 years of math. They will begin ninth grade with Geometry (students who have not taken Algebra or who have not been successful in the completion of Algebra will participate in summer learning and tutoring for Geometry) and they will finish twelfth grade with AP Calculus. Math is the core language needed to pursue scientific and technical endeavors. Math and science are complementary subjects; the understanding of one is predicated on the understanding of the other. AIMS HS will use integrated and blended learning strategies to ensure successful completion of Math and science courses.

High schools need to prepare students for the demands of college and of the working world. California’s second largest economic sector (after retail) is technology. Despite the attractive compensation this sector offers, there remains a significant shortage of qualified workers to fill these jobs. The California Council on Science and Technology has reported that “students are not adequately prepared to pursue Science and Engineering (“S&E”) baccalaureate degrees.” They attribute this problem to a low interest in S&E and to “inadequate exposure to S&E in K-12...particularly in low-income and minority schools.” To further illustrate the magnitude of this problem, two-thirds of students enrolled in S&E programs in the California State University System never complete their course of study. It is AIMS HS’s desire to properly prepare students to enter college with the ability to complete their desired course of study.

To prepare students to be educated people in the 21st century, AIMS HS will instill in them the values of hard work and self-discipline. AIMS HS will be highly structured with a tough disciplinary system that rewards hard work and productivity. AIMS HS students will learn to be responsible for their course work and their actions, learning to take pride in their efforts and consequent academic successes. We will have high expectations for our students, pushing them to achieve to the best of their ability and to be motivated, lifelong learners. AIMS students will have an intrinsic appreciation for a strong work ethic.

How Learning Best Occurs: Traditionally, AIMS HS has preferred a direct instruction approach toward learning. However, given the requirements of the Common Core State Standards, and 21st century learning based upon current research, a direct instruction environment is not enough to ensure that AIMS HS students are creative critical thinkers and

producers. While AIMS HS does not eliminate all of the practices that are associated with direct instruction, AIMS HS also includes practices from Marzano's Nine, Socratic Seminar, Teach Like a Champion Techniques and Culturally Relevant Teaching Strategies. These strategies and practices have been shown to be successful with students who are traditionally underperforming.

Socioeconomically disadvantaged students who have a strong academic foundation are more likely to succeed in life. The key to a successful high school is strong administrative leadership, excellent teachers, and a structured learning environment that focuses on hard work and engaging academics. Families and community members will be continuously encouraged to participate in students' educations throughout the year. It is through a system of productive working relationships that boundaries and expectations are established. Individuals are encouraged through peer relationships and customs to work together as a family. AIMS HS will continue to incorporate the concept of working as a family into the AIMS HS curriculum.

AIMS HS builds motivated students who are prepared to enter college. The curriculum is rigorous, and instruction is designed for active engagement in the academic learning process. Small classes and a structured learning environment with emphasis on English Language Arts, writing, math, science, music, and social science will be featured to ensure students build a strong academic foundation. That classroom structure incorporates a social-skills program that will create a forum for reinforcing respect among students and AIMS HS staff.

Students at AIMS HS will build productive relationships with motivated teachers who will provide them with a better chance for higher academic achievement. As a small school, AIMS HS will be able to facilitate these interactions. AIMS HS students will be engaged in learning with the guidance and instruction of skilled teachers.

Program Design

AIMS HS' educational program is founded on the belief that high expectations and high support leads to high-achieving students. AIMS HS courses will prepare students to exceed the California content standards, which include: the Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("ELA") and the Common Core State Standards in Mathematics; the Next Generation Science Standards; the English Language Development Standards ("ELD"); the History-Social Science Framework; and all remaining State Content Standards (collectively, "State Standards"), for the relevant subject and to exceed the A-G requirements for entrance into the UC/CSU systems.

All students of the same grade level will take the same course in English, history, math, and science each year. AIMS HS' target student population is heterogeneous; thus, the Charter School will provide additional support and scaffolds to students who require it. AIMS HS is successfully committed to providing access to the curriculum for all students. The curriculum will include honors, advanced placement, and college level courses. This will provide students the opportunity to earn admission to top-ranked colleges and universities. Students will also have access to concurrent enrollment opportunities that will allow them to graduate with college credits.

Each student will be guided through the college planning process. It is expected that a significant percentage of AIMS HS' population will be first-generation college students, and the AIMS HS program will assist them in building relevant skills and goals while preparing every student for college entrance. Through classroom activities, small groups, and individual counseling, students will clarify why they want to go to college, and what kind of institution of higher education will be a good match for them. They will learn how to find information about colleges and choose a group that seems to match their goals, write and submit their college applications, and develop habits that will help ensure a successful experience at the college of their choice. Recruiters from top colleges and universities will visit and meet with students. AIMS HS will pay for SAT, ACT, and AP exams. AIMS HS will also pay for a maximum of four college application fees per senior.

AIMS HS will be a site-based school for a maximum of 450 students in nine through twelfth grade. The student per teacher ratio will be approximately 27:1. This will allow students and teachers to develop a productive working relationship in a small school setting. Students are expected to attend school daily and follow a prescribed schedule (Daily Class Schedule Appendix xvii– School calendar for 2020-2021 Appendix xxv). Additional support and learning opportunities may happen before 8:00am, between 3:30 and 6:00pm, and on weekends, as necessary to ensure the success of all students. AIMS HS will work closely with AIMS College Prep Elementary School, AIMS College Prep Middle School, Johns Hopkins University Center for Talented Youth (“CTY”) program, Berkeley’s Academic Talent Development Program (“ATDP”) and other Bay Area community organizations to provide services for AIMS HS students. At AIMS HS, we also believe that students who test below grade level on California state tests, or whose grades or classroom performance display a lack of success in academic subjects will attend tutoring during designated times in the school day, as well as on weekends and during the summer. Blended learning opportunities will be provided for additional satellite support and credit recovery when needed.

The environment will be small and personalized. Research shows that small schools allow students and teachers to develop more intensive, long-term relationships that enable better conditions for teaching and learning. AIMS HS will provide these opportunities to its students and faculty through its small size and small classes. As outlined in *Free to Learn*, co-authored by Lance Izumi and Xiaochin Claire Yan (2006), the “‘extended family’ concept is one of the keys to American Indian’s stable learning environment and its ability to maintain discipline among students. The students bond and help each other academically and encourage one another to behave.”

The faculty will consist of well qualified teachers who are well supported and trained in the AIMS Model. Teachers will hold appropriate teaching certifications. Professional development, teacher planning time, and other opportunities for collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, AIMS HS will ensure collaborative planning time for teachers to share best practices with their colleagues, cultivate mentoring relationships with new teachers, analyze student data among all students within the grade level they teach, and plan core curriculum.

Pedagogy: The college experience is a very rigorous experience in the general sense. As a result, AIMS has found that helping students familiarize themselves with the culture and rigors that college will require helps them to be better prepared. Therefore, the pedagogy, while student-centered, builds on direct instruction as a component of a full lesson cycle. The primary emphasis and goal is for students to become independent and critical thinkers who are intrinsically motivated. AIMS HS' ultimate goal is to prepare students for the rigors of college while preparing them for a lecture-based environment. This process calls for students to be independent critical thinkers who can engage meaningfully with academic discourse. AIMS HS teachers use student-centered pedagogy that builds off of direct instruction as a critical component of a full lesson cycle.

Differentiated Instruction: Teachers will adapt learning experiences to match a student's zone of proximal development as described by psychologist Lev Vygotsky. Teachers will lengthen or shorten instruction based on data results to ensure that students progress towards mastery of the stated learning objectives. Students who are not achieving academically will participate in small-group tutoring with their classroom teacher, a resource teacher, or a student tutor.

Inquiry-based instruction: Essential questions will direct the curriculum content with primary sources (e.g.: art, music, documents, media), current events, and cultural context, while also allowing classroom teachers to teach and assess visual arts standards, which are integrated into all projects. Most important, inquiry-based instruction allows students to develop the strong communication, leadership, and teamwork skills necessary to succeed in a multicultural global economy.

AP vertical teaming: Students will learn the analytical and critical thinking skills necessary to be successful on the Advanced Placement exams they will take throughout high school. As opposed to teaching specific facts and dates, during weekly vertical teaming exercises, teachers will assess and critique the quality of student thinking and writing through critical thinking assignments.

Curriculum: The curriculum at AIMS HS will offer a foundation of academic content knowledge in six core content areas of English, math, history/social sciences, laboratory sciences, languages other than English, and visual and performing arts, and prepare students to enter a college or university with the academic literacy and higher-order-thinking skills required for post-secondary education. The curriculum will be aligned with the State Standards, and all eligible courses will be approved by the University of California to meet the A-G requirements. All Advanced Placement Courses will be approved by the College Board. The focus of the curriculum will be rigor and relevance.

Upon completion of AIMS HS's graduation requirements, students will have exceeded the University of California's A-G subject matter admission requirements. Students and parents will be informed of how each course taken meets graduation and college entrance requirements via memos that are distributed to families in October. Parents will also be informed of the transferability of courses at that time. Information on AIMS HS's graduation requirements is also available in the Student Handbook, which will be updated and provided each school year and upon new student enrollment. Sample handbooks are contained in Appendix ii and iii.

Academic Coursework: Students will be required to demonstrate mastery of standards in six academic subject areas: English, history/social sciences, mathematics, the-laboratory sciences, language other than English, and visual and performing arts. AIMS HS's core course requirements will exceed those of the University of California subject requirements.

Students taking Advanced Placement classes are required to prepare for and take the AP exam for each respective AP class. Preparation will include rigorous coursework aligned with the AP College Board course expectations as well as teacher-directed independent study. Extensive work done by college faculty and AP teachers in the development of the course and exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. Frequent and regular research studies establish the validity of AP scores as follows:

- AP Score 5 - Extremely well qualified / A
- AP Score 4 - Well qualified / A-, B+, B
- AP Score 3 - Qualified B-, C+, C
- AP Score 2 - Possibly qualified / N/A
- AP Score 1 - No recommendation N/A

By taking AP courses and the AP subject matter exams, students are able to increase their weighted GPA. With a score of 3 or above on any AP exam, students may earn college credit for that course. The AP testing window is from late April to early June.

AIMS pays for all testing fees, giving students a free opportunity to gain college credit for their exam score. Upon graduation from AIMS HS, students can also receive a scholarship from AIMS HS based for their AP exam scores taken while at AIMS. Any score of 5 earns \$150, a score of 4 earns \$100, and a score of 3 earns \$50, and all scholarships are awarded from non-public funds.

After receiving the official College Board documentation of their scores, a student's scholarship will be secured. To receive the funds, the student will contact highschool@aimsk12.org and request a Check Request Form. When they complete and return the form, they must also attach proof of registration from their college or university. A check will then be issued to the student. The student will have up to one calendar year to request the scholarship funds.

Technology: The pandemic of 2020 and the connected shift to virtual learning, although challenging provided us with a unique opportunity. We were able to ensure full connection and one on one technology for all of our students. We grew as an organization and were innovative in ensuring AIMS quality in the area of technology. From this experience, we refined our technological plan.

Students will develop technological proficiency in the areas of graphic design, spreadsheets, slide presentation, internet research and coding within their academic subjects and through their elective courses. Students will be expected to utilize technology in ways that will prepare them for post-secondary work and college life. Technological literacy instruction will be completed

throughout the college planning process and in other classes where students will be required to complete technology-based assignments thus preparing them for careers not yet defined.

Teachers are also being trained in the use of technology to incorporate into their lessons, as well as learning and utilizing technology resources to enhance teaching and learning. Teachers have received training in the online learning platforms Schoology and Zoom, and these have been utilized for direct instruction by teachers. Numerous technological resources to enhance and extend the learning experience for students have been made available. Training has been provided to teachers in the use of Rosetta Stone, Learning Ally, Quill Writing, SRI, ALEKS, GoGuardian, Turnitin, PowerSchool, ParentSquare and Positive Behavior Intervention and Support (“PBIS”).

Approved Courses: All courses offered at AIMS HS will be approved to meet the school’s graduation requirements. Additionally, students may seek administrative approval for online distance learning courses, community college courses or high school courses from other institutions to be accepted as meeting the Charter School’s graduation requirements. Outside courses will only be considered if they are college preparatory, comparable to the courses taught at AIMS HS and taught by an accredited institution. Approval for such courses must be obtained from the Head of School prior to the commencement of the course.

Revisions to the list of courses offered by the institution will be made based on a continual improvement process that involves analyzing student performance data and educational trends to determine how the curriculum can best meet the needs of the student population and align with the mission of the school. AIMS HS intends to teach the following courses at this time. Each course listed is a one year course or the equivalent of one (1) UC credit or a traditional high school’s ten (10) credit course.

