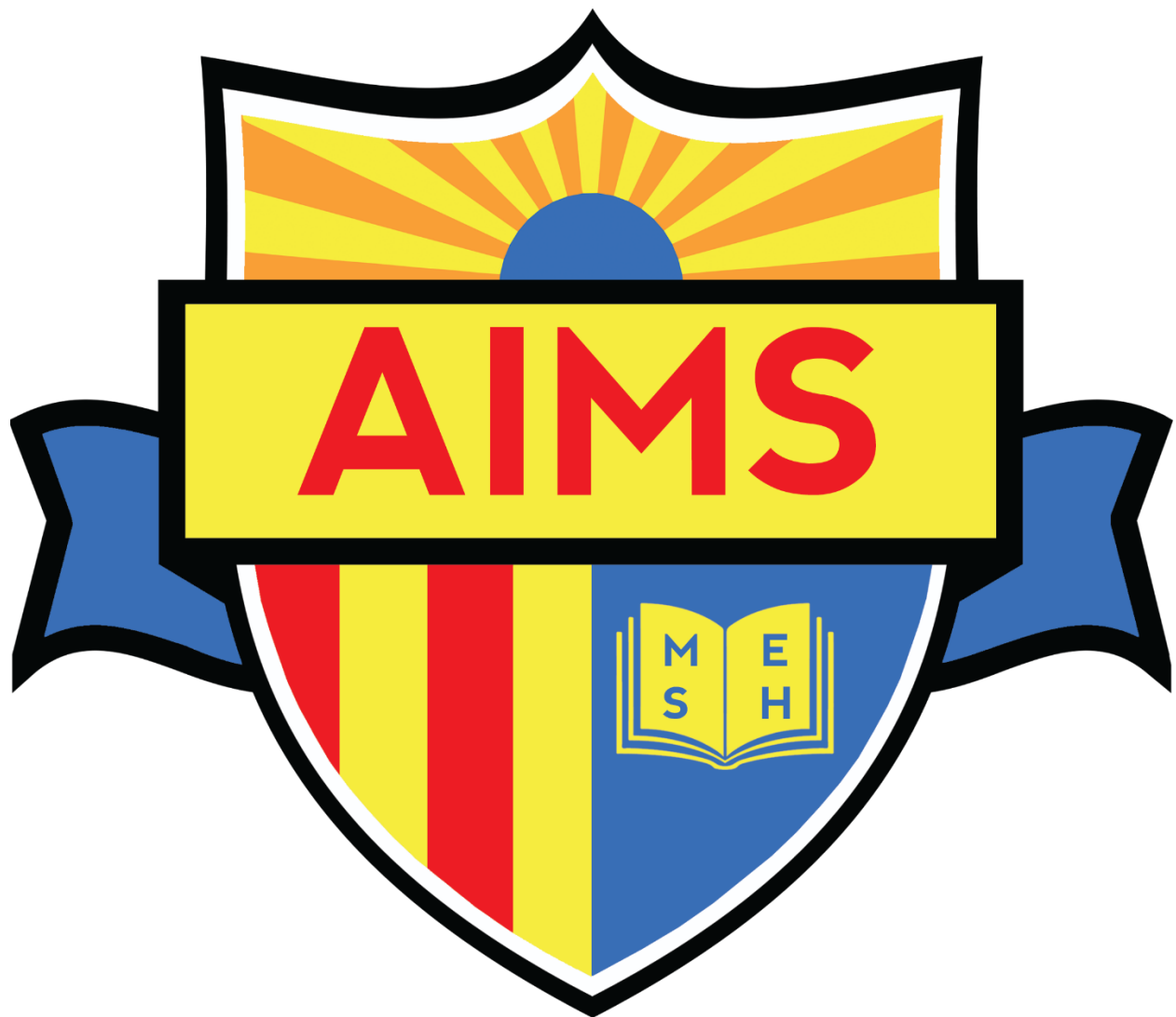


**AMERICAN INDIAN
PUBLIC CHARTER
SCHOOL II**



Growing Together



American Indian Model Schools

171 12th Street
Oakland, CA 94607
510.893.8701
www.aimschools.org

October 26, 2016

President James Harris
Board of Education
Oakland Unified School District
1025 Second Avenue
Oakland, California 94606-2212

Dear President Harris:

On behalf of American Indian Public Charter School II, please accept this renewal petition for your review and consideration.

Additional information about American Indian Model Schools is available on our website. The leadership team at Aims is pleased to respond to any inquiries you may have. We also would like to extend an invitation to visit us to District personnel who are interested in enhancing their knowledge of AIMS and the work we do here.

As AIMS celebrates 20 years of perseverance, our theme "*Growing Together*" and we continue to look forward to partnering with you in doing this.

Sincerely,

Maya Woods-Cadiz, M.ED., ABD
Superintendent, American Indian Model Schools

PART A

Final Copy of Renewal Petition

CHARTER

For the

OAKLAND UNIFIED SCHOOL DISTRICT

American Indian Public Charter School II

For a Renewal Term of June 2017-June 2022

Submitted by the American Indian Public Charter School II Advisory Committee

171 12th Street
Oakland, CA 94619
510-893-8701

October 26, 2016

Contact: Supt. Maya Woods-Cadiz (510) 893-8701

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INTRODUCTION

It has been nearly five years since American Indian Public Charter School II first opened its doors. A great deal has changed since then, both within the OUSD and within AIMS.

OUSD, too has shown significant growth. Despite these gains, 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, American Indian Model Schools are among the twenty highest performing schools in the country. AIPCS II's goal is to provide structure and student achievement to traditionally underserved urban students by:

- Improving the academic achievements of all students
- Closing the achievement gap of educationally disadvantaged students
- Focusing on student attendance
- Supporting effective educators
- Providing a structured learning environment

We are also eager and excited to continue our contributions to the Oakland Unified School District's admirable mission to ensure that all students graduate as caring, competent, and critical thinkers, as well as fully-informed, engaged, and contributing citizens, prepared to succeed in college and career.

Thank you for your consideration.

The Petitioners for American Indian Public Charter School II

AIPCS II' Increases in Pupil Academic Achievement Both Schoolwide and for All Numerically Significant Subgroups

In accordance with Education Code section 47607(a)(3)(A), the authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal. AIPCS II has demonstrated significant increases in pupil academic achievement both schoolwide and for all numerically significant subgroups.

AIPCS II Has Met and Exceeded the Minimum Renewal Standard

Pursuant to Education Code section 47607(b), a charter school shall meet at least *one* of the criteria stated in subsections (b)(1) through (5) before receiving a charter renewal. While only

one of the minimum renewal criteria must be met, AIPCS II has satisfied multiple criteria and therefore exceeded the minimum renewal standard.

The first three criteria under 47607(b)(1) through (3), focus on the charter school's attainment of its Academic Performance Index ("API") growth target and school rankings on the API. While the State Board of Education ("SBE") approved not calculating the 2014 Growth and Base APIs and the 2015 Growth API, and continued API ranking of schools has ceased, Assembly Bill 484 authorized three alternatives to meet legislative and/or programmatic requirements: (1) the most recent API calculation; (2) an average of the three most recent annual API calculations; or (3) alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant student groups. (See Education Code Section 52052(e)(4).)

The California Department of Education has stated that the following state level data is available for charter school renewals in 2015-2016:

API Growth: 3-year average API (2011/2012/2013), or alternative measures.

Assessment Data: Use 2016 SBAC scores for math and ELA; can compare results with local schools.

School Rankings: No 2014 rankings; use 2012 and 2013 rankings for 2 of the last 3 years.

Based on this state level data, AIPCS II has met the renewal criteria under Education Code section 47607(b)(1), (2), (3) and (4), as further described above. Each of these criteria are addressed below in turn.

AIPCS II Has Met the Renewal Criteria Under Section 47607(b)(1)

AIPCS II has met all of its 11 AYP targets in the prior year (2014-2015) and has attained its API growth targets during all of its API standings existing within this charter term. The most recent API score was exhibited in 2012-2013, when AIPCS II obtained 942 as its 2013 Growth API. In English-Language Arts, AIPCS II students who scored at or above proficient in context of subgroups include: 74.6% Black or African American, 93.7% Asians, 67.6% Hispanic or Latino, 77.2% Socioeconomically Disadvantaged, and 55.1% English Learners.

In Math, AIPCS II students who scored at or above proficient in context of subgroups include: 79.7% Black or African American, 96% Asian, 73.5% Hispanic or Latino, 91.6% Socioeconomically Disadvantaged, and 86.8% English Learners.

AIPCS II Has Met the Renewal Criteria Under Section 47607(b)(2)

Prior to the suspension of the API, AIPCS II ranked a 10 during the most recent decile standing in 2012-2013. During the year before, AIPCS II ranked a 10 in deciles in 2011-2012 for the years of 2013-2014 to current we have not fallen below a 10 ranking.

AIPCS II Has Met the Renewal Criteria Under Section 47607(b)(3)

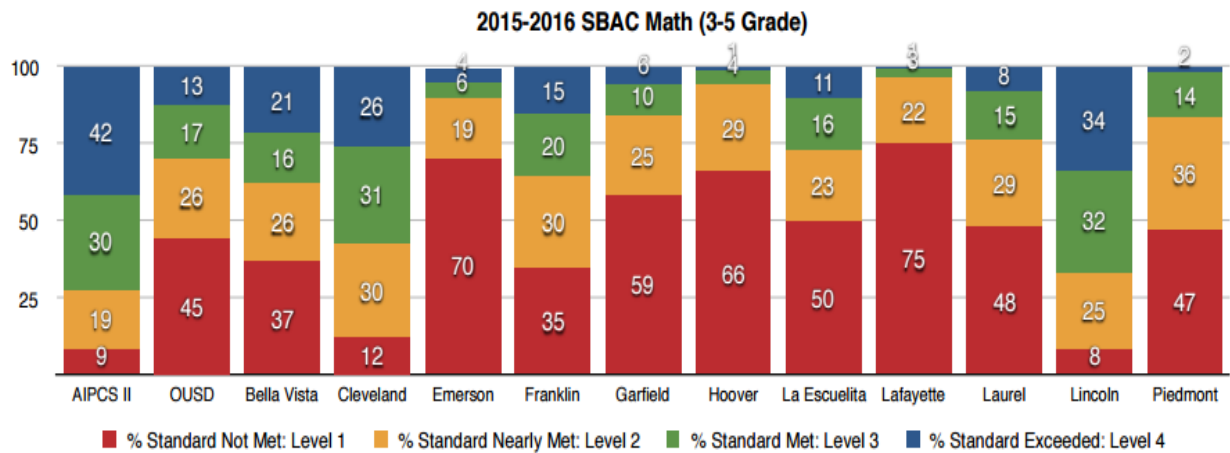
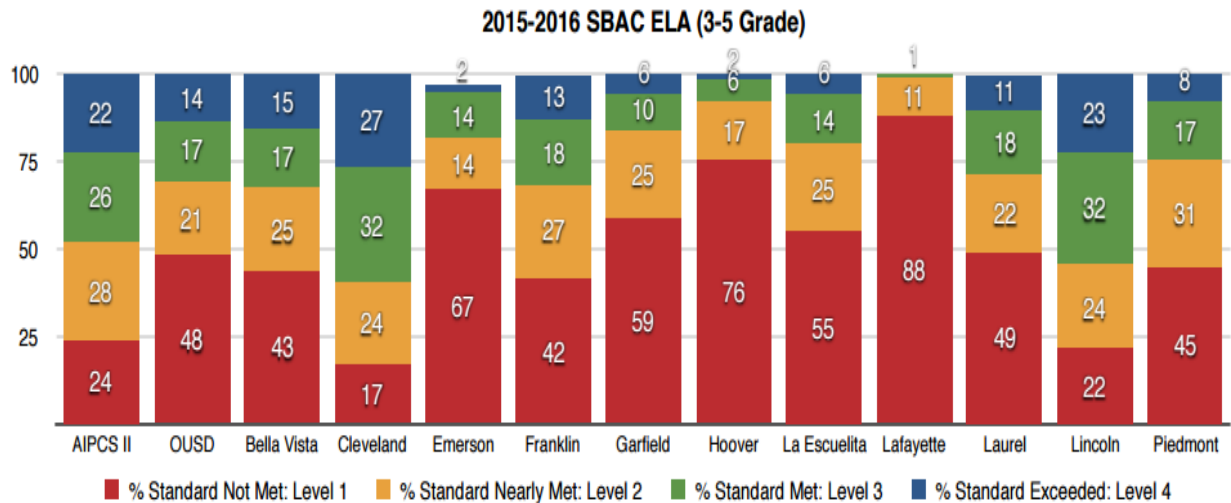
AIPCS II ranked a 10 on its most recent decile standing in 2012-2013. During the year before, AIPCS II ranked a 10 in deciles in 2011-2012 and has not fallen below ten in the past five years. Following are the decile rankings for other demographically comparable schools:

School	2013 Growth	2013 Ranks	2012 Base	2012 Ranks
Garfield Elementary	720	2	734	2
Franklin Elementary	814	6	814	5
Hoover Elementary	705	1	709	1
La Escuelita Elementary	794	5	837	6
Laurel Elementary	798	5	828	6
Lafayette Elementary	605	1	609	1
Piedmont Avenue Elementary	810	5	817	6
Bella Vista Elementary	845	7	828	6
Elmhurst Community Prep	686	1	685	1
Alliance Academy	627	1	683	1
Westlake Middle	647	1	694	1
United for Success	632	1	622	1
West Oakland Middle	575	1	555	1
Roosevelt Middle	679	1	669	1
ROOTS International Academy	652	1	645	1
Montera Middle	789	5	810	6
Claremont Middle	713	2	679	1
Bret Harte Middle	666	1	671	1
Madison Park Academy	701	2	725	2
Edna Brewer Middle	773	4	812	6

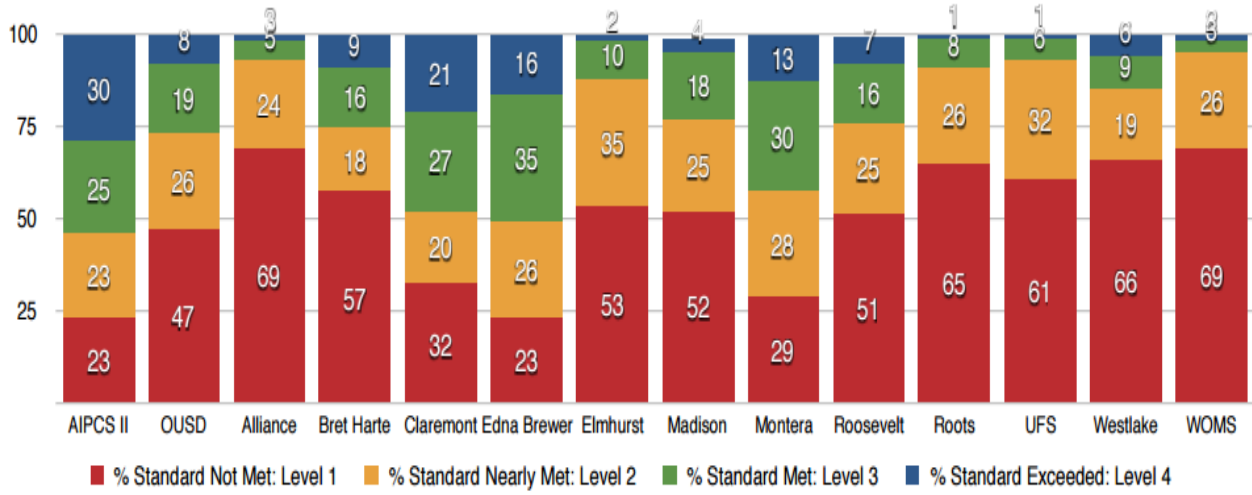
AIPCS II Has Met the Renewal Criteria Under Section 47607(b)(4)

AIPCS II's academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in OUSD, taking into account the composition of the pupil population that is served by AIPCS II.

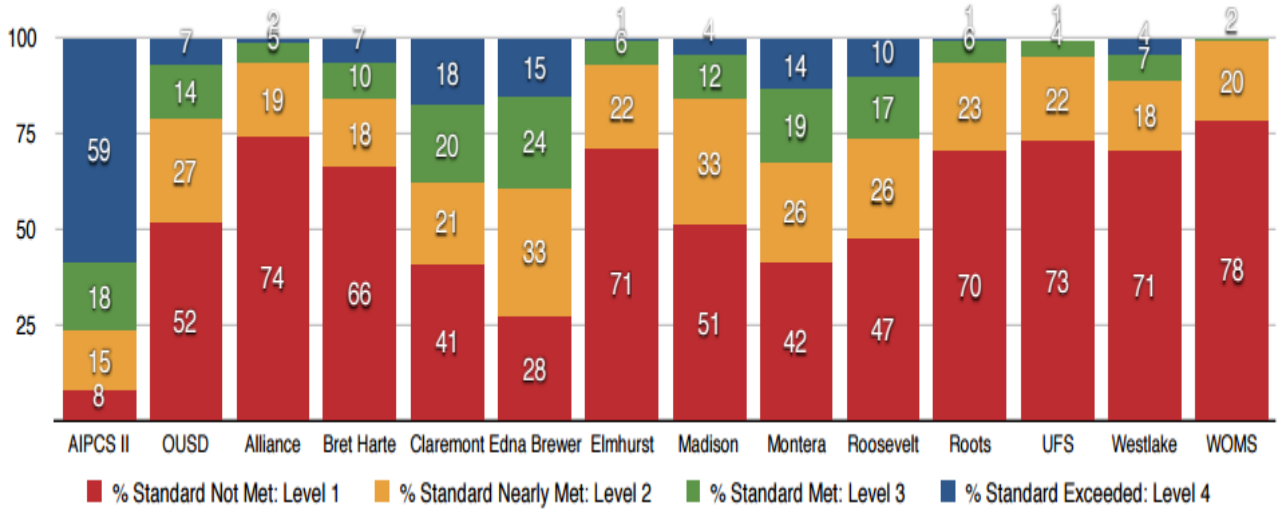
2015-2016 School Wide CAASPP Comparisons

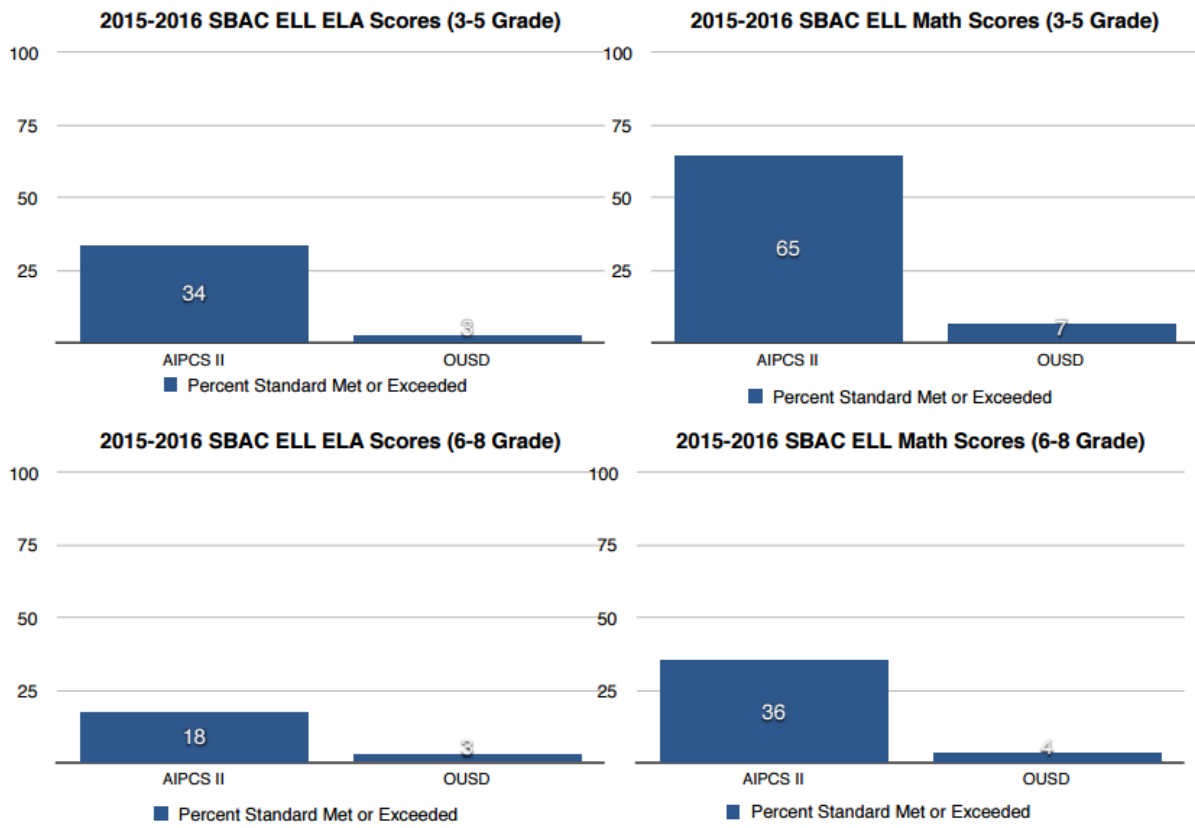


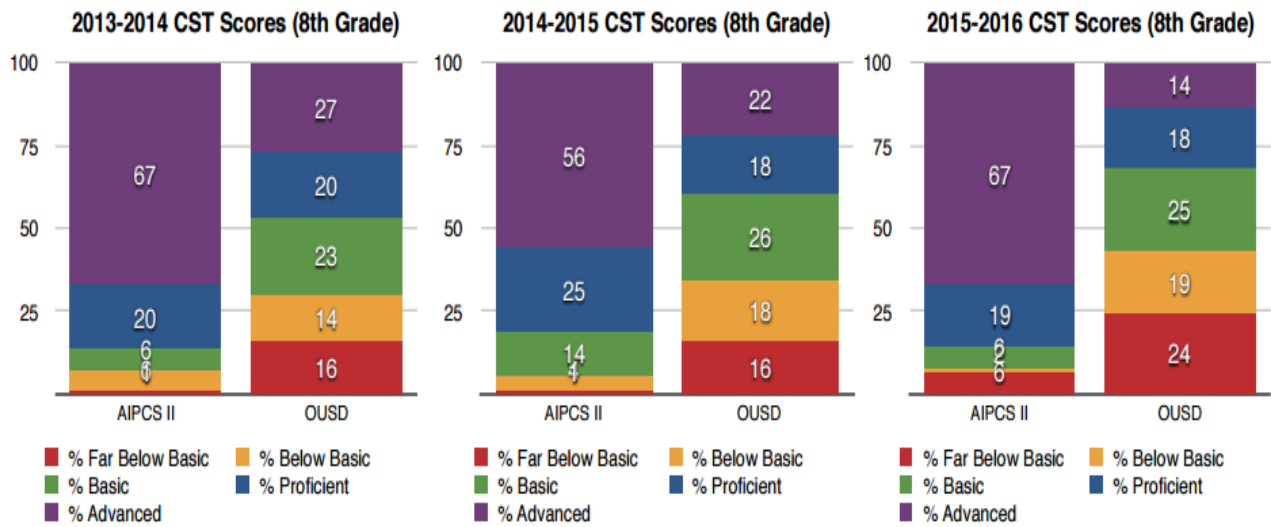
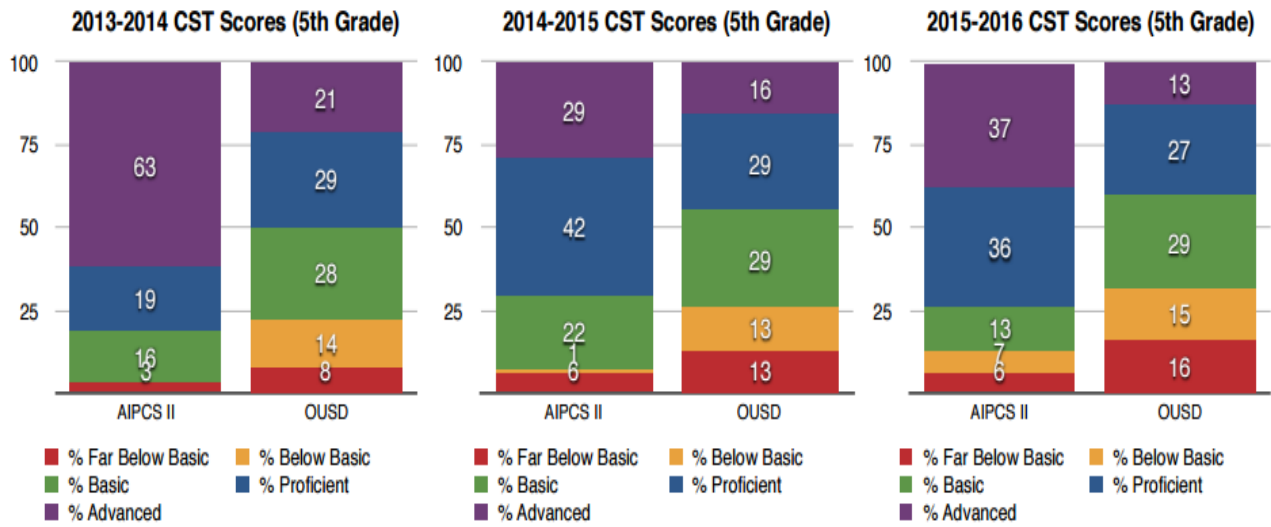
2015-2016 SBAC ELA (6-8 Grade)



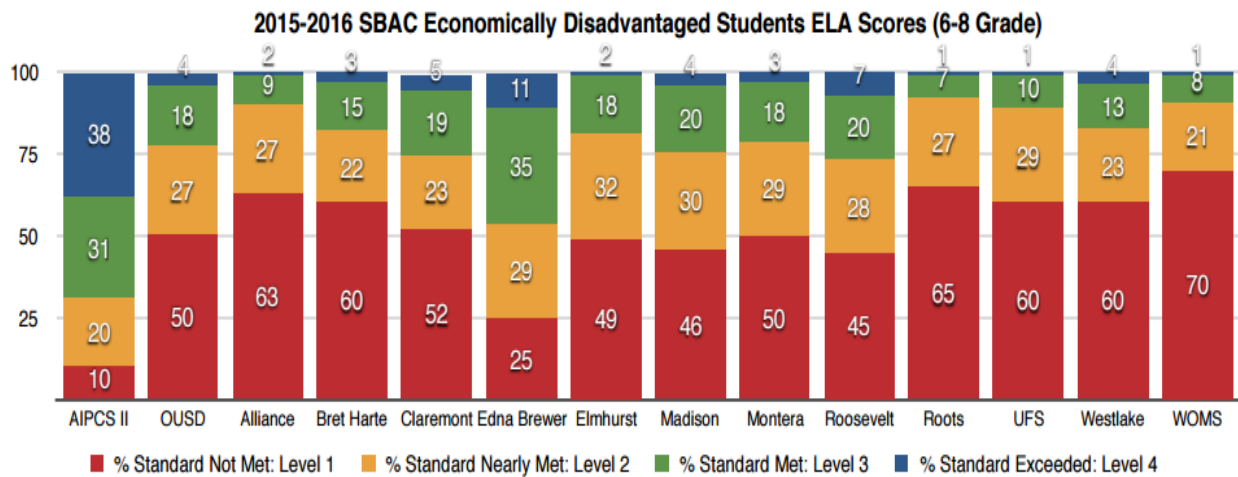
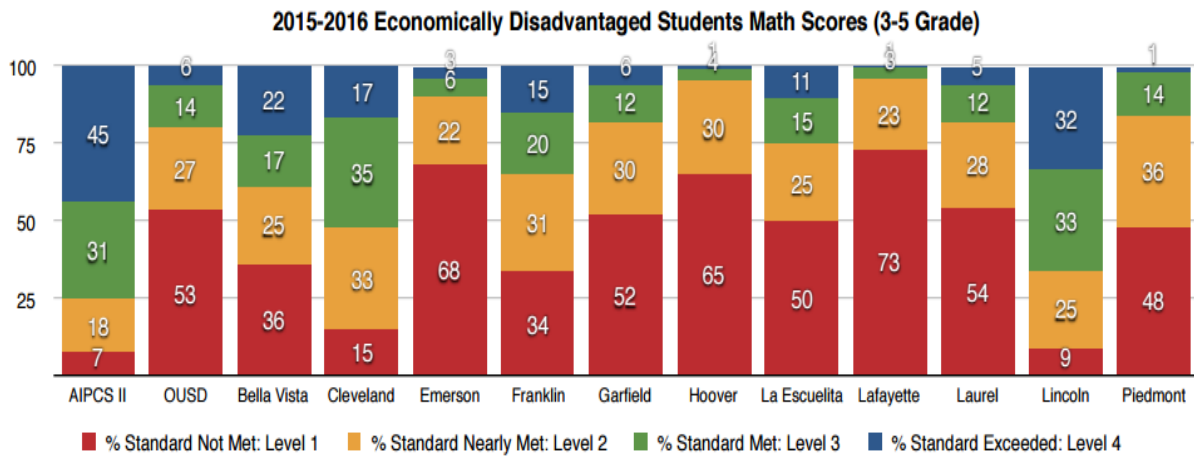
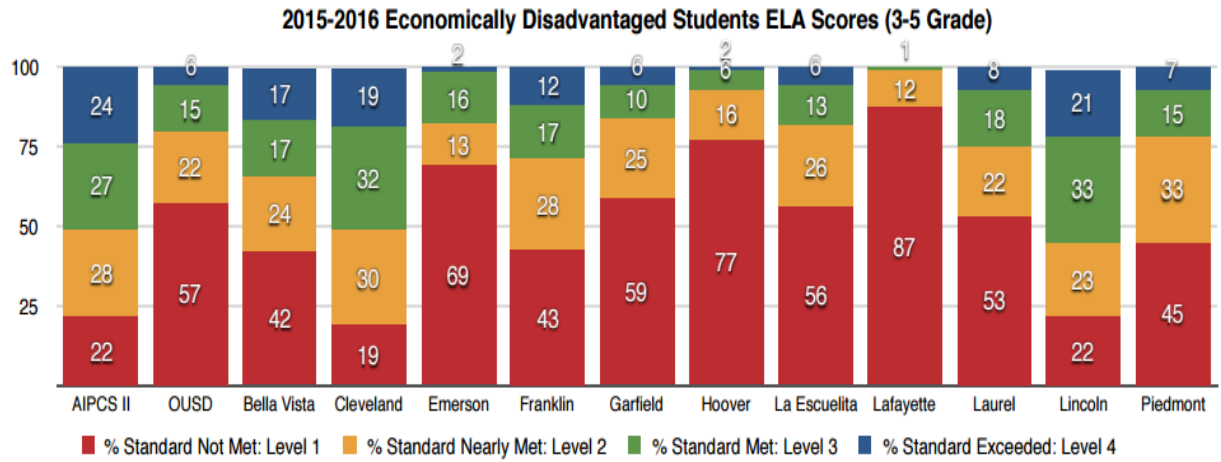
2015-2016 SBAC Math (6-8 Grade)



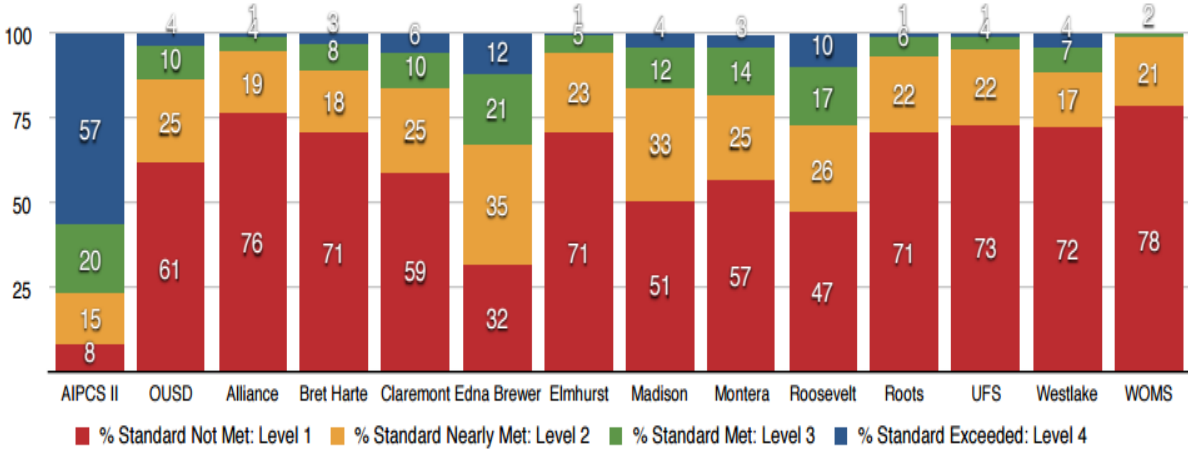




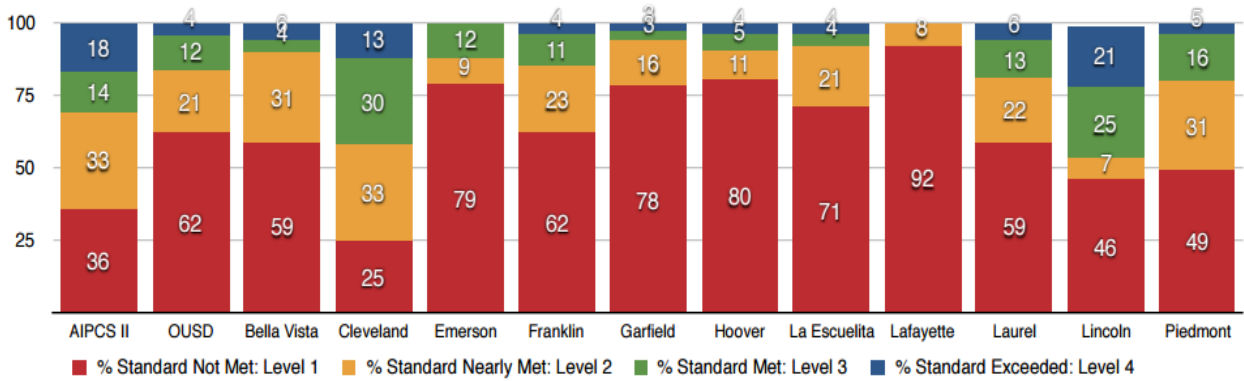
2015-2016 CAASPP Comparisons By Subgroups



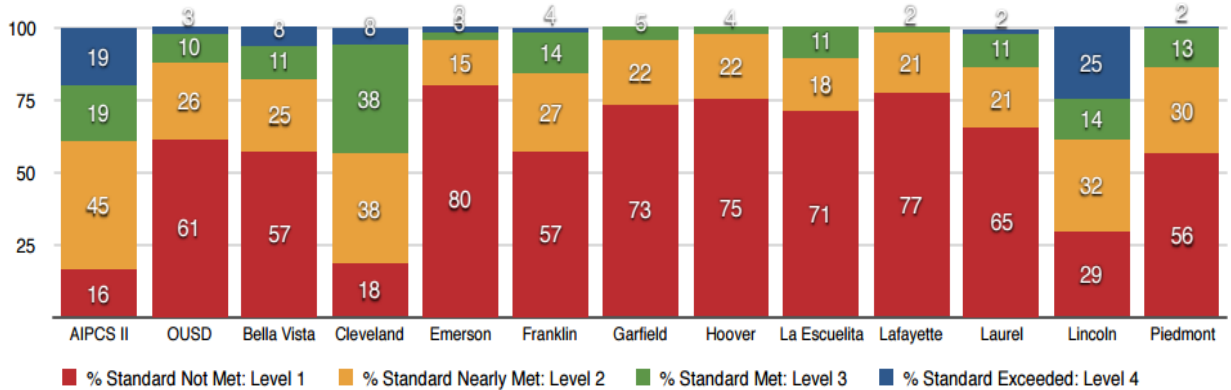
2015-2016 SBAC Economically Disadvantaged Students Math Scores (6-8 Grade)



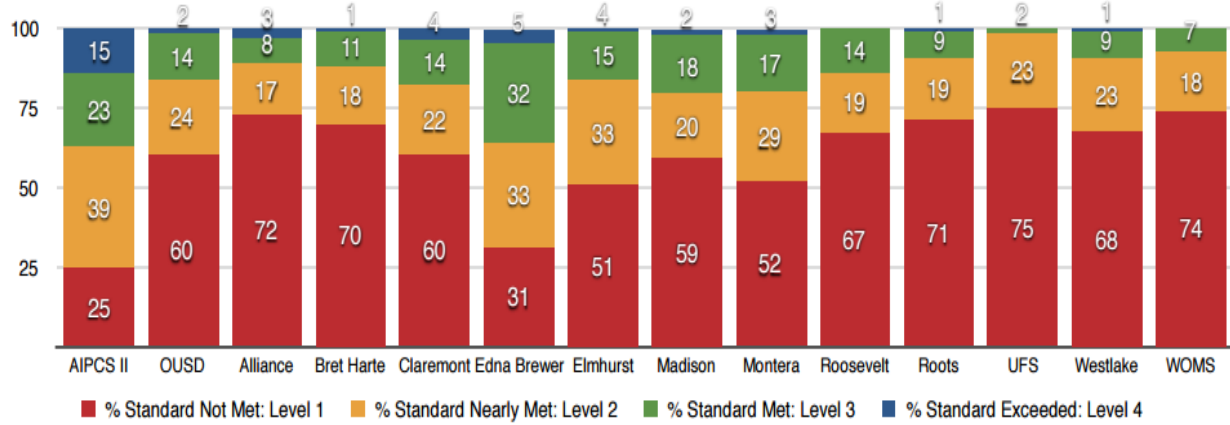
2015-2016 SBAC African-American ELA Scores (3-5 Grade)



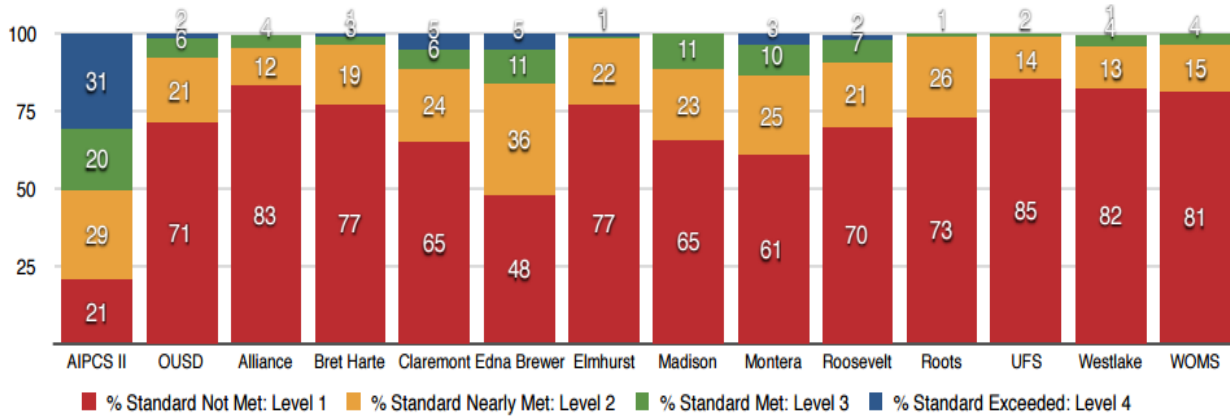
2015-2016 SBAC African-American Math Scores (3-5 Grade)



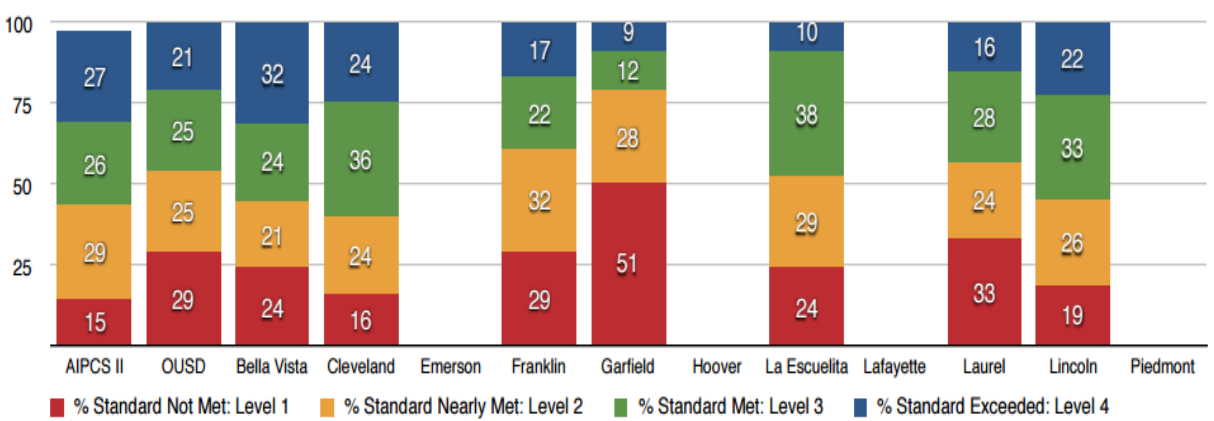
2015-2016 SBAC African-American ELA Scores (6-8 Grade)



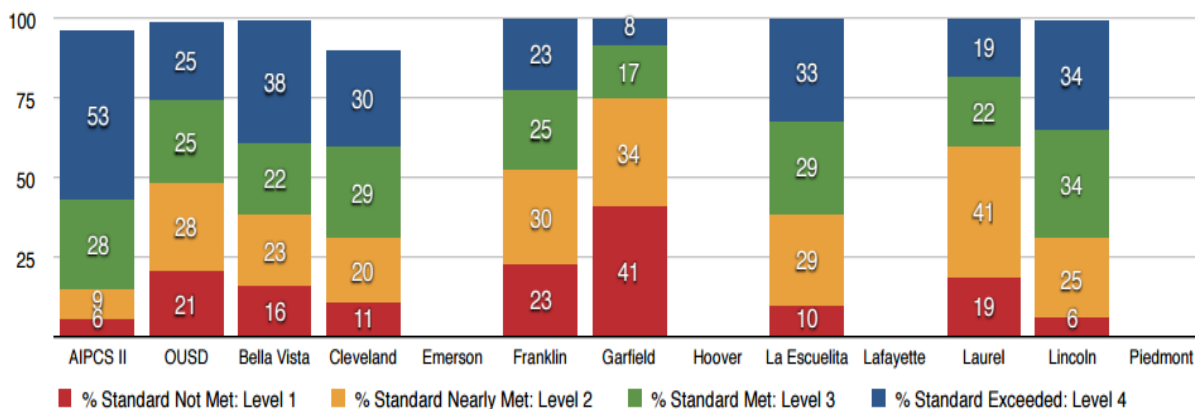
2015-2016 SBAC African-American Math Scores (6-8 Grade)



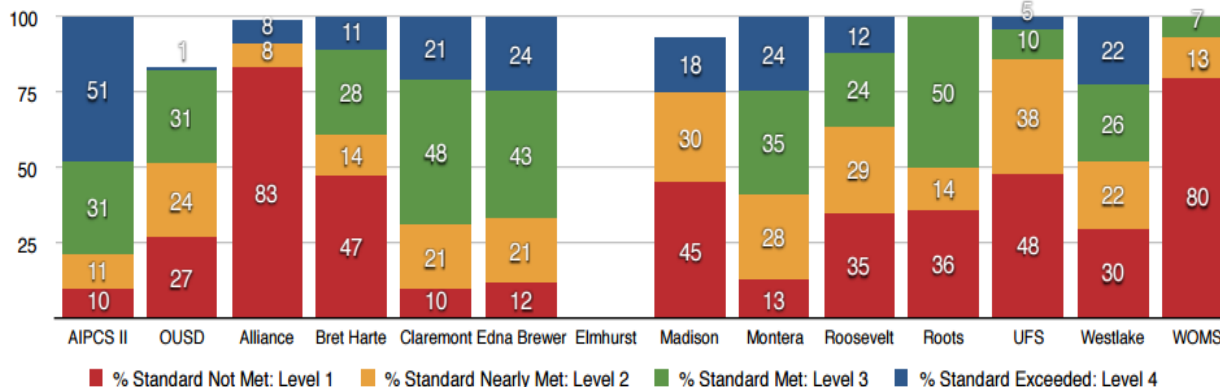
2015-2016 SBAC Asian ELA Scores (3-5 Grade)



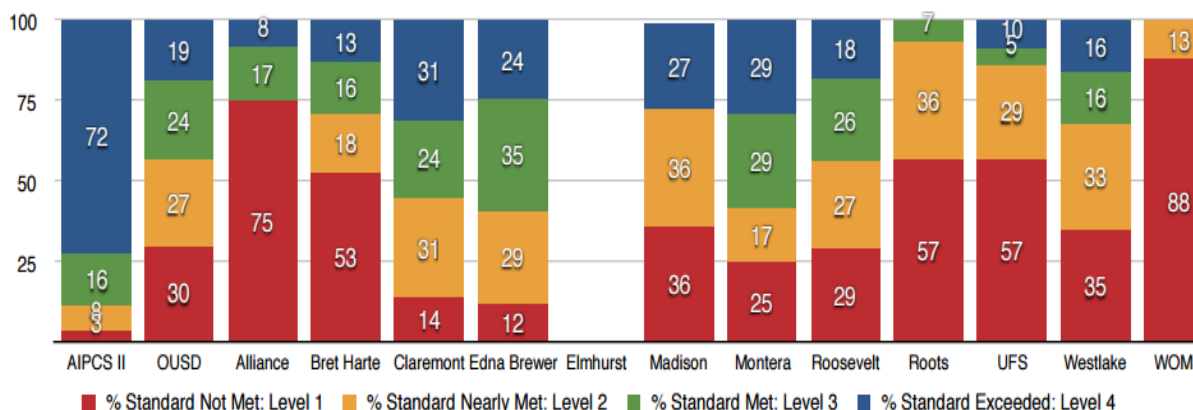
2015-2016 SBAC Asian Math Scores (3-5 Grade)

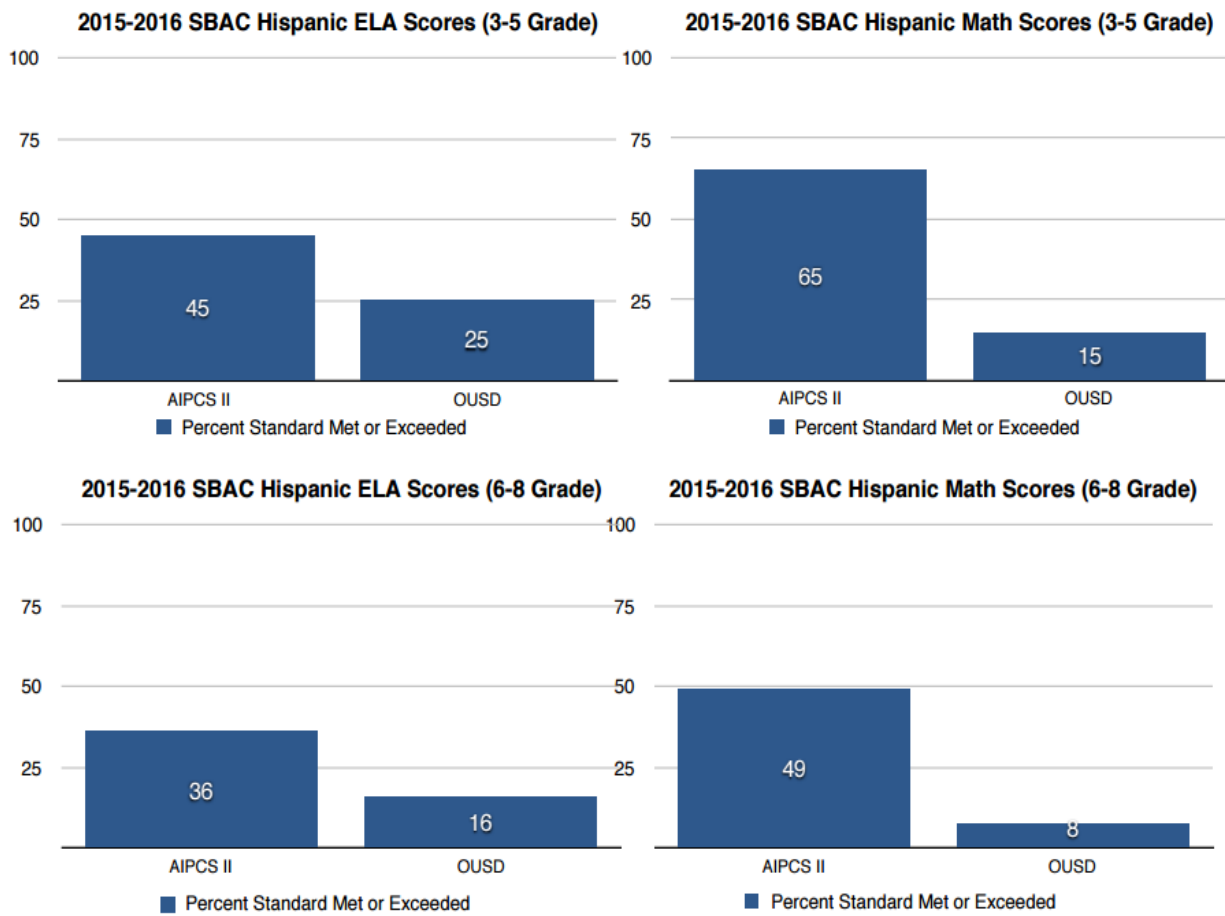


2015-2016 SBAC Asian ELA Scores (6-8 Grade)



2015-2016 SBAC Asian Math Scores (6-8 Grade)





API Three Year Average

Elmhurst	683
Alliance	667
Westlake	685
WOMS	568
UFS	617
Roosevelt	662
Montera	802

Roots	642
Claremont	705
Bret Harte	666
Madison	715
Edna Brewer	799
AIPCS II	970

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 this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance based accountability.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements at all public schools.

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

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 establishment of charter schools should be encouraged.

STATEMENT OF ASSURANCES

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for American Indian Public Charter School II to be located at:

171 12th Street, Oakland, CA 94607

is true to the best of my knowledge and belief; and further, I certify that, if granted a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be nonsectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not exclude admission based on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will 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.
7. Will comply with all applicable portions of the 2001 reauthorization of the Elementary and Secondary Act (also known as "No Child Left Behind"). (20 U.S.C. § 6319.)
8. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).
9. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.
10. Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that "a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma," to remain eligible for generating charter school apportionments.

11. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
12. Will 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.
13. Will comply with the requirement set forth in Education Code section 47605(d)(3) that “[i]f a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.”
14. Will 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, §5; and MGL c. 89, 71 § (f) and (I).
15. Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).
16. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.
17. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
18. Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).
19. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.
20. Will comply with “[a]ll laws establishing minimum age for public school attendance,” as required by Education Code section 47610(c).
21. Will operate in compliance with generally accepted government accounting principles.
22. Will maintain separate accountings of all funds received and disbursed by the school.
23. Will participate in the California State Teachers’ Retirement System and other retirement systems, as applicable.
24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
25. Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(l).

26. Will at all times maintain all necessary and appropriate insurance coverage.
27. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
28. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government Section Code 54950 et seq.)
30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).
31. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.
32. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.
33. Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.
34. Will share best practices with schools deemed to be underperforming by the Oakland Unified School District as an effort to support OUSD in providing quality school throughout the city of Oakland.

Signature

Date

Print Name

I. PETITION ADVISORY GROUP

Petition Advisory Group Statement

The school community of American Indian Public Charter School II is interested in creating a school with a strong academic emphasis on English Literature and Mathematics for inner-city students from socio-economically disadvantaged families as well as others interested in attending the 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 American Indian Public Charter School II. The Advisory Group is not the AIPCS II Governance Board, although all AIPCS II Governance Board members are part of the Advisory Group.

Petition Advisory Group Members

Steven Leung, President of the Board of Directors - Mr. Leung has served as President of the American Indian Model School Board of Directors for a year and has been a member of the board since 2012. Mr. Leung also has an extensive background in financial management and currently runs his own investment firm.

Toni Cook - Board Director Cook has served American Indian Model Schools for nearly three years. Ms. Cook is now the Dean, Counseling & Special Programs director at the College of Alameda. Prior to earning this position, Ms. Cook was the Director of EOPS/CARE/CalWORKs/Cougar Scholars (foster youth program) for the same college.

Benson Wan - Director Wan graduated from the University of California, Berkeley with a major in Architecture and minor in City Planning. Director Wan has twenty years of public project management experience and is very familiar with the policies and procedures involved. He is a parent who has served on FAC and SSC.

James DeFrantz - CRCM, CAMS, J.D. Board Director has 30 years of experience in financial service regulatory compliance. His expertise includes compliance in consumer and real estate lending; BSA; CRA; Fair Lending; Consumer Operations; Non-Deposit Investment Products; Note Department Operations; Assessment of ALL and Credit Approval Process. He has serviced as a Senior Compliance Examiner at the Federal Reserve Bank in San Francisco, Analytical Manager at the Office of Thrift Supervision; and a Commissioned National Bank Examiner at the Office of the Comptroller of the Currency (OCC).

Dr. Clifford Thompson - Director Thompson's experience in education dates back decades. In addition to being a public high school principal and administrator, Dr. Thompson teaches

multicultural education, values, and ethics in educational leadership, communication, human resources in education, law, school finance, and action research.

Chris Edington – Board Director Chris transforms vision into reality through the development and execution of sound strategy. He helps others extend their thinking and establish business boundaries. His grounding in financial information adds credibility to his decision making. Chris is a long-time resident of the community and has a dedication to education and learning. Currently he is a consultant who helps old companies do new things. His previous clients include Kaiser Permanente and Pacific Gas and Electric. He earns a seat at the table wherever he serves. Chris holds a degree in Economics from the University of California, Berkeley.

Vinh Phan - Board Director is an educator with over ten years of experience in higher education. In recent years, Mr. Phan taught or counseled students at West Valley College, Mission College, Los Medanos College, Chabot College. Most notably, he taught Psychology and Social Justice Leadership courses. He also taught behavioral health education at Kaiser Permanente for 6 years. Mr. Phan currently teaches and counsels at College of Alameda. Earning a bachelor's degree in Business Management and a master's degree in Counseling Psychology, has instilled in Mr. Phan the conviction that education is one of the keystones to economic and social mobility. Also as a refugee immigrant, Mr. Phan strongly believes in the value of education for creating a just and equitable society.

Maya Woods-Cadiz - Superintendent Woods-Cadiz' entire 25-year career has been spent working as an educator. Superintendent Woods-Cadiz has served as Superintendent of the American Indian Model School for approximately 18 months. Prior to her arrival, Superintendent Woods-Cadiz was an administrator at Convent of the Sacred Heart in San Francisco and Oakland Unified . Superintendent Woods-Cadiz has also served students as a teacher, public school principal, director, and professor. Superintendent Woods-Cadiz holds a Master's degree in Educational Leadership from UC Berkeley, and is pursuing her Doctorate in Transformational Leadership.

Dr. Elston Perry –Dr. Perry has been the Head of School for AIPCS & AIPCS II since the June 2016 school year. He began his 4-year tenure at AIMS (American Indian Model Schools) as a middle school teacher. He has a Doctorate and Master's degree in Theology. He is an author, and educational practices researcher.

Erin Oh - Ms. Oh is the Academic Coordinator for American Indian Model Schools. Her background is in mediation and nonprofit community literacy programs. Formerly a middle school teacher at AIMS, she has consulted for other charter schools in the Bay Area to support both Language Arts and Math curriculum adoption cycles. She continues to advise professional learning communities in number of fluency best practices and coherent English language programs.

Susan Schickman - Ms. Schickman has a background in education and accounting. She holds a California Secondary Credential. She worked many years as a CFO and Law Office Administrator at San Francisco law firms. She has spent the last 18 years working as the Business Manager for Oakland Hebrew Day School with responsibility for the Financial accounting, Purchasing, Facilities and Human Resources.

Robert Mayfield - Mr. Mayfield is serving as the Human Resources Officer for American Indian Model Schools (AIMS). Rob's 37-year career in education includes service as a Teacher, Principal, Charter School Director and for 23 of those years, a Human Resources Professional. Rob was born in Oakland and after living abroad and throughout California and Oregon, is returning to his Bay Area roots. His most recent assignment was in Monterey County, where he worked as a school district Human Resources Director.

Maurice Williams Jr. –Mr. Williams has been the middle school Dean for AIPCS & AIPCS II June 2016. He began his 4-year tenure at AIMS (American Indian Model Schools) as an elementary teacher and continued as a middle school teacher. He has a Master’s degree in Public Policy.

Christopher Ahmad –Mr. Ahmad has been the elementary Dean for AIPCS II since June 2015. He began his 5-year tenure at American Indian Model Schools as an elementary school teacher. He has a Bachelor of Arts in Political Science and is a certified flight operations controller. He is currently pursuing his M.S. in Educational Leadership.

Summary of Necessary Background Critical to Charter School Success

	Curriculum	Instruction	Assessment	Finance	Facilities	Business Management	Organization	Governance	Administration
Dr. Elston Perry	X	X	X	X	X	X	X	X	X
Maya Woods-Cadiz	X	X	X	X	X	X	X	X	X
Erin Oh	X	X	X				X		X
Christopher Ahmad	X	X	X						
Maurice Williams	X	X	X						
Susan Schickman				X		X	X		
Steven Leung				X	X	X		X	
Rob Mayfield						X			X
Toni Cook	X	X	X			X		X	X
James DeFrantz				X					X
Christopher Eddington				X		X			
Benson Wan				X	X	X	X		
Vinh Phan									
Dr. Clifford Thompson	X	X	X			X	X	X	X

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law

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

-California Education Code Section 47605(b)(5)(A)

Mission Statement

AIPCS II exists to prepare all students, especially those who have been traditionally underserved, to successfully enter American Indian Public High School or another high performing high school. With the ultimate goal of admission to a four- year college after graduation from high school, and completion of, at minimum, a four-year degree.

Vision

AIPCS II will cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations in attendance, academic achievement, social justice and character development will result in our students achieving lifelong success.

Values

At AIPCS II we value:

- Commitment to excellence in all that we do
- Pursuit of wisdom and knowledge as intrinsically valuable
- Recognition of dignity and worth of every human being
- Building of community and family
- Social awareness and justice that leads to action
- The continued preservation and development of Americans Indian Model Schools methodologies customized for 21st century learners and educators.

Educational Philosophy

Summary

Since the K-8th grades are formative years when students are seeking answers to fundamental questions about life, identity, values and standards, AIPCS II provides a structured learning environment where students have an opportunity to explore and find answers to their questions. In addition, AIPCS II instills in students the values of mutual respect, hard work and self-discipline to prepare them to be educated and responsible citizens. AIPCS II is structured with a disciplinary system that rewards hard work and productivity. AIPCS II students learn to be

responsible for their course work and their actions. They learn to take pride in their efforts and consequent academic successes. AIPCS II has high expectations for its students, pushing them to achieve to the best of their abilities and to be motivated, lifelong learners.

AIPCS II will provide a rigorous, standards-based curriculum with a focus on language arts, mathematics, science, social studies, foreign language, performing arts, and college planning. This model has proven to be successful at American Indian Public Charter School II throughout the term of its previous charter. The school finished the 2013 school year with an API score of 942 and a three-year API average of 970.

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 can better meet the needs of those students. At AIPCS II small, self-contained classes have resulted in higher attendance rates and increased academic performance for our minority students of socio-economically disadvantaged backgrounds. Additionally, an extended-year calendar will provide increased opportunities for targeted intervention to assist low-performing students.

These self-contained classrooms, which are focused on English language arts, math, science and social studies, PE, as well as rigorous engagement, provide an environment that will ensure that students not only continue to meet, but exceed the academic requirements on California standardized tests.

Students to Be Served

AIPCS II seeks to serve a heterogeneous group of up to 675 students in grades K-8. The school will serve a diverse student population.

AIPCS II 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. The students from these widely varied schools create a heterogeneous group in that they live in areas ranging from densely populated urban centers to less populated suburban communities.

AIPCS II's goal is to provide minority and socio-economically disadvantaged students with strong academic skills in language arts, mathematics, science, social studies, foreign language, art, and physical education.

AIMS Middle School Sports Program

During the 2016-2017 school year, AIPCS II joined the Oakland Athletic League (OAL) to participate in their Fall, Winter, and Spring sports programs. AIPCS II will offer six sports programs: Flag Football, Cross Country, Boys and Girls Basketball, and Boys and Girls Soccer. All students that wish to participate in the AIM Sports programs must be deemed

exemplar “scholar-athletes” and must have a 3.2 GPA and are subject to mandatory athletic study halls.

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 AIPCS II students learn how to understand and critically analyze the information they encounter. One of AIPCS II’s chief goals is to furnish students with strong academic skills by providing 90 minutes of language arts instruction each day. Through a rigorous study of language arts, 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 language arts, AIPCS II 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 postsecondary education, students must be competent readers.

To meet the demands of the 21st century, students need a rigorous curriculum in mathematics. AIPCS II students will be required to take 90 minutes of Math each day beginning sixth grade with general Math and finishing eighth grade with Algebra 1. 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.

To prepare students to be educated people in the 21st century, we will instill in them a strong work ethic and self-discipline. AIPCS II will have a highly structured disciplinary-system based on intrinsic high expectations supported by extrinsic reinforcements that are restorative in nature. AIPCS II 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, motivating them to achieve to the best of their ability and to be, lifelong learners.

How Learning Best Occurs

Traditionally, AIMS has preferred a teacher-centric approach toward learning. However, given the requirements of the Common Core standards, and 21st century learning, a teacher centered environment is not enough to ensure that our students are creative critical thinkers and producers. We will emphasize effectively training our teachers in a variety of professional learning frameworks, including practices from Marzano's Nine, 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.

Socio-economically disadvantaged students are more likely to succeed in school and life if they have a strong academic foundation. The key to a successful school is strong administrative leadership, excellent teachers, and a structured learning environment that focuses on positive culture and rigorous academics. Families and community members will be continuously

encouraged to participate in students' education 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. We will continue to incorporate the concept of working as a family into the AIPCS II curriculum by offering teachers training in social-emotional learning.

AIPCS II aims to build motivated students who are prepared to enter high school and college. The curriculum will be rigorous with instruction designed for active engagement in the academic learning process. A structured learning environment with emphasis on language arts, writing, math, science, and social science will be featured to ensure students build a strong academic foundation. This classroom structure incorporates a social-skills program that will create a forum for reinforcing respect among students and AIPCS II staff.

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

Program Design

AIPCS IIs' educational program is founded on the belief that high expectations lead to high-achieving students. AIPCS II courses will prepare students to exceed the California Content Standards for the relevant subject at each grade level. AIPCS II believes its academic success will be based, in part, on the emphasis placed on language arts and math.

AIPCS II will be a site-based school for up to 675 students in K-8th grade. The student per teacher ratio will range from 20:1 to 26:1 with the maximum ratio being 35:1. This will allow students and teachers to develop a productive working relationship at AIPCS II. Students are expected to attend school daily and follow a prescribed schedule. Additional support and learning opportunities will happen before 8:30am, between 3:30 and 4:30, and on weekends, as necessary to ensure the success of all students. AIPCS II will partner with afterschool agencies such as Learning for Life to provide an enrichment program. Teachers work until 4:30 four days a week. AIPCS II will also work closely with American Indian Public Charter School, Johns Hopkins University CTY program, Berkeley's Academic Talent Development Program (ATDP), TechBridge, Lawrence Hall of Science, and other Bay Area community organizations to provide services for AIPCS II students. At AIPCS II, 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 core 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.

The environment will be small and personalized. Research shows that "personalized communities" allow students and teachers to develop more intensive, long-term relationships that enable better conditions for teaching and learning. AIPCS II will provide these opportunities to

its students and faculty through its small size. In addition, AIPCS II will facilitate productive teacher-student relationships by minimizing the number of different students each teacher sees during a given academic term.. In addition, whenever possible, teachers will loop with their students in a rotation of kindergarten, first and second; third, fourth and fifth; sixth, seventh, and eighth grade . 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. 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 highly qualified teachers who are well supported and trained in the American Indian Model of Education. Core 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, AIPCS II 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 (Teaching Methods)

AIPCS IIs’ ultimate goal is to equip students for the rigors of high school and 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. AIPCS II 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 (i.e.: 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 importantly, inquiry-based instruction allows students to develop the strong communication, leadership, and teamwork skills necessary to succeed in a multicultural global economy.

Pre-AP vertical teaming: Students will learn the analytical and critical thinking skills necessary to be successful on the Advanced Placement exams they will take as high school students. 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 AIPCS II will offer a foundation of academic content knowledge in primary content areas and Physical Education/Health to prepare students to enter a high achieving, college preparatory high school. These subjects include the six core academic content areas of English-Language Arts, Mathematics, Science, History, Social Studies; and World Language. Electives may be offered in addition to the primary subjects. The curriculum will be rigorous, requiring the hard work of students to ensure their success.

The students who enroll at AIPCS II will be provided a structured learning environment to enhance their academic skills. The school's curriculum will be aligned with state academic standards. Students with special learning needs will be mainstreamed into general education classrooms, while also receiving individual attention to ensure the level of support required to help them succeed.

To begin preparing students for the rigors of the Advanced Placement classes they will take in high school, AIPCS IIs' curriculum will be structured to help students acquire the critical thinking, problem solving, and reasoning skills that they will need to succeed in those courses. This curriculum is interdisciplinary in nature, drawing from standards in Mathematics, English, History, Science, and Visual and Performing Arts. It may also contain material from current events, politics, and students' personal experiences. The focus is to improve student thinking and writing skills. In addition, AIPCS II will set students on the right academic track for advanced Mathematics in high school and college by requiring all eighth graders to take Algebra I.

Curriculum Committee

Given the number of instructional shifts, and changes in available textbooks, AIPCS II believes in investing in professional learning for teachers provided by vendors approved by the California Department of Education. Additionally, these teachers and staff instructional experts will convene for the curriculum committee.

Purpose: A curriculum that is both adaptable and robust is essential for students, teachers, and families at AIPCS II. As needed, in an effort to meet the many changes in the scope of education in California, the curriculum development process will be supported by a committee consisting of teachers, administrators, parents, superintendent, and Board members.

The Curriculum Committee is designed to support the mission of AIPCS II, via research, curriculum development, and review of recommendations for changes in curriculum and/or primary learning materials brought to the committee by each grade level lead teacher. In-depth discussions on the research and recommendations will take place in these committee meetings.

After approval by the Curriculum Committee, potential curricular changes will be communicated to AIMS stakeholders for the opportunity to provide feedback. Recommendations, based on Curriculum Committee discussions and community feedback, will be made to the Board for consideration and approval.

The Curriculum Committee will be expected to present all curriculum material changes no later than the first Board meeting in March. Before presenting the final changes to the Board, the community will have an opportunity to examine materials and other changes prior to seeking Board approval.

Curriculum Committee Structure and Meetings

Curriculum Committee meetings should take place on a regular basis. The agenda will be set by site administration, with input from lead teachers, after consulting any relevant updates from Alameda County Office of Education liaisons. Minutes will be taken at each meeting and distributed to all members. Minutes will also be posted on the District website.

- Curriculum Committee members: administrators, 1 parent representative, board liaisons, lead teachers, administrators, and superintendent

A Curriculum Committee member who has a conflict of interest in any curricular change or learning material proposed or pending before the committee shall disclose such interest.

The committee will advise on the procurement of state-approved textbooks aligned with state standards provide the content basis for courses of study. AIPCS **II** believes that investing *in* exceptional textbooks will provide an outstanding framework for standards-based instruction, when paired with excellent professional learning for teachers and administrators. The textbooks, in addition to the highly qualified staff, will be the driving force of the AIPCS II curriculum (**See Appendix M**).

The following curriculum provides the foundation for AIPCS II to meet State Content Standards:

- a) English Language Arts: structured around the California and Common Core standards for each grade level, utilizing state-approved curriculum:
 - i. For appropriate grades, teach the five pillars of comprehensive literacy instruction (phonemic awareness, phonics, vocabulary, comprehension, and fluency) using a balanced literacy framework.
 - ii. teach reading and language arts as central to all academic subjects and as a means for obtaining and communicating information.
 - iii. teach the fundamentals of spelling and grammar by using research-vetted best practices including mechanics in context and mentor texts.

- iv. teach students the necessary skills in order to: research information, take notes, organize ideas, edit, and revise writing products using both digital and print resources.
- v. teach oral communication skills through presentations, class discussions, reports, and collaborative activities.
- vi. teach the mechanics of effective writing in both creative and academic contexts and provide students with lessons on how to introduce, organize, and develop their thoughts through writing.
- vii. have a balanced instructional approach of writing, reading, and language study (grammar, spelling, and other forms of word work).