English:

- English 9
- English 10 (Honors)
- AP English Language and Composition
- AP English Literature and Composition

Math:

- Geometry
- Algebra II
- Pre-Calculus
- AP Calculus
- AP Statistics

Science:

- AP Environmental Science
- AP Biology (Sophomores)
- AP Chemistry (Juniors)
- AP Physics (Seniors)
- AP Computer Science Principles
- AP Computer Science A

Social Science:

- AP Human Geography (Freshmen)
- AP World History (Sophomores)
- AP US History (Junior)
- AP US Government (Seniors)
- AP Macroeconomics (Seniors)

World Language:

- Mandarin I
- Mandarin II
- AP Mandarin
- Spanish I
- Spanish II
- AP Spanish

Visual Performing Arts:

- Art I
- Art II
- AP Art Studio
- Guitar I
- Guitar II
- Band I
- Band II
- AP Music Theory
- Drama / Musical Theater
- Yearbook

Physical Education / Health

- PE
- Strength and Conditioning
- Health

AIMS College Pathways Electives

- Innovation and Design Thinking (Freshmen)
- Introduction to Latin / Logic (Sophomores)
- AP / SAT Test Prep (Juniors)
- College Planning (Seniors)
- Student Government / Leadership

English Language Development

- ELD 1A / B
- ELD 2
- ELD 11

Study Skills (Students with IEPs)

- Study Skills 1
- Study Skills 2
- Study Skills 3
- Study Skills 4

The students who enroll at AIMS HS will be provided a structured learning environment to enhance their academic skills. The Charter School will provide a structured curriculum aligned with State Standards. Students with special learning needs will be mainstreamed into the classrooms, whenever possible, while also receiving individual attention to ensure the level of support required by their 504 Plan or Individualized Education Program (“IEP”) to help them succeed.

State-approved books and textbooks aligned with State Standards provide the content basis for courses of study. The books, ebooks and textbooks, in addition to the well qualified staff, State Standards, will be the driving force of the AIMS HS curriculum.

Materials: The materials used by AIMS HS teachers will be selected in accordance with the guidelines and recommendations provided by the California Department of Education, AP College Board, and the National Council for Teachers of the six primary subject areas.

The materials AIMS HS will use are necessary to support its rigorous academic program may include, but are not limited to the following:

- Textbooks and e-books
- Computers and Projection Devices
- Software Programs
- Laboratory Science Equipment and Materials
- Test Preparation Guides
- The Internet
- A Reading Library
- Manipulatives
- Maps and Atlases
- Interactive Technology
- Dictionaries and Thesauruses
- Musical instruments
- California Physical Fitness Test Equipment
- Tablets
- Graphing Calculator
- School and PE Uniforms

New Projects and Initiatives For the 2021-2026 Charter Term At AIM College Prep High School

In the past five years, AIMS College Prep High School has undergone significant transformation, resulting from structural, academic, and programmatic changes which have enhanced the AIMS Model and have provided greater access and opportunities to AIMS students and families.

Under the traditional AIMS HS's model, high school students received instruction in all of their core subjects within self-contained classrooms. Notwithstanding its overwhelming academic success, there were some challenges with this approach. First, teachers were required to bring their instructional materials and supplies to student classrooms on a rotating basis, which was not only cumbersome, but an unorthodox practice in teaching instruction to high school students. An inability to conduct science labs or teach in their own classroom were among some of the challenges that AIMS College Prep High School teachers faced. Second, under the traditional AIMS Model, AIMS HS students remained in heterogeneous groups throughout their four years at AIMS HS L. This too proved challenging to the vast majority of graduating AIMS College Prep Middle School families, many of whom would have preferred to keep their children in an AIMS school for its academic prowess, but found the high school lacking in providing extracurricular activities and social development opportunities to students. As a result, the rigidity of AIMS HSs model appealed to families that preferred a more academically focused approach at high school (approximately 30 students graduated from each senior class) while other students decided to attend neighboring high schools with broader offerings. Recognizing these challenges, new high school leadership implemented several of the following reforms, which among others, resulted in increases in course offerings, a doubling of AIMS HS' student population from 260 to 450, and renewed confidence in the future sustainability and viability of the AIMS model:

New Block Schedule / Classroom Furnishing: During the 2017-2018 school year, AIMS College Prep High School switched from a traditional six-class daily schedule to a six-class block schedule, which significantly increased teacher prep time, improved the quality of academic instruction, and decreased daily student workload. Additionally, AIMS allocated a significant part of its budget to purchasing 1:1 Chromebooks for students, updating AP textbooks, and providing high quality science lab desks for all of its science classes. Since then, AIMS College Prep High School has redesigned its classrooms and purchased state-of-the-art classroom desks and furniture to allow for greater adaptive and blended instruction.

New Teacher Classrooms, Increased Teacher Prep Time, and Professional Development Expansion: As a result of block scheduling, teachers' prep times have more than doubled since the 2017-18 school year, and teachers now have at least eight to ten hours of preparation time per week as of the current 2020-21 school year. During the 2017-2018 academic school year, AIMS College Prep High School provided teachers with their own classrooms and eliminated its self-contained classroom model, whereby the students stayed in their classrooms, with the teachers moving from classroom to classroom for each period of instruction. Eliminating the self-contained classroom model addressed the need to better support teachers and allowed AIMS HS students the opportunity to attend classes as in traditional high schools. Teachers now have their own classrooms, with immediate access to their texts and materials, which has increased their

prep time to attend to lesson planning and prepare their course materials, instead of having to plan and to pack their materials to travel from room to room. The students now have greater self-responsibility and have a passing time to arrive at their classes on time, as in traditional high schools. Teachers also receive 1 to 2 hours of Professional development 2-3 Fridays per month, 10 organization-wide PD days, and a week-long summer bootcamp to help orient teachers on the AIMS Model and to prepare them for the upcoming school year.

New “AIMS U” College Pathways Program: As part of its commitment to academic excellence and to prepare our students for college and beyond, during the 2020-21 academic school year, AIMS College Prep High School has partnered with Peralta Community Colleges to create the AIMS U College Pathways program, which allows AIMS HS students the opportunity to take Pre-Business, Pre-Engineering / Design Media, Pre-Law, and Pre-Med dual-enrollment community college classes while on campus at AIMS HS. Students begin the pathways program as sophomores, have the opportunity to earn between 18-24 UC and CSU transferable college credits, and potentially begin their college career with sophomore standing. As many communities of color are facing economic disparities and shortfalls, the AIMS U College Pathways program can help students and families lower the costs associated with attending college by 25 percent or more. To help accommodate the addition of the AIMS U College Pathways program, AIMS College Prep High School has moved its start time from 8AM - 8:30AM, and shifted to an eight 90-minute long block schedule.

New AIMS Core Elective Classes: Additionally, to assist in the college preparation process, AIMS College Prep High School added grade-level elective classes for students to take as they matriculate to each academic grade level. First, inspired by Stanford University’s D-School, Freshmen will take *Innovation and Design Thinking*, a semester-long course that will allow students to utilize the tools of design and innovation to develop real-life solutions to disparities that exist within their Oakland community. During their Sophomore year, students will take *Latin and Logic*, a year-long course that will help students better master the English language, enhance their AP and SAT vocabulary, and develop the critical thinking skills necessary for mastery at the college level. In their junior year, students will take *AP and SAT Prep*, a year-long course that will help students develop their AP and SAT test strategies and practices. While the UC and CSU systems have suspended the SAT requirement for its colleges and universities until after 2024, and statewide litigation is pending regarding the requirement of SAT exams for college entrance, many private and out of state schools have not followed suit. AIMS College Prep High School will continue with this course for the foreseeable future as a means to help close the SAT and AP performance rate gap among our students of color. Lastly, during their senior year, students will take a full-year *College Planning* course that will help students complete their college and scholarship applications, college essays, resume building and writing, and navigating the financial aid process. These courses, when coupled with increased one-on-one academic support during their senior year, will ensure that all AIMS College Prep High School students will be better prepared for acceptance at the Nation’s top colleges and universities.

In addition to the new college prep courses, AIMS College Prep High School has added several new academic courses, as outlined in its new course catalogue: (Appendix xlv)

Increased Diversity in AP Novel Selections: As part of the AIMS model and AIMS College Prep High School English curriculum, 6-8 AP approved novels are read each year, beginning in the 9th grade. To the extent possible, it is intrinsically important for any academic curriculum to consider the inclusion of varying perspectives from a diverse group of equally qualified scholars. Over the summer of 2020, AIMS HS Administration and the English Department met to consider the revamping of the current high school English novel list. The novel list was expanded to not only include novels that are based upon the most frequently used on Collegeboard AP examinations and Lexile reading levels, but at least 40% of the new AP novel list include increased diversity of African-American, Middle Eastern, Asian, Hispanic, and Female authors. (Appendix xlv)

Enhanced Variety in School Dress Code Policies: As young adults, high school students need to learn the art of dressing appropriately for the situation they find themselves in. Per the initial AIMS Model, students' dress code primarily consisted of collared shirts and khaki pants, which lacked variety and was impractical for PE and other programmatic endeavors. As AIMS significantly increased its branding, AIMS HS students now have a variety of AIMS clothing options, including spirit wear, T-shirts, and sweatshirts. Providing options in clothing provides space for our students to appropriately express their individuality, which is an essential component of college and career success and healthy self-esteem. In addition, AIMS students now wear AIMS PE uniforms, which include shorts, PE T-shirts, sweatpants, and sweat tops. Each year, AIMS provides these uniform options to students at no cost to families. While students are still required to wear AIMS apparel while on campus, providing a wide variety of clothing options provides space for our students to appropriately express their individuality, which is an essential component of college and career success and healthy self-esteem.

Expanded and Robust Visual and Performing Art Department: At AIMS HS, we believe that art is a tool that not only allows for students' self-expression, it also enhances learning in other areas. Art allows AIMS HS students to express and receive knowledge on a level deeper than what mere words can provide. In 2018, AIMS HS opened its Visual and Performing Arts Department. AIMS HS students participate in Guitar, Band, Drama, Yearbook, AP Studio Art, and Digital Art. Visual arts students also utilize Adobe Creative Suite platforms, such as Photoshop, Illustrator, Premiere Pro, and InDesign on various classroom projects.

Adaptive Learning Technology and Distance Learning: In addition to the traditional classroom experience, AIMS HS has established a number of adaptive technologies that will enhance the students' experience. Schoology and Zoom are online platforms that allow for direct student instruction in an online environment and are being used effectively by AIMS teachers and students.

Additional resources provided to address specific needs or to accelerate student performance are as follows:

- **Learning Ally** - This program provides an extensive library of high quality, human-read audiobooks, student-centric features and a suite of teacher resources, to provide equitable access to literature for all students. AIMS College Prep High School teachers have

received training in Learning Ally and are using it with their students to enhance comprehension of the literature.

- **Quill Writing** - AIMS College Prep High School teachers have been trained in the use of this program, which systematically addresses all writing skills. It is utilized by ELA teachers to reinforce and enhance the teaching of each of the components of writing, in order to improve students' writing skills.
- **The Scholastic Reading Inventory ("SRI")** - AIMS College Prep High School uses this reading comprehension test in order to assess students' reading skills. It is a computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties. This psychometrically valid assessment instrument is used as a diagnostic tool that will generate a Lexile measure, which will allow teachers to place students at the best level in the program so they can read with success.
- **Rosetta Stone** is used in World Language classes, as well as ELD. It is used with the intent of assisting students with speaking through the use of purposeful repetition and listening practice. There is an embedded Speech Recognition Engine which provides immediate feedback on students' pronunciation.
- **ALEKS** is an adaptive, online math program that uses artificial intelligence and open-response questioning to identify precisely what each student knows and doesn't know. Students currently taking any Math course or Chemistry is on the ALEKS program to reinforce and to present content so that students can continue to reinforce the basics of their course content. Class time in each of those courses incorporates ALEKS into their instruction.
- **Go Guardian** has been implemented this year at AIMS HS. This software has been uploaded to every AIMS HS Chromebook for students' use in their classes. Go Guardian filters and monitors any device with an operating system, so that students' work and progress can be monitored by their instructor. This aids classroom management by helping to eliminate distractions and to ensure that students are on task with their learning.
- **Turnitin** - AIMS College Prep High School staff have been trained in Turnitin, a platform used to prevent plagiarism through the use of multiple means of checking students' writing. AIMS students are trained in understanding the value of academic integrity and the need for proper attribution and authentic writing. In addition to this, the learning platform also saves teachers' time and improves students' writing across the curriculum with their easy-to-use feedback and grading features.
- **AP Mentoring and Training** - The AP College Board has announced their AP Mentoring Program courses for this school year and the following AP teachers will be enrolled in the 10-month training: AP Computer Science Principles, AP English Literature and Composition, AP United States History, and AP United States Government and Politics. Each of these teachers will receive online training with a

mentor who will provide deep content knowledge support to enhance their teaching skills and strengthen student performance.