Vii. Materials: using curriculum selected by Curriculum Committee the school will select appropriate novels, short stories, leveled readers, excerpts, informational texts, and works of art as the primary sources of an interdisciplinary curriculum.

Current Texts/Curriculum: Engage NY (NYSED), *Journeys* (Houghton Mifflin)

Supplemental Resources: HPCSD Academic Vocabulary, Sentence Composing for Elementary School (Heinemann), Story Grammar for Elementary School (Heinemann), Sentence Composing for Middle School and Reading A-Z.

b) Mathematics: structured around the California and Common Core standards for each level, utilizing state-approved curriculum:

- i. cover the grade level curricular content specified in *Mathematics Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 1999).
- ii. teach content and learning experiences in mathematics that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics.
- iii. teach fluency with traditional and abstract mathematical concepts, statistics, and computation skills.
- iv. teach mathematics with scientific quantification to emphasize the relationships between math, science, and technology.
- V. follow the Common Core standard mathematical practices and use new CDE materials to support math priority clusters.

Vi. Materials

Current Texts/Curriculum: GoMath! (Houghton Mifflin Harcourt)

Supplemental Resources: Engage NY (NYSED), California Middle School Mathematics, Concepts and Skills, Course 1-2 (McDougal Littell), California Math with K-5 manipulative/activity kits (Houghton Mifflin and Harcourt)

c) Science: the curriculum is based on the NGSS with an emphasis on the use of 21st century engineering and technology. Pacing is structured around the NGSS roadmap of integrated model standards, arranged by topic.

i) Staff will be trained in implementation and pre-AP vertical alignment of NGSS through a partnership with the Lawrence Hall of Science.

ii) Science curriculum will be vertically aligned to AP Physics, AP Biology, AP Chemistry, and AP Environmental Sciences.

iii) Materials: MARE K-8 Curriculum (Lawrence Hall of Science), Ocean Science Sequence for Grades 3-5 and 6-8 (LHS: Great Explorations in Math and Science) and additional NGSS based curriculum as appropriate.

d) History and Social Studies: structured around the state standards for each grade level, utilizing state-approved curriculum:

i. present an effective history and social-science curriculum using the grade-level considerations, instructional strategies, and assessment guidelines outlined in *History-Social Science Framework* (California Department of Education 2016)

ii. teach content in history and social science that allows students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for core academics.

iii. teach students a global perspective of history and social science by studying other nations.

iv. teach culture of societies, both ancient and modern, through archaeology, anthropology, history, and geography.

1. Houghton Mifflin and Harcourt California History-Social Science, 2007. Teacher and Student edition with focus on school and family level K through five. Resource Equipment Kit that includes material for social science activities at kindergarten through 5th grade level.

2. Ancient Civilizations (6th grade), textbook and workbooks: McGraw Hill Glencoe, 2006.

3. Medieval and Early Modern Times (7th grade), textbook and workbooks: McGraw Hill Glencoe, 2006.

4. Creating America: Beginnings through WWI (8th grade), textbook and workbooks: McGraw Hill Glencoe, 2006.

5. DBQ Project: *Mini-Qs in California History, Mini-Qs in American History, Mini-Qs in World History, Mini-Qs in Civics*

e) World Languages: structured around the state standards for appropriate grade levels:

i. teach world languages' curriculum using the grade level considerations, instructional strategies, and assessment guidelines outlined in *Foreign Language Curriculum Framework K-12* (California Department of Education, 2001).

ii. teach content and learning experiences in world languages that allow students to develop the skills, knowledge, and attitudes necessary to meet measurable student outcomes for critical thinking and core academics.

iii. teach an integrated approach in which reading and the English-Language Arts facilitate and reinforce language fluency in world languages.

1. Chinese Language for Primary Schools textbook supported by iFlashbook with supplemental materials from BetterChinese.com. Panpac Education, 2008.
2. Integrated Chinese Level 1—Part 1, Third Edition. Cheng and Tsai Company Inc., 2009
3. FLEX Framework for language learning
4. ¡Avancemos! -- Level 1, Second Edition. Pearson

f) Visual and Performing Arts: structured around the state standards for each grade level:

i. provide an effective visual and performing arts curriculum using the grade-level considerations, instructional strategies, and assessment guidelines outlined in *Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2003).

ii. teach content and learning experiences in the visual and performing arts that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics.

iii. teach content by embedding curriculum in other core classes, promoting project-based learning that encourages a visual and performing arts component, and through after-school arts programs.

g) Physical Education and Health: structured around the state standards for each grade level:

i. teach the grade level curricular content specified in *Challenge Standards for Student Success: Physical Education* (California Department of Education, 1998) and *Moving into the Future: National Standards for Physical Education: A Guide to Content and Assessment* (National Association for Sport and Physical Education, 1995).

ii. teach the grade level curricular content specified in *Challenge Standards for Student Success: Health Education* (California Department of Education, 1998).

iii. provide a physical education program that offers both individual and class competitions which may include running, soccer, cross country, and other physical activities that promote fitness, teamwork, and individual abilities.

Curriculum Committee

Purpose: A curriculum that is both adaptable and robust is essential for students, teachers, and families at AIPCS II. As needed, in an effort to meet the many changes in the scope of education in California, the curriculum development process will be supported by a committee

consisting of teachers, administrators, parents, superintendent, and Board members.

The Curriculum Committee is designed to support the mission of AIPCS II, via research, curriculum development, and review of recommendations for changes in curriculum and/or primary learning materials brought to the committee by each grade level lead teacher. In-depth discussions on the research and recommendations will take place in these committee meetings. After approval by the Curriculum Committee, potential curricular changes will be communicated to AIMS stakeholders for the opportunity to provide feedback. Recommendations, based on Curriculum Committee discussions and community feedback, will be made to the Board for consideration and approval.

The Curriculum Committee will be expected to present all curriculum material changes no later than the first Board meeting in March. Before presenting the final changes to the Board, the community will have an opportunity to examine materials and other changes prior to seeking Board approval.

Curriculum Committee Structure and Meetings

Curriculum Committee meetings should take place on a regular basis. The agenda will be set by site administration, with input from lead teachers, after consulting any relevant updates from Alameda County Office of Education liaisons. Minutes will be taken at each meeting and distributed to all members. Minutes will also be posted on the District website.

Curriculum Committee members: administrators, 1 parent representative, board liaisons, lead teachers, administrators, and superintendent

A Curriculum Committee member who has a conflict of interest in any curricular change or learning material proposed or pending before the committee shall disclose such interest.

Curriculum roadmaps, Common Core endorsed reading materials, online curriculum toolkits, AIPCS II-curated materials, eReaders, and state-approved textbooks aligned with state standards provide the content basis for courses of study. AIPCS II believes that investing in curriculum supports that will easily adapt to cutting-edge research and best practices will provide an outstanding framework for standards-based instruction. The highly qualified staff will be the driving force of the AIPCS II curriculum.

- i. **English Language Arts:** using curriculum roadmaps selected by Curriculum Committee (ie: Wheatley Portfolio, Engage NY, etc.) the school will select appropriate novels, short stories, excerpts, informational texts, and works of art as the primary sources of an interdisciplinary curriculum.

1. Reading: students will practice text-based questions using a variety of literary and informational texts. Students will practice real world reading skills, reading from forms of technology,
 2. Writing: using a Writer's Workshop model, students will practice the 6+1 Traits® of writing. Students will practice a rotation of expository writing, creative writing, poetry, journalism, business communication, and scientific writing.
 3. Speaking and Listening: students will regularly use the format of Socratic Seminar in order to synthesize reading and writing prompts. Students will also practice gathering information from audio presentations.
 4. Language: teachers will instruct using AIPCS II-curated grammar documents, grade-appropriate AIMS academic vocabulary lists, and other mechanical supports.
 5. Summer reading programs, excerpts, and supplemental reading must be pulled from AP Title List.
- ii. **Mathematics:** structured around vetted Common Core curriculum that underline strong standards for mathematical practices:
1. Cover the grade-level text specific to each grade: 6th grade math, 7th grade accelerated math, 8th grade algebra
 2. Teach
 - a. Make sense of problems and persevere in solving them.
 - b. Reason abstractly and quantitatively.
 - c. Construct viable arguments and critique the reasoning of others.
 - d. Model with mathematics.
 - e. Use appropriate tools strategically.
 - f. Attend to precision.
 - g. Look for and make use of structure.
 - h. Look for and express regularity in repeated reasoning.
 2. Use new information to support priority clusters.
 3. Emphasize standards according to Student Achievement Partners to support grade-level fluency measures.
- iii. **Science:** the curriculum is based on the Next Generation Science Standards (NGSS) with an emphasis on the use of 21st century engineering and technology. Pacing is structured around the NGSS roadmap of integrated model standards, arranged by topic.
1. Science curriculum will be vertically aligned to AP Physics, AP Biology, AP Chemistry, and AP Environmental Sciences.
 - a. Staff will be trained in pre-AP vertical alignment as well as NGSS.
 - b. Administrators will connect AIPCS II to AP College Board at a national level, and share resources with teachers.
 - c. The curriculum will support 8th grade students to be equipped to succeed in AP courses.
 2. The curriculum will be task-based in nature, and the students will participate in 2-3 expeditionary, service, and/or museum trips per year.

3. Teachers will teach skills aligned with Common Core English Language Arts Standards: Science & Technical Subjects.
 4. Partnering with organizations that converge NGSS with Common Core, AIPCS II will provide teachers with materials to execute experiments, visual models, and needed resources to support usage of the scientific method and experimental design.
- iv. **History/Social Studies:** structured around inquiry-based learning through Common Core English Language Arts Standards: ___ and California Standards as a content pacing guide.
1. History/Social Studies curriculum will be vertically aligned to AP World History, AP US History, AP Economics and AP Government with considerations for the grade-level prescriptions outlined by the California Standards for History/Social Studies.
 - a. Staff will be trained in pre-AP vertical alignment as well as NGSS.
 - b. Administrators will connect AIPCS II to AP College Board at a national level, and share resources with teachers.
 - c. The curriculum will support 8th grade students to be equipped to succeed in AP courses.
 2. Provide access to primary sources, instructional strategies, and assessment guidelines relevant to grade-level.
 3. Support teachers with resources to teach geography, global perspectives, and college-alike courses (ie: political science, anthropology, philosophy, etc.)
- v. **World Language:** structured around state standards for appropriate grade-levels with the purpose of exposing students to new languages so that they are prepared to make an informed decision when selecting language courses in high school.
1. Mandarin and Spanish will be offered as world languages.
 2. Grammar and linguistic functions will be emphasized in world language courses.
- vi. **Visual and Performing Arts:** structured around an interdisciplinary core. Teachers will use the assessment guidelines outlined by *Visual and Performing Arts Framework for CA Public Schools* (California Department of Education 2012).
1. Grade-level teams will determine a culminating task or exhibition to support students in display of art (ie: art exhibition, grade-level play, etc.)
- vii. **Physical Education and Health:** structured around the state standards for each grade level.
- 1) teach the grade level curricular content specified in *Challenge Standards for Student Success: Physical Education* (California Department of Education, 1998) and *Moving into the Future: National Standards for Physical Education: A Guide to Content and Assessment* (National Association for Sport and Physical Education, 1995).
 - 2) teach the grade level curricular content specified in *Challenge Standards for Student Success: Health Education* (California Department of Education, 1998).

- 3) provide a physical education program that offers both individual and class competitions which may include running, soccer, cross country, and other physical activities that promote fitness, teamwork, and individual abilities.

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, Curriculum Committee 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.

Materials

The materials used by AIPCS II's teachers will be selected in accordance with the guidelines and recommendations provided by the California Department of Education and the National Council for Teachers of the six primary subject areas and the final decision of the Board based on the final input of the Curriculum Committee.

The materials AIPCS II will use are necessary to support its rigorous academic program and include:

- Textbooks and e-books
- E-Readers
- 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
- Interactive Boards

Appendix G includes a detailed list of materials and texts that will form the basis for those selected for use at AIPCS II.

Academically Low-Achieving Students

Overview

At AIPCS II, low-achieving students are defined as those who are at standard or below on California Standardized Exams and / or those who earn one or more grades of 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 AIPCS II 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-risk 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 school and participate fully in all aspects of the curriculum.

AIPCS II culture of high expectations provides for more personalized attention for low-achieving students, especially when combined with the structured academic curriculum of high expectations and tutorial support. The extended-year calendar and summer intervention program will provide each student with a better opportunity for success in school.

Each AIPCS II student will be enrolled in a rigorous curriculum and provided the necessary support to learn. AIPCS II 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 AIPCS II will serve its low-achieving students. These services are available to all AIPCS II students.

Faculty Office Hours

For at least four hours each week, the student's classroom teachers hold small group tutoring one hour each day after class. 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

AIPCS II 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. Our intervention provider is an employee of the school. This enables better communication among the classroom teacher, student, family, and intervention provider. The intervention provider provides support on current assignments and course work, 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.

Faculty Discussions

During regularly scheduled, collaborative faculty 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.

Family Communication

All teachers meet with at-risk students and their parents throughout the semester. The result of such meetings is a plan that has consensus on how to support the individual student.

Student Success Team (SST) meetings may also be scheduled between an administrator, teacher, and parent to discuss individualized intervention strategies to support student progress. SST meetings consist of: evaluating student's strengths, regarding any relevant background information related to the child, academic or behavioral concerns, actions plans, and assigning who implements parts of the plan. SSTs are a function of general education program. Follow up meetings will be scheduled on a regular basis as necessary, with plans revisited and updated.

Written communication is also important in providing parents information about student progress. In addition to quarter and semester report cards, all students who are receiving a grade C- or below in any class receive a progress report from their classroom teacher on an approved AIMS progress report which outlines their performance in all classes. Progress reports will not only include a synopsis of the student's academic status, but also suggestions for improvement offered by the classroom teacher. 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. Families will also be granted access to student grades and reports via an online portal.

Summer Programs

Students attend mandatory summer programs, including AIPCS II extended year instruction, 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. As appropriate, students are also required to attend a summer program that focuses on improving math, English, and science skills.

Saturday School

Effective the 2016-2017 school year, AIPCS II will offer both Academic and Restorative Justice Saturday schools. Our Academic Saturday School is offered once a month and provides academic tutoring and support to our students based on student data, such as benchmarks, SBAC scores, or academic classwork. Once a month, students with frequent disciplinary problems are required to attend our Restorative Justice Saturday school, in which students work with administrators to help give back to the community. Here, our students learn life lessons, restorative practices, and how to grow into responsible citizens within their community.

Academically High-Achieving Students

At AIPCS II, academically high-achieving students are those who exceed standards as determined by quantitative and qualitative achievement data. The curriculum at AIPCS II is designed to challenge all students, including high-achieving students. AIPCS II's 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, AIPCS II will take additional steps to support high-achieving students. Targeted times during the week will be set for enrichment of high-achieving students. They also participate in an annual, nation-wide competition with students at other schools.

Faculty Office Hours

At least four times each week, the student's classroom teachers will hold faculty office hours where teachers will provide lesson extensions, supplemental enrichment, and college preparatory activities.

Family Communication

Progress reports will be provided for high achieving students with suggestions on how a student can continue to challenge themselves and capitalize on their strengths. The student's self-assessment will be added to the information included in progress reports. Referrals to enrichment and college preparatory activities will be also be included.

Summer Programs

AIPCS II has also partnered with Johns Hopkins University Center for Talented Youth (CTY) so that academically high-achieving students can take college courses at local universities, including Stanford and the University of California campuses. Scholarships for socio-economically disadvantaged students pay for the costs related to the courses. Students need to take the SCAT/PSAT test and receive a qualifying score to be invited to participate in the program.

English Learners

Overview

AIPCS II will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. AIPCS II will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents. AIPCS II has implemented after school academic support for ELL students to increase comprehension learning through modeling acting out gesturing, showing diagrams and hands on activities.

1. AIPCS II academic criterion for reclassification is based on assessment of English language proficiency using a objective language assessment, the state test of English language development.
2. Teacher Evaluation including but not limited to review of student's curriculum in ELA/state testing results.
3. Meeting with parents to discuss student's results.
4. Comparison of student performance on assessments of basic skills in ELA.

Home Language Survey

AIPCS II will administer the home language survey upon a student's' initial enrollment into AIPCS II.

State EL Testing

All students who indicate that their home language is other than English will be state EL tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. This thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been state EL tested. All other student who have indicated a home language other than English will continue with annual state EL testing based upon the date last tested at the prior school of enrollment.

AIPCS II will notify all parents of its responsibility for state EL testing and of state EL testing results within thirty days of receiving results from the publisher.

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 California English Language Development Test (CELDT).
- Participation of the student's homeroom teachers and any other EL intervention specialist. The direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and 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 Language Learner Instruction and Intervention

Academically, AIPCS II will meet the needs of its EL students through an inclusion model in which all students are instructed in English by subject area teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects. In addition, like all students at AIPCS II, all English language learners will be held to clearly articulated high expectations, provided access to the school's rigorous curriculum, and offered personalized support as needed.

English language learners will be expected to meet school and state standards in all academic and non-academic areas of the instructional program. At AIPCS II, we believe that holding EL students to such high expectations will ensure that every student at our school is challenged to reach his or her highest potential.

In order to make sure that all English language learners have the ability to meet these expectations, all teachers at AIPCS II 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, 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 be enrolled in regular classes and will receive supplementary instruction to learn English. 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. AIPCS II's English Learners will be prepared with the skills in English and mathematics to meet California State Standards.

Targeted curriculum mapping that addresses reading, writing, speaking, and listening places an emphasis on contextual vocabulary acquisition. Teachers should use sentence frames, graphic organizers, realia, and pictorial representation to support instructions. This allows the classroom

curriculum to better align with EL goals and instruction. Technology will be used to support the transference of understanding of language from primary to secondary language.

Special Education

Overview

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 in Education Improvement Act of 2004 (“IDEIA” or “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 Charter School agrees to implement a Student Study Team Process, a regular education function which shall monitor and guide referrals for Section 504 and special education services.
- In future years, and pursuant to notice provided to the office of charter schools in June 2010, AIPCS II retains its rights to notify OUSD within the prescribed timeline of its wishes to be deemed an LEA and a member of a Special Education Local Plan Area (“SELPA”) for provision of special education services pursuant to Education Code Section 47641(a). AIPCS II shall seek the District’s support in the provision of data or information in AIPCS II’s pursuit of membership in a SELPA as an LEA. Once an LEA, and a member of a SELPA, the Charter School shall be solely responsible for compliance with the IDEIA.
- Until such time as a SELPA grants the Charter School membership in the SELPA as an LEA, the Charter School shall be deemed a public school of the District that granted the charter pursuant to Education Code Section 47641(b) and shall work jointly with the District to ensure full compliance with the IDEIA.

Section 504 of the Rehabilitation Act

AIPCS II 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 AIPCS II. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the Head of Schools or designee and, as appropriate, shall include the parent/guardian, the student and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, 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 that have been validated for the specific purpose for which they are used and are 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, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team. If the student is found by the 504 team to have a disability under Section 504, the 605 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 evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the 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 must have a copy of each student's 504 plan. 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 IDEIA

AIPCS II intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA. As stated above, AIPCS II shall pursue SELPA membership as an LEA to continue in the 2016-2017 school year.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, AIPCS II seeks services from the District for special education students enrolled in AIPCS II in the same manner as is provided to students in other District schools. AIPCS II will follow the District and SELPA policies and procedures, and shall utilize SELPA forms provided by the district in seeking out and identifying and serving students who may qualify for special education programs, and services and for responding to record requests and maintaining the confidentiality of pupil records. AIPCS II 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. AIPCS II will participate in an annual meeting, as arranged by the District, between AIPCS II and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, to ensure that AIPCS II and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

AIPCS II acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. AIPCS II agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. AIPCS II believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan (“IEP”) development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites. AIPCS II expects, whenever possible, that the District will provide special education services to students outside the hours that AIPCS II administers its core curriculum.

IDEIA Staffing

All special education services at AIPCS II will be delivered by individuals or agencies qualified to provide special education services as required by California Education Code and the IDEIA. Charter School staff shall participate in all mandatory in-service training relating to special education.

It is AIPCS II's understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, translators, and resource specialists unless the District directs AIPCS II that current District practice is for the individual school sites to hire site special education staff or the District and AIPCS II agree that AIPCS II must hire on-site special education staff. In that instance, AIPCS II shall ensure that all special education staff hired by AIPCS II is qualified pursuant to District and SELPA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by AIPCS II (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.

IDEIA Notification and Coordination

AIPCS II shall promptly 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.

AIPCS II shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. AIPCS II shall assist in the coordination of any communications and immediately act according to District and SELPA policies relating to disciplining special education students.

IDEIA Identification and Referral

AIPCS II 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. AIPCS II has implemented 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 AIPCS II for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

It is AIPCS II's understanding that the District shall provide AIPCS II with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that AIPCS II is provided with notification and relevant files of all students who have an existing IEP and who are transferring to AIPCS II from a District school. The District shall have access to charter school student records and information in order to serve all of the charter school's students' special needs.

IDEIA Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, 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 in accordance with the District’s general practice, procedure and applicable law. AIPCS II shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. AIPCS II shall not conduct special education assessments unless directed by the District.

IDEIA IEP meetings

In accordance with the role of the District and the District school sites, the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. AIPCS II 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 Schools and/or AIPCS II designated representative with appropriate administrative authority as required by the IDEIA; 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 regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at AIPCS II and/or about the student. It is AIPCS II’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 IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide the notice of parental rights.

IDEIA IEP Development

AIPCS II understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the District, 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.

IDEIA 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. AIPCS II 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, AIPCS II 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 quarterly or as frequently as progress reports are provided for AIPCS II's non-special education students, whichever is more.

IDEIA Interim and Initial Placements of New Charter School Students

For students who enroll in AIPCS II from another school district outside of the SELPA with a current IEP, the District and AIPCS II shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, the District and AIPCS II shall implement the existing IEP at AIPCS II, to the extent practicable or as otherwise agreed between the District and parent/guardian.

IDEIA Non-Public Placements/Non-Public Agencies

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

IDEIA Non-Discrimination

It is understood and agreed that all children will have access to AIPCS II and no student shall be denied admission nor counseled out of AIPCS II 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

AIPCS II shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. AIPCS II shall instruct parents/guardians to raise concerns regarding special education services, related services and right to the District unless otherwise directed by the District. AIPCS II shall immediately notify the District of any concerns raised by parents.

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

AIPCS II 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 AIPCS II shall comply with the District's decision.

AIPCS II 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, Office of Civil Rights or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

IDEIA 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. AIPCS II 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 AIPCS II shall work together to defend the case. In the event that the District determines that legal representation is needed, AIPCS II agrees that it shall be jointly represented by legal counsel of the District's choosing.

As all costs will be borne by the District, AIPCS II 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.

IDEIA SELPA Representation

It is AIPCS II's understanding that the District shall represent AIPCS II at all SELPA meetings and report to AIPCS II of SELPA activities in the same manner as is reported to all schools within the District.

IDEA I Funding

AIPCS II 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 AIPCS II. AIPCS II anticipates, without binding the District to these terms, that, based upon State and Federal law, the fiscal relationship could be summarized as follows:

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.

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at AIPCS II'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 nonpublic 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 AIPCS II 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 AIPCS II site.

AIPCS II shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, AIPCS II shall pay to the District a pro-rata shares of the District's unfunded special education costs "Encroachment"). At the end of each fiscal year, the District shall invoice AIPCS II for AIPCS IIs' 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. AIPCS II ADA shall include all charter School students, regardless of home district

Services for Students under the IDEIA when the School Becomes an LEA and Member of SELPA

As stated above, AIPCS II 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 services under the Individuals with Disabilities Education Improvement Act ("IDEIA") (20 U.S.C. 1400, et seq.) with respect to eligible students. All obligations of the District recited above with respect to identifying, assessing, and serving special education students will default to AIPCS II. AIPCS II shall comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, AIPCS II shall 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, AIPCS II shall be solely responsible for all special education costs that exceed State and Federal special education revenue, and shall participate in the SELPA governance and SELPA-wide benefits with the Local Plan and SELPA policies and procedures.

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

DRL: “In accordance with SB 1290, American Indian Public Charter School II, pupil outcomes related to annual academic achievement goals will be set and disaggregated by all major subgroups identified in Education Code section 52052; including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals.”

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

1) By the end of the charter term, increase the percent of students scoring level 3 or lever 4 on the ELA portion of the SBAC by at least 10 percent or achieve a level of 60 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 (Amount 1) percent or achieve a level of (Amount 2) percent.

Subgroup	Amount 1	Amount 2
Asian	3%	74%
Hispanic or Latino	5%	40%
African American	4%	43%
English Learners	2%	34%
Low Income	2%	64%

3) 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 10 percent or achieve a level of 77 percent.

4) 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	1%	88%
Hispanic or Latino	3%	52%
African American	3%	52%
English Learners	1%	58%
Low Income	1%	66%

5) Each year, 60 percent of students will increase 10 on the INSPECT Summative Assessment by Key Data Systems or achieve proficiency.

6) Each year, for each statistically significant student group, (Amount 1) percent of students will increase (Amount 2) on the (INSPECT Summative Assessment by Key Data Systems) or achieve proficiency.

Subgroup	Amount 1	Amount 2
Asian	79%	5%
Hispanic or Latino	37%	15%
African American	47%	10%
English Learners	30%	15%
Low Income	57%	10%

7) Each year, 40 percent of ELs will improve one overall proficiency level on ELPAC (or equivalent California English Learner standardized test).

8) Each year, 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, have less than (Amount 1) percent of students absent more than 10% of the school days (chronic absence).

Subgroup	Amount 1
American Indian or Alaska Native	1%
Asian	1%
Pacific Islander	1%
Hispanic or Latino	2%
African American	1%
White	1%
English Learners	2%
Low-Income Students	3%
Special Education	1%

10) Each year, at least 85 percent of students and families positively rate school safety.

11) Each year, at least 80 percent of students and families positively rate academic instruction.

12) Each year, at least 75 percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.

“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.”

Measurable Pupil Outcomes

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

Academic Performance Index

AIPCS II will meet or exceed the school’s annual Academic Performance Index (API) growth target. In addition, AIPCS II will meet or exceed Adequate Yearly Progress (AYP) and meet or

exceed the requirements set forth in the NCLB Act of 2011. AIPCS II will incorporate the Content Standards for California Schools in the curriculum. AIPCS II will update to all amended standards and will continue to incorporate them in the curriculum to enhance student performance.

Method of Assessment

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

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

- 1) By the end of the charter term, increase the percent of students scoring level 3 or lever 4 on the ELA portion of the SBAC by at least 10 percent or achieve a level of 60 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 (Amount 1) percent or achieve a level of (Amount 2) percent.

Subgroup	Amount 1	Amount 2
Asian	3%	74%
Hispanic or Latino	5%	40%
African American	10%	43%
English Learners	2%	34%
Low-Income Students	2%	64%

- 3) 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 10 percent or achieve a level of 65 percent.

4) 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	1%	88%
Hispanic or Latino	3%	52%
African American	3%	52%
English Learners	1%	58%
Low-Income Students	1%	76%

5) Each year, 60 percent of students will increase 10 on the INSPECT Summative Assessment by Key Data Systems or achieve proficiency.

6) Each year, for each statistically significant student group, (Amount 1) percent of students will increase (Amount 2) on the (INSPECT Summative Assessment by Key Data Systems) or achieve proficiency.

Subgroup	Amount 1	Amount 2
Asian	79%	5%
Hispanic or Latino	37%	15%
African American	47%	10%
English Learners	30%	15%
Low-Income Students	57%	10%

7) Each year, 50 percent of ELs will improve one overall proficiency level on ELPAC or equivalent California English Learner standard test.)

8) Each year, 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, have less than (Amount 1) percent of students absent more than 10% of the school days (chronic absence).

Subgroup	Amount 1
American Indian or Alaska Native	1%
Asian	1%
Pacific Islander	1%
Hispanic or Latino	2%
African American	1%
White	1%
English Learners	2%
Low-Income Students	1%
Special Education	1%

10) Each year, at least 85 percent of students and families positively rate school safety.

11) Each year, at least 80 percent of students and families positively rate academic instruction.

12) Each year, at least 75 percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.

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

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

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

- The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.”

AIPCS II 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. AIPCS II will assess students regularly from the time they enter the school through graduation, and teachers will monitor their progress closely. AIPCS II will use the following assessments:

Annually

- California State Standards Exams
- California English Language Development Test
- Cumulative Final or Diagnostic Exams

Each Quarter

- Progress in coursework
- Progress toward achieving Individual Education Plan (IEP) goals

Ongoing

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

Use and Reporting of Data

AIPCS II uses multiple tools to collect and analyze student data, including CALPADS, Power Schools, Charter Vision, Illuminate, and Excel. These systems combined provide AIPCS II with the capability to record results for all the methods of assessment described in the previous section.

Collection

- Standardized assessment/benchmark results are all available electronically and are uploaded by the Academic Coordinator or his/her designee
- 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 quarterly for all students, or every three weeks for students failing one or more classes.
- 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 school will publish a School Accountability Report Card (SARC) that will be posted on the school's website and make available in the school lobby.
- On an as-needed basis, the School will publish bulletins reporting general student or school performance data.
- If AIPCS II does not test (i.e. State exams) with the District, AIPCS II 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.
- AIPCS II 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

Element 3

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

“If AIPCS II does not test (i.e., STAR) with the District, AIPCSII 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.

In addition, AIPCS II will recognize the importance of setting measurable, attainable, and rigorous goals to ensure continuous improvement. Setting goals and objectives for academic performance at AIPCS II 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 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 AIPCS II’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. 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.
- AIPCS II will utilize the California Standards Test, Grade Point Average (GPA), and California English Language Development Test results to measure students’ academic preparedness. In addition, AIPCS II will use the student dropout rate, graduation rate and attendance as school-level indicators of success. The school administrator 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 for students who receive a C- or lower in any subject. The students who receive progress reports for low academic performance will be placed in tutoring and participate in conferences with their family representative and teacher to identify appropriate strategies for improvement.

District Visitation/Inspection

AIPCS II will comply with a District requested visitation process to enable the District to gather information needed to validate the school's performance and compliance with the terms of this charter in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

District Charter Approval

AIPCS II must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

The District may revoke the charter of AIPCS II in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

Response to Inquiries

Pursuant to Education Code Section 47604.3 the School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District, the County Office of Education, County Board of Education, and the State Superintendent of Public Instruction.

Public Record

AIPCS II 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 AIPCS II to provide information in specific formats in certain ways to the general public and specifically to parent of students at AIPCS II and of the District. AIPCS II further acknowledges that it has the obligation to provide all 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 AIPCS II does not have that AIPCS II needs in order to meet its obligations, the District shall provide the same to AIPCS II in a reasonable timely manner upon request.

Element 14 Parent Complaints

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

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

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 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.

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.

IV. GOVERNANCE STRUCTURE

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

Charter school shall ensure that, at all times throughout the term of the charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this charter. In the event that the governing board and/or nonprofit corporation operating charter school amends the bylaws, Charter school shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.

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

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

LEGAL AND POLICY COMPLIANCE

Charter school shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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

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

NOTIFICATION OF THE DISTRICT

AIPCS II shall notify the OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 53 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by charter school. Unless prohibited by law, charter school shall notify the OCS in writing of any internal investigations within one week of commencing investigation. Charter school shall notify the OCS within 48 school hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

“AIPCS II 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 [AIPCS II] to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at AIPCS II and of the District. AIPCS II 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 AIPCS II does not have that AIPCS II in a reasonably timely manner upon request under Education Code section 47604.3.”

“AIPCS II 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.”

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

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

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

- *Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each*

individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.

- *Develop jointly with, and distribute to, parents of participating children, a school-parent compact.*
- *Hold an annual Title I meeting for parents of participating Title I students.*
- *Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.*

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

EQUAL EMPLOYMENT OPPORTUNITY

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.

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB) as long as it is in effect) 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(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for reasonable inspection.

As part of the Fall Information Update, 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.

Board of Directors

The American Indian Public Charter School II is governed by a Board of Directors (the “Board”). The Board shall be ultimately responsible for the operation and activities of the School. The Board shall be governed in its operations and its actions by the corporate bylaws of the organization which shall be consistent with the charter, the Charter Schools Act, and all other applicable laws. 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 school government is reflected by way of its governing structure, the curriculum, student guidance and school code of conduct. The AIMS Governance Board will be comprised of at least five and no more than fifteen diverse community members. The Superintendent will report directly to the Governance Board and is the sole employee of the Governance Board. (Please see Appendix B, AIMS Organizational Chart).

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

- Uphold the mission of the school
- Oversee the implementation of the charter
- Approve and monitor the school budget, fiscal reports, and the school’s fiscal practices
- Approve all contracts and expenses
- Receive and review the yearly independent financial audit
- Approve and monitor the school’s facility arrangements and plans
- Oversee and evaluate the Superintendent
- Hire the Superintendent
- Monitor the Superintendents implementation of the school’s personnel policy
- Approve Board Policies

**BYLAWS OF AMERICAN INDIAN MODEL SCHOOLS.
(A California Nonprofit Public Benefit Corporation)**

ARTICLES 1: OFFICES

1. Principal Office: The principal office of the corporation shall be located at 171 12th Street, Oakland, in Alameda County of California.
2. Other Offices of the Corporation: The corporation may also establish branch or subordinate offices at any place or places within or without the state of California, where it is qualified to conduct its activities.

ARTICLE 2: PURPOSES

1. Purposes: The corporation’s specific and general purposes are described in its Articles of Incorporation.
2. Policy of Nondiscrimination: American Indian Model Schools is nonsectarian in its programs, policies, employment practices, and all other operations. It does not charge tuition or

discriminate on the basis of race, national origin, gender, sexual orientation, religion or spiritual practice, or disability.

ARTICLE 3: DIRECTORS

1. Number and Qualification: The corporation shall have at least five (5) and no more than fifteen (15) directors and collectively they shall be known as the Board of Directors. The number may be changed by amendment of these Bylaws, or repeal of these Bylaws and adoption of new Bylaws, as provided in these Bylaws. The qualifications for Directors are generally the ability to attend board meetings, a willingness to actively support and promote the corporation and a dedication to its charitable endeavors. To the extent reasonably practicable, at least one parent, one business representative, and one educator shall serve on the Board.
2. Nomination of Candidates and Election to the Board: The Directors who are to be elected by the Board of Directors shall be so elected at the annual meeting of the Board of Directors then in office. Directors nominated to fill vacancies may be elected by majority vote at any regular or special meeting. Each director shall have one vote. Any member of the school community may recommend any qualified candidate to serve on the Board of Directors, either to fill a vacancy, or as Director terms expire at the annual meeting. Any Director may nominate a qualified candidate to serve on the Board of Directors. Such nominations must be made by way of a motion at a duly convened meeting. Nominated candidates may be approved by majority action of the Board of Directors.
3. Powers:
 - a) Subject to the provisions of the California Nonprofit Public Benefit Corporation law, any other applicable laws, and any limitations in the Articles of Incorporation and Bylaws relation to activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors. The Board may delegate the management of the corporation to any person(s), to a management company, or to committees, however composed, provided that the corporation's activities and affairs shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers in addition to the other powers enumerated in these Bylaws and permitted by law: Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or by these Bylaws.
 - b) Develop, adopt, and monitor the implementation of a personnel policy; to select and remove certain officers, agents, and employees of the corporation, and to prescribe such powers and duties for them as are compatible with law, the Articles of Incorporation, or these Bylaws; to fix their compensation; and to require from them security for faithful performance.

- c) Review performance of the School Executive on an annual basis
 - d) Meet at such times and places as required by the Bylaws;
 - e) Register their addresses with the Secretary of the corporation and notices of meetings mailed, emailed, faxed or telegraphed to them at such addresses shall be valid notice thereof;
 - f) Oversee the fiduciary matters of the corporation and approve and monitor the annual budget;
 - g) Approve and monitor fundraising and development plans;
 - h) To borrow money and incur indebtedness for the corporation's purposes, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and security therefore;
 - i) To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;
 - j) To change the principal office or the principal business office in California from one location to another;
 - k) To enter into any contracts or other instruments, and do any and all other things incidental to or expedient for attainment of the corporation's purposes.
- 4) Terms of Office: Terms of office for each director shall typically be four years, with new directors seated at the annual board meeting and with terms staggered so that, as near as possible, one half of the Board comes to the end of their term each year. A director may serve no more than two consecutive four-year terms. Upon a showing of special circumstances, a director may request, and with Board approval, be appointed to a one-year term. Parent Board members will have the option to limit their Board term to the time that their child or children attends an AIMS school.
- 5) Compensation: Directors shall serve without compensation. They may be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 3 of this Article.
- 6) Restriction Regarding Interested Directors: Notwithstanding any other provision of these Bylaws not more than twenty-five percent (25%) of persons serving on the board may be interested persons. For purposes of this section, "interested persons" mean either:
- a) Any person currently being compensated by the corporation for services rendered it within the previous twelve (12) months, whether as a full-or part-time officer or

other employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; or

- b) Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person.

However, any violation of the provisions of this section shall not affect the validity or enforceability of any transaction entered into by the corporation.

- 7) Place of Meetings: Meetings shall be held at the principal office of the corporation or the publicly noticed location stated on an agenda posted in compliance with the Brown Act. Any meeting regular or special, may be held by conference telephone or any conferencing technology, so long as all director's participation in such a meeting can hear each other and all other applicable legal requirements are complied with including, but not limited to "the Brown Act" Cal. Gov. Code § 54950 et seq.
- 8) Regular and Annual Meetings: Regular meetings of directors shall be held at least quarterly, at such date and time as determined by the Board of Directors. Regular meetings shall typically be held on the Third Tuesday of each month at the publicly noticed location.

This corporation makes no provision for members, therefore, at the annual meetings of directors held on the third Tuesday of June, unless such day falls on a legal holiday, in which event the regular meeting shall be held at the same hour and place on the next business day. Directors shall be elected by the Board of Directors in accordance with this section.

- 9) Special Meetings: Special meetings of the Board of Directors may be called by the President, the Vice President, the Secretary, or by any two directors, and such meetings shall be held at the place, within or without the State of California, designated by the person or persons call the meeting, and in the absence of such designation, at the principal office of the corporation. Any and all special meetings must comply with all applicable laws, including but not limited to "the Brown Act" Cal. Gov. Code § 54950 et seq.
- 10) Notice of Meetings: Regular meetings of the board may be held with seventy-two (72) hours' notice. Special meetings of the board shall be held upon five (5) days' notice by first-class mail or twenty-four (24) hours' notice delivered personally or by telephone (including a voice messaging system or other system or technology designed to record and communicate messages), telegraph, facsimile, electronic mail, or other electronic means. If sent by mail or telegraphy, the notice shall be deemed to be delivered on its deposit in the mail or on its delivery to the telegraph company. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed

received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver. Such notices shall be addressed to each director at his or her address as shown on the books of the corporation. Notice of the time and place of holding and adjourned meeting need not be given to absent directors if the time and place of the adjourned meeting are fixed at the meeting adjourned and if such adjourned meeting is held no more than twenty-four (24) hours from the time of the original meeting. Notice shall be given of any adjourned regular or special meeting to the directors absent from the original meeting if the adjourned meeting is held more than twenty-four (24) hours from the time of the original meeting.

- 11) Contents of Notice: Notice of meetings not herein dispensed with shall specify the place, day and hour of the meeting. The purpose of any regular or special board meeting shall be specified consistent with the Brown Act.
- 12) Waiver of Notice and Consent to Holding Meetings: The transactions of any meeting of the board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a constant to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.
- 13) Quorum for Meetings: A quorum shall consist of a majority of the Board of Directors then in office.

Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this corporation, or by law, no business shall be considered by the board at any meeting at which a quorum, as hereinafter defined, is not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn. However, a majority of the directors present at such meeting may adjourn from time to time until fixed for the next regular meeting of the board.

When a meeting is adjourned for lack of a quorum, it shall not be necessary to give any notice of the time and place of the adjourned meeting or of the business to be transacted at such meeting, other than by announcement at the meeting at which the adjournment is taken, except as provided in Section 10 of this Article.

The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal from the meeting, provided that an action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or Bylaws of this corporation. Directors may not vote by proxy.

14) Majority Action as Board Action: Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the Articles of Incorporation or Bylaws of this corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, particularly those provisions relating to appointment of committee (Section 5212), approval of contracts or transactions in which a director has a material financial interest (Section 5233) and indemnification of directors (Section 5238e), require a greater percentage of different voting rules for approval or a matter by the board.

15) Conduct of Meetings: Meetings of the Board of Directors shall be presided over by the President of the Board, or, if no such person has been so designated or, in his or her absence, by the Vice President of the corporation or, in the absence of each of these persons, by a Chairperson chosen by a majority of the directors present at the meeting. The Secretary of the corporation or his or her designee, shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Meetings shall be governed by rules adopted by the Board of Directors, as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles of Incorporation of this corporation, or with provisions of law. The Board may choose to use Robert's Rules of Order as a guide for its meetings.

16) Vacancies: Vacancies on the Board of Directors shall exist (1) on death, resignation or removal of any director, and (2) whenever the number of authorized directors is increased.

The Board of Directors may declare vacant the office of a director who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final order or judgment of any court to have breached any duty under in Section 5230 and following of the California Nonprofit Public Benefit Corporation Law.

Directors may be removed without cause by a majority of the directors then in office. Any director missing two consecutive board meetings is subject to removal. Said removal can be effectuated through majority vote of those directors present.

Any director may resign effective upon given written notice to the Chairperson of the Board, the President, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the attorney general.

Vacancies on the board may be filled. Directors nominated to fill vacancies may be elected by majority vote at any regular or special meeting.

A person elected to fill a vacancy as provided by this Section shall hold office until the end of the term they are filling or until his or her death, resignation or removal from office.

- 17) Non-Liability of Directors: The directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.
- 18) Indemnity by Corporation of Directors, Officers, Employees, and Other Agents: To the fullest extent permitted by law, this corporation may indemnify its Directors, officers, employees and other persons described in Corporations Code section 5238(a), including persons formerly occupying such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “Expenses” shall have the same meaning herein as in Section 5238(a) of the Corporations Code. On written request to the Board by any person seeking indemnification under Corporations Code Section 5238(b) or (c), the Board shall decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238(b) or (c) has been met, and if so, the Board may authorize indemnification.

To the extent that a person who is, or was, a director, officer, employee or other agent of this corporation has been successful on the merits in defense of any civil criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that he or she is, or was, an agent of the corporation, or has been successful in the defense of any claim, issue or matter, therein, such person shall be indemnified against expenses actually and reasonably incurred by the person in connection with such proceeding.

- 19) Insurance and Corporate Agents: If such person either settles any such claim or sustains a judgment against him or her, then indemnification against expenses, judgments, fines, settlements and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation but only to the extent allowed by, and in accordance with the requirements of, Section 5233 of the California Nonprofit Public Benefit Corporation Law.

The corporation shall have the power to purchase and maintain insurance on behalf of any agent of the corporation (including a director, officer, employee or other agent of the corporation) to cover any liability asserted or against any agent of the corporation in such capacity or arising from the agent of the corporation’s status as such, including other than for violating provisions of law relating to self-dealing (Section 5233 of the California Nonprofit Public Benefit Corporation Law) asserted against or incurred by the agent in such capacity of arising out of the agent’s status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of Section 5238 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE 4: OFFICERS

- 1) Number of Officers: The officers of the corporation shall be a President, a Secretary, and a Chief Financial Officer who shall be designated the Treasurer. The corporation may also have, as determined by the Board of Directors, a Chairperson of the Board, one or more Vice Presidents, Assistant Secretaries, Assistant Treasurer, or other officers. Any number of officers may be held by the same person except that neither the Secretary nor the Treasurer may serve as the President or Chairperson of the Board.
- 2) Qualification, Election, and Term of Office: Any person may serve as officer of this corporation. Officers shall be elected by the Board of Directors, at any time, and each officer shall hold office for an annual term, or until his or her successor shall be elected and qualified, whichever occurs first.
- 3) Subordinate Officers: The Board of Directors may appoint such officers or agents as it may deem desirable, and such officers shall serve such terms, have such authority, and perform such duties as may be prescribed from time to time by the Board of Directors.
- 4) Removal and Resignation: Any officer may be removed without cause by the Board of Directors at any time by majority vote of those directors present at a duly held meeting. Any officer may resign at any time by giving written notice to the Board of Directors or to the President or Secretary of the corporation any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the corporation.
- 5) Vacancies: Any vacancy caused by the death, resignation, removal, disqualification, or otherwise of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than the President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy. Vacancies occurring in officers of the officers appointed at the discretion of the board may or may not be filled as the board shall determine.
- 6) Duties of President: The President shall be the chief executive officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Unless another person is specifically appointed as Chairperson of the Board of Directors, he or she shall preside at all meetings of the Board of Directors. If applicable, the President shall preside at all meetings of the members. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Bylaws, he or she shall, in the name of, the corporation,

execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.

7) Duties of Vice President: In the absence of the President, or in the event of his or her inability or refusal to act, the Vice President shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President. The Vice President shall have other powers and perform such other duties as be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board of Directors.

8) Duties of Secretary: The Secretary shall:

Certify and keep at the principal office of the corporation the original, or a copy of these Bylaws as amended to date.

Keep at the principal office of the corporation or such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.

Be custodian of the records and of the seal of the corporation and see that the seal is affixed to all duly executed documents, the execution of which on behalf of the corporation under its seal is authorized by law or these Bylaws.

Keep at the principal office of the corporation a membership book containing the name and address of each and any members, and, in the case where any membership has been terminated, he or she shall record such fact in the membership book together with the date on which such membership ceased.

Exhibit at all reasonable times to any director of the corporation, or his or her agent or attorney, on request therefore, the Bylaws, the membership book, and the minutes of the proceedings of the directors of the corporation.

In general, perform all duties incident to the office of secretary and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

9) Duties of Treasurer: Subject to the provisions of these Bylaws relating to the “execution of Instruments, Deposits and Funds,” the Treasurer shall:

Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors.

Receive, and give receipt for, the monies due and payable to the corporation from any source whatsoever.

Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements.

Keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.

Exhibit all reasonable times the books of accounts and financial records to any director of the corporation, or to his or her agent or attorney, on request therefore.

Render to the President and directors, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the corporation.

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

- 10) Compensation: The salaries of the officers, if any, shall be fixed from time to time by resolution of the Board of Directors, and no officer shall be prevented from receiving such salary by reason of the fact that her or she is also a director of the corporation, provided, however, that such compensation paid a director for serving as an officer of this corporation shall only be allowed if permitted under the provisions of the Article 3, Section 6 of these Bylaws. In all cases, any salaries received by officers of this corporation shall be reasonable and given in return for services actually rendered for the corporation which relate to the performance of the charitable or public purposes of this corporation. Notwithstanding the foregoing, the President, Vice President, Secretary and Treasurer shall not receive compensation for holding such offices.

ARTICLE 5: COMMITTEES

- 1) Executive Committee: The Board of Directors may, by a majority vote of directors designate two (2) or more of its members (who may also be serving as officers of this corporation) to constitute an Executive Committee and delegate to such Committee any of the powers and authority of the board in the management of the business and affairs for the corporation, except with respect to:

- a) The approval of any action which, under law or the provisions of these Bylaws, requires the approval of the members or of a majority of all the members.
- b) The filling of vacancies on the board or any committee which has the authority of the board.
- c) The fixing of compensation of the directors for serving on the board or on any committee.
- d) The amendment or repeal of Bylaws or the adoption of new Bylaws.
- e) The amendment or repeal or any resolution of the board which by its express terms is not so amendable or repeatable.
- f) The appointment of committees of the board or the members thereof.
- g) The expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected.
- h) The approval of any transaction to which this corporation is a party and in which one or more of the directors has a material financial interest, except as expressly provided Section 5233(d)(3) of the California Nonprofit Public Benefit Corporation Law.

By a majority vote of its members then in office the board may at any time revoke or modify any or all of the authority so delegated, increase or decrease but not below two (2) the number of its members, and fill vacancies therein from the members of the board. The Committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

- 2) Other Committees: The corporation shall have such other committees as may from time to time be designated by resolution of the Board of Directors.

Such other committees may consist of persons who are not also members of the board. These additional committees may consist of persons who are not also members of the board. These additional committees shall act in an advisory capacity only to the board and shall be clearly titled as “advisory” committees.

- 3) Meetings and Action of Committees: Except as otherwise allowed pursuant to the Brown Act, meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be fixed by the Board of Directors. The Board of Directors may also adopt rules and regulations pertaining to the

conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws.

ARTICLE 6: EXECUTION OF INSTRUMENTS, DEPOSITS, AND FUNDS

- 1) Execution of Instruments: The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so expressly authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or render it liable monetarily for any purpose or in any amount.
- 2) Checks and Notes: Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for payments of money, and other evidence of indebtedness of the corporation shall be signed by the Treasurer and countersigned by the President of the corporation.
- 3) Deposits: All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.
- 4) Gifts: The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the charitable or public purpose of this corporation.

ARTICLE 7: CORPORATE RECORDS, REPORTS, AND SEAL

- 1) Maintenance of Corporate Records: The corporation shall keep at its principal office in the State of California:
 - a) Minutes of all meetings of directors and committees of the board, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;
 - b) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses.
- 2) Corporate Seal: The Board of Directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

- 3) Directors' Inspection Rights: Every director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation.
- 4) Right to Copy and Make Extracts: Any inspection under the provisions of the article may be made in person or by agent or attorney and the right to inspection includes the right to copy and make extracts.
- 5) Annual Report: The board shall cause an annual report to be furnished not later than one hundred and twenty (120) days after the close of the corporation's fiscal year to all directors of the corporation. The Annual Report shall contain the following information:
 - a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
 - b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
 - c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year;
 - d) The expenses or receipts of the corporation, for both general and restricted purposes, during the fiscal year;
 - e) Any information required by Section 7 of this Article.

The annual report shall be accompanied by any report thereon of independent accountants, or, if there is no such report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

- 6) Annual Statement of Specific Transactions: This corporation shall mail or deliver to all directors a statement within one hundred and twenty (120) after the close of its fiscal year which briefly describes the amount and circumstances of any indemnification or transaction of the following kind:
 - a) Any transaction in which the corporation, or its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest;
 - b) Any director or officer of the corporation, or its parent or subsidiary (a more common directorship shall not be considered a material financial interest); or
 - c) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

The above statement need only be providing with respect to a transaction during the previous fiscal year involving more than Fifty Thousand Dollars (\$50,000) or which was one of a number of transactions with the same persons involving, in the aggregate, more than Fifty Thousand Dollars (\$50,000).

Similarly, the statement need only be provided with respect to indemnifications or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the previous fiscal year to any director or officer.

Any statement required by this Section shall briefly describe the names of the interested persons involved in such transactions stating each person's in the transaction and, when practical, the amount of such interest, provided that in the case or a transaction with a partnership of which such person is a partner, only the interest of the partnership need be stated.

ARTICLE 8: FISCAL YEAR

- 1) Fiscal Year of the Corporation: The fiscal year of the corporation shall begin on the 1st of July and end on the 30th of June in each year.

ARTICLE 9: AMENDMENT OF BYLAWS

- 1) Amendment: Subject to any provision of law applicable to the amendment of Bylaws of public benefit nonprofit corporations, these Bylaws, or any of them, may be altered, amended, or repealed and new Bylaws adopted by the Board of Directors. These Bylaws and any amendments to these Bylaws shall become effective immediately upon their adoption.

ARTICLE 10: AMENDMENT OF ARTICLES

- 1) Amendments: Any amendment of the Articles of Incorporation may be adopted by the Board of Directors.

ARTICLE 11: PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

- 1) Prohibition Against Sharing Corporate Profits and Assets: No director, officer, employee, or other person connected with this corporation, or any private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the corporation, provided, however, that this provision shall not prevent payment to any such person of reasonable compensation for services performed for the corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these Bylaws and is fixed by resolution of the Board of Directors; and no such person or persons shall be entitled to share I the distribution of, and shall not receive, any of the corporate assets on dissolution of the corporation. All members, if any, of the corporation shall be deemed to have expressly consented and agreed that on

such dissolution or winding up of affairs of the corporation, whether voluntarily or involuntarily, the assets of the corporation, after all debts have been satisfied, shall be distributed as required by the Articles of Incorporation of this Corporation and not otherwise.

ARTICLE 12: MEMBERS

- 1) No Members: This corporation shall not have any members. Therefore, pursuant to Section 5310(b) of the Nonprofit Public Benefit Corporation Law of the State of California, any action which would otherwise, under law or the provisions of the Articles of Incorporation or Bylaws of this corporation, require approval by a majority of all members or approval by the members, shall only require the approval of the Board of Directors. All rights that would otherwise vest in the members shall vest in the Board of Directors.

- 2) Associates: Nothing in this Article 12 shall be construed as limiting the right of the corporation to refer to persons associated with it as “members” even though such persons are not members of the corporation, and no such reference shall make anyone a member within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer by amendment of its Articles of Incorporation or these Bylaws some or all of the rights of a members, as set forth in the California Nonprofit Public Benefit Corporation Law, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the corporation’s assets, on the merger or dissolution of it, or on changes to its Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of Section 5056. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of American Indian Model Schools, a nonprofit public benefit corporation duly organized and existing under the laws of the State of California, that the foregoing Bylaws, consisting of _____ (____) pages, of said corporation were duly and regularly adopted as such by the Board of Directors of said corporation at a meeting held on _____, 2016, and that the above and foregoing Bylaws are now in full force and effect.

Executed on _____ at _____, California.

Secretary, American Indian Model Schools

Superintendent

Superintendent will work with each school and will communicate directly with the Board of Directors. Superintendent is fully responsible for the execution of all Board policy, all day-to-day operations, and all functions of the organization.

The responsibilities of the Superintendent or his/her designees may include, but are not limited to, the following:

- Attend District Administrative meetings as necessary and stay in direct contact with District regarding changes, progress, etc.
- Develop Board meeting agenda in conjunction with the Board President in compliance with the Brown Act.
- Supervise all senior leadership positions and Head of Schools at each school.
- Ensure appropriate evaluation of all School employees.
- Propose policies for adoption by the Board.
- Provide comments and recommendations regarding policies presented by others to the Board.
- Communicate with School legal counsel and any outside consultants.
- Stay abreast of school laws and regulations.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Develop and administer the budget in accordance with generally accepted accounting principles.
- Present a quarterly financial report to the Charter Board.
- Provide assistance and coordination to the faculty in the development of curriculum.
- Oversee family and community relations.
- Attend IEP meetings when necessary.
- Plan and coordinate employee orientation with site administrators.
- Attend Charter Board meetings and attend as necessary District board of Education meetings as the Charter representative.
- Establish procedure designed to carry out Charter Board policies
- Attend state, county, local and national convening.

Board Committees

The Board may appoint one or more committees comprised of faculty, parents, community members or the members of the public with varying areas of expertise. The purpose of a committee is to provide advice, expertise, and resources as necessary related to charter schools, finances, facilities, and other areas relevant to the success of the school. The committees will be selected by the Board of Directors.

Family Involvement

As the school has been established to serve the needs of the students, it is imperative that families are actively involved. AIPCS II has established a family engagement group to facilitate communication between all members of the organization. They report directly to the head of school and the superintendent, and whenever possible a member of the family engagement group will also serve as a member of the Governance Board. 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. They will work on such areas as the family-student handbook and other activities to ensure the charter school meets its mission and that students are served appropriately.

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

A Parent Engagement Coordinator will serve as the liaison between school and parents. The parents' coordinator helps to organize school wide events, facilitate FAC (Family Advisory Committee), ELAC (English Language Advisory Committee), and SSC (School Site Council), works with parents in regards to concerns, complaints, suggestions, and volunteer support. Coordinates translations for all meetings to insure all parents are properly informed.

V. HUMAN RESOURCES

California Education Code §47605(b)(5)(E) is applicable to AIPCSII practices.

Qualifications of School Employees

AIPCS II will recruit and employ professional, effective and qualified personnel for all administrative, instructional, and non-instructional support 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(d)(1), AIPCS II shall be nonsectarian in its employment practices and all other operations. AIPCS II shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the school. All employees must comply with the employee processing policies and procedures (to include, but not limited to, fingerprints, criminal records, proof of identity, right to work in the United States, and TB screening).

Specific Qualifications for all Staff

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

- Commitment of time, energy, and effort in developing AIPCS II'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 staff
- Willingness to continue education through additional courses and training, workshops, seminars, and staff development
- 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.
- Take a leadership role in some aspect of the School's development
- Participation in summer extended year Employment of a minimum of eight hours a day per full FTE Full adherence to the AIMS instructional model and student code of conduct.

Deans and Heads of Schools

AIPCS II shall possess leadership abilities and comprehensive educational vision that is consistent with the school's mission and educational program. In addition, the Site Administrator shall possess skills in hiring and supervising excellent teachers, and possess or are in the process of pursuing an administrative credential. The Governance 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 as defined by AIMS. AIPCS II for all core subjects comply with Section 47605(I), which states:

“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory course.”

AIPCS II will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing and have experience commensurate with the applicable job specification. Additionally, core teachers, as defined by the No Child Left Behind Act (“NCLB”), shall meet the applicable definitions of “highly qualified.”

In addition to the specific qualifications expected of all AIPCS II staff members, the following qualifications are expected of all teachers:

- Strong instructional leadership
- Responsible for students and their success in learning
- Familiarity with or willingness to be trained in AIM'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

AIPCS II 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, except in non-core, non-college preparatory courses and activities. All non-instructional staff will possess experience and expertise appropriate for their position as determined by the Governance Board.

Professional Development

Staff members 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 ELL students, adolescents and school improvement. The format of this training will be varied and determined by the staff. AIPCS II will work with other charter schools and other educational institution to provide effective staff development.

Compensation and Benefits

Governing Law – A statement of whether charter school staff will participate in California’s State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), or federal Social Security (Education Code 47605(b)(5)(K)). Note: if a charter school elects to have its teachers participate in the STRS system, then all teachers must do so (Education Code 47611).

The financial compensation for school employees will include a base salary that is above the average starting salary for District schools. Merit pay, \$1,000 for perfect teacher attendance each year, and a Christmas bonus may be awarded at the board’s discretion as they have proven to be effective at American Indian Public School.

All AIPCS II employees will participate in the federal Social Security System unless STRS involvement hinders participation. Non-credentialed staff and faculty shall participate in Public Employees Retirement System (PERS) or to implement any other retirement plan at its disposal. If AIPCS II chooses to participate in PERS program, it will work directly with the Alameda County Office of Education and PERS to provide the appropriate payroll information.

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

Employee Representation

Element 6

HEALTH, SAFETY AND EMERGENCY PLAN

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

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 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 AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 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.

Charter School shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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.

SAFE PLACE TO LEARN ACT

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

GUN-FREE SCHOOLS ACT

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

TOBACCO USE PREVENTION

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

The following is AIPCS II support of Element 6:

Rights of School District Employees

Governing Law – A description of the rights of any employees of the school district upon leaving the employment of the school district to work in a charter schools, and of any rights of return to the school district after employment at a charter school. – Education Code Section 47605(b)(5)(M)

All employees of AIPCS II shall be considered the exclusive employees of AIPCS II and not any school district of the Oakland Unified School district unless otherwise mutually agreed in writing. Employees of the District who resign from employment to work at AIPCS II and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment in accordance with District policy, applicable law, and applicable bargaining agreements. AIPCS II shall not have any authority to confer any rights to return on District employees. Sick or vacation leave or years of service credit at the Oakland Unified School District or any school district shall not be transferred to the Charter School.

A former employee of any school district shall have the following rights:

- Any rights upon leaving the employment of a local education agency to work in the charter school that the local education agency may specify.
- Any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify.
- Any other applicable rights upon leaving employment to work in the charter school that are outlined in law.

Health and Safety

Element 15

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from OUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes

The staff and Governing Board members of American Indian Public High School agree to attempt to resolve all disputes between the District and American Indian Public High 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 American Indian Public High School except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

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

To Charter School, c/o School Director:

American Indian Model School

Oakland, CA

To Coordinator, Office of Charter Schools:

*1000 Broadway, 6th Floor, Suite 639
Oakland, CA 94607*

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

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

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

American Indian Model School shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves American Indian Public High School without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil’s last known address. American Indian Public High School shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).

American Indian Public High School shall define any student dismissal under the Charter School’s disciplinary procedure, or termination of a student’s right to attend the American Indian

Public High School under its disciplinary procedure, as an “expulsion” under the Education Code.

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

Dispute Resolution

Governing Law – The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relation to provisions of the charter—California Education Code Section 47605(b)(5)(N)

The intent of the AIPCS II dispute resolution process is to:

1. Resolve disputes within AIPCS II pursuant to the school’s policies
2. Minimize the oversight burden on OUSD
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

Disputes Between the School and the Charter-Granting Agency

The staff and Governing Board members of AIPCS II agree to attempt to resolve all disputes between the District and AIPCS II 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 relation to the charter agreement between the District and AIPCS II, except any controversy or claim that in any way relates to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that relates in any way to revocation of this charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party

giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00pm or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director:
746 Grand Avenue
Oakland, CA 94610

To Coordinator, Office of Charter Schools:
171 12th Street
Oakland, CA 94610

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

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

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

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICY

Governing Law – Admission Requirements, if applicable—California Education Code Section 47605(b)(5)(H)

The Board of Directors shall determine all policies, processes, and procedures governing application, admission, and enrollment at AIPCS II. All students attending AIPCS II must follow the application, admission, and enrollment policies of the school. The application packet for admission to AIPCS II shall include information that allows students and parents to be informed about the 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 School. The application packet shall include:

- An enrollment guide outlining the enrollment process at AIPCS II
- Registration form which requests basic information about the prospective student
- AIPCS II mission statement and information about faculty and staff
- Historic overview of AIPCS II students’ academic achievement
- AIPCS II Family handbook (Appendix K)

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

By October 1 of each year, AIPCS II will notify the District in writing of the application deadline and proposed lottery date. AIPCS II 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.

Admission Criteria

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 AIPCS II 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.”

AIPCS II shall be open to all students at the appropriate grade levels who wish to attend within the minimum and maximum age requirements specified in applicable law. AIPCS II shall be open to all students without regard for the place of residence of students or parents within California except as provided in Education Code Section 47605(d)(2). If oversubscribed by the

application deadline, admission to AIPCS II, except for existing students, shall be determined by a public random drawing in accordance with the preferences given in the next section.

The only admission requirement is that students wishing to attend AIPCS II must follow the school's admission procedures with respect to completing applications, and enrollment forms and documents by the announced deadlines. Application deadlines, which will normally be in the winter for admission the following September, shall be coordinated with local public schools to give students and their parents opportunity to consider the full range of educational opportunities available to them.

There shall be no admission testing or other evaluation required of any applicant. AIPCS II shall not charge an application fee nor shall it charge tuition [California Education Code Section 47605(d)(1)]. AIPCS II will neither solicit nor require parent contributions to help fund AIPCS II's educational programs nor shall it require any monetary contribution as a condition for application, admission, enrollment, or participation in any of the school's required educational activities.

AIPCS II shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Education Code Section 47605(d)(1)].

Public Random Drawing and Preferences

If the number of students who apply to attend AIPCS II within each grade level by the application deadline exceeds the school'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(d)(2), preference in the public random drawing shall be provided in the following order of declining priority:

1. Siblings of currently enrolled students or graduate a AIPCS dependent of employee
2. Students residing within the boundaries of the District
3. All other students who wish to attend the School

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 await 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 added to the wait list in the order received. After the wait list has been exhausted or at the conclusion of the school year, the 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.

Conditions of Enrollment

Element 8

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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 standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

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.

PARENT ENGAGEMENT

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

Public School Attendance Alternatives

Element 12

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

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 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 will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Suspension/Expulsion and Dismissal Procedures

Governing Law: The procedures by which pupils can be suspended or expelled – California Education Code Section 47605(b)(5)(J)

AIPCS II will have a comprehensive set of suspension, dismissal and expulsion policies which are attached in Appendix N. The policies will be printed and distributed as part of AIPCS II's Student/Parent Handbook and will clearly describe the 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 prior to enrollment. These policies will provide all students with an opportunity for due process and will 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, AIPCS II will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973,

regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

A. Budgets

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

AIPCS II will ensure that it operates using a sound financial model. AIPCS II's budget (Appendix O) assumes total enrollment of 205 students (a conservative projection of future enrollment) in each year of the renewal term. The anticipated revenues are based on years of operating experience for the school, and estimates for the middle school revenue limit and categorical block grant given the proposed state budget. Financial estimates have been provided by Minh Co from Oakland's Office of Charter Schools.

In each of the years in the projected budget, staffing assumptions remain constant. Budget projections assume a revenue increase of 2% per year, which is a conservative increase relative to annual COLA rates in California over the previous 5 years. The budget and cash-flow also assume an increase in non-fixed expenditures of per year. This assumption is based upon historical financial data from the past years of operation.

Budget assumptions also include 1% oversight fee from the OUSD on state revenues and special education costs of \$525.23 per student as outlined in a December 7, 2010 email from Oakland's Office of Charter Schools financial accountant. Over the course of the 5-year renewal term, the school has budgeted \$583,187.11 paid to OUSD for special education services. Though AIPCS II is considering an alternative to the OUSD SELPA (as indicated in the special education section of this petition) the school has not finalized its decision and continues to explore its options. As a result, our 5-year budget projections are based on the district-provided numbers for remaining within the OUSD SELPA. Based on AIPCS II's current special education enrollment, the net cost of providing special education services through an alternative to the OUSD SELPA would be equal to or less than the costs of remaining within OUSD's SELPA. AIPCS II's budget will be updated to reflect these changes if the school alters its SELPA affiliation, but these changes--at worst--will be budget-neutral.

As this is a time of future economic uncertainty, AIPCS II created the included budget using a very conservative approach – a worst case scenario. Like the District, we are looking to cut expenses, find additional sources of revenue, and increase our reserves to make sure we can weather potential, short-term fluctuations in revenues and expenses.

B. Financial Reporting

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

C. Insurance

AIPCS II 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

D. Administrative Services

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

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

The District may charge for the actual costs of supervisory oversight of AIPCS II not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if AIPCS II 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. For purposes of this charter, "revenue of the charter school" means the general-purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Section 47632. Subject to availability, AIPCS II may request OUSD services on a pay-for-service basis.

The 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 Governance Board with substantial input from the Superintendent. The Superintendent develops all budget proposals and has latitude in determining how funds are best used within budget categories. The Governance Board delegates authority to the Superintendent to select vendors below a contract amount to be determined, but will retain overall responsibility for contract approvals. The Governance Board works with ADP for payroll services and to ensure compliance with state financial accounting procedures.

The Head of School will instruct the financial officer to prepare financial statements such as a balance sheet, income statement, and statement of cash flow. Financial statements are accessible to the independent auditor, school officers, OUSD, families of AIPCS II students and any Governance Board members who want to assess the school's financial condition. In addition, AIPCS II 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.

E. Facilities

Governing Law: The description of the type and potential location of the facility to be used by the charter school. –Education Code Section 47605(g)

AIPCS II is located at 171 12th Street, Oakland, California. It is a three story building owned by American Indian Model Schools. It is composed of twenty-five classrooms used by AIPCS II. There are six classrooms used by AIPCS.

If AIPCS II fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If AIPCS II moves or expands to another facility during the term of this charter, AIPCS II shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. AIPCS II shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

F. Transportation

AIPCS II may 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 AIPCS II, except as required by law for students with disabilities in accordance with a student's IEP. In these instances, transportation needs shall be handled by OUSD SELPA if the school operates as a public school of the District for special education purposes.

G. Audits

Governing Law: The manner in which annual, independent financial audit 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. — California Education Code Section 47605(b)(5)(I)

An annual independent fiscal audit of the books and records of AIPCS II will be conducted as required under the Charter Schools Act, Section 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law 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 Controllers Guide.

The AIPCS II Governance 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.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of 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 Director, along with the Governance Board, will review any audit exceptions or deficiencies and meet with the District with regard to resolution of audit exception or deficiencies to the satisfaction of the District. The AIPCS II 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.