- **Illuminate** - This program is available to AIMS College Prep High School as a comprehensive system consisting of a complete set of assessment tools to evaluate each student's academic and social-emotional behavioral learning and needs, both of standards and skills, and is adaptable to an onsite, remote or hybrid classroom.
- **Credit Recovery Program** - AIMS College Prep High School currently utilizes accredited learning platforms for student credit recovery and to reinforce student learning. Students showing a shortfall in credits may attend in-person or virtual credit-recovery programs. Students completing credit recovery must complete failed courses and obtain a minimum of 74% mastery to earn credit, though students are encouraged to pursue and encouraged to earn a higher degree of mastery in order to improve previously lowered grade point average ("GPA"). Students' progress will be tracked to ensure student success in these programs. Documentation of participation and progress will be placed in the students' records. Dual enrollment at an area community college is another option for completing credit recovery.

Student Government and Clubs Organization Expansion: AIMS College Prep High School has an active Student Government Association ("SGA") that is responsible for leading student activities, executing student initiatives, advocating for student concerns, and providing general support to enhance student life in school. The SGA handbook outlines the SGA's procedures, policies and other information. Student Government is an important component of the high school experience. Student Body Officers and Class Officers are elected at every grade level at AIMS HS by their peers. Elections are held during the Fall and Spring Semesters.

The SGA meets as a leadership class where they have an opportunity to hone their leadership skills. The course is also offered to any interested participant, who may not be an elected officer of the SGA. One of the responsibilities of the SGA is the planning and execution of social events. Social events are offered in school to build school spirit, enhance school life, and increase community interaction. Traditional social events organized at AIMS include: spirit week, pep rallies, annual harvest festival, homecoming and prom. SGA and Student Clubs hold a number of independent social events at school as well, and attendance is granted with permission. Incentives are given to each class for their participation in SGA events, and at the end of the school year, there is an award given to the class with the greatest number of participation points.

AIMS College Prep High School has responded to student interest and has established a number of clubs and organizations to enhance the high school experience and provide opportunities for involvement and leadership. To be recognized as a chartered club, there must be an active membership of at least five currently enrolled students. Officers must maintain a 3.0 GPA, and there must be an on-campus advisor. A club must receive approval from the SGA Student Senate in order to be recognized, and only recognized clubs or organizations may use campus facilities and maintain student financial accounts through the SGA. To date, several approved clubs and

organizations include the Black Student Union, Key Club, Interact Club, Bay Area Urban Debate League, and beginning in the 2020-2021 school year, AIMS will institute its first National Honor Society.

New AIMS Athletics Department: To help improve student morale, retention, and as a response to many AIMS HS students and families, during the 2017-18 school year, AIMS College Prep High School launched its inaugural sports programs and currently fields the following 10 sports: Boys and Girls Cross Country, Boys and Girls Soccer, Boys and Girls Basketball, Boys and Girls Volleyball, Swimming, and Badminton. AIMS College Prep High School is a proud member of the Bay Area Charter School Athletic Conference (“BACSAC”) under the California Interscholastic Federation (“CIF”)-Oakland Section, and is proud to partake in athletic competitions against local charter and Oakland Public Schools.

Through participation in athletic centered interscholastic activities, AIMS HS students will develop values, attitudes, and skills for personal growth and for the benefit of a diverse society. AIMS is committed to “Pursuing Victory With Honor,” a CIF sponsored program in which our coaching staff makes a commitment to developing student-athletes of character. Research indicates that students involved in co-curricular activities have a greater chance of being successful during adulthood. Many of the positive character traits required as a participant in athletics are exactly those that will promote a successful life beyond high school.

Interscholastic Athletics Promote Teaching and Learning:

- Higher Graduation Rates
- Encourages Teamwork
- Teaches Sportsmanship
- Increases Self-Discipline
- Builds School Spirit
- Better Attendance
- Creates a Sense of Community Around Common Goals
- Lower Discipline Rates
- Increased Motivation to Achieve
- Instills a Sense of Pride
- Improves Self-Esteem
- Increases Family and Community Involvement

The AIMS HS Athletic Programs are a continuation of the classroom. Their purpose is to educate. The privilege of athletic participation is earned through the maintenance of proper standards of attitude, attendance, and achievement. The minimum GPA requirement to participate on AIMS HS Athletic Sports teams is 3.0 and scholar-athletes that earn a 3.5 GPA or above are named as members of our All-AIMS Athletic Sports team. Despite AIMS HS’ rigorous academic requirements, in three years, AIMS HS sports teams have won 4 varsity championships, 3 varsity runner-up’s, 5 JV Championships, 2 CIF-Oakland Section Runner-Ups, and 8 students participate in the CIF State Championships, 2 during the first year of our athletic department. Sports banquets are held after each season to recognize and highlight the participating athletes and to hand out awards and allow parents and guardians to meet other athletes and coaches. More information about the AIMS Athletic Department can be found at

aimsathletics.com.

Social Emotional Counseling: The teen years are a difficult time for young people. This stage of life is when students are discovering their identity and their place in this world. As a support to our students' mental and emotional growth, AIMS HS has hired a full time licensed counselor since the 2017-18 Academic school year. Our social and emotional counselor holds affinity-based counseling groups as well as one on-one-counseling. Teachers call on counselors to help them understand the holistic needs of their students. The connection between the counselor, teachers and administrators is a major component of our tiered intervention system.

New Department Chairs Model: To facilitate communication within each department, and to establish the collaboration needed to provide for consistency for students, this year at AIMS HS, Department Chairs were named. These Department Chairs are responsible for conducting monthly meetings with their department members and providing feedback to the Head of School and Academic Deans regarding decisions made and/or questions or concerns to be addressed. Department Chairs are paid an extra stipend for their additional responsibilities.

Teacher Pay Increases and Benefits: AIMS engages in regular salary studies to ensure that we are competitive. Our average first-year teacher earns approximately \$58,000.00. Teachers can earn yearly bonuses for attendance and performance, bonuses for returning and earned educational degrees, and bonuses for teaching in hard to fill subjects. All AIMS HS employees who qualify have the option of receiving fully paid Medical, vision, and dental coverage. In addition to this, AIMS provides for death and dismemberment insurance and access to social-emotional counseling.

Transferable Retirement Plan: AIMS provides all teachers a 403(b) through the National Life Group, a nationally recognized reputable finance company. There is no vestment period for this 403(b). All employees pay into Social Security, and AIMS contributes to PERS for eligible non-teaching employees.

New Lunch Program: Founded during the current charter term, the AIMS HS Lunch program provides AIMS HS students access to a nutritious meals lunch five days a week at reasonable cost. AIMS HS participates in the National School Lunch(NSLP) and SSO (Summer Seamless Option) program that allows the low-come students to receive a free or reduced meal. In 2018, and prior to the government mandate, the Board voted not to refuse a meal to any student regardless of their willingness or ability to pay. For schools, the program enhances children's learning abilities by contributing to their physical and mental well being. Studies have shown that children whose nutritional needs are met have fewer attendance and discipline problems and are more attentive in class.

Family Services and Support: Given that AIMS HS has a high number of families who qualify for financial government-assisted programs, AIMS provides a family coordinator. This position supports all AIMS families' needs, especially those mentioned above. The AIMS family services department provides parenting classes, case management support, assistance with governmental support applications, and serves as a liaison between parents and the Charter School when it is needed.

Increased Community Partnerships: Since the previous charter renewal, AIMS College Prep High School has made a concerted effort to engage in additional partnerships within our local Oakland Community.

- All Tied Up
- Oakland NAACP
- Alameda College
- Berkeley City College
- Laney College
- Mills College
- HBCU College Expo
- Families Engaged In Action
- Energy Converters
- California Charter Schools Association
- Oakland Rotary Club
- American Red Cross Club
- Techbridge Engineering Club
- Kaiser Permanente
- Vision to Learn
- Oakland Enrolls
- National Alliance for Public Charter Schools
- National Charter Collaborative
- Oakland Chamber of Commerce
- Oakland Athletic League
- Charter School Development Center
- California Interscholastic Federation
- Bay Area Charter School Athletic Conference
- Western Association of Schools and Colleges
- California Association of African American Superintendents and Administrators
- Association of California School Administrators
- Bay Area Urban Debate League
- City of Oakland
- Chinese Consulate
- Chinatown Chamber of Commerce
- Grand Lake Theater
- African American Male Achievement
- Oakland Parks and Recreation

Manhood and Womanhood Development Program: AIMS College Prep High School is partnered with CEO / Founder Armand Carr and his Bay Area non-profit organization All-Tied Up, which will help teach young men and young women the importance of brotherhood and sisterhood, positive affirmation, self-respect, and the uplifting one's community - first through the simple act of learning how to tie a tie for young men and healthy living for young women. All Tied Up is a mentoring program that works to promote positive outcomes in underserved boys of color between the ages of 13-21 who attend schools with a higher percentage of students

facing obstacles that might otherwise prevent them from being able to achieve their life goals. Workshop components include social, emotional and mental health, physical health and hygiene, networking skills, financial health, college and entrepreneurship resources.

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the attached Local Control and Accountability Plan (“LCAP”) [Appendix xv] for a reasonably comprehensive description of the Charter School’s annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

Local Control and Accountability Plan

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School reserves the right to establish additional and/or amend school-specific goals, outcomes and corresponding assessments throughout the duration of the charter.

The current LCAP is on file with the District and is also available in Appendix xv

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

Academically Low-Achieving Students

Overview

At AIMS HS, low-achieving students are defined as those who earn one or more grades C- or lower per grading period. Students designated as low-achieving may or may not qualify for special education services (as discussed below).

Educational research suggests, and the past success of low-achieving students at AIMS HS confirms, low-achieving students benefit from learning experiences that have clear and high expectations combined with a supportive learning environment. Additionally, low-achieving and at-promise students benefit greatly from placement in a classroom with students who achieve at different levels. Low-achieving students are thoroughly integrated into the entire student body at the Charter School and participate fully in all aspects of the curriculum.

AIMS HS' small school atmosphere provides for more personalized attention for low-achieving students, especially when combined with the structured academic curriculum of high expectations and tutorial support. A longer-than-required school year and Summer intervention and credit recovery program will provide each student with a better opportunity for success in school.

Each AIMS HS student will be enrolled in a rigorous curriculum and provided the necessary support to learn. AIMS HS students who enroll below grade level in either English or mathematics will be immediately identified by the Student Success Team (“SST”) as low-achieving, and a personalized learning plan will be created to determine what additional support is required to ensure the student’s success by enhancing their skills in core academic subjects.

The following list provides examples of the methods by which AIMS HS will serve its low-achieving students. These services are available to all AIMS HS students.

- **Faculty Office Hours:** For three hours each week, the student’s classroom teachers hold office hours. Low-achieving students are encouraged – and often commit via their Personalized Learning Plan – to attend these sessions on a weekly basis. During the sessions, the teachers re-teach material, provide additional support for completing assignments, provide additional individualized instruction and offer alternative assessments.
- **Intervention Support:** AIMS HS provides small-group intervention support for students, during physical education and after school. To ensure that all students receive adequate opportunity to participate in physical education, no student may miss more than two physical education classes to attend intervention support in a given week. The intervention provider is an employee of the AIMS. This enables better communication among the classroom teacher, student, family, and intervention provider. The intervention provider provides support on current assignments and coursework, and on remediation work to help develop missing skills and poor academic literacy.
- **Independent Learning:** On days when students are not participating in faculty office hours or receiving small- group resource instruction, students may remain after school to complete their homework with the support of student study groups and an adult supervisor. Independent learning may be provided when a student cannot medically or legally be on campus or as otherwise approved by the Head of School.
- **Faculty Discussions/Family Conferences/Written Progress Reports:** During regularly scheduled, collaborative meetings, all grade levels teachers meet and discuss low-achieving students. The discussions focus on tracking progress, identifying areas of need, and effective strategies for working with the individuals.

All teachers meet with at-risk students and their parents when necessary throughout the semester. The result of such meetings is a plan that has consensus on how to support the individual student. Two student, parent, teacher goal setting conference days will be held each year.

Written communication is also important in providing parents information about student progress. In addition to quarter and semester report cards, all students receive a progress report which outlines their performance in all classes. These progress reports are sent to

parents every three weeks and ensure regular communication with families who may be unable to meet with teachers during regular school hours.