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

To the extent that AIPCS II is a recipient of federal funds, including federal Title I, Part A funds, AIPCS II has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. AIPCS II agrees that

it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:

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

AIPCS II also understands that as part of its oversight of the school, the Office of Charter Schools may conduct a reasonable program review of federal and state compliance issues.

H. Closure Protocol

Element 16

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may possibly revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

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

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

CLOSURE ACTION

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

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of 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 OCS. Charter School shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of 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 the 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 the 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 the 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 the Alameda County Office of Education 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 the 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 the 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 the 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 the OCS.

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

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

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the 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 the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.
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 the OCS for the delivery and/or pickup 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 the OCS a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. 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 will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final 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.

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

These reports must be submitted to the CDE and the authorizing entity in the form required. If 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 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 wind-up 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 closeout, Charter School shall complete all actions required by applicable law, including but not limited to the following:

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

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end 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 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

FACILITIES

If Charter School is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition, renewal petition, or request for material revision, Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the

renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal. For any other use agreement, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the OUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education. In the event that a use agreement expires at the end of a charter term, and the charter is renewed but a new use agreement has not yet been approved by the OUSD Board of Education, the Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

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

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter

School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors

- (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

- (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:

- (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

- (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in OUSD's property insurance or, if Charter School is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF Charter School is co-locating or sharing the OUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the 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. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. 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 the 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.

“If AIPCS II] fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the OCS and/or the local planning department or equivalent agency. If Charter School moves or expands to another facility during the term of this charter, Charter School] shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Charter School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the OC Sand/or the local planning department or equivalent agency.”

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.”

ADMINISTRATIVE SERVICES

The District may charge for the actual costs of supervisory oversight of [AIPCS II] not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if [AIPCS II] is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.”

DISTRICT IMPACT STATEMENT/CIVIL LIABILITY EFFECTS

“[AIPCS II] must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools...”

“The District may revoke the charter of [AIPCS II] in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

“[AIPCS II] agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

AIPCS II is subject to District oversight.

- The District’s statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of AIPCS II.

- The District is authorized to revoke this charter for, among other reasons, the failure of American Indian Public High School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at OUSD cost, pursuant to its oversight responsibility, to reasonably audit American Indian Public High School books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school’s enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

[AIPCS II shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days’ notice to American Indian Public High School. When 30 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 related to AIPCS II operations is received by the District, AIPCS II shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools. This obligation for the OUSD 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 American Indian Public High School by law or charter provisions.

FISCAL MATTERS

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

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.

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

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office

of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- 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 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be

“classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

Charter School/District] shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. (Government Code section 3540 et seq.) Charter School shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.”

School Management Contracts

AIPCS II will be a self-managed entity that will follow the AIPCS II Governance Board and school management guidelines. American Indian Public Charter School has proven to have an effective management system during the past five years. AIPCS II has no intention of entering into a contract or any other agreements with an educational management organization.

VIII. IMPACT ON THE CHARTER AUTHORIZER

Governing Law: The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. California Education Code Section 47605(g)

Pursuant to the Education Code Section 47604(c), 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 obligations under the law. AIPCS II 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 AIPCS II.

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

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

The use of our facilities will have no impact on the District. The specific terms of the School's use of these facilities will be governed by the terms of the school's charter and related agreements and leases.

Element 9

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”

AIPCS II agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintain their charter authorization:

- AIPCS II is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of AIPCS II.
- The District is authorized to revoke this charter for, among other reasons, the failure of AIPCS II to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit AIPCS II books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school’s debt structure,
- Governance policies, procedures, and history,
- The recording and reporting of attendance data,
- The school’s enrollment process, suspension and expulsion procedures, and parent involvement
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements

AIPCS II shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days’ notice to AIPCS II. When 30 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 related to AIPCS II operations is received by the District, the AIPCS II shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by AIPCS II by law or charter provisions.

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

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

AIPCS II pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible charter proposal requesting a five-year term. Approval of the charter shall be governed by the standards and criteria in Education Code Section 47605.

PART B

Redline Copy of Original Petition

American Indian Model Schools
171 12th Street
Oakland, California 94607

American Indian Public Charter School II
Charter Renewal Petition
(Part A)
January 12, 2012

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INTRODUCTION

It has been nearly *five* years since American Indian Public Charter School II first opened its doors. A great deal has changed since then, both within the ~~District~~ OUSD and within ~~our schools~~ AIMS.

~~Four additional schools using the American Indian Model have opened, and all five are among the top performing secondary schools in the state. AIPCS II is the second highest performing secondary school in the state of California.~~

OUSD, too has shown significant growth. Despite these gains, 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.

~~AIM Schools are committed to academic excellence and the families they serve. Committed to academic excellence, American Indian Model are among the twenty highest performing schools in the country. AIPCS II's goal is to provide structure and accountability to enhance the academic student achievement of traditionally underserved urban students by:~~

- ~~1. Improving the academic achievement of all students through vigorous competition
Closing the achievement gap of educationally disadvantaged students~~
- ~~2. Building a solid academic foundation for educationally disadvantaged students~~
- ~~3. Focusing on student attendance
Supporting effective educators~~
- ~~4. Fostering an educational model that uses different and effective teaching methods~~
- ~~5. Providing a structured learning environment~~

~~We will continue~~ *We are also eager and excited to continue our contributing to the Oakland Unified School District's admirable mission to ensure that all students graduate as caring, competent, and critical thinkers, as well as fully-informed, engaged, and contributing citizens who are prepared to succeed in college and career.*

~~With Integrity,~~ *Thank you for your consideration.*

The Petitioners for American Indian Public Charter School II CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS AIPCS II' Increases in Pupil Academic Achievement Both Schoolwide and for All Numerically Significant Subgroups

~~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:~~ *In accordance with Education Code section 47607(a)(3)(A), the authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal. AIPCS II has demonstrated significant*

increases in pupil academic achievement both schoolwide and for all numerically significant subgroups.

AIPCS II' Increases in Pupil Academic Achievement Both Schoolwide and for All Numerically Significant Subgroups

In accordance with Education Code section 47607(a)(3)(A), the authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter school as the most important factor in determining whether to grant a charter renewal. AIPCS II has demonstrated significant increases in pupil academic achievement both schoolwide and for all numerically significant subgroups.

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 this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements at all public schools. in all public schools. California Education Code Section 47601(a)-(g)

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 establishment of charter schools should be encouraged.

AFFIRMATIONS/ASSURANCES-STATEMENT OF ASSURANCES

As the authorized lead ~~petitioners representative of the applicant group, I we, Claudia Walker and Kaytena Beckford,~~ hereby certify ~~that under the penalties of perjury that the information~~ submitted in this ~~application petition~~ for a charter for the ~~renewal of the a~~ charter for ~~California public charter school~~ American Indian Public Charter School II ("AIPCS II") located at:

171 12th Street Oakland , CA 94607

~~within the boundaries of the Oakland Unified School District ("District") is true to the best of our my knowledge and belief; and further, I we also certify that if granted a application charter the school: does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded the charter, AIPCS II:~~

- ~~1. Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non charter public schools. [Ref. Education Code Section 47605(c)(1)] Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.~~
2. ~~Employees shall be employees of American Indian Public Charter School II, a California nonprofit public benefit corporation. American Indian Public Charter School II shall operate AIPCS II and shall be deemed the exclusive public school employer of the employees of AIPCS II for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(0)] Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.~~
- ~~3 Shall not charge tuition. [Ref. Education Code Section 47605(d)(1) Will be nonsectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations]~~
- ~~4 Shall admit all students who wish to attend AIPCS II, and who submit a timely application, unless the School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. Except as provided in Education Code Section 47605(d)(2), admission to AIPCS II shall not be determined according to the place of residence of the student or his or her parents within the State. [Ref. Education Code Section 47605(d)(2)(A) (B)] Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.~~

- ~~5~~ Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the ~~forementioned characteristics~~). [Ref. Education Code Section 47605(d)(1)] *Will not exclude admission based on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.*
6. Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004. *Will 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.*
7. ~~Shall meet all requirements for employment set forth in applicable provisions of law including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]~~ *Will comply with all applicable portions of the 2001 reauthorization of the Elementary and Secondary Act (also known as "No Child Left Behind"). (20 U.S.C. § 6319.)*
8. ~~Shall ensure that teachers at AIPCS II hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]~~ *Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).*
- 9 ~~Shall at all times maintain all necessary and appropriate insurance coverage. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.~~
- 10 ~~Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D) . Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that "a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma," to remain eligible for generating charter school apportionments.~~

- ~~11. If a pupil is expelled or leaves AIPCS II without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)] Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.~~
12. ~~Will follow any and all other federal, state, and local laws and regulations that apply to AIPCS II including, but not limited to: Will 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.~~
- ~~A. AIPCS II shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.~~
 - ~~B. AIPCS II shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.~~
 - ~~C. AIPCS II shall comply with any jurisdictional limitations to the location of its facility.~~
 - ~~D. AIPCS II shall comply with all laws establishing the minimum and maximum age for public school enrollment.~~
 - ~~E. AIPCS II shall comply with all applicable portions of the No Child Left Behind Act.~~
 - ~~F. AIPCS II shall comply with the Public Records Act.~~
 - ~~G. AIPCS II shall comply with the Family Educational Rights and Privacy Act.~~
 - ~~H. AIPCS II shall meet or exceed the legally required minimum of school days.~~
13. *Will comply with the requirement set forth in Education Code section 47605(d)(3) that "[i]f a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information."*

14. *Will 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, §5; and MGL c. 89, 71 § (f) and (I).*
15. *Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).*
16. *Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.*
17. *Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.*
18. *Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).*
19. *Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.*
20. *Will comply with “[a]ll laws establishing minimum age for public school attendance,” as required by Education Code section 47610(c).*
21. *Will operate in compliance with generally accepted government accounting principles.*
22. *Will maintain separate accountings of all funds received and disbursed by the school.*
23. *Will participate in the California State Teachers’ Retirement System and other retirement systems, as applicable.*
24. *Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.*
25. *Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(l).*
26. *Will at all times maintain all necessary and appropriate insurance coverage.*
27. *Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.*
28. *Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.*
29. *Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government Section Code 54950 et seq.)*

- 30. *Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).*
- 31. *Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.*
- 32. *Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.*
- 33. *Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.*
- 34. *Will share best practices with schools deemed to be underperforming by the Oakland Unified School District as an effort to support OUSD in providing quality school throughout the city of Oakland.*

Signature

Date

Print Name

~~As the authorized representatives of the applicant, we hereby certify that the information submitted in this application for a charter for American Indian Public Charter School II to be located in Oakland is true to the best of our knowledge and belief; we further understand that if awarded a charter, the school will comply with all assurances listed above.~~

- PETITION ADVISORY GROUP

Petition Advisory Group Statement

The school community of American Indian Public Charter School II is interested in ~~providing~~ creating a ~~the school a K-8th grade education with a strong academic~~ middle school with a strong emphasis on English-Language Arts Literature and Mathematics for inner-city students from socio-economically disadvantaged families as well as others interested in attending the school. It is our ethos that ~~an~~ a strong excellent academic background in English-Language Arts, Literature, Mathematics, History, Science, ~~and~~ Fitness, with ~~an~~ emphasis on family structure and ~~accountability-discipline~~, are the pillars ~~necessary-of an-~~ for an effective academic program ~~that will~~ which enable students to attain a higher education and become productive members of ~~in-a free-market~~ capitalistic society.

The AIPCS II advisors represent a diverse group of individuals interested in ~~family culture~~ and high academic standards for the *target* student population who will attend American Indian Public Charter School II. The Advisory Group is not the AIPCS II Governance Board, although all AIPCS II Governance Board members are part of the Advisory Group.

Petition Advisory Group Members

Steven Leung, President of the Board of Directors - Mr. Leung has served as President of the American Indian Model School Board of Directors for a year and has been a member of the board since 2012. Mr. Leung also has an extensive background in financial management and currently runs his own investment firm.

Toni Cook - Board Director Cook has served American Indian Model Schools for nearly three years. Ms. Cook is now the Dean, Counseling & Special Programs director at the College of Alameda. Prior to earning this position, Ms. Cook was the Director of EOPS/CARE/CalWORKs/Cougar Scholars (foster youth program) for the same college.

Benson Wan - Director Wan graduated from the University of California, Berkeley with a major in Architecture and minor in City Planning. Director Wan has twenty years of public project management experience and is very familiar with the policies and procedures involved. He is a parent who has served on FAC and SSC.

Dr. Clifford Thompson - Director Thompson's experience in education dates back decades. In addition to being a public high school principal and administrator, Dr. Thompson teaches multicultural education, values, and ethics in educational leadership, communication, human resources in education, law, school finance, and action research.

Maya Woods-Cadiz - Superintendent Ms. Woods-Cadiz entire 25-year career has been spent working as an educator. Superintendent Woods-Cadiz has served as Superintendent of the American Indian Model School for approximately 18 months. Prior to her arrival, Superintendent Woods-Cadiz was an administrator at Convent of the Sacred Heart in San Francisco. Superintendent Woods-Cadiz has also served students as a teacher, public school principal, director, and professor.

Dr. Elston Perry –Dr. Perry has been the Head of School for AIPCS & AIPCS II since the June 2016 school year. He began his 4 year tenure at AIMS (American Indian Model Schools) as a middle school teacher.

Dr. Ben Chavis is the Founder of the American Indian Model Schools in Oakland, California. His educational philosophy is marked by a no-nonsense approach to student improvement. Dr. Chavis's academic specialties are school finance, curriculum, instruction and administration. He has extensive experience as a public school teacher and administrator.

Mr. Jordan Locklear is the Secretary of the American Indian Model Schools' Board of Directors. He is a graduate of American Indian Public High School and currently attends the University of California, Berkeley, where he is a student athlete competing in track, field and cross-country.

Mrs. Judi Marquardt-Norris is a member of the American Indian Model Schools' Board of Directors. She also serves on the AIM Schools' Family Advisory Committee. Mrs. Marquardt-Norris is the owner of Marquardt Property Management. She volunteers with various groups in the Oakland community, including Random Acts of Kindness, Healthy Living Festival, Oakland PAL, Relay for Life and Lend A Hand Foundation.

Mr. Chris Rodriguez is a member of the American Indian Model Schools' Board of Directors. He is a senior associate in the Litigation Department of Pillsbury Winthrop Shaw Pittman. Mr. Rodriguez's experience encompasses a wide variety of traditional civic matters, health care issues, property disputes, and corporate governance matters.

Mr. Ruben Ruiz has extensive experience as both an elementary school teacher and principal in K8 schools in Arizona. Under his leadership, schools in Phoenix and Tucson have moved from Underperforming to Performing and from Performing Plus to Highly Performing. He served in Desert Storm with a Tank Battalion.

Mr. Michael Stember is the President of the American Indian Model Schools' Board of Directors. He is the managing director of Pacific Edison, LLC, based in Santa Monica, California. Mr. Stember is experienced in renewable energy, business development and commercial real estate.

Mrs. Claudia Walker currently serves as the Lead Site Administrator of American Indian Model Schools. She joined AIM Schools in 2006 as a 6th grade teacher. Before joining AIM Schools, Mrs. Walker worked as a financial analyst in New York.

Summary of Necessary Background Critical to Charter School Success

	Curriculum	Instruction	Assessment	Finance	facilities_	Business Management Organization	Governance Administration
<i>Dr. Elston Perry</i>	x	x	x	x	x	x	x
Maya Woods-Cadiz	x	x		x		x	x
Erin Oh	x	x	x			x	x
Susan Schickman				x		x	x
Steven Leung				x	x	x	x
Rob Mayfield						x	x
Toni Cook	x	x	x			x	x
Benson Wan				x	x	x	x
Dr. Clifford Thompson	x	x	x			x	x

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law:

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

-California Education Code Section
47605(b)(5)(a)

Mission Statement

~~The focus of AIM Schools (AIPCS II) is family, accountability, and excellent student attendance (99.5%). [See Appendix A]. We will provide AIPCS II students in K-8th grades with an education that will enhance their academic skills in English language arts, mathematics, science, social science, humanities, and physical fitness, in order to compete in a free market capitalistic society. This effort will be between family, business, community, and school. AIPCS II exists to prepare all students, especially those who have been traditionally underserved, to successfully enter AIPCS II or another high performing high school. With the ultimate goal being admission to a four-year college after graduation from high school, and completion of, at minimum, a four-year degree.~~

Vision

AIPCS II will cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations in attendance, academic achievement, social justice and character development will result in our students achieving lifelong success.

Values

At AIPCS II we value:

- *Commitment to excellence in all that we do*
- *Pursuit of wisdom and knowledge as intrinsically valuable*
- *Recognition of dignity and worth of every human being*
- *Building of community and family*
- *Social awareness and justice that leads to action*
- *The continued preservation and development of American Indian Model Schools methodologies customized for 21st century learners and educators.*

Educational Philosophy

Summary

~~American Indian Public Charter School II is distinctive for the excellent academic performance of its minority, socio-economically disadvantaged student body. The school's API scores in 2008, 2009, and 2010 were 919, 932 and 974. In 2010, AIPCS II was honored as a California Distinguished School. With an API of 990 in 2011, AIPCS II tied with AIPCS and was the second highest performing middle school in California (See Appendix B). Poor minorities in the inner city tend to be enrolled in low performing schools that leave them unprepared for college and the work force. American Indian Model Schools, like AIPCS II, have reversed that tendency by providing traditionally underserved students strong academic skills for a promising future. AIPCS II's rigorous, standards-based curriculum focuses on English Language Arts, Mathematics, Science, Social Studies, and physical fitness. The middle grades are 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. AIPCS II will provide students an opportunity to do so in a structured learning environment. AIPCS II will instill the values of mutual respect and hard work.~~

~~Research shows that small class size does often contribute to higher levels of academic success. At AIPCS II, small, self-contained classes have resulted in higher attendance rates (99%), reduced dropout rates (0%), and increased academic performance for our minority students of socio-economically disadvantaged backgrounds. With fewer students in a classroom, AIPCS II~~

teachers can better meet students' needs and provide them with structure and personalized attention. This ensures that no student is left behind and forgotten.

AIPCS II's extended year calendar provides increased opportunities for targeted intervention to assist low performing students (See Appendix C). Through this process, AIPCS II provides an environment that ensures students continue to not only meet, but exceed the English Language Arts, Mathematics,

Science and Social Studies requirements on California standardized tests. *AIPCS II will provide a rigorous, standards-based curriculum with a focus on language arts, mathematics, science, social studies, foreign language, performing arts, and college planning. This model has proven to be successful at American Indian Public Charter School II throughout the term of its previous charter. The school finished the 2013 school year with an API score of 971 and a three year API average of 978. In 2006, AIPCS II became the first public school in Oakland, California to win the national "Blue Ribbon" award. For five consecutive years, from 2006-2011, the school was honored as a National Title I Distinguished School, one of only two nominees from California.*

Since the K-8th grades are formative years when students are seeking answers to fundamental questions about life, identity, values and standards, AIPCS II provides a structured learning environment where students have an opportunity to explore and find answers to their questions. In addition, AIPCS II instills in students the values of mutual respect, hard work and self-discipline to prepare them to be educated and responsible citizens. AIPCS II is structured with a disciplinary system that rewards hard work and productivity. AIPCS II students learn to be responsible for their course work and their actions. They learn to take pride in their efforts and consequent academic successes. AIPCS II has high expectations for its students, pushing them to achieve to the best of their abilities and to be motivated, life-long learners.

AIPCS II has proven that a focus on English Language Arts, Mathematics, Science, Social Studies, Foreign Language and Physical Education; self-contained classrooms; the continuation of an extended year calendar; and hard work and self-discipline will provide increased opportunities for targeted intervention to assist low performing students. Through this process, AIPCS II will provide an environment that will ensure that students continue to not only meet, but exceed the academic requirements on California standardized tests. *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 can better meet the needs of those students. At AIPCS II small, self-contained classes have resulted in higher attendance rates and increased academic performance for our minority students of socio-economically disadvantaged backgrounds. Additionally, an extended-year calendar will provide increased opportunities for targeted intervention to assist low-performing students.*

These self-contained classrooms, which are focused on English language arts, math, science and social studies, PE, as well as rigorous engagement, provide an environment that will ensure that students not only continue to meet, but exceed the academic requirements on California standardized tests.

Students to be Served

AIPCS II seeks to serve a heterogeneous group of ~~students up to 250 students in grades 6-8. K-8.~~ American Indian Public Charter School II will recruit and strive to serve a diverse student population that reflects the community's population. *The school will strive to serve a diverse student population.*

~~The students' primary interests should be acquiring the knowledge and skills required in the 21st century. AIPCS II students will be respectful, have strong academic skills, and be dependable citizens who are prepared to contribute meaningfully to our free market capitalistic society. The students' backgrounds will represent the heterogeneity found in the population of Oakland, which draws its students from seven different districts within OUSD and over seventy elementary and middle schools. The students from these widely varied schools create a heterogeneous group in that they live in areas ranging from densely populated urban centers to some of the wealthiest suburban communities in the nation; socioeconomically they range from 97% of a school's population qualifying for free and reduced lunch to just 1% qualifying; ethnically/racially they represent all seven of the primary groups tracked by CDE; academically their elementary schools' performance in state rank/similar school rank ranges from 1/10 to 10/10.~~ *AIPCS II 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, which draws its students from 60 elementary schools. The students from these widely varied schools create a heterogeneous group in that they live in areas ranging from densely populated urban centers to less populated suburban communities.*

AIPCS II's goal is to provide minority and socio-economically disadvantaged students with strong academic skills in ~~English~~ language arts, mathematics, science, social studies, foreign language, art, and physical education.

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 AIPCS II students learn how to understand and critically analyze the information they encounter. One of AIPCS II's chief goals is to furnish students with strong academic skills by providing ~~increase 90 minutes of language arts instructional~~ instruction each day. ~~time in English Language Arts each day.~~ Through a rigorous study of ~~English~~ language arts, 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~~ language arts, AIPCS II students will be better equipped to understand the material covered in other subjects, *such as history. In order to be a competent member of society and to succeed in postsecondary education, students must be competent readers.*

To meet the demands of the 21st century, students also need a rigorous curriculum in *mathematics*. ~~The 21st century is rapidly transforming into a technological and scientific era where an understanding of numbers and their operations, abstractions, and so forth, is imperative to becoming a productive member of society. Mathematics is the core language needed to pursue scientific and technical endeavors. To be productive members of the 21st century, AIPCS II students will have a knowledge and understanding of Mathematics and its applications.~~ *AIPCS II*

students will be required to take 90 minutes of math each day beginning sixth grade with general math and finishing eighth grade with Algebra I. 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.

~~AIPCS II kindergarten students will take 60 minutes of Mathematics and 60 minutes of English-Language Arts; first grade students will take 65 minutes of Mathematics and 60 minutes of English-Language Arts; second grade students will take 70 minutes of Mathematics and 70 minutes of English-Language Arts; third grade students will take 70 minutes of Mathematics and 70 minutes of English-Language Arts; and fourth grade students will take 70 minutes of Mathematics and 75 minutes of English-Language Arts. AIPCS II students will be required to take at least 90 minutes of Math each day beginning in fifth grade with general Math and finishing eighth grade with Algebra I. To prepare students to be educated people in the 21st century, we will instill in them ~~the values of hard work~~ a strong work ethic and self-discipline. AIPCS II will ~~be have~~ a highly structured ~~with a tough~~ disciplinary-system based on intrinsic high expectations supported by extrinsic reinforcements that are restorative in nature. ~~that~~ rewards hard work and productivity. AIPCS II 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.~~

How Learning Best Occurs

~~Socio-economically disadvantaged students who have a strong and structured academic foundation are more likely to succeed in school and life. According to a study conducted by education researchers Lance T. Izumi and Harold C. Doran (2004), a structured classroom environment and teacher-centered curricular approaches are proven to be more successful with urban minority and socio-economically disadvantaged students than other approaches. As a result, AIPCS II will keep incorporating this teacher-centered environment, which has been extremely successful in the past four years.~~

~~In addition to structure, family involvement is necessary to create an optimal learning environment. Throughout the year, families and community members will be continuously encouraged to participate in AIPCS II students' education. It is through a system of productive working relationships that boundaries and expectations will be established. Most importantly, students will consistently be encouraged to work together as a family. The concept of working as a family will be incorporated into the AIPCS II curriculum.~~

~~AIPCS II (K-8th grades) aims to build motivated students who are prepared to enter high school and college. The curriculum will be rigorous with instruction designed for active engagement in the academic learning process. Small classrooms and a structured learning environment with emphasis on English-Language Arts, Mathematics, Science, and Social Science will be featured to ensure students build a strong academic foundation. The classroom structure incorporates a~~

social skills program that will create a forum for reinforcing respect among students and AIPCS II staff.

Students at AIPCS II will build productive relationships with motivated teachers who will provide them with a better chance for higher academic achievement.

Strong administrative leadership, excellent teachers, family involvement and a structured learning environment that focuses on hard work and academics will come together to create the best learning environment. Traditionally, AIMS has preferred a teacher-centric approach toward learning. However, given the requirements of the Common Core standards, and 21st century learning, a teacher centered environment is not enough to ensure that our students are creative critical thinkers and producers. While AIPCS II will not eliminate all of the practices that are associated with Teacher Centered Instruction, we will also be including practices from Marzano's Nine, 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.

Socio-economically disadvantaged students are more likely to succeed in school and life if they have a strong academic foundation. The key to a successful middle school is strong administrative leadership, excellent teachers, and a structured learning environment that focuses on positive culture and rigorous academics. Families and community members will be continuously encouraged to participate in students' education 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. We will continue to incorporate the concept of working as a family into the AIPCS II curriculum by offering teachers training in social-emotional learning.

AIPCS II aims to build motivated students who are prepared to enter high school and college. The curriculum will be rigorous with instruction designed for active engagement in the academic learning process. Small classrooms and a structured learning environment with emphasis on language arts, writing, math, science, and social science will be featured to ensure students build a strong academic foundation. This classroom structure incorporates a social-skills program that will create a forum for reinforcing respect among students and AIPCS II staff.

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

Program Design

AIPCS II's educational program is founded on the belief that high expectations lead to high-achieving students. AIPCS II courses will prepare students to exceed the California Content Standards for the relevant subjects at each grade level. AIPCS II believes its academic success will be based, in part, on the emphasis placed on English-language arts and mathematics. AIPCS II will be a site-based school for students in kindergarten through eighth grade up to 250 students in 6th-8th grade. The student-to per teacher ratio will be less than range from 18:1 to 25: to 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 (See Appendix D). AIPCS II will work closely with American Indian Public Charter School I, Stanford Academic Institute of Learning (SAIL), Johns Hopkins University CTY program, and other Bay Area community organizations to provide services for AIPCS II students. AIPCS II also believes that homework is a crucial part of the learning process for students. Tutorial services are mandatory for all students who test below grade level on California STAR tests or whose grades or classroom performance suggest additional support. *Additional support and learning opportunities will happen before 8:30am, between 3:30 and 4:30, and on weekends, as necessary to ensure the success of all students. AIPCS II will partner with afterschool agencies such as Learning for Life to provide an enrichment program between 4:30 and 6:00pm. AIPCS II will also work closely with American Indian Public Charter School II, Johns Hopkins University CTY program, Berkeley's Academic Talent Development Program (ATDP) and other Bay Area community organizations to provide services for AIPCS II students. At AIPCS II, 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 a core 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.*

The ~~school setting~~ environment will be small and personalized. ~~a family environment.~~ Research shows that *small schools allow* such a setting allows students and teachers to develop more intensive, long-term relationships that enable better conditions for teaching and learning. AIPCS II will provide these opportunities to its *students and faculty* through its small size. ~~average student to teacher ratio of less than 25 students per teacher.~~ In addition, AIPCS II will facilitate productive teacher sees during a given academic term. ~~student relationships by minimizing the number of different students each teacher sees during a given academic term.~~ Classes will be self-contained, with each teacher responsible for instruction in *mathematics, english-Language Arts, history, and science*. In addition, whenever possible, teachers will loop with their students in a rotation that includes *sixth, seventh, and eighth grade. kindergarten through second grade, third through fifth grade, and sixth through eighth grade.* 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 highly qualified teachers who are well supported and trained in the American Indian Model of Education (See Appendix E). Core 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 careers. In establishing a

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~~Izumi, Lance and Yan, Xiaochin Claire, *Free to Learn*, (San Francisco: Pacific Research Institute, 2006)~~

professional teaching environment, AIPCS II 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.

Teaching Methods-Pedagogy (Teaching Methods)

AIPCS II's ultimate goal is to ~~begin equip preparing~~ students for the rigors of high school and college *while preparing them for a lecture-based environment*. ~~The primary approach~~ in the top universities is direct, lecture-based instruction. *This process calls for students to be independent critical thinkers who can engage meaningfully with academic discourse. AIPCS II teachers use student centered pedagogy that builds off of direct instruction as a critical component of a full lesson cycle.*

~~To ensure that students develop the skills required to succeed in a lecture-based system, and because it has proven highly effective in previous years, a vast majority of the curriculum will be delivered through direct, lecture-based instruction.~~

Differentiated Instruction

Differentiated Instructions: Teachers will adapt *learning experiences to match a student's zone 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. teach to the level of the highest performing students.* ~~Differentiation will take place in the classroom, but will be represented primarily by the assistance of lower performing students outside of regular class time.~~ Students who are not achieving academically will participate in small-group tutoring with their classroom teacher, a resource teacher, or a student tutor. ~~from American Indian Public High School.~~

Inquiry-based instruction: Essential questions will direct the curriculum content with primary sources (ie: 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 importantly, inquiry-based instruction allows students to develop the strong communication, leadership, and teamwork skills necessary to succeed in a multicultural global economy.

Pre-AP vertical teaming: Students will learn the analytical and critical thinking skills necessary to be successful on the Advanced Placement exams they will take as high school students. 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 AIPCS II will offer a foundation of academic content knowledge in six primary content areas and Physical Education/Health to prepare students to enter a high achieving, college preparatory high school. These subjects include the six core academic content areas of English-Language Arts, Mathematics, Science, and Social Studies; Foreign

Language; and the Arts. Electives may be offered in addition to the primary subjects. The curriculum will be rigorous, requiring the hard work of students to ensure their success.

The students who enroll at AIPCS II will be provided a structured learning environment to enhance their academic skills. The school's curriculum will be aligned with state academic standards. Students with special learning needs will be mainstreamed into the classrooms, while also receiving individual attention to ensure the level of support required to help them succeed.

Since many college-bound students enrolling in science or engineering programs will be required to take calculus as a prerequisite for their majors, we want to adequately prepare our students to accomplish this goal by requiring all seventh graders at AIPCS II to take accelerated seventh grade math and all eighth graders to take Algebra 1. This sets them on the right academic track for advanced math in high school.

To begin preparing students for the rigors of the advanced placement classes they will take in high school, AIPCS II's curriculum ~~will be structured to~~ has developed a *pre-AP/vertical teaming curriculum* to help students acquire the critical thinking, problem solving, and reasoning skills that they will need to succeed in those courses. This curriculum is interdisciplinary in nature, drawing from standards in ~~math~~ Mathematics, English, history, science, and visual arts. It may also contain material from current events, politics, and students' are expected to draw from their own ~~ex personal~~ own-experiences. The focus is to ~~improve student thinking and writing skills. In addition, AIPCS II will set students on the right academic track for advanced Mathematics in high school and college by requiring all eighth graders to take Algebra I.~~ *on improving student thinking and writing skills.*

Curriculum Committee

Purpose: *A curriculum that is both adaptable and robust is essential for students, teachers, and families at AIPCS II. As needed, in an effort to meet the many changes in the scope of education in California, the curriculum development process will be supported by a committee consisting of teachers, administrators, parents, superintendent, and Board members.*

The Curriculum Committee is designed to support the mission of AIPCS II, via research, curriculum development, and review of recommendations for changes in curriculum and/or primary learning materials brought to the committee by each grade level lead teacher. In-depth discussions on the research and recommendations will take place in these committee meetings. After approval by the Curriculum Committee, potential curricular changes will be communicated to AIMS stakeholders for the opportunity to provide feedback. Recommendations, based on Curriculum Committee discussions and community feedback, will be made to the Board for consideration and approval.

The Curriculum Committee will be expected to present all curriculum material changes no later than the first Board meeting in March. Before presenting the final changes to the Board, the community will have an opportunity to examine materials and other changes prior to seeking

Board approval.

Curriculum Committee Structure and Meetings

Curriculum Committee meetings should take place on a regular basis. The agenda will be set by site administration, with input from lead teachers, after consulting any relevant updates from Alameda County Office of Education liaisons. Minutes will be taken at each meeting and distributed to all members. Minutes will also be posted on the District website.

Curriculum Committee members: administrators, 1 parent representative, board liaisons, lead teachers, administrators, and superintendent

A Curriculum Committee member who has a conflict of interest in any curricular change or learning material proposed or pending before the committee shall disclose such interest.

Curriculum roadmaps, Common Core endorsed reading materials, online curriculum toolkits, AIPCS II-curated materials, eReaders, and state-approved textbooks aligned with state standards provide the content basis for courses of study. AIPCS II believes that investing in curriculum supports that will easily adapt to cutting-edge research and best practices will provide an outstanding framework for standards-based instruction. The highly qualified staff will be the driving force of the AIPCS II curriculum.

~~State approved textbooks aligned with state standards provide the content basis for courses of study. AIPCS II believes that investing in exceptional textbooks will provide an outstanding framework for standards based instruction. The textbooks, in addition to the highly qualified staff, will be the driving force of the AIPCS II curriculum (See Appendix F).~~

~~The following curriculum provides the foundation for AIPCS II to meet State Content Standards:~~

- ~~a) **English:** structured around the California and Common Core standards for each grade level, utilizing state approved curriculum:~~
 - ~~i. teach the five pillars of comprehensive literacy instruction (phonemic awareness, phonics, vocabulary, comprehension, and fluency)~~
 - ~~ii. teach reading and language arts as central to all academic subjects and as a means for obtaining and communicating information.~~
 - ~~iii. teach the fundamentals of spelling and grammar.~~

- ~~i.~~

English Language Arts: using curriculum roadmaps selected by Curriculum Committee (ie: Wheatley Portfolio, Engage NY, etc.) the school will select appropriate novels, short stories, excerpts, informational texts, and works of art as the primary sources of an interdisciplinary curriculum.

1. *Reading: students will practice text-based questions using a variety of literary and informational texts. Students will practice real world reading skills, reading from forms of technology,*
 2. *Writing: using a Writer's Workshop model, students will practice the 6+1 Traits® of writing. Students will practice a rotation of expository writing, creative writing, poetry, journalism, business communication, and scientific writing.*
 3. *Speaking and Listening: students will regularly use the format of Socratic Seminar in order to synthesize reading and writing prompts. Students will also practice gathering information from audio presentations.*
 4. *Language: teachers will instruct using AIPCS II-curated grammar documents, grade-appropriate AIMS academic vocabulary lists, and other mechanical supports.*
5. *Summer reading programs, excerpts, and supplemental reading must be pulled from AP Title List.*
- iv. ~~teach students the necessary skills for researching information, taking notes, organizing ideas, developing an outline, using the dictionary, editing and revising.~~
 - v. ~~teach oral communication skills through presentations, class discussions, reports, and collaborative activities.~~
 - vi. ~~teach the mechanics of expository writing, narrative writing, poetry, etc., and provide students with lessons on how to introduce, organize, and develop their thoughts through writing.~~
 - vii. ~~have a balanced instructional approach of writing, reading, and language study (grammar, spelling, and other forms of word work)~~
1. ~~Houghton Mifflin and Harcourt California Reading, 2007. Teacher's edition, Medallion Bundle, Practice book, Student edition and Teacher's resource package at K through 5th grade level.~~
 2. ~~Holt Literature and English Language Arts, Mastering the California Standards, Reading, Writing, Listening and Speaking for Grades 6-8. Holt, Rinehart and Winston, 2003.~~
- b) ~~Mathematics: structured around the California and Common Core standards for each level, utilizing state-approved curriculum:~~
- i. ~~cover the grade level curricular content specified in *Mathematics Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 1999).~~
 - ii. ~~teach content and learning experiences in mathematics that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics.~~
 - iii. ~~teach fluency with traditional (abstract) mathematical concepts, statistics, and computation skills.~~

- iv. ~~teach mathematics with scientific quantification to emphasize the relationships between math, science, and technology.~~
- 1. ~~Houghton Mifflin and Harcourt California Math, 2009. Teacher and Student edition, with complete Equipment Kit that includes the material for each of the mathematics activities at Kindergarten through 5th grade level.~~
- 2. ~~Scott Freeman, Addison Wesley, EnVision Math, California workbook for Kindergarten through 5th grade level, 2009.~~
- 3. ~~California Middle School Mathematics, Concepts and Skills, Course 1 and 2, for 6th and 7th grade. McDougal Littell, 2006.~~
- 4. ~~Algebra I: North Carolina Edition: for 8th grade, Glencoe and McGraw Hill, 2004.~~
- ii. *Mathematics: structured around vetted Common Core curriculum that underline strong standards for mathematical practices:*
 - 1. *Cover the grade-level text specific to each grade: 6th grade math, 7th grade accelerated math, 8th grade algebra*
 - 2. *Teach*
 - a. *Make sense of problems and persevere in solving them.*
 - b. *Reason abstractly and quantitatively.*
 - c. *Construct viable arguments and critique the reasoning of others.*
 - d. *Model with mathematics.*
 - e. *Use appropriate tools strategically.*
 - f. *Attend to precision.*
 - g. *Look for and make use of structure.*
 - h. *Look for and express regularity in repeated reasoning.*
 - 3. *Use new information to support priority clusters.*
 - 4. *Emphasize standards according to Student Achievement Partners to support grade-level fluency measures.*
- e) ~~Science: structured around the state standards for each grade level, utilizing state approved curriculum:~~
 - i. ~~present an effective science curriculum using the grade level, instructional strategies and assessment guidelines outlined in *Science Framework for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2004).~~
 - ii. ~~teach content and learning experiences in science that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics.~~
 - iii. ~~provide a science program that combines the core sciences of biology, physics, and chemistry.~~
 - iv. ~~teach students to use the scientific method to identify a problem and pose relevant questions, state a hypothesis, conduct an experiment, understand the variables, analyze the data, and reach a conclusion or solution that serves as the hypothesis for the next round of inquiry.~~

- iii. **Science:** *the curriculum is based on the Next Generation Science Standards (NGSS) with an emphasis on the use of 21st century engineering and technology. Pacing is structured around the NGSS roadmap of integrated model standards, arranged by topic.*
 - 1. *Science curriculum will be vertically aligned to AP Physics, AP Biology, AP Chemistry, and AP Environmental Sciences.*
- a. *Staff will be trained in pre-AP vertical alignment as well as NGSS.*
- b. *Administrators will connect AIPCS II to AP College Board at a national level, and share resources with teachers.*
- c. *The curriculum will support 8th grade students to be equipped to succeed in AP courses.*
 - 2. *The curriculum will be task-based in nature, and the students will participate in 2-3 expeditionary, service, and/or museum trips per year.*
 - 3. *Teachers will teach skills aligned with Common Core English Language Arts Standards: Science & Technical Subjects.*

Partnering with organizations that converge NGSS with Common Core, AIPCS II will provide teachers with materials to execute experiments, visual models, and needed resources to support usage of the scientific method and experimental design.

- 1. ~~Houghton Mifflin and Harcourt California Science System. Teacher and Student edition. Complete resource Equipment Kit that includes the material for each of the science activities at Kindergarten through 5th grade level. Houghton Mifflin Harcourt Science, 2007.~~
 - 2. ~~Science Voyages: Earth Science 6th grade, California Standards Edition: Glencoe, 2001.~~
 - 3. ~~Science Voyages: Earth and Physical Sciences and Life Science 7th grade, California Standards Edition: Glencoe, 2001.~~
 - 4. ~~Science Voyages Physical Science and Earth and Life Science 8th grade, California Standards Edition: Glencoe, 2001.~~
- d) ~~History and/ Social Studies; structured around the state standards for each grade level, utilizing state approved curriculum: inquiry-based learning through Common Core English Language Arts Standards: ___ and California Standards as a content pacing guide.~~
- 1. ~~History/Social Studies curriculum will be vertically aligned to AP World History, AP US History, AP Economics and AP Government with considerations for the grade-level prescriptions outlined by the California Standards for History/Social Studies.~~
 - a. ~~Staff will be trained in pre-AP vertical alignment as well as NGSS.~~
 - b. ~~Administrators will connect AIPCS II to AP College Board at a national level, and share resources with teachers.~~

- c. The curriculum will support 8th grade students to be equipped to succeed in AP courses.
 - 2. Provide access to primary sources, instructional strategies, and assessment guidelines relevant to grade-level.
 - 3. Support teachers with resources to teach geography, global perspectives, and college-like courses (ie: political science, anthropology, philosophy, etc.)
- i. ~~present an effective history and social science curriculum using the grade-level considerations, instructional strategies, and assessment guidelines outlined in *History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2005).~~
 - ii. ~~teach content in history and social science that allows students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for core academics.~~
 - iii. ~~teach students a global perspective of history and social science by studying other nations.~~
 - iv. ~~teach culture of societies, both ancient and modern, through archaeology, anthropology, history, and geography.~~
- 1. ~~Houghton Mifflin and Harcourt California History-Social Science, 2007. Teacher and Student edition with focus on school and family level K through five. Resource Equipment Kit that includes material for social science activities at kindergarten through 5th grade level.~~
 - 2. ~~Ancient Civilizations (6th grade), textbook and workbooks: McGraw Hill Glencoe, 2006.~~
 - 3. ~~Medieval and Early Modern Times (7th grade), textbook and workbooks: McGraw Hill Glencoe, 2006.~~
 - 4. ~~Creating America: Beginnings through WWI (8th grade), textbook and workbooks: McGraw Hill Glencoe, 2006.~~
- v) ~~Foreign Languages-World Language: structured around the state standards for appropriate grade levels with the purpose of exposing students to new languages so that they are prepared to make an informed decision when selecting language course in high school.~~
- 1. ~~Mandarin and Spanish will be offered as world languages.~~
 - 2. ~~Grammar and linguistic functions will be emphasized in world language courses~~
- i. ~~teach world languages' curriculum using the grade level considerations, instructional strategies, and assessment guidelines outlined in *Foreign Language Curriculum Framework K-12* (California Department of Education, 2001).~~

- ii. ~~teach content and learning experiences in world languages that allow students to develop the skills, knowledge, and attitudes necessary to meet measurable student outcomes for critical thinking and core academics.~~
 - iii. ~~teach Mandarin as the required foreign language.~~
 - iv. ~~teach an integrated approach in which reading and the English Language Arts facilitate and reinforce language fluency in Mandarin.~~
1. ~~Chinese Language for Primary Schools textbook supported by iFlashbook with supplemental materials from BetterChinese.com. Panpac Education, 2008.~~
 2. ~~Integrated Chinese Level 1—Part 1, Third Edition. Cheng and Tsai Company Inc., 2009.~~

vi.) Visual and Performing Arts: structured around an interdisciplinary core. Teachers will use the assessment guidelines outlined by *Visual and Performing Arts Framework for CA Public Schools* (California Department of Education 2012).

1. *Grade-level teams will determine a culminating task or exhibition to support students in display of art (ie: art exhibition, grade-level play, etc.)*
 - i. ~~provide an effective visual and performing arts curriculum using the grade-level considerations, instructional strategies, and assessment guidelines outlined in *Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2003).~~
 - ii. ~~teach content and learning experiences in the visual and performing arts that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics.~~
 - iii. ~~teach content by embedding curriculum in other core classes, promoting project-based learning that encourages a visual and performing arts component, and through after-school arts programs.~~

g) ***Physical Education and Health***: structured around the state standards for each grade level:

- i. teach the grade level curricular content specified in *Challenge Standards for Student Success: Physical Education* (California Department of Education, 1998) and *Moving into the Future: National Standards for Physical Education: A Guide to Content and Assessment* (National Association for Sport and Physical Education, 1995).
- ii. teach the grade level curricular content specified in *Challenge Standards for Student Success: Health Education* (California Department of Education, 1998).
- iii. provide a physical education program that offers both individual and class competitions which may include running, soccer, cross country, and other physical activities that promote fitness, teamwork, and individual abilities.

Revisions to the list of courses offered by the school 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 *school*. ~~AIPCS II.~~

Materials

The materials used by AIPCS II's teachers will be selected in accordance with the guidelines and recommendations provided by the California Department of Education and the National Council for Teachers of the six primary subject areas and the final decision of the Board based on the final input of the Curriculum Committee.

The materials AIPCS II will use are necessary to support its rigorous academic program and include:

- 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
- Dictionaries and Thesauruses
- Musical Instruments
- California Physical Fitness Test Equipment
- *Interactive Boards*

Appendix G includes a detailed list of materials and texts that will form the basis for those selected for use at AIPCS II.

Academically Low-Achieving Students

Overview

At AIPCS II, low-achieving students are defined as those who are at standard or below on California Standardized Exams and / or those who earn one or more grades of C- or lower per grading period. Students designated as low achieving may or may not qualify for special education services (as discussed below).

~~At AIPCS II, low-achieving students are defined as those who perform basic, below basic or far below basic on California State Standards Exams. Those who earn one or more grades of "C-" or below per grading period are also considered low-achieving. Students designated as low-achieving may or may not qualify for special education services.~~

Educational research suggests, and the past success of low-achieving students at AIPCS II 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-risk 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 school and participate fully in all aspects of the curriculum.

~~The past success of low-achieving students at AIPCS II confirms, and educational research suggests, that low-achieving students benefit from learning experiences that have clear and high expectations combined with a supportive learning environment. Additionally, low-achieving and at-risk 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 of AIPCS II and participate fully in all aspects of the curriculum.~~

AIPCS II's small school atmosphere provides ~~for low-achieving students~~ more personalized attention, especially for *low-achieving* students, when combined with the structured academic curriculum of high expectations and tutorial support. *The extended-year calendar (195 days) and summer intervention program will provide each student with a better opportunity for success in school.* ~~three-week SAIL Mathematics program will provide each student with a better opportunity for academic success.~~

Each AIPCS II student will be enrolled in a rigorous curriculum and provided the necessary support to learn. AIPCS II students who enroll below grade level in either English-Language Arts 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 students' success by enhancing their skills in core academic subjects.

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

Faculty Office Hours

For four hours each week, the student's classroom teachers will hold ~~office hours-small group tutoring after school~~ *one hour each day after class for Low-achieving students are encouraged – and often commit via their Personalized Learning Plan - These 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 individualized instruction and offer alternative assessments.*

Resource Instruction-Intervention Support

AIPCS II will provides small-group ~~resource-intervention-instruction-support~~ for students during *physical education and after school. Our resource instructor is an employee of the school, which enables better communication among the classroom teacher, student, family, and resource instructor. The resource instructor will provide support on current assignments, course work, and remediation work to help develop missing skills and poor academic literacy. To ensure that all students receive adequate opportunity to participate in physical education, no*

~~student will be may allowed to miss more than two physical education classes to attend intervention support in a given week. in a given week to attend resource instruction.~~

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 monitored by an adult supervisor.

Faculty Discussions/Family Conferences/Written Progress Reports

During regularly scheduled collaborative faculty meetings, all grade-level teachers will meet and discuss low-achieving students. The discussions will focus on tracking progress, identifying areas of need, and using effective strategies with individual students.

Family Communication

All ~~grade-level~~ teachers will meet with at-risk students and their parents when necessary throughout the semester. The result of such meetings ~~will is~~ be a *plan* that has consensus on *how to support the individual student*.

Student Success Team (SST) meetings may also be scheduled between an administrator, teacher, and parent to discuss individualized intervention strategies to support student progress. SST meetings consist of: evaluating students strengths, regarding any relevant background information related to the child, academic or behavioral concerns, actions plans, and assigning who implements parts of the plan. SST's are a function of general education program. Follow up meetings will be scheduled on a regular basis as necessary, with plans revisited and updated.

Written communication is also important in providing parents information about student progress. In addition to quarter and semester report cards, all students who are receiving a grade C- or below in any class receive a progress report which outlines their performance in all classes. Progress reports will not only include a synopsis of the student's academic status, but also suggestions for improvement offered by the classroom teacher. 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. Families will also be granted access to student grades and reports via an online portal.

Written communication is also important in providing parents information about students' progress. In addition to quarter and semester report cards, all students who are receiving a grade of "C-" or below in any class will receive a progress report that will outline their performance in all classes. These progress reports will be sent to parents every three weeks and will ensure regular communication with families who may be unable to meet with teachers during regular school hours.

Summer Programs

~~Students will be required to attend mandatory summer programs, including AIPCS II summer school extended year instruction, which will allow new students to grow accustomed to the school culture and will provide low-achieving students the opportunity to~~

~~begin developing a strong academic foundation. As appropriate, students will also be required to attend summer programs that focus on improving mathematics, English, and science skills. All costs for required programs are covered by AIPCS II. AIPCS II has also partnered with Johns Hopkins University Center for Talented Youth (CTY) so that academically high-achieving students can take college courses at local universities, including Stanford and the University of California campuses. Scholarships for socio-economically disadvantaged students pay for the costs related to the courses.~~

Academically High-Achieving Students

~~At AIPCS II, academically high-achieving students are those who ~~perform~~ exceed ~~at an~~ standards as determined by quantitative achievement data. ~~The level on California State Standards Exams and/or who consistently earn "A" grades in the majority of their courses.~~~~

The curriculum at AIPCS II is designed to challenge all students, including high-achieving students. Through professional development, AIPCS II's 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, AIPCS II will take additional steps to support high-achieving students. ~~This will include providing access to novels and supplemental literature and activities that are appropriate for each student's reading level. AIPCS II will also provide opportunities for advancement in Mathematics through intensive math workshops that take place after school, like the MathCounts advanced math program in which participating students work in teams to solve complex math problems. Academically high-achieving students are also encouraged to participate in an annual, nation-wide competition with students at other schools. Targeted times during the week will be set for enrichment of high-achieving students. They also participate in an annual, nation-wide competition with students at other schools.~~~~

AIPCS II has also partnered with Johns Hopkins University Center for Talented Youth (CTY) and Stanford Academic Institute of Learning (SAIL) so that academically high-achieving students can qualify to take college courses at various universities throughout the country. Scholarships for socio-economically disadvantaged students pay for the costs related to the courses.

English Language Learners

Overview

AIPCS II will meet all applicable legal requirements for English Language Learners as it pertains to annual notification to parents, student identification, placement, program options, EL~~L~~ and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. AIPCS II will implement policies to assure proper

placement, evaluation, and communication regarding ~~English Language Learners-EL~~ 's and the rights of parents and students.

Home Language Survey

AIPCS II will administer the home language survey upon a student's initial enrollment into AIPCS II, (on enrollment forms). ~~which is on the enrollment form.~~ Home language surveys will also be sent home annually with EL students.

CELDT ELPAC Testing

All students who indicate that their home language is other than English will be ~~CELDT-ELPAC~~ tested within thirty days of initial enrollment and at least annually thereafter between July 1st and October 31st until *re*-designated as fluent English proficient. This thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been ~~CELDT-ELPAC~~ tested. All other students who have indicated a home language other than English will continue with annual ~~CELDT-ELPAC~~ testing based upon the date last tested at the prior school of enrollment.

AIPCS II will notify all parents of its responsibility for ~~CELDT-ELPAC~~ testing and of ~~CELDT-ELPAC~~-results within thirty days of receiving those results from the publisher. ~~The CELDT shall be used to fulfill the requirements under the No Child Left Behind 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:

1. Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ~~California English Language Development Test~~ ~~or CELDT Proficiency Assessment of California (ELPAC)~~
2. 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.
3. Comparison of the pupil's performance in basic skills using an empirically established range based upon the performance of English proficient pupils of the same age, ~~which~~ that demonstrates ~~that the~~ *to other 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 Language Learner Instruction and Intervention

Academically, AIPCS II will *meet* the needs of its EL ~~ELL~~ students through an inclusion model in which all students are instructed in English by subject area teachers who are specially trained

in methods and strategies that promote rapid acquisition of English, as well as academic knowledge in core subjects. In addition, like all students at AIPCS II, all English Language Learners will be held to clearly articulated high expectations, provided access to the school's rigorous curriculum, and offered personalized support as needed.

English Language Learners will be *expected* to meet school and state - n all academic and nonwe believe that holding ELL students to such high expectations to ensure that every AIPCS II student is challenged to reach his or her highest potential.

~~In order to make sure that all English Language Learners have the ability to meet these expectations, all teachers at AIPCS II will understand how to use teaching methods that reinforce content and skills for ELL students, such as introducing vocabulary before the lesson, direct teaching of reading comprehension skills, teaching thinking skills that make learning new concepts easier, and using graphic organizers and other visual aids. CLAD certification is required of all teachers.~~
In order to make sure that all English language learners have the ability to meet these expectations, all teachers at AIPCS II 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, language development focused on academic vocabulary, and the use of inquiry-based learning, heterogeneous cooperative grouping, culturally relevant pedagogy, and contrastive analysis.

English Language Learners will be enrolled in regular classes and will receive supplementary instruction to learn English. 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 native English-speaking students. Listening, speaking, reading, and writing skills will be assessed daily. AIPCS II's English Language Learners will be prepared with the skills in English and Mathematics to meet California State Standards.

Targeted curriculum mapping that addresses reading, writing, speaking, and listening places an emphasis on contextual vocabulary acquisition. Teachers should use sentence frames, graphic organizers, realia, and pictorial representation to support instructions. This allows the classroom curriculum to better align with EL goals and instruction. Technology will be used to support the transference of understanding of language from primary to secondary language.

Special Education

Overview

The following provisions govern the application of special education to Charter School students:

1. It is understood that all children will have access to the Charter School and no student shall be denied admission due to disability.
- 2.

3. The Charter School shall comply with the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEIA" or "IDEA"), Section 504 of the Rehabilitation Act ("Section 504") and the Americans with Disabilities ("ADA").
4. The Charter School shall be solely responsible for compliance with Section 504 and the ADA.
5. The Charter School agrees to implement a Student Study Team Process, a regular education function which shall monitor and guide referrals for Section 504 and special education services.
6. In future years, and pursuant to notice provided to the office of charter schools in June 2010, AIPCS II wishes to be deemed an LEA and a member of a Special Education Local Plan Area ("SELPA") for provision of special education services pursuant to Education Code Section 47641(a). AIPCS II shall seek the District's support in the provision of data or information in AIPCS II's pursuit of membership in a SELPA as an LEA. Once an LEA, and a member of a SELPA, the Charter School shall be solely responsible for compliance with the IDEIA.
7. Until such time as a SELPA grants the Charter School membership in the SELPA as an LEA, the Charter School shall be deemed a public school of the District that granted the charter pursuant to Education Code Section 47641(b) and shall work jointly with the District to ensure full compliance with the IDEIA.

Section 504 of the Rehabilitation Act

AIPCS II 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 AIPCS II. Any student who has an objectively identified disability that substantially limits a major life activity including, but not limited to, learning, is eligible for accommodation by the School.

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

1. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

2. Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
3. Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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

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

Services for Students under the IDEIA

AIPCS II intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA. As stated above, AIPCS II shall pursue SELPA membership as an LEA to begin in the ~~2013-2014~~ 2011 -2012 school year but can make no guarantee as to approval as an LEA in that time frame. As such, until such time as AIPCS II is approved as an LEA member of a SELPA pursuant to Education Code Section 47641(a), AIPCS II shall remain, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b).

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, AIPCS II seeks services from the District for special education students enrolled in AIPCS II in the same manner as is

provided to students in other District schools. AIPCS II will follow the District and SELPA policies and procedures, and shall utilize SELPA forms provided by the District in seeking out, identifying and serving students who may qualify for special education programs *and* services *and* for responding to record requests and maintaining the confidentiality of pupil records. AIPCS II 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. AIPCS II will participate in an annual meeting, as arranged by the District, between AIPCS II and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, to ensure that AIPCS II and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

AIPCS II acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. AIPCS II agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. AIPCS II believes that the allocation of responsibility for the provision of services (including, but not limited to, referral, identification, assessment, case management, Individualized Education Plan ("IEP") development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites. AIPCS II expects, whenever possible, that the District will provide special education services to students outside the hours that AIPCS II administers its core curriculum.

IDEIA Staffing

All special education services at AIPCS II will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEIA. Charter School staff shall participate in all mandatory District in-service training relating to special education.

It is AIPCS II's understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, translators, and resource specialists unless the District directs AIPCS II that current District practice is for the individual school sites to hire site special education staff, or the District and AIPCS II agree that AIPCS II must hire on-site special education staff. In that instance, AIPCS II shall ensure that all special education staff hired by AIPCS II are qualified pursuant to District and SELPA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by AIPCS II (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 AIPCS II students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

IDEIA Notification and Coordination

AIPCS II shall promptly 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.

AIPCS II shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. AIPCS II shall assist in the coordination of any communications and immediately act according to District and SELPA policies relating to disciplining special education students.

IDEIA Identification and Referral

AIPCS II 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. AIPCS II 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 AIPCS II for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

It is AIPCS II's understanding that the District shall provide AIPCS II with any assistance that it generally provides its schools *in* the identification and referral processes, and will *ensure* that AIPCS II is provided with notification and relevant files of all students who have an existing IEP and who are transferring to AIPCS II from a District school. The District shall have access to Charter School student records and information in order to serve all of the Charter School's students' special needs.

IDEIA Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, 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 in accordance with the District's general practice, procedure and applicable law. AIPCS II shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. AIPCS II shall not conduct special education assessments unless directed by the District.

IDEIA IEP Meetings

In accordance with the role of the District and District school sites, the District shall arrange and provide notice for necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. AIPCS II 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 Site Administrator and/or AIPCS II designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher (if a Charter School employee as opposed to a District employee); the student's general education teacher; the student, if appropriate; and other Charter School representatives who are

knowledgeable about the regular education program at AIPCS II and/or about the student. It is AIPCS II'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 IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide the notice of parental rights.

IDEIA IEP Development

AIPCS II understands that the decisions regarding eligibility, goals/objectives, programs, services, placement, and exit from special education shall be the decision of the District, 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.

IDEIA 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. AIPCS II 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, AIPCS II shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP at least quarterly or as frequently as progress reports are provided for AIPCS II's non-special education students, whichever is more.

IDEIA Interim and Initial Placements of New Charter School Students

For students who enroll in AIPCS II from another school district outside of the SELPA with a current IEP, the District and AIPCS II shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, the District and AIPCS II shall implement the existing IEP at AIPCS II, to the extent practicable or as otherwise agreed between the District and parent/guardian.

IDEIA 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. AIPCS II 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 prior written approval of the District, with the exception of those also made available to other AIPCS II students. AIPCS II shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

IDEIA Non-Discrimination

It is understood and agreed that all children will have access to AIPCS II and no student shall be denied admission nor counseled out of AIPCS II 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

AIPCS II shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. AIPCS II shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. AIPCS II shall immediately notify the District of any concerns raised by parents.

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

AIPCS II 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 AIPCS II shall comply with the District's decision.

AIPCS II 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, Office of Civil Rights or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

IDEIA Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if the District determines such action is legally necessary or advisable. AIPCS II 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 AIPCS II shall work together to defend the case. In the event that the District determines that legal representation is needed, AIPCS II agrees that it shall be jointly represented by legal counsel of the District's choosing.

As all costs will be borne by the District, AIPCS II 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.

IDEIA SELPA Representation

It is AIPCS II's understanding that the District shall represent AIPCS II at all SELPA meetings and report to AIPCS II of SELPA activities in the same manner as is reported to all schools within the District.

IDEIA Funding

AIPCS II 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 AIPCS II. AIPCS II anticipates, without binding the District to these terms, that based upon State and Federal law, the fiscal relationship could be summarized as follows:

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

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at AIPCS II's school site in order to provide them with 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 AIPCS II 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 the AIPCS II site.

AIPCS II shall contribute its fair share to offset special education's encroachment *upon* the District's general fund. Accordingly, AIPCS II 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 AIPCS II for AIPCS II'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 the Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. AIPCS II ADA shall include all Charter School students, regardless of home district.

Services for Students under the IDEIA when the School becomes an LEA and Member of SELPA

As stated above, AIPCS II may apply for SELPA membership. Upon approval as a member of the SELPA, AIPCS II shall be solely responsible and liable for providing special education services under the Individuals with Disabilities Education Improvement Act ("IDEIA") (20

U.S.C. 1400, et seq.) with respect to eligible students. All obligations of the District recited above with respect to identifying, assessing, and serving special education students will default to AIPCS II. AIPCS II shall comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, AIPCS II shall 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 services to eligible pupils. As an LEA, AIPCS II shall be solely responsible for all special education costs that exceed State and Federal special education revenue, and shall participate in the SELPA governance and SELPA-wide benefits in accordance with the Local Plan and SELPA policies and procedures.

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

Governing Law: ~~The measurable pupil outcomes identified for use by the Charter School. "Pupil Outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. California Education Code Section 47605(b)(5)(B)~~

Measurable Student Outcomes

AIPCS II's outcomes are designed to align with the school's mission, curriculum, assessments, and the California State Standards. Upon graduation from AIPCS II, students will demonstrate that they are:

Academic Achievers who:

1. Produce quality work across the curriculum
2. Are extremely knowledgeable of literature
3. Compute and solve advanced mathematics problems
4. Are knowledgeable about educational pathways and career choices
5. Are equipped with the necessary skills to succeed in high school

Effective Communicators who:

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

Critical Thinkers who:

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

Life-long Learners who:

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

Socially Responsible Citizens who:

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

AIPCS II will be held accountable for student achievement in the following ways:

1. California STAR results:

- A. At least 80% of 2nd through 6th graders will test proficient or advanced in Mathematics and English Language Arts.
- B. At least 85% of 7th graders will test proficient or advanced in Mathematics and English Language Arts.
- C. At least 90% of 8th graders will test proficient or advanced in Mathematics and English Language Arts.

2. Attendance Rate: The school's rate of attendance will exceed 98% every year for the next five years.

~~3. API Score: AIPCS II will attain an API of 850 or higher in each of the next five years.~~

~~4. Percentage of students who meet or exceed promotion requirements:~~

- ~~• At least 80% of kindergarten through 6th graders will meet or exceed the AIPCS II promotion standards.~~
- ~~• At least 85% of 7th graders will meet or exceed the AIPCS II promotion standards.~~
- ~~• At least 90% of 8th graders will meet or exceed the AIPCS II promotion standards.~~

In accordance with SB 1290, American Indian Public Charter School II’s pupil outcomes related to annual academic achievement goals will be set and disaggregated by all major subgroups identified in Education Code section 52052; including race/ethnicity, socioeconomic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals.

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

American Indian Public Charter School II’s pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:

1) By the end of the charter term, increase the percent of students scoring level 3 or lever 4 on the ELA portion of the SBAC by at least 10 percent or achieve a level of 60 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 (Amount 1) percent or achieve a level of (Amount 2) percent.

<i>Subgroup</i>	<i>Amount 1</i>	<i>Amount 2</i>
<i>Asian</i>	<i>5%</i>	<i>79%</i>
<i>Hispanic or Latino</i>	<i>15%</i>	<i>37%</i>
<i>African American</i>	<i>10%</i>	<i>47%</i>
<i>English Learners</i>	<i>15%</i>	<i>30%</i>

<i>Low-Income Students</i>	<i>10%</i>	<i>57%</i>
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3) *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 10 percent or achieve a level of 65 percent.*

4) *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.*

<i>Subgroup</i>	<i>Amount 1</i>	<i>Amount 2</i>
<i>Asian</i>	<i>5%</i>	<i>92%</i>
<i>Hispanic or Latino</i>	<i>10%</i>	<i>44%</i>
<i>African American</i>	<i>15%</i>	<i>37%</i>
<i>English Learners</i>	<i>15%</i>	<i>35%</i>
<i>Low-Income Students</i>	<i>10%</i>	<i>66%</i>

5) *Each year, 60 percent of students will increase 10 on the INSPECT Summative Assessment by Key Data Systems or achieve proficiency.*

6) *Each year, for each statistically significant student group, (Amount 1) percent of students will increase (Amount 2) on the (INSPECT Summative Assessment by Key Data Systems) or achieve proficiency.*

<i>Subgroup</i>	<i>Amount 1</i>	<i>Amount 2</i>
<i>Asian</i>	<i>79%</i>	<i>5%</i>
<i>Hispanic or Latino</i>	<i>37%</i>	<i>15%</i>
<i>African American</i>	<i>47%</i>	<i>10%</i>
<i>English Learners</i>	<i>30%</i>	<i>15%</i>
<i>Low-Income Students</i>	<i>57%</i>	<i>10%</i>

7) *Each year, 50 percent of ELs will improve one overall proficiency level on CELDT.*

8) *Each year, 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, have less than (Amount 1) percent of students *absent more than 10% of the school days (chronic absence)*.

<i>Subgroup</i>	<i>Amount 1</i>
<i>American Indian or Alaska Native</i>	<i>1%</i>
<i>Asian</i>	<i>1%</i>
<i>Pacific Islander</i>	<i>1%</i>
<i>Hispanic or Latino</i>	<i>2%</i>
<i>African American</i>	<i>1%</i>
<i>White</i>	<i>1%</i>
<i>English Learners</i>	<i>2%</i>
<i>Low-Income Students</i>	<i>4%</i>
<i>Special Education</i>	<i>1%</i>

10) Each year, at least 85 percent of students and families positively rate school safety.

11) Each year, at least 80 percent of students and families positively rate academic instruction.

12) Each year, at least 75 percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.

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.

Measurable Pupil Outcomes

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

2 5

Academic Performance Index

AIPCS II will meet or exceed the school's annual Academic Performance Index (API) growth target. In addition, AIPCS II will meet or exceed Adequate Yearly Progress (AYP) and meet or exceed the requirements set forth in the NCLB Act of 2001. AIPCS II will incorporate the

Content Standards for California Schools in the curriculum. AIPCS II will update to all amended standards and will continue to incorporate them in the curriculum to enhance student performance.

Methods of Assessment

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. California Education Code Section 47605(b)(5)(C)

~~AIPCS II 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. AIPCS II will assess students regularly from the time they enter the school through graduation. Teachers will monitor their progress closely. AIPCS II will use the following assessments:~~

Annually

- ~~1. California State Standards Exams~~
- ~~2. California English Language Development Test~~
- ~~3. Cumulative Final or Diagnostic Exams~~

Each Quarter

- ~~1. Progress in coursework~~
- ~~2. Progress toward achieving Individual Education Plan (IEP) goals~~

Ongoing

- ~~1. Quizzes and Tests~~
- ~~2. Daily Homework~~
- ~~3. Essays~~
- ~~4. Group and Individual Projects~~
- ~~5. Revision Process~~
- ~~6. Classroom Discussion~~
- ~~7. Class Presentations~~
- ~~8. Lab Reports~~

~~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 school's 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. When it comes to assessment, AIPCS II believes that students develop more quickly when they are held accountable for both attendance and performance.~~

Method of Assessment

In accordance with SB 1290, American Indian Public Charter School II pupil outcomes will be set related to increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as

described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

American Indian Public Charter School II's pupil outcomes, related to increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:

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 60 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 (Amount 1) percent or achieve a level of (Amount 2) percent.

<i>Subgroup</i>	<i>Amount 1</i>	<i>Amount 2</i>
<i>Asian</i>	<i>5%</i>	<i>79%</i>
<i>Hispanic or Latino</i>	<i>15%</i>	<i>37%</i>
<i>African American</i>	<i>10%</i>	<i>47%</i>
<i>English Learners</i>	<i>15%</i>	<i>30%</i>
<i>Low-Income Students</i>	<i>10%</i>	<i>57%</i>

3) 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 10 percent or achieve a level of 65 percent.

4) 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.

<i>Subgroup</i>	<i>Amount 1</i>	<i>Amount 2</i>
<i>Asian</i>	<i>5%</i>	<i>92%</i>
<i>Hispanic or Latino</i>	<i>10%</i>	<i>44%</i>
<i>African American</i>	<i>15%</i>	<i>37%</i>
<i>English Learners</i>	<i>15%</i>	<i>35%</i>
<i>Low-Income Students</i>	<i>10%</i>	<i>66%</i>

5) Each year, 60 percent of students will increase 10 on the INSPECT Summative Assessment by Key Data Systems or achieve proficiency.

6) Each year, for each statistically significant student group, (Amount 1) percent of students will increase (Amount 2) on the (INSPECT Summative Assessment by Key Data Systems) or achieve proficiency.

<i>Subgroup</i>	<i>Amount 1</i>	<i>Amount 2</i>
<i>Asian</i>	<i>79%</i>	<i>5%</i>
<i>Hispanic or Latino</i>	<i>37%</i>	<i>15%</i>
<i>African American</i>	<i>47%</i>	<i>10%</i>
<i>English Learners</i>	<i>30%</i>	<i>15%</i>
<i>Low-Income Students</i>	<i>57%</i>	<i>10%</i>

7) Each year, 50 percent of ELs will improve one overall proficiency level on CELDT.

8) Each year, 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, have less than (Amount 1) percent of students absent more than 10% of the school days (chronic absence).

Subgroup	Amount 1
<i>American Indian or Alaska Native</i>	<i>1%</i>
<i>Asian</i>	<i>1%</i>
<i>Pacific Islander</i>	<i>1%</i>
<i>Hispanic or Latino</i>	<i>2%</i>
<i>African American</i>	<i>1%</i>
<i>White</i>	<i>1%</i>
<i>English Learners</i>	<i>2%</i>
<i>Low-Income Students</i>	<i>4%</i>
<i>Special Education</i>	<i>1%</i>

10) Each year, at least 85 percent of students and families positively rate school safety.

11) Each year, at least 80 percent of students and families positively rate academic instruction.

12) Each year, at least 75 percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.

By July 1, 2015, and annually thereafter: American Indian Public Charter School II shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.

- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

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

- The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.

The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.

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

AIPCS II 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. AIPCS II will assess students regularly from the time they enter the school through graduation, and teachers will monitor their progress closely. AIPCS II will use the following assessments:

Annually

- *California State Standards Exams*
- *California English Language Development Test*
- *Cumulative Final or Diagnostic Exams*

Each Quarter

- *Progress in coursework*
- *Progress toward achieving Individual Education Plan (IEP) goals*

Ongoing

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

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 school 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, we believe that students develop more quickly when they are held accountable for both attendance and performance.

Use and Reporting of Data

AIPCS II uses multiple tools to collect and analyze student data, including CALPADS, ~~Engrade~~, and *Powerschool, Illuminate* ~~Pierosoft Excel. Combined~~. These systems, *combine* provide AIPCS II with the capability to record results for all of the methods of assessment described in the previous section.

Collection

1. Standardized assessment results are available electronically and are uploaded by the ~~Director Site Administrator~~ or his/her designee.
2. All results from assessments given at school are input by faculty members.
3. All information pertaining to student goals for students with disabilities are input by RSP teachers.

Analysis

1. Individual students and their teachers analyze each student's individual performance throughout the school year.
2. Parents review data quarterly for all students, or every three weeks for students failing one or more classes.
3. The school faculty analyzes data from all of the tools listed for individual students, as well as school-wide achievement, at least annually.
4. The Board reviews the data and the faculty's analysis of it at least annually.

Reporting

- 1 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, ~~AIPCS II~~ *the school* will publish a School Accountability Report Card (SARC) that will be posted on the school's website and made available in the school lobby.
- On an as-needed basis, ~~AIPCS II~~ *the school* will publish bulletins reporting general student or school performance data.
- - If AIPCS II does not test (i.e., ~~State STAR~~) with the District, AIPCS II 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.
- AIPCS II will maintain sufficient staff and systems, including technology, required to ensure timely reporting in compliance with the law and to meet all reasonable inquires from the District and other authorized reporting agencies.

Continuous Improvement

Element 3

Pursuant to the transition to California's Common Core and the accompanying shift in the state accountability testing system, American Indian Public Charter School II will establish baseline performance in the first year of testing administration and

If American Indian Public Charter School II does not test (i.e., STAR) with the District, American Indian Public Charter School II 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.

~~AIPCS II 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, AIPCS II will recognize the importance of setting measurable, attainable, and rigorous goals to ensure continuous improvement. Setting goals and objectives for academic performance at AIPCS II 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 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 *areas*, 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 AIPCS II'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 (STAR, CELDT). Classroom teachers may also measure achievement in a traditional manner, such as through quizzes, essays, tests, and exams.

- Setting baseline expectations for incoming students (e.g., information from previous assessments), recommending additional support if needed, and administering all assessments, including school, district, and state-required testing. Utilizing the California Standards Test, CAT6, Grade Point Average (GPA), and California English Language Development Test (CELDT) results to measure students' academic preparedness. In addition, AIPCS II will use the Academic Performance Index (API), Adequate Yearly Progress (AYP), student dropout rate, graduation rate and attendance as school-level indicators of success. The school administrator and teachers will monitor individual student improvement 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 for students who receive a C- or lower in any subject. The students who receive progress reports for low academic performance may participate in conferences with their family representative and teacher to identify appropriate strategies for improvement.

District Visitation/Inspection

AIPCS II will comply with a District requested visitation process to enable the District to gather information needed to validate the school's performance and compliance with the terms of this charter in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

District Charter Approval

AIPCS II must submit its renewal petition to the Office of Charter Schools no earlier than 185 days before the charter is due to expire, unless otherwise agreed by the Office of Charter Schools.

The District may revoke the charter of AIPCS II in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

Response to Inquiries

Pursuant to Education Code Section 47604.3, AIPCS II shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District, the County Office of Education, the County Board of Education, and the State Superintendent of Public Instruction.

Public Record

AIPCS II 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 AIPCS II, to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at AIPCS II and to the District. AIPCS II further acknowledges that it has the

obligation to provide all 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 AIPCS II does not have that AIPCS II needs in order to meet its obligations, the District shall provide the same to AIPCS II in a reasonably timely manner upon request.

Element 14

Parent Complaints

AIPCS II will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas (See Appendix G). AIPCS II will not, at any time, refer complaints to the District.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in AIPCS II's Family Handbook (See Appendix H).

AIPCS II *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 AIPCS II alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. AIPCS II will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

AIPCS II 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.

AIPCS II 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.

IV. GOVERNANCE STRUCTURE

~~[Ref. California Education Code §5477605(b) and Ref. Criteria for Review; CCR 5 §11967.5.1(f)(4)] The governance structure of the school including, but not limited to, the process to be followed by the school to ensure parental involvement— California Education Code Section 47605(b)(5)(D)~~

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.

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

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

Legal Status

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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

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

NOTIFICATION OF THE DISTRICT

AIPCS II shall notify the OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 53 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School

shall notify the OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the OCS within 48 school days of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT 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 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

American Indian Public Charter School II 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 American Indian Public High School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at American Indian Public Charter School II and of the District. American Indian Public Charter School II 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 American Indian Public Charter School II does not have that American Indian Public Charter School II needs in order to meet its obligations, the District shall provide the same to American Indian Public High School in a reasonably timely manner upon request under Education Code section 47604.3.

American Indian Public Charter School II 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.

American Indian Public Charter School II in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. American Indian Public High School acknowledges that it is subject to reasonable audit by OUSD if OUSD seeks an audit of American Indian Public Charter School II and OUSD 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 American Indian Public High School by law or charter provisions.

Members of American Indian Public Charter School II's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, and nonprofit integrity standards.

American Indian Public Charter School II and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

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

- *Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.*
- *Develop jointly with, and distribute to, parents of participating children, a school-parent compact.*
- *Hold an annual Title I meeting for parents of participating Title I students.*
- *Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. American Indian Public High School also understands that as part of its oversight of the school, the Office of Charter Schools may conduct a reasonable program review of federal and state compliance issues.*

EQUAL EMPLOYMENT OPPORTUNITY

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.

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB) as long as it is in effect) 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 reasonable inspection.

As part of the Fall Information Update, 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.

~~Under the American Indian Model Schools, AIPCS II is part of a California non-profit public benefit corporation pursuant to California law with 501(c)(3) tax exempt status (See Appendix I).~~

~~AIPCS II shall be governed pursuant to the corporate bylaws adopted by the Board of Directors of The American Indian Model Schools, which shall be consistent with the terms of this charter, the Charter Schools Act, and all other applicable laws. (See Appendix J and Appendix K).~~

~~Members of AIPCS II's Governing Board, any administrators, managers or employees, and any other committees of AIPCS II shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then existing applicable statutes or regulations applicable to charter schools (See Appendix L).~~

~~AIPCS II and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.~~

~~AIPCS II, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding financial records from OUSD and shall consult with OUSD regarding any such inquiries. AIPCS II acknowledges that it is subject to audit by OUSD and if OUSD seeks an audit of AIPCS II, OUSD 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 AIPCS II by law or charter provisions.~~

~~AIPCS II will comply with *the* District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time, as long as the charter school has been given written notice of the policy change.~~

Board of Directors

The American Indian Public Charter School II is governed by a Board of Directors (the "Board"). The Board shall be ultimately responsible for the operation and activities of the *School AIPCS II*. The Board shall be governed in its operations and its actions by the corporate ~~by laws~~ *bylaws* of the organization ~~that~~ *which* shall be consistent with the charter, the Charter Schools Act and all other applicable laws. 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 Site Administrator of AIPCS II. The day-to-day management of AIPCS II shall be by the Site Administrator, who is overseen by the Board.~~ The school government is reflected by way of its governing structure, the curriculum, student guidance and school code of conduct. The AIPCS II Governance Board will be comprised of at least five and no more than fifteen diverse community members. ~~The AIPCS II Site Administrator Superintendent~~ will report directly to the Governance Board. (*Please see Appendix B, AIPCS II Organizational Chart.*)

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

- Upholding the mission of the School
- Overseeing the implementation of the charter
- ~~Approving~~ *Approve* and monitoring the school budget, fiscal reports, and the School's fiscal practices
- ~~Approving~~ *Approve* all contracts and expenses
- ~~Receiving~~ *Receive* and ~~reviewing~~ *review* the yearly independent financial audit
- ~~Approving~~ *Approve* and ~~monitoring~~ *monitor* the school's facility arrangements and plans
- Overseeing and evaluating the ~~Site Administrator~~ *Superintendent*
- Hiring the Site Administrator
- Monitor the Superintendents implementation of school's personnel policy
- Approve Board Policies

~~Potential board members are recommended to the existing American Indian Public Charter School Board. The Board applicants submit a letter of interest and resume. The existing American Indian Public Charter School Board members vote on the new Governance Board members. A minimum of one family member, one educator and one businessperson serve on the Board. These Governance Board members will reflect the student population and be of a diverse professional background.~~

~~The Board will comply with all federal, state and local laws that are applicable to independent public charter schools including, but not limited to, the Brown Act and the Political Reform Act. AIPCS II has adopted a conflicts code. The organization will retain its own legal counsel when necessary, and will purchase and maintain, as necessary, insurance policies.~~

~~AIPCS II may initiate and carry out any program or activity, or may otherwise act in any manner that is not in conflict with or inconsistent with or preempted by any law, and which is not in conflict with the purposes for which charter schools are established.~~

~~The activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.~~

~~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 audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated.~~

~~The Board of Directors members will attend an annual in-service session 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 OUSD Board may appoint an individual to serve on the Governance Board. They may make recommendations, participate in discussions and participate fully in all respects~~

***BYLAWS OF AMERICAN INDIAN MODEL SCHOOLS.
(A California Nonprofit Public Benefit Corporation)***

ARTICLES 1: OFFICES

1. *Principal Office: The principal office of the corporation shall be located at 171 12th Street, Oakland, in Alameda County of California.*
2. *Other Offices of the Corporation: The corporation may also establish branch or subordinate offices at any place or places within or without the state of California, where it is qualified to conduct its activities.*

ARTICLE 2: PURPOSES

1. *Purposes: The corporation's specific and general purposes are described in its Articles of Incorporation.*
2. *Policy of Nondiscrimination: American Indian Model Schools is nonsectarian in its programs, policies, employment practices, and all other operations. It does not charge tuition or discriminate on the basis of race, national origin, gender, sexual orientation, religion or spiritual practice, or disability.*

ARTICLE 3: DIRECTORS

1. *Number and Qualification: The corporation shall have at least five (5) and no more than fifteen (15) directors and collectively they shall be known as the Board of Directors. The number may be changed by amendment of these Bylaws, or repeal of these Bylaws and adoption of new Bylaws, as provided in these Bylaws. The qualifications for Directors are generally the ability to attend board meetings, a willingness to actively support and promote the corporation and a dedication to its charitable endeavors. To the extent reasonably practicable, at least one parent, one business representative, and one educator shall serve on the Board.*

2. Nomination of Candidates and Election to the Board: *The Directors who are to be elected by the Board of Directors shall be so elected at the annual meeting of the Board of Directors then in office. Directors nominated to fill vacancies may be elected by majority vote at any regular or special meeting. Each director shall have one vote. Any member of the school community may recommend any qualified candidate to serve on the Board of Directors, either to fill a vacancy, or as Director terms expire at the annual meeting. Any Director may nominate a qualified candidate to serve on the Board of Directors. Such nominations must be made by way of a motion at a duly convened meeting. Nominated candidates may be approved by majority action of the Board of Directors.*

3. Powers:

- a) *Subject to the provisions of the California Nonprofit Public Benefit Corporation law, any other applicable laws, and any limitations in the Articles of Incorporation and Bylaws relation to activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors. The Board may delegate the management of the corporation to any person(s), to a management company, or to committees, however composed, provided that the corporation's activities and affairs shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers in addition to the other powers enumerated in these Bylaws and permitted by law: Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or by these Bylaws.*
- b) *Develop, adopt, and monitor the implementation of a personnel policy; to select and remove certain officers, agents, and employees of the corporation, and to prescribe such powers and duties for them as are compatible with law, the Articles of Incorporation, or these Bylaws; to fix their compensation; and to require from them security for faithful performance.*
- c) *Review performance of the School Executive on an annual basis*
- d) *Meet at such times and places as required by the Bylaws;*
- e) *Register their addresses with the Secretary of the corporation and notices of meetings mailed, emailed, faxed or telegraphed to them at such addresses shall be valid notice thereof;*
- f) *Oversee the fiduciary matters of the corporation and approve and monitor the annual budget;*
- g) *Approve and monitor fundraising and development plans;*

- h) *To borrow money and incur indebtedness for the corporation's purposes, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and security therefore;*
 - i) *To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;*
 - j) *To change the principal office or the principal business office in California from one location to another;*
 - k) *To enter into any contracts or other instruments, and do any and all other things incidental to or expedient for attainment of the corporation's purposes.*
- 4) *Terms of Office: Terms of office for each director shall typically be four years, with new directors seated at the annual board meeting and with terms staggered so that, as near as possible, one half of the Board comes to the end of their term each year. A director may serve no more than two consecutive four-year terms. Upon a showing of special circumstances, a director may request, and with Board approval, be appointed to a one-year term. Parent Board members will have the option to limit their Board term to the time that their child or children attends an AIMS school.*
- 5) *Compensation: Directors shall serve without compensation. They may be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 3 of this Article.*
- 6) *Restriction Regarding Interested Directors: Notwithstanding any other provision of these Bylaws not more than twenty-five percent (25%) of persons serving on the board may be interested persons. For purposes of this section, "interested persons" mean either:*
- a) *Any person currently being compensated by the corporation for services rendered it within the previous twelve (12) months, whether as a full-or part-time officer or other employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; or*
 - b) *Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in law or father-in-law of any such person.*

However, any violation of the provisions of this section shall not affect the validity or enforceability of any transaction entered into by the corporation.

- 7) *Place of Meetings: Meetings shall be held at the principal office of the corporation or the publicly noticed location stated on an agenda posted in compliance with the Brown Act. Any meeting regular or special, may be held by conference telephone or any conferencing technology, so long as all directors participation in such a meeting can hear each other and all other applicable legal requirements are complied with including, but not limited to "the Brown Act" Cal. Gov. Code § 54950 et seq.*

- 8) Regular and Annual Meetings: Regular meetings of directors shall be held at least quarterly, at such date and time as determined by the Board of Directors. Regular meetings shall typically be held on the Third Tuesday of each month at the publicly noticed location.

This corporation makes no provision for members, therefore, at the annual meetings of directors held on the third Tuesday of June, unless such day falls on a legal holiday, in which event the regular meeting shall be held at the same hour and place on the next business day. Directors shall be elected by the Board of Directors in accordance with this section.

- 9) Special Meetings: Special meetings of the Board of Directors may be called by the President, the Vice President, the Secretary, or by any two directors, and such meetings shall be held at the place, within or without the State of California, designated by the person or persons call the meeting, and in the absence of such designation, at the principal office of the corporation. Any and all special meetings must comply with all applicable laws, including but not limited to “the Brown Act” Cal. Gov. Code § 54950 et seq.

- 10) Notice of Meetings: Regular meetings of the board may be held with seventy-two (72) hours’ notice. Special meetings of the board shall be held upon five (5) days’ notice by first-class mail or twenty-four (24) hours’ notice delivered personally or by telephone (including a voice messaging system or other system or technology designed to record and communicate messages), telegraph, facsimile, electronic mail, or other electronic means. If sent by mail or telegraphy, the notice shall be deemed to be delivered on its deposit in the mail or on its delivery to the telegraph company. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver. Such notices shall be addressed to each director at his or her address as shown on the books of the corporation. Notice of the time and place of holding and adjourned meeting need not be given to absent directors if the time and place of the adjourned meeting are fixed at the meeting adjourned and if such adjourned meeting is held no more than twenty-four (24) hours from the time of the original meeting. Notice shall be given of any adjourned regular or special meeting to the directors absent from the original meeting if the adjourned meeting is held more than twenty-four (24) hours from the time of the original meeting.

- 11) Contents of Notice: Notice of meetings not herein dispensed with shall specify the place, day and hour of the meeting. The purpose of any regular or special board meeting shall be specified consistent with the Brown Act.

- 12) Waiver of Notice and Consent to Holding Meetings: The transactions of any meeting of the board, however called and noticed or wherever held, are as valid as though the

meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

- 13) Quorum for Meetings: *A quorum shall consist of a majority of the Board of Directors then in office.*

Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this corporation, or by law, no business shall be considered by the board at any meeting at which a quorum, as hereinafter defined, is not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn. However, a majority of the directors present at such meeting may adjourn from time to time until fixed for the next regular meeting of the board.

When a meeting is adjourned for lack of a quorum, it shall not be necessary to give any notice of the time and place of the adjourned meeting or of the business to be transacted at such meeting, other than by announcement at the meeting at which the adjournment is taken, except as provided in Section 10 of this Article.

The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal from the meeting, provided that an action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or Bylaws of this corporation. Directors may not vote by proxy.

- 14) Majority Action as Board Action: *Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the Articles of Incorporation or Bylaws of this corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, particularly those provisions relating to appointment of committee (Section 5212), approval of contracts or transactions in which a director has a material financial interest (Section 5233) and indemnification of directors (Section 5238e), require a greater percentage of different voting rules for approval or a matter by the board.*

- 15) Conduct of Meetings: *Meetings of the Board of Directors shall be presided over by the President of the Board, or, if no such person has been so designated or, in his or her absence, by the Vice President of the corporation or, in the absence of each of these persons, by a Chairperson chosen by a majority of the directors present at the meeting. The Secretary of the corporation or his or her designee, shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.*

Meetings shall be governed by rules adopted by the Board of Directors, as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in

conflict with these Bylaws, with the Articles of Incorporation of this corporation, or with provisions of law. The Board may choose to use Roberts Rules of Order as a guide for its meetings.

- 16) Vacancies: *Vacancies on the Board of Directors shall exist (1) on death, resignation or removal of any director, and (2) whenever the number of authorized directors is increased.*

The Board of Directors may declare vacant the office of a director who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final order or judgment of any court to have breached any duty under in Section 5230 and following of the California Nonprofit Public Benefit Corporation Law.

Directors may be removed without cause by a majority of the directors then in office. Any director missing two consecutive board meetings is subject to removal. Said removal can be effectuated through majority vote of those directors present.

Any director may resign effective upon given written notice to the Chairperson of the Board, the President, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the attorney general.

Vacancies on the board may be filled. Directors nominated to fill vacancies may be elected by majority vote at any regular or special meeting.

A person elected to fill a vacancy as provided by this Section shall hold office until the end of the term they are filling or until his or her death, resignation or removal from office.

- 17) Non-Liability of Directors: *The directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.*

- 18) Indemnity by Corporation of Directors, Officers, Employees, and Other Agents: *To the fullest extent permitted by law, this corporation may indemnify its Directors, officers, employees and other persons described in Corporations Code section 5238(a), including persons formerly occupying such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding" as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses" shall have the same meaning herein as in Section 5238(a) of the Corporations Code. On written request to the Board by any person seeking indemnification under Corporations Code Section 5238(b) or (c), the Board shall decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238(b) or (c) has been met, and if so, the Board may authorize indemnification.*

To the extent that a person who is, or was, a director, officer, employee or other agent of this corporation has been successful on the merits in defense of any civil criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that he or she is, or was, an agent of the corporation, or has been successful in the defense of any claim, issue or matter, therein, such person shall be indemnified against expenses actually and reasonably incurred by the person in connection with such proceeding.

- 19) Insurance and Corporate Agents: *If such person either settles any such claim or sustains a judgment against him or her, then indemnification against expenses, judgments, fines, settlements and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation but only to the extent allowed by, and in accordance with the requirements of, Section 5233 of the California Nonprofit Public Benefit Corporation Law.*

The corporation shall have the power to purchase and maintain insurance on behalf of any agent of the corporation (including a director, officer, employee or other agent of the corporation) to cover any liability asserted or against any agent of the corporation in such capacity or arising from the agent of the corporation's status as such, including other than for violating provisions of law relating to self-dealing (Section 5233 of the California Nonprofit Public Benefit Corporation Law) asserted against or incurred by the agent in such capacity of arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of Section 5238 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE 4: OFFICERS

- 1) Number of Officers: *The officers of the corporation shall be a President, a Secretary, and a Chief Financial Officer who shall be designated the Treasurer. The corporation may also have, as determined by the Board of Directors, a Chairperson of the Board, one or more Vice Presidents, Assistant Secretaries, Assistant Treasurer, or other officers. Any number of officers may be held by the same person except that neither the Secretary nor the Treasurer may serve as the President or Chairperson of the Board.*
- 2) Qualification, Election, and Term of Office: *Any person may serve as officer of this corporation. Officers shall be elected by the Board of Directors, at any time, and each officer shall hold office for an annual term, or until his or her successor shall be elected and qualified, whichever occurs first.*
- 3) Subordinate Officers: *The Board of Directors may appoint such officers or agents as it may deem desirable, and such officers shall serve such terms, have such authority, and perform such duties as may be prescribed from time to time by the Board of Directors.*
- 4) Removal and Resignation: *Any officer may be removed without cause by the Board of Directors at any time by majority vote of those directors present at a duly held meeting. Any officer may resign at any time by giving written notice to the Board of*

Directors or to the President or Secretary of the corporation any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the corporation.

- 5) *Vacancies: Any vacancy caused by the death, resignation, removal, disqualification, or otherwise of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than the President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy. Vacancies occurring in officers of the officers appointed at the discretion of the board may or may not be filled as the board shall determine.*
- 6) *Duties of President: The President shall be the chief executive officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Unless another person is specifically appointed as Chairperson of the Board of Directors, he or she shall preside at all meetings of the Board of Directors. If applicable, the President shall preside at all meetings of the members. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Bylaws, he or she shall, in the name of, the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.*
- 7) *Duties of Vice President: In the absence of the President, or in the event of his or her inability or refusal to act, the Vice President shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President. The Vice President shall have other powers and perform such other duties as be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board of Directors.*
- 8) *Duties of Secretary: The Secretary shall:*

Certify and keep at the principal office of the corporation the original, or a copy of these Bylaws as amended to date.

Keep at the principal office of the corporation or such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.

Be custodian of the records and of the seal of the corporation and see that the seal is affixed to all duly executed documents, the execution of which on behalf of the corporation under its seal is authorized by law or these Bylaws.

Keep at the principal office of the corporation a membership book containing the name and address of each and any members, and, in the case where any membership has been terminated, he or she shall record such fact in the membership book together with the date on which such membership ceased.

Exhibit at all reasonable times to any director of the corporation, or his or her agent or attorney, on request therefore, the Bylaws, the membership book, and the minutes of the proceedings of the directors of the corporation.

In general, perform all duties incident to the office of secretary and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

- 9) *Duties of Treasurer: Subject to the provisions of these Bylaws relating to the “execution of Instruments, Deposits and Funds,” the Treasurer shall:*

Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors.

Receive, and give receipt for, the monies due and payable to the corporation from any source whatsoever.

Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements.

Keep and maintain adequate and correct accounts of the corporation’s properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.

Exhibit all reasonable times the books of accounts and financial records to any director of the corporation, or to his or her agent or attorney, on request therefore.

Render to the President and directors, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the corporation.

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

10) Compensation: *The salaries of the officers, if any, shall be fixed from time to time by resolution of the Board of Directors, and no officer shall be prevented from receiving such salary by reason of the fact that her or she is also a director of the corporation, provided, however, that such compensation paid a director for serving as an officer of this corporation shall only be allowed if permitted under the provisions of the Article 3, Section 6 of these Bylaws. In all cases, any salaries received by officers of this corporation shall be reasonable and given in return for services actually rendered for the corporation which relate to the performance of the charitable or public purposes of this corporation. Notwithstanding the foregoing, the President, Vice President, Secretary and Treasurer shall not receive compensation for holding such offices.*

ARTICLE 5: COMMITTEES

- 1) Executive Committee: *The Board of Directors may, by a majority vote of directors designates two (2) or more of its members (who may also be serving as officers of this corporation) to constitute an Executive Committee and delegate to such Committee any of the powers and authority of the board in the management of the business and affairs for the corporation, except with respect to:*
- a) *The approval of any action which, under law or the provisions of these Bylaws, requires the approval of the members or of a majority of all the members.*
 - b) *The filling of vacancies on the board or any committee which has the authority of the board.*
 - c) *The fixing of compensation of the directors for serving on the board or on any committee.*
 - d) *The amendment or repeal of Bylaws or the adoption of new Bylaws.*
 - e) *The amendment or repeal or any resolution of the board which by its express terms is not so amendable or repealable.*
 - f) *The appointment of committees of the board or the members thereof.*
 - g) *The expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected.*
 - h) *The approval of any transaction to which this corporation is a party and in which one or more of the directors has a material financial interest, except as expressly provided Section 5233(d)(3) of the California Nonprofit Public Benefit Corporation Law.*

By a majority vote of its members then in office the board may at any time revoke or modify any or all of the authority so delegated, increase or decrease but not below two (2) the number of its members, and fill vacancies therein from the members of the board. The Committee shall keep regular minutes of its proceedings, cause them to

be filed with the corporate records, and report the same to the board from time to time as the board may require.

- 2) *Other Committees: The corporation shall have such other committees as may from time to time be designated by resolution of the Board of Directors.*

Such other committees may consist of persons who are not also members of the board. These additional committees may consist of persons who are not also members of the board. These additional committees shall act in an advisory capacity only to the board and shall be clearly titled as “advisory” committees.

- 3) *Meetings and Action of Committees: Except as otherwise allowed pursuant to the Brown Act, meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be fixed by the Board of Directors. The Board of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws.*

ARTICLE 6: EXECUTION OF INSTRUMENTS, DEPOSITS, AND FUNDS

- 1) *Execution of Instruments: The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so expressly authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or render it liable monetarily for any purpose or in any amount.*
- 2) *Checks and Notes: Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for payments of money, and other evidence of indebtedness of the corporation shall be signed by the Treasurer and countersigned by the President of the corporation.*
- 3) *Deposits: All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.*
- 4) *Gifts: The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the charitable or public purpose of this corporation.*

ARTICLE 7: CORPORATE RECORDS, REPORTS, AND SEAL

- 1) *Maintenance of Corporate Records: The corporation shall keep at its principal office in the State of California:*

- a) *Minutes of all meetings of directors and committees of the board, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;*
 - b) *Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses.*
- 2) *Corporate Seal: The Board of Directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.*
 - 3) *Directors' Inspection Rights: Every director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation.*
 - 4) *Right to Copy and Make Extracts: Any inspection under the provisions of the article may be made in person or by agent or attorney and the right to inspection includes the right to copy and make extracts.*
 - 5) *Annual Report: The board shall cause an annual report to be furnished not later than one hundred and twenty (120) days after the close of the corporation's fiscal year to all directors of the corporation. The Annual Report shall contain the following information:*
 - a) *The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;*
 - b) *The principal changes in assets and liabilities, including trust funds, during the fiscal year;*
 - c) *The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year;*
 - d) *The expenses or receipts of the corporation, for both general and restricted purposes, during the fiscal year;*
 - e) *Any information required by Section 7 of this Article.*

The annual report shall be accompanied by any report thereon of independent accountants, or, if there is no such report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

- 6) *Annual Statement of Specific Transactions: This corporation shall mail or deliver to all directors a statement within one hundred and twenty (120) after the close of its fiscal year which briefly describes the amount and circumstances of any indemnification or transaction of the following kind:*

- a) *Any transaction in which the corporation, or its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest;*
- b) *Any director or officer of the corporation, or its parent or subsidiary (a more common directorship shall not be considered a material financial interest); or*
- c) *Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.*

The above statement need only be provide with respect to a transaction during the previous fiscal year involving more than Fifty Thousand Dollars (\$50,000) or which was one of a number of transactions with the same persons involving, in the aggregate, more than Fifty Thousand Dollars (\$50,000).

Similarly, the statement need only be provided with respect to indemnifications or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the previous fiscal year to any director or officer.

Any statement required by this Section shall briefly describe the names of the interested persons involved in such transactions stating each person's in the transaction and, when practical, the amount of such interest, provided that in the case or a transaction with a partnership of which such person is a partner, only the interest of the partnership need be stated.

ARTICLE 8: FISCAL YEAR

- 1) *Fiscal Year of the Corporation: The fiscal year of the corporation shall begin on the 1st of July and end on the 30th of June in each year.*

ARTICLE 9: AMENDMENT OF BYLAWS

- 1) *Amendment: Subject to any provision of law applicable to the amendment of Bylaws of public benefit nonprofit corporations, these Bylaws, or any of them, may be altered, amended, or repealed and new Bylaws adopted by the Board of Directors. These Bylaws and any amendments to these Bylaws shall become effective immediately upon their adoption.*

ARTICLE 10: AMENDMENT OF ARTICLES

- 1) *Amendments: Any amendment of the Articles of Incorporation may be adopted by the Board of Directors.*

ARTICLE 11: PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

- 1) Prohibition Against Sharing Corporate Profits and Assets: No director, officer, employee, or other person connected with this corporation, or any private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the corporation, provided, however, that this provision shall not prevent payment to any such person of reasonable compensation for services performed for the corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these Bylaws and is fixed by resolution of the Board of Directors; and no such person or persons shall be entitled to share I the distribution of, and shall not receive, any of the corporate assets on dissolution of the corporation. All members, if any, of the corporation shall be deemed to have expressly consented and agreed that on such dissolution or winding up of affairs of the corporation, whether voluntarily or involuntarily, the assets of the corporation, after all debts have been satisfied, shall be distributed as required by the Articles of Incorporation of this Corporation and not otherwise.

ARTICLE 12: MEMBERS

- 1) No Members: This corporation shall not have any members. Therefore, pursuant to Section 5310(b) of the Nonprofit Public Benefit Corporation Law of the State of California, any action which would otherwise, under law or the provisions of the Articles of Incorporation or Bylaws of this corporation, require approval by a majority of all members or approval by the members, shall only require the approval of the Board of Directors. All rights that would otherwise vest in the members shall vest in the Board of Directors.
- 2) Associates: Nothing in this Article 12 shall be construed as limiting the right of the corporation to refer to persons associated with it as “members” even though such persons are not members of the corporation, and no such reference shall make anyone a member within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer by amendment of its Articles of Incorporation or these Bylaws some or all of the rights of a members, as set forth in the California Nonprofit Public Benefit Corporation Law, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the corporation’s assets, on the merger or dissolution of it, or on changes to its Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of Section 5056. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of American Indian Model Schools, a nonprofit public benefit corporation duly organized and existing under the laws of the State of California, that the foregoing Bylaws, consisting of _____ (___) pages, of said corporation were duly and regularly adopted as such by the Board of Directors of

said corporation at a meeting held on _____, 2015, and that the above and foregoing Bylaws are now in full force and effect.

Executed on _____ at _____, California.

Secretary, American Indian Model Schools

~~Site Administrator-Superintendent~~

The ~~Site Administrator Superintendent~~ will work each school and will communicate directly with Board of Directors. ~~the District Board of Trustees through its Superintendent or designee as necessary.~~ The ~~Site Administrator Superintendent~~ is fully responsible for the execution of all Board policy, all day-to-day operations, and all functions of the school.

The responsibilities of the ~~Site Administrator-Superintendent~~ or his/her designee may include, but are not limited to, the following:

- Attend District Administrative meetings as necessary and stay in direct contact with the District regarding changes, progress, etc.
- Develop Board meeting agendas in conjunction with the Board President in compliance with the Brown Act.
- Supervise ~~the teachers and staff~~ all senior leadership positions and Head of Schools at each school.
- Ensure appropriate evaluation of all ~~AIPCS II-School~~ employees.
- Propose policies for adoption by the Board.
- Provide comments and recommendations regarding policies presented by others to the Board.
- Communicate with School legal counsel and any outside consultants.
- Stay abreast of school laws and regulations.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Develop and administer the budget in accordance with generally accepted accounting principles.
- Present a quarterly financial report to the Charter Board.
- Provide assistance and coordination to the faculty in the development of curriculum.
- Oversee family and community relations.
- Attend IEP meetings when necessary.
- Plan and coordinate employee orientation with site administrators.
- Attend Charter Board meetings and attend as necessary District board of Education meetings as the Charter representative.
- Establish procedure designed to carry out Charter Board policies
- Attend state, county, local and national convening's

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- ~~Propose policies for adoption by the Board.~~
- ~~Provide comments and recommendations regarding policies presented by others to the Board.~~
- ~~Communicate with School legal counsel and any outside consultants.~~
- ~~Stay abreast of school laws and regulations.~~
- ~~Approve all purchase orders, pay warrants, and requisitions; and, upon approval, forward on for processing.~~
- ~~Participate in the dispute resolution procedure and the complaint procedure when necessary.~~
- ~~Establish and execute enrollment procedures.~~
- ~~Provide all necessary financial reports as required for proper ADA reporting.~~
- ~~Make budget line item revisions when necessary and report changes regularly to the Board.~~
- ~~Develop and administer the budget in accordance with generally accepted accounting principles.~~

- 15. Work with the Financial Administrator to present a quarterly financial report to the Board.
- 16. Provide assistance and coordination to the faculty in the development of curriculum.
- 17. Oversee family and community relations.
- 18. Attend IEP meetings when necessary.
- 19. Supervise student disciplinary matters.
- 20. Coordinate the administration of Standardized Testing.
- 21. Plan and coordinate employee orientation for School staff with the Financial Administrator.
- 22. Attend all Charter Board meetings and attend as necessary District Board of Education meetings as the Charter representative.
- 23. Establish procedures designed to carry out AIM Schools' Board policies.

The Site Administrator at AIPCS II shall possess leadership abilities and a comprehensive educational vision that is consistent with the school's mission and educational program. In addition, the Site Administrator shall possess skills in hiring and supervising excellent teachers. The Governance Board may set additional criteria for the selection of administrative staff.

Board Committees

The Board may appoint one or more committees comprised of faculty, parents, community members or other members of the public with varying areas of expertise. The purpose of a committee is to provide advice, expertise and resources as necessary and related to charter school finances, facilities, and other areas relevant to the success of the school. The committees will be selected by the Board of Directors.

Consistent with the California Corporations Code, a committee exercising the authority of the board shall not include as members persons who are not directors. However, the board may create other committees that do not exercise the authority of the board and these other committees may include persons who are not directors.

Family Involvement

Because AIPCS II has been established to serve the needs of the students, it is imperative that families are actively involved. An AIPCS II Family Advisory Committee (FAC) has been established to facilitate communication between all members of the organization. The FAC reports directly to the Governance Board, and whenever possible a member of the FAC will also serve as a member of the Governance Board. Members of this team may meet with the school administration to bring family and community questions, concerns, and ideas to the attention of the Site Administrator. They will work on such areas as recruitment, student graduation, and other activities to ensure the charter school meets its mission.

Family Involvement

As the school has been established to serve the needs of the students, it is imperative that families are actively involved. An AIPCS II a family engagement group has been established to

facilitate communication between all members of the organization. The reports directly to the head of school and the superintendent, and whenever possible a member of the family engagement group will also serve as a member of the Governance Board. 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. They will work on such areas as the family-student handbook and other activities to ensure the charter school meets its mission and that students are served appropriately.

Families will have the opportunity to participate in daily class activities, school activities, graduation planning, and the Governance Board meetings at the school site. Families may be involved in AIPCS II meetings and school activities. The aim of AIPCS II will be to ensure that families are actively involved in their children's education.

V. HUMAN RESOURCES

[Ref. California Education Code §47605(b)(5)(E)]

Qualifications of School Employees

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

In accordance with Education Code 47605(d)(1), AIPCS II shall be nonsectarian in its employment practices and all other operations. AIPCS II shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the school. All employees must comply with the employee processing policies and procedures (to include, but not limited to, fingerprints, criminal records, proof of identity, right to work in the United States, and TB screening).

Specific Qualifications for all Staff

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

- Commitment of time, energy, *and* effort *in* developing AIPCS II'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 staff
- Willingness to continue education through additional courses and training, workshops, seminars and staff development
- 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.
- Take a leadership role in some aspect of the *School's development*. ~~short and long term strategic plan.~~

Deans and Heads of Schools

AIPCS II shall possess leadership abilities and comprehensive educational vision that is consistent with the school's mission and educational program. In addition, the Site Administrator shall possess skills in hiring and supervising excellent teachers, and possess or are in the process of pursuing an administrative credential. The Governance 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. AIPCS II will comply with Section 47605(1), which states:

"Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses."

AIPCS II will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing and have experience commensurate with the applicable job specification. Additionally, core teachers, as defined by the No Child Left Behind Act ("NCLB"), shall meet the applicable definitions of "highly qualified."

In addition to the specific qualifications expected of all AIPCS II staff members, the following qualifications are expected of all teachers:

1. Strong instructional leadership
2. Responsible for students and their success in learning
3. Familiarity with or willingness to be trained *in* AIM's curriculum, instructional methodology, and procedural compliance
5. Demonstrable effectiveness in teaching, mentoring, and writing
6. Commitment to the philosophy of the charter school and the mission
7. Accepting the family as a vital partner in the learning process
8. Working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents and community
9. Deep commitment to student achievement
10. Accepting responsibility and accountability for instruction to students

AIPCS II 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, except in non-core, non-college preparatory courses and activities. All non-instructional staff will possess experience and expertise appropriate for their position as determined by the Site Administrator and Governance Board.

Professional Development

Staff members 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 ELL students, adolescents and school improvement. The format of this training will be varied and determined by the staff. AIPCS II will work with other charter schools and other educational institutions to provide effective staff development. ~~All employees of AIPCS II will have "at will" contracts each year.~~

Compensation and Benefits

Governing Law: A statement of whether charter school staff will participate in California's State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), or federal Social Security (Education Code 47605(b)(5)(K)). Note: If a charter school elects to have its teachers participate in the STRS system, then all teachers must do so (Education Code 47611).

The financial compensation for school employees will include a base salary that is above the average starting salary for District *high schools*. ~~elementary and middle schools. Employee Merit pay, \$1,000 for perfect teacher attendance each year, and a Christmas bonus may be awarded at the board's discretion as they have~~ ~~will be based on student retention and performance~~ This has proven to be effective in the past at American Indian Public High School.

All AIPCS II employees will participate in the federal Social Security System, unless STRS involvement hinders participation. Non-credentialed staff and faculty shall participate in

Public Employee Retirement Systems (PERS) or to implement any other retirement plan at its disposal. If AIPCS II chooses to participate in PERS program, it will work

~~. The AIPCS II Governance Board will have the option to participate in the State Teachers Retirement System (STRS) or Public Employees Retirement System (PERS) or to implement any other retirement plan at its disposal. If AIPCS II chooses to participate in STRS/PERS program, it will work directly with the Alameda County Office of Education and STRS/PERS to provide the appropriate payroll information. Teachers will have the option to participate in the simple IRA with Vanguard after completing their second year of employment at AIPCS II.~~

AIPCS II will provide mandatory benefits such as workers' compensation, unemployment insurance, Medicare and social security. AIPCS II will provide health, dental, and vision insurance to each AIPCS II employee.

Employee Representation

Element 6

~~*Governing Law:* A declaration as to whether the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act.—California Education Code Section 47605(b)(5)(0)~~

~~AIPCS II will be the exclusive public employer of all employees of the charter school for collective bargaining purposes. AIPCS II will comply with all provisions of the Educational Employment Relations Act (EERA) and act independently from OUSD for bargaining purposes. In accordance with EERA, employees may join and be represented by an organization of their choice for collective bargaining~~

Element 6

HEALTH, SAFETY AND EMERGENCY PLAN

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

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 bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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 AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 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 schoolsite 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.

Charter School shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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.

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.

SAFE PLACE TO LEARN ACT

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

GUN-FREE SCHOOLS ACT

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

TOBACCO USE PREVENTION

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

~~If AIPCS II employees elect to be represented by an organization for collective bargaining purposes, all employees will be individually contracted. The individual contracts will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, standards for performance evaluation, and bonuses.~~

~~Persons employed by the school are not considered employees of the Oakland Unified School District for any purposes whatsoever.~~

The following is AIPCS II support of Element 6:

Rights of School District Employees

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

All employees of AIPCS II shall be considered the exclusive employees of AIPCS II and not any school district or the Oakland Unified School District unless otherwise mutually agreed in writing. Employees of the District who resign from employment to work at AIPCS II and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment in accordance with District policy, applicable law, and applicable bargaining agreements. AIPCS II shall not have any authority to confer any rights of return on District employees. Sick or vacation leave or years of service credit at the Oakland Unified School District or any school district shall not be transferred to the Charter School.

A former employee of any school district shall have the following rights:

- Any rights upon leaving the employment of a local education agency to work *in the* charter school that the local education agency may specify.
- Any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify.
- Any other applicable rights upon leaving employment to work in the charter school that are outlined in law.

Health and Safety

Element 15

Element 15

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from OUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes

The staff and Governing Board members of American Indian Public High School agree to attempt to resolve all disputes between the District and American Indian Public High 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 American Indian Public High School except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

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

To Charter School, c/o School Director:

746 Grand Avenue
Oakland, CA 94610

To Coordinator, Office of Charter Schools:

171 12th Street
Oakland, CA 94610

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy (“Issue

Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

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

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

American Indian Public High School shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves American Indian Public High School without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil’s last known address. American Indian Public High School shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).

American Indian Public High School shall define any student dismissal under the Charter School’s disciplinary procedure, or termination of a student’s right to attend the American Indian Public High School under its disciplinary procedure, as an “expulsion” under the Education Code.

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

~~*Governing Law:* The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237. — California Education Code Section 47605(b)(5)(F)~~

~~A healthy and safe environment is imperative to productive teaching and learning. AIPCS II has adopted *and* implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the 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 Family and Staff Handbooks. The following summarizes the health and safety policies of AIPCS II:~~
Procedures for Background Checks

~~Employees and contractors at AIPCS II will be required to submit to a criminal background check and furnish a criminal record summary as required by Educational Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit a live scan clearance for fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Site Administrator shall monitor compliance with this policy and report to the AIM Schools' Governance Board on a quarterly basis. The Financial Administrator shall monitor the fingerprinting and background clearance of the Site Administrator.~~

~~Role of Staff as Mandated Child Abuse Reporters~~

~~All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws.~~

TB Testing

AIPCS II will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

Immunizations

AIPCS II will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

CPR/First Aid Training

Employees at AIPCS II should 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

AIPCS II will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

AIPCS II shall adhere to Education Code Section 49450 et. seq., as applicable to the grade levels served by the School.

Emergency Preparedness

AIPCS II shall adhere to an Emergency Preparedness Plan drafted specifically to the needs of the school site. This plan shall include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Facility Safety

AIPCS II shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The 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 School shall conduct fire drills in accordance with state law. AIPCS II shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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

AIPCS II shall maintain a drug, alcohol and smoke-free environment.

Dispute Resolution

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

The intent of the AIPCS II dispute resolution process is to:

1. Resolve disputes within AIPCS II pursuant to the school's policies
2. Minimize the oversight burden on OUSD
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.

Disputes between the School and the Charter-Granting Agency

The staff and Governing Board members of American Indian Public Charter School II agree to attempt to resolve all disputes between the District and American Indian Public Charter School II 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 American Indian Public Charter School II, except any controversy or claim that is in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

1. Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that is in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

*To Charter School, c/o School Director:
746 Grand Avenue
Oakland, CA 94610*

*To Coordinator, Office of Charter Schools:
171 12th Street
Oakland, CA 94610*

~~To Charter School, do Site Administrator:
American Indian Public Charter School II
P.O. Box 12063
Oakland, CA 94604~~

~~To Coordinator, Office of Charter Schools:
Oakland Unified School District
4551 Steele Street, Room 11
Oakland, California 94619~~

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

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

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

VI. STUDENT ADMISSIONS, ATTENDANCE AND SUSPENSION/EXPULSION POLICIES

Governing Law: Admission Requirements, if applicable—California Education Code Section 47605(b)(5)(H)

The Board of Directors shall determine all policies, processes, and procedures governing application, admission, and enrollment at AIPCS II. All students attending AIPCS II must follow the application, admission, and enrollment policies of the school. The application packet for admission to AIPCS II shall include information that allows students and parents to be informed about the 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 School. The application packet shall include:

- An enrollment guide outlining the enrollment process at AIPCS II (~~Appendix M~~)
- Registration form which requests basic information about the prospective student
- AIPCS II mission statement and information about faculty and staff
- Historic overview of AIPCS II students' academic achievement
- AIPCS II Family handbook (*Appendix K*)

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

By ~~January 1~~ *October* of each year, AIPCS II will notify the District in writing of the application deadline and proposed lottery date. AIPCS II 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 ~~the~~ approved charter.

Admission Criteria

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 AIPCS II 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."²

AIPCS II shall be open to all students at the appropriate grade levels who wish to attend within the minimum and maximum age requirements specified in applicable law. AIPCS II shall be open to all students without regard to the place of residence of students or parents within California except as provided in Education Code Section 47605(d)(2). If oversubscribed by the application deadline, admission to AIPCS II, except for existing students, shall be determined by a public random drawing in accordance with the preferences given in the next section.

The only admission requirement is that students wishing to attend AIPCS II must follow the school's admission procedures with respect to completing applications, enrollment forms and documents by the announced deadlines. Application deadlines, which will normally be in the winter for admission the following September, shall be coordinated with local public schools to give students and their parents the opportunity to consider the full range of educational opportunities available to them.

There shall be no admission testing or other evaluation required of any applicant. AIPCS II shall not charge an application fee nor shall it charge tuition [California Education Code Section 47605(d)(1)]. AIPCS II will neither solicit nor require parent contributions to help fund AIPCS II's educational programs, nor shall it require any monetary contribution as a condition for application, admission, enrollment, or participation in any of the school's required educational activities.

²~~Whitman, David, *Sweating the Small Stuff, Inner-City Schools and the New Paternalism* (California: Thomas B. Fordham Institute), 2008.~~

AIPCS II shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Education Code Section 47605(d)(1)].

Public Random Drawing and Preferences

If the number of students who apply to attend AIPCS II within each grade level by the application deadline exceeds the school's capacity, attendance, except for existing students, 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(d)(2), preference in the public random drawing shall be provided in the following order of declining priority: _____

1. Siblings of currently enrolled students or graduate *a AIPCS II*
2. Students residing within the boundaries of the District
3. All other students who wish to attend the School

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 added to the wait list in the order received. After the wait list has been exhausted or at the conclusion of the school year, the 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.

~~Preference for siblings has been added at the request of our Family Advisory Committee. Admission and lottery procedures will be updated to reflect this change upon the start of the renewal term. This will further support the family culture that is central to the success of AIPCS II by keeping families together in school.~~

Conditions of Enrollment

Element 8

~~Conditions for enrollment at AIPCS II are communicated in writing to parents throughout the application and enrollment process.~~

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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 standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

~~Non-Discrimination~~ 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.

PARENT ENGAGEMENT

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

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

~~AIPCS II will strive to recruit a student population that will be reflective of the school age population of Oakland. AIPCS II will engage in a variety of means and strategies to try to achieve a racially and ethnically diverse student population. These strategies will include:~~

- ~~1. Enrollment timeline and process that allow for a broad-based recruiting and application process.~~
- ~~2. Outreach efforts via elementary schools within the District's attendance boundaries, neighborhood groups, community organizations, churches or other leadership organizations.~~
- ~~3. Each year, AIPCS II shall review its enrollment and these policies to determine which policies and practices are the most effective in achieving a diverse student population.~~

Public School Attendance Alternatives

Element 12

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

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 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 will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

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

~~Students who opt not to attend AIPCS II may attend school district of residence schools or pursue an interdistrict transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each pupil enrolled in AIPCS II shall be informed that the pupil(s) has/have no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in AIPCS II, except to the extent that such a right is extended by the local education agency.~~

Suspension/Expulsion Procedures

~~*Governing Law* The procedures by which pupils can be suspended or expelled—California Education Code Section 47605 (b)(5)(J)~~

AIPCS II will have a comprehensive set of suspension and expulsion policies (See Appendix N). The policies will be printed and distributed as part of the AIM Schools' Family Handbook and will clearly describe the 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 understood the policies prior to enrollment. These policies will provide all students with an opportunity for due process and will 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, AIPCS II 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) is the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan IEP.*

1. ~~If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or~~
2. ~~If the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP.~~

If it is determined that the student's misconduct was not caused by or had a direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

VII. FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

Budgets

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that

include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. —California Education Code Section 47605(g).

AIPCS II will ensure that it operates using a sound financial model. AIPCS II's budget assumes a total enrollment of 663 students for 2012-2013, 747 students for 2013-2014, 775 students for 2014-2015, 775 students for 2015-2016, and 775 students for 2016-2017. The anticipated revenues are based on the previous four years of operating experience for the school, as well as estimates for the 2011-2012 revenue limit and categorical block grant given the proposed state budget. Minh Co from Oakland's Office of Charter Schools. ~~has provided those financial estimates.~~

In each of the years in the projected budget, staffing assumptions remain constant. Budget projections assume a revenue increase of 2% per year, which is a conservative increase relative to annual COLA rates in California over the previous 5 years. The budget and cash-flow also assume an increase in non-fixed expenditures of per year. This assumption is based upon historical financial data from the past years of operation.

Budget assumptions also include 1% oversight fee from the OUSD on state revenues and special education costs of \$525.23 per student as outlined in a December 7, 2010 email from Oakland's Office of Charter Schools financial accountant. Over the course of the 5-year renewal term, the school has budgeted \$583,187.11 paid to OUSD for special education services. Though AIPCS II is considering an alternative to the OUSD SELPA (as indicated in the special education section of this petition) the school has not finalized its decision and continues to explore its options. As a result, our 5-year budget projections are based on the district-provided numbers for remaining within the OUSD SELPA. Based on AIPCS II's current special education enrollment, the net cost of providing special education services through an alternative to the OUSD SELPA would be equal to or less than the costs of remaining within OUSD's SELPA. AIPCS II's budget will be updated to reflect these changes if the school alters its SELPA affiliation, but these changes--at worst--will be budget-neutral.

As this is a time of future economic uncertainty, AIPCS II created the included budget using a very conservative approach – a worst case scenario. Like the District, we are looking to cut expenses, find additional sources of revenue, and increase our reserves to make sure we can weather potential, short-term fluctuations in revenues and expenses.

~~AIPCS II created a budget using a very conservative approach: a worst case scenario. Like the District, we are looking to cut expenses, find additional sources of revenue, and increase our reserves to make sure we can weather potential short term fluctuations in revenues and expenses (See Appendix O).~~

~~In each of the five years of the projected budget (2012-2017), the budget and cash flow assume an increase in non-fixed expenditures of 4% per year (See Appendix P); staffing assumptions for each year are also listed (See Appendix Q). Budget projections assume a revenue increase of 2% per year, which is a conservative increase relative to annual COLA rates in California~~

over the previous five years. This assumption is based on historical financial data from the past four years of operation—specifically actuals for 2007-2011.

Budget assumptions also include a continued 1% oversight fee from OUSD on state revenues and special education costs of \$525.23 per student as outlined in a December 7, 2010, email from

Oakland's Office of Charter Schools financial accountant. AIPCS II has an estimated special education budget for next year based on 649.74 students x \$525.23 = \$341,262.94 to be paid to OUSD for the 2012-2013 school year. Though AIPCS II is considering an alternative to the OUSD SELPA (as indicated in the special education section of this petition), the school has not finalized its decision and continues to explore its options. As a result, our five-year budget projections are based on the district provided numbers for remaining within the OUSD SELPA. Based on AIPCS II's current special education enrollment, the net cost of providing special education services through an alternative to the OUSD SELPA would be equal to or less than the costs of remaining within OUSD's SELPA. If AIPCS II alters its SELPA affiliation, its budget will be updated to reflect these changes, but these changes—at worst—would be budget neutral.

A. Financial Reporting

AIPCS II has a ~~structured-drafted~~ set of fiscal control policies *and* procedures for AIPCS II (*Appendix Q*) for AIPCS II operations. AIPCS II shall comply with all financial reporting requirements of Education Code Section 47604.33 and shall comply fully with Education Code Section 47604.3.

B. Insurance

AIPCS II will maintain general liability, workers' compensation, and other necessary insurance 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 AIPCS II 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*" "A-~~NI~~", 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 no less than statutory limits.

D. Administrative Services

Governing Law: The manner in which administrative services of the School are to be provided. — California Education Code Section 47605(g).

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

The District may charge for the actual costs of supervisory oversight of AIPCS II, not to exceed 1% of the charter school's revenue. The District may also charge for the actual costs of supervisory oversight of the Charter School, not to exceed 3% if AIPCS II 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. For purposes of this charter, "revenue of the charter school" means the general-purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Section 47632. Subject to availability, AIPCS II may request OUSD services on a pay-for-service basis.

~~AIPCS II~~The 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 Governance Board with substantial input from the Superintendent ~~Site Administrator~~. ~~The Superintendent develops all used within budget categories-proposals and has latitude in determining how funds are best used within budget categories.~~ The Governance Board may delegate authority to the ~~Site Administrator~~ Superintendent to select vendors below a contract amount to be determined but will retain overall responsibility for contract approvals. The Governance Board works with ADP for payroll services to ensure compliance with state financial accounting procedures.

The ~~Site Administrator~~ Superintendent will instruct the financial manager to prepare financial statements such as a balance sheet, income statement, and statement of cash flow. Financial statements are accessible to the independent auditor, school officers, OUSD, families of AIPCS II students and any Governance Board members who want to assess the school's financial condition. In addition, AIPCS II 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.

E. Facilities

Governing Law: The description of the type and potential location of the facility to be used by the charter school. —Education Code Section 47605(g).

AIPCS II will continue to be located at 171 12th Street, Oakland, California. The current lease will remain in force throughout the entire five-year period of the school's renewal term.

If AIPCS II fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If AIPCS II moves or expands to another facility during the term of this charter, AIPCS II shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610. This shall be done at least 30 days before school is scheduled to begin operations in the facility or facilities. AIPCS II shall not begin operation in any location for which it has failed to provide in a timely manner a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

F. Transportation

AIPCS II will not provide transportation of students to and from school. It is the responsibility of the students' families to provide transportation to AIPCS II, except as required by law for students with disabilities in accordance with a student's IEP. In these instances, transportation needs shall be handled by the OUSD SELPA if the school operates as a public school of the District for special education purposes, but solely by AIPCS II in accordance with SELPA policy and the IDEIA if AIPCS II becomes an LEA and a member of the SELPA as intended by this charter.

G. Audits

Governing Law: The manner in which an annual, independent financial audit 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—California Education Code Section 47605(b)(5)(I)

An annual independent fiscal audit of the books and records of AIPCS II will be conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, 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 Controllers Guide.

The AIPCS II Governance 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.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of 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 Site Administrator, along with the Governance Board, will review any audit exceptions or deficiencies and meet with the District with regard to resolution of audit exception or deficiencies to the satisfaction of the District. The AIPCS II 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.

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

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

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher, including a timely notice to each individual parent

that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is highly qualified.

- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

AIPCS II also understands that as part of its oversight of the school, the Office of Charter Schools may conduct a programmatic review of federal and state compliance issues.

H. Closure Protocol

ELEMENT 16

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- *Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.*
- *Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.*
- *Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.*
- *Charter School violated any provision of law.*

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

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

CLOSURE ACTION

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

OUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

Governing Law: A description of the procedures to be used if the charter school closes—California Education Code Section 47605(b)(5)(p)

The following procedures shall apply in the event the charter school closes. The following procedures shall apply regardless of the reason for closure.

Closure of the school shall be documented by official action of the Board of AIPCS II. The action shall identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The Board of Directors will promptly notify parents and students of the School, the District, the Alameda County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate, and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents and guardians may obtain copies of pupil records, including specific information on completed courses and credits.

The Board shall ensure notification to the parents and students of the school, as well as provide information to assist parents and students in locating suitable alternative programs and how they can obtain a copy of their child(ren)'s student record(s). This notice shall be provided promptly, within 10 business days following the Board's decision to close the school.

Upon proper notification and request by a new school of attendance, student records will be transferred. During the closeout process, all pupil records shall be maintained by the "responsibility entity" designated by the Board. AIPCS II shall otherwise assist students in transferring to their next school. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g.

Personnel records shall be maintained and transferred in accordance with applicable law by the "responsibility entity" designated by the Board.

The Board will also develop a list of pupils in each grade level *and* the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

AIPCS II will ask the District to store remaining original records of Charter School students. All records of AIPCS II shall be transferred to the District upon school closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

As soon as reasonably practical, the school shall prepare final financial records. The school shall also have an independent audit completed within six months after closure. The school shall pay

for the final audit. The audit shall be prepared by a qualified CPA selected by the school and shall be provided to the District, County Office of Education, and California Department of Education promptly upon completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other

investigations, loans, and *unpaid* staff compensation, and an assessment of the disposition of any restricted funds received by or due to AIPCS II.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of 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 OCS. Charter School shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of 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 the 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 the 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 the 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 the Alameda County Office of Education 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 the 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 the 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 the 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 the OCS.

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

1. The effective date of the closure of 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

~~AIPCS II will complete and file any annual reports required pursuant to Education Code Section 47604.33.~~

~~Upon closure of the school, all assets of the school including, but not limited to, all leaseholds, tangible and intangible personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the school, shall remain the sole property of AIPCS II and shall be distributed in accordance with the corporation's Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation to another public educational entity. Any assets acquired from the District or District property will be promptly returned upon school closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.~~

~~Upon closure, AIPCS II shall remain responsible for satisfaction of all liabilities arising from the operation of the school. As AIPCS II is organized as a nonprofit public benefit corporation under California law, the Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.~~

~~As specified by the Budget, AIPCS II will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.~~

I. School Management Contracts

AIPCS II will be a self-managed entity that will follow the AIPCS II Governance Board and school management guidelines. American Indian Public Charter School II has proven to have an effective management system during the past four years. AIPCS II has no intention of entering into a contract or any other agreement with an educational management organization.

VIII. IMPACT ON THE CHARTER AUTHORIZER

Governing Law: The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school including, but not limited to, the facilities to *be* utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. — California Education Code Section 47605(g)

Pursuant to the Education Code Section 47604(c), 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. AIPCS II 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 AIPCS II.

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

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

The use of our facilities will have no impact on the District. The specific terms of the school's use of these facilities will be governed by the terms of the school's charter and related agreements and leases.

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 deadlines to the District will apply each year of the term of this charter:

1. September 1 — Final Unaudited Financial Report for Prior Year
2. December 1 — Final Audited Financial Report for Prior Year
3. December 1 — First Interim Financial Report for Current Year
4. December 15 — Schedule of Expenditures of Federal Awards
5. March 1 — Second Interim Financial Report for Current Year
6. June 15 — Preliminary Budget for Subsequent Year

AIPCS II agrees to observe and abide by the following terms and condition for ~~as a~~ requirement for receiving and ~~maintaining~~ *maintain* their charter authorization:

- AIPCS II is subject to District oversight.

- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of AIPCS II.
- The District is authorized to revoke this charter for, among other reasons, the failure of AIPCS II to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit AIPCS II books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

AIPCS II shall cooperate fully with such audits and make available any and all records necessary for the performance of the audit upon 30 days' notice to AIPCS II. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours' notice.

If an allegation of waste, fraud or abuse related to AIPCS II operations is received by the District, AIPCS II shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit is specifically requested by the District and is not otherwise required to be completed by AIPCS II by law or charter provisions.

IX. CONCLUSION

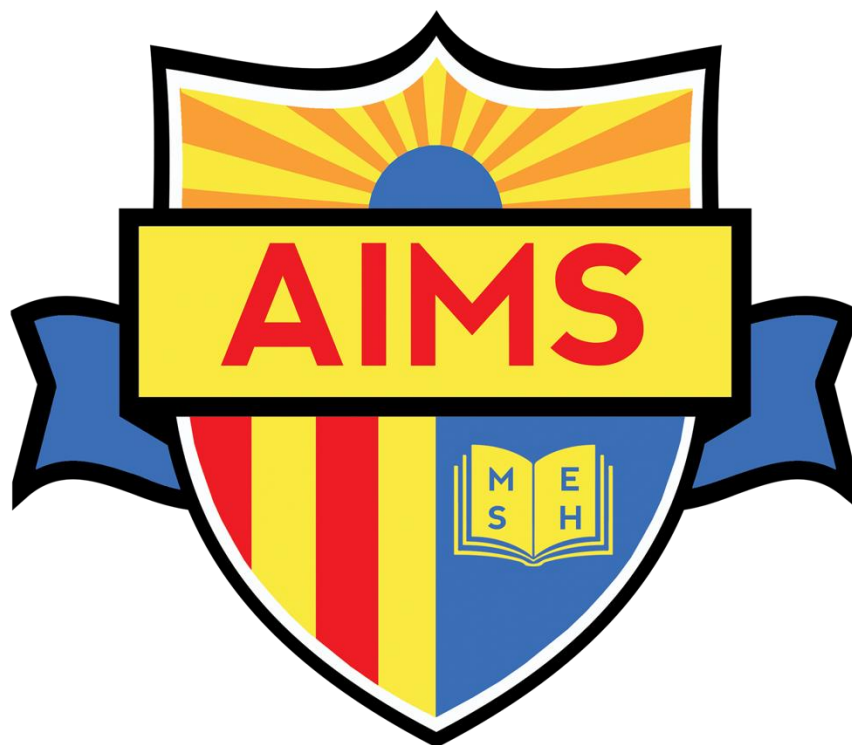
By approving this charter the Oakland Unified School District will be fulfilling the intent of the California Legislature:

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

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

~~American Indian Public Charter School II~~ *AIPCS II* pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible charter proposal requesting a five-year term. Approval of the charter shall be governed by the standards and criteria in Education Code Section 47605.

Appendix A



American Indian
Model Schools
A School at Work!

2016-2017 Staff Handbook

American Indian Public Charter School (Grades 6-8)
American Indian Public Charter School II (Grades K-8)
American Indian Public High School (Grades 9-12)

171 12th Street
Oakland, CA 94607
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SECTION I: HISTORY / BACKGROUND

An Introduction to AIMS

American Indian Model Schools focuses on the four tenets of 1) Family; 2) Accountability; 3) High Expectations; and 4) Free Market Capitalism. This handbook serves as a road map for preparing your students to compete and be productive members in a global society.

AIMS School Slogan
“A School at Work”

2016-2017 School Year Theme
“Growing Together”

AIMS Mission Statement

Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations in attendance, academic achievement, and character development results in our students being prepared for lifelong success. The results driven culture at AIMS and the adherence to it with fidelity guarantees that all graduates earn admission into four year post- secondary programs and become productive members of society.

AIPCS/AIPCS II Mission Statement

AIPCS & AIPCS II exists to prepare all students, especially those who have been traditionally underserved, to successfully enter AIPHS or another high performing high school, with the ultimate goal being admission to a four-year college after graduation from high school, and completion of, at minimum, a four-year degree.

AIPHS Mission Statement

AIPHS exists to prepare all students, especially those who have been traditionally underserved to enter a four-year college after graduation from high school, and complete at minimum a four-year degree.

Teachers are expected to lead their students through the recital of our AIMS Mission Statement every morning and may personalize by connecting it to daily classroom objectives.

AIMS Credo

The Family: We are a family at AIM Schools.
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 AIM Schools family.

AIMS Values

At AIMS we value:

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

Citizenship - Social awareness and justice that leads to action

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

Our Core Values

1. We are a family at AIM Schools
2. When families follow and support the AIMS Model their children are guaranteed to be prepared for college.
3. We create an extended family with administration, teachers, staff, students, family, and selected community. Students and staff are expected to clean and take care of the school property.
4. Teachers spend two years with their students in grades 1-2 and three years with their students in grades 3-5 and grades 6-8, teaching all core academic subjects. This creates an environment of strong academics and family culture.
5. Former AIM School students enrolled in college are paid to work with our current students.
6. The AIMS community supports and guides all our students by engaging in restorative practices and alternatives to traditional discipline. The AIMS community does not give up on our students.
7. All current and former students are encouraged to sign up on the alumni page on the AIMS website.

SECTION II: THE AIMS METHOD

AIMS Facilities Use

AIMS campuses are open from 7:00 AM-6:00 PM Monday through Thursday and 7:00 AM-5:00 PM on Fridays. Teachers shall be present at their respective rooms and shall open them to admit students not less than 30 minutes before the time when school starts (5 CCR 5570). Request permission from your designated administrator in order to be present during off-hours.

- While AIMS facilities are primarily for AIMS use, exceptions may be made. To reserve a room or space at any AIMS campus, all teachers, organizational advisors, and/or event sponsors must complete an AIMS Facilities Use Form and receive approval from the Head of School and Superintendent.
- All AIMS Facilities requests must be submitted at least 2 Weeks before the actual date of the event and are subject to the approval of the Head of School and Superintendent.
- It is the responsibility of the event or organization sponsor to monitor, supervise, and clean-up after their event. Failure to do so may result in restrictions from future AIMS facility use.

Classroom Cleanliness

1. We value cleanliness! Make sure your classrooms are kept neat and in order.
2. Assign students jobs to perform and manage them. Students take pride in contributing to the upkeep of the school.
3. Classrooms should be swept or vacuumed by students at the end of each day, and whenever necessary throughout the day.
4. There should never be anything left on the floor or on the desks after school. The floors are mopped/vacuumed at night and anything left on the floor will be thrown away.
5. Textbooks should not be left on the floor.
6. The trash and recycling must be taken out by a student (escorted by a teacher) at the end of each day.
7. The teacher's desk should also be neat and clean at the end of each day. Be a model for the students.
8. Do not keep unsealed food in your desk for pests to eat.
9. Personal items should never be left at the school overnight. The school is not responsible for lost or stolen items.
10. Boards should be cleaned with board cleaner, not Clorox Wipes at least once a week.

Bathrooms

1. Teachers should check to ensure the bathrooms remain clean throughout the day. Teachers must check the bathroom during their prep period, and report any messes to the janitorial staff. Encourage students to clean up after themselves.
2. Students must sign in and out of the classroom or lunch space when going to the restroom. They must also sign in at the restroom. Please refer to your Dean for grade-specific policies.
3. Inform the administrative assistant if the bathrooms are low or out of toilet paper, soap, paper towels, or toilet seat liners.
4. Although we want to discourage students from abusing bathroom usage during instruction, by law, students must not be prohibited from using the restroom. K-3 students are required to have restroom breaks.

Doors

1. Be sure to have the following items on both sides of your door: 1) credo; 2) mission statement; 3) slogan; 4) daily schedule; 5) class name and 6) class roster (first name and last initial only and number each student), teacher's name and classroom number.
2. Be sure they are posted at eye-level for students.
3. Doors should always be neat with papers securely posted.

Classroom Display

1. A countdown of the following items should be displayed somewhere within the classroom: perfect attendance, days until state testing and/or any other standardized testing, and days until the last day of school.
2. The clock should be positioned where it is not in the constant view of students.
3. Display student work both inside and outside the classroom.
4. Student of the Month may be displayed either inside or outside the classroom.
5. The office will display the honor roll students each quarter.
6. Post a banner or some kind of display about the university you graduated from.