- **Summer Programs:** Students attend mandatory summer programs, including AIMS HS summer school, which allows new students to grow accustomed to the school culture and provides low-achieving students the opportunity to begin developing a strong academic foundation, and to receive a head-start of the upcoming year’s curriculum before the first beginning or regular instruction. These enrichment programs may include Math Camp, ALEKS Summer Math enrichment, and required English novel readings.

Academically High-Achieving Students

At AIMS HS, academically high-achieving students are those who perform at the “Standard Exceeded” level on state exams and/or who consistently earn “A” grades in a majority of their courses.

The curriculum at AIMS HS is designed to challenge all students, including high-achieving students. Through professional development, AIMS HS teachers will receive specific training in recognizing gifted and talented students, understanding what differentiated instruction is, and applying differentiation in the classroom.

In addition to ensuring that the needs of high-achieving students are met inside the classrooms, AIMS HS will take additional steps to support high-achieving students. This will include providing access to more challenging novels and supplemental literature activities that are appropriate for each student’s reading level. The Charter School will also provide opportunities for advancement in mathematics in weekly, after-school, intensive math workshops.

AIMS HS participates in the Mathematical Association of America’s AMC 10 and AMC 12 and other annual, nationwide math competitions with students at other schools. AIMS HS has also partnered with Johns Hopkins University Center for Talented Youth, and Berkeley’s ATDP, so that academically high-achieving-students can take college courses at any accredited community college or university. When possible, scholarships for socioeconomically disadvantaged students pay for the costs related to the courses.

English Learners

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

Home Language Survey

California Education Code, Section 52164.1 (a) contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. This survey needs to be completed once within the public school system.

ELPAC Testing

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

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

- Summative Assessment (“SA”)

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

Both the ELPAC SA and IA are assessments administered in seven grade spans; K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California

public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

AIMS College Prep High School will notify all parents of its responsibility for ELPAC testing and ELPAC results within thirty days of receiving the publisher's results. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the English Language Proficiency Assessments for California
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

English learners will be expected to meet school and State Standards in all of the Charter School's academic and non-academic areas. AIMS College Prep High School believes that holding EL students to such high expectations will ensure that every student at the Charter School is challenged to reach their highest potential.

To make sure that all English learners can meet these expectations, all teachers at AIMS College Prep High School utilize pedagogical strategies that "shelter" and "scaffold" both content and skills

in each discipline. These strategies may include the front-loading of language for content, and language development focused on academic vocabulary and the use of inquiry-based learning, heterogeneous cooperative grouping, culturally relevant pedagogy, and contrastive analysis. English learners will receive designated and integrated ELD instruction. The goal is high-quality instructional programs and services for English learners that will allow them to achieve the same challenging academic and graduation standards as English-speaking students. Listening, speaking, reading, and writing skills will be assessed daily. AIMS College Prep High School's English learners will be prepared with English Language Arts and mathematics skills to meet the State Standards.

Special Education

Until such time as AIMS HS seeks membership in a SELPA as an LEA, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and shall work jointly with the District to ensure full compliance with the IDEA.

AIMS HS does not discriminate in admission or enrollment based on any student's identified difference or disability. AIMS pays approximately \$1,500,000 in Special Education encroachment costs to the District annually. A Memorandum of Understanding ("MOU") with OUSD allows AIMS College Prep High School to subtract the total costs of one Special Education teacher from the encroachment paid to OUSD. In addition to the encroachment paid to OUSD, AIMS HS pays for all classroom, office, and assessment space, professional development, curriculum, material and supplies, and transportation fees incurred by AIMS' special education staff. AIMS students with Individualized Education Programs receive both push-in and pull-out services, as well as executive functioning and study skills classes as required by the student's IEP. The AIMS HS Special Education teacher also provides professional development to our general education teachers.

The following provisions govern the application of special education to Charter School students: It is understood that all children will have access to the Charter School, and no student shall be denied admission due to disability.

The Charter School shall comply with the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act ("Section 504"), and the Americans with Disabilities ("ADA").

The Charter School shall be solely responsible for compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities. The Charter School agrees to implement a Student Study Team Process, a general education program that shall monitor and guide referrals for Section 504 and special education assessment.

In future years, and according to notice provided to the Office of Charter Schools, AIMS College Prep High School retains its rights to notify OUSD within the prescribed timeline of its wishes to be deemed its own LEA and a member of a SELPA for the provision of special education and related services pursuant to Education Code Section 47641(a). AIMS College Prep High School

shall seek the District's support in the provision of data or information in AIMS College Prep High School's pursuit of membership in a SELPA as an LEA.

Section 504 of the Rehabilitation Act

AIMS College Prep High School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of AIMS College Prep High School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

The Head of School will assemble a 504 team which shall include the parent/guardian, the student(where appropriate”), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for deciding whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

The 504 team makes the final determination in writing of whether the student will or will not be identified as a person with a disability and notice is given in writing to the student's parent or guardian in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains the 504 team will make information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA. If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the student's

evaluation, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

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

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

Services for Students under the IDEA

AIMS College Prep High School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the District SELPA. AIMS College Prep High School shall remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(b). However, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), per Education Code Section 47646 and 20 U.S.C. 1413, AIMS College Prep High School seeks services from the District for special education students enrolled in AIMS College Prep High School in the same manner as is provided to students in other District schools. AIMS College Prep High School will follow the District and SELPA policies and procedures and shall utilize SELPA forms, provided by the District, to identify and serve students who may qualify for special education programs and services and respond to record requests and maintain the confidentiality of pupil records. AIMS College Prep High School will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. AIMS College Prep High School will participate in an annual meeting, as arranged by the District, between AIMS College Prep High School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, to ensure that AIMS College Prep High School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as the Charter School functions as a public school of the District solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), the Charter School would anticipate that the MOU between the District and the Charter School, which spells out in detail the responsibilities for provision of special education

services and the manner in which special education funding will flow to the students of the Charter School, would be renewed.

The District shall be designated the Local Educational Agency (“LEA”) serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). The Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to District policies.

AIMS College Prep High School acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. AIMS College Prep High School agrees to promptly respond to all District inquiries, comply with reasonable District directives, and allow the District access to Charter School students, staff, facilities, equipment, and records to fulfill all District obligations under this charter, any MOU between the Charter School and the District, or imposed by law. AIMS College Prep High School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, IEP development, modification, and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

IDEA Staffing

All special education services at AIMS College Prep High School will be delivered by individuals or agencies qualified to provide special education services required by the California Education Code and the IDEA. Charter School staff shall participate in all mandatory District in-service training relating to special education.

It is AIMS HS's understanding that OUSD will continue the MOU currently in place, with adjustments based on Special Education population size. This allows AIMS HS to be responsible for the hiring, training and employing site staff necessary to provide special education services to its students, including, without limitation, special education teachers and paraprofessionals. OUSD will be responsible for hiring, training, and employing translators and resource specialists unless the District directs AIMS College Prep High School that current District practice is for the individual school sites to hire site special education staff or the District and AIMS College Prep High School agree that AIMS College Prep High School must hire on-site special education staff, in this case, an additional MOU will be drafted. In that instance, AIMS College Prep High School shall ensure that all special education staff hired by AIMS College Prep High School are qualified pursuant to District and SELPA policies and meet all legal requirements. The District may review the qualifications of all special education staff hired by AIMS College Prep High School (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

IDEA Notification and Coordination

AIMS College Prep High School shall notify the District of all requests it receives for assessment, services, complaints, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

AIMS College Prep High School shall assist in coordinating any communications and immediately act according to District and SELPA policies relating to disciplining special education students.

IDEA Identification and Referral

AIMS College Prep High School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. AIMS College Prep High School will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred by AIMS College Prep High School for special education only after the general education program resources have been considered, and where appropriate, utilized.

It is AIMS College Prep High School's understanding that the District shall provide AIMS College Prep High School with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that AIMS College Prep High School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to AIMS College Prep High School from a District school.

The District shall have access to Charter School's student records and information in order to serve all of the Charter School's students' special needs.

IDEA Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students following the District's general practice, procedure and applicable law. AIMS College Prep High School shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. AIMS College Prep High School shall not conduct special education assessments unless directed by the District.

IDEA IEP meetings

Following the District and the District school sites' role, the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. AIMS College Prep High School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the Head of School and/or AIMS College Prep High School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher (if Charter School employee as opposed to District employee); the student's general education teacher if the student is or may be in a general education classroom; the student, if

appropriate; and other Charter School representatives who are knowledgeable about the general education program at AIMS College Prep High School and/or about the student. It is AIMS College Prep High School's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide the notice of parental rights.

IDEA IEP Development

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

The Charter School shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IDEA IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District; the District shall be responsible for all school site implementation of the IEP. AIMS College Prep High School shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, AIMS College Prep High School shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP, and at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

IDEA Interim and Initial Placements of New Charter School Students

AIMS College Prep High School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students with a current IEP who enroll in AIMS College Prep High School from another school district within the State but outside of the SELPA, the District and AIMS College Prep High School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

IDEA Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. AIMS College Prep High School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the District's prior written approval, except those also made available to other AIMS College Prep High School students. AIMS College Prep High School shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or request for reimbursement.

IDEA Non-Discrimination

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

IDEIA Parent/Guardian Concerns and Complaints

AIMS College Prep High School shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. AIMS

College Prep High School shall instruct parents/guardians to raise concerns regarding special education services, related services, and the District's right unless otherwise directed by the District. AIMS College Prep High School shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with AIMS College Prep High School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. AIMS College Prep High School shall allow the District appropriate access to conduct such an investigation.

AIMS College Prep High School and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and AIMS College Prep High School shall comply with the District's decision.

AIMS College Prep High School and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, the Office for Civil Rights or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

IDEA Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. AIMS College Prep High School agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and AIMS College Prep High School shall work together to defend the case. In the event that the District determines that legal representation is needed, AIMS College Prep High School agrees that it shall be jointly represented by legal counsel of the District's choosing, except in the event of an actual or potential conflict-of-interest, in which case legal counsel of AIMS College Prep High School's choosing may separately represent AIMS College Prep High School.

As the District will bear all costs, AIMS College Prep High School understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

IDEA SELPA Representation

AIMS College Prep High School understands that the District shall represent AIMS College Prep High School at all SELPA meetings and report to AIMS College Prep High School of SELPA activities in the same manner as is reported to all schools within the District.

IDEA Funding

AIMS College Prep High School understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and AIMS College Prep High School. AIMS College Prep High School anticipates, without binding the District to these terms, that, based upon State and Federal law, the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the District

The District shall retain all state and federal special education funding allocated for Charter School students through the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at AIMS College Prep High School's school site in order to provide them a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from AIMS College Prep High School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at AIMS College Prep High School site.

Contribution to Encroachment

AIMS College Prep High School shall contribute its fair share to offset special education's encroachment upon the District's general fund minus costs AIMS HS incurs pursuant to the MOU. Accordingly, AIMS College Prep High School shall pay to the District a pro-rata share of the District's unfunded special education costs ("Encroachment"). At the end of each fiscal year, the District shall invoice AIMS College Prep High School for AIMS College Prep High School's pro-rata share of the District-wide Encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA minus costs AIMS College Prep High School incurs pursuant to the MOU. AIMS College Prep High School ADA shall include all Charter School students, regardless of home district.

Services for Students under the IDEA if the School Becomes an LEA and Member of SELPA

As stated above, AIMS College Prep High School may apply for SELPA membership. Upon approval as a member of the SELPA, the Charter School shall be solely responsible and liable for providing special education and related services under the Individuals with Disabilities Education

Improvement Act (20 U.S.C. 1400, et seq.) with respect to eligible students. In that case, all obligations of the District recited above with respect to identifying, assessing, and serving special education students will default to AIMS College Prep High School. AIMS College Prep High School shall comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, AIMS College Prep High School would receive its State and federal special education funds directly from the SELPA in accordance with the SELPA local allocation plan and shall utilize those funds to provide special education instruction and related service to eligible pupils. As an LEA, AIMS College Prep High School would be solely responsible for all special education costs that exceed state and federal special education revenue, and would participate in the SELPA governance and SELPA-wide benefits with the Local Plan and SELPA policies and procedures.

Element 2 - Measurable Pupil Outcomes and Element 3 - Method of Measuring Pupil Outcomes

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” – Ed. Code § 47605(c)(5)(B)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” – Ed. Code § 47605(c)(5)(C)

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School’s pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School’s LCAP goals will serve as the goals for this section unless Charter School’s LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

If Charter School’s LCAP goals do not include increases in student academic achievement by subgroup, insert student academic achievement goals by subgroup in compliance with Education Code section 47605(c)(5)(B).

The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.

Academic Achievement Goals by Subgroup

1. By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 10 percent or achieve a level of 65 percent.
2. By the end of the charter term, for each statistically significant student subgroup, increase

the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least (Amount 1) percent or achieve a level of (Amount 2) percent.

Subgroup	Amount 1	Amount 2
Asian	5%	60%
Hispanic or Latino*	5%	40%
African American*	5%	50%
English Learners*	5%	30%
Low-Income Students*	5%	65%

*During the Covid 19 shut down the state of California Suspended the CAASPP assessment. During the 2018-2019 school year, these subgroups did not meet the state of California requirement for reporting. Our numbers in these subgroups have increased during the past two years. The numbers reported are projected. CAASPP data at the High School level is based on 11th grade numbers.

- By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 70 percent or achieve a level of 5 percent.
- By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least (Amount 1) percent or achieve a level of (Amount 2) percent.

Subgroup	Amount 1	Amount 2
Asian	5%	65%
Hispanic or Latino	5%	50%
African American	5%	55%
English Learners	5%	40%
Low-Income Students	5%	65%

- Each year, 80 percent of students taking the AP English Language and Literature Exams will score 3 or higher.
- Each year, for each statistically significant student group, (Amount 1) percent of students will increase (Amount 2) on the AP English Language and Literature Exams or achieve proficiency.

Subgroup	Amount 1	Amount 2
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Asian	10%	1 point
Hispanic or Latino	20%	1 point
African American	30%	1 point
English Learners	10%	1 point

7. Each year, 85 percent of ELs will improve one overall proficiency level on ELPAC.
8. Each year, have less than 5 percent of students absent more than 10% of the school days (chronic absence).
9. Each year, for each statistically significant student group, less than (Amount 1) percent of students absent more than 10% of the school days (chronic absence).

Subgroup	Amount 1
Asian	5%
Hispanic or Latino	5%
African American	5%
English Learners	5%

10. Each year, achieve a High School cohort graduation rate of at least 90%.
11. Each year, for each statistically significant student group, achieve a High School cohort graduation rate of at least (Amount 1).

Subgroup	Amount 1
Asian	80%
Hispanic or Latino	80%
African American	80%
English Learners	80%
Low-Income Students	80%

12. Each year, 70 percent of 12th graders will achieve at 1500 or greater on the SAT and 21

or higher on the ACT.

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

Additional Measurable Pupil Outcomes

[If the school is **not** adopting the District’s Collective MPOs, schools should include their own MPOs here instead of the Collective MPOs below.]

Collective MPOs

Charter School sets the following targets for Measurable Pupil Outcomes related to school culture and climate. [Fill in target percentages in table below. Additionally, please choose two measurable pupil outcomes and associated measures/targets specific to your school’s unique program (e.g. proficiency in another language, citizenship, arts proficiency, etc.).]

Collective MPOs for Elementary Schools	
1. Annually, at least ____ of families complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.	
MPO	Target (%)
2. Each year, at least ____ percent of families positively rate school safety.	80%
3. Each year, at least ____ percent of families positively rate academic instruction.	80%
4. Each year, at least ____ percent of families positively rate their voice in school decision-making and/or opportunity for feedback.	80%

Collective MPOs for Middle and High Schools	
1. Annually, at least 70% of students complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.	
MPO	Target (%)

2. Each year, at least 80 percent of students positively rate school safety.	80%
3. Each year, at least 80 percent of students positively rate academic instruction.	80%
4. Each year, at least 80 percent of students positively rate their voice in school decision-making and/or opportunity for feedback.	80%

1. Each year, the school will receive a 10 percent increase in schoolwide average scores on AP Examinations per year, or an average score of 2.5 as a school site.
2. Each year, 70 percent of students will score at least a 1200 on SAT examinations or an equivalent of 24 on ACT examinations.
3. Each year, at least 75 percent of all demographic subgroups will pass their College Pathways classes each year.
4. Each year, 50 percent of AIMS HS students will Meet or Exceed Standards in Statewide Science Exams.
5. Each year, the school will maintain at least a 96 percent attendance rate.
6. Each year, 100 percent of graduating students will receive a 4-Year college/university Acceptance.

Application of Education Code section 47607.3

Under Education Code section 47607.3, if Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

- Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the

inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

A. Additional Annual Goals

The Charter School's outcomes are designed to align with the AIMS mission, curriculum and assessments and the State Standards for courses offered at AIMS HS. Upon graduating from the Charter School, students will have demonstrated the following, which indicates their ability to be self-motivated, competent lifelong learners.

Academic Achievers who:

- Produce quality work across the curriculum
- Are extremely knowledgeable of literature
- Compute and solve advanced math problems
- Are knowledgeable about educational pathways and career choices
- Are eligible for college by completing required coursework and equipped with the necessary skills to succeed in higher education

Effective Communicators who:

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

Critical Thinkers who:

- Know how to access information and integrate knowledge
- Identify and use resources effectively to gather, communicate, and evaluate information
- Demonstrate the thinking skills of application, analysis, synthesis, and evaluation in a logical and integrated manner
- Critically analyze information and draw conclusions

Life-long Learners who:

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

Socially Responsible Citizens who:

- Are aware and understand the relevance of different histories and cultures in society
- Are leaders within their families and setting who contribute to the improvement of life in their school and community
- Demonstrate personal responsibility and integrity
- Are environmentally conscious and responsible

Technologically Literate Citizens who:

- Access and interpret information using technology

- Generate documents, spreadsheets, presentations, and mathematical computations using technology
- Are able to adapt to new and emerging technologies

B. Method of Assessment

AIMS HS will have a rigorous assessment and goal-setting program to measure students' proficiency levels and ensure that each student is making progress toward becoming a responsible, well-educated adult. AIMS HS will assess students regularly from the time they

enter the school through graduation, and teachers will monitor their progress closely. AIMS HS will use the following assessments:

Annually

- CAASPP
- CAST
- ELPAC
- Physical Fitness Test
- Advanced Placement Exams
- PSAT
- SAT / ACT

Each Quarter

- Progress in coursework
- Progress toward achieving IEP goals

Ongoing

- Quizzes and Tests
- Daily Homework
- Essays
- Group and Individual Projects
- Revisions Process
- Classroom Discussion
- Class Presentations
- Lab Reports

Senior Year

- Completion of all graduation requirements
- Applications to four-year colleges
- Acceptance letters to a four college or university

Students will also be measured in non-curricular areas such as class attendance and discipline to ensure they are performing at the level stated in the AIMS Mission Statement. For example, classes will compete with each other for the greatest number of consecutive days of perfect attendance. Attendance will be monitored within each classroom and posted on a bulletin board in the hallway. Non-curricular areas are often overlooked at urban high schools. When it comes

to assessment, AIMS believes that students develop more quickly when they are held accountable for both attendance and performance

C. Use and Reporting of Data

AIMS HS uses multiple tools to collect and analyze student data, including CALPADS, Powerschool, Illuminate, and Excel. These systems combined provide AIMS HS with the capability to record results for all the methods of assessment described in the previous section.

Collection

- Standardized assessment results are all available electronically and are uploaded by the Head of School or his/her designee
- All results from assessments given at school are input by faculty members.
- All information pertaining to student goals for students with disabilities are input by RSP teachers.

Analysis

- Individual students and their teachers analyze each student's individual performance throughout the school year.
- Parents review data for all students every three weeks
- The school faculty analyzes data from all of the tools listed for individual students, as well as school-wide, at least annually.
- The Board reviews the data and the faculty's analysis annually

Reporting

- Results from all of the tools listed above are available for each individual student and his or her family to review upon request through the school's office or the student's teacher
- Annually, the Charter School will publish a School Accountability Report Card ("SARC") that will be posted on the Charter School's website and made available in the school lobby.
- On an as-needed basis, the Charter School will publish bulletins reporting general student or school performance data.
- If AIMS HS does not test with the District (i.e. State exams), AIMS HS hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the Charter School. Test results for the prior year, if not provided directly to the District by the State, will be provided by the Charter School to the District no later than September 1 of each year.
- AIMS HS will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

Continuous Improvement

AIMS HS is committed to using student performance data to refine and improve the educational program. Specifically, faculty and staff will devote substantial time throughout the year to analyze the data, and to propose changes to the educational program based upon their findings.

In addition, AIMS HS will recognize the importance of setting measurable, attainable, and rigorous goals to ensure continuous improvement. Setting goals and objectives for academic performance at AIMS HS will involve the following:

- Setting measurable standards and goals: Staff will identify what students should know (content standards) and what they should be able to do (performance standards) in all learning areas at critical points in their education. Steps in this process include: reviewing the Charter School's mission, purpose, and expectations, reviewing state and district standards, developing exit outcomes and graduation standards, and listing specific academic outcomes that students demonstrate in each subject area, grade, or skill level.
- Linking standards to curriculum and assessment: standards, curriculum, and assessment will be aligned with each other, with state guidelines, and with AIMS HS's educational goals. Professional development will include training in the use of data-driven decision making, and educators will review the alignment of assessment and curriculum with the state content standards each year.
- Determining assessments that will actually measure if curriculum has been learned and monitoring progress toward goals. This includes a combination of projects, exhibitions, presentations, and criterion-referenced assessments. Progress will be objectively measured by the annual statewide assessments for each grade (e.g. CAASPP, ELPAC). Classroom teachers may also measure achievement in a traditional manner, such as through quizzes, essays, tests, and exams.
- The staff will set baseline expectations for incoming students (e.g. information from previous assessments), recommend additional support if needed, and administer all assessments, including school, district, and state-required testing.
- AIMS HS will utilize CAASPP, Grade Point Average, and English Language Proficiency Assessment for California results to measure students' academic preparedness. In addition, AIMS HS will use the student dropout rate, graduation rate and attendance as school-level indicators of success. The Head of School and teachers will monitor individual student progress to ensure students are making academic progress on the state content standards of each grade level before being advanced to the next grade. Student progress reports will be sent to families every three weeks. The students who receive progress reports showing low academic performance will be placed in tutoring and participate in conferences with their family representative and teacher to identify appropriate strategies for improvement. Students must earn a "C" or better in each AIMS HS in order to receive high school credit. Students who receive a "C-" or lower in core subjects will not be promoted until they recover any failed credit with a passing grade.

Element 4 - Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” – Ed. Code § 47605(c)(5)(D)

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools (“OCS”) within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 et seq.).

Indemnification of District

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 et seq.); the California Public Records Act (Government Code section 6250 et seq.); Government Code section 1090 et seq.; and the Political Reform Act (Government Code section 81000 et seq.) Charter School shall also comply with the

provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

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

Required Notifications to the District

Charter School shall notify OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

Charter School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Charter School and of the District. Charter School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Charter School does not have that Charter School needs in order to meet its obligations, the District shall provide the

same to Charter School in a reasonably timely manner upon request under Education Code section 47604.3.

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

Petition Advisory Group

Petition Advisory Group Statement

The school community of AIMS College Prep High School reviewed, revised, and updated this charter to ensure it is consistent with current law and current practices at the Charter School. It is our ethos that a strong academic background in English Literature, mathematics, history, and science, coupled with an emphasis on structure and discipline, are the pillars of an effective academic program, which enable students to attain a higher education and become productive members in a capitalist society.

The advisors represent a diverse group of individuals interested in high academic standards for the target student population who will attend AIMS College Prep High School. The Advisory Group is not the AIMS HS Governance Board, although all AIMS HS Governance Board members are part of the Advisory Group.

Petition Advisory Group Members



MAYA WOODS-CADIZ

CEO & SUPERINTENDENT

Maya.Woods-Cadiz@aimsk12.org

Superintendent's experience includes sixteen years of PK-12 leadership and seven years of experience as an elementary school teacher. In addition to her K-12 experience, She taught Curriculum and Instruction at the graduate level for five years. Her educational pedigree consists of leadership certification from Duke University's Fuqua School of Business, and Harvard Business School, a Masters of Education from UC Berkeley, a Superintendent Certificate from the Association of California Schools Administrators, an Administrator Credential, a Multiple Subject Teaching Credential, and a Bachelor of Arts from California State University at Hayward (East Bay). Moreover, She is currently a Doctoral Candidate in the field of Organizational Leadership. Superintendent Woods-Cadiz is a multigenerational Oakland Native who attended both Oakland parochial and public schools.