Mailboxes/ Emails

1. Check your physical mailbox before school, during your prep time, during lunch, and after school.
2. Emails should be checked on a daily basis, but not during instructional time. Emails from parents and students should be replied to within 24 hours of receipt. You are required to "reply" as confirmation that you received and have read emails from the Admin office and/or Superintendent's office.
3. Please only "cc" those who must be made aware of the content in the email. When in doubt a good rule of thumb is to not have more than two people copied on an email.
4. Please use your AIMS email for official school business only.

Copy Machines

1. Training for copier use will take place during orientation. Be sure you know how to “build jobs.”
2. Make copies before school, after school, or during your class planning period, not during instructional time. **Never leave the class unattended to make copies.**
3. Students may not make copies for you.
4. When building large jobs, always make a practice copy, to ensure that your copies will print correctly. Always make double-sided copies when appropriate. Be mindful of wasting paper.
5. Place any discarded copies into the recycle box. These papers should be utilized as scratch paper for your classroom.
6. If the copy machine needs maintenance, please inform your administrative assistant.
7. Copiers are only for AIMS use.
8. Copyright laws must be followed.

Computers

1. All teachers will be issued a desktop or laptop computer. AIMS issued computers are solely for AIMS use.
2. If you do not have a working computer, please let your Administrative Assistant know.

Break Rooms

1. Please keep the break room clean. Wipe down counters, clean your own dishes, and wipe down the inside of the microwave after use.
2. Label the food you put into the refrigerator with your name.
3. The refrigerator will be emptied out every Friday, and items will be discarded
4. Turn off the coffee pot if it is almost empty, rinse out the pot, and dump the coffee filter into the trash. Refill the water container in the Keurig and throw away your K cup.
5. Clean up after yourself!

ENSURING STUDENT SUCCESS

Initial Teacher / Parent Meetings

All new and returning teachers must schedule a 15-minute meeting with each student's family before September 15th of each year. During the meeting, you should:

1. Introduce yourself to the family.
 - a. Ask for the names of the student's family members.
 - b. Ask the family about their hopes or goals for their child while he or she is in your class.
 - c. Share with them your background (e.g. where you're from, where you went to school, where you've worked, other major life experiences).
 - d. Allow them to ask you questions about yourself.

2. Share your plans and goals for their child.
 - a. Refer to the following: Mission Statement, School Motto, and Credo.
 - b. Inform families about what will occur in your class during the year.
 - c. Answer their questions and concerns (if you don't know the answer, ask your mentor teacher, Head of School or designee but definitely provide a response)

It is critical that all of the AIMS employees strive for excellence in the public service that they provide. Consequently, as an employee of AIMS, you are expected to conduct yourself fairly, honestly, and with the highest integrity. This means treating students, co-workers, parents, and all of your other customers with respect and in a manner that is exactly the way that you want to be treated. Additionally, this means being respectful of AIMS' resources and property. Recognizing that each of us plays a critical role in student success, striving for excellence is not only a responsibility that all AIMS employees share, but also a personal commitment. All AIMS employees must adhere to the following expectations and guidelines:

- i. When you meet families and visitors in front of the campus or in the hallway, offer them assistance and provide them with any needed directions or information.
- ii. Ask for help when you cannot speak the same language as a student, family, or visitor.
- iii. Please only use the internet and cell phones for school-related purposes during class hours. Teachers should not use technology for personal uses and must be completely present during meetings and instruction.
- iv. Always be prompt both in reporting for work and in completing assigned tasks. If an emergency makes it necessary for you to be late to work or leave early from work, notify or ask your supervisor for permission as soon as possible.
- v. Establish a good attendance record. Only be absent from work when it is absolutely necessary or when you are on a pre-planned and approved time-

- off. A bonus will be given at the end of the year to teachers with perfect attendance.
- vi. It is the responsibility of the teacher to secure their own sub. A list of subs can be obtained from you Administrative Assistant.
 - vii. Courtesy and cooperation are two basic elements of success in your job and every job at AIMS. Be courteous and cooperative with the public, fellow workers, prospective employees, teachers, students, and parents who are all a part of the organization you serve.
 - viii. Maintain open lines of communication. If any instructions given by your supervisor are not clear, ask for further explanation to make certain that you understand exactly what is expected of you.
 - ix. Try to be as clear and concise as possible when explaining matters to the public and to your fellow employees. Use language that can be understood by everyone and avoid using slang or jargon.
 - x. Always try to work carefully. Mistakes can be costly and at times, dangerous. If you make a mistake, be sure to find out exactly what happened and how to avoid making the same mistake again. Notify your supervisor of the mistake.
 - xi. Remember to keep all of AIMS' business confidential. While many things that happen at AIMS are a matter of public record, releasing information about them is the responsibility of specific offices and individuals. Refer any unusual requests for information to the appropriate authority. Media and communications guidelines can be found on the website.
 - xii. Dress appropriately for your type of work. Maintain a well- groomed, clean, neat, and business-like appearance at all times. Remember, you are representing AIMS to students and the public.

This method is the basic foundation to the success of our AIMS family.

Study Hall

Study Hall is an integral component of the AIMS Model, and, when executed properly, is effective in providing quality study time that is essential in preparing our students for academic success. In addition, a properly functioning study hall sets the tone for the school day and models real-life conditions of a college-preparatory environment. Teachers are expected to implement and hold students accountable to AIMS Study Hall Policies.

Morning Study Hall Procedures

- Study Hall must be scheduled and supervised by an appropriate AIMS instructor, staff, or administrator at all times. If you are running late, please coordinate with your study hall rotation team to provide study hall coverage. In addition, please communicate your coverage plans on Slack (please see your Deans if you have any questions).
- Study Halls are located in the designated common areas. Please see your Dean for locations.

- During study hall, all students must be seated, and are not allowed to talk, play games, or work on any non-school related activities. Students are only allowed to check their homework, study, read, and organize themselves to prepare for the upcoming school day. Students may not opt to “do nothing” during study hall and must have some type of work out in front of them.
- Students may not get out of their seat without permission. Except in cases of emergency, no more than one student per restroom should be admitted at a time.
- Students may eat breakfast or a healthy snack before class, provided that the study hall remains clean. No candy, chips, junk food, or sodas are allowed at any time.
- Ensure that all students clean their designated areas prior to entering the classroom.

Afternoon Study Hall Procedures

- The first hour of afternoon study hall is designated as a “quiet hour,” in which non-academic activities in the common study hall area are prohibited.
- Students may not get out of their seat without permission. Except in cases of emergency, no more than one student per restroom should be admitted at a time.
- Ensure that all students clean their designated areas prior to leaving study hall.

On-Campus Tutoring

1. Tutoring is an essential component to academic improvement and AIM Schools’ success.
2. All students with a grade of C- or below in grades 3-12 and demonstrating low-fluency in grades K-2, must receive on-campus tutoring either before, during, and/or after school.
3. These students may also be required to attend Saturday School (grades 3-12) to receive additional help. Saturday School is an opportunity for all teachers to be available for students who need help.
4. Students who have low standardized test scores or score below meeting Standards on state assessments must participate in tutoring.
5. If a parent requests tutoring for their child or a student requests tutoring, the request will be evaluated and the student will be placed in tutoring based on need and availability.
6. Instructional aides and classroom teachers must strategize and communicate to determine if student progress is being made in tutoring.
7. Language-Arts and Math Instructional Aides are on-site Monday – Friday.
8. Students should attend all scheduled tutoring sessions. The administrator, classroom teacher, and Instructional Aides must be informed in writing if a student is absent or did not attend a scheduled tutoring session on the same day.
9. Tutoring rosters will change as needed. Communicate with students, parents, administrators, classroom teachers, and Instructional Aides if changes to the schedule are needed or made. Notice must be given to all parties before changes are finalized.
10. Teachers must provide the Instructional Aides with a copy of their weekly lesson plans.
11. Teachers must provide the students with work to complete during their tutoring session, unless prior arrangements with the tutor were made.
12. Tutoring sessions should not be used for students to complete missed exams or homework.

13. Students must sign in to all tutoring sessions, including meetings with a teacher. Any time a student stays after school (for any reason), he or she must sign in.
14. High school tutors must sign-in with the teacher of the students they are tutoring using the below tutoring log for high school students. Copies are available in the office. The teacher of the students being tutored is responsible for keeping these logs. They may be used for accruing community service hours or invoicing purposes.

Student Tutoring Log

Elementary/ Middle School Teacher: _____

High School Tutor's Name: _____ Grade: _____

Elementary/Middle School Student's Name: _____ Grade: _____

Date	Hours	What you worked on	Teacher signature

i. AIMS Student Success Team (SST)

According to the law, a student should be referred for special educational instruction and services only *after* the resources of the general education program have been considered and, where appropriate, utilized. (30 EC 56303) AIMS emphasizes the necessity to develop and provide interventions in order to ensure that a student has a successful school experience. The SST is a problem solving and coordinating structure that assists students, families and teachers to seek positive solutions for maximizing student potential. The SST focuses in-depth on one student at a time, and invites the parent and student to participate in finding solutions to areas of concern.

Potential Areas of Concern*

Academic

- *special education consideration*
- *disabilities*
- *retention*
- *attendance*

Social/Emotional

- *moving/social adjustment*
- *teacher relationship*
- *peer relationships*

- *familial challenge**
- *self-injury*

Health

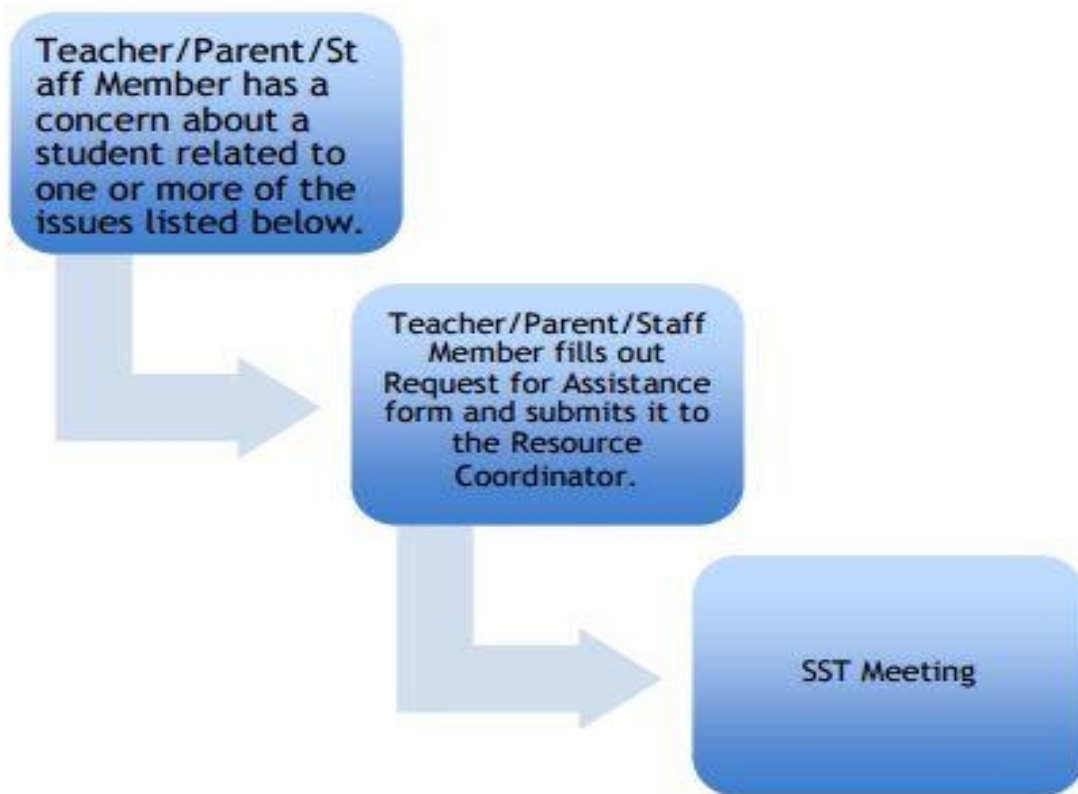
- *medical needs*
- *substance abuse*
- *eating disorders*

Other

- *Any issue that requires a combination of service coordination, collaborative problem-solving, and results monitoring.*

*If the observed indicators of ANY of these areas of concern meet the criteria outlined under California Child Abuse & Neglect Reporting Law, please refer to <http://mandatedreporter.ca.com/> for the appropriate reporting/intervention guidelines.

How to Initiate an SST meeting:



ii. Sample Initial Student Success Team (SST) Agenda

- ✓ Welcome & Expectations (2-3 minutes)
 - *Uninterrupted listening*
 - *Respect for time*
 - *Adhere to topics*
- ✓ Review of Student Strengths (2-3 minutes)
- ✓ Situation Identification & Clarification of Function of Behavior (4-5 minutes)
- ✓ Brainstorm Interventions (6-8 minutes)
- ✓ Evaluate Interventions (6-8 minutes)
- ✓ Select Intervention(s) & Measurements (3-4 minutes)
- ✓ Write Action Plan (4-5 minutes)
- ✓ Summarize & Close (1-2 minutes)

SST participants will be e-mailed a copy of the action plan, as well as an evaluation of the process at the end of this meeting. If you do not receive either, please e-mail erin.oh@aimschools.org and find the evaluation form here: <http://goo.gl/forms/BUf9vYM5FS>.

When a Student Success Team determines that a student has not made sufficient progress given the interventions and support identified and implemented by the SST, the team must conduct a thorough file review and rule out hearing, vision, and/or attendance as qualifying conditions. Only after doing so should the team consider a referral for an assessment under Section 504 or for Special Education eligibility.

AIMS MENU OF INTERVENTION STRATEGIES

Attendance Strategies

- Alarm clock for parent/caregiver/student
- Earlier bedtime
- Give parent/caregiver simpler bus route
- Help parent/caregiver to find more reliable transportation to school
- Parent/caregiver agrees to bring child to school daily
- Parent/caregiver will make sure child gets on bus in morning
- Parent/caregiver/student will wake up earlier to get child to school on-time
- Wake -up call for parent/caregiver and/or student

Behavioral Strategies

- After-school program
- Allow student to draw to calm down in class
- Allow student to move around while reading
- Anger Ball

- Avoid creating dependency by helping too much (“learned helplessness”)
- Build rapport with student (focus on strengths, interests); schedule regular time to talk
- Call home on a bad day for support
- Call home on a good day for reinforcement
- Change antecedent event (event that occurs prior to target behavior)
- Chart/graph student behavior (assess/determine pattern of behavior)
- Clarify consequences with student and follow step consistently
- Classroom problem-solving sessions
- Collaboration with outside sources (e.g., therapist, tutor, after-school program)
- Concentration game
- Connect family with cultural community center
- “Cool Down” Station
- Daily check-in with student
- Develop behavioral contract
- Develop/alter classroom rules (“Development of Classroom Rules”)
- Display exemplary student work
- Give leadership responsibilities/important jobs
- Help parent/caregiver set up home reward/management system
- Ignore negative behavior, if possible
- Immediately recognize positive behaviors
- Increased parent/caregiver attention at home
- Move student’s seat (preferential seating)
- Non-Verbal Signals Between Teacher and Student
- Offer student choices
- Parent/caregiver call with teacher weekly
- Positive reward system developed at school or home
- Provide student frequent breaks for relaxation/small-talk
- Provide student time for physical activities/movement
- Refer for other services (group/mentor/counseling)
- Relaxation techniques
- Restorative Justice Techniques
- Survey/interview student to determine interests
- Give student a class responsibility

Health Strategies

- Health specific class/group
- Collaborate With Primary Medical Provider
- Dental exam/treatment
- Fact Sheets on Communicable Diseases and School Age Illnesses
- Hearing screening/exam
- Improve hygiene
- Make sure child wears glasses
- Medication Administration
- Obtain/replace glasses for student

- Refer to School Health Center
- Vision screening/exam

Instructional Strategies and Modifications

- Academic contract
- Allow previewing of content, concepts and vocabulary
- Allow student to have sample or practice tests
- Ask parent/caregiver to structure study time (give them information about long-term assignments)
- Collect homework daily instead of weekly
- Communicate with after-school program staff (e.g., re: homework help)
- Communicate with last year's teacher re: successful strategies
- Complete documentation for a 504 plan
- Cue/maintain eye contact with student when giving directions
- Individual and/or small group instruction
- Family reading or library time
- Give student immediate feedback (make sure assignments are started correctly)
- Give student options for presentation (written/oral or illustration/model)
- Help parents/caregivers to learn reading strategies
- Homework checklist or folder
- Invite parent/caregiver to observe classroom at school
- Make sure student stays for after school program
- Manipulative and Visual Prompts
- Move child's seat (preferential seating)
- Parent/caregiver will ask another family member to give child homework help
- Resource Coordinator will check-in with student daily regarding class work
- Provide printed copy of board work/notes
- Provide study guides/questions
- Read aloud to parent/caregiver at home
- Send home extra work
- Send home unfinished class work
- Student will teach/tutor/read to a peer or younger child (e.g., "Big Buddies/Little Buddies")
- Study Carrel
- Supply student with samples of work expected

CLASS NOVELS LIST AND PROCEDURES

1. To use the Charter’s class sets of novels, fill out a “Novel Request Form.” It must be submitted at least one week prior to the first day you need the class set.
2. All class sets of novels will be distributed through the office and you must indicate when you will be finished with the novel.
3. The campuses will exchange novels within the first week of each semester.

AIPCS/AIPCS II Novel List 2016-2017		
6th Grade	Maniac Magee	Where the Red Fern Grows
	The Outsiders	Esperanza Rising
	Call of the Wild	The Shakespeare Stealer
	Where the Red Fern Grows	Call of the Wild
	A Wrinkle in Time	Red Scarf Girl
7th Grade	The Giver	Anne Frank: Diary of a Young Girl
	Shabanu: Daughter of the Wind	Animal Farm
	Bad Boy	A Midsummer Night's Dream
	The Crying Rocks	Fahrenheit 451
	Animal Farm	The Giver
	Persepolis*	I, Juan de Pareja
8th Grade	Bean Trees	To Kill a Mockingbird
	Narrative of the Life of Frederick Douglas	Night
	Across Five Aprils	Things Fall Apart
	Autobiography of Miss Jane Pittman	Maus*
	Night	

* To be used by the Instructional Aide.

AIPHS Novel List 2016-2017

9th Grade	I Know Why the Caged Bird Sings	Brave New World
	Reflections on a Gift of Watermelon Pickle and Other Modern Verse	The Old Man and the Sea
	To Kill a Mockingbird	The Theban Plays
	The Adventures of Tom Sawyer and Huckleberry Finn	Lord of the Flies
	Black Boy	The Curious Incident of the Dog in the Night-Time
	Of Mice and Men	
10th Grade	Waiting for Godot	Lost Horizon
	Jane Eyre	The Metamorphosis
	Great Expectations	A Separate Peace
	Crime and Punishment	Cyrano De Bergerac
	The Autobiography of Miss Jane Pittman	The Catcher in the Rye The Great Gatsby
	The Stranger	
11th Grade	The Kite Runner	Invisible Man
	Their Eyes Were Watching God	One Flew Over the Cuckoo's Nest
	East of Eden	Slaughterhouse 5
	Stranger in a Strange Land	Snow Falling on Cedars
	Crime and Punishment	The Scarlet Letter
	Maus	Rain of Gold
	God is Red	
12th Grade	The House of the Spirits	A Portrait of the Artist as a Young Man
	The Awakening	1984
	Heart of Darkness	Cry, the Beloved Country
	The Secret Sharer	Sound and Sense
	The Sound and the Fury	Macbeth
	A Room with a View	Hamlet
	The House of Dies Drear	Frankenstein
	Brave New World	A Room of One's Own

SECTION 2: A CULTURE OF ACCOUNTABILITY

Overview

1. At AIMS we analyze and test all students to ability group for mathematics. A student's state and national test results are used to gauge the accuracy of achievement displayed in the classroom.
2. State testing is held one week after staff and students return from Spring Break. There are no field trips until after state testing in grades 3-12. Students who have poor academic and/or behavioral standing may not attend field trips, with additional consideration given and exceptions made for special education students.
3. Progress reports are sent home every three weeks for students with a grade of "C-" or lower. Report cards are distributed every nine weeks for all grades. Administrators must sign off on all student progress reports and report cards before they are sent home.
4. Students are informed of their academic progress and the school's academic progress continuously. Students are expected to set academic goals and work toward them.
5. We demand hard work and high academic expectations from all employees and students.

STUDENT CONTRACT

1. American Indian Model Schools: Grades K – 12
2. 2016-2017 School Year

The following rules and regulations must be followed at American Indian Model Schools:

Respect Yourself:

1. Students must attend school each day on time. This includes extended year for grades K – 8 and summer intensive programs. This may also include any other program suggested by the school.
2. Students who miss three (3) days of school will be referred to the Student Attendance Review Committee (SARC). Students who miss five (5) days of school will be referred to the Student Attendance Review Board (SARB).
3. Students must make up absences during Saturday School.
4. Students who are tardy five (5) times within an academic quarter will be referred to the Student Attendance Review Committee (SARC). Students who are tardy more than eight (8) days of school within an academic semester will be referred to the Student Attendance Review Board (SARB).

5. Students who receive two (2) detentions in one week must attend Saturday School.
6. An absence from an assigned Saturday School must be made up by attending two (2) Saturday Schools (or by a combination of one Saturday School and four (4) hours of detention.)
7. Students must complete all homework and classwork given by the teacher and submit the work to the teacher **on time**.
8. Students with excused absences from school (see Attendance Policy) will be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit. The teacher of the class from which a student is absent will determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. **If the work is not completed within a reasonable time, the student will receive no credit.**
9. Students may not use illegal drugs, alcohol, or tobacco.
10. Students may not have personal electronic devices (i.e. cell phones, laptops, iPads, music players, etc.) at school without permission. These devices may be confiscated for the remainder of the school day if seen, and if repeat violations occur, will be returned only to the student's parent or guardian.
11. **Students must adhere to the school's dress code.**

Respect Others:

1. Students will not use foul language, or participate in bullying, name-calling, or fighting.
2. Students will use proper communication protocols to be heard and will not interrupt others.
3. Students will follow adult directions.

Respect the Facility:

1. Students must bring their own lunch to school.
2. Students cannot leave the school grounds or campus during the school day, except for an excused reason and with a parent/guardian signing them out.
3. In the case of an emergency, families must correspond with their student through the office. Students may not take phone calls on a personal device during the school day.

4. Students may not use bikes, skateboards, scooters, or cars on campus.
5. Students may not loiter on school grounds before or after school.
6. Students may not have food or drinks in the classroom, with the exception of water, or in case of medical necessity.
7. All visitors must check in at the front office.
8. If a student misses school for an appointment, proof of the appointment may be requested and must be submitted to the office to excuse the absence.
9. Students must follow all pick-up/drop-off safety procedures set forth by the school.

(For High School students (grades 9-12) only:)

10. Any grade lower than a “C” (i.e., a “C-“) is considered a failing grade.
11. Students who receive a grade of “C” or lower in a community college course may be dropped from the class. Those students will receive high school credit, provided they successfully pass the course, but will not receive college credit.
12. Students who receive lower than a “C” in an Advanced Placement (AP) course will be withdrawn from the course and enrolled into the non-AP equivalent option. Students must pass the course with at least a “C”.
13. Students who receive a grade lower than a “C” in core subjects must repeat any failed courses with a passing grade. Students are responsible for making sure that they enroll in, and retake the appropriate courses and should meet with the site administrator or administrative assistant to get approval for the classes.
14. Students must seek acceptance to a four-year college or university prior to graduation.

Students who choose not to follow these rules will be subject to the school’s disciplinary policies up to and including suspension and expulsion.

I agree to respect myself, others and the school facility by following these rules.

Student’s Name (Print)

Student’s Signature

Date

Parent’s Signature

STUDENT DRESS CODE POLICY

All students at AIMS in grades K-12 must adhere to this dress code while on the school campus, **teachers are responsible to ensure this code is adhered to:**

Top:

1. Students must wear a **WHITE** shirt with a **COLLAR**. The white collared shirts may be short-sleeved or long-sleeved.
2. The shirts must be completely **PLAIN** with no logos (other than the official AIMS gear with logo), emblems, or designs of any kind.
3. Students may not wear colored shirts underneath their white shirts.
4. All shirts must be tucked in.
5. No halter tops, tank tops, midriff, or see-through shirts are permitted.

Bottom:

1. Students must wear **NAVY BLUE** or **KHAKI** pants that are completely **PLAIN** with no colorful designs or details (including stripes, patches, flashy stitching, etc.)
2. No jeans, denim, shorts, capri pants, leggings, jeggings, yoga pants, skinny jeans, athletic pants (sweatpants, nylon jogging pants, etc.), or tight fitting pants are permitted.
3. Skirts are permitted as long as they are below the knee.
4. Pants can have a maximum of four pockets: two in the front and two in the back. The pockets need to be near the waistline—not down the leg of the pants (i.e., cargo pants).
5. **NO SAGGING PANTS** will be permitted.
6. Students cannot rubber band the bottom of their pants.
7. **Students wearing pants must wear a belt.** Only black and brown leather belts are permitted.
8. Students may wear flesh-toned, white, or navy footed stockings or tights underneath skirts.

Sweaters/Sweatshirts:

1. All sweaters, sweatshirts and jackets must be **plain white**, without any additional colors (official AIMS gear is allowed).
2. All white hoods are allowed, but must be removed upon entering the school facility. A collared white shirt must be visible underneath the student's sweater or sweatshirt.

Accessories/Make-up:

1. Coloration of hair and artificial nails are not permitted.
2. No make-up may be worn, including lip-gloss and nail polish.
3. Jewelry is not permitted and will be confiscated until the end of the school day if worn. This includes watches.
4. Students may not wear sunglasses, hats, headbands, bandanas, beanies, colorful hair ties, ribbons, or anything with bright color in their hair. Simple barrettes, clips, and elastic hair ties that are black, brown, or white are permitted.
5. Scarves worn for religious purposes must be black, khaki, white, or navy in color.
6. Colorful socks should not be visible.
7. On cold days students may wear a plain white scarf. Scarves must be removed during class.

Shoes:

1. Students may not wear colorful laces on their shoes.
2. Students may not wear flip-flops, sandals, high heels, or shoes that may be distracting to the educational environment.

Exceptions to this policy will be made based on medical needs or religious beliefs.

I agree to respect myself, others and the school facility by following this Dress Code.

Student's Name (Print)

Student's Signature

Date

I agree to require my student to follow this Dress Code.

Parent's Signature

TEACHER PACING GUIDES AND LESSON PLANS

1. Type your lesson plans, and make multiple copies: one to submit to the site administrator, one to the Instructional Aide (s) and one for personal use. Email your lesson plans to your site administrator and submit a hard copy.
2. Lesson plans must follow the order of the pacing guide and curriculum map.
3. Do not forget to put a copy in each Instructional Aides's inbox. They are working to help your students improve and need lesson plans to prepare.
4. Your lesson plans must be submitted by the **end of the day on Friday** for approval from your site administrator. This will allow all changes to be made prior to the week the lessons are to be taught.
5. The site administrator will review the plans, write brief comments, and file them in a binder. When not approved, the lesson plans will be returned to your inbox with comments for revisions. You must re-submit your lesson plans on Friday.
6. Please put your lesson plans in this order (from top to bottom): Language Arts, Math, Science, and History (k-8)
7. You must include chapter, section, page, and problem numbers and names.
8. For Language Arts, include subheadings for spelling, vocabulary, grammar, reading, and writing for each day of the week. (See the sample lesson plans in our office.)
9. Your lesson plans must be neatly stapled and hole punched.
10. Please make sure that you are including nightly homework assignments. The assignments should be clearly labeled.
11. Class assignments should include the title of the text or resource that you are using and page numbers. Remember: if a substitute were filling in for you, would they be able to follow your lesson plans?
12. If you know you will be absent please submit a substitute teacher lesson plan to the site administrator before the day(s) you are absent (see sample substitute lesson plan). This may be e-mailed if you are ill or out of town.
13. Please initial your lesson plans once they have been approved.
14. Pacing guides are to be submitted one week before the start of the school year.

STUDENT ASSESSMENT

1. Follow the grading scale. Do not inflate grades.
2. Physical education grades and elective grades count toward the Grade Point Average (GPA).
3. Progress reports are distributed every three weeks. If a student is failing any subject, he or she will receive a progress report for the failing grade only. A grade of **C- or lower** is considered to be failing.
4. The office will provide a template for progress reports and report cards one week before they are due.
5. PE aides, foreign language, and elective teachers must provide homeroom teachers with feedback on grades by the Thursday before the reports are due. These teachers must write comments for students.
6. Comments on report cards and progress reports are essential. Do not notify the Site administrator and families of students who are at risk of being retained **for the first time** by documenting the possible retention in the student's report card. See Retention Policy.
7. Comments listed on progress reports and report cards must be numbered. Do not include scores (tests, quizzes, etc.) on progress reports or report cards.
8. Edit your reports and submit them on time (8:00 A.M. on the day they are due). Make sure you check your GPA calculations. If there are multiple mistakes, your designated Dean will stop reviewing your progress/report cards, and return them to you for corrections.
9. Teachers are responsible for having their PowerSchool gradebook updated by the end of each week.
10. When grades are due, put a copy of each student's report card or progress report in the site administrator's mailbox. Your designated Dean will read the reports, write comments, and initial each report. No report card or progress report is to go home before review by your designated Dean
11. Send two copies of the report card home with the student. One copy is for the family to keep and the other is to be signed and returned to you. Keep a third copy in the student's classroom file in case the student loses the copies you sent home.

12. Grades are due for all students twice each semester. List specific names for subjects. For example: “Algebra I” (8th grade) or “Geometry” (9th grade). When the second period grades are due, you will have three columns next to the subject name. The first column will list student’s first period grades (this is why you need to have copies of their first period grades on file). The second column will list student’s second period grades. The third column will list student’s semester grades, which are calculated by averaging the first and second period grades.

GRADING SCALES

K- 2nd Grade Reading Scores

Grade	Fluency Scores	Comprehension Level
E	Above Grade Level WPM	Exceeding Common Core expectations per grade level
P	K 60-74 WPM 1 st 75-100 WPM 2 nd 101-120 WPM	Meeting Common Core expectations per grade level
B	Below Grade Level WPM	Not meeting Common Core expectations per grade level

K- 2nd Grade Math Scores

Grade	Fluency Scores
E	Exceeding mastery of CCSS on AIMS pacing guide
P	Meeting mastery of CCSS on AIMS pacing guide
B	Not meeting mastery of CCSS on AIMS pacing guide

3rd- 8th Grade

Grade	Score	Grade Points
A	94-100	4.00
A-	90-93	3.67

B+	88 – 89	3.33
B	84 – 87	3.00
B-	80 – 83	2.67
C+	78 – 79	2.33
C	74 – 77	2.00
C-	70 – 73	1.67
D+	68 – 69	1.33
D	64 – 67	1.00
D-	60 – 63	0.67
F	59 and below	0.00
<i>No "A+" Grade</i>		

High School

Percentage	Grade	Points	Points for Honors/AP/College Courses
94-100	A	4.0	5.0
90-93	A-	3.67	4.67
88-89	B+	3.33	4.33
84-87	B	3.0	4.0
80-83	B-	2.67	3.67
78-79	C+	2.33	3.33
74-77	C	2.0	3.0
70-73	C-	1.67	2.67
68-69	D+	1.33	2.33
64-67	D	1.0	2.0
60-63	D-	0.67	1.67
0-59	F	0.0	0.0

STANDARDIZED ASSESSMENTS

1. AIMS embraces student testing and the *No Child Left Behind* Act, 2002. We do not believe tests discriminate. Students who are prepared with core academics will succeed.
2. AIPCS and AIPCS II students take the following exams: Benchmark Assessments, State Testing (2nd-8th grade), California Assessment of Student Performance and Progress (3rd-8th), CELDT (English Language Learners), American Mathematics Competition–AMC (select 6th-8th graders), SAT (select 7th-8th graders), and SCAT (select 6th graders).
3. AIPHS students will take the following exams: California Assessment of Student Performance and Progress (9th-12th), California High School Exit Exam–CAHSEE (10th grade), PSAT (9th-11th grade), SAT (11th-12th grade), ACT (11th-12th grade), SAT II (11th-12th grade), CELDT (English Language Learners), Advanced Placement Exams–AP (9th-12th grade), and American Mathematics Competition–AMC (9th-12th grade).
4. Teachers must analyze their students' test scores to determine areas of high achievement and areas of improvement. You should have data and goals for each of your students.
5. Teachers will administer standard diagnostic tests throughout the school year. These tests will be provided by the office, which will later collect the data to compare teachers and schools. (See diagnostic schedule).
6. Teachers must speak with their class about the school's Academic Performance Index (API) and our score each year. Teachers must speak with their class about the school's goal for the next year's API.
7. Teachers must finish instruction in the core subjects textbooks no later than Spring Break. Students will begin working on the curriculum for the next grade level after state testing has been completed.

STATE TESTING STRATEGIES

The following State testing strategies have been collected from AIMS teachers for the staff's collective benefit:

1. After reviewing the practice tests, give students shorter quizzes each week for reinforcement.
2. The first time through the test, have your students filled in the bubbles very lightly to make erasing easier.
3. Then students can check over each question and either change their answers or fill in the bubbles completely.
4. As you walk around the classroom, keep track of when each student finishes their test the first time and made them check their work for at least thirty minutes.

5. When students finish checking their answer sheet, double-checked it to ensure that their name is on it, as well as that all bubbles are correctly filled in.
6. After reviewing the test-taking strategies thoroughly, move on and focus on reviewing the standards and concepts.
7. Before the students took the test, emphasize that this is their opportunity to show off what they have learned all year. Reiterated the importance of trying their best and proving how hard they have worked this year to prepare.
8. Cross out answers that are obviously incorrect to narrow down choices.
9. Throughout the year, use the State practice questions from last year in your lessons.
10. To improve reading comprehension, ask students to read the first and last sentence of each paragraph before reading the entire essay.
11. Teach students common Latin and Greek prefixes and suffixes to improve their ability to understand words they are unfamiliar with.
12. Remember “PEMDAS” for math (parentheses, exponents, multiplication, distribution, addition, and subtraction).
13. Repetition is important for comprehension.
14. Stress reading comprehension by having students read passages and summarize them.
15. Bring out student’s competitive sides by reviewing released State questions and making answers worth points.
16. Start test prep early in the school year, allowing for plenty of time.
17. Read and complete released test questions together.
18. Assess your students on a regular basis to see whether they are mastering standards.

BENCHMARK TESTING

Teachers should include the benchmark exams in their lesson plans. When a class finishes a chapter grouping according to the benchmark exam cycle, teachers should administer the test. For example, when a 6th grade class finishes chapter 3 of ELA, the teacher should administer the 6th grade Ch. 1-3 ELA benchmark exam. Benchmark test 2 for 6th grade ELA will be administered when this class finishes chapter 6. When you’re ready for your class to test, please see administration for a single copy of the exam and answer key.

A mock state exam is also given each year for each grade level. This is administered three to four weeks before the actual state test. Results help inform teachers’ instructional decisions during the weeks prior to state testing.

SPECIAL EDUCATION

Child Find Mandate

The Individuals with Disabilities Education Act (“IDEA”) includes the “Child Find” mandate, which requires AIMS to identify, locate, and evaluate all children with disabilities enrolled in its schools. If AIMS has knowledge that a student has a disability, or is suspected of having a disability and may need special education and related services, AIMS must offer to assess the student. Indicators for when a student is suspected of having a disability, and AIMS should thus offer an initial assessment include, but are not limited to the following:

1. Parent(s) expressed concerns in writing to AIMS administration or to one of student’s teachers that student may be need of special education and related services;
2. Parent or school staff has requested an initial evaluation of the student;
3. Student’s teacher, or other AIMS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education or to other AIMS supervisory personnel.

A student should be referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. See Tutoring and AIMS Student Success Team (SST) policies.

Special Education Assessments

A student may be referred for special education services at any time by AIMS staff, parents, or other service provider. Before a student can be assessed for eligibility for special education, or reassessed while receiving special education and related services, AIMS must develop an Assessment Plan and provide it to the parents for their approval within **15 calendar days** from the date of receipt of a written request for a special education assessment. Assessments must be administered in all areas related to the suspected disability by trained and knowledgeable personnel using sound instruments. For school-age children, the eligibility assessment must be completed within **60 days** of AIMS’ receipt of written parental consent for specified assessment activities and an Assessment Report provided to parents outlining required information. Under certain conditions, a parent may have the right to obtain an independent educational evaluation (IEE) at public expense. Please note that a student may demonstrate a disability, but may not necessarily be eligible for special education and related services. A student’s IEP team will determine eligibility based on the requirement that the student’s disability negatively or adversely affects his/her educational performance.

Individualized Education Plan (IEP)

An Individualized Education Program (IEP) is a written statement that AIMS must develop for each student who receives special education and related services. The educational program must be designed to meet the child’s individual specific needs. Every child who receives special

education services must have an IEP. The purpose of an IEP is to outline a plan for meeting a student's specific disability related needs that sets reasonable learning goals for the child and states the services that the school will provide for the child. The IEP is developed jointly by the school, the parents, and the student, when appropriate.

Each child's IEP must contain specific information, as listed within IDEA, which includes nine essential elements:

1. **Present Levels of Performance:** A statement of the student's present levels of performance including how the disability affects the student's involvement and progress in the general curriculum.
2. **Measurable Annual Goals:** Measurable annual goals, including academic and functional goals, related to the student's needs, resulting from the student's disability, that will enable the student to be involved in and progress in the general education curriculum and that meet each of the student's other educational needs that result from the student's disability.
3. **Progress:** A description of how the student's progress toward meeting the annual goals described above will be measured and when periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports) will be provided.
4. **Special Education and Related Services:** A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to advance appropriately.
5. **Participation in General Education:** An explanation of the extent, if any, to which the student will not participate with general education students in the general education classroom and in extracurricular and nonacademic activities.
6. **State Testing:** A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on State and district assessments. If the IEP team determines that the student shall take an alternate assessment on a particular State or district assessment of student achievement, the IEP must include a statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student.
7. **Timing of Services and Modifications:** The projected date for the beginning of the services and modifications identified in the IEP, along with the anticipated frequency, location, and duration of the services and modifications.
8. **Transition and Post-Secondary Goals:** Beginning no later than the first IEP to be in effect when the student is 16, and updated annually thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training,

education employment, and where appropriate, independent living skills and the transition services (including courses of study) needed to assist the student in reaching those goals.

9. **Age of Majority:** Beginning at least one year before the student reaches the age of 18, a statement that the student has been informed of the IDEA rights that will transfer to him or her upon turning 18.

Who develops the IEP?

The IEP is developed by a team of individuals that include the parent(s), an administrator, general education teacher, special education teacher, an expert who can interpret evaluation results, and the student, if appropriate. The team meets, reviews the assessment information available about the child, and designs an educational program to address the child's educational needs that result from his or her disability.

When is the IEP developed and the IEP meeting held?

Assuming eligibility is found, an IEP must be developed by the IEP team and implemented for each student, within 60 days of obtaining written parental consent of the Assessment Plan. For students already eligible for special education services, the IEP must also be reviewed at least annually thereafter to determine whether the annual goals are being achieved and must be revised as appropriate. An IEP meeting must be held within **30 days** of receipt of any written request from a parent.

504 Plans

Section 504 of the Rehabilitation Act of 1973 protects disabled individuals against discrimination. It does so by mandating that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of any entity that is a recipient of Federal financial assistance (34 CFR § 104.4(a)). AIMS must establish and maintain services and accommodations for students with physical or mental impairments that substantially limit one or more major life activity in order to ensure that these students have equal access to education.

Section 504 accommodations and/or related services must be delineated in a Section 504 Plan formulated by the student's teachers, parents, members of the SST team, and a school administrator.

Examples of 504 Plan accommodations and/or services that AIMS must provide to students include:

- Assistance with PE equipment for a student with mild cerebral palsy
- Extra time on tests for a student with Attention Deficit Hyperactivity Disorder (ADHD)
- Nursing services for a student with Type I Diabetes
- Use of an amplification system for a student with a hearing loss

A teacher, parent, guardian, or administrator can request a 504 Plan for a student. If a parent requests that their child be accommodated through a 504 Plan, you must follow through with a 504 Team meeting as soon as possible, even if you do not think the student needs a 504 Plan.

In order to have a 504 Plan, a student must meet all three of these requirements:

1. The student must have a physical or mental impairment that gets in the way of learning or participating in school programs or activities. The “physical or mental impairment” can be any physical or mental condition or problem. It can be something that lasts for a long time, for a short time, or it might come and go. Examples of impairments include: cancer, chronic asthma, diabetes, seizures, ADHD.
2. The student’s impairment must affect at least one major life activity. Major life activities include such things as seeing, hearing, eating, sleeping, breathing, speaking, walking, thinking, learning, and working. Major life activities also include the operation of major bodily functions such as normal cell growth, the immune system, bowels, bladder, neurological, and circulatory functions.
3. The impairment must substantially limit a major life activity. The determination of whether an impairment substantially limits a major life activity requires an individualized assessment. An impairment does not have to prevent or significantly limit a major life activity to be considered “substantially limiting.” For instance, if a student has a visual impairment that can be fully corrected by the use of ordinary eyeglasses or contact lenses, it will not be considered.

In general, a 504 plan should include the following elements, all tailored to the child’s individual needs:

- Specific accommodations, supports or services
- Names of the school professional that will provide each service
- The name of the person responsible for ensuring the 504 plan is implemented

Differences between a 504 Plan and an IEP

504 Plan	IEP
<p>The 504 plan offers <u>all</u> children with disabilities equal access to an education. Section 504 defines “disability” in very broad terms. That’s why children who aren’t eligible for an IEP may qualify for a 504 plan.</p>	<ul style="list-style-type: none"> • The IEP is only for children who qualify for special education services. • The individualized program must meet each child’s unique needs. • It must provide educational benefit.
<p>The 504 is documented in a written plan.</p>	<p>The IEP documents contain very specific language and parts such as goals and objectives that are not included in the 504.</p>
<p>Specific timelines for the 504 do not exist.</p>	<p>Timelines for an IEP are very specific and important.</p>
<p>There are no requirements stating who must attend the 504 plan meeting.</p>	<p>There are a minimum number of IEP participants required, and they are defined by law as the parent, an administrator, general education teacher, special education teacher, expert who can interpret evaluation results, and the student if appropriate.</p>
<p>Reports of noncompliance and the request for a hearing are made to the Office for Civil Rights.</p>	<p>Reports of noncompliance and the request for due process are made to the State’s Department of Education, Office of Administrative Hearings.</p>
<p>The 504 does not offer as many specific procedural safeguards as the IEP.</p>	<p>IEP specific procedural safeguards include, but are not limited to:</p> <ul style="list-style-type: none"> • the right to request an independent assessment at public expense • the student may “stay put” until a dispute is resolved

For additional information about IEPs and 504 Plans, please see speak with a school administrator, psychologist, counselor, or reference the Special Education binder in the office.

Teachers must check with the office by the first week of school to determine which of their students have IEP or 504 Plans, and to review those documents. If one of your students is new to AIMS,

you must make sure his/her records from the previous school are requested and obtained in a timely manner. If you have not received your student's file within ten days, follow up.

All teachers must read through the Special Education binder and speak with their administrator and special education teacher about students with any special needs in their class.

STUDENT ATTENDANCE POLICY

Consistent school attendance is critical to our school's success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school, and behavior problems. It is the intent of the Board to ensure that students attend school every day on time. All members of AIMS should take pride in the schools' attendance records. Our attendance rates for students and staff far surpass the District and state averages. Because others may question the integrity of our attendance data, it is vital that we ensure the legitimacy of our attendance records. This attendance policy outlines AIMS procedures for making certain that accurate and complete attendance records are kept.

Excused and Unexcused Absences

Absences are "excused" when they are due to:

- Illness or medical, dental, optometric, or chiropractic appointment
- Family emergency
- Legal matter
- Religious holiday or ceremony
- Funeral services of an immediate family member (one day if the service is in California and not more than three days if the service is outside California).
- Work assignment for student who holds an entertainment work permit or who participates with a not-for-profit arts organization in a performance for a public school audience.
 - The law limits the number of excused absences for a child holding an entertainment work permit to five absences per school year, each of which may consist of up to five days. CA. Ed. Code 48225.5.

All other absences are "unexcused" absences, even if the parent calls in to excuse it. Absences unverified after 3 school days will be recorded as unexcused.

Absences due to an illness exceeding 3 consecutive days require a note from a doctor or nurse excusing the absence AND specifying the amount of time excused. If no note is received, the absence is considered an unexcused absence.

Note: A student with an excused absence from school will be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit. The teacher of the class from which a student is absent will determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. If the work is not completed within a reasonable time, the student will receive no credit.

Tardies

When a student is tardy three (3) times within one month, the teacher will contact the parent/guardian to discuss the problem and try to resolve it. If the problem persists, the parent/guardian will receive a letter from the school outlining the dates the student was tardy, the problems associated with tardiness, and a request to remedy the problem. If the problem continues to persist, the parent/guardian will be asked to attend a meeting with an administrator to determine what steps might be necessary to resolve the problem. If tardiness continues after meeting with an administrator, the parent/guardian may be referred to a Student Success Team meeting for resolution.

Truancy

Students shall be classified as truant if absent from school three (3) full days in one school year, without a valid excuse. Such students shall be reported to your Dean.

Each of the first two (2) unexcused absences will result in a call home to the parent/guardian by the Office.

Upon reaching three (3) unexcused absences parent/guardian will receive the first “Truancy Notification” letter from the School and be referred to the Student Attendance Review Committee (SARC). This letter must be signed by the parent/guardian and returned to the school.

Upon reaching four (4) unexcused absences, the parent/guardian will receive a second Truancy Notification letter and will be required to attend a meeting with their Dean and classroom teacher to consider a plan for correcting the problem.

Upon reaching five (5) or more unexcused absences, the parent/guardian will receive a third Truancy Notification letter and will be required to meet with the Student Attendance Review Board (SARB). The SARB may include an administrator, Board member, classroom teacher, and support staff such as psychologist and or counselor. It is the School’s intent to identify and remove all barriers to the student’s success and will explore every possible option to address student attendance issues with the family. The SARB will discuss the absence problem with the parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.

Attendance Reports

If a student attends school on a given school day with the intention of participating in regularly scheduled instruction, he or she is considered present and should be marked “in attendance,” regardless of the length of time the student attends school on that day. If a student is absent from school for the entire day, he or she must be marked as absent on attendance reports. Students must appear in their classroom(s) to be counted present.

If a student is absent from school for the entire day and comes for the sole purpose of collecting homework and/or dropping off completed homework, but with no intention of participating in regularly scheduled instruction, he or she should be marked absent. If you are unsure of how to appropriately complete the attendance sheet, please see your Head of School for assistance.

Attendance and Saturday School

Any student who misses a full day or a substantial amount of instructional minutes in any given day (and for any reason) must attend Saturday school. The definition of “substantial amount” will be interpreted by your Dean on a case-by-case basis but will include any student who misses more than two hours of school.

Attendance Procedure

1. Attendance is the most important aspect of success at AIMS.
2. You should record attendance (including the number of consecutive days of perfect attendance) in four places every day:
 - a. Bulletin board display
 - b. Classroom board
 - c. Grade book
 - d. Monthly attendance grid
3. Notify the office about all student absences within 15 minutes of the start of the school day. Make sure to update the office if a student initially reported absent shows up tardy.
4. Prepare homework for students who are absent so they can pick it up from the office to limit interruptions in your classroom.
5. Emphasize the importance of attendance to your students; tell them to come to school to get their homework even when they feel ill.
6. If the students cannot get to school due to transportation issues, they should let the school know so we can try to provide a solution.
7. Assign Saturday school to all students who are absent.
8. Report class list/attendance grid discrepancies immediately.

ABSENT STUDENT WORKSHEET

Name of student:	
Date absent:	
Filled out by:	
<p>This worksheet discusses all the things we learned and did while you were out. Please review all this material. You are responsible for knowing and doing everything we did today. Your Homework slip is attached. Please call _____ at (____)_____ - _____ if you have any questions.</p>	
Vocabulary	
Grammar	
Spelling	
Reading	
Math	
Writing	
Science	
History	
Notes from the Teacher:	

TRUANCY LETTER TO PARENTS

Date:

Dear Parent/Guardian:

Our records indicate that your child, [insert child's name], was absent for more than 30 minutes on [insert dates of unexcused absences] without valid excuse. Therefore, **your child is considered truant** according to the California Education Code.

Education Code Section 48260—Any pupil subject to compulsory full-time education who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.

Upon a pupil's initial classification as a truant, AIM Schools are required to notify you, the pupil's parent/guardian, of the following: (*EC* §48260.5)

1. That the pupil is truant.
2. That the parent/guardian is obligated to compel the attendance of the pupil at school.
3. That parents/guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to *California Education Code*.
4. Alternative educational programs are available in the district of residence.
5. You have the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
6. The pupil may be subject to prosecution under *Education Code* Section 48264.
7. The pupil may be subject to suspension, restriction, or delay of his/her driving privilege pursuant to *Vehicle Code* Section 13202.7.
8. It is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

You have 10 days to respond to this notice in writing, by phone, or in-person. Please contact the school at [insert school phone number] to schedule a meeting with the site administrator, and [insert student's name]'s teacher to discuss the solutions to [insert student's name]'s truancy. Failure to respond within 10 days will result in immediate referral to the Student Attendance Review Board (SARB).

Sincerely,

Administrator's Signature

Date

Administrator's Name (Printed)

STUDENT SAFETY AND LIABILITY

1. Safety is one of our first concerns. Students must NEVER be left unsupervised. This includes times when teachers have students in their classroom and need to make copies, use the restroom, check their mailbox, use cell phones/telephones, check their e-mails, etc. or lunchtime.
2. Staff members must monitor students during pick-up and drop-off.
3. Injuries during the school day must be reported, and an Accident Report Form must be obtained from the office and completed. A copy of the report must be placed in the student's permanent file, administrator's mailbox, administrative assistant's mailbox, and teacher's mailbox.
4. Students should not be asked to move furniture or any other heavy object.
5. Teachers must not use their cell phones inside their classrooms when students are present, walking through the hallways, escorting students, or during lunch. In case of an emergency, families and friends should call the office and the administrative assistant will forward the message to you without disrupting instructional time.
6. Teachers must ESCORT THEIR OWN CLASS to lunch and physical education.
7. Teachers should not go through students' personal items without prior administrative approval and a witness observing.
8. Teachers should not dispose of any student's lunch without office approval.
9. Teachers must not put their hands on any students in an inappropriate manner.
10. Teachers should not be in a classroom with a student alone when the doors are shut at any time.
11. Teacher should not share inappropriate personal stories with students.
12. Teachers should remain calm and remember not to lose control under any circumstances that may arise.
13. Teachers should not "friend" or interact with any students on Facebook, Instagram, SnapChat, or any other social network site.
14. Teachers should use caution and professional judgment when interacting with students outside of school.
15. Be alert and cautious at all times when escorting students off campus (including field trips, outings to the park, and when running the students around the block during PE).

16. Memos and letters to parents or family members must be approved by the Head of Schools or designee before being distributed. Let the office know ahead of time about any disciplinary or concerning phone calls you plan to make to parents.
17. If you schedule a meeting with parents or students after school hours or off campus, please let your administrative assistant know.
18. Keep the building secure. Keep all exterior doors closed. Lock windows and doors, and turn off the lights when leaving.

STUDENTS LEAVING CAMPUS

1. Students who are legitimately sick may call home to be picked up. Any student with a fever (temperature of 100 degrees or higher) should go home. Student complaining only of mild discomfort should be encouraged to stay for language arts and math. Oftentimes, students will feel better after they use the restroom or eat lunch.
2. Students who need to leave school for a medical, dental, optometric, or chiropractic appointment must have a parent letter and must give it to the teacher in the morning. Students must have a note from the doctor upon return from the appointment.
3. Any other reason for leaving the campus must be presented to the office by the parent, either in person or in writing.
4. Students may only leave campus accompanied by a parent/guardian.

ACCIDENT REPORT FORM
Report of Accident to Pupil at American Indian Model Schools

Campus: _____ Date of Report: _____

Student's Name: _____ Grade: _____

Sex: M ___ F___ DOB: ____/____/____

Parent/Guardian: _____ Emergency No: _____

Home Address: _____

Teacher(s) on Duty: _____ Date of Accident: _____

Location of Accident:

School Building: _____ School Grounds: _____ To or From School: _____

Elsewhere (specify): _____

Description of Accident or Injury:

Witnesses: _____

CHILD ABUSE REPORTING POLICY

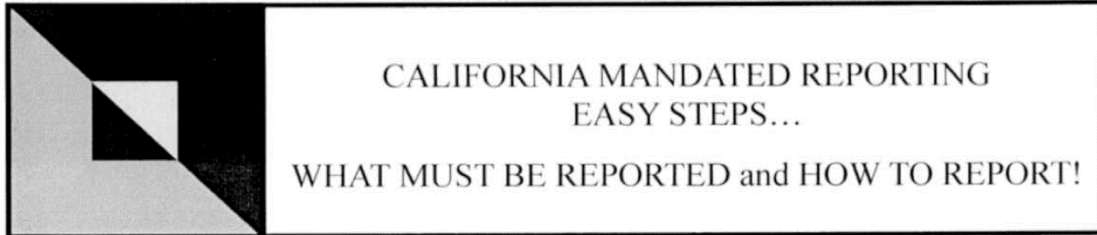
Child abuse includes: physical abuse, sexual abuse (including both sexual assault and sexual exploitation), willful cruelty or unjustified punishment, unlawful corporal punishment or injury that is willfully inflicted, resulting in a traumatic condition, and neglect (including both acts and omissions). Child neglect is defined as negligent treatment which threatens a child's health or welfare.

In accordance with Sections 11164-11174.3 of the California Penal Code, all certificated employees, employees of child care centers, instructional aides, teacher's aides, teacher's assistants, and classified employees who have been trained in the duties imposed by this law are considered to be mandated reporters. Any one of these specified employees who knows or reasonably suspects that a child has been a victim of a child abuse incident must do the following:

1. Report the incident to a child protective agency (i.e., Department of Children and Family Services), the Police (not School Police), or Sheriff's Department, County Probation Department, or a County Welfare Department immediately by telephone.
2. Send a written report of the incident to the same agency within 36 hours. Although the Penal Code obligation to report applies to the aforementioned employees only, it is the policy of AIMS that *all* employees shall comply with the law's reporting procedure whenever they have knowledge of or observe a child in the course of their employment whom they know or reasonably suspect to have been the victim of child abuse.

Additionally, teachers and counselors are legally bound to inform a parent and/or authority in the following instances: (1) when a student indicates he or she is going to physically harm himself or herself or jeopardize his or her life; (2) when a student indicates he or she is going to physically harm another person or jeopardize another person's life or has knowledge that another person's well-being is threatened; (3) when a student indicates he or she is being physically and/or emotionally abused; (4) when a student indicates he or she has committed a felony.

Child Abuse Mandated Reporting



What Must be Reported:

Any of the below acts involving anyone under the age of 18:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect

The mandated reporter must only have *reasonable suspicion* that a child has been mistreated. The case will be further investigated by law enforcement and/or child welfare services.

How to Report:

By Phone: Immediately, make a telephone report to child welfare services or to a Police or Sheriff's department. For a list of phone numbers for child welfare services see attached pages.

1. Child Welfare Services phone # 510-259-1800
2. Police Department phone # 510-777-3333
3. Sheriff Department phone # 510-272-6878

In Writing: With 36 hours, fax a written report must be faxed or by electronic submission. The written report should be completed on a state form called the 8572, which can be downloaded at http://ag.ca.gov/childabuse/pdf/ss_8572.pdf

Other information:

- Safeguards for Mandated Reporters:
 1. The child abuse and Neglect Report Act (CANRA) states that the name of the mandated reporter is strictly confidential, although it is provided to investigative parties working on the case.
 2. As long as a report is filed on good faith, a mandated reporter cannot be sued in civil or criminal court.
- Failure to report:
 - Failure to report concerns of child abuse or neglect is considered a misdemeanor and is punishable in California by six months in jail and/or up to a \$1,000 fine.
- For the complete law and a list of mandated reporters refer to California Penal Codes 11164-11174.3.

This document and Mandated Reporting information can be found at www.mandatedreporter.ca.com

STAFF ATTENDANCE POLICY

The contribution of each AIMS employee is critical and the efforts of each and every one are needed to help AIMS to reach its goals. Unnecessary absenteeism results in reduced productivity, loss of service, and insignificant costs to AIMS. It is AIMS' responsibility to ensure that employees clearly understand the expectation for performing their job duties and how their attendance impacts their performance, and that they are given a fair opportunity to succeed. Specifically:

- Employees are expected to work the number of hours they are assigned.
- Employees are expected to be at work on time.
- Employees are expected to comply with state law and AIMS' rules regarding reporting of absences and providing appropriate documentation.
- Supervisors are expected to provide feedback, monitor attendance, and maintain attendance records.

Illness leave benefits are provided to ease the financial burden on employees who are required to be absent from duty due to legitimate illness, injury, or personal necessity. Employees who use illness and personal necessity leave for unauthorized reasons are in violation of policy. Failure to comply with this policy can result in appropriate disciplinary action, up to and including termination. This policy ensures that our fellow employees do not unfairly bear the burden of the workload of those who inappropriately use illness or personal necessity leave.

NOTIFICATION OF STAFF ABSENCES

An absent employee must report his/her absence to their Head of School as far in advance as possible before the start of the employee's workday or as soon as practical given the nature of the absence. It is not sufficient for an employee to notify a co-worker, secretary, or receptionist, unless the supervisor as the appropriate contact has designated such person for this purpose. You should also call your supervisor by noon of the day before you expect to return to work so that your substitute, if any, can be released. If both you and your substitute report for work on the same day, the substitute will have to be retained and you may not be permitted to work that day. When an employee is absent for medical reasons for more than three (3) working days, the employee must, upon return, provide the Head of School or designee with a physician's statement certifying the medical basis for the absence and stating that the employee is able to return to work.

It is extremely important that you notify your supervisor as soon as possible of any anticipated long-term absences so that, if necessary, alternate arrangements can be made. You can obtain a Certification/Request of Absence from your time reporter.

In Case You Are Absent

In the rare case that you are absent, please ensure the following:

1. If you know you will be absent well ahead of time, tell your Dean. The site administrator will make the necessary arrangements. (See the Employee Policy for acceptable absences.)
2. If you become ill or some other emergency comes up, please notify an administrator as soon as possible (even if it is late at night) via e-mail AND cell phone. Please contact each administrator at your campus until you finally reach one and get a confirmation that you will be covered.
3. If you are running late, please contact the administration as soon as possible. This means *speaking with* an administrator, not just leaving a message on the school's voicemail.
4. Please provide the office with a substitute teacher lesson plan.
5. Ultimately, you are responsible for your students, so please be very thorough with your lesson plans and be sure to contact administration.

Administration Contact Information

AIPCS	Dr. Elston Perry <i>Head of Schools</i>	Email: Elston.Perry@aimschools.org
	Mr. Maurice Williams <i>Middle School Dean</i>	Email: Maurice.Williams@aimschools.org
AIPCS II	Dr. Elston Perry Head of Schools	Email: Elston.Perry@aimschools.org
	Mr. Christopher Ahmad <i>Elementary School Dean</i>	Email: Christoper.Ahmad@aimschools.org
	Mr. Maurice Williams <i>Middle School Dean</i>	Email: Maurice.Williams@aimschools.org
AIPHS	Mr. Joel Julien <i>Head of School</i>	Email: Joel.Julien@aimschools.org
	Mr. Tareyton Russ <i>High School Dean</i>	Email: Joel.Julien@aimschools.org

SECTION 3: A CULTURE OF HIGH EXPECTATIONS

THE BASICS

1. At AIMS we maximize learning in the classroom. This is accomplished through a no-nonsense approach to education that allows teachers to focus their energy on their job-teaching.
2. Teachers at AIMS provide students in grades 5-12 with a minimum of 90 instructional minutes in language arts and 90 instructional minutes in mathematics each day.
3. To capitalize on our institutional knowledge, we implement professional development in which administrators and teachers train their colleagues and students train incoming students on the culture and expectations of AIMS.
4. At AIMS we set forth a rigorous academic program aligned with standards-based textbooks and a uniform grading scale that all administrators and teachers must follow.
5. After-school detention and Saturday School serve as consequences for students who violate AIMS' rules.
6. We follow an extended school year with 194 instructional school days. Summer programs include: AIMS Extended School, Johns Hopkins Center for Talented Youth (CTY), and University of California at Berkeley's Academic Talent Development Program (ATDP).
7. Teachers finish instruction in core academic curriculum textbooks before spring break each year. After state testing and AP testing, teachers work with their students on the next grade level's core curriculum of mathematics and language arts.
8. Employees must attend all professional development and staff meetings during the year. Absences must be arranged ahead of time with your Dean. In the event of an absence from a staff meeting, it is the employee's responsibility to obtain the information from the meeting.
9. Teachers are required to participate in all AIMS activities, which may be held within or outside school hours including: school sponsored functions, open house, field trips, and other such events as directed by the Head of School or designee.
10. Employees are required to adhere to the requirements for employment described in the Charter, this Staff Handbook, and applicable employment contract, and any applicable state and federal laws.

CLASSROOM JOBS

Save time and strategically promote classroom efficiency through use of classroom jobs for students and/or volunteers. Below are sample classroom jobs with brief descriptions. Have the duties displayed in your classroom or prepare a handout for adult volunteers.

1. *Homework organizer for absent students:* A volunteer or present student collects handouts for the absent student, notes everything that is covered during the day and makes an extra copy of that night's homework assignment list. S/he submits the assignment to the teacher at the end of the day for the teacher to modify (if needed) and submit to administration.
2. *Classroom Cleaners:* Students/volunteers clean white boards, sweep, dust, organize, etc.
3. *Stapler/Packet Organizers:* Students/volunteers staple handouts. Be cautious of having your own students stapling a future test. Some teachers avoid this by using students from a different grade level in detention.
4. *Student tutors:* Academically unprepared students are paired with academically prepared students for tutoring.
5. *Graders:* Students/volunteers grade non-subjective student work, such as multiple choice assessments.
6. *Lunch Duty:* Students/volunteers are assigned to clean tables after lunch.
7. *Filers:* Volunteers only may collect and files memos, doctor's notes, and/or detentions.
8. *Boards:* Students/volunteers clean boards and displays every day.
9. *Countdowns:* Students keep track of the classroom countdowns.
10. *Handouts:* Students/volunteers pass out homework and other documents to the class.
11. *Office Runner:* Students/volunteers run notes to and from the office, including attendance in the morning.

INSTRUCTIONAL PRACTICES

1. Notify your Dean as soon as possible when you anticipate needing a substitute. Call him/her in person. Do not rely on email.
2. The first bell rings at 8:00 a.m. and students are expected to be in their seats at that time. The dismissal bell rings at 4:30 p.m.
3. Teachers are expected to be at school thirty (30) minutes before school starts. All full-time teachers have approximately a nine-hour work day Monday-Thursday (including a 30-min. unpaid lunch), and a six hour work day on Friday, unless additional professional development is scheduled or you have made arrangements with your Dean to leave early.

4. Start class on time. Students should learn to be ready to start class when the first bell rings. Encourage students to anticipate daily directions; when class starts, homework should be out on their desks, and students should be silent without teacher directive. A self-sufficient student with minimal teacher direction is the ultimate goal.
5. Encourage students to use the restroom before and after class, before and after PE, and during lunch.
6. Over-planning instruction is always better than not planning enough.
7. Teach students good note-taking skills and study habits. Take time to answer relevant student questions.
8. Stay on task. Avoid letting unrelated class questions eat up valuable instructional minutes.
9. When visitors enter your classroom, continue teaching, and your students should continue working. Students should not turn around every time the door opens.
10. When a student is misbehaving and you want to remove him or her from your classroom for a brief period of time, please initially send the child to a different classroom-not to the office. Please consult your Head of School regarding site specific disciplinary procedures and office referrals.
11. Do not assume students understand content. Monitor understanding by using a variety of instructional methods, such as calling on students for answers, having students hold up whiteboards with responses, using exit tickets, etc.
12. A variety of instructional methods are encouraged; however, plan for a limited amount of group work in class. Individual work is emphasized at AIMS.

STUDENT FILES

1. Teachers must maintain their own student files in the classrooms that include:
 - a. Detention slips and any other discipline related document
 - b. Progress reports and report cards
 - c. Any other document related to the student for the school year
2. Cumulative files are kept in the office and should consist of residence and family information, immunization and health data, all courses taken, standardized test scores, Progress Reports, Report Cards, suspension records, court orders, parent prohibition of children from certain programs, referrals to counselor, commendations, and attendance records.
3. Special education records are kept in a separate file and include the student's IEPs, meeting invitations, prior written notice letters, medical records, and assessment reports.
4. Doctor's and parent's notes go to the office.

HOMEWORK POLICY

1. Teachers should assign homework on a daily basis. The following is the average amount of time that students should spend for daily homework completion at each grade level:
 - a. 30 minutes for K – 2nd
 - b. 45 minutes for 3rd
 - c. 1 hour for 4th and 5th
 - d. 1 hour and 15 minutes for 6th
 - e. 1 hour and 30 minutes for 7th
 - f. 1 hour and 45 minutes for 8th
 - g. 2 hours for 9th
 - h. 2 hours and 30 minutes for 10th, 11th, and 12th grades.
2. Students need to be held accountable for completing daily assignments, and assessment is necessary to measure student progress.
3. Instructional time should **not** be used to have students call out numbers for teachers to record in grade books.
4. Students in grades K-6 should not take home more than two large textbooks a night. Plan your homework accordingly.
5. Survey your students periodically to determine how much time they are spending on their homework. Make adjustments as needed.
6. Always fall back on the AIMS Model and common sense when making classroom decisions about homework.
7. Homework shall not be done during the regular class day.

STUDENT BEHAVIOR MANAGEMENT

Acceptable Forms of Behavior Management

1. Warning
2. Behavior Contract
3. Parent Conference
4. Counseling
5. Loss of privileges (extracurricular activities, etc.)
6. Sending a student to another classroom for a limited period of time.
7. Additional required hours at school: detention or Saturday School.
8. Additional school work: extra homework, writing lines or copying materials, additional study/review.
9. Community Service: Clean, organize; take out trash, sweep, etc. AIMS will provide gloves and necessary cleaning supplies as appropriate.
10. Communication tools: Students write letters of apology or to their families to discuss poor behavior/performance.
11. Confiscation of prohibited items
12. Suspension or Expulsion in extreme cases and with leadership approval
13. Any other form of discipline must be approved by the Head of Schools or designee.

CONFISCATED ITEMS

1. Obtain a *Confiscated Items Form* from the office and fill it out (signed by you and the student). Give the form and item to an administrator.
2. The administrator will also sign the form and file it in a binder.
3. The item will be placed in a bag with the student's name inside the bag. The bag will be placed in a locked box.
4. Items will be returned to students at the end of the day, or in the case of repeated violations or dangerous items, the student's parent will be required to come to school to pick up the item. Illegal items may be turned over to law enforcement.

Confiscated Items Form

Student's name: _____ Grade: _____

Student's teacher: _____

Name of faculty or staff who confiscated the item: _____

Date confiscated: _____

Item confiscated: _____

Faculty or staff signature: _____ Date: _____

Student signature: _____ Date: _____

Administrator signature: _____ Date: _____

*Place a copy of this form in the Ziploc bag with the confiscated item.

DETENTION

1. Detention is held for one hour after school Monday through Friday.
2. Obtain a *Detention Slip* from the detention binder in the office. Fill in the student's first and last name, check the reason for the detention (**if necessary, include notes and details**), and schedule the detention for the next available day. The student must have the slip signed and return it to you. A student should receive an additional detention if s/he does not return the signed detention slip the next day.
3. Students must report on time to the area where detention is being held. Any student who reports late will attend for the remainder of the detention that day and also serve an additional detention.
4. Students must sit quietly and remain quiet for the duration of the detention period. They are not permitted to talk and must complete work. If students talk or misbehave, they should be assigned another detention.
5. Obtain a sign-in sheet from the office. Make sure students complete the form neatly and accurately (first and last name, grade level, etc.). Make one copy of the sign-in sheet for your records, and place the original in the detention binder located in the office. Do not remove the binder from the office. Do not misplace the sign-in sheets or the binder.
6. Teachers alternate detention duty. Please see the *Progress Report, Report Card, and Detention Duty schedule*.
7. During detention duty, teachers must be in the room and monitoring the students. You may do your own work at that time. Teachers are not to make copies, surf the internet, use their cell phones, or perform other tasks in the office when they have detention duty.
8. Keep track of your students' detention dates. For example, if a student receives two detentions on Monday, they would serve detention on both Tuesday and Wednesday. If they receive another detention on Tuesday, they would serve it on Thursday. Tracking detentions can get confusing, so make sure you have an effective record-keeping system. Set aside a section of your calendar or grade book or use a student grid to track detentions. Do not give a student more than two detentions a day.
9. Students must attend detention on the assigned date. Do not accept excuses or schedule detentions at a student's convenience. That defeats the purpose of detention.
10. Teachers can have students serve morning detention, but must be present with the student(s).



American Indian
Model Schools
A School at Work!

DETENTION SLIP

Date: _____

Teacher/Staff: _____

Today, I had the following academic/behavioral problem(s) with: _____.
Please speak with your child about his/her infractions and the importance of following school rules.

- | | |
|---|---|
| <input type="checkbox"/> Tardy (Time Arrived: _____) | <input type="checkbox"/> Talking In Class |
| <input type="checkbox"/> Not Returning Homework (_____) | <input type="checkbox"/> Not Following Directions |
| <input type="checkbox"/> Dress Code Violation (_____) | <input type="checkbox"/> Food / Drinks / Gum / Candy |
| <input type="checkbox"/> Unsigned (Memo Detention Slip Report Card) | <input type="checkbox"/> Throwing / Kicking / Hitting / Teasing |
| <input type="checkbox"/> Missing Classroom Materials | <input type="checkbox"/> Respect For Property |
| <input type="checkbox"/> Not Organized / Messy Desk | <input type="checkbox"/> Negative Attitude / Foul Language |
| <input type="checkbox"/> Not Completing Classroom Job | <input type="checkbox"/> Defiant Attitude Towards Adults |
| <input type="checkbox"/> Speaking Out of Turn In Class | <input type="checkbox"/> Drop off Pick Up Violation |
| <input type="checkbox"/> Out of Seat Without Permission | <input type="checkbox"/> Other: _____ |

Comments:

As a result, your child must serve **60** minutes of detention on _____.
Please speak to your child about the infraction(s) committed. I appreciate your help and support.

Student's Signature

Parent's Signature

- Consequences will be elevated if your child fails to return this signed detention slip or fails to attend detention.
- Detention dates will not be rescheduled unless authorized.
- Please refer to the student contract or student handbook for questions regarding AIMS disciplinary policies.

The American Indian Model Schools Guarantee:

"Follow our model and your child will be prepared to graduate from college."

SATURDAY SCHOOL

1. Saturday School is issued in the following circumstances:
 - a. Two detentions in one week= Restorative Justice Saturday School
 - b. Absence= Academic Saturday School
 - c. Absence from Saturday School=Two Saturday Schools (or a combination of one Saturday School and four [60 Minute] Detentions.)
2. Saturday School is held twice a month from 8:00 a.m. to 12:00 p.m.
3. Saturday School is run by administrators, but teachers are encouraged to attend to help their own students.
4. Teachers may hold their own Academic Saturday School with Dean approval.
5. Teachers must submit to the office a list of students attending Saturday school along with packet of 4 hours of work for attending students by the Friday before Saturday School.
6. Packets should be student-specific, organized, have clear directions, and keep students occupied from 8:00 a.m. to 12:00 p.m.
7. Students may only work on homework *after* they have completed their assigned Saturday School work.
8. Teachers will receive a memo to distribute to students on the Wednesday before Saturday School.

SUSPENSION & EXPULSION POLICY

All schools within the AIMS family (AIPCS, AIPCS II, and AIPHS) adhere to the following procedures with regard to student suspension and expulsion. Though the AIMS administration is permitted a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, all schools operate within certain parameters. Those parameters are outlined in this policy and are aligned with Section 48900 and 48915 of the California Education Code.

A pupil may be suspended or expelled for acts that are enumerated herein and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school-sponsored activity.

Suspension/Discretionary Expulsion Conduct

- I. The Head of School may suspend from school or recommend for expulsion a pupil if he or she determines that the pupil has committed one of the following acts:
 - (A) **Physical Injury or Violence:** Caused, attempted to cause, or threatened to cause physical injury to another person; or willfully used force or violence upon another person, except in self-defense. A pupil who aids or abets in infliction of physical injury to another may be suspended but not expelled.
 - (B) **Dangerous Object:** Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from the principal or the designee of the principal.
 - (C) **Drugs or Alcohol:** Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of a controlled substance, an alcoholic beverage, or an intoxicant of any kind.
 - (D) **Look-Alike Substance:** Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person a replica substance.
 - (E) **Robbery/Extortion:** Committed or attempted to commit robbery or extortion.
 - (F) **Property Damage/Vandalism:** Caused or attempted to cause damage to school property or private property, including electronic files and databases.
 - (G) **Theft:** Stolen or attempted to steal school property or private property.
 - (H) **Tobacco:** Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets.
 - (I) **Obscenity/Profanity/Vulgarity:** Committed an obscene act or engaged in habitual profanity or vulgarity.
 - (J) **Drug Paraphernalia:** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.

- (K) Disruption/Defiance: Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (L) Receipt of Stolen Property: Knowingly received stolen school property or private property.
- (M) Imitation Firearm: Possessed an imitation firearm. As used in this section, “imitation firearm “ means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (N) Sexual Assault/Battery: Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (O) Witness Harassment or Intimidation: Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (P) Prescription Drug Soma: Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (Q) Hazing: Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- (R) Bullying/Electronic: Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined herein, directed specifically toward a pupil or school personnel.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils or school personnel that has or can be reasonably predicted to have the effect of one or more of the following:
 - a. Placing a reasonable pupil or school personnel in fear of harm to that pupil’s or school personnel’s person or property.
 - b. Causing a reasonable pupil or school personnel to experience a substantially detrimental effect on his or her physical or mental health.

- c. Causing a reasonable pupil to experience substantial interference with his or her academic performance, or school personnel with his or her job performance.
 - d. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- 2) “Electronic act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- a. A message, text, sound, or image.
 - b. A post on a social network Internet Web site, including, but not limited to:
 - i. Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of bullying.
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- 3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- (S.) Sexual Harassment. The pupil has committed sexual harassment. The harassing conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.
- (T.) Hate Violence. The pupil has caused, attempted to cause, threatened to cause, or participated in a “hate crime.” “Hate crime” means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: disability, gender, nationality, race or ethnicity, religion, sexual orientation, or

association with a person or group with one or more of these actual or perceived characteristics.

- (U.) Harassment, Threats, or Intimidation. The pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.
- (V.) Terroristic Threats: The pupil has made terroristic threats against school officials or school property, or both. For the purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

II. Parent/Guardian will be notified in all cases of violations.

III. Administration will determine punishment based upon the following criteria:

- A. Seriousness of offense
- B. Circumstances of situation
- C. Student’s prior disciplinary records
- D. Any other extenuating circumstances

Suspension Procedures

1. The Heads of Schools are afforded a great deal of discretion by the AIMS Governance Board and the Superintendent in determining appropriate punishments, unless a mandatory expulsion offense is identified. Even if suspension is deemed appropriate, the Head of Schools may opt for supervised in-school suspension.
2. If the Head of Schools or designee determines that suspension is appropriate, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.
3. The Head of Schools or designee shall report the suspension of the pupil, including the cause therefore, to the Superintendent and AIMS governing board.
4. A parent conference will be scheduled to discuss the matter with the Head of Schools or designee. Whenever practical, the teacher or staff member who witnessed the offense will also be present. At this conference, the administration and the parent or guardian will discuss the causes, duration, school policy involved, and any other matters pertinent to the suspension.

Any pupil who is suspended for five days or fewer must complete all assignments and tests missed during the suspension within three school days of their return. Any pupil who is suspended for more than five days will have five school days after their return to complete all assignments and tests missed during suspension. Administration has the authority to lengthen the amount of time a pupil has to make-up his or her work, as appropriate in a given situation. Assignments submitted late will receive no credit.

Recommended Expulsion

The Head of Schools will recommend the expulsion of any pupil who commits any of the following acts at school or at a school activity off school grounds, unless he or she determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance, except for either of the following:
 - a. The first offense for the possession of not more than one ounce of marijuana.
 - b. The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

Mandatory Expulsion

The Heads of School must immediately suspend and recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of the school. The act of possessing an imitation firearm is not an offense for which suspension or expulsion is mandatory but it is an offense for which suspension, or expulsion may be imposed.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

The governing board shall order a pupil expelled upon finding that the pupil committed an act requiring mandatory expulsion.

Recommended vs. Mandatory Expulsion

<i>Recommendation for expulsion</i>	<i>Mandatory Expulsion</i>
Causing serious physical injury to another person, except in self-defense.	Possessing, selling, or otherwise furnishing a firearm.
Possession of any knife or other dangerous object of no reasonable use to the pupil.	Brandishing a knife at another person.
Unlawful possession of a controlled substance.	Unlawfully selling a controlled substance.
Robbery or extortion.	Committing or attempting to commit a sexual Assault.
Assault or battery upon any school employee.	Possession of an explosive.

Administrative Procedures and Investigation of Pupil Offenses

1. Students who commit offenses that result in a recommendation for expulsion or mandatory expulsion, or whose conduct falls under “Suspension/Discretionary Expulsion” (excluding disruption or defiance) will be referred to the Head of Schools or designee. If a teacher observes disruptive or defiant conduct, the teacher will make a determination as to whether or not administrative intervention is required. Otherwise, they may follow the school’s discipline policies to ensure proper student conduct.

2. To determine whether or not an offense meets the guidelines for suspension or expulsion, the Superintendent and the Head of School will meet with the pupil and school employee who referred the pupil for discipline. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to respond. If an “emergency situation” exists, the pupil may be excluded from this meeting. “Emergency situation” means a situation determined by the Head of School or designee to constitute a clear and present danger to the life, safety, or health of pupils or school personnel. If a pupil is suspended without a conference before suspension, both the parent and the pupil shall be notified of the pupil’s right to a conference.

3. Unless an offense results in a recommendation for expulsion or mandatory expulsion, as a matter of policy, American Indian Model Schools consider suspension and discretionary expulsion a punishment of last resort. Suspension and discretionary expulsion shall be imposed only when other means of correction fail to bring about proper conduct. Therefore, our schools will first consider the appropriateness of other disciplinary avenues before suspending or expelling a student.

4. If a pupil has committed a suspension-eligible offense, then the Head of Schools has the authority to recommend expulsion. Expulsion will be used as a tool of last resort for students whose conduct is so egregious that it is unlikely to be changed by any other means and whose behavior poses a threat to the safety of a member of the school community or significantly limits the ability of other students to effectively learn.
5. In addition to any school action, suspected criminal activity will be reported to the police and appropriate legal consequences may result.
6. For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the CDE, American Indian Model Schools will identify, by offense committed, in all appropriate records of a pupil each suspension or expulsion of that pupil.
7. AIMS will notify the District of Residence within 30 days of all transfers, disciplinary or not. For all students who are expelled, the school will contact the District of Residence to notify them of the terms of the expulsion.

Expulsion Hearings and Process

1. The Superintendent decides whether or not to recommend expulsion to the Board.
2. Within 30 school days of a recommendation for expulsion, the Board will hold a hearing to determine if it is appropriate to expel the pupil. The pupil may request, in writing, a postponement of no more than 30 calendar days. Any additional postponement may only be granted at the discretion of the Board.
3. Within 10 school days after the conclusion of the hearing, the Board shall decide whether to expel the pupil.
4. If compliance by the Board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable, the Superintendent may, for good cause, extend the time period for the holding of the expulsion hearing for an additional 5 school days.
5. Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days prior to the date of the hearing and shall include:
 - a. The date and place of the hearing.

- b. A statement of the specific facts and charges upon which the proposed expulsion is based.
 - c. A copy of the disciplinary rules of the school district that relate to the alleged violation.
 - d. A notice of the parent, guardian, or pupil's obligation upon enrollment in another school district to inform the receiving school district of his or her status with the previous school.
 - e. Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses.
6. The Board shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the Board may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.
 7. A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.
 8. Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the Board to expel must be supported by substantial evidence showing that the pupil committed the act(s) of which he or she is accused.
 9. The final action to expel a pupil shall be taken only by the Board in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation must be sent by the superintendent or his or her designee to the pupil or the pupil's parent or guardian.
 10. The Board shall maintain a record of each expulsion, including the cause therefore. Records of expulsions shall be a non-privileged, disclosable public record. The expulsion order and the causes therefore shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

Suspending an Expulsion Order

- The Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.
- During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status. The Board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts designated as Suspension/Discretionary Expulsion Conduct or violates any of the school's rules and regulations governing pupil conduct. When the Board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.
- Upon satisfactory completion of the rehabilitation assignment of a pupil, the Board shall reinstate the pupil and may also order the expungement of any or all records of the expulsion proceedings.

Readmission to the Charter

- An expulsion order shall remain in effect until the Board orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than Mandatory Expulsion Conduct, the Board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission. For a pupil who has been expelled for an act of Mandatory Expulsion Conduct, the Board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission, except that the Board may set an earlier date for readmission on a case-by-case basis.

- The Board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.
- Any pupil who has been expelled and who seeks readmission, must submit a request to the Superintendent in writing no more than 21 (but no less than 7) calendar days before the end of the term of the expulsion. In addition, the pupil must provide documentation that all conditions for rehabilitation set by the Board have been met.
- Upon completion of the readmission process, the Board shall readmit the pupil, unless the Board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the school. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.
- If the Board denies the pupil's request for readmission, the Board shall provide written notice to the expelled pupil and the pupil's parent or guardian describing the reasons for denying the pupil readmittance into the school.

SECTION 4: A CULTURE OF FREE-MARKET CAPITALISM

FREEDOM OF CHOICE IN A COMPETITIVE MARKET

1. Families choose to enroll their children in an American Indian Model Schools. State and federal funding follow the student to the family's school of choice. This is the same funding model of vocational schools, community colleges, and public universities in the United States.
2. There are clear, consistent, and high expectations in the student contract that are enforced by all employees. Student consequences (detention, Saturday School, community service, etc.) are given for not following school rules.
3. We focus on excellent student attendance (99.5%). Students and staff are given rewards for hard work, academic performance, and reinforcing the AIMS mission statement and credo.
4. Job descriptions are posted that reflect our mission and encourage applicants to self-select out or in when applying for a job with AIMS.
5. Financial incentives are provided to employees and students for increased student achievement on standardized tests combined with high levels of student enrollment from the beginning of the year until the end.
6. All classes and AIMS School sites are encouraged to compete with each other to improve performance and instill in students the values of a free-market capitalistic society.
7. The administrative leadership focuses on fiscal responsibility and a superior business model. The school pays for student trips, the SAT, the ACT, the PSAT, and other costs related to students.

AIMS COVERED HIGH SCHOOL APPROXIMATE COSTS

AIPHS wants students to succeed. We will pay all costs for exams, reviews, books, college application workshops, college tours, and summer programs for our hardworking students.

Exams

PSAT: \$13.00 (Taken 3 times) = \$39.00

SAT: \$47.00 (Taken 2 times) = \$94.00

SAT II: \$21.00 (Taken 6 times) = \$126.00

AP Exam: \$87.00 (Taken 9 times) = \$783.00

ACT Exam (Taken 1 time): \$33.00

Books / Materials

PSAT Study Guide: \$12.92

SAT Study Guide: \$12.86

SAT Subject Test Study Guide: \$12.89

AP Exam Study Guide (for each test): \$110.16

TI-83 Plus Graphing Calculator: \$129.00

College Application

College Applications: (5 per student) = \$175.00

STUDENT RECOGNITION

Student of the Month

- Student of the Month is awarded to one student each month.
- Teachers will submit their nominations to the administrative assistant by the last day of each month.
- Teachers are responsible for displaying these winners inside or outside the classroom.

Honor Roll

- Students who earn a GPA of 3.33 or higher will be placed on the Honor Roll. Honor Roll students may not have a grade of C- or below.
- This includes all subjects (including PE, Mandarin, writing, etc.).
- Teachers will submit a list of Honor Roll students to the office with each quarter report card.

Dean's List

- Students who earn a GPA of 4.00 will be placed on the Dean's List.

Superintendent's List

- Students who earn a GPA of 4.00 and have perfect attendance for an academic semester will be placed on the Superintendent's List.

Honorable Mention

- Students who earn a GPA of 3.00 or higher will be placed on Honorable Mention. Honorable mention students may not have a grade of C- or below.
- Teachers will submit this list with the list of Honor Roll students.

Physical Education

- The PE aides will recognize excellent physical performance (i.e. top mile times) with a display at the front of the school.
- This needs to be updated at least each quarter.

Perfect Attendance Competition Counts

- AIMS will use the District standard for tracking perfect attendance, with the exception of the District's standard that students who are absent for the entire day but who come to school to drop off their completed homework and pick up their homework assignments will be considered present.
- Only students who show up to school on a given day will be considered present.
- Students who are absent, and whose family members or friends pick up homework assignments, will be considered absent and the class's perfect attendance count will return to zero.
- The site administrators may make exceptions to this policy on a case-by-case basis as circumstances dictate.

American Mathematics Contest (AMC) 8, 10, and 12 Awards

- Students who excel in the AMC are recognized by the makers of the contest with certificates.
- Students will be recognized on a display.

PERFECT STATE SCORE

- Students who received a perfect 600 on any of the State exams will be recognized by a display at the front of the school.
- The office will compile this list of students.

Smarter Balance Assessment

- Students who received the highest scores on the state exams will be recognized by a display at the front of the school.
- The office will compile this list of students.

John's Hopkins Center of Talented Youth (CTY) Awards:

- Students who excel in the SCAT or SAT exams given during the Talent Search are awarded certificates by CTY.
- Students will be recognized on a display.

Spelling Bee

- An annual spelling bee is hosted by the Oakland Unified School District for middle school.
- Each campus will send two students, winners of the school-wide spelling bee.

AAMA

- The African American Honor roll is hosted by the Oakland Unified School District for students of African descent that score a cumulative GPA of 3.0 or higher each year.
- Each campus will send all students who qualify.

INCENTIVIZING SUCCESS

1. Motivate your students to compete with each other, other classes, and other schools.
2. Set personal, classroom, and individual student goals.
3. When competing, focus on pace, scores, cleanliness, behavior, attendance, etc.
4. Determine how your students are doing in attendance, core academic subjects, etc.
5. Focus on beating our previous performance levels, and encourage the students to work toward the school's goal for improvement.
6. Be aware of the progress of the other schools of AIMS.
7. Students will have high self-esteem when they are academically successful. It feels good to excel in academics, physical fitness and life.
8. We believe in an "all-is-earned" culture and provide incentives for students and staff who produce results.
 - a. **AP incentive (students):** Students who score a 3 or higher on AP exams will be paid for their performance upon graduation. (Students who do not finish their high school education at AIPHS will not be compensated.) Each AP exam score carries the following financial reward: a score of 3 earns \$50; a score of 4 earns \$100; a score of 5 earns \$150.
 - b. **AP incentive (teachers):** When 50% or more of the students in an AP teacher's class pass the AP exam with a score of 3 or higher, the teacher will be awarded \$500.
 - c. **Increased Test Score incentive (staff):** When a teacher reaches a state test score improvement goal *and* maintains at least 90% of his/her original students from the beginning of the year until the end, the teacher will receive a bonus. Since each class is different, a test score improvement goal will be set for each teacher before the school year begins. In order to qualify for this bonus, the teacher can have no more than a 10% drop in enrollment of his/her students throughout the course of the year. For example, if a teacher started the school year with 30 students, he/she would have to maintain at least 27 of those original students to qualify for the reward. Administrators will also be given bonuses based on academic performance and student enrollment/retention. Those goals will be set before the beginning of the school year.
 - d. **AIPHS enrollment incentive (teachers):** When 85% or more of an 8th grade AIMS teacher's students enroll in AIPHS, the teacher will receive a financial reward.
 - e. Other performance bonuses *may* be rewarded as determined by site administrators.

FIELD TRIPS

1. Study Trips must be based on our mission statement and be tied to a specific learning goal.
2. Teachers must submit a proposal to the Head of School or designee before January 15th.
 - a. Where will your class be going?
 - b. How many students will attend?
 - c. When do you plan to go (date and time)?
 - d. What public transportation do you plan to take?
 - e. The total cost of field trip plus transportation?
 - f. Do you need to purchase BART/bus and admission tickets in advance?
 - g. What do you need the school to pay for before the field trip?
3. You should complete all paperwork at least four (4) weeks in advance. Do not ask the site administrator or administrative assistant for cash on the day of the field trip. We do not have cash on hand.
4. Once the field trip is approved, send home a notice and permission memo to parents.
5. If a student will not be permitted to attend, notify the parent(s) in advance.
6. DO NOT restrict a special education student from attending a field trip without first meeting with the special education teacher and an administrator to determine if this is permissible.
7. Do not allow students to attend a field trip without merit.
8. Students who stay behind must have enough assignments to complete for the school day. Do not leave a student behind without any work; this will create problems for the office and other teachers. You should have a packet ready and make arrangements with another teacher.
9. You are responsible for arranging chaperones. Please check with the office prior to making final arrangements. Chaperones should be people who know and understand our expectations.
10. You must not leave your students unsupervised or unattended at any time while on the field trip. If you break into groups, an adult chaperone must be present with each group.
11. If students need to use the restroom, they should go in groups and not by themselves.
12. In case of an emergency, please call the office immediately and we will contact the parents. If it is a life-threatening situation and cannot wait for parent approval, please call 911.
13. Your students represent our school; make sure they are on their best behavior.
14. Please see the sample field trip memo and field trip proposal.

Sample Field Trip Memo

Memo

To: Parents (Ms. Gravy's Class)

From: Ms. Gravy, 7th grade teacher

Date: June 29, 2012

Re: Field Trip

What: Field trip to the De Young Museum

Who: Ms. Gravy's 7th grade students

When: Thursday, June 31st

Time: 8:15 A.M. – 3:30 P.M.

All students are expected to act as excellent representatives of the school by being in uniform and following the AIPCS II contract and dress code. Students should pack a lunch, wear comfortable shoes, and bring a jacket (no hoods).

Students are not allowed to bring electronics (iPods, cameras, etc.), nor may they bring money for the gift shop.

BART passes and fare will be provided by the school.

_____ Yes, my child will be attending the field trip.

_____ No, my child will not be attending the field trip; however, I understand my child must be present at school.

Students not attending the field trip will spend the day with another teacher.

Parent/Guardian signature

Date

Student's Name (Print Clearly)

Sample Field Trip Proposal

Field Trip Proposal

Wednesday, May 31, 2012

Golden Gate Park, Japanese Tea Garden, San Francisco Giants Game, and De Young Museum

Where and What:

- Explore Japanese Tea Garden (\$5.00 per person)
- Docent-led tour of the De Young Museum (free)
- Explore Golden Gate Park (free)
-

When: Wednesday, May 31st 7:45 A.M. to 4:15 P.M.

Total Students: 30 students

Total Chaperones: 3 chaperones: Ms. Gravy, Mr. Jelly, and Mrs. Season

Public Transportation: - BART
- SF Muni

Budget:

Discount BART Tickets	$\$1.17 \times 2 = \2.34 roundtrip x 30 students	= \$70.20
<i>(To be purchased by Ms. Beckford)</i>	$\$3.10 \times 2 = \6.20 roundtrip x 3 chaperones	= \$18.60
SF MUNI Tickets	$\$0.75 \times 2 = \1.50 roundtrip x 30 students	= \$45.00
<i>(I will need cash in advance)</i>	$\$2.00 \times 2 = \4.00 roundtrip x 3 chaperones	= \$12.00
Japanese Tea Garden Fee	$\$5.00 \times 33 =$	= \$165.00
<i>(I will need cash in advance)</i>		

Field Trip TOTAL = \$310.80

Rationale: This field trip will cover several 7th grade California State Standards. The De Young Museum has a docent-led tour that adheres to 7th grade history standards. They have already sent us a packet of worksheets to help prepare the students for the visit. The tour of the Japanese Tea Garden enhances the Japanese history curriculum. It provides the students with an opportunity to see a part of their community; they may not have considered exploring on their own.

Schedule:

8:15 A.M.	Leave school
9:15 A.M.	De Young Museum (self-guided tour)
12:00 P.M.	Lunch
1:00 P.M.	Japanese Tea Garden
2:30 P.M.	Leave San Francisco
3:30 P.M.	Arrive at school

SUMMER PROGRAMS

AIMS' students participate in various academic programs during the summer.

- I **Extended Year.** Students attend extended year for three weeks from June to July. This extended school year provides each student with a better chance for academic success.
- II. **Johns Hopkins Center for Talented Youth (CTY).** We believe strongly that the focus of the summer program at Johns Hopkins University's Center for Talented Youth (CTY) meshes perfectly with AIMS' own emphasis: rigorous academics. In order to gain admission to the program, students must take the SAT beginning in the 7th grade and score high enough to meet CTY's challenging standards.
- IV. **UC Berkeley's Academic Talent Development Program (ATDP).** Students in this rigorous program are able to experience the challenges of college academia while gaining access to a diverse group of professors, mentors, and other students. In order to earn admission to the program, students must demonstrate high academic achievement and meet ATDP's high standards.

SOCIAL MEDIA POLICY

In light of the explosive growth and popularity of social media technology in today's society, AIMS has developed the following policy to establish rules and guidelines regarding the appropriate use of social media by employees. This policy applies to situations when you: (1) make a post to a social media platform that is related to the Charter; (2) engage in social media activities during working hours; (3) use AIMS equipment or resources while engaging in social media activities; (4) use your AIMS e-mail address to make a post to a social media platform; (5) post in a manner that reveals your affiliation with AIMS.

For the purposes of this policy, the phrase "social media" refers to the use of a website or other electronic application to connect with other people, including, but not limited to, Facebook, Twitter, Instagram, SnapChat, Pinterest, LinkedIn, YouTube, and MySpace, as well as related web-based media, such as blogs, wikis, and any other form of user-generated media or web-based discussion forums. Social media may be accessed through a variety of electronic devices, including computers, cell phones, smart phones, PDAs, tablets, and other similar devices.

This policy is intended to supplement, not replace, the Charter's other policies, rules, and standards of conduct. For example, AIMS policies on confidentiality, use of AIMS equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with all AIMS policies whenever your social media activities may involve or implicate AIMS in any way, including, but not limited to, the policies contained in this Handbook.

STANDARDS OF CONDUCT

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of AIMS policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of AIMS' trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with AIMS.
- You may not engage in social media activities during working hours. Do not use your AIMS e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.
- Always be fair and courteous to fellow employees, students, parents, or other people who work on behalf of AIMS. Avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, or other people who work on behalf of AIMS, or that might constitute harassment or bullying.
- Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Never post any information or rumors that you know to be false about AIMS, fellow employees, students, parents, people working on behalf of AIMS, or other schools.
- Express only your personal opinions. Never represent yourself as a spokesperson for AIMS unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with AIMS, make it clear that you are not speaking on behalf of AIMS and that your views do not represent those of AIMS, fellow employees, students, parents, or other people working on behalf of AIMS. It is best to use a disclaimer such as, "The postings on this site are my own and do not necessarily reflect the views of AIMS."
- Never be false or misleading with respect to your professional credentials.

In the event you have any questions about whether a particular social media activity may involve or implicate AIMS, or may violate this policy, please contact Human Resources and the Communications and Marketing Department.

Social media is in a state of constant evolution, and AIMS recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each AIMS employee is responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

SUPPLIES

Teachers

- Be economical with your supplies. Do not waste EXPO markers, paper, tape, etc.
- Before making an order, check with other teachers to see if some supplies (i.e. a class set of scissors or markers) can be shared.
- Be sure to set classroom printers on ECO saving mode to reduce toner waste.
- Do not use the printer for personal use. It should only be used to print school-related documents.
- Always check the supply closet or with the administrative assistant for general office supplies.
- Recycle all reusable office supplies and equipment.
- If you have something in your class that you no longer use, please return it to the office or give it to another teacher who will use it (i.e. overhead projector, stapler, bins, etc.).
- Do not load your desk and closet with supplies you do not use.
- Do not throw away any hanging folders or manila folders. Reuse them.

Students

- On the first day of school, give students a list of supplies they will need for the school year (see sample memo). The list should include a box of tissues to be collected by you and used throughout the school year.
- If students cannot afford supplies, the office will provide them with what they need.
- Give detentions to students who do not come to school ready with all their school supplies, but first inquire of the reason.
- All textbooks must be covered.
- No permanent markers are allowed

SECTION 5: EMPLOYMENT POLICIES AND PRACTICES

EQUAL EMPLOYMENT OPPORTUNITY

American Indian Model School District is an equal employment opportunity employer and makes employment decisions, including, but not limited to, hiring, firing, promotion, demotion, training, and/or compensation, on the basis of merit. Employment decisions are based on an individual's qualifications as they relate to the job under consideration. The AIMS' policy prohibits unlawful discrimination based on race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations. All such discrimination is unlawful.

AIMS is committed to complying with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of AIMS and prohibits unlawful discrimination by any employee of AIMS, including supervisors and co-workers.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, AIMS will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to AIMS. An applicant or employee who believes he or she requires an accommodation in order to perform the essential functions of the job should contact Human Resources and request such an accommodation, specifying what accommodation he or she needs to perform the job. AIMS will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

AT-WILL EMPLOYMENT

Unless an Employee enters into a Fixed Term Employment Agreement that provides for "Termination for Cause" (as defined therein), all employment at AIMS is "at will." This means that both the Employee and AIMS have the right to terminate the Employee's employment at any time, with or without advanced notice, and with or without cause. The Employee also may be demoted or disciplined and the terms of his or her employment may be altered at any time, with or without cause, and with or without advance notice, at the discretion of AIMS.

Subject to this Employment At-Will provision, Employee shall be employed during the school year beginning no earlier than July 1, 2016 and concluding no later than June 30, 2017 ("School Year"). Pursuant to the Employee At-Will provision of this Handbook, either party has the right to terminate the Employee's employment at any time, with or without advance notice, and with or without cause whether effective before or after the expiration of the stated School Year. By signing the Handbook Acknowledgement, the Employee acknowledges and understands that he or she has

entered into this employment relationship with AIMS voluntarily and acknowledges and understands that there is no specific length or agreed upon period of employment.

UNLAWFUL HARASSMENT AND DISCRIMINATION

AIMS is committed to providing a work environment free of unlawful harassment and discrimination. AIMS' policy prohibits harassment and discrimination based on race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations. All such harassment is unlawful.

AIMS' unlawful harassment and discrimination policy applies to all persons involved in the operation of AIMS and prohibits unlawful harassment and discrimination by any employee of AIMS, including supervisors and co-workers. AIMS will take all reasonable steps to prevent or eliminate harassment and discrimination by non-employees, including customers, clients, and suppliers, who have workplace contact with our employees.

Prohibited unlawful discrimination includes, but is not limited to, the following behaviors:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted comments.
- Visual conduct such as derogatory posters, photography, cartoons, drawings, or gestures.
- Physical conduct such as assault, unwanted touching, blocking normal movement, or interfering with work because of sex, race, or any other protected basis.
- Retaliation for having reported or threatened to report harassment or discrimination.

California Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.

- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive or derogatory comments, sexual innuendos, slurs; unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; or use of obscene gestures.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, or assault; or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats, demands, or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other losses, and offers of benefits in return for sexual favors.

This policy applies to all phases of employment, including, but not limited to, recruiting, testing, hiring, upgrading, promotion, demotion, transfer, layoff, termination, rates of pay, benefits, and selection for training.

If you believe you have been subjected to unlawful harassment or discrimination, please follow the complaint procedure outlined below. Employees must report conduct prohibited by this policy whether or not they are personally involved.

UNLAWFUL RETALIATION

AIMS prohibits retaliation against any employee because of the employee's opposition to a practice or conduct the employee reasonably believes to be unlawful or because of the employee's lawfully protected participation in an investigation or proceeding. Any retaliatory adverse action because of such opposition or participation may be unlawful and will not be tolerated. All such retaliation is unlawful.

If you believe you have been subjected to unlawful retaliation, please follow the complaint procedure outlined below.

COMPLAINT PROCEDURE—DISCRIMINATION, HARASSMENT, RETALIATION

Employees must report all incidents believed to be unlawful discrimination, harassment, or retaliation. If you believe you have been subjected to any form of such unlawful conduct, submit

a complaint, preferably in writing, to your supervisor or Human Resources. If these individuals are not available, or in the event that you believe that one of these individuals has engaged in inappropriate behavior in violation of these policies, submit a complaint to any other supervisor as soon as possible. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding unlawful discrimination, harassment, or retaliation to the Superintendent of AIMS or other upper-level managers, as appropriate. Your complaint should be specific and should include the names of the individuals involved and the names of any witnesses.

AIMS encourages all employees to immediately report any incidents of unlawful discrimination, harassment, and/or retaliation so that complaints can be quickly and fairly resolved. If you receive such a complaint from a fellow employee, report it immediately to your supervisor or the Superintendent of AIMS. If these individuals are not available, report it to any other supervisor. All complaints will be handled as confidentially as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter.

Upon notice of such a complaint, AIMS will promptly undertake an effective, thorough, and objective investigation and attempt to resolve the situation. If AIMS determines that unlawful conduct or a violation of applicable policies has occurred, effective remedial action will be taken in accordance with the circumstances involved. Any employee determined by AIMS to be responsible for unlawful discrimination, harassment, and/or retaliation will be subject to appropriate disciplinary action, up to and including termination. Appropriate action will also be taken to deter future conduct.

There will be no retaliation against any employee who brings a complaint in good faith or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven.

ANTI-VIOLENCE POLICY

AIMS is committed to providing a workplace that is free from acts of violence or threats of violence. In keeping with this commitment, AIMS has established a strict policy that prohibits any employee from threatening or committing any act of violence in the workplace, while on duty, while on school-related business, or while operating any vehicle or equipment owned or leased by AIMS. This policy applies to all employees.

In order to achieve our goal of providing a workplace that is secure and free from violence, AIMS must enlist the support of all employees. Compliance with this policy and our commitment to a zero-tolerance policy with respect to workplace violence is every employee's responsibility.

Compliance with this anti-violence policy is a condition of employment. Due to the importance of this policy, employees who violate any of its terms, who engage in or contribute to violent behavior, or who threaten others with violence may be subject to disciplinary action, up to and including immediate termination.

Employees are required to report any incident involving a threat of violence or act of violence immediately to their supervisor, Head of Schools, or Superintendent. If these individuals are not available, report the incident to any other supervisor and report the incident to the Superintendent as soon as he or she is available. All reports will be investigated by AIMS and appropriate corrective action will be taken.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the incident to the Superintendent.

Employees should immediately inform their supervisor or the Head of School about any workplace security hazards. If these individuals are not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.

There will be no retaliation against any employee who brings a complaint in good faith under the Workplace Anti-Violence Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

DRUG AND ALCOHOL ABUSE POLICY

Our employees are our most valuable resource, and their own health and safety are therefore serious concerns. We will not tolerate any drug or alcohol related conduct that imperils the health and well-being of our employees. Further, the use of illegal drugs and abuse of controlled substances is inconsistent with law abiding behavior expected of all citizens. Employees who use illegal drugs or abuse other controlled substances or alcohol tend to be less productive, less reliable, and prone to greater absenteeism resulting in the potential for increased cost and risk.

We believe our employees have the right to work in an alcohol and drug-free environment and to work with persons free from the effects of alcohol and drugs. Employees who abuse alcohol or drugs are a danger to themselves, students, and to other employees. We are therefore committed to maintaining a safe and healthy workplace free from the influence of alcohol and drugs. We hope all employees will join with us in achieving our goal of a safe and productive drug-free workplace.

For purposes of this policy, “illegal drugs” includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). “Drug paraphernalia” means any accessory for the use,

possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. “Under the influence” means that the employee is affected by alcohol and/or illegal drugs in any detectable manner.

Prohibited Use

AIMS prohibits the following:

- Use, possession, manufacture, distribution, dispensation, purchase, or sale of alcohol (if unauthorized), illegal drugs, or drug paraphernalia on AIMS premises or AIMS business or during working hours.
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on AIMS premises.
- Being under the influence of alcohol (if unauthorized) or illegal drugs on AIMS premises or AIMS business or during working hours.
- Refusing to submit to an inspection when requested by management.
- Failure to keep all prescribed medicine in its original container, which identifies the drug, date of prescription, and the prescribing doctor.
- Smoking and the use of any tobacco products on AIMS property including AIMS-owned, leased, or contracted buildings, and in AIMS vehicles at all times, by all persons, including employees, students, and visitors at any school or AIMS site or attending any school-sponsored events.

Employees are required to notify administration of any criminal drug and alcohol statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction. Within thirty (30) days of receiving the notice, AIMS shall take appropriate administrative or disciplinary action.

In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your job performance, you are required to report this to your supervisor. Your supervisor will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect the safety of you, other employees, and students.

Searches

AIMS may at times conduct unannounced searches of AIMS property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with this or any other policy. This includes desks, storage areas, and rooms normally used to store employees’ personal property. As a result, **employees do not have an expectation of privacy in this regard.**

Additionally, whenever AIMS suspects that an employee has sold, purchased, used, or possessed alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances on AIMS premises, AIMS may inspect the employee’s personal effects (including parcels, purses, bags, and

briefcases) or automobile on AIMS property. As a result, employees do not have an expectation of privacy in this regard.

Violations

Compliance with this policy is a condition of employment at AIMS. Failure or refusal of an employee to cooperate fully, sign any required document, or submit to any inspection will result in discipline, up to and including termination. Furthermore, any violations of this policy may result in disciplinary action, up to and including termination, at AIMS' sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, AIMS may report such illegal drug activities to an appropriate law enforcement agency.

IMMIGRATION COMPLIANCE

AIMS is committed to full compliance with federal and state immigration laws. These laws require that all individuals pass an employment verification procedure before they are permitted to work. This procedure has been established by law and requires that every individual provide satisfactory evidence of his or her identity and legal authority to work in the United States no later than three business days after he begins work. Accordingly, all new hires must go through this procedure.

EMPLOYEE CLASSIFICATIONS

Upon hiring, all employees are classified as exempt or non-exempt, full-time or part-time, and regular or temporary. All employees are either exempt or non-exempt according to provisions of applicable wage and hour laws. These classifications do not guarantee employment for any specific length of time. Employment is at the mutual consent of the employee and AIMS.

Exempt Employees

Pursuant to the federal Fair Labor Standards Act and applicable state laws, exempt employees are those who exercise the requisite degree of discretion and independent judgment and perform certain administrative, professional, and/or executive duties, or those who are considered outside/inside sales personnel under the law. Exempt employees are not entitled to overtime pay.

Non-Exempt Employees

Pursuant to the Fair Labor Standards Act and applicable state laws, non-exempt employees are entitled to overtime pay. Non-exempt employees may have to work hours beyond their normal schedules as work demands require. If this results in working more than 8 hours in one day or 40

hours in one week, non-exempt employees will receive overtime compensation in accordance with state and federal law. Non-exempt employees are required to take meal and rest periods in the manner described in this Handbook.

Regular Employees

Regular employees are those who are hired to work on a regular schedule. Regular employees may be classified as full-time or part-time.

Full-Time Employees

An employee who is regularly scheduled to work and regularly works at least 40 hours per week is considered a regular full-time employee.

Part-Time Employees

An employee who is regularly scheduled to work and regularly works fewer than 40 hours but more than 30 hours per week is considered a regular part-time employee with benefits. An employee who is regularly scheduled to work and regularly works fewer than 30 hours per week is considered a regular part-time employee WITHOUT benefits. A regular part-time employee WITHOUT benefits is not eligible to earn, accrue, or participate in any AIMS benefits program, except as otherwise required by law, such as Paid Sick Leave.

Temporary Employees

An employee who is hired for a particular project or job of limited or definite duration (short-term) is considered a temporary employee. A temporary employee is not eligible to earn, accrue, or participate in any AIMS benefits program, except as otherwise required by law.

An employee will not change from one status to any other status or classification simply because of the number of hours that the employee is scheduled to work or the length of time spent as an employee. The status of a temporary employee may change only if the employee is notified of the change in status, in writing, by the Head of School or Superintendent.

JOB DUTIES

You will receive a job description and your supervisor will explain your job responsibilities and the performance standards expected of you. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects or to assist with other work necessary or important to the operation of AIMS. Your cooperation and assistance in performing such additional work is expected.

AIMS reserves the right, at any time, with or without notice, to transfer, demote, suspend, administer discipline, change job responsibilities, and change the terms and conditions of employment at its sole discretion.

PAYMENT OF WAGES

Employees are paid semi-monthly (twice per month). If a payday falls on a weekend or holiday, employees will be paid on the preceding workday. Employees are required to report any overpayment of wages to the Office. Any discrepancies or shortages in the calculation of wages should be reported as soon as possible after payday.

EXPENSE REIMBURSEMENTS

Employees shall be reimbursed for approved out-of-pocket expenditures for materials and supplies. All expenses claimed must be recorded on a reimbursement form and submitted with the original receipts for pre-approval of the Head of Schools or designee. If permission for the expenditure is not requested and approved before the purchase, reimbursement is not guaranteed.

OVERTIME

All non-exempt employees are required to obtain approval from their supervisor prior to working overtime. Failure to obtain such approval may subject an employee to discipline, up to and including termination. Overtime compensation will be paid in accordance with all state and federal laws.

WORKDAY AND WORKWEEK

The work schedule for employees shall be in accordance with the 2016-2017 school year calendar, and each employee's employment agreement, should one exist.

For purposes of calculating overtime, AIMS' standard workweek begins on Sunday at 12:01 a.m. and ends on Saturday at 12:00 a.m. (midnight). The standard workday is 12:01 a.m. to 12:00 a.m. (midnight) each day.

MEAL AND REST PERIODS

Meal Periods: All non-exempt employees must take an uninterrupted meal period of at least 30 minutes each day they work more than 5 hours. You must commence the meal period before you complete your fifth hour of work. Thus, if you begin working at 8:30 a.m., for example, you must take your meal period prior to 1:30 p.m. In addition, you must record the actual times that you stop and start work to take a meal period. All non-exempt employees must take an uninterrupted meal period of at least 30 minutes each day they work more than 10 hours. You must commence the meal period before you complete your tenth hour of work. Meal periods are unpaid.

Rest Periods: All non-exempt employees are authorized, permitted, and strongly encouraged to take a 10-minute rest period every 4 hours worked or major fraction thereof. Ordinarily, this amounts to two 10-minute rest periods per 8-hour workday. The first rest period should be taken roughly in the middle of the 4-hour work period prior to lunch, and the second rest period should be taken roughly in the middle of the 4-hour work period following lunch. You do not need to record the times of these rest periods. You will be paid for the time spent on your rest periods.

During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not join together required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier.

In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to AIMS policy, you must notify your supervisor in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken.

Failure to comply with the AIMS' policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

TIMEKEEPING

To ensure compliance with all applicable laws, non-exempt employees must accurately record all hours worked. This means they must clock in and out whenever they begin, cease, or resume working during the course of a workday. While you need not clock out and in during your rest periods, you must clock out and in during your meal periods. Under no circumstances may one employee clock in or out for another employee.

Exempt employees may also be expected to record their time worked and report absences from work due to personal needs or illness.

Recording inaccurate time on your timesheet or recording time on another employee's timecard is a violation of AIMS policy and may result in discipline, including immediate termination. Employees are strictly prohibited from working "off the clock" or failing to record all time worked. Falsification of any timecard may result in disciplinary action, up to and including termination.

PERSONNEL FILES AND RECORD KEEPING PROTOCOLS

The Head of School or his or her designee shall maintain a confidential personnel file for each employee. All information in personnel files is strictly confidential, as is all payroll information. Any employee who violates this confidentiality is subject to discipline including discharge.

To keep our personnel records accurate and to comply with state and federal laws, you must notify your supervisor immediately of any change(s) in the following personnel information:

- Your name (whether by marriage or otherwise).
- Your home address and telephone number.
- Who to inform in case of an emergency, including names and home and work telephone numbers and addresses.
- Withholding tax information (your marital status and correct number of dependents).

- Completion of education.
- Change of beneficiary on group life insurance.

PERFORMANCE APPRAISALS

At regular intervals, your immediate supervisor will provide you with a written evaluation of your work performance. The purpose of these reviews is to identify strengths, recognize areas for improvement and skill development, encourage growth, and develop strategies within a supportive team. This evaluation typically includes ratings in the following areas: quantity and quality of work, work habits and attitudes, interpersonal skills, dependability, and attendance. For new employees, there will be an interim performance review after the first ninety (90) days of employment, which will include an employee self-evaluation. For returning employees, performance evaluations will be completed annually. Your supervisor will discuss the evaluation with you and a copy of the completed form will be given to you. If you do not receive your evaluation, ask your supervisor about it. The performance appraisal form also offers you an opportunity to indicate if you believe you are working out of class, i.e. whether you are performing duties different from the ones listed in your class description. It is important for you to provide this information so that your position is classified and compensated appropriately.

All employees shall have the right to make their own written comments in response to the observations or review findings. This response will be attached to the observation and/or evaluation and kept in the employee's confidential personnel file.

EMPLOYEE DISCIPLINARY ACTION: CAUSES FOR SUSPENSION, DEMOTION, AND DISMISSAL

The following conduct is prohibited and will not be tolerated by AIMS. This list of prohibited conduct is illustrative only; other types of conduct injurious to security, personal safety, employee welfare, and AIMS' operations also may be prohibited. Violation of the following standards may result in disciplinary action, up to and including immediate termination.

- Falsification of employment records, employment information, or other AIMS records. This includes making false statements or omitting material information in the application procedure for employment.
- Falsifying any time record.
- Theft, damage, or destruction of any AIMS property or the property of any employee or client.
- Removing or borrowing AIMS property without prior authorization.
- Unauthorized use of AIMS equipment, time, materials, or facilities.
- Provoking a fight or fighting during working hours or on AIMS property.

- Participating in horseplay on work time or on AIMS premises.
- Carrying firearms or any other dangerous weapons on AIMS premises at any time.
- Causing, creating, or participating in a disruption of any kind during working hours.
- Insubordination, including, but not limited to, failure or refusal to obey the legitimate orders or instructions of a supervisor or member of administration, or the use of abusive or threatening language toward a supervisor or member of administration.
- Using abusive, profane, threatening, indecent, or foul language and/or having inappropriate physical contact with students or other employees at any time on AIMS premises.
- Unreported absences.
- Failure to observe working schedules, including meal and rest periods.
- Sleeping or malingering on the job.
- Working overtime without authorization or refusing to work assigned overtime.
- Working “off the clock” or failing to record or report all hours worked.
- Failing to keep confidential information pertaining to students.
- Violation of any safety, health, security, or other AIMS policies, rules, or procedures.
- Committing a fraudulent act or a breach of trust under any circumstances.
- Engaging in unlawful harassment, discrimination, or retaliation.
- Making false or malicious statements about any employee or the AIMS.
- Gambling of any type on AIMS premises.
- Intentionally supplying false information in order to obtain a leave of absence or other benefits from AIMS.
- Poor attendance, including, but not limited to, habitual tardiness and/or absenteeism, leaving early without permission, absence from work without permission, and abuse of time during work hours, to the extent permitted by law.
- Unsatisfactory work performance.
- Performing unauthorized work on AIMS work time.

- Failure to report incidents of child abuse.
- Willful and persistent violation of provisions of the Education Code or the Board of Education or school charter.

For employees with a written contract of employment that provides for termination “For Cause,” “Cause” shall include, but is not limited to: breach of the employment agreement or the employee’s failure to perform his/her duties as set forth in the employment agreement, as defined by law, or as specified in the employee’s job specification; the employee’s failure or refusal to comply with the lawful and reasonable direction of his/her supervisor, or the policies, standards and/or rules of AIMS; if it is determined that employee has conducted him/herself in an unprofessional, unethical, illegal or fraudulent manner, or has acted in a manner detrimental to the reputation, character or standing of AIMS.

USE OF AIMS TELEPHONES, INTERNET, AND E-MAIL SYSTEM

Telephones in AIMS schools and offices are to be used only for official business with the exception of a personal emergency in which conversations must be kept as brief as possible. Outgoing personal calls should be made on your personal cell phone only during lunch and break periods so that they will not interfere with work. Personal business, including the handling of personal mail, e-mail, text messages, and telephone calls should be completed outside of your working hours. Remember that your AIMS’ email account is reserved for AIMS’ business purposes only.

Employees are reminded that AIMS various electronic communications systems, including, but not limited to, its electronic devices, computers, telephones, e-mail accounts, video conferencing, voice mail, facsimiles, internal and external networks, computers, PDAs, tablets, and AIMS-issued cell phones, are the property of AIMS. All communications and information transmitted by, received from, or stored in these systems are AIMS records.

As a result, AIMS may, and does, monitor its employees’ use of these electronic communication systems, including for social media activities, from time to time, AIMS may monitor such activities randomly, periodically, and/or in situations when there is reason to believe that someone associated with the school has engaged in a violation of this, or any other, AIMS policy. As a result, employees do not have a reasonable expectation of privacy in their use of or access to AIMS’ various electronic communications systems.

Your use of the AIMS’ e-mail, internet, and computer systems has **no guarantee of privacy**

CHANGE OF CONTACT INFORMATION

Promptly report any change of home address or telephone number by completing a name and address card with the current information and submitting it to your time reporter.

PERSONAL PROPERTY

It is your responsibility to ensure that your handbag, wallet, and other personal property are kept locked in a safe place while at work. The school is not responsible for damage to, or theft of, private property, unless the school has been negligent. We recommend that employees not bring expensive items to school which may be stolen, such as iPads, mobile phones, and jewelry. The school does not accept responsibility for these items and is therefore not obliged to pay compensation for lost or stolen items.

SOLICITATION & DISTRIBUTION

AIMS feels very strongly that work time is for work. Therefore, in the interests of our students, there will be no solicitation of any kind by any employee during the working time of the employee soliciting or the employee being solicited. Solicitation is permitted only during non-working time, such as break times, meal periods, and before checking in for work or after checking out of work. In addition, distribution of literature is prohibited during working time and in working areas. Exceptions to this rule for charitable organizations or charitable purposes require the advance approval of the Head of School.

Non-employees are prohibited from solicitation and distribution for any purpose on AIMS premises at any time.

Employees are not to utilize AIMS facilities or return to the work site outside of regular working hours unless prior approval from the Head of School has been granted. Employees may be on AIMS premises only when they are on duty, scheduled to work, or have received advance approval from the Head of School.

HEALTH AND SAFETY POLICY

The safety of students and staff is among the highest of priorities for AIMS. Injuries and illnesses create personal loss to employees, students, and their families, and reduce the AIMS' ability to provide quality education. It is AIMS' position that all accidents are preventable. Each employee is expected to obey safety rules and to exercise caution in work activities. Site administrators have primary responsibility for providing a safe working and learning environment and are accountable for ensuring strict compliance with applicable health and safety requirements. All supervisory employees, from executives to first line supervisors, share responsibility for ensuring the safety of students and staff. Employees should immediately inform their supervisor about any workplace accidents or security hazards. If this individual is not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.

Employees should not transport students unless it relates to a school function and has been approved by AIM Schools.

When an accident or injury occurs on school property, it should be reported immediately to the Site Administrator. An Incident Report form should be completed as soon as possible. This form is available at the front office.

FINGERPRINT POLICY

All employees of the AIMS are fingerprinted and the prints are transmitted to the California Department of Justice and the Federal Bureau of Investigation for a criminal conviction records check. AIMS will bear the cost of DOJ background checks. No employee will be permitted to perform any of the duties of his/her position until this processing has been completed and it is determined that there is no criminal conviction that would prohibit the employee from working with students and staff.

INFORMATION PROTECTION POLICY

It is the policy of AIMS to protect sensitive and confidential information. Every employee of the school district must ensure the proper protection of information, either in paper or electronic form. Employees are not to take sensitive records home nor leave them lying unprotected in the open, such as on a desk, where they can be accessed. Employees are not to convert sensitive information into an electronic format and send it unprotected through email or over the internet. Whenever requests for access to information are made, employees should check with the data owner (specified individuals who collect or use the information on behalf of AIMS). It is best to err on the side of protecting information.

All information relating to students including names, addresses, contact numbers, and progress information is confidential information and may not be shared with unauthorized parties. All records concerning pupils shall be kept strictly confidential and be maintained in separate files.

Please note: The release of unauthorized confidential information may result in immediate dismissal and the filing of criminal charges. When in doubt, check with the Dean and Head of School.

NEW HIRES

Classroom and instructional aides must submit all required paperwork listed below to the Human Resources Generalist.

Please review the checklist below and check with the Human Resources Office if you need any forms:

	Requirements
1.	A cover letter, resume, and official transcripts (from all colleges and universities you attended).
2.	TB Test Result (must be administered within the last 4 years).
4.	A receipt for your Livescan background check for FBI and DOJ. (Note: if we do not get a result within 2 weeks, it is your responsibility to follow-up).
5.	W-4 forms and health insurance enrollment forms. It is the employee's responsibility to report any changes in filing status to HR and to fill out a new W-4 form.

6.	Proof of registration for any tests you need: CBEST, CSET, Teaching Foundations, etc.
7.	Credential Clearance or proof of enrollment in a credentialing program.
8.	Pick up keys and complete supply order list.

AIMS schools will work with universities to complete the credential program.

Keep the administrator informed of your progress toward completing your credential program.

AIMS teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

EMPLOYEE DISPUTE RESOLUTION PROCESS

AIMS offers dispute resolution procedures to provide employees who have a complaint concerning conditions of employment with an internal avenue for resolution. The concern or complaint will be heard by the Site Administrator. He or she, or any designee, will be accessible and ready to hear suggestions and complaints. The school cannot act on any problem unless it is aware of it, so complaints must be put in writing as soon as possible. The Site Administrator will provide a written response within five (5) business days. If the response is not satisfactory to the complainant, then the complaint may be submitted in writing to the Board and will be placed on the agenda for the next regular Board meeting. The Complainant may address the Board and make a suggestion for resolution. The Board will issue a written response within five (5) business days. The Board's decision shall be final.

STAFF DRESS CODE POLICY

AIMS employees are here to serve as role models for our students. We are to set the standard for professionalism and proper dress and should always project a professional image when on campus. The Staff Dress Code applies to all AIMS employees on all campuses with the exception of the P.E. aides and athletic coaches.

Appropriate dress for staff:

1. Dresses and skirts no shorter than three inches above the knee. The slit of a dress or skirt must come no higher than three inches above the knee.
2. Jeans are only permitted on Fridays with a professional top (blazer, dress-shirt, blouse).
3. Low-cut blouses, see-through clothing, off the shoulder, halter style, or clothing which reveals the midriff are not permitted.
4. Shoes and sandals without a back strap are not permitted. Flip-flops are not allowed.
5. Athletic garments such as shorts, shoes/sneakers are only permitted for physical education teachers or coaches.
6. Tattoos that are considered offensive, racist, vulgar, show scenes of violence, drug-related, contain strong sexual imagery, gang related or contain obscene phrases may not be visible.
7. Collared shirts are preferred.

The following clothing items are not permitted:

1. Jeans (except on Fridays)
2. Carpenter or cargo pants
3. Shorts
4. T-shirts
5. Hooded sweatshirts
6. Tank tops/ halter tops
7. Flip-flops

There may be occasions when an employee may need to wear certain clothing for medical or religious reasons. In this case, the employee must request an exception from the Head of School and may be asked to provide medical documentation that clearly describes the deviation from this dress code policy.

If you have any questions, please ask your Supervisor.

SECTION 6: LEAVES AND VACATION

VACATION/PERSONAL LEAVE

Vacation time is granted to employees as defined in the current year school calendar (holidays and school breaks) and in each employee's employment agreement, if one exists.

In addition to the paid school holidays listed on the school calendar, classified employees (not Teachers) will accrue paid personal/vacation time per month beginning immediately upon hire, as defined in their employment agreement. There is a cap on personal/vacation day accrual. Once the classified employee's personal/vacation time reaches the maximum stated in his or her employment agreement, further accrual is suspended until the employee has reduced the balance below this limit. In such a case, no personal/vacation time will be earned for the period in which the classified employee's personal/vacation time was at the maximum. Accrued but unused personal/vacation will carry over from year to year, subject to this maximum accrual. Accrued but unused personal/vacation time will be paid out upon termination. Classified employees may use personal/vacation time beginning on the 30th day of employment. Personal/vacation time may be taken in minimum increments of two hours. Employee must provide his/her supervisor with reasonable advance notification, in writing, of the need to use personal/vacation days, if foreseeable. Requests for personal/vacation time may be denied based on the needs of the Charter School, or if adequate notice is not provided by the Employee.

PAID SICK LEAVE (PSL)

In satisfaction of the California Healthy Workplaces, Healthy Families Act, employees will be allotted PSL beginning immediately upon the effective date of employment as specifically provided in each employee's employment agreement. For employees with no employment agreement, PSL will be granted according to law. Employees with no employment contract should contact Human Resources for a statement of your PSL allotment.

PSL days are not accrued on an as-worked basis but rather are allotted to eligible employees on the first day of work each contract year for use in the current year. Employees may use PSL beginning on the 30th day after the effective date of employment. Employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee's family member. Employee may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. "Spouse" means a legal spouse, as defined by California law.

Up to 72 hours of accrued PSL may be carried over from year to year. Accrued but unused PSL in excess of 72 hours may not be carried over from year to year and will not be paid out upon termination.

PSL may be taken in minimum increments of two hours. Employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, Employee must provide notice as soon as practicable.

FAMILY AND MEDICAL LEAVE

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the AIMS for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence, and are employed at a worksite where there are 50 or more employees of the AIMS within 75 miles.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use the AIMS' request form, which is available upon request from Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

1. The birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;
2. The care of the employee's spouse, child, parent, or registered domestic partner with a "serious health condition";
3. The "serious health condition" of the employee;
4. The care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
5. Any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) above only if due to a serious health condition, your spouse, child, parent, or registered domestic partner requires your care or assistance as certified in writing by the family

member's health care provider. If you are seeking a leave under paragraph (3) above, you must provide the AIMS with a medical certification from your healthcare provider establishing eligibility for the leave, and you must provide the AIMS with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the AIMS in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources.

Family and medical leave may be taken for up to 12 work-weeks during the designated 12-month period (with the exception of qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12 month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any vacation/personal leave during unpaid family and medical leave. You will also be required to use any accrued paid sick leave during unpaid family and medical leave that is due to your own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and AIMS may mutually agree to supplement such benefit payments with available vacation and/or paid sick leave.

During a family and medical leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved family and medical leave, you will be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances, "key" employees may not be eligible for reinstatement following a family and medical leave. AIMS will provide written notice to any "key" employee who is not eligible for reinstatement.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact Human Resources.

PREGNANCY DISABILITY LEAVE

AIMS provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A

health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to the AIMS. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

AIMS will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, AIMS may require the employee to transfer temporarily to an available alternative position. This alternative position will have equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any accrued paid sick time during any unpaid portion of pregnancy disability leave. Employees may also elect to use any accrued vacation time during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and AIMS may mutually agree to supplement such benefit payments with available vacation and/or paid sick leave.

Benefit accrual, such as vacation, paid sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the AIMS with at least one week's advance notice of the date she intends to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if she had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated.

If you have any questions regarding pregnancy disability leave, please contact the Human Resources Department.

UNPAID LEAVE OF ABSENCE (MEDICAL)

In an effort to comply with its duty to accommodate employees with qualifying disabilities, AIMS will provide leaves of absence without pay when an employee is temporarily unable to work due to a mental or physical disability, certified in writing by his or her health care provider, unless such leave would cause an undue hardship to AIMS. Approved absences of less than two weeks are not treated as medical leaves of absences but rather as excused absences without pay. Employees granted unpaid medical leave have no right to guaranteed reinstatement.

Benefit accrual, such as vacation, paid sick leave, and holiday benefits, will be suspended during an unpaid medical leave period and will resume upon return to active employment. Unless otherwise required by law, AIMS does not continue to pay premiums for health insurance coverage for employees on unpaid medical leave. However, if eligible, you may self-pay the premiums under the provisions of COBRA.

DISCRETIONARY UNPAID LEAVE OF ABSENCE (NON-MEDICAL)

AIMS may grant a discretionary leave of absence to employees in certain unusual circumstances. It is important to request any leave in writing as far in advance as possible, to keep in touch with your supervisor during your leave, and to give prompt notice if there is any change in your return date. If your leave expires and you have not contacted your supervisor or AIMS, AIMS will assume that you do not plan to return and that you have voluntarily terminated your employment. Employees do not continue to accrue vacation, paid sick leave, or holiday benefits while they are on unpaid discretionary leaves of absence.

Unless otherwise required by law, AIMS does not continue to pay premiums for health insurance coverage for employees on discretionary unpaid leaves of absence. However, if eligible, you may self-pay the premiums under the provisions of COBRA.

MILITARY LEAVE

All employees who leave AIMS for active military service or military reserve duty will be placed on an unpaid military leave of absence. Employees are entitled to reinstatement upon completion of such military service or duty, provided an application for reinstatement is made within 90 days of discharge, or as otherwise provided by law.

You may use accrued vacation time during military leave. Time spent on military leave counts for purposes of determining "length of service." However, you will not accrue vacation or paid sick leave or receive holiday pay during military leave.

JURY DUTY/WITNESS DUTY

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their manager. Employees must report for work whenever the court schedule permits. Either AIMS or the employee may request an excuse

from jury/witness duty if, in AIMS' judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any accrued vacation during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of his or her employment with AIMS, AIMS will provide time off with pay.

TIME OFF FOR VOTING

AIMS encourages its employees to fulfill their civic responsibilities by participating in elections. Because polls are open from 7:00 a.m. until 8:00 p.m., employees generally are able to find time to vote either before or after their regular work schedule. If employees are unable to vote in an election during their non-working hours and have not requested an absentee ballot, then AIMS will grant up to two hours of paid time off to vote.

Employees must request time off to vote from their supervisor at least two working days prior to the election day. Advance notice is required so that the necessary time off can be scheduled at the beginning or end of the work shift, whichever provides the least disruption to the normal work schedule.

Employees must submit a voter's receipt on the first working day following the election to qualify for paid time off.

EMERGENCY DUTY/TRAINING LEAVE

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so that he or she may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training, please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. You may choose to use your accrued vacation if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, you should contact your supervisor or any other manager, as appropriate.

SUSPENDED PUPIL/CHILD LEAVE

California law requires employers to provide time off for parents required to visit a child's school when the child has served a period of suspension from school. To be eligible for time off to attend a child's school, the employee must be the parent of a child in kindergarten or in grades 1-12 and must present the school's letter, which requests the employee's appearance at the school, to his or her supervisor at least two days before the requested time off. Employees may use accrued vacation while attending a child's school under these circumstances. If not, suspended pupil/child leave will be unpaid.

LEAVE FOR CRIME VICTIMS AND THEIR FAMILY MEMBERS

If you are the victim-or an immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, step-parent, or the child of a registered domestic partner) of the victim-of a violent felony, serious felony (as defined by the California Penal Code), or felonies related to theft or embezzlement, you are permitted to be absent from work to attend judicial proceedings related to the crime.

You must provide your supervisor with written notification for each scheduled proceeding, unless advance notice is not possible. This time off is unpaid. You may choose to use your accrued vacation, but this is not required.

MILITARY SPOUSE LEAVE

Qualified employees are eligible for up to 10 days of unpaid leave when their spouse or registered domestic partner is on leave from military deployment. A qualified employee is one who regularly works more than 20 hours per week and whose spouse or registered domestic partner is a member of the Armed Forces, National Guard, or Reserves and is on leave from deployment during a period of military conflict.

If you are eligible for such leave, please submit a written request for leave to the Human Resources Department within two business days of receiving official notice that your spouse or registered domestic partner will be on leave from deployment. You will also be required to provide written documentation certifying that your spouse or registered domestic partner will be on leave from deployment.

Non-exempt employees must use accrued vacation time in order to receive compensation for this time off. If no vacation time is available, the employee may take this time off without pay. An exempt employee is required to charge any absence of four or more hours under this policy to his or her vacation bank, if any. Otherwise, exempt employees will be compensated to the extent required by applicable law.

SCHOOL AND DAYCARE LEAVE

If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed day care facility, you may take up to 40 hours of unpaid leave per year to participate in

the activities of the school or daycare facility. You may take no more than eight hours off for this purpose in any one calendar month. You should schedule this time off with your supervisor in advance. You may be asked to provide documentation from the school or daycare facility that you participated in the activity on the specific date and at the specific time that you took the leave. This time off is unpaid. You may choose to use your accrued vacation, but this is not required.

LEAVE FOR DOMESTIC VIOLENCE, SEXUAL ASSAULT, AND STALKING VICTIMS

If you are a victim of domestic violence, sexual assault, or stalking, you may take unpaid time off to help ensure the health, safety, or welfare of you and/or that of your child. Specifically, you may take such leave for the following reasons:

1. To obtain a temporary or permanent restraining order or other court assistance;
2. To seek medical attention for injuries caused by domestic violence, sexual assault, or stalking;
3. To obtain services from a shelter, program, or rape crisis center as a result of domestic violence, sexual assault, or stalking;
4. To obtain psychological counseling related to an experience of domestic violence, sexual assault, or stalking; or
5. To participate in safety planning and take other actions to increase safety from future domestic violence, sexual assault, or stalking, including temporary or permanent relocation.

If you need to take time off for any of the above reasons, you should notify your supervisor in advance, if possible. If your absence is unscheduled, you may be asked to provide documentation, such as a police report, court order, or other evidence that you appeared in court, or documentation from a counselor or domestic violence advocate. Although this leave is unpaid, you may use your accrued vacation or paid sick leave, as appropriate, if you wish to receive compensation for this time off.

You may also take unpaid time off to recover from domestic violence, sexual assault, or stalking pursuant to AIMS' family and medical leave policy.

AIMS does not tolerate any acts of discrimination, harassment, or retaliation against employees who are victims of domestic violence, sexual assault, or stalking. If you believe you have been the victim of any such act, please contact your supervisor, Human Resources, or any manager, as appropriate. AIMS will maintain the confidentiality of requests for time off due to domestic violence, sexual assault, or stalking to the extent possible and as allowed by law.

ADULT LITERACY LEAVE

Pursuant to California law, AIMS will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on AIMS. AIMS does not provide paid time off for participation in an adult literacy education. However, you may utilize accrued vacation if you want compensation for this time off. If you do not have accrued vacation available, you will be permitted to take the time off without pay.

ALCOHOL AND DRUG REHABILITATION LEAVE

Pursuant to California law, AIMS will reasonably accommodate any eligible employee who wishes to voluntarily enter and participate in an alcohol or drug rehabilitation program, provided that the accommodation does not impose an undue hardship on AIMS. AIMS does not provide paid time off for participation in an alcohol or drug rehabilitation program. However, you may utilize accrued vacation if you want compensation for this time off. If you do not have accrued vacation available, you will be permitted to take the time off without pay.

This policy in no way restricts AIMS' right to discipline an employee, up to and including termination of employment, for violation of AIMS' Drug and Alcohol Abuse Policy.

CIVIL AIR PATROL LEAVE

Pursuant to California law, AIMS will provide unpaid leave to employees who are volunteer members of the California Wing of the Civil Air Patrol and who have been duly directed and authorized to respond to an emergency operational mission of the California Wing of the Civil Air Patrol. Employees must be employed for at least 90 days immediately preceding the commencement of leave in order to be eligible.

Employees are required to give AIMS as much notice as possible of the intended dates upon which the leave would begin and end. AIMS will restore the employee to the position he or she held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued vacation.

LEAVE FOR BONE MARROW AND ORGAN DONORS

Pursuant to California law, AIMS will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person; the AIMS will also provide up to 30 business days of paid leave within a one-year period to an employee who donates an organ to another person. The AIMS requires that bone marrow donors use up to five days of available accrued sick or vacation time during the course of the leave. Organ donors must use up to ten days of available accrued paid sick leave or vacation time during the course of the leave.

To qualify for this leave, an employee must have been employed for at least 90 days prior to the commencement of the leave and must provide the AIMS with written verification of his or her status as an organ or bone marrow donor and the medical necessity for the donation. During such leave, the AIMS will continue coverage under its group medical insurance plan, if applicable. However, employees must continue to pay their portion of the applicable premiums. Employees should give the AIMS as much notice as possible of the intended dates upon which the leave would begin and end.