**TONI COOK
PRESIDENT,
CHAIRPERSON,
GOVERNANCE COMMITTEE**

toni.cook@aimsk12.org

Director Toni Cook joined the AIMS board in 2015 and currently serves as Board Secretary, and Chairperson of the Governance Committee. Toni is a policy director and administrator who served as senior staff in the public sector; chief of staff to a Los Angeles council member; and a non-profit executive director. In addition, Toni has been a member of the faculty at California State University, Dominguez Hills, Howard and Morgan State Universities, UC Berkeley and Laney Community College. In addition, Toni served as Associate Dean, Howard University, School of Architecture and Urban Planning; and most recently Dean, Special Programs Grants, College of Alameda. From 1990-1998, Toni was elected for two terms, to serve on the OUSD Board of Directors. Toni has been the recipient of many civic awards including Peralta Chancellor's Service Award, 2017, and First African Methodist Episcopal Church, Oakland, Living Legend Award, 2012. Toni holds a Bachelors of Arts (Cum Laude) and a Masters of Arts of Urban Planning, University of California, Los Angeles.



**STEVEN LEUNG
VICE PRESIDENT**

steven.leung@aimsk12.org

Director Steven Leung, is President of Outstanding Investment Company, Incorporated, which has provided outstanding property management and investment services for more than 14 years to buyers and sellers in the greater San Francisco Bay area. Steven previously served as Vice President of Sales for Quality Green Building Supplies. He is a graduate of San Jose State University with a Bachelor's of Science in Business and Finance. Steven joined the American Indian Model Schools (AIMS) board in 2012; and currently serves as Vice President. He brings years of experience in financial management and investment. During Steven's service as President of the AIMS Board of Directors, he devoted countless hours to the restoration of public and parental trust in the AIMS organization's educational mission and goal. As a result, he was awarded a Board Resolution of Commendation for his outstanding service.



**CHRISTOPHER EDINGTON
TREASURER,
CHAIRPERSON, FINANCE
COMMITTEE**

christopher.edington@aimsk12.org

Director Chris Edington is a “hands-on” solutions-oriented professional with 20 years of functional domain expertise in analytics, project management; as well as a progressive career record that spans a full range of information technology operations and application development for multimillion-dollar projects in government, health care, financial services, and utility industries. In addition, Chris has an extensive background integrating new systems into large-scale informational technology infrastructure using Waterfall and Agile methodologies; and has a proven record of developing, implementing, and integrating cost-saving business solutions and applications across multiple platforms, and environments. Chris is a University of California, Berkeley graduate and a Certified Professional Consultant. In addition, Chris is a Member, Professional and Technical Consultants Association, Project Management Professional, and Project Management Institute. Chris joined the AIMS Board in 2016 and in 2017, President Leung appointed him Chairperson of the Board’s Finance Committee.



DANA LANG

dana.lang@aimsk12.org

Director Dana Lang is an experienced business advisor and grants manager. She has secured tens of millions in grant funds for local government agencies and has assisted numerous small businesses to gain contract awards. During her more than 20 years of public service, Dana served as a Policy Analyst for Oakland Mayor Elihu Harris; Federal Grants Liaison, Metropolitan Transportation Commission; Grants Unit Manager, San Francisco Police Department, and Small Business Affairs Officer, San Francisco International Airport. Dana received her Bachelor's of Arts from Wellesley College, Massachusetts; and her Master's Degree in Business Administration from UC Berkeley Haas School of Business. Dana remains connected to her Alma Mater as she is the Treasurer, Wellesley College Class Alumnae Board; and is a volunteer for the Cal Berkeley African American Initiative Scholarship Program. In addition, she is a board member and past president of the Northern California Chapter of the Conference of Minority Transportation Officials (COMTO). Dana joined the AIMS Board, August 2019.



ADRIEN ABUYEN

SECRETARY

adrien.abuyen@aimsk12.org

Director Adrien Abuyen, is a University of California Berkeley graduate, with a Bachelors of Arts in Legal Studies, and Associate Degrees from the College of Alameda. While at UC Berkeley, Adrien was selected as a University of California, RepresentEd Leadership Fellow, receiving premier training in human-centered design and social enterprise building. He also served as the Cal American Civil Liberties Union, Vice President. As a former Student Trustee of the Peralta Community College District Board of Directors, Adrien advocated for equity, access, and inclusion by cultivating collaboration amongst student leaders and top-level administrators. He also served on the Peralta Community College District Citizens' Board and Parcel Tax Oversight Committee. In 2018, Adrien served as a Legislative Intern in Washington, D.C. with Senator Diane Feinstein. During his service with Senator Feinstein, his legislative portfolio focused on matters of education and healthcare. Adrien harnesses his diverse experience and community-focused approach to build winning solutions, which is complimented by his analytical strengths and organizational skills. Adrien currently serves as a Public Affairs Associate with Gray, Greer, Shelby & Vaughn, LLC where he engages in the conduct of public affairs and strategic research that focuses on Outreach and Strategic Partnerships, Government Relations and Supplier Diversity



KATEMA BALLENTINE
CHIEF BUSINESS OFFICER

katema.ballentine@aimsk12.org

In 2018, Katema Ballentine began as the Chief of Business Officer at AIMS, where she leads the Finance Department. A native of Oakland and a graduate of Holy Names College, her passion for educating Oakland's children is reflected in the integrity of the work she performs. Katema's 20+ years' in public education began in San Leandro Unified School District Central Office Operations. In San Leandro, she worked in Payroll, Human Resources, Accounting, Benefits and Risk Management before transitioning to Oakland Unified

School District in 2006. In Oakland Unified School District, she began her 13-year career as a Financial Associate to quickly move up the ranks to Fiscal Management, overseeing a \$753M budget, specializing in Special Fund Management, Fiscal Process, and Policy Development and FCMAT alignment. To further align her expertise, Katema attended the Charter Business Officer Training Program in 2019.



MAURICE WILLIAMS JR.
HEAD OF SCHOOL

maurice.williams@aimsk12.org

Mr. Williams is from Oakland, California, and is a graduate of Oakland Public Schools. Head of School Maurice Williams, Jr. has nearly 10 years of education experience, and is entering his eighth year as a member of the AIMS K12 Charter District. After years of political experience in the California State Senate, Mr. Williams taught at AIMS Elementary, Middle, and High Schools, served as Dean of Middle School, Head of Middle Schools, High School Head of Division, and Head of High School. In his time at AIMS, Mr. Williams has been instrumental in founding several educational innovations throughout the entire AIMS organization, including the founding of the Block Schedules, the AIMS Middle and High School Athletics Departments, The “AIMS U” College Pathways Program, and Middle School Music and Arts programs (VPA). Head of School Williams has a Bachelor of Arts from Stillman College (HBCU), Master of Public Policy from Pepperdine University, earned a certificate in Leading Schools from the Harvard Business School online, and was recently accepted into the University of Southern California Rossier School of Education’s Doctorate in Educational Leadership Program.



**VIRGINIA WILLIAMSON
ACADEMIC DEAN**

Virginia.williamson@aimsk12.org

Virginia Williamson, an Interim Academic Dean at AIMS College Prep High School, was born and raised in Oakland, the Bay Area has always been her home. With a BA in English from Pasadena College and a Life Standard Teaching Credential from California State University, East Bay, she was fortunate to have enjoyed a long and varied career in education. She taught for 36 years for Newark Unified School District, primarily at the upper elementary / middle school level, and during that time, and was honored to be named Teacher of the Year for Newark and for Alameda County. She began working with new teachers first as a BTSA Site Coordinator, then as Assistant District BTSA Coordinator for Newark. She continued her work with K-12 teacher credential candidates throughout the Bay Area as Coordinator of Charter and Private Schools for East Bay Induction Consortium in 2008, where she continued until 2018. In that capacity she supervised support provider-credential candidate teams, guiding the Induction work that led to a clear credential for candidates, and providing professional development for all participants. She first became involved with AIMS through providing Induction support to many K-12 AIMS teachers.



**SHARON TOM
ACADEMIC DEAN**

Sharon.tom@aimsk12.org

Sharon Tom, currently serves as one of the Interim Academic Deans at AIMS HS.

A Bay Area native, she graduated from Oakland Technical High School and entered UC Berkeley, where she earned both my B.A. in Sociology and my Standard Life Teaching Credential. During her tenure as an elementary classroom teacher in the Oakland Public Schools, she served as a mentor teacher and master teacher for many years to numerous teachers, and also earned both my M.S. in Educational Leadership and her Administrative Credential from California State University East Bay. In 2008, she left classroom teaching and began working with K-12 teacher credentialing candidates in the Bay Area and beyond, through Alliant International University as an Adjunct Professor in Clinical Practice, and as a BTSA Coach for new teachers clearing their preliminary teaching credentials through Oakland Unified Schools and Newark Unified's East Bay

Induction Consortium. Many of the K-12 teachers she worked with were teaching at AIMS.

Summary of Necessary Background Critical to Charter School Success

Non-Profit Public Benefit Corporation

	Curriculum	Instruction	Assessment	Finance	Facilities	Management	Organization	Governance	Administration
President Toni Cook				X		X	X	X	X
Vice President Steven Leung				X	X	X	X	X	
Treasurer Chris Edington				X	X	X	X	X	X
Secretary Adrien Abuyen						X	X	X	
Director Dana Lang				X	X		X	X	

Superintendent Maya Woods-Cadiz	X	X	X	X	X	X	X	X	X
Head of School AIMS HS Maurice Williams	X	X	X	X	X	X	X		X
Deans of Academics Virginia Williamson Sharon Tom	X	X	X						
Head of School AIMS MS Peter Holmquist	X	X	X	X		X	X		X
Head of School AIMS ES Christopher Ahmaed	X	X	X	X		X	X		X
Director of Operations Marisol Magana					X	X	X		
Operations Manager Tiffany Tung					X	X	X		
CBKCoordinator Matthew Gordan	X	X	X						
Family Coordinator Vanessa Oden	X	X	X				X		
ELD Coordinator Vanne Chand	X	X	X						
Special Education Coordinator Andrea Pittman	X	X	X						

The Charter School will be a directly funded independent charter school and will be operated by a California non-profit public benefit corporation, pursuant to California law upon approval of this charter.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

Attached, as Appendix xxiii, xxxiv, and vii please find the AIMS Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Organizational Chart

Attached as Appendix i, please find the AIMS Organizational Chart

Board of Directors

AIMS College Prep High School is governed by the AIMS Board of Directors (the “Board”). The Board shall be ultimately responsible for the operation and activities of the Charter School. The Board shall be governed in its operations and its actions by the AIMS bylaws which shall be consistent with this charter, the Charter Schools Act, and all other applicable law. The primary methods for executing their responsibilities are to create, adopt, and monitor a long-term strategic plan and associated budget, and to employ and evaluate the Superintendent.

The Board will comprise of at least five and no more than seven members. The Superintendent will report directly to the Board.

The Board will meet on a regular basis. The responsibilities of the Board include, but are not limited to:

- Uphold the mission of the Charter School
- Oversee the implementation of the charter
- Approve and monitor the budget, fiscal reports, and the Charter School’s fiscal practices
- Approve contracts and expenses above \$8,000
- Receive and review the yearly independent financial audit
- Approve and monitor the Charter School’s facility arrangements and plans
- Oversee and evaluate the Superintendent
- Hire the Superintendent
- Monitor the Superintendents implementation of the Charter School’s personnel policy
- Approve board policies

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

The Superintendent

DUTIES AND RESPONSIBILITIES OF THE SUPERINTENDENT

The Superintendent is the chief executive officer and educational leader of AIMS and is responsible for carrying out the educational, managerial and administrative responsibilities for the care and maintenance of AIMS. The Superintendent shall administer AIMS in accordance with the Board's policies and State and federal laws as they exist or may hereafter be enacted or amended. The Superintendent shall perform those duties, which are required by state law, prescribed by the Board or as necessary for the efficient and effective management of AIMS. The Superintendent shall have the responsibility of organizing, reorganizing, and arranging the administrative and supervisory staff that in Superintendent's judgment would best serve AIMS, and determine all personnel matters, including, without implied limitation, selection, assignment, and transfer of employees. The Superintendent is evaluated annually per her contract.