SECTION 7: BENEFITS

STATE DISABILITY INSURANCE

AIMS contributes to the State of California to provide you with State Disability Insurance (“SDI”) pursuant to the California Unemployment Insurance Code. Contributions are made through a payroll deduction. SDI is payable when you cannot work because of illness or injury not caused by employment with AIMS or when you are entitled to temporary workers’ compensation at a rate less than the daily disability benefit amount. Specific rules and regulations governing disability are available from Human Resources.

PAID FAMILY LEAVE

Under California law, eligible employees may participate in the Paid Family Leave (“PFL”) program, which is part of the state’s unemployment compensation disability insurance program. The PFL program provides up to six weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child. The PFL program does not provide job protection or reinstatement rights.

AIMS will require you to take up to two weeks of accrued but unused vacation prior to your receipt of benefits under the PFL program.

The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

UNEMPLOYMENT COMPENSATION

AIMS contributes a significant amount of money each year to the California Unemployment Insurance Fund on behalf of its employees. Under certain circumstances, you may be eligible for unemployment insurance benefits.

SOCIAL SECURITY AND CALIFORNIA PUBLIC EMPLOYEES RETIREMENT SYSTEM

Social Security is an important part of every credentialed employee's retirement benefit. AIMS pays a matching contribution to each employee's Social Security taxes. (Employees who have participated in STRS elsewhere do not lose credits previously earned, but will not earn added service credit while at AIMS.) In addition, non-credentialed employees are enrolled in CalPERS in lieu of social security. AIMS makes matching contributions to each eligible employee's account with PERS.

WORKERS' COMPENSATION INSURANCE AND LEAVE

At no cost to you, you are protected by the AIMS workers' compensation insurance policy while employed by AIMS. This policy covers you in case of occupational injury or illness.

The workers' compensation benefits provided to injured employees may include: (1) medical care, (2) cash benefits tax free to replace lost wages, (3) vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure that the employee receives all workers' compensation benefits to which he or she may be entitled, you will need to: (1) immediately report any work-related injury to the Site Administrator, (2) seek medical treatment and follow-up care if required, (3) complete a written Employee's Claim form and return it to the Site Administrator, and (4) provide the school with medical certification from your health care provider regarding the need for workers' compensation disability leave and your ability to return to work from the leave.

Under most circumstances, upon submission of a medical certification that an employee is able to return to work from workers' compensation leave; the employee will be reinstated to his or her same position held at the time the leave began or to an equivalent position if available. An employee returning from a workers' compensation leave has no greater right to reinstatement than if the employee had been continuously employed rather than on leave. If the employee's same position is not available upon the employee's return to work, an employee's returning to work will depend on job openings existing at the time of his or her scheduled return.

Any person who makes or causes to be made any knowingly false or fraudulent material statement or material misrepresentation for the purpose of obtaining or denying workers' compensation benefits or payments is guilty of a felony. The law requires that AIM Schools notify its workers' compensation carrier of any concerns of false or fraudulent claims.

HEALTH BENEFITS

AIM Schools will provide access to health, dental and vision benefits for full-time employees. The employee benefits cost will be deducted from their payroll if applicable.

The health insurance anniversary date is set by the insurance carrier; please contact the office for the enrollment and anniversary dates. Current employees will only be able to receive benefits on this anniversary date if they do not have them already. For employees who decide not to receive health benefits, the next time the employee will be able to apply for health benefits will be on the anniversary date.

Spouses or dependents of the employee may be eligible to enroll in the health insurance plan pursuant to the specific terms and conditions of the plan, which ultimately govern all aspects of the employee's eligibility for and participation in the plan.

Statement Acknowledging Requirement to Report Suspected Child Abuse

The California Penal Code prohibits sexual abuse, sexual assault, sexual exploitation, child neglect, the infliction of cruel or inhuman corporal punishment, and unjustifiable physical pain or mental suffering on a child. In addition, the Penal Code prohibits allowing or causing a child to be placed in a situation that endangers a child's health or person.

Section 11166 of the Penal Code requires any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse report the known or suspected instance of child abuse to a child protective agency. The report must be sent to the child protective agency within 36 hours of receiving the information concerning the incident.

"Child Care Custodian" includes all persons who interact directly on a regular basis with pupils, including teachers, administrators, pupil service employees, paraprofessionals and volunteers. "Health practitioner" includes nurses, physicians, psychologists, and family and child counselors.

As an employee of AIM Schools, your employment position falls within the definition of Section 11166 of the California Penal Code. Therefore, you are mandated to comply with the child abuse reporting requirement as stated above.

I, _____ have read and understood the requirements of the Section 11166 of the California Penal Code as outlined above and will comply with those provisions.

Signature _____ Date _____

A signed copy of this form must be placed in the employee's file

STAFF HANDBOOK ACKNOWLEDGMENT

ALL EMPLOYEES MUST READ THIS EMPLOYEE HANDBOOK AND FILL OUT AND RETURN THIS PORTION TO HUMAN RESOURCES WITHIN ONE WEEK OF RECEIPT.

I have received a copy of the AIMS Staff Handbook. I will carefully read and understand its contents and I agree to follow the policies stated therein. I understand that my continued employment is contingent upon adherence to the policies and procedures outlined herein. I understand that transfers, demotions, suspensions, employee discipline, and changes in the terms and conditions of employment may be administered at the sole and absolute discretion of the Charter School. I understand that the conditions governing my employment status (at-will or fixed term) may not be modified orally and may only be modified in a writing signed by the Head of School and me.

I understand that the Charter School reserves the right to depart from and modify the policies stated in the Handbook at its sole discretion, with the exception of my employment status (at-will or fixed term).

Date: _____

Signed: _____
Employee

Appendix B

American Indian Model Schools

American Indian Public Charter School (Grades 6-8)
American Indian Public Charter School II (Grades K-8)
American Indian Public High School (Grades 9-12)

Parent-Student Handbook

2016-2017 School Year



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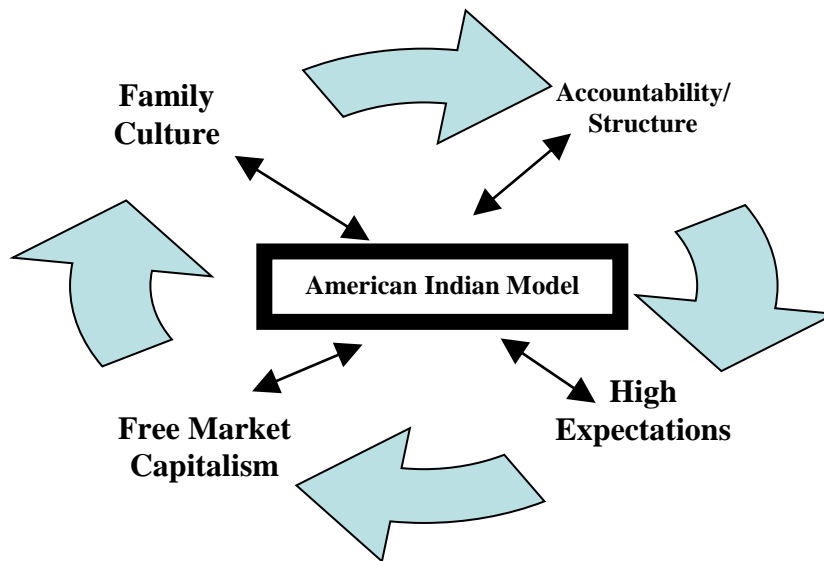
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SECTION 1:

A CULTURE OF FAMILY

AN INTRODUCTION TO AIMS

The American Indian Model of Education focuses on the four tenets of 1) Family; 2) Accountability; 3) High Expectations; and 4) Free Market Capitalism. This handbook serves as a road map for preparing your students to compete and be productive members in a global society.



AIM Schools Slogan
"A School at Work"

2015-2016 School Year Theme
"Building on success"

AIM Schools Mission Statement

Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations in attendance, academic achievement, and character development results in our students being prepared for lifelong success. The results driven culture at AIMS and the adherence to it with fidelity guarantees that all graduates earn admission into four year post- secondary programs and become productive members of society.

AIM Schools Credo

The Family: We are a family at AIM Schools.

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 AIM Schools family.

THE BASICS

1. We are a family at AIM Schools.
2. When families follow and support the American Indian Model, their children will be prepared for college.
3. We create an extended family with administration, teachers, staff, students, family, and selected community. Students and staff are expected to clean and take care of the school property.
4. Teachers spend two years with their students in grades 1 – 2 and three years with their students in grades 3 – 5 and grades 6 – 8, teaching all core academic subjects. This creates an environment of strong academics and family culture.
5. Former AIM School students enrolled in college are paid to work with our current students.
6. The AIMS community supports and guides all our students. No student has been expelled since the American Indian Model was implemented in July 2000.
7. All current and former students are encouraged to sign up on the alumni page on the AIMS website.

ADMISSION POLICY

Students who understand and value the school's mission and are committed to the school's instructional and educational philosophy are encouraged to apply. Admission to AIMS shall be open to any resident of California that is of legal age to attend public school (e.g., old enough to join Kindergarten). Pupils will be considered for admission without regard to disability, gender, gender identity or expression, sexual orientation, race, ethnicity, religion, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, medical condition, genetic information, or association with a person or group with one or more of the above actual or perceived characteristics.

The enrollment process for new students begins June 1. Application information is posted on the AIMS website. If the number of applications for admission to a grade exceeds the number of available slots in that grade, the spaces available for that grade will be filled by random lottery. Note, previously enrolled students who matriculated through their grade level have priority, as do their siblings, and are not subject to the lottery. The lottery will be held in a public setting. Drawings will be held on a grade-by-grade basis to fill the available slots per grade. All applicants to a grade will have their name randomly drawn. Those students who have their name drawn after the number of admission slots to that grade has been filled will be placed on an admissions waiting list for that grade in the order that they were drawn. Any spaces that open throughout the school year will be filled with students from the waiting list for the particular grade. All incoming students are required to attend summer school at AIMS.

AIMS' COMMITMENT TO YOUR CHILD AND FAMILY RESPONSIBILITIES

At AIMS, we make your child's education our highest priority, and we require that our families make the same commitment. That means often our staff and volunteers will make themselves available above and beyond the traditional school hours. It is also necessary for families to support the efforts of the school. This includes having their child attend school every day on time and ready to learn. Students who miss school will be required to make it up during Saturday school. At AIMS we also recognize that learning must take place year-round; therefore, we require participation in an approved summer school program or course of study. We institute these policies because our students need this support to excel. Although, at times, these policies may be inconvenient for families, our students' success makes the effort worthwhile.

CHARTER SCHOOL OF CHOICE

AIMS is a public school of choice with its own unique programs and policies. Your child is not required to attend AIMS and may instead attend his or her school of residence. While Oakland Unified ("OUSD") granted our charter and oversees our operations, AIMS is governed by its own School Board and policies. If families have suggestions for the school, the school's staff should be the first point of contact. We work to create a family atmosphere at AIMS, and as in most families, there may be disagreements at times. In those cases, we ask that all members of the school community work to resolve issues cooperatively and keep in mind the best interests of the students and school.

DISPUTE RESOLUTION

In the event that there is a dispute within the school community, the governing Board of the school will be the final authority and such disputes will follow the following procedures:

1. The first step in the process is to contact your child's teacher.
2. If the informal discussion fails to adequately resolve the dispute, then the dispute will be referred, to the Dean of Schools or his/her designee. The written statement should set forth the essential facts, the school policy, or other relevant principle(s) violated, and desired outcomes. The Dean of School will perform an investigation into the essential facts of the dispute, conducting interviews where necessary. A meeting will be scheduled with the parties involved and the Dean of School or designee, and they will discuss the dispute and findings. The Dean of School or designee may question the disputants or request additional information.
3. If not sufficiently resolved, the parties may request to have the Head of Schools hear and take appropriate action on the dispute. At such hearing, the Dean of School or designee will provide a written report on the dispute and the investigation. Each side will be allowed to present its story for an equal amount of time (approximately 3 minutes). The Head of Schools will then be given an opportunity to ask questions of the disputants and, where necessary, witnesses. The Head of Schools will report in writing the decision from the hearing no later than seventy-two business hours.

4. If not sufficiently resolved, the parties may request to have the Superintendent hear and take appropriate action on the dispute. At such hearing, the Head of School or designee will provide a written report on the dispute and the investigation. Each side will be allowed to present its story for an equal amount of time (approximately 3 minutes). The Superintendent will then be given an opportunity to ask questions of the disputants and, where necessary, witnesses. The Superintendent will report in writing the decision from the hearing no later than seventy-two business hours.
5. If not sufficiently resolved, the parties may request to have the Board hear and take appropriate action on the dispute. The Board may choose to hear the dispute or to create an ad hoc committee to hear the dispute, as the Board's sole discretion. At such hearing, the Head of School or designee will provide a written report on the dispute and the investigation. Each side will be allowed to present its story for an equal amount of time (approximately 3 minutes). The Board or ad hoc committee will then be given an opportunity to ask questions of the disputants and, where necessary, witnesses. All complaints against a specific employee will be heard in closed session with the Superintendent present. The Board will report out of closed session any decisions rendered.

SECTION 2:
SCHOOL POLICIES

DISCRIMINATION AND HARASSMENT POLICY

AIMS is committed to maintaining a school environment that is free from discrimination and harassment. The Board prohibits discrimination against and harassment of any student by another student, any employee or other person, at school or at a school-sponsored activity. Any student, who engages in discrimination or harassment of anyone at school, or at a school-sponsored or school-related activity, is in violation of this policy and shall be subject to disciplinary action.

Prohibited harassment includes, but is not limited to: unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature. Types of conduct which are prohibited at AIMS, and which may constitute harassment, include, but are not limited to:

- Unwelcome sexual flirtations or propositions
- Sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
- Graphic verbal comments about an individual's body or overly personal conversation
- Sexual jokes, stories, drawings, pictures or gestures
- Spreading sexual rumors
- Touching or showing private body parts
- Purposefully cornering or blocking of normal movements
- Displaying sexually-suggestive objects

Any student who feels that he/she is being discriminated against or harassed should immediately inform their teacher, the Dean of Schools, or the Head of School. If the complaint is not resolved at those levels, then the complaint should be submitted in writing to the Superintendent.

CLASSROOM OBSERVATION POLICY

1. Please arrange a mutually agreed upon date and time with the Dean of School and teacher in advance of the requested classroom observation. You may schedule a meeting with the teacher before or after school.

2. All observation sessions must be planned in advance so as to not create conflict with the teacher and student schedule. Therefore, arrangements must be made at least 48 hours prior to the time of the classroom visit or observation.
3. Observations will be limited to two times per month for no more than sixty (60) minutes per visit in order to avoid distraction or disruption to the teacher's schedule and classroom atmosphere. However, under certain circumstances, such as evaluation, upcoming IEP meeting, crisis intervention etc., a parent or provider may request additional days or time for observation. Under these circumstances, the Head of School will use his or her discretion to either approve or decline such requests.
4. Formal observation does not include times when parents are invited to a classroom for a special event or presentation, serve as a volunteer with a teacher, or to enjoy lunch with their student.
5. The Head of School or designee reserves the right to decline any request for or terminate a classroom observation if it is determined that such an observation would or has caused undue disruption in the educational process.
6. For security reasons, all visitors are required to sign in at the school office/front desk, to receive a visitor's badge, and indicate the name of the teacher and destination before proceeding to the class. All visitors are asked to sign out when leaving the building.
7. To protect the learning environment, the parent/guardian or outside provider will be the only visitor in the classroom during the observation. Any observer, other than the parent/guardian, must be approved by the Head of Schools or designee and have written consent from the parent/guardian describing the reason for the visit/observation.
8. Out of respect for the teaching environment, parents/guardians may not bring younger siblings or children while observing in the classroom or to utilize any electronic equipment such as cell phones while in the classroom. Observers should not disrupt the learning environment by engaging students or the teacher in conversation. A follow-up meeting may be scheduled as needed to answer questions or concerns.
9. Parents/guardians or outside providers that disagree with any decision of the Head of School or designee regarding classroom observations have the right to challenge the decision with the Superintendent. The decision of the Superintendent shall be final.
10. During the observation, the Head of School or his/her designee may be present in the observed setting in order to accommodate follow-up discussion or clarify questions that may arise.
11. No electronic listening or recording device (including video) may be used in a classroom without the teacher and Head of School or designee's permission. (See Education Code 51512)

VOLUNTEERING AT AIMS

We encourage parents to volunteer in the classroom and thank you for your involvement. Positive parent participation is critical for success in your child's education. As a public school, we must screen school volunteers. All AIMS volunteers are required to complete a "School Volunteer Application Packet," and depending on the type of volunteer assignment, may need to have a criminal background check and fingerprinting, and may also be asked to submit the results of tuberculosis screening. Volunteers must sign in/out at the reception desk, even if the volunteer time is pre-arranged. The Volunteer Application Packet is available on the school website and in the front office.

STUDENT WORK & IMAGES

AIMS may wish to use photographs of children's work to document the life and growth of our school. There may be occasions when photographs of children performing are part of that documentation. No last names, home addresses, email addresses, or telephone numbers will appear with any photograph or published work. Students will only be identified by first name. Parents will be asked to sign a PARENT PERMISSION FORM FOR PUBLISHING STUDENT PHOTOGRAPHS AND STUDENT WORK granting (or not) the Charter permission to publish the student's photograph and/or student work done by the child on the AIMS website and any Charter-related publications. This form will also grant permission (or not) for the Charter to release the student's photograph and/or student work done by the child named above to local area newspapers. Parents are not required to sign the Parent Permission Form and have the right to decline permission. The form is included in the Appendix to this Handbook.

CONTACT/EMERGENCY INFORMATION

Families must provide up-to-date contact information to the school and must notify the school of any changes in phone number and/or address as soon as possible. This information is relied upon in emergency situations and whenever a student becomes ill or injured.

FIELD TRIPS



Field trips are an integral part of our school program. Your permission is required for your student to go on field trips during the school year. All students are expected to be on their best behavior and be good representatives of AIMS. Each field trip will have a stated destination, departure and return time. Parent chaperones may not bring younger siblings or non-AIMS students on field trips. Student behavior and safety will be considered in planning attendance on all field trips. If a child is not able to attend for safety reasons, and accommodations cannot be provided that will ensure a safe environment, the child will be provided a similar educational experience through different means. Any parent concerns about field trips should be addressed in advance with the teacher, and then if not resolved, with the Dean of Schools.

CLEANLINESS AND MAINTENANCE

Students are expected to make every effort to keep their classrooms, desks, backpacks, and all school property neat and clean. As a courtesy and out of respect for the environment, students

must not throw trash on the ground or leave it in the classroom. Students will take part in campus and community beautification projects throughout the school year. Payment for or replacement of damaged school property is the responsibility of each student's parents/guardians.



NO LUNCH PROGRAM

There is no formal lunch program at AIMS. Students must bring their own lunch to school each day. Students will not be allowed to use the office phone to call home for forgotten lunches. If you realize your child has forgotten their lunch, please bring it to the school office and we will have the child come pick it up at lunchtime. Parents will not be permitted to drop off "fast food" lunches for their child.

SCHOOL TELEPHONE USE

Students are generally not allowed to use the school telephone. In exceptional cases, students may be allowed to use the school phone with the staff's permission. Messages will be given to the students at lunchtime or at the end of the school day.

TRANSPORTATION

Parents and/or guardians are responsible for providing their children with transportation to and from school. AIMS does not offer a bus service but will attempt to assist students in utilizing public transit programs.

CONFISCATED ITEMS

School staff has the right to confiscate prohibited items, including but not limited to jewelry and weapons. All confiscated items will remain the property of the student or family, unless they are abandoned. Confiscated items will be held in a secure place by school staff and may be picked up after school by the student's parent. In the case of serious or repeated offenses, a parent may be required to retrieve the confiscated item after a meeting with the Head of Schools. Weapons or illegal items may be turned over to proper authorities where appropriate.

AIMS BOARD MEETINGS

Governance board meetings occur on the third Tuesday every month at 6:00 p.m. At these meetings, programs are reviewed and actions may be taken on financial, governance, or personnel issues. Every member of the school community has the right to address the Board during public comment, though a two minute time limit for each person may be imposed. Public comment is always allowable and encouraged for items related to the educational progress of the school.

SECTION 3:

ENSURING STUDENT SUCCESS

ON-CAMPUS TUTORING

1. Tutoring is an essential component to academic improvement and AIM Schools' success.
2. All students with a grade of C- or below in grades 3-12 and demonstrating low-fluency in grades K-2, must receive on-campus tutoring either before, during, and/or after school.
3. These students may also be required to attend Saturday School (grades 3-12) to receive additional help. Saturday School is an opportunity for all teachers to be available for students who need help.
4. Students who have low standardized test scores or score below proficiency on state assessments must participate in tutoring.
5. If a parent requests tutoring for their child or a student requests tutoring, the request will be evaluated and the student will be placed in tutoring based on need and availability.
6. Students should attend all scheduled tutoring sessions. The administrator, classroom teacher, and resource teacher must be informed in writing if a student is absent or did not attend a scheduled tutoring session on the same day.
7. Tutoring rosters will change as needed. Communicate with administrators, classroom teachers, and resource teachers if changes to the schedule are needed or made. Notice must be given to all parties before changes are finalized.
8. Students must sign in to all tutoring sessions, including meetings with a teacher. Any time a student stays after school (for any reason), he or she must sign in.

AIMS STUDENT SUCCESS TEAM (SST)

According to the law, a student should be referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. (30 EC 56303) AIMS emphasizes the necessity to develop and provide interventions in order to ensure that a student has a successful school experience. The SST is a problem solving and coordinating structure that assists students, families and teachers to seek positive solutions for maximizing student potential. The SST focuses in-depth on one student at a time, and invites the parent and student to participate in finding solutions to areas of concern.

Potential Areas of Concern*

Academic

- *special education consideration*
- *disabilities*
- *retention*
- *attendance*

Social/Emotional

- *moving/social adjustment*
- *teacher relationship*
- *peer relationships*
- *familial challenge**
- *self-injury*

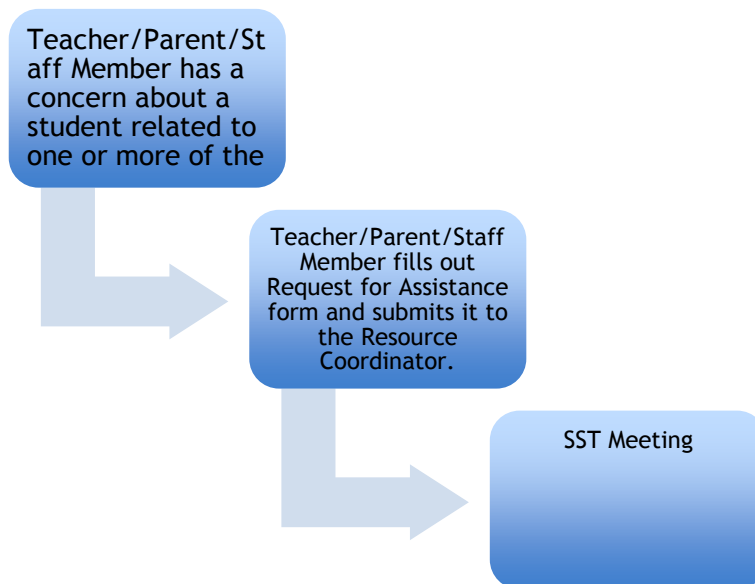
Health

- *medical needs*
- *substance abuse*
- *eating disorders*

Other

- *Any issue that requires a combination of service coordination, collaborative problem-solving, and results monitoring.*

How to Initiate an SST meeting:



Sample Initial Student Success Team (SST) Agenda

- ✓ Welcome & Expectations
- ✓ Review of Student Strengths
- ✓ Situation Identification & Clarification of Function of Behavior
- ✓ Brainstorm Interventions
- ✓ Evaluate Interventions
- ✓ Select Intervention(s) & Measurements (3-4 minutes)
- ✓ Write Action Plan
- ✓ Summarize & Close

SST participants will be e-mailed a copy of the Action Plan, as well as an evaluation of the process at the end of the meeting. If you do not receive either, please e-mail erin.oh@aimschools.org and find the evaluation form here: <http://goo.gl/forms/BUf9vYM5FS>.

When a Student Success Team determines that a student has not made sufficient progress given the interventions and support identified and implemented by the SST, the team must conduct a thorough file review and rule out hearing, vision, and/or attendance as qualifying conditions. Only after doing so should the team consider a referral for an assessment under Section 504 or for Special Education eligibility.

SPECIAL EDUCATION

Parents/guardians must notify AIMS prior to their child's enrollment if the child was previously receiving special education services and/or has an Individualized Education Plan (IEP). A copy of the child's current IEP should be provided to AIMS no later than the child's first day of enrollment.

Child Find Mandate

The Individuals with Disabilities Education Act ("IDEA") includes the "Child Find" mandate, which requires AIMS to identify, locate, and evaluate all children with disabilities enrolled in its schools. If AIMS has knowledge that a student has a disability, or is suspected of having a disability and may need special education and related services, AIMS must offer to assess the student. Indicators for when a student is suspected of having a disability, and AIMS should thus offer an initial assessment include, but are not limited to the following:

1. Parent(s) expressed concerns in writing to AIMS administration or to one of student's teachers that student may be need of special education and related services;
2. Parent or school staff has requested an initial evaluation of the student;
3. Student's teacher, or other AIMS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education or to other AIMS supervisory personnel.

A student should be referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. See Tutoring and AIMS Student Success Team (SST) policies.

Special Education Assessments

A student may be referred for special education services at any time by AIMS staff, parents, or other service provider. Before a student can be assessed for eligibility for special education, or reassessed while receiving special education and related services, AIMS must develop an Assessment Plan and provide it to the parents for their approval within **15 calendar days** from the date of receipt of a written request for a special education assessment. Assessments must be administered in all areas related to the suspected disability by trained and knowledgeable personnel using sound instruments. For school-age children, the eligibility assessment must be completed within 60 days of AIMS' receipt of written parental consent for specified assessment activities and an Assessment Report provided to parents outlining required information. Under certain conditions, a parent may have the right to obtain an independent educational evaluation (IEE) at public expense. Please note that a student may demonstrate a disability, but may not necessarily be eligible for special education and related services. A student's IEP team will determine eligibility based on the requirement that the student's disability negatively or adversely affects his/her educational performance.

Individualized Education Plan (IEP)

An Individualized Education Program (IEP) is a written statement that AIMS must develop for each student who receives special education and related services. The educational program must be designed to meet the child's individual specific needs. Every child who receives special education services must have an IEP. The purpose of an IEP is to outline a plan for meeting a student's specific disability related needs that sets reasonable learning goals for the child and states the services that the school will provide for the child. The IEP is developed jointly by the school, the parents, and the student, when appropriate.

Each child's IEP must contain specific information, as listed within IDEA, which includes nine essential elements:

1. Present Levels of Performance: A statement of the student's present levels of performance including how the disability affects the student's involvement and progress in the general curriculum.
2. Measurable Annual Goals: Measurable annual goals, including academic and functional goals, related to the student's needs, resulting from the student's disability, that will enable the student to be involved in and progress in the general education curriculum and that meet each of the student's other educational needs that result from the student's disability.
3. Progress: A description of how the student's progress toward meeting the annual goals described above will be measured and when periodic reports on the progress the student

is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports) will be provided.

4. Special Education and Related Services: A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to advance appropriately.
5. Participation in General Education: An explanation of the extent, if any, to which the student will not participate with general education students in the general education classroom and in extracurricular and nonacademic activities
6. State Testing: A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on State and district assessments. If the IEP team determines that the student shall take an alternate assessment on a particular State or district assessment of student achievement, the IEP must include a statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student.
7. Timing of Services and Modifications: The projected date for the beginning of the services and modifications identified in the IEP, along with the anticipated frequency, location, and duration of the services and modifications.
8. Transition and Post-Secondary Goals: Beginning no later than the first IEP to be in effect when the student is 16, and updated annually thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education employment, and where appropriate, independent living skills and the transition services (including courses of study) needed to assist the student in reaching those goals
9. Age of Majority: Beginning at least one year before the student reaches the age of 18, a statement that the student has been informed of the IDEA rights that will transfer to him or her upon turning 18.

Who develops the IEP?

The IEP is developed by a team of individuals that include the parent(s), an administrator, general education teacher, special education teacher, expert who can interpret evaluation results, and the student if appropriate. The team meets, reviews the assessment information available about the child, and designs an educational program to address the child's educational needs that result from his or her disability.

When is the IEP developed and the IEP meeting held?

Assuming eligibility is found, an IEP must be developed by the IEP team and implemented for each student, within 60 days of obtaining written parental consent of the Assessment Plan. For

students already eligible for special education services, the IEP must also be reviewed at least annually thereafter to determine whether the annual goals are being achieved and must be revised as appropriate. An IEP meeting must be held within 30 days of receipt of any written request from a parent.

504 Plans

Section 504 of the Rehabilitation Act of 1973 protects disabled individuals against discrimination. It does so by mandating that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of any entity that is a recipient of Federal financial assistance (34 CFR § 104.4(a)). AIMS must establish and maintain services and accommodations for students with physical or mental impairments that substantially limit one or more major life activity in order to ensure that these students have equal access to education.

Section 504 accommodations and/or related services must be delineated in a Section 504 Plan formulated by the student's teachers, parents, members of the SST team, and a school administrator. Examples of 504 Plan accommodations and/or services that AIMS must provide to students include:

- Assistance with PE equipment for a student with mild cerebral palsy
- Extra time on tests for a student with Attention Deficit Hyperactivity Disorder (ADHD)
- Nursing services for a student with Type I Diabetes
- Use of an amplification system for a student with a hearing loss

A teacher, parent, guardian, or administrator can request a 504 Plan for a student. If a parent requests that their child be accommodated through a 504 Plan, you must follow through with a 504 Team meeting as soon as possible, even if you do not think the student needs a 504 Plan.

In order to have a 504 Plan, a student must meet all three of these requirements:

1. The student must have a physical or mental impairment that gets in the way of learning or participating in school programs or activities. The "physical or mental impairment" can be any physical or mental condition or problem. It can be something that lasts for a long time, for a short time, or it might come and go. Examples of impairments include: cancer, chronic asthma, diabetes, seizures, ADHD.
2. The student's impairment must affect at least one major life activity. Major life activities include such things as seeing, hearing, eating, sleeping, breathing, speaking, walking, thinking, learning, and working. Major life activities also include the operation of major bodily functions such as normal cell growth, the immune system, bowels, bladder, neurological, and circulatory functions.

3. The impairment must substantially limit a major life activity. The determination of whether an impairment substantially limits a major life activity requires an individualized assessment. An impairment does not have to prevent or significantly limit a major life activity to be considered “substantially limiting.” For instance, if a student has a visual impairment that can be fully corrected by the use of ordinary eyeglasses or contact lenses, it will not be considered.

In general, a 504 plan should include the following elements, all tailored to the child’s individual needs:

- Specific accommodations, supports or services
- Names of the school professional that will provide each service
- The name of the person responsible for ensuring the 504 plan is implemented

Differences between a 504 Plan and an IEP

504 Plan	IEP
The 504 plan offers all children with disabilities equal access to an education. Section 504 defines “disability” in very broad terms. That’s why children who aren’t eligible for an IEP may qualify for a 504 plan.	<ul style="list-style-type: none"> • The IEP is only for children who qualify for special education services. • The individualized program must meet each child’s unique needs. • It must provide educational benefit.
The 504 is documented in a written plan.	The IEP documents contain very specific language and parts such as goals and objectives that are not included in the 504.
Specific timelines for the 504 do not exist.	Timelines for an IEP are very specific and important.
There are no requirements stating who must attend the 504 plan meeting.	There are a minimum number of IEP participants required, and they are defined by law as the parent, an administrator, general education teacher, special education teacher, expert who can interpret evaluation results, and the student if appropriate.
Reports of noncompliance and the request for a hearing are made to the Office for Civil Rights.	Reports of noncompliance and the request for due process are made to the State’s Department of Education, Office of Administrative Hearings.
The 504 does not offer as many specific	IEP specific procedural safeguards include, but

procedural safeguards as the IEP.	are not limited to: <ul style="list-style-type: none"> • the right to request an independent assessment at public expense • the student may “stay put” until a dispute is resolved
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For additional information about IEPs and 504 Plans, please speak with a school administrator, psychologist, counselor, or reference the Special Education binder in the office.

SUMMER PROGRAMS

AIM School students participate in various academic programs during the summer.

I. Extended Year. Students attend school for three weeks during the summer. This extended school year provides each student with a better chance for academic success.

II. Johns Hopkins Center for Talented Youth (CTY). We believe strongly that the focus of the summer program at Johns Hopkins University’s Center for Talented Youth (CTY) meshes perfectly with AIM Schools’ own emphasis: rigorous academics. In order to gain admission to the program, students must take the SAT beginning in the 7th grade and score high enough to meet CTY’s challenging standards.

IV. UC Berkeley’s Academic Talent Development Program (ATDP). Students in this rigorous program are able to experience the challenges of college academia while gaining access to a diverse group of professors, mentors, and other students. In order to earn admission to the program, students must demonstrate high academic achievement and meet ATDP’s high standards.

SUMMER SCHOOL

Many of our students lose a great deal of their academic gains during the summer. Therefore, all AIMS students must successfully complete an approved academic summer school program or course of study. Participation in a non-AIMS summer program must be approved by the Head of Schools.

SECTION 4:

A CULTURE OF ACCOUNTABILITY

THE BASICS

1. All students and parents must sign a Student Contract and Dress Code agreeing to follow the rules and regulations at American Indian Model Schools. See Appendix for Student Contract and Dress Code.
2. At AIMS we analyze and test all students to ability group for mathematics. A student's state and national test results are used to gauge the accuracy of achievement displayed in the classroom.
3. State testing is held one week after staff and students return from Spring Break. There are no field trips until after state testing in grades 3-12. Students who have poor academic and/or behavioral standing may not attend field trips, with additional consideration given and exceptions made for special education students.
4. Progress reports are sent home every three weeks for students with a grade of "C-" or lower. Report cards are distributed every nine weeks for all grades. Administrators must sign off on all student progress reports and report cards before they are sent home.
5. Students are informed of their academic progress and the school's academic progress continuously. Students are expected to set academic goals and work toward them.
6. We demand hard work and high academic expectations from all employees and students.

STUDENT CONDUCT

- ✓ Students must come to school on time and be prepared.
- ✓ Teachers will issue hall passes to students if they need to leave the room. However, students are to remain in class at all times unless they have gotten approval from their teacher to leave.
- ✓ All students and teachers are expected to actively participate in all classes, assemblies, and performances unless otherwise excused.
- ✓ Students are not allowed to disrupt class or other school activities.
- ✓ The school must be kept clean. Trash must go in the trash containers; recyclable materials must go in the proper bins.
- ✓ Textbooks and other school materials will be numbered and signed out to the student by the teacher. The condition of the book will be noted, and books must be returned in the same condition with no defacing marks, writing, stains, or missing parts. The students

and the families will pay for excessive or unnecessary damage, or loss of materials. Materials should be returned to the designated area when not in use.

- ✓ Students are responsible for taking care of their own belongings, school work, and supplies. Personal electronic devices such as games, audio devices, pagers, cell phones, etc., are not permitted. These devices will be confiscated and held until the end of the school day, or until picked up by a parent/guardian. AIMS is not responsible for lost or stolen items.
- ✓ Respect for the belongings of others is essential. Stealing is cause for disciplinary action and possible reporting to legal authorities.
- ✓ Any student who uses, sells, or possesses narcotics, alcohol, and/or weapons is subject to disciplinary action. Should any weapons, drugs, or alcohol be found, those items will be confiscated immediately and the appropriate action will be taken. Guardians will be notified and families may be referred for counseling. The Head of School or designee will immediately follow up on any reports of use or possession of these items. A report may be filed with the Oakland Police Department.
- ✓ Students are expected to display appropriate respect for adults and peers and may not use profanity.
- ✓ No food, gum, or beverages are allowed in any classroom or near any computers.

CODE OF ACADEMIC INTEGRITY

Integrity and ethical behavior are expected of every student in all academic work. Conduct prohibited by this Code consists of all forms of academic dishonesty, including, but not limited to plagiarism and cheating.

Cheating is intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise. Typical examples include: copying from another student's paper or receiving unauthorized assistance during a quiz, test or examination; using books, notes or other devices (e.g., calculators, smart phones) when these are not authorized; procuring without authorization tests or examinations before the scheduled exercise; copying reports, laboratory work, computer programs or files and the like from other students. Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty is also cheating.

Plagiarism is typically described as duplication of another's work without full acknowledgement of the debt to the original source; however, it also includes any of the following:

1. Direct duplication by copying (or allowing to be copied) another's work, whether from a book, article, Web site, another student's assignment, etc.;
2. Duplication in any manner of another's work during an exam;

3. Paraphrasing of another's work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained;
4. Piecing together sections of the work of others into a new whole;
5. Submitting one's own work which has already been submitted for assessment purposes in another subject; and/or,
6. Producing assignments in conjunction with other people (e.g. another student, tutor), which should be your own independent work.

Students are responsible for clarifying expectations and following the Code with all assignments and in all disciplines. Cheating results in a loss of integrity on the part of the individual committing the act and on the educational process that is undermined by the act of cheating. It is a violation of the Code of Academic Integrity for any student to attempt to gain an unfair advantage over another student by unfair or dishonest means. If you are unclear about an assignment, the methodology for the same or the permissible bounds of assistance for completing your work please speak to your teacher(s) and ask for clarification.

If evidence supports a finding that a student has engaged in misconduct, the school will impose sanctions after considering the seriousness of the misconduct, the student's state of mind, and the harm done to the school and to other students. Multiple violations of this Code may subject students to additional sanctions, up to and including expulsion.

STUDENT BEHAVIOR MANAGEMENT

Students must take responsibility for their own actions. The following forms of behavior management will be applied to students who violate rules or standards of conduct. Efforts will be made to fit consequences to actions and to work with families to assist students in meeting expectations. The student's previous disciplinary history will be considered. The school's goal is to provide a safe and harmonious learning environment for all of our students. A safe and orderly school environment allows our students to maximize their learning. If a student violates a standard of conduct (insubordination, cursing, acting disrespectfully, etc.) or disrupts the learning environment, a meeting will occur between the teacher and student to address the issue and a consequence will be issued. A second incident involving prohibited behavior will result in a meeting that includes the student, parent, teacher and Head of School or designee. If necessary, an action plan for the student's behavior improvement will be created.

Forms of Behavior Management

1. Warning
2. Behavior Contract
3. Parent Conference
4. Counseling
5. Loss of privileges (dances, extracurricular activities, etc.)
6. Sending a student to another classroom for a limited period of time.
7. Additional required hours at school: detention or Saturday School.

8. Additional school work: extra homework, writing lines or copying materials, additional study/review.
9. Community Service: Clean, organize; take out trash, sweep, etc.
10. Communication tools: Students write letters of apology regarding their behavior to their families.
11. Confiscation of prohibited items
12. Police Notification
13. Suspension or Expulsion
14. Any other form of discipline must be approved by the Head of Schools or designee.

HOMEWORK

AIMS believes homework is a great opportunity to form good work habits and to create connections between home and school. Teachers will assign homework on a daily basis to reinforce or extend concepts learned in class. It must be completed in full and turned in on time. If homework is not completed, students must stay one hour after school the following day. Parents should survey their student(s) periodically to determine how much time they are spending on their homework, and notify the teacher if they feel the amount/difficulty is not appropriate. The following is the average amount of time that students should spend for daily homework completion at each grade level:

- a. 30 minutes for K – 2nd
- b. 45 minutes for 3rd
- c. 1 hour for 4th and 5th
- d. 1 hour and 15 minutes for 6th
- e. 1 hour and 30 minutes for 7th
- f. 1 hour and 45 minutes for 8th
- g. 2 hours for 9th
- h. 2 hours and 30 minutes for 10th, 11th, and 12th grades.

GRADING SCALES

Report cards are issued every nine (9) weeks. Progress reports are issued every three (3) weeks to students who have a C- or lower in any subject. Grades are compiled from daily classroom participation, homework, tests pertaining to subject matter, and project work. Report card grades will reflect the effort and work students put forth in these areas.

K- 2nd Grade Reading Scores

Grade	Fluency Scores	Comprehension Level
E	Above Grade Level WPM	Exceeding Common Core expectations per grade level
P	K 60-74 WPM 1 st 75-100 WPM 2 nd 101-120 WPM	Meeting Common Core expectations per grade level
B	Below Grade Level WPM	Not meeting Common Core expectations per grade level

K- 2nd Grade Math Scores

Grade	Fluency Scores
E	Exceeding mastery of CCSS on AIMS pacing guide
P	Meeting mastery of CCSS on AIMS pacing guide
B	Not meeting mastery of CCSS on AIMS pacing guide

3rd- 8th Grade

Grade	Score	Grade Points
A	94-100	4.00
A-	90-93	3.67
B+	88 – 89	3.33
B	84 – 87	3.00
B-	80 – 83	2.67
C+	78 – 79	2.33
C	74 – 77	2.00
C-	70 – 73	1.67
D+	68 – 69	1.33
D	64 – 67	1.00
D-	60 – 63	0.67
F	59 and below	0.00
<i>No "A+" Grade</i>		

High School

Percentage	Grade	Points	Points for Honors/AP/College Courses
94-100	A	4.0	5.0
90-93	A-	3.67	4.67
88-89	B+	3.33	4.33
84-87	B	3.0	4.0
80-83	B-	2.67	3.67
78-79	C+	2.33	3.33
74-77	C	2.0	3.0
70-73	C-	1.67	2.67
68-69	D+	1.33	2.33
64-67	D	1.0	2.0
60-63	D-	0.67	1.67
0-59	F	0.0	0.0

STANDARDIZED ASSESSMENTS

1. The American Indian Model Schools embraces student testing and the No Child Left Behind Act, 2002. We do not believe tests discriminate. Students who are prepared with core academics will succeed.
2. AIPCS and AIPCS II students take the following exams: Benchmark Assessments, State Testing (2nd – 8th grade), CELDT (English Language Learners), American Mathematics Competition–AMC (select 6th – 8th graders), SAT (select 7th – 8th graders), and SCAT (select 6th graders).
3. AIPHS students will take the following exams: State Test (9th - 11th grade), California High School Exit Exam – CAHSEE (10th grade), PSAT (9th – 11th grade), SAT (11th -12th grade), ACT (11th -12th grade), SAT II (11th – 12th grade), CELDT (English Language Learners), Advanced Placement Exams – AP (9th – 12th grade), and American Mathematics Competition–AMC (9th – 12th grade).

STUDENT ATTENDANCE

Consistent school attendance is critical to our school's success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school, and behavior problems. It is the intent of the Board to ensure that students attend school every day on time. All members of the AIM Schools family should take pride in the schools' attendance records. This attendance policy outlines the AIM Schools' procedures for attendance.

If a student will be absent, parents/guardians are responsible for calling the school on the day of the absence before 8:15 a.m. at (510) 893-8701. When the student returns, he/she must bring a written note explaining the absence/s.

Excused and Unexcused Absences

Absences are “excused” only when they are due to:

- Illness or medical, dental, optometric, or chiropractic appointment
- Family emergency
- Legal matter
- Religious holiday or ceremony
- Funeral services of an immediate family member (one day if the service is in California and not more than three days if the service is outside California).
- Work assignment for student who holds an entertainment work permit or who participates with a not-for-profit arts organization in a performance for a public school audience.
 - The law limits the number of excused absences for a child holding an entertainment work permit to five absences per school year, each of which may consist of up to five days. Cal. Ed. Code 48225.5.

All other absences are “unexcused” absences, even if the parent calls in to excuse it. Absences unverified after 3 school days will be recorded as unexcused.

Absences due to an illness exceeding 3 consecutive days require a note from a doctor or nurse excusing the absence AND specifying the amount of time excused. If no note is received, the absence is considered an unexcused absence.

Note: A student with an excused absence from school will be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit. The teacher of the class from which a student is absent will determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. If the work is not completed within a reasonable time, the student will receive no credit. Repeated absences that adversely affect a student’s academic performance may be considered in promotion decisions.

Attendance and Saturday School

Any student who misses a full day or a substantial amount of instructional minutes in any given day (for any reason) must attend Saturday school. The definition of “substantial amount” will be interpreted by the site administrator on a case-by-case basis but will include any student who misses more than two hours of school.

Tardies

When a student is tardy three (3) times within one month, the teacher will contact the parent/guardian to discuss the problem and try to resolve it. If the problem persists, the parent/guardian will receive a letter from the school outlining the dates the student was tardy, the

problems associated with tardiness, and a request to remedy the problem. If the problem continues to persist, the parent/guardian will be asked to attend a meeting with an administrator to determine what steps might be necessary to resolve the problem. If tardiness continues after meeting with an administrator, the parent/guardian may be referred to a Student Success Team meeting for resolution.

Truancy

Students shall be classified as truant if absent from school three (3) full days in one school year, without a valid excuse. Such students shall be reported to the Head of School or designee.

Any absence will result in a call home to the parent/guardian by the Office.

Upon reaching three (3) unexcused absences parent/guardian will receive the first “Truancy Notification” letter from the School. This letter must be signed by the parent/guardian and returned to the school.

Upon reaching four (4) unexcused absences, the parent/guardian will receive a second Truancy Notification letter and will be required to attend a meeting with the Head of School and classroom teacher to consider a plan for correcting the problem.

Upon reaching five (5) or more unexcused absences, the parent/guardian will receive a third Truancy Notification letter and will be required to meet with the Student Attendance Review Board (SARB). The SARB may include an administrator, Board member, classroom teacher, and support staff such as psychologist and or counselor. It is the School’s intent to identify and remove all barriers to the student’s success and will explore every possible option to address student attendance issues with the family. The SARB will discuss the absence problem with the parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.

STUDENTS LEAVING CAMPUS

1. Students who are legitimately sick may call home to be picked up. Any student with a fever (temperature of 100 degrees or higher) should go home. Student complaining only of mild discomfort should be encouraged to stay for language arts and math. Often times, students will feel better after they use the restroom or eat lunch.
2. Students who need to leave school for a medical, dental, optometric, or chiropractic appointment must have a parent letter and must give it to the teacher in the morning. Students must have a note from the doctor upon return from the appointment. Parents should schedule appointments for after school when possible.
3. A reason for leaving the campus must be presented to the office by the parent, either in person or in writing.
4. Students may only leave campus accompanied by a parent/guardian.

DETENTION

1. Detention is held for one hour after school Monday through Friday.
2. If a student is issued a Detention Slip by a teacher, the student must have the slip signed and return it to the teacher the next day. A student will receive an additional detention if he or she does not return the signed detention slip the next day.
3. Students must report on time to the area where detention is being held. Any student who reports late will attend for the remainder of the detention that day and also serve an additional detention.
4. Students must sit quietly and remain quiet for the duration of the detention period. They are not permitted to talk and must complete work. If students talk or misbehave, they should be assigned another detention.
5. Students must attend detention on the assigned date. Teachers will not accept excuses or schedule detentions at a student's convenience. That defeats the purpose of detention.
6. Teachers can have students serve morning detention if they choose, but must be present with the student(s).

SATURDAY SCHOOL

1. Saturday School is issued in the following circumstances:
 - a. Two detentions in one week = Saturday School
 - b. Absence = Saturday School
 - c. Absence from Saturday School=Two Saturday Schools
2. Saturday School is held once a month from 8:30 A.M. to 12:30 P.M.
3. Saturday School is run by administrators, but teachers may hold their own Saturday School with office approval.
4. Teachers submit a student-specific packet of 4 hours of work for attending students to complete in Saturday School.
5. Students may only work on homework after they have completed their assigned Saturday School work.

SUSPENSION & EXPULSION POLICY

All schools within the American Indian Model (AIM) school family (AIPCS, AIPCS II, and AIPHS) adhere to the following procedures with regard to student suspension and expulsion. Though the schools' administration is permitted a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, all schools operate within certain

parameters. Those parameters are outlined in this policy and are aligned with Section 48900 and 48915 of the California Education Code.

A pupil may be suspended or expelled for acts that are enumerated herein and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school-sponsored activity.

Suspension/Discretionary Expulsion Conduct

I. The Head of School may suspend from school or recommend for expulsion a pupil if he or she determines that the pupil has committed one of the following acts:

- (A) Physical Injury or Violence: Caused, attempted to cause, or threatened to cause physical injury to another person; or willfully used force or violence upon another person, except in self-defense. A pupil who aids or abets in infliction of physical injury to another may be suspended but not expelled.
- (B) Dangerous Object: Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from the principal or the designee of the principal.
- (C) Drugs or Alcohol: Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of a controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- (D) Look-Alike Substance: Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person a replica substance.
- (E) Robbery/Extortion: Committed or attempted to commit robbery or extortion.
- (F) Property Damage/Vandalism: Caused or attempted to cause damage to school property or private property, including electronic files and databases.
- (G) Theft: Stolen or attempted to steal school property or private property.
- (H) Tobacco: Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets.

- (I) Obscenity/Profanity/Vulgarity: Committed an obscene act or engaged in habitual profanity or vulgarity.
- (J) Drug Paraphernalia: Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
- (K) Disruption/Defiance: Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (L) Receipt of Stolen Property: Knowingly received stolen school property or private property.
- (M) Imitation Firearm: Possessed an imitation firearm. As used in this section, “imitation firearm “ means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (N) Sexual Assault/Battery: Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (O) Witness Harassment or Intimidation: Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (P) Prescription Drug Soma: Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (Q) Hazing: Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- (R) Bullying/Electronic: Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined herein, directed specifically toward a pupil or school personnel.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils or school personnel that has or can be reasonably predicted to have the effect of one or more of the following:

- a. Placing a reasonable pupil or school personnel in fear of harm to that pupil's or school personnel's person or property.
 - b. Causing a reasonable pupil or school personnel to experience a substantially detrimental effect on his or her physical or mental health.
 - c. Causing a reasonable pupil to experience substantial interference with his or her academic performance, or school personnel with his or her job performance.
 - d. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- 2) "Electronic act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- a. A message, text, sound, or image.
 - b. A post on a social network Internet Web site, including, but not limited to:
 - i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of bullying.
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- 3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- (S) Sexual Harassment. The pupil has committed sexual harassment. The harassing conduct must be considered by a reasonable person of the same gender as the

victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

- (T) Hate Violence. The pupil has caused, attempted to cause, threatened to cause, or participated in a "hate crime." "Hate crime" means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: disability, gender, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.
- (U) Harassment, Threats, or Intimidation. The pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.
- (V) Terroristic Threats: The pupil has made terroristic threats against school officials or school property, or both. For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

II. Parent/Guardian will be notified in all cases of violations.

III. Administration will determine punishment based upon the following criteria:

- (A) Seriousness of offense
- (B) Circumstances of situation
- (C) Student's prior discipline records
- (D) Any other extenuating circumstances

Suspension Procedures

1. The Heads of Schools are afforded a great deal of discretion by the AIM Schools Governance Board in determining appropriate punishments, unless a mandatory

expulsion offense is identified. Even if suspension is deemed appropriate, the Superintendent or Head of School may opt for supervised in-school suspension.

2. If the Head of Schools or designee determines that suspension is appropriate, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.
3. The Head of Schools or designee shall report the suspension of the pupil, including the cause therefore, to the Superintendent and AIMS governing board.
4. A parent conference will be scheduled to discuss the matter with the Head of Schools or designee. Whenever practical, the teacher or staff member who witnessed the offense will also be present. At this conference, the administration and the parent or guardian will discuss the causes, duration, school policy involved, and any other matters pertinent to the suspension.

Any pupil who is suspended for five days or fewer must complete all assignments and tests missed during the suspension within three school days of their return. Any pupil who is suspended for more than five days will have five school days after their return to complete all assignments and tests missed during suspension. Administration has the authority to lengthen the amount of time a pupil has to make-up his or her work, as appropriate in a given situation. Assignments submitted late will receive no credit.

Recommended Expulsion

The Head of Schools will recommend the expulsion of any pupil who commits any of the following acts at school or at a school activity off school grounds, unless he or she determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance, except for either of the following:
 - a. The first offense for the possession of not more than one ounce of marijuana.
 - b. The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

Mandatory Expulsion

The Heads of School must immediately suspend and recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of the school. The act of possessing an imitation firearm is not an offense for which suspension or expulsion is mandatory but it is an offense for which suspension, or expulsion may be imposed.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

The governing board shall order a pupil expelled upon finding that the pupil committed an act requiring mandatory expulsion.

Recommended vs. Mandatory Expulsion

<i>Recommendation for expulsion</i>	<i>Mandatory Expulsion</i>
Causing serious physical injury to another person, except in self-defense.	Possessing, selling, or otherwise furnishing a firearm.
Possession of any knife or other dangerous object of no reasonable use to the pupil.	Brandishing a knife at another person.
Unlawful possession of a controlled substance.	Unlawfully selling a controlled substance.
Robbery or extortion.	Committing or attempting to commit a sexual Assault.
Assault or battery upon any school employee.	Possession of an explosive.

Administrative Procedures and Investigation of Pupil Offenses

1. Students who commit offenses that result in a recommendation for expulsion or mandatory expulsion, or whose conduct falls under “Suspension/Discretionary Expulsion” (excluding disruption or defiance) will be referred to the Head of Schools or designee. If a teacher observes disruptive or defiant conduct, the teacher will make a determination as to whether or not administrative intervention is required. Otherwise, they may follow the school’s discipline policies to ensure proper student conduct.
2. To determine whether or not an offense meets the guidelines for suspension or expulsion, the Dean or Head of Schools will meet with the pupil and school employee who referred

the pupil for discipline. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to respond. If an “emergency situation” exists, the pupil may be excluded from this meeting. “Emergency situation” means a situation determined by the Head of School or designee to constitute a clear and present danger to the life, safety, or health of pupils or school personnel. If a pupil is suspended without a conference before suspension, both the parent and the pupil shall be notified of the pupil’s right to a conference.

3. Unless an offense results in a recommendation for expulsion or mandatory expulsion, as a matter of policy, American Indian Model Schools consider suspension and discretionary expulsion a punishment of last resort. Suspension and discretionary expulsion shall be imposed only when other means of correction fail to bring about proper conduct. Therefore, our schools will first consider the appropriateness of other disciplinary avenues before suspending or expelling a student.
4. If a pupil has committed a suspension-eligible offense, then the Head of Schools has the authority to recommend expulsion. Expulsion will be used as a tool of last resort for students whose conduct is so egregious that it is unlikely to be changed by any other means and whose behavior poses a threat to the safety of a member of the school community or significantly limits the ability of other students to effectively learn.
5. In addition to any school action, suspected criminal activity will be reported to the police and appropriate legal consequences may result.
6. For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the CDE, American Indian Model Schools will identify, by offense committed, in all appropriate records of a pupil each suspension or expulsion of that pupil.
7. American Indian Model Schools will notify the District of Residence within 30 days of all transfers, disciplinary or not. For all students who are expelled, the school will contact the District of Residence to notify them of the terms of the expulsion.

Expulsion Hearings and Process

1. The Superintendent decides whether or not to recommend expulsion to the Board.
2. Within 30 school days of a recommendation for expulsion, the Board will hold a hearing to determine if it is appropriate to expel the pupil. The pupil may request, in writing, a postponement of no more than 30 calendar days. Any additional postponement may only be granted at the discretion of the Board.
3. Within 10 school days after the conclusion of the hearing, the Board shall decide whether to expel the pupil.
4. If compliance by the Board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable, the Superintendent may, for good cause,

extend the time period for the holding of the expulsion hearing for an additional 5 school days.

5. Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days prior to the date of the hearing and shall include:
 - a. The date and place of the hearing.
 - b. A statement of the specific facts and charges upon which the proposed expulsion is based.
 - c. A copy of the disciplinary rules of the school district that relate to the alleged violation.
 - d. A notice of the parent, guardian, or pupil's obligation upon enrollment in another school district to inform the receiving school district of his or her status with the previous school.
 - e. Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses.
6. The Board shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the Board may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.
7. A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.
8. Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the Board to expel must be supported by substantial evidence showing that the pupil committed the act(s) of which he or she is accused.
9. The final action to expel a pupil shall be taken only by the Board in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation must be sent by the superintendent or his or her designee to the pupil or the pupil's parent or guardian.

10. The Board shall maintain a record of each expulsion, including the cause therefore. Records of expulsions shall be a non-privileged, disclosable public record. The expulsion order and the causes therefore shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

Suspending an Expulsion Order

- The Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.
- During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status. The Board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts designated as Suspension/Discretionary Expulsion Conduct or violates any of the school's rules and regulations governing pupil conduct. When the Board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.
- Upon satisfactory completion of the rehabilitation assignment of a pupil, the Board shall reinstate the pupil and may also order the expungement of any or all records of the expulsion proceedings.

Readmission to the Charter

- An expulsion order shall remain in effect until the Board orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than Mandatory Expulsion Conduct, the Board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission. For a pupil who has been expelled for an act of Mandatory Expulsion Conduct, the Board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission, except that the Board may set an earlier date for readmission on a case-by-case basis.
- The Board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.

- Any pupil who has been expelled and who seeks readmission, must submit a request to the Superintendent in writing no more than 21 (but no less than 7) calendar days before the end of the term of the expulsion. In addition, the pupil must provide documentation that all conditions for rehabilitation set by the Board have been met.
- Upon completion of the readmission process, the Board shall readmit the pupil, unless the Board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the school. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.
- If the Board denies the pupil's request for readmission, the Board shall provide written notice to the expelled pupil and the pupil's parent or guardian describing the reasons for denying the pupil readmittance into the school.

APPENDIX

AIMS PARENT-STUDENT HANDBOOK ACKNOWLEDGEMENT

ALL STUDENTS AND PARENTS MUST READ THIS HANDBOOK AND FILL OUT AND RETURN THIS PORTION TO THEIR STUDENT'S CLASSROOM TEACHER WITHIN ONE WEEK OF RECEIPT.

I have received a copy of the AIMS Parent-Student Handbook. I read and understand its contents and I agree to follow the policies stated therein. I understand that my child's continued enrollment is contingent upon adherence to the policies and procedures outlined herein.

Student: _____ Date: _____

Parent: _____ Date: _____

Address: _____

Phone Number: _____

STUDENT CONTRACT
American Indian Model Schools: Grades K – 12
2015-2016 School Year

The following rules and regulations must be followed at American Indian Model Schools:

Respect Yourself:

1. Students must attend school each day on time. This includes extended year for grades K – 8 and summer intensive programs. This may also include CTY, ATDP, or any other program suggested by the school.
2. Students who miss five (5) days of school will be referred to the Student Attendance Review Board (SARB).
3. Students must make up absences during Saturday School.
4. Students who are tardy five (5) times or more during the semester must attend Saturday School.
5. Students who receive two (2) detentions in one week must attend Saturday School.
6. An absence from assigned Saturday School must be made up by attending two (2) Saturday Schools.
7. Students must complete all homework and classwork given by the teacher and submit the work to the teacher on time.
8. Students with excused absences from school (see Attendance Policy) will be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit. The teacher of the class from which a student is absent will determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. If the work is not completed within a reasonable time, the student will receive no credit.
9. Students may not use illegal drugs, alcohol, or tobacco.
10. Students may not have personal electronic devices (i.e. cell phones, laptops, iPads, music players, etc.) at school without permission. These devices may be confiscated for the remainder of the school day if seen, and if repeat violations occur, will be returned only to the student's parent or guardian.
11. Students must adhere to the school's dress code.

Respect Others:

12. Students will not use foul language, or participate in bullying, name-calling, or fighting.
13. Students will raise their hands to be heard and will not interrupt others.
14. Students will follow adult directions.

Respect the Facility:

15. Students must bring their own lunch to school.
16. Students cannot leave the school grounds or campus during the school day, except for an excused reason and with a parent/guardian signing them out.
17. In the case of an emergency, families must correspond with their student through the office. Students may not take phone calls on a personal device during the school day.
18. Students may not use bikes, skateboards, scooters, or cars on campus.
19. Students may not loiter on school grounds before or after school.
20. Students may not have food or drinks in the classroom without permission, with the exception of water, or in case of medical necessity.
21. All visitors must check in at the front office.
22. If a student misses school for an appointment, proof of the appointment may be requested and must be submitted to the office to excuse the absence.
23. Students must follow all pick-up/drop-off safety procedures set forth by the school. Upon dismissal, students must wait for their ride inside the school's gates.

For High School students (grades 9-12) only:

24. Any grade lower than a "C" (i.e., a "C-") is considered a failing grade.
25. Students who receive a grade of "C" or lower in a Merritt College or Laney College course will be dropped from the class. Those students will receive high school credit, provided they successfully pass the course, but will not receive college credit.
26. Students who receive lower than a "C" in an Advanced Placement (AP) course will be withdrawn from the course and enrolled into the non-AP equivalent. Students must pass the course with at least a "C".
27. Students who receive a grade lower than a "C" in core subjects must repeat those courses with a passing grade. Students are responsible for making sure that they enroll in, and retake the appropriate courses and should meet with the site administrator or administrative assistant to get approval for the classes.

28. Students are encouraged to seek acceptance to a four-year college or university prior to graduation.
29. Students who choose not to follow these rules will be subject to the school's disciplinary policies up to and including suspension and expulsion.

I agree to respect myself, others and the school facility by following these rules.

Student's Name (Print)

Student's Signature

Date

Parent's Signature

STUDENT DRESS CODE POLICY

All students at American Indian Model Schools in grades K – 12 must adhere to this dress code while on the school campus:

Top:

1. Students must wear a **WHITE** shirt with a **COLLAR**. The white collared shirts may be short-sleeved or long-sleeved.
2. The shirts must be completely **PLAIN** with no logos (other than the official AIMS logo), emblems, or designs of any kind.
3. Students may not wear colored shirts underneath their white shirts.
4. All shirts must be tucked in.
5. No halter tops, tank tops, midriff, or see-through shirts are permitted.

Bottom:

6. Students must wear **NAVY BLUE** or **KHAKI** pants that are completely **PLAIN** with no colorful designs or details (including stripes, patches, flashy stitching, etc.)
7. No jeans, denim, shorts, capri pants, leggings, jeggings, yoga pants, skinny jeans, athletic pants (sweatpants, nylon jogging pants, etc.), or tight fitting pants are permitted.
8. Skirts are permitted as long as they are below the knee.
9. Pants can have a maximum of four pockets: two in the front and two in the back. The pockets need to be near the waistline—not down the leg of the pants (i.e., cargo pants).
10. **NO SAGGING PANTS** will be permitted.
11. Students cannot rubber band the bottom of their pants.
12. Students wearing pants must wear a belt. Only black and brown leather belts are permitted.
13. Students may wear flesh-toned, white, or navy footed stockings or tights underneath skirts.

Sweaters/Sweatshirts:

14. All sweaters, sweatshirts and jackets must be plain white.

15. NO HOODS are allowed at any time.
16. A collared white shirt must be VISIBLE underneath the student's sweater or sweatshirt.

Accessories/Make-up:

17. Coloration of hair and artificial nails are not permitted.
18. No make-up may be worn, including lip-gloss and nail polish.
19. Jewelry is not permitted and will be confiscated until the end of the school day if worn. This includes watches.
20. Students may not wear sunglasses, hats, headbands, bandanas, beanies, colorful hair ties, ribbons, or anything with bright color in their hair. Simple barrettes, clips, and elastic hair ties that are black, brown, or white are permitted.
21. Scarves worn for religious purposes must be black, khaki, white, or navy in color.
22. Colorful socks should not be visible.
23. HOODS are never allowed. On rainy days, students may use an umbrella.
24. On cold days students may wear a plain white scarf. Scarves must be removed during class.

Shoes:

25. Students may not wear colorful laces on their shoes.
26. Students may not wear flip-flops, sandals, high heels, fur boots, or shoes that may be distracting to the educational environment.
27. Shoes must be solid black or white.

Exceptions to this policy will be made based on medical needs or religious beliefs.

I agree to respect myself, others and the school facility by following this Dress Code.

Student's Name (Print)	Student's Signature	Date
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I agree to require my student to follow this Dress Code.

Parent's Signature

American Indian Model Schools

PARENT PERMISSION FORM FOR PUBLISHING STUDENT PHOTOGRAPHS AND STUDENT WORK ON THE CHARTER SCHOOL WEBSITE AND IN CHARTER-RELATED PUBLICATIONS

Student Name (please print) _____

Homeroom Teacher (please print) _____

Grade _____

I understand that my child's photograph and class work could appear on the American Indian Model Schools ("Charter") websites and publications throughout the year and that any such publication is not for profit and neither my child nor my family will be compensated for any such use.

I understand that no last names, home addresses, email addresses, or telephone numbers will appear with any photograph or published work. Students will only be identified by first name.

I also understand that the American Indian Model Schools has no control over non-Charter media sources and their use of my child's likeness, name or photograph.

Please check all that apply and sign below.

Subject to the above conditions, do you grant permission for the publishing of the student's photograph and/or student work done by the child named above on the American Indian Model Schools website and any Charter-related publications?

_____ YES _____ NO

Do you grant permission for the Charter to release the student's photograph and/or student work done by the child named above to local area newspapers, understanding that such newspapers may print your student's name in full along with any such photographs and/or student work, and that the Charter has no control over non-Charter media sources and their use of your child's likeness, name, or photograph?

_____ YES _____ NO

Parent/Guardian Signature _____ Date _____

Student Signature Date _____ Date _____

Please return this form to your Homeroom Teacher.