Specifically, the duties of the Superintendent shall include:

- a. reporting directly to the AIMS Board of Directors;
- b. directing the day-to-day administration of AIMS;
- c. planning, implementing and evaluating programs regarding the organizational, operational, fiscal and educational functions of the AIMS;
- d. instituting reforms and systemic changes, such as curriculum and program offerings, as the Superintendent finds necessary in order to affect positive change at AIMS;
- e. developing and implementing a program of professional development that the Superintendent finds necessary and expedient in order to affect positive changes at AIMS;
- f. directing staff in ensuring parental involvement in the development and implementation of AIMS policies;
- g. recommending policies to the Board and reasonably interpreting and implementing policies adopted by the Board;
- h. organizing departments and assigning employees of AIMS;
- i. developing and implementing administrative regulations that the Superintendent deems necessary for the efficient and effective operation of AIMS and that are consistent with the Board's policies, and state and federal law
- j. making employment decisions concerning the employees of AIMS. Specifically, The Superintendent will have authority to hire, fire, promote, demote, and/or transfer any and all AIMS employees, except that the Superintendent must not take any action to denote, transfer or fire a Head of School without prior notice and approval by the Board;
- k. directing, assigning, transferring, evaluating and dismissing all the employees of AIMS consistent with the Board's policies, and state and federal law:
- l. accepting all resignations of employees of AIMS;
- m. assuming responsibility for the overall financial planning of AIMS, including preparation of the annual budget and the submission of the budget to the Board for review and approval:

- n. attending and participating in discussion in regular, special and executive session of the Board;
- o. making recommendations on items of business for Board meetings as the Superintendent deems necessary for the efficient and effective operation of AIMS;
- p. establishing and implementing a process, including a means and time parameters for keeping the Board up-to-date on developments, initiatives and issues in AIMS.
- q. writing grant applications for AIMS, when possible.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board to a business administrator of the Charter School, other appropriate employee, or third-party provider.

The Head of School

DUTIES AND RESPONSIBILITIES OF THE HEAD OF SCHOOL

Under direction of the Superintendent, the Head of School shall work in close cooperation with the staff of the Charter School, administrators of the Charter School, Board of Directors, parents, pupils, and other members of the community to determine common educational goals and objectives that will provide for an effective educational program directed toward meeting the intellectual, emotional and social needs of each student; to act as the educational leader and manager of the Charter School; to have direct responsibility for the administration of the Charter School and its educational programs; and to perform other duties as required. The Heads are evaluated yearly by the Superintendent.

Duties may include, but are not limited to the following:

- a. Assume educational leadership of all personnel operating in the Charter School.
- b. Relate the instructional program of the Charter School to the total program of the Charter School taking into account the problems of the immediate community.
- c. Appraise the educational program of the Charter School on a continuous basis through the use of objective tests, evaluation procedures, inventories, and other means as determined by self or Superintendent; make such changes, innovations, and/or recommendations which will result in an improved educational program as a result of these appraisals.
- d. Devote a major portion of time to working directly with teachers for the purpose of improving the learning process and analyzing the conditions which hinder the teacher, such as overcrowding, inadequate teaching materials, difficult physical conditions and other factors for the purpose of determining and recommending desirable and feasible changes.
- e. Serve as the liaison agent between the Charter School and the community to keep parents and community members acquainted with the program of the Charter School and to seek advice and assistance in making the program more effective.
- f. Serve as the Chief Public Relations Officer for the Charter School.
- g. Assist with the recruitment and employment of staff.
- h. Submit to the Central Office reports regarding curriculum, teacher evaluations, testing, teaching methods, grouping, attendance, and other such reports as may be required or

- deemed necessary to keep the appropriate office(s) informed about programs, problems, progress and innovations.
- i. Supervise and evaluate all non-certificated employees at site.
 - j. Assume additional responsibilities as assigned by the Superintendent.
 - k. Provide written instructions regarding student discipline and behavior standards, provide opportunities for students and staff to establish and maintain such standards, counsel with students, parents and staff regarding specific discipline problems.
 - l. Establish systematic procedures for scheduling and programming students and teachers and maintain written records and schedules.
 - m. Provide teachers with specific information regarding teaching assignments and related duties and provide written schedules for teacher use.
 - n. Provide a healthful and safe school environment; maintain written records of accidents; perform and maintain records of physical plant inspections; maintain procedures to be used in event of emergencies.
 - o. Manage the business affairs of the Charter School, including compiling and submitting requisitions for supplies and equipment within budget limitations, maintaining a current inventory of equipment and an adequate stock of standard instructional supplies.
 - p. Supervise maintenance of pupil personnel records, attendance accounting and staff files.
 - q. Perform other duties as assigned.

Family Involvement

As the Charter School has been established to serve the needs of the students, it is imperative that families are actively involved. A family engagement group has been established to facilitate communication between all members of the Charter School. The Family Advisory Council (“FAC”) reports directly to the Head of School and the Superintendent. Members of this team will meet regularly and may meet with the school administration to bring family community questions, concerns, and ideas to the attention of the administration.

Families will have the opportunity to participate in daily class activities, school activities, graduation planning, and Board meetings at the school site. Families will be involved in AIMS HS meetings and school activities. The aim of AIMS HS will be to ensure that families are actively involved in the child’s education.

Family Services and Support

Given that AIMS College Prep High School has a high number of families who qualify for financial government-assisted programs AIMS provides a Family Coordinator. The Family Coordinator supports all AIMS families' needs, especially those mentioned above. The AIMS Family Services Department provides parenting classes, case management support, assistance

with governmental support applications, and serves as a liaison between parents and the Charter School when needed (Appendix xii)

Element 5 - Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” – Ed. Code § 47605(c)(5)(E)

Equal Employment Opportunity and Nondiscrimination

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

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

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

Employment of Felons

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.

AIMS HS will recruit and employ professional, effective and qualified personnel for all administrative, instructional, and non-instructional positions. All employees will demonstrate a belief in the mission, program design, instructional philosophy, and curriculum documented in this charter.

In accordance with Education Code 47605(e)(1), AIMS HS shall be nonsectarian in its employment practices and all other operations. AIMS HS shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status). All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the Charter School. All employees must comply with the employee processing policies and procedures (to include, but not be limited to, fingerprints, criminal records, proof of identity, right to work in the United States, and Tuberculosis (“TB”) risk assessment and, if necessary, examination).

Specific Qualifications for all Employees

The Board shall define specific employee minimum qualifications that shall include, but not be limited to, the following:

- Commitment of time, energy, and effort in developing AIMS HS’s program
- Belief in the basic philosophy of emphasizing the core curriculum
- Commitment to working with parents as educational partners
- Strong written and verbal communication skills
- Knowledge of the developmental needs of students
- Awareness of the social, emotional and academic needs of the students.
- Ability to plan cooperatively with other employees
- Willingness to continue education through additional courses and training, workshops, seminars, and staff development

Superintendent

The Superintendent of AIMS is required to have seven (7) years administrative experience, and Administrative Services Credential, Superintendent Certification from the School Superintendents Association, a Masters in Education, and either a Doctor of Education degree, or enrollment in a program to earn a Doctor of Education degree.

Heads of Schools, Deans and Heads of Academics

Heads of School, Deans, and Heads of Academics (collectively, “Administers” or “Administration”) at AIMS HS shall possess leadership abilities and comprehensive educational vision that is consistent with the school’s mission and educational program. Administrators are required to have an Administrative Services Credential equivalency can be accepted by the board or superintendent) and experience with the AIMS Model. In addition, the Head of School shall possess skills in hiring and supervising excellent teachers, and possess or be in the process of pursuing an administrative credential.

The Board may set additional criteria for the selection of administrative staff.

Teachers

Instructional employees will hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. AIMS HS will comply with Section 47605(1), which states:

“Teachers in charter schools shall be required to hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district..”

While providing assurance that the Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(1), AIMS HS reserves its right, consistent with Education Code Section 47605.4, to give teachers that were employed by a charter school during the 2019–20 school year until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment.

In addition to the specific qualifications expected of all AIMS HS employees, the following qualifications are expected of all teachers:

- Strong instructional leadership
- Responsibility for students and their success in learning
- Familiarity with or willingness to be trained in AIMS’s curriculum, instructional methodology, procedural compliance
- Demonstrable effectiveness in teaching, mentoring, and writing
- Commitment to the philosophy of the charter school and the mission
- Accepting the family as a vital partner in the learning process
- Working flexible schedules in order to accommodate the varying needs and schedule of enrolled students, parents, and community
- Deep commitment to student achievement
- Accepting responsibility and accountability for instruction to students
- Active participation in faculty meetings
- Focus on working closely with the school faculty by providing any information regarding a student’s behavior change, attitude and/or classroom performance.

AIMS HS may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments without the approval of the teacher of

record. All non- instructional staff will possess experience and expertise appropriate for their position as determined by the Board.

Professional Development

Employees will participate in in-service sessions based on their professional needs, as well as on school-wide priorities. Staff development will allow the faculty to keep current with educational issues related to EL students, adolescents and school improvement. The format of this training will be varied and determined by the administration with input from the faculty. AIMS HS will work with other charter schools and other educational institutions to provide effective staff development.

Element 6 - Health and Safety

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

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” – Ed. Code § 47605(c)(5)(F)*

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

- (A) Child abuse reporting procedures;
- (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;
- (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
- (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079;
- (E) A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;
- (F) The provisions of any school wide dress code, pursuant to Education Code section 35183 that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;
- (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- (H) A safe and orderly environment conducive to learning at the school;
- (I) The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;
- (J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

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

Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

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

School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Tuberculosis Screening

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

Student and Staff Healthy and Safety Provisions

A healthy and safe environment is imperative to productive teaching and learning. AIMS HS has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the Charter School's insurance carriers. These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies will be incorporated as appropriate into the Student/Parent and the Employee handbooks.

The following summarizes the health and safety policies of AIMS HS:

CPR/First Aid Training

Employees at AIMS HS are encouraged to be CPR/First Aid trained. The school's administration will ensure that a CPR/First Aid trained staff member is on duty during regular school hours.

Medication in School

AIMS HS will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Emergency Preparedness

AIMS HS shall adhere to an Emergency Preparedness Plan/School Safety Plan drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This plan shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Facility Safety

AIMS HS shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the California Building Standards Code. The Charter School agrees to maintain visitor policies, and test fire extinguishers and fire alarms annually at its facilities to ensure that

they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001. AIMS HS shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (“AHERA”), 40 CFR Part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Drug Free/Smoke Free Environment

AIMS HS shall maintain a drug and alcohol and smoke free environment.

Suicide Prevention Policy

The Charter School shall also maintain a policy on student suicide prevention in accordance with Education Code Section 215 for grade 6. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Feminine Hygiene Products

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

Nutritionally Adequate Free or Reduced Price Meal

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

California Healthy Youth Act

The Charter School shall teach sexual health education and HIV prevention education to students in grades 9-12, at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Lunch program

AIMS Lunch Program provides AIMS College Prep High School students access to a healthy lunch five days a week. AIMS HS participates in the federal food subsidy program that allows the most in-need students to receive a free or reduced price meal. In 2018, before the governmental requirement, the AIMS board voted not to refuse a meal to any student regardless of their willingness or ability to pay.

Bloodborne Pathogens

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

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s anti-discrimination and harassment policies. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Element 7 - Balance of Racial/Ethnic, Special Education, and English Learner Students

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” – Ed. Code § 47605(c)(5)(G)

[No DRL.]

AIMS HS will strive to recruit a student population that will be reflective of the population residing within the territorial jurisdiction of the District. AIMS HS will engage in a variety of means and strategies to try to achieve a diverse student population. These strategies will include:

- Enrollment timeline and process that allow for broad-based recruiting and application probes
- Outreach efforts via elementary schools within the District’s attendance boundaries, neighborhood groups, community organizations, churches or other leadership organizations
- Each year the Charter School shall review its racial and ethnic, English Learner, and Special Education balance and these policies to determine which policies and practices are the most effective in achieving a diverse student population.

Element 8 - Admissions Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605].” – Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

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

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

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

Charter School will comply with the above requirements, including how the preferences “shall not result in limiting enrollment access access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation” per Education Code section 47605(e)(2)(B)(iii).]

AIMS HS participates in the Enroll Oakland program to ensure transparency and viability of the lottery process. AIMS HS does not require students to submit any student records prior to a student being offered admission to the Charter School. AIMS HS recruits throughout Oakland to ensure all students have access to be in the applicant pool.

Homeless and Foster Youth

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

Non-Discrimination

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

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

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

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

The Board shall determine all policies, processes, and procedures governing application, admission, and enrollment at AIMS HS. All students attending AIMS HS must follow the application, admission, and enrollment policies of the Charter School. The application packet for admission to AIMS HS shall include information that allows students and parents to be informed about the Charter School's operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of the Charter School. The application packet shall include:

- An enrollment guide outlining the enrollment process at AIMS HS
- An application form which requests basic contact information about the prospective student and an indication of any admission preferences for which the prospective student qualifies²
- The AIMS HS mission statement and information about faculty and staff
- A historic overview of AIMS HS students' academic achievement
- The AIMS HS Family handbook (Appendix iii)

² The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body at AIMS HS. The determination of school capacity shall be based on, among other things, the Charter School's academic program, the Charter School's fiscal viability, the educational needs of currently enrolled students, the capacity of the facility, and the level of interest shown by students who want to attend.

Admission Policies and Procedures

As written by David Whitman in his book, *Sweating the Small Stuff, Inner-City Schools and the New Paternalism* (2008), "Failing students from other schools who become ace pupils at [AIMS HS] may well have some hidden innate ability not evident at their previous schools. But they are hardly an example of selective recruiting or creaming from the top of the local academic pool."³

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

AIMS HS shall be nonsectarian in its admission and enrollment policies and shall not charge tuition.

Public Random Drawing and Preferences

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year.

If the number of students who apply to attend AIMS HS within each grade level by the application deadline exceeds the grade level's capacity, attendance, except for the existing student shall be determined by a public random drawing for each grade level conducted in advance of the start of summer school. In accordance with Education Code Section 47605(e)(2), preference in the public random drawing shall be provided in the following order of declining priority:

1. Siblings of students admitted to or attending the Charter School or graduates of AIMS HS
2. Students residing within the boundaries of the District
3. All other students who wish to attend the Charter School

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

AIMS HS uses the District's Enroll Oakland software product to perform its lottery. The manner

³ Whitman, Davis, *Sweating the Small Stuff, Inner-City Schools and the New Paternalism* (California: Thomas B. Fordham Institute), 2008.

in which the lottery performed will be determined by the Enroll Oakland programming.

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

The order of admission of students at any time during the year shall be based solely on the order of applicants on the admission wait list. Applications received after the application deadline will be held in abeyance for a potential subsequent lottery should the wait list be exhausted. After the wait list has been exhausted or at the conclusion of the school year, the Charter School will advertise if a space has become available and applications are being accepted. If more applicants than spaces are available, another public random drawing will be conducted for the open spaces as described above.

Element 9 - Independent Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” – Ed. Code § 47605(c)(5)(I)

[No DRL.]

An annual independent fiscal audit of the books and records of AIMS HS will be conducted as required by Education Code Section 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's Guide.

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

The auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and the CDE by the 15th of December of each year. The Superintendent, along with the Board, will review any audit exceptions or deficiencies and meet with the District with regard to resolution of audit exceptions or deficiencies to the satisfaction of the District. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

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

Element 10 - Procedures by which Pupils Can Be Suspended or Expelled

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

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

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

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

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

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

Student Due Process Protections

Charter School’s student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

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

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

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

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

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

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

Procedures designed to ensure that Charter School's disciplinary procedures comply with federal and state constitutional procedural and substantive due process requirements.

As further explained below, the Charter School has adopted a thorough Suspension, Expulsion, and Involuntary Removal policy that ensures students their due process protections. Please see Appendix iii.

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

Overview

AIMS HS maintains a comprehensive set of suspension, expulsion and involuntary removal policies and procedures which are included in the AIMS HS Student and Family Handbook. The policies and procedures will clearly describe the Charter School's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian will be required to verify that they have reviewed and understand the policies and procedures prior to enrollment. These policies and procedures provide all students with an opportunity for due process and conform to applicable federal and state law regarding students with exceptional needs.

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

Element 11 - Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” – Ed. Code § 47605(c)(5)(K)

[No DRL.]

The financial compensation for school employees will include a base salary that is above the average starting salary for District high schools, and that salaries are competitive and bonuses are awarded.

All eligible AIMS HS employees will participate in the federal Social Security System. Eligible employees shall participate in Public Employees’ Retirement System (“PERS”).

AIMS HS will provide mandatory benefits such as workers’ compensation, unemployment insurance, Medicare and social security for eligible employees. AIMS HS will provide health, dental, and vision insurance life insurance to each eligible AIMS HS employee. Additional disability coverage may be obtained at a cost to the employee.

Element 12 - Pupil Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” – Ed. Code § 47605(c)(5)(L)

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

Element 13 - Employee Rights of Return

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” – Ed. Code § 47605(c)(5)(M)

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

Element 14 - Dispute Resolution

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

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

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school’s response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.

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

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

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

or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Complaints by Students and Employees

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

Disputes between the District and the Charter School

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

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

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

To [Charter School Name], c/o School Director:
[Charter School Name]
[Charter School Address]

To Director, Office of Charter Schools:
1000 Broadway, 3rd Floor, Suite 300
Oakland, CA 94607

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written

Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, mail, or electronic mail.

The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

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

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

The intent of the AIMS HS dispute resolution process is to:

1. Resolve disputes within AIMS HS pursuant to the Charter School’s policies
2. Minimize the oversight burden on the District
3. Ensure a fair and timely resolution to disputes
4. Frame a charter oversight, renewal process, and timeline to avoid disputes regarding oversight and renewal matters (Appendix xlii)

Element 15 - Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” – Ed. Code § 47605(c)(5)(O)

Closure Action

The decision to close Charter School must be documented in a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least six consecutive months.

Closure Procedures

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

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

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

1. The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to OCS.
3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the

Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCS.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to OCS.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to OCS.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to OCS.

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

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

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

1. A description of the circumstances of the closure

2. The location of student and personnel records

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall

include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with OCS for the delivery of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities, a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

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

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

1. Preliminary budget
2. Local control and accountability plan and annual updates
3. Interim financial reports
4. Second interim financial reports
5. Final unaudited reports

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

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any

net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

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

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

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

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

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

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

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. Make final federal tax payments (employee taxes, etc.)
3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as

a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

ADDITIONAL PROVISIONS

Facilities

Prior to occupancy or use of any school site or facility, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys’ fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisory oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent

- involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days notice to Charter School. In extreme circumstances when 30 business days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
 - Preliminary budget
 - Local control and accountability plan
 - First interim financial report
 - Second interim financial report
 - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
 - Annual independent audit report (Ed. Code § 47605(m))
 - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
 - 20 day attendance report (Ed. Code § 47652(a))
 - Monthly attendance reports
 - Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School’s facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies),

Additionally, Charter Schools shall notify OCS in writing in a timely manner of changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

Budgets

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.—Education Code Section 47605(h).

AIMS HS’s budget is based upon the experience of operating AIMS HS for the last twelve years. The seven-year budget, cash flow, and assumptions (Appendix xi and Appendix xvii) are

reasonable estimates of the Charter School's expenditures given historical financial data, specifically actuals for 2019-202. The anticipated revenues are also based on five years of operating experience for the Charter School, and the estimates for the 2020-2021 high school revenue limit and categorical block grant given the proposed state budget. Estimates have been provided by the Charter Schools Management Corporation, Charter Schools Development Center, California Charter Schools Association and the California Department of Education's Charter Schools Division.

Financial Reporting

AIMS has drafted a complete set of fiscal control policies and procedures (Appendix xx) for AIMS operation. AIMS HS shall comply with all financial reporting requirements of Education Code Section 47604.33 and shall comply fully with Education Code Section 47604.3.

Insurance

AIMS HS will maintain general liability, workers compensation, and other necessary insurance of the types in the amounts required for an enterprise of this size and nature for the operation of the school.

Throughout the life of this contract, the Charter School shall pay for and maintain in full force and effect with an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/VII", very low, in Best Insurance Rating Guide, the following policies of insurance:

1. COMMERCIAL GENERAL LIABILITY insurance, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than \$1,000,000.00 per occurrence.
2. COMMERCIAL GENERAL LIABILITY insurance that shall include coverage for owned and non-owned autos, with bodily injury liability limits not less than \$1,000,000.00 per person, per occurrence and property damage liability limits of not less than \$500,000.00, per occurrence.
3. WORKERS' COMPENSATION INSURANCE, as required by the California Labor Code, with not less than statutory limits

Administrative Services

Governing Law: The manner in which administrative services of the charter School are to be provided. –Education Code Section 47605(h).

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

The Charter School reports daily attendance requirements to OUSD in a format acceptable to the District and state. Required reports regarding daily attendance are completed and submitted to requesting agencies. Budget allocation and vendor selection are the responsibility of the Board with substantial input from the Superintendent or designee. The Superintendent or designee develops all budget proposals and has latitude in determining how funds are best used within budget categories.

The Board delegates authority to the Superintendent or designee to select vendors below a contract amount to be determined, but will retain overall responsibility for contract approvals. The Governance Board works with CSMC for payroll services and to ensure compliance with state financial accounting procedures.

The Superintendent or designee will instruct the financial officer to prepare financial statements such as a balance sheet, income statement, and statement of cash flow. Financial statements are public documents and are accessible to the independent auditor, school officers, OUSD, families of AIMS HS students and any Board or community members who want to assess the Charter School's financial condition. In addition, AIMS HS will continue to submit an annual audited financial statement to the appropriate authorities within the California Department of Education, State Controller's Office, County Superintendent of Schools, and the Oakland Unified School District.

Facilities

Governing Law: The facility to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate –Education Code Section 47605(h)

AIMS HS will be located at 746 Grand Avenue, Oakland. 171 12th Street is the current location of AIPCS II and AIMS MS. AIMS HS has an interest in staying in the lakeview site through a long term lease or purchase agreement. We have approached OUSD regarding this matter. AIMS HS may seek to operate at an additional location or locations within the District, with the District's prior approval.

Transportation

AIMS HS will not provide transportation of students to and from school. If transportation is provided it will be done in compliance with all state and local laws and requirements. It is the primary responsibility of the student's families to provide transportation to AIMS HS, except as required by law for students with disabilities in accordance with a student's IEP. In these instances, transportation needs shall be provided by the OUSD SELPA so long as the Charter School operates as a public school of the District for special education purposes

AIMS HS understands that as part of its oversight of the Charter School, the Office of Charter Schools may conduct a reasonable program review of federal and state compliance issues.

Impact on the Charter Authorizer

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h)

Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. AIMS HS shall work diligently to assist the District in meeting any and all oversight obligations under the law, including meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of AIMS HS.

The corporate bylaws of AIMS HS shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers' insurance, and fidelity bonding to secure against financial risks, as required.

The Board will maintain and implement appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter:

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- March 1 – Second Interim Financial Report for Current Year
- June 15 – Preliminary Budget for Subsequent Year

Conclusion

By approving this charter, the Oakland Unified School District will be fulfilling the intent of the California Legislature.

Education Code Section 47601. It is the intent of the Legislature, in enacting [the Charter Schools Act of 1992], to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- a. Improve pupil learning.*
- b. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- c. Encourage the use of different and innovative teaching methods*
- d. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
- e. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system*
- f. Hold the schools established under [the Charter Schools Act of 1992] accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
- g. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

AIMS HS pledges to work cooperatively with the District to answer any questions or address any concerns regarding this charter and to present the District with the strongest possible charter proposal requesting a seven-year term. Approval of the charter shall be governed by the standards and criteria in Education Code Section 47605.

Appendices

- Appendix i-Organizational Chart
- Appendix ii-Academic Performance
- Appendix iii-Charter Performance Report
- Appendix iv--AIMS HS Improvement Plan
- Appendix v- Retirement Plans
- Appendix vi-ELD and Newcomers Support
- Appendix vii-Board Bylaws
- Appendix viii-Students Progress Measurement
- Appendix ix-Attendance Policy
- Appendix x-AIMS Model
- Appendix xi-Seven Year Projections
- Appendix xii-Parent/Family Engagement and Support
- Appendix xiii-Annual Independent Audit
- Appendix xiv-Racial and Ethnic Balance
- Appendix xv-LCAP
- Appendix xvi-Curriculum
- Appendix xvii-MPOs
- Appendix xviii-Academic Performance
- Appendix xix-Who Is AIMS
- Appendix xx-Fiscal Procedures and Policies
- Appendix xxi-Special Education Report
- Appendix xxii-Awards and Recognitions
- Appendix xxiii-2020-2021 Budget
- Appendix xxiv-Salary Scales

Appendix xxv-School Calendar
Appendix xxvi-Facilities
Appendix xxvii-Cash Flow Assumptions
Appendix xxiii-School's Schedule
Appendix xxix-AB 1505 Renewal Tiering
Appendix xxx-Math Placement
Appendix xxxi-Health and Safety Procedures
Appendix xxxii-501c3
Appendix xxxiii-Articles of Incorporation
Appendix xxxiv-Conflict of Interest
Appendix xxxv-Letters of Support
Appendix xxxvi-Promotion and Retention Policy
Appendix xxxvii-Attendance Alternatives
Appendix xxxviii-Admission Policy
Appendix xl-Budget Narrative
Appendix xli-School Education Program
Appendix xlii-Dispute Resolution Policy
Appendix xliii- Learning Continuity Plan
Appendix xliv-Staff Handbook
Appendix xlv-Student and Family Handbook
Appendix xlvi-Job Descriptions and Qualifications