Appendix C

Introduction:

LEA: American Indian Public Charter School II Contact: Dr. Elston Perry, AIPCS II Head of School, elston.perry@aimschools.org, 510-893-8701

LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Family Advisory Committee: September 8, 2015-Family Advisory Committee (FAC) meeting October 6, 2015-Family Advisory Committee (FAC) meeting November 10, 2015-Family Advisory Committee (FAC) meeting December 8, 2015-Family Advisory Committee (FAC) meeting January 5, 2016-Family Advisory Committee (FAC) meeting February 9, 2016-Family Advisory Committee (FAC) meeting March 8, 2016 – Family Advisory Committee (FAC) meeting April 12, 2016-Family Advisory Committee (FAC) meeting May 31, 2016-Family Advisory Committee (FAC) meeting</p>	<ol style="list-style-type: none"> 1. Request for more structured forum for parent engagement impact on Goal 4. 2. Request for instruction on technology impact Goals 1 and 3. Increasing availability of computers are outlined in Goal 1. Minimum minutes of keyboarding instruction is outlined in Goal 3. 3. Continuation of established services impacts Goal 2. Push-in and pull-out services will continue to be provided for struggling students. ELL intervention will continue to

<p>English Learner Advisory Committee: October 6, 2015- English Learner Advisory Committee (ELAC) meeting December 8, 2015- English Learner Advisory Committee (ELAC) meeting February 9, 2016- English Learner Advisory Committee (ELAC) meeting April 12, 2016- English Learner Advisory Committee (ELAC) meeting May 31, 2016-English Learner Advisory Committee (ELAC) meeting</p>	<p>be provided as a service. One hour of after-school tutoring will be provided again as well.</p> <p>4. Request to strengthen the bully prevention program impacts Goal 5.</p> <p>5. Requested parent workshops are included into the plan to improve family engagement impacting Goals 4 and 5.</p>
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GOAL:	<p>1. All staff and community partners will collaborate to ensure that all necessary materials and equipment are provided to students within a well-maintained learning environment.</p>	<p>Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ <input type="checkbox"/> 4_ <input type="checkbox"/> 5_ <input type="checkbox"/> 6_ <input type="checkbox"/> 7_ <input type="checkbox"/> 8_ <input type="checkbox"/> COE only: 9_ <input type="checkbox"/> 10_ <input type="checkbox"/> Local : Specify _____</p>	
Identified Need :	<p>1. State adopted common core curriculum. 2. Additional technology in the classrooms, particularly computers. 3. Updated equipment management systems.</p>		
Goal Applies to:	<p>Schools: American Indian Public Charter School II Applicable Pupil Subgroups: All</p>		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<p>1. Meet or exceed the student to computer ratio of 3 to 1. 2. Obtain an overall rating of <i>good</i> in school facility good repair status. 3. Establish an inventory of school books and furniture.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action: Purchase 100 additional Chromebooks to add to and maintain pre-existing inventory.</p>	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners</p>	<p>\$25,000 total at \$250 per Chromebook</p>

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Action: Replace old student desks and purchase additional desks to accommodate new enrollees.	School-Wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$5000.00
Action: Create a school-wide inventory of usable books and school equipment.	School-Wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$4000.00
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Meet or exceed the student to computer ratio of 2 to 1. 2. Obtain an overall rating of <i>good</i> in school facility good repair status. 3. Establish a barcode tracking system of school books and furniture. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action: Purchase 100 additional Chromebooks to add to and maintain pre-existing inventory.	School-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$25,000 total at \$250 per Chromebook
Action: Establish a barcode tracking system of school Science equipment, laptops, music equipment, and novels.	School-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners	\$800

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	1. Meet or exceed the student to computer ratio of 1.75 to 1. 2. Obtain an overall rating of <i>good</i> in school facility good repair status. 3. Maintain inventory by utilizing new systems for repair, replacement, and new purchases.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action: Purchase 80 additional Chromebooks to add to and maintain pre-existing inventory.	School-Wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$20,000 total at \$250 per Chromebook
Action: Replace old student desks and purchase additional desks to accommodate new enrollees.	School-Wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2000.00
Action: Maintain inventory by utilizing new systems for repair, replacement, and new purchases.	School-Wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$800.00

<p>Service: Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week.</p> <p>Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.</p>	School-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Included above</p> <p>Included with certified staffing costs</p>
<p>Service: Students who score <i>beginning</i> or <i>early intermediate</i> overall on CELDT (or equivalent ELPAC ALDs) will be provided ESL intervention instruction after school.</p> <p>Service: Students who score <i>beginning</i> or <i>early intermediate</i> overall on CELDT (or equivalent ELPAC ALDs) will receive 100 minutes of pull-out service each week.</p>	School-wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Included Above</p>
LCAP Year 2: 2017-18			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Seventy percent (75%) of students will increase by five percentage points on norm- referenced interim assessment (based on measurements between fall and spring interim assessments). 2. 80% of all students will obtain the ALD of “Met Standard” or “Exceed Standard” as dictated by the Smarter Balanced Assessment in English Language Arts/Literacy. 3. 85% of all students will obtain the ALD of “Met Standard” or “Exceed Standard” as dictated by the Smarter Balanced Assessment in Mathematics. 4. 80% of students who have spent 2 full school years at AIPCS I will meet targets set for AMAO. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted

			Expenditures
<p>Action: Recruit 1 intervention teacher/academic support staff</p> <p>Or</p> <p>One academic intervention teacher/academic support staff per 140 students.</p>	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	(\$54,000 per FTE with benefits)
<p>Service: Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week.</p> <p>Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.</p>	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Included Above Included with certified staffing costs
<p>Service: Students who score <i>beginning or early intermediate</i> overall on CELDT (or equivalent ELPAC ALDs) will be provided ESL intervention instruction after school.</p> <p>Service: Students who score <i>beginning or early intermediate</i> overall on CELDT (or</p>	School-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Included Above

equivalent ELPAC ALDs) will receive 100 minutes of pull-out service each week.			
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Seventy percent (80%) of students will increase by five percentage points on norm- referenced interim assessment (based on measurements between fall and spring interim assessments). 2. 85% of all students will obtain the ALD of “Met Standard” or “Exceed Standard” as dictated by the Smarter Balanced Assessment in English Language Arts/Literacy. 3. 90% of all students will obtain the ALD of “Met Standard” or “Exceed Standard” as dictated by the Smarter Balanced Assessment in Mathematics. 4. 85% of students who have spent 2 full school years at AIPCS I will meet targets set for AMAO 1. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action: Recruit 1 intervention teacher/academic support staff.</p> <p>Or</p> <p>One academic intervention teacher/academic support staff per 140 students.</p>	School-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	(\$54,000 at .5 per FTE with benefits)
<p>Service: Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week.</p> <p>Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.</p>	School-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Included Above</p> <p>Included with certified staffing costs</p>

<p>Service: Students who score <i>beginning</i> or <i>early intermediate</i> overall on CELDT (or equivalent ELPAC ALDs) will be provided ESL intervention instruction after school.</p> <p>Service Students who score <i>beginning</i> or <i>early intermediate</i> overall on CELDT (or equivalent ELPAC ALDs) will receive 100 minutes of pull-out service each week.</p>	School-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Included Above

GOAL :	3. Generate college readiness through integration of the arts and technology into courses.		Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7_ <input checked="" type="checkbox"/> 8_ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
Identified Need :	1. Students require coursework in order to prepare them for the “f” and “g” requirements associated with the UC system.		
Goal Applies to:	Schools:	American Indian Public Charter School I	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual	1. 100% of middle school teachers will submit a scope and sequence associated with “f” and “g” requirements for the 2016-2017 school year. 2. 100% of middle school students will be enrolled in elective courses.		

Measurable Outcomes:	3. 80% of student will meet typing standards specific to grade as outlined in the CC Production of Writing Standards.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Actions:</p> <ol style="list-style-type: none"> 1. Middle school teachers will receive professional development in building “f” and “g” course scope and sequence. 2. Teachers will facilitate courses. 	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Included with certified staffing costs.
<p>Actions:</p> <ol style="list-style-type: none"> 1. Teachers will hold keyboarding classes for a minimum of 30 minutes per week. 	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$25,000 (at \$250 per Chromebook; repeated from Goal #1)
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 100% of middle school teachers will support elementary teachers in creating one “f” and “g” course project per semester for the 2017-2018 school year. 2. 100% of upper elementary school teachers will submit a scope and sequence associated with “f” and “g” requirements for the 2017-2018 school year. 3. 85% of student will meet typing standards specific to grade as outlined in the CC Production of Writing Standards. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Actions:</p> <ol style="list-style-type: none"> 1. Upper elementary teachers will receive professional development in 	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Included with certified

building “f” and “g” course scope and sequence. 2. Teachers will facilitate courses. 3. K-3 teachers will receive support in one elective project per semester.		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	staffing costs.
Actions: Teachers will hold keyboarding classes for a minimum of 30 minutes per week.	School-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$25,000 (at \$250 per Chromebook; repeated from Goal #1)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 100% of middle school teachers will support lower elementary teachers in creating one “f” and “g” course project per semester for the 2017-2018 school year. 100% of upper elementary school teachers will submit a scope and sequence associated with “f” and “g” requirements for the 2017-2018 school year. 90% of student will meet typing standards specific to grade as outlined in the CC Production of Writing Standards.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Actions: <ol style="list-style-type: none"> Teachers will receive professional development in building “f” and “g” course (or project) scope and sequence. Middle school and upper elementary teachers will facilitate courses. Lower elementary will facilitate one project per quarter. 	School-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included in certified and classified personnel costs.
Actions:		<u>X</u> ALL	

1. K-3 teachers will hold keyboarding classes for a minimum of 60 minutes per week.	School-wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$25,000 (at \$250 per Chromebook; repeated from Goal #1)
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GOAL:	4. Promote family engagement through creating parent involvement systems and events.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	<ol style="list-style-type: none"> 1. Improve overall family engagement. 2. Organized systems to encourage familial involvement. 3. Reduce chronic absenteeism. 4. Implement an after-school program
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Goal Applies to:	Schools:	American Indian Public Charter School II
	Applicable Pupil Subgroups:	All, Low Income Pupils, English Language Learners

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Meet or exceed a 97% average daily attendance (specifically among demographics specific to the AIPCS II community with chronic absenteeism). 2. At least 80% of families positively rate their ability to provide input in their child's education on annual school surveying. 3. At least 20% of families participate in at least one committee per semester. 4. Implement Phase I of the After School Enrichment Program.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services:	School-	<input checked="" type="checkbox"/> ALL	

<p>1. Recruit and hire 2 parent involvement coordinators.</p>	<p>wide</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>(\$27,000 per 0.5 FTE)</p>
<p>Services:</p> <ol style="list-style-type: none"> 1. Mandatory teacher-parent conference and orientation during summer or at beginning of the school year. 2. Student Success Team (SST) formed to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, and administrators. 3. Regular correspondence through social media platforms, newsletters, emails, <i>Let's Chat</i> platform, detention-slips, and progress reports to encourage frequent communication between faculty and families. 4. Powerschool Access is provided to families to view student academic/behavioral progress. 5. SARB - Student Attendance Review Board, reviews truancy cases and providing support/accountability to families regarding attendance. 	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Included in certified and classified personnel costs.</p>
<p>Services/Actions:</p> <ol style="list-style-type: none"> 1. FAC - Family Advisory Committee meets once a month to provide general support and voice to all families. 	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,000 (\$200 allotted per monthly meeting)</p>

<p>2. SSC - School Site Council meets to provide input in school's planning, including SSD's.</p> <p>3. ELAC - English Learner Advisory Committee meets in effort to provide support for English Language Learners and their families.</p>			
<p>Services/Actions:</p> <p>1. Phase I of After School Enrichment Program</p> <p>2. The After School Enrichment Program will hire 4 after school instructors</p> <p>3. Parents will pay a monthly fee of \$50/child</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>80,000</p>
<p>LCAP Year 2: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>1. Meet or exceed a 97.5% average daily attendance.</p> <p>2. At least 85% of families positively rate their ability to provide input in their child's education on annual school surveying.</p> <p>3. Implement Phase II of the After School Enrichment Program.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Services:</p> <p>1. SARB - Student Attendance Review Board, reviews truancy cases and providing support/accountability to families regarding attendance.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>Included in certified and classified personnel costs.</p>
<p>Services:</p> <p>1. Mandatory teacher-parent conference at beginning of the school year.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Expenditures embedded into annual</p>

<p>2. SST - Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, and administrators.</p> <p>3. Regular correspondence through memo's, Let's Chat platform, detention slips, and progress reports to encourage frequent communication between faculty and families.</p> <p>4. Powerschool Access is provided to families to view student academic/behavioral progress.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>personnel costs.</p>
<p>Services/Actions:</p> <p>1. FAC - Family Advisory Committee meets once a month to provide general support and voice to all families.</p> <p>2. SSC - School Site Council meets to provide input in school's planning, including SSD's.</p> <p>3. ELAC - English Learner Advisory Committee meets in effort to provide support for English Language Learners and their families.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,000 (\$200 allotted per monthly meeting)</p>
<p>Services/Actions:</p> <p>1. Phase II of After School Enrichment Program</p> <p>2. The After School Enrichment Program will hire 6 after school instructors and a coordinator.</p> <p>3. Parents will give a monthly fee of \$50/child</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>135,000</p>

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Meet or exceed a 98% average daily attendance. 2. At least 90% of families positively rate their ability to provide input in their child's education on annual school surveying. 3. Implement Phase III of the After School Enrichment Program. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Services:</p> <ol style="list-style-type: none"> 1. SARB - Student Attendance Review Board, reviews truancy cases and providing support/accountability to families regarding attendance. 	School-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Expenditures embedded into administrative personnel costs.
<p>Services:</p> <ol style="list-style-type: none"> 1. Mandatory teacher-parent conference at beginning of the school year. 2. Student Success Team (SST) formed to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, and administrators. 3. Regular correspondence through memo's, Let's Chat platform, detention slips, and progress reports to encourage frequent communication between faculty and families. 4. Powerschool Access is provided to families to view student academic/behavioral progress. 	School-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Expenditures embedded into annual personnel costs.
Services/Actions:	School-	<input checked="" type="checkbox"/> ALL	

<p>1. FAC - Family Advisory Committee meets once a month to provide general support and voice to all families.</p> <p>2. SSC - School Site Council meets to provide input in school's planning, including SSD's.</p> <p>3. ELAC - English Learner Advisory Committee meets in effort to provide support for English Language Learners and their families.</p>	wide	<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p> <p>(Specify) _____</p>	\$2,000 (\$200 allotted per monthly meeting)
<p>Services/Actions:</p> <p>1. Phase III of After School Enrichment Program</p> <p>2. The After School Enrichment Program will hire 8 after school instructors and a coordinator.</p> <p>3. Parents will pay a monthly fee of \$50/child</p>	School-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	182,500

GOAL:	5. Improve school climate by promoting physical safety, emotional safety, and exercising restorative practices.		<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5__ 6_<u>X</u> 7__</p> <p>8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
Identified Need :	Increase sense of safety on campus and improve overall well-being of students/faculty.		
Goal Applies to:	Schools:	American Indian Public Charter School II	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. At least 75% of all students, faculty, and guardians positively rate school safety on annual school surveying. 2. Aim for a suspension rate of less than 2.5% students and expulsion rate of less than 0.001%. 3. At least 75% of all students, faculty, and guardians can identify the conditions and protocol for arranging SSTs on annual school surveying. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Actions/Services: Active Student Wellness Committee (consisting of teachers) to receive professional development and research best practices for addressing bullying, student social-emotional learning, and expulsion. Wellness Committee to implement these practices.</p>	School-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	\$600 for three 1 hour sessions with restorative justice consultants
<p>Actions/Services: Research and adopt programs to define differences between bullying and general conflict (potential programs: Action Work, Stand Up to Bullying, Learning for Life)</p>	School-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	\$2,000 for bi-annual workshops including all staff
<p>Actions/Services: Streamlined SST practices, publicize SST processes for faculty/families, and SST inclusion of mediation services offered by Dean of Schools.</p>	School-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	Included in certified and classified personnel costs.
LCAP Year 2: 2017-18			
Expected Annual	<ol style="list-style-type: none"> 1. At least 80% of all students, faculty, and guardians positively rate school safety on annual school surveying. 2. Aim for a suspension rate of less than 2% students and expulsion rate of less than 0.001%. 		

Measurable Outcomes:	3. At least 80% of all students, faculty, and guardians can identify the conditions and protocol for arranging SSTs on annual school surveying.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Actions/Services: Active Student Wellness Committee (consisting of teachers) to build upon professional development and research best practices for addressing bullying, student social-emotional learning, and expulsion. Wellness Committee to begin to create student leadership structures to implement these practices.</p>	School-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	Included in certified and classified personnel costs.
<p>Actions/Services: Continue with program (or select a more optimal program) targeting differences between bullying and general conflict (potential programs: Action Work, Stand Up to Bullying, Learning for Life)</p>	School-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	Estimated: \$2,000 for bi-annual workshops including all staff
<p>Actions/Services: Administration continues to facilitate SST practices, and trains teachers and families in mediation best practices.</p>	School-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	Included in certified and classified personnel costs.
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<p>1. At least 85% of all students, faculty, and guardians positively rate school safety on annual school surveying. Aim for a suspension rate of less than 1.8% students and expulsion rate of less than 0.0005%.</p> <p>2. At least 85% of all students, faculty, and guardians can identify the conditions and protocol for arranging SSTs on annual school surveying.</p>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Actions/Services: Active Student Wellness Committee (consisting of teachers) to build upon professional development and research best practices for addressing bullying, student social-emotional learning, and expulsion. Student leadership to begin setting their own goals to implement these practices.</p>	School-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	Included in certified and classified personnel costs.
<p>Actions/Services: Implement best practices from selected program, and build site-specific content into program. (potential programs: Action Work, Stand Up to Bullying, Learning for Life)</p>	School-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	Estimated: \$2,000 for bi-annual workshops including all staff
<p>Actions/Services: Administration continues to facilitate SST practices, and trains teachers and families in mediation best practices.</p>	School-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	Included in certified and classified personnel costs.

Measurable Pupil Outcomes and LCAP Goals

Measurable Pupil Outcomes (MPOs)

Insert MPOs for the charter term under review, including data from the 2015- 2016 school-year*. Indicate whether the goals were “met” or “not met” and include valid data as evidence.

See Appendix D

LCAP Goals Update

In regard to the LCAP goals you have had in place for the past two years, please address 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.

A 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. (Education Code section 47606.5.)

Our LCAP goals that have been in place for the past two years have progressed tremendously. We have met the majority of the goals. For example, based off of our 2015-2016 LCAP we aimed for increasing our ratio of computers to students, and have met our target goal of supporting students in regards to technology. We started last year with a ratio of 10 to 1 and we are now at a 3 to 1 ratio of computers. In terms of our goals set for recruitment of intervention/academic support for 2015-2016 LCAP, we have met the goal and recruited at least 5 intervention support staff. Because of this we are now able to support students that are struggling to be more prepared and equipped for state testing and English Language state testing. Our goals set for 2016-2017 strive to continue this support and implement additional professional development for all intervention support staff. By LCAP year two we plan to purchase an additional 100 chrome books to be able to obtain a 2 to 1 ratio of computers to students.

Changes that have been made since last year’s goals are AIPCS II is developing its ability to measure mastery over Common Core State Standards effectively with increased frequency. Last year the school used the interim assessment made available by SBAC. This school year, AIPCS II has subscribed to services from Illuminate and will be using Inspect formative assessments by Key Data Systems for its benchmarks.

This will enable greater measurability of standards and learning objectives and easier access for teachers to Design Student Assessment to Ensure Student Mastery.

Fiscal Expenditures:

2015-2016 LCAP	Chromebooks	80 Purchased	\$20,000.00
2016-2017 LCAP	Chromebooks	120 Purchased	\$30,000.00
2015-2016 LCAP	Intervention Support	2 Intervention Aids	\$108,000.00
2016-2017 LCAP	Intervention Support	5 Intervention Aids	\$270,000.00
2016-2017 LCAP	Parent Coordinator	Family Advisory Support	\$27,000.00
2016-2017 LCAP	After School Program	Enrichment/Afterschool	\$80,000.00
2016-2017 LCAP	FAC/ELAC/SSC Meetings	Family/Community	\$2000.00
2016-2017 LCAP	Professional Development	Restorative Justice Consultation	\$2000.00

Appendix D

Collective MPO Template

School:	
Grades:	
Contact Name:	
Contact Email:	

Instructions:

Please complete this form and submit by _____.

Please note: This is your final submission. The only new MPOs are the first four SBAC goals. We have appended your original submission in case you wanted to make any final adjustments, but it is not necessary to edit this portion of the template if you are satisfied with your original submission.

1

Measurable Pupil Outcome

By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least _____ percent or achieve a level of _____ percent.*

Amount 1:

Amount 2:

3

Measurable Pupil Outcome

By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least _____ percent or achieve a level of _____ percent.*

Amount 1:

Amount 2:

Statistically Significant Student Groups

Instructions:

The following pages are the measurable pupil outcomes dealing with statistically significant student groups. Please fill out only the rows for student groups that are statistically significant based on your 2014-2015 enrollment data. Please reference the chart below to determine which student groups to include.

Student Group	# for Statistical Significance
American Indian or Alaska Native, Asian, Pacific Islander, Filipino, Hispanic or Latino, African American, White, Two or More Races, English Learners, Low-Income Students, Special Education	30
Students in Foster Care	15

2**Measurable Pupil Outcome**

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 _____ percent or achieve a level of _____ percent.*

American Indian or Alaska Native	Amount 1:	Amount 2:
Asian	Amount 1:	Amount 2:
Pacific Islander	Amount 1:	Amount 2:
Filipino	Amount 1:	Amount 2:
Hispanic or Latino	Amount 1:	Amount 2:
African American	Amount 1:	Amount 2:
White	Amount 1:	Amount 2:
Two or More Races	Amount 1:	Amount 2:
English Learners	Amount 1:	Amount 2:
Students in Foster Care	Amount 1:	Amount 2:
Low-Income Students	Amount 1:	Amount 2:
Special Education	Amount 1:	Amount 2:

4

Measurable Pupil Outcome

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 _____ percent or achieve a level of _____ percent.*

American Indian or Alaska Native	Amount 1:	Amount 2:
Asian	Amount 1:	Amount 2:
Pacific Islander	Amount 1:	Amount 2:
Filipino	Amount 1:	Amount 2:
Hispanic or Latino	Amount 1:	Amount 2:
African American	Amount 1:	Amount 2:
White	Amount 1:	Amount 2:
Two or More Races	Amount 1:	Amount 2:
English Learners	Amount 1:	Amount 2:
Students in Foster Care	Amount 1:	Amount 2:
Low-Income Students	Amount 1:	Amount 2:
Special Education	Amount 1:	Amount 2:

Collective MPO Template

School:	
Grades:	
Contact Name:	
Contact Email:	

Instructions:

Please complete this form and submit (benjamin.brittain@ousd.k12.ca.us) by May 15, 2016.

The MPOs involving numerically significant student groups have been grouped at the end. Please select the groups based on 14-15 enrollment figures. If enrollment changes result in a group no longer being numerically significant, you will not have to report on them for that year.

5

Measurable Pupil Outcome

Each year, _____ percent of students will increase _____ on the _____ or achieve proficiency.

Amount 1:

Amount 2:

Assessment:

7

Measurable Pupil Outcome

Each year, _____ percent of ELs will improve one overall proficiency level on CELDT.

Amount 1:

8

Measurable Pupil Outcome

Each year, have less than _____ percent of students absent more than 10% of the school days (chronic absence).

Amount 1:

10

Measurable Pupil Outcome

Each year, at least _____ percent of students and families positively rate school safety.

Student Survey Question:

Family Survey Question:

Amount 1:

11

Measurable Pupil Outcome

Each year, at least _____ percent of students and families positively rate academic instruction.

Student Survey Question:

Family Survey Question:

Amount 1:

12

Measurable Pupil Outcome

Each year, at least _____ percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.

Student Survey Question:

Family Survey Question:

Amount 1:

Statistically Significant Student Groups

Instructions:

The following pages are the measurable pupil outcomes dealing with statistically significant student groups. Please fill out only the rows for student groups that are statistically significant based on your 2014-2015 enrollment data. Please reference the chart below to determine which student groups to include.

Student Group	# for Statistical Significance
American Indian or Alaska Native, Asian, Pacific Islander, Filipino, Hispanic or Latino, African American, White, Two or More Races, English Learners, Low-Income Students, Special Education	30
Students in Foster Care	15

6**Measurable Pupil Outcome**

Each year, for each statistically significant student group,** _____ percent of students will increase _____ on the _____ or achieve proficiency.

American Indian or Alaska Native	Amount 1:	Amount 2:
Asian	Amount 1:	Amount 2:
Pacific Islander	Amount 1:	Amount 2:
Filipino	Amount 1:	Amount 2:
Hispanic or Latino	Amount 1:	Amount 2:
African American	Amount 1:	Amount 2:
White	Amount 1:	Amount 2:
Two or More Races	Amount 1:	Amount 2:
English Learners	Amount 1:	Amount 2:
Students in Foster Care	Amount 1:	Amount 2:
Low-Income Students	Amount 1:	Amount 2:
Special Education	Amount 1:	Amount 2:

9

Measurable Pupil Outcome

Each year, for each statistically significant student group,** have less than _____ percent of students absent more than 10% of the school days (chronic absence).

American Indian or Alaska Native

Amount 1:

Asian

Amount 1:

Pacific Islander

Amount 1:

Filipino

Amount 1:

Hispanic or Latino

Amount 1:

African American

Amount 1:

White

Amount 1:

Two or More Races

Amount 1:

English Learners

Amount 1:

Students in Foster Care

Amount 1:

Low-Income Students

Amount 1:

Special Education

Amount 1:

American Indian Public Charter School II - Collective MPO

2014-2015			2015-2016		
	Met	Not Met		Met	Not Met
MPO 1		X	MPO 1		X
Description: For the 2014-2015 59% of our students achieved level 3 or 4 on ELA portion of SBAC. Our goal is 65%			Description: For the 2015-2016 61% of our students achieved level 3 or 4 on ELA portion of SBAC. Our goal is 65%		
MPO 3		X	MPO 3		X
Description: For the base year 2014-2015 72% of our students achieved level 3 or 4 on Math portion of SBAC. Our goal is 75%			Description: For the base year 2015-2016 74% of our students achieved level 3 or 4 on Math portion of SBAC. Our goal is 75%		
MPO 5		X	MPO 5		X
Description: Each year, 60% of students will increase 10% on the INSPECT Key Data Systems Assessment or achieve proficiency.			Description: Each year, 60% of students will increase 10% on the INSPECT Key Data Systems Assessment or achieve proficiency.		
MPO 7	X		MPO 7	X	
Description: Each year 50% of ELs will improve overall proficiency			Description: Each year 50% of ELs will improve overall proficiency		
MPO 8		X	MPO 8		X
Description: Each year have less than 5% of students absent more than 10% of school			Description: Each year have less than 5% of students absent more than 10% of school		
MPO 10	X		MPO 10	X	
Description: Each year 85% of students and families positively rate school safety			Description: Each year 85% of students and families positively rate school safety		
MPO 11	X		MPO 11	X	
On a survey conducted for 2014-2015 school year 94.22% of students and families positively rated academic instruction. Our goal is 80%.			On a survey conducted for 2015-2016 school year 77% of students and families positively rated academic instruction. Our goal is 80%.		
MPO 12	X		MPO 12	X	

Comments

OVERVIEW: These MPOs were built to be met in 2016-2017, so the current data is lower than what we projected to meet by the end of the year.

We anticipated low scores, given the instructional adjustments as well as changes in technology. We have addressed this by utilizing a more Common Core-aligned curriculum. Teachers have received professional development to meet the SBAC claims in reading, writing, listening, and research best practices specifically.

We anticipated low base scores, given the instructional adjustments as well as changes in technology. We have addressed this by utilizing a more Common Core-aligned curriculum. Teachers have received professional development to meet the SBAC claims in standard mathematical practices. Our biggest need moving forward will be in supporting students to better model mathematics.

Students took interims during the 2015-2016 school year. From the first exam of school year until the end, 46% of our students achieved proficiency in ELA (as determined by a score of 75% or more) 58% of our students achieved proficiency in math. Students struggled with the testing format and teachers have better trained students in depth of knowledge questions so that they can answer questions that might require more than one answer.

We will adjust our practices by offering a greater level of oversight, professional development, and support to classroom teachers.

On a survey conducted for 2015-2016 school year 81.17% of students and families positively rated their voice in school decision making.				On a survey conducted for 2015-2016 school year 87.95% of students and families positively rated their voice in school decision making.		
MPO 2	Met	Not Met		MPO 2	Met	Not Met
Asian		X		Asian		X
For the base year 2014-2015 69% of our students achieved level 3 or 4 on ELA portion of SBAC				For the 2015-2016 71% of our students achieved level 3 or 4 on ELA portion of SBAC		
Hispanic and Latino		X		Hispanic and Latino		X
For the base year 2014-2015 46% of our students achieved level 3 or 4 on ELA portion of SBAC				For the 2015-2016 36% of our students achieved level 3 or 4 on ELA portion of SBAC		
African American		X		African American		X
For the base year 2014-2015 44% of our students achieved level 3 or 4 on ELA portion of SBAC				For the year 2015-2016 39% of our students achieved level 3 or 4 on ELA portion of SBAC		
English Learners		X		English Learners		X
For the base year 2014-2015 23% of our students achieved level 3 or 4 on ELA portion of SBAC				For the year 2015-2016 32% of our students achieved level 3 or 4 on ELA portion of SBAC		
Low-Income Students		X		Low-Income Students		X
For the base year 2014-2015 59% of our students achieved level 3 or 4 on ELA portion of SBAC				For the year 2015-2016 62% of our students achieved level 3 or 4 on ELA portion of SBAC		
MPO 4	Met	Not Met		MPO 4	Met	Not Met
Asian		X		Asian		X
For the base year 2014-2015 81% of our students achieved level 3 or 4 on Math portion of SBAC				For the base 2015-2016 87% of our students achieved level 3 or 4 on Math portion of SBAC		
Hispanic and Latino		X		Hispanic and Latino		X

We saw a 3.8% increase in our Asian population, and needed to adjust for students unfamiliar with our system. We projected a level of growth that was unrealistic in considering Alameda County average growth.

For the base year 2014-2015 46% of our students achieved level 3 or 4 on Math portion of SBAC				For the year 2015-2016 49% of our students achieved level 3 or 4 on Math portion of SBAC		
African American		X		African American		X
For the base year 2014-2015 year 56% of our students achieved level 3 or 4 on Math portion of SBAC				For the 2015-2016 year 48% of our students achieved level 3 or 4 on Math portion of SBAC		
English Learners		X		English Learners		X
For the base year 2014-2015 52% of our students achieved level 3 or 4 on Math portion of SBAC				For the year 2015-2016 58% of our students achieved level 3 or 4 on Math portion of SBAC		
Low-Income Students		X		Low-Income Students		X
For the base year 2014-2015 year 71% of our students achieved level 3 or 4 on Math portion of SBAC				For the 2015-2016 year 74% of our students achieved level 3 or 4 on Math portion of SBAC		
MPO 6	Met	Not Met		MPO 6	Met	Not Met
Asian				Asian		
For the base year 2014-2015 year 79% of our students achieved proficiency.	X			For the 2015-2016 year 79% of our students achieved proficiency.	X	
Hispanic and Latino				Hispanic and Latino		
For the base year 2014-2015 21% of our students achieved proficiency.		X		For the 2015-2016 yea 21% of our students achieved proficiency.		X
African American				African American		
For the base year 2014-2015 41% of our students achieved proficiency.		X		For the 2015-2016 yea 41% of our students achieved proficiency.		X

We saw a 62.5% increase in our Hispanic and Latino population in 2015-2016. New students to our system require us to do a more in-depth analysis regarding how we support incoming students. Our teachers in the targeted grade with most difficulty, this year's 6th grade, is participating in a math social justice study group through Alameda County Office of Education.

We saw a 23.8% increase in our African-American population in 2015-2016. New students to our system requires us to do a more in-depth analysis regarding how we support incoming students. Our teachers in the targeted grades with most difficulty, this year's 5th and 7th grade, are participating in a math social justice study group through Alameda County Office of Education. Students struggled most in "communicating reasoning" so we will offer more explicit instruction on this topic.

English learners, based on SBAC data and surveys, felt underequipped to practice the communicating reasoning portion of SBAC.

English Learners				English Learners		
For the base year 2014-2015 31% of our students achieved proficiency.	X			For the 2015-2016 yea 31% of our students achieved proficiency.	X	
Low-Income Students				Low-Income Students		
For the base year 2014-2015 56% of our students achieved proficiency.		X		For the 2015-2016 yea 56% of our students achieved proficiency.		X
MPO 9	Met	Not Met		MPO 9	Met	Not Met
Asian	X			Asian	X	
Hispanic and Latino	X			Hispanic and Latino	X	
African American	X			African American	X	
English Learners	X			English Learners	X	
Low-Income Students	X			Low-Income Students	X	

Please update the data in the table below to reflection the modifications pursuant to the previous year's Annual Site Visit.

The data table identifies the Instrument to be used in measuring each pupil outcome and the Target to be achieved for each outcome. We request that the school complete the Progress section by providing information and evidence to report the extent to which the school is meeting each specific outcome. If applicable, please also complete any sections requesting a school response. We ask that each school complete this progress report in preparation for the upcoming Annual Site Visit.

During the Annual Site Visit, the Office of Charter Schools will review and discuss the progress the school has made towards attainment of its charter related Measurable Pupil Outcomes. The Office of Charter Schools will be maintaining an ongoing record of the school's progress.

In order to assist our office in preparing our visit, this document is to be updated by March 27th. Please send an email confirming the doc has been updated to Silke.Bradford@ousd.k12.ca.us when the update is complete.

Measurable Pupil Outcomes	Instrument	Target	Progress 2011-2012	Progress 2012-13	Progress 2013-14	Progress 2014-15	Progress 2015-16	Progress 2016-17
1 At least 80% of second through sixth graders will test proficient or advanced in mathematics and English-language arts.	STAR Test	At least 80% Advanced or Proficient (ELA and Math)	In 2011-2012, AIPCS II did not have a 2nd, 3rd, or 4th grade. In 2011-2012, AIPCS II 5th and 6th graders earned the following results on STAR. 1. 77.96% of 5th and 6th graders tested advanced or proficient in English-language arts. 2. 87.57 % of 5th and 6th graders tested advanced or proficient in math.	In 2012 – 2013, AIPCS II 2nd through 6th graders earned the following results on STAR (see attached table 1 of 2012-2013 STAR Results for breakdown): 1. 68.08% of 2nd through 6th graders tested advanced or proficient in English-language arts. 2. 89.30% 2nd through 6th graders tested advanced or proficient in math.		See collective MPO's	See collective MPO's	
2 At least 85% of seventh graders will test proficient or advanced in mathematics and English-language arts.	STAR Test	At least 85% Advanced or Proficient (ELA and Math)	In 2011-2012, 7th graders earned the following results on the STAR. 1. 93.75 % of 7th graders tested advanced or proficient in English-language arts. 2. 96.25 % of 7th graders tested advanced or proficient in math.	In 2012 – 2013, AIPCS II 7th graders earned the following results on STAR (see attached table 1 of 2012 – 2013 STAR Results for breakdown): 1. 86.07% of 7th graders tested advanced or proficient in English-language arts. 2. 94.94% of 7th graders tested advanced or proficient in math.		See collective MPO's	See collective MPO's	
3 At least 90% of eighth graders will test proficient or advanced in mathematics and English-language arts.	STAR Test	At least 90% Advanced or Proficient (ELA and Math)	In 2011-2012, 8th graders earned the following results on the STAR. 1. 95.74% of 8th graders tested advanced or proficient in English-language arts. 2. 100% of 8th graders tested advanced or proficient in math.	In 2012 – 2013, AIPCS II 8th graders earned the following results on STAR (see attached table 1 of 2012 – 2013 STAR Results for breakdown): 1. 88.24% of 8th graders tested advanced or proficient in English-language arts. 2. 97.65% of 8th graders tested advanced or proficient in math.		See collective MPO's	See collective MPO's	
4 The school's rate of attendance will exceed 98% every year for the next five years.	District Attendance Reports	Exceeds 98%	All 2011-2012 school year district attendance reports reflect attendance raters greater than 98%.	In 2012-2013 school year the attendance reports for AIPCS II reflect an average attendance of 98.78%.	In 2013 - 2014 school year the attendance reports reflect an average attendance of 98.43%.	In the 2014-2015 school year the attendance reports reflect an average attendance of 98.53%.	In the 2015-2016 school year the attendance reports reflect an average attendance of 98.46%.	
5 AIPCS II will attain an API of 850 or higher in each of the next five years.	API	At least 850	AIPCS II has met this target. The API score is 981 for 2011-2012.	AIPCS II has met this target. The API score is 942 for 2012-2013.	N/A	N/A	N/A	
6 At least 80% of kindergarten through sixth graders will meet or exceed the AIPCS II promotion standards.	Retention Rates and Semester Report Cards	At least 80% meeting promotion standards		In 2012-2013, 94.76 % of AIPCS II Kindergarten through 6th graders met promotion standards.	In 2013-2014, 90.88 % of AIPCS II Kindergarten through 6th graders met promotion standards.	In 2014-2015, 95.7% of AIPCS II Kindergarten through sixth grade students met promotion standards in 2014 – 2015.	In 2015-2016, 98.87% of AIPCS II Kindergarten through sixth grade students met promotion standards.	
7 At least 85% of seventh graders will meet or exceed the AIPCS II promotion standards.	Retention Rates and Semester Report Cards	At least 85% meeting promotion standards		In 2012-2013, 90.57% of AIPCS II 7th graders met promotion standards.	In 2013-2014, 92.30% of AIPCS II 7th graders met promotion standards.	In 2014-2015, 96.8% of AIPCS II 7th graders met promotion standards.	In 2015-2016, 98.03% of AIPCS II 7th graders met promotion standards.	
8 At least 90% of eighth graders will meet or exceed the AIPCS II promotion standards.	Retention Rates and Semester Report Cards	At least 90% meeting promotion standards		In 2012-2013, 98.82% of AIPCS II 8th graders met promotion standards.	In 2013-2014, 93.3% of AIPCS II 8th graders met promotion standards.	In 2014-2015, 93.10% of AIPCS II 8th graders met promotion standards.	In 2015-2016, 97.75% of AIPCS II 8th graders met promotion standards.	

Appendix E

FACILITIES AND FUTURE PLANS

FACILITIES/ADA – APPLIES ONLY TO NON-OUSD FACILITIES (CURRENT OR PLANNED)	
Is the facility meeting the needs of your staff and students?	Yes
Will the facility continue to accommodate your growth needs?	No
If applicable is your current lease still valid? AIPCS II contributes to the mortgage for the building that was purchased by American Indian Model Schools.	N/A
Does your lease extend through the end of your requested charter term?	N/A
If the lease does not extend through the end of your charter term please describe your plans for a facility solution which includes either: <ul style="list-style-type: none"> A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building, describes any foreseeable conditions, circumstances or considerations that may affect the decision to lease or sell the building to your organization, specifies any decision-making process that may be required before an agreement can be finalized, specifies a date by which a decision to lease or sell is likely 	
Describe the condition of your current facility. General AIPCS II shares a location with AIPCS. Our school is located on 171 12th Street Oakland, CA 94607. Our building on 12th street is a three-story building with underground parking garage with direct elevator access. Our school prides itself in providing a safe, clean, and well maintained environment to its families and staff members. As of now, our facility does not need any repair work. The school grounds, restrooms, and building are in excellent condition. Our facility committee has been working continuously throughout the year to ensure that we have a clean and safe facility. Any repairs or problems are given immediate attention.	
Cleaning During the day, everyone at school contributes to the cleanliness of the school by picking up after themselves, sweeping the floor, wiping down the tables after lunch, etc. Throughout the day as well as after school, custodial staff work to maintain a clean campus daily.	
What procedures are in place for handling facility repairs? AIMS model dictates that anything that requires maintenance or repair be addressed in an effective and timely fashion. Any issues that arise during the school day are communicated to the appropriate personnel by our admin team to be serviced. Maintenance/repair personnel are immediately contacted by our admin staff during the day an issue.	
Describe your systems for ongoing maintenance of the facility and if applicable, provide a copy of the contract for provision of maintenance services for the facility. Regional repairs and maintenance are made as needed. Fresh coats of interior and exterior paint are applied throughout the school every year. About once a month we do a deep cleaning for the floors and the carpet. We regularly wash the windows and the walls. The bathrooms are cleaned during the school day and in the evening. The common areas are cleaned after lunch and in the evening. The ventilation vents are cleaned once a month. We have used the Facility Inspection Tool from the State of California OPSC (Office of Public School Construction) to systematically gather insight about the condition of our facility.	

FUTURE PLANS

As applicable: Describe any proposals for additional campuses your school may be approved for and/or are considering seeking approval for during this renewal period.

N/A

As applicable: Describe any material revisions to your charter and rationale for this renewal period. This request will be considered as part of the renewal process.

N/A

- Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond the capacity, changing the school’s mission, purchasing a new facility, etc.
- In order to have the material revision to your charter approved, your school needs to:
 - State the revision(s) the school’s governing board wishes to make to the charter.
 - Describe the reasons for the request(s).
 - Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years.

23. If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with the parents.

- If appropriate, describe how student achievement may be impacted by the proposed revision(s).

Appendix F

Charter Renewal Data Document

Name of school: American Indian Public Charter School II				Name of School Leader: Dr. Elston Perry		
Financial Information				Year 2016-2017		5 th year of renewal
Total Operational Budget		1,690,527		Per Student Revenue		\$9,814
Total Expenditure		4,550,513		Expenditure Per Student		\$7,264
Balance brought forward from previous year				Projected balance carried forward to next year		
Special Populations		1 st year of renewal	2 nd year of renewal	3 rd year of renewal	4 th year of renewal	5 th year of renewal
Percentage of students receiving <i>free/reduced lunch</i>		78.87%	73.91%	68.66%	76.44%	78.25%
Percentage of ELL students		16.59%	28.99%	27.76%	16.19	26.4%
Percentage of students with IEPs		2.03%	2.17%	1.73%	2.4%	2.4%
Percentage of students with 504 plans		0	.059%	.19%	.15%	.15%
Pupil mobility in the school in prior year				Number of students		
Students who joined the school other than at the usual time of first admission				10		
Students who left the school other than at the usual time of leaving (excluding expulsions)				14		
Attendance for current and prior year <i>P-2 ADA</i>		1 st year of renewal	2 nd year of renewal	3 rd year of renewal	4 th year of renewal	5 th year of renewal (most recent)
School data		632	484.43	619.50	626.46	630
						98.2%
Background of students <i>4th year of renewal</i>		Number of students/Percent of Students		Discipline - prior school year		Suspension # of incidents
						Expulsion # of incidents
African-American		141/22%		African-American		17
Asian/Pacific Islander		411/64%		Asian/Pacific Islander		8
Hispanic		52/8.09%		Hispanic		6
White		18/2.8%		White		0
Mixed/ No Response		9/1.40%		Mixed/ No Response		3
Gender (male/female)		367/271		ELL		1
Homeless Students		0/0%		SPED		0
				Gender (male/female)		22/13
				Homeless Students		0

Lottery/Waitlist Information					
	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Available Spaces (per grade)	Number of Students on Waiting List (per grade)
EXAMPLE <i>(add rows as necessary to capture all grade levels served)</i>		6	150	100	50
		7	200	100	100
		8	160	100	60
1 st year of renewal		K	25	25	0
		1	25	25	0
		2	31	31	0
		3	79	79	0
		4	48	48	0
		5	91	88	3
		6	153	143	10
		7	166	166	0
		8	103	87	17
2 nd year of renewal		K	55	13	42
		1	11	1	12
		2	19	7	12
		3	12	5	7
		4	23	12	11
		5	9	4	5
		6	76	54	22
		7	10	5	5
		8	10	7	3
3 rd year of renewal		K	85	20	65
		1	50	6	44
		2	56	3	53
		3	48	26	22
		4	36	20	16
		5	44	29	15
		6	86	84	2
		7	19	17	2
		8	8	8	0
4 th year of renewal		K	169	40	129
		1	58	15	43

	2	50	3	47	
	3	51	7	44	
	4	59	7	52	
	5	24	5	19	
	6	130	30	100	
	7	12	5	7	
	8	23	5	18	
Graduation Information	1st year of renewal	2nd year of renewal	3rd year of renewal	4th year of renewal	5th year of renewal
HS only Graduation Rate – 12 th Grade					
Retention Rate (% of 12 th grade enrolled since grade 9)					
Post-Graduation Plans – HS Only					
% attending 4-year college					
% attending 2-year college					
% attending vocational/ technical training					
% joined military					
% working exclusively					
Teacher Recruitment/Retention					
	1st year of renewal	2nd year of renewal	3rd year of renewal	4th year of renewal	5th year of renewal
Total # of Teachers	23	19	24	24	25
#/% New Hires	18/78.26%	14/73.68%	14/58.33	7/29%	10/40%
#/% Retained from Prior Year	5/21.74%	5/26.31	10/41.66	17/70.83%	15/66.66%
Total number of vacant teaching posts currently (FTE) - 0					

<i>AYP</i>	1 st year of renewal	2 nd year of renewal	3 rd year of renewal	4 th year of renewal	5 th year of renewal
AYP Met?	Yes	N/A	Yes	Yes	TBD
% AMOS Met	78.7%		66.5%	67.5%	
% Proficient-AMOS: African-American	74.6%		47.9%	43%	
% Proficient-AMOS: Asian/PI	81.3%		76%	79%	
% Proficient-AMOS: Hispanic	67.6%		44%	42.5%	
% Proficient-AMOS: Mixed/No response	No		No		
% Proficient-AMOS: White	27.3%		44.85%	37%	
% Proficient-AMOS: Socioeconomically Disadvantaged	77.2%		65.95%	68%	
ELL	55.1%		60.6%	45%	
Students with disabilities	36.4%		25%	20%	
<i>API</i>	1 st year of renewal	2 nd year of renewal	3 rd year of renewal	4 th year of renewal	5 th year of renewal
API	942	N/A	N/A	N/A	TBD
Statewide rank	10				
Similar schools rank					
<i>CST</i>	1 st year of renewal	2 nd year of renewal	3 rd year of renewal	4 th year of renewal	5 th year of renewal
ELA					
Proficient/Advanced	76.9%		60.9%	61%	TBD
Basic/Proficient/Advanced	97.4%				
Below Basic/Far Below Basic	2.6%				
MATH					
Proficient/Advanced	91.5%		72.1%	74%	TBD
Basic/Proficient/Advanced	98.5%				
Below Basic/Far Below Basic	1.5%				
<i>CAHSEE</i>	1 st year of renewal	2 nd year of renewal	3 rd year of renewal	4 th year of renewal	5 th year of renewal
10th grade pass rate					

Appendix G

CHARTER RENEWAL PERFORMANCE REPORT GUIDELINES

In reviewing your performance report, the Office of Charter Schools is seeking an honest and reflective self-appraisal of strengths and weaknesses of the school's charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

- Where appropriate, please be evaluative and state your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please rate yourself by placing an "X" in the appropriate box (5-1) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal School Site Visit.
- If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. governing board president).

A **draft** of this report needs to be submitted to the Office of Charter Schools via e-mail to silke.bradford@ousd.org and leslie.jimenez@ousd.org in Word format **at least 2 weeks in advance** of the Renewal School Site Visit. The **final draft** of this Performance Report needs to be submitted as an **Appendix in the Renewal Charter Petition**.

Charter Renewal Performance Report AIPCS II 2016-2017 Charter Renewal Performance Report Draft

1. What is distinctive about your school?

Our school prides itself on delivering a curriculum that is both effective and rigorous. We have many systems in place that allow students to thrive in a structured environment. Students are able to learn and succeed in a safe school setting. We have mandatory tutoring sessions after school to help students progress and get back on track. We hold a very high standard at our school. We consider a C- or below failing. However, we do not give up on any student. Through tutoring, hard work, and dedication, we help every student to exceed the standard.

American Indian Public Charter School II is distinguished by its high value for academic rigor and social excellence. It has prided itself on a no-nonsense, back-to-the-basics approach to education that has yielded exceptional results and garnered support from the surrounding community.

Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations in attendance, academic achievement, and character development results in our students being prepared for lifelong success. The results driven culture at AIMS and the adherence to it with fidelity guarantees that all graduates earn admission into four year post- secondary programs and become productive members of society

Teachers spend two years with their students in grades 1-2 and three years with their students in grades 3-5 and grades 6-8, teaching all core academic subjects. This creates an environment of strong academics and family culture.

2. How effective is your school overall?

Evaluation: 4.5

(Excellent 5 4 3 2 1 Unsatisfactory)

How do you know?

Over the past 5 years, AIPCS II has been able to excel in academic performance which, apart from the physical safety of the students, is the highest standard for evaluating a school's functionality.

During the first year of our 5 year term (2012-2013), AIPCS II obtained the rank of one of two Top API scores in the district (along with AIPCS). During these years, our school has been able to meet growth targets school-wide and within student groups. Today, our academic success continues, as AIPCS II ranks as the top school in the Oakland Unified School District and excels above California state averages in both ELA and Math SBAC scores.

What are its notable strengths?

Our commitment to high academic rigor and recognition by Innovate Schools for closing the achievement gap demonstrates one of our notable strengths at AIPCS II. This success is due in large part to our common culture that solicits the buy in of both staff and family members and promotes a structured and safe learning environment.

Priorities specific to academic programming include: transition to the Common Core, provisioning of greater English Language Support and improvement, increasing access to extracurricular activities, and gaining greater control over Special Ed services. Additionally, an identified need is to increase the percentage of ELL's receiving "meeting" or "exceeding the standard marks" on our benchmarks and ELA SBAC tests.

3. How well is the school regarded by its students and parents?

Evaluation: 4

Excellent 5 4 3 2 1 Unsatisfactory

How do you know?

Determined by reviews from parents and students at greatschools.org, AIPCS II has a community rating of 4 out of 5 stars. AIPCS II has a large waiting list year after year and our parents support our school during each charter renewal. Additionally, our students become part of a family at AIMS and they create long-lasting bonds with their teachers, staff, administrators, and each other.

What do (a) students and (b) parents most like about the school?

Our families believe that our rigorous instruction within a safe and structured environment facilitates exploration and learning. Our families frequently complement that their students develop a greater sense of self-discipline and work ethic which they did not have prior to attending AIPCS II. Even former students and AIMS alumni appreciate the preparation they received to be successful in their academic endeavors following graduation.

Additionally, our parents support the community/familial aspects of our school and like participating in committees as the FAC, ELAC and SSC. By coordinating with our newly hired parent coordinator, our parents have greater access to AIPCS II, and regularly assist in daily school routines and additional volunteer opportunities.

What do they feel needs improvement, and what action is being taken?

In the past, our families have expressed the need for improvement in the availability of enrichment and extracurricular activities, and an adequate place to play and have fun for recess. For these reasons, AIPCS II has created an after school enrichment program that

services over 100 AIMS students. Additional applications for grants such as ASES, and/or partnership with outside agencies are currently being explored.

Extracurricular - this year, our middle school students can take elective classes such as Speech & Debate, Violin, Yearbook, and College and Career Readiness. Additionally, AIPCS II has joined the Oakland Athletic League (OAL) and will participate in fall, winter, and spring sports.

PE time was increased 1 hour four days a week and includes an after school recess program for elementary students. AIPCS II has also purchased new PE equipment for student use.

4 How well do students achieve?

Evaluation: 4

Excellent 5 4 3 2 1 Unsatisfactory

How do you know?

Our school holds high standards for itself, its students, and staff in this regard. High achievement is evident prior to the suspension of API scoring and transition to Common Core Standards:

API score of 978 during the 2011-2012 school year.

API score of 932 during the 2012-2013 school year.

Additionally, During the 2015-2016 school year, AIPCS II SBAC scored 59% in ELA proficiency and 71% in Math proficiency, the highest in Oakland Unified School District, and ranks higher than California state averages.

In which subjects and grades do students do best, and why?

AIPCS II students typically perform the best in Math, because it has historically been a prioritized subject at AIMS. Our middle school students perform the best mathematics, because these students have generally matriculated through our system for multiple years. This success is also due to many of our returning middle school teachers who excel and have taught the AIMS model for several years.

In which subjects and grades is improvement needed, and what action is being taken?

Elementary School ELA needs greater support. Actions being taken include increasing the frequency of push-in and pull-out services for students who need English support throughout the day. Additional intervention services will regularly be structured into the end of the day for students who need support in basic language acquisition and fluency. Furthermore, English instruction will also be made available in tangent with Math Camp during the summer as well. Additionally, our high need classes have been paired with veteran teachers, and these students will receive additional time with instructional aides, after school tutoring, and academic Saturday school.

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?

Although not as pronounced as the district and state averages, trends of differential attainment that are reflected in the district/county/state are also evident in AIPCS II (It is important to note however, that all groupings perform competitively or outperform district or state averages). As a rule of thumb, resources are allocated towards those with the greatest needs at our school without direct consideration of gender, ethnic background, or grouping.

Consequently, students that are most in need end up receiving a better teacher to student ratio, more tutoring, more push-in or pull outs, more frequent SST meetings, etc.

5. How effective is the quality of instruction, including teaching, learning and curriculum?

Evaluation: 4.5
Excellent 5 4 3 2 1 Unsatisfactory

How do you know?

The quality of instruction is evaluated based on the TCRP framework(a Danielson based model), primarily through domains 2 and 3. The quality of instruction at AIPCS II is also evident in past API scores and demonstrated through strong Achievement Level Distributions in the 2015-2016 CAASPP reports in the area of Math.

Which are the strongest features of teaching and learning, and why?

Standard 1.1: This year, teachers were provided curriculum maps and pacing targets that support the full coverage of required content standards with sound progression. These maps guide the lesson planning of our school. Similarly, in the past as part of the school model, California Instructional Standards were required to be posted on the walls of classrooms and regularly referenced by teachers to inform class instruction.

Standard 1.2: Key features that support the design and sequencing of learning experiences that are cognitively engaging include: yearly pacing/curriculum maps, completion of core curriculum by February 28th, re-teaching, or supplementing with more challenging material for those who need it.

Standard 2.1: A large part of our school model is dedicated to eliminating distractions; this is done to foster an orderly environment conducive to learning.

Standard 2.2: School wide disciplinary consequences are spelled out in family handbooks, student contracts, family orientation, staff orientation, etc. These are all employed to help create clear behavioral and academic expectations for all students.

Standard 2.3: Structures that support emotional safety and the development of rapport between teacher and students include self-contained classroom and looping.

Standard 2.4: Self-contained classrooms also support transitions. Rather than losing valuable instructional minutes transitioning from class to class, unpacking and getting settled, the momentum of learning goes unhindered. As students loop with their teachers, they become acquainted to the routines that are established in their classroom which allows students to enter at a rhythm they would typically gain during the Spring as early as Fall.

Standard 3.2: Structured into our lesson planning template, teachers integrate pre-assessment, direct instruction, guided practice, independent practice and post assessment to facilitate a full instructional cycle.

What aspects of teaching and learning most need improvement, and what action is being taken?

Supports for our English Language Learners students. Actions being taken to address this include: Hiring of a curriculum coordinator, curriculum coach, and additional intervention aides.

6. How effective are the professional development opportunities provided to teachers and administrators?

Evaluation: 4.5
Excellent 5 4 3 2 1 Unsatisfactory

How do you know?

Our teachers receive professional development on a weekly basis in which they learn from educational professionals and veteran teachers, and are given opportunities to interact with the material being taught. Administrators regularly conduct teacher observations to see if they are using what they learned from past professional development sessions.

In addition to student achievement, we are informed of the effectiveness of professional development opportunities based on accessibility (frequency of opportunities such as professional development workshops), our evaluation of how those opportunities translate into classroom practices (based on teacher observations), and the impressions that our staff members have about the professional development that is provided to them (gathered from teacher surveys).

Which are the strongest features of professional development, and why?

Our strongest feature is that the professional development sessions are based on an already established TCRP framework. Each week we will cover a new goal on the rubric. There are 2 goals that the school will focus on for the year. These goals will be heavily covered and evaluated throughout the year. We will continue to invest in our professional development program by bringing external specialists with expertise. In addition, one of the strongest feature of professional development emanate from a strong school culture. AIMS collective/unifying perspective on student discipline contributes to the classroom learning environment. Clear expectations are structured by the school and are emphasized year in and year out. These practices are widely observable, and largely disseminate informally from teacher to teacher. Since there is a large degree of buy-in and ownership from the staff members surrounding particularly this area, these expectations are also supported by a strong feedback culture, in which feedback is provided largely through teachers along with administrators.

As for administrators, professional development is supported annually through attendance of CCSA conferences, ACOE workshops, EBCC meetings, as well as other network meetings/trainings.

How are professional development activities selected and evaluated?

Professional development activities are selected based on the College Ready Promise Framework for Effective Teaching. Two standards are selected each year, upon which our staff concentrate on improving, along with standards prioritized by the district. Together, these standards dictate the guidelines that are usually provided by administrators, but where possible the school hopes to provide more professional development activities that are self-selected by teachers.

Professional development opportunities are primarily evaluated based on 1) teacher surveys, and 2) classroom observations to see whether they translate into improving the quality of our practices.

As for administrators, individual goal setting meetings are conducted using a rubric based on the New leaders for New Schools Framework, and AIMS District goals. Workshop attendance in conferences are chosen based on the personal professional growth areas of administrators and areas of the school that need development. The AIMS Superintendent has also provided a list of book titles, some of which administrators are able to select from, while other titles are strongly suggested readings that are presented on a weekly basis. Activities are evaluated as a team and reported to the governance board.

What aspects of professional development most need improvement, and what action is being taken?

Regarding the accessibility and/or frequency of professional opportunities (in consideration of the 5 year term), AIPCS II held once a month formal professional development meetings in the past. Currently, with the exception of when progress reports and report cards are due, the month consists of two professional development workshops and 1 formal collaboration meeting.

The school conducts teacher surveys to evaluate teacher opinion on professional development activities. Based on most recent surveys, the school would like to provide greater agency to teachers to prescribe their own professional development activities. The two areas that currently need the greatest amount of improvement in teaching and learning involves data driven instruction as well as differentiation to support EL students.

In addition, the school would like to continue to invest more effort in ensuring that the practices taught in professional development are implemented in the classrooms.

As far as administrators are concerned, the school needs to develop a stronger pipeline and succession plan to develop future lead administrators. This year, experienced AIMS teachers have stepped into the role as Deans, and are being trained as administrators with consideration that they may step into a Head of School position in the future.

7. How effective is the assessment of student learning?

Evaluation: 4

Excellent 5 4 3 2 1 Unsatisfactory

How do you know?

Part of the effectiveness of assessment is measured through student performance. AIPCS II has demonstrated high proficiency during standardized testing/summative assessments particularly with the CST's during the administration of STAR. The school strives to maintain that level of excellence as it transitions into to SBAC testing. Additionally, effectiveness of assessment is also evaluated through the TCRP Framework, largely from Domain 1 standards. Additionally, we use Illuminate to gauge student progress throughout the year, which allows us to filter student scores by standard achievement level, race, and socio-economic background. Teachers will have the option to create benchmark tests and also administer interim tests that come from an INSPECT item bank.

Which are the strongest features of assessment?

In evaluation of our practices in reference to Standard 1.1, 1.2, and 1.3:

As mentioned earlier, teachers are provided curriculum maps and pacing targets that support the full coverage of required content standards. Prior to transitioning to Common Core Standards, California Standards were dictated by standard based curricula and pacing guides. These standards are reflected in all school wide assessments.

Furthermore, prior to CCSS transition, summative assessments that are curriculum/standard aligned are provided once a week. Coverage of core curricula are paced to conclude in February; following that, teachers use California "power standard" support (Harcourt Math Key Standard Booklet) from March to April to reteach standards where students have underperformed during the regular school year.

AIPCS II has employed quarterly benchmark testing for the purposes of informing instruction and preparation for the CST. Practice was provided using Released Test Questions, as well as

full length practice tests prior to actual testing. Testing strategies were also explicitly taught to students.

To foster cognitively engaging learning experiences for students (1.2.B), AIPCS II fostered healthy classroom competition surrounding quarterly benchmarks. Classroom benchmark averages would be shared across grade levels and with the sister campus (AIPCS) for the purpose of data comparison. This spurred a culture of healthy competition that engaged the community in learning. These moments were built into the year and incentivised both students as well as teachers to evaluate their weaknesses against content standards and sharpen their skills with the hope of outperforming their peers. Student data is indeed used for the purpose of guiding planning (1.3). Students are differentiated based on standardized test scores in Math and are placed in homogenous grouping. Although all classes are required to cover all standards and use the same curriculum, they are paced according to the needs of the students, reteaching is based on the needs of the students, and supplemental instruction and assignments are provided accordingly. In addressing Standard 3.4, utilizing homework/independent practice as formative assessment had been an integral part of AIMS instructional programming. Other standard practices in formative assessments include the usage of individual white boards as means to check for understanding. Immediate feedback would be provided to students to support learning. Uniform textbook quizzes also served as formative assessments, which supported data comparison across classes.

What aspects need improvement, and what action is being taken?

AIPCS II is developing its ability to measure mastery over Common Core State Standards effectively with increased frequency. Last year the school used the interim assessment made available by SBAC. This school year, AIPCS II has subscribed to services from Illuminate and will be using Inspect formative assessments by Key Data Systems for its benchmarks. This system will enable greater measurability of standards and learning objectives (in support of Standard 1.1) and easier access for teachers to Design Student Assessment to Ensure student Mastery (in support of Standard 1.5).

8. How effective are the strategy and process that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners, students with disabilities, or of homeless status)?

Evaluation: 4
Excellent 5 4 3 2 1 Unsatisfactory

How do you know?

On the 2012-2013 Accountability Progress Reporting APR numerically significant student groups in the both years include: Asian, Socioeconomically disadvantaged.

For the 2015-2016 school year, two of our significant subgroups are represented by underserved populations (at least 15% of total enrollment) include:

21.72% who represent Black or African American

63.34% who represent Asian

Other populations in the student body include:

83% who represent by Socio-economically disadvantaged students

27.30% who represent by EL students.

1.9% who represent by SPED students.

Which are the strongest aspects of efforts to a diverse student population?

Efforts that support the situations of socio-economically disadvantaged students and migrant youth include the provision of extended school year, math camp, after-school tutoring, and Saturday school.

Efforts that support students with disabilities and/or possible disabilities include SST’s and interventions. SPED students have full access to general education and common core curriculum.

What aspects need improvement, and what action is being taken?

To better support homeless youth and other socio-economically disadvantaged students, it is critical that our school adopts a food program. AIMS governance board has approved this initiative, and we are in the process of opening an RFP.

To better support our SPED population the school needs to gain greater control over its special education services. SELPA options are currently being explored.

9. How effective is the leadership and management of the school?

Evaluation: 4

Excellent 5 4 3 2 1 Unsatisfactory

How do you know?

The school has seen the addition of two new Dean of School positions: Elementary and Middle School Dean. These two positions along with the Head of School position have brought stability to the organization. The administrative retention rate is at an all time high when compared to the school’s past. The current school leaders are proactive and involved in every aspect of school life, from school operations, curriculum to parent conferences.

How does your school monitor teacher and staff implementation of the school’s curriculum, including its alignment with the California State Standards?

Teachers are required to submit unit plans on a quarterly basis and standard aligned lesson plans to administrators each week. Classroom observations are conducted on a regular basis to ensure implementation. Benchmark testing also increases the school’s ability to monitor and evaluate how well standards are being taught.

What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

Teachers and administrators are provided ongoing professional development in various forms. On escalated situations where a teacher or administrator is being ineffective, they would be placed under a 30 day improvement period in which they need to make considerable changes in their practice. If that teacher or administration continues to be ineffective, their role with the organization will be re-evaluated to determine if there needs to be an adjustment in placement or separation.

What aspects of leading and managing the academic performance of the school work best, and why?

The strongest aspects that leadership at this school has tried to maintain include: Ensuring that students demonstrate consistent values and behaviors aligned to school’s vision and mission (1.3); internal pipelines to leadership; defined academic goals; benchmark measurement of progress; grade level (K-2, 3-5, and 6th-8th) focused professional development, and a monthly faculty communication meetings with administration and faculty. This consistency enables the

type of learning environment that distinguishes AIMS from comparable schools with similar demographics and geographical locations, and facilitates the learning of all of our students.

10. How well does the charter school collaborate with parents to encourage active participation in their student's education?

Evaluation: 4

Excellent 5 4 3 2 1 Unsatisfactory

How do you know?

By hiring a parent coordinator, AIMS has been able to partner with families in the education of their children. Parents have a voice and say in many school matters. Parents are able to participate and take part in the English Language Advisory Committee and the Family Advisory Committee, School Site Council.

In a recent survey, over 86% of AIPCS II families have so far indicated that they feel that they have a voice in their child's education while 6.5% of families are undecided.

What are the strongest features, and why?

Frequency of communication and the deepening of rapport are the strongest features of our school. Holding parent teacher conferences with all families is mandatory for every teacher in the beginning of the year. Communication continues to take place throughout the year in the form of phone calls home, detention-slips, progress reports with personalized comments (sent out every 3 weeks), report cards, class websites, and the availability of online access to student grades.

Looping contributes to the strengthening of rapport, trust, and sense of collaboration. Families who have been able to loop with their teachers tend to express greater satisfaction in these areas. Looping can take place with a designated teacher for up to 3 years.

Furthermore, for students who show signs of considerable impediments to learning, Student Success Team (SST) meetings are conducted on their behalf with teacher, guardians, and administrators. Information is gathered from all parties, and intervention plans are drafted with actionable items which also involve all parties.

What most needs improvement, and what action is being taken?

The school would like to improve on equipping families to support their child's success and college readiness (5.2). Actions include providing information sessions and providing intervention strategies that families can utilize at home to support their child's learning.

11. How effectively does the school community analyze and use school-wide data for continuous improvement?

Evaluation: 4

Excellent 5 4 3 2 1 Unsatisfactory

How do you know?

The school uses SBAC scores to determine which classes and teachers need the most intervention for the current year. Teachers with classes who do not perform well will get extra coaching from our curriculum coordinator. In addition the school also uses CELDT scores to determine students that are high-need english language learners. We are then able to use the data to target which students will need push-in and pull-out services support throughout the school year.

Classes that scored low will get extra intervention throughout the school year. Although AIPCS II has performed strongly, in order to continue to do so, it must be able to strengthen its ability to self-reflect and evolve its practices. Continuous improvement also means cultivating an openness to development and possible change.

To what extent does the staff as a whole discuss and analyze performance data for programmatic improvement and to modify instruction?

During the first quarter when CAASPP reports of 2015-2016 performance were released, that information was analyzed by administrators and presented to teachers to analyze in a school wide teacher meeting.

Prior to the CAASPP reports, school wide data were usually analyzed during annual updates of LEA plans, SSC meetings, and the formation of LCAP goals. That information is also presented to the governance for the purpose of analysis as well.

Describe how the school is training administrators and teachers to understand and use assessment data.

As mentioned above, teachers are presented data and analysis guided by administrators.

This year, professional development workshops have been provided to administrators through Illuminate.

Assessment data is used by teachers for the purposes of re-teaching before and after standardized testing. Teachers will use Illuminate as a tool to generate assessment data through designing assessment, assigning them, and using that data to drive their lesson planning. Learning to use such tools would support teachers in doing the same with assessment data, but with greater immediacy, greater frequency and specification than in this past. The intention behind gaining a closer pulse reading of whether or not students are able to meet specific content standards is to strengthen the ability of teachers to differentiate and cater their instruction to the needs of each student.

On the schoolwide level, this data is gathered by examining weaknesses and is used to justify or select professional development activities. Furthermore, it is used to explore alternatives in how services are structured for students.

To what extent are parents and students informed of student performance data individually and schoolwide?

Personal CELDT and standardized test scores are sent home each year when reports are released. School wide data are posted online on the school website, and presented during SSC meetings, ELAC meetings, FAC(Family Advisory Committees meetings, as well as public school board meetings.

What most needs improvement, and what action is being taken?

Currently, more explicit structures have been put into place to support the school in analyzing its performance data. For instance, during the past two years, the school needed to gain more consistent means to gather formative data on schoolwide student performance for the purposes of analysis. Because it is difficult to measure without a strong measuring rod, tools such as Illuminate were acquired last year to serve the school in that capacity. As a result, we have more uniform grading systems and explicit criteria to determine achievement allows the community to analyze formative schoolwide data in more meaningful ways.

12. How effectively are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?

Evaluation: 4

Excellent 5 4 3 2 1 Unsatisfactory

How do you know?

The evaluation of free appropriate public education in the least restrictive environment in our school is based on the structure of our academic programming, which will be described in greater detail below.

The 2015-2016 CAASPP report and CELDT data are used to evaluate EL student performance.

What are the strongest features, and why?

In support of them being the least restrictive environment, all SPED students are integrated in general education classrooms, using general education curriculum, and participate with nondisabled peers. Even differentiation promoting free appropriate public education, tutoring services and push-in/pull-out services (apart from those that are performed by the resource specialist or speech therapist) are general education services provided in tangent with non-disabled peers.

What most needs improvement, and what action is being taken?

Although our English Language Learners have performed comparably or even better than the state or district average in the 2015-2016 CAASPP report, the school plans to strengthen its support for EL students in the form of increased professional development for teachers, structuring additional push-in/pull-out services, providing after-school support programming, and providing summer services.

13. How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students and students in need of remediation.

Evaluation: 4

Excellent 5 4 3 2 1 Unsatisfactory

How do you know?

English Language Learners have performed comparably or even better than the state or district average in the 2015-2016 CAASPP report.

What are the strongest features, and why?

One of our strongest features is providing services to students in need of remediation. AIMS provides tutoring services after school every day, along with push-in and pull-out services that are provided throughout the day. These services are specifically catered towards students who are generally struggling with academics. These services also target our special needs population which includes ELL's and students with IEP's.

Differentiation allows the school to support not just the needs of students who need remediation, but also the needs of gifted students (who may or may not have been classified) through accelerated pacing, supplementation and early introduction to more advanced materials.

Student Success Team meetings are conducted to generate action plans catered to support the needs of individual students that face more exceptional challenges who are in need of remediation. SST meetings can escalate into the direction of IEP diagnosis.

What most needs improvement, and what action is being taken?

One of the school's goals is to seek out and receive additional services from OUSD for our special education population. We have formed a closer partnership with OUSD and ensured that our students are receiving the proper support.

14. How effective is the governing board of the school?

Evaluation: 4.5

Excellent 5 4 3 2 1 Unsatisfactory

How do you know?

There has been sincere effort by the board to reform itself by improving its representation and practices. They have worked hard to ensure that we maintain compliance with local, state, and federal requirements. They have recently revised their bylaws and conflict of interest codes and have defined their goals. We currently have a full board with seven members. Gloria Lee from Educate 78 assisted us in holding our board retreat in May. At that retreat we defined needs and an action plan for the 2016-2017 school year.

Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report.

Board members are nominated by board directors, and are elected in open session by directors. Current Directors: Steven Leung (Realtor), Toni Cook (Dean of Special Programs and Grants), Benson Wan (Architectural Associate, Building Inspector, Code Enforcement Officer), Clifford Thompson (Middle School Principal), Christopher Edington (Strategy Consulting), James DeFrantz (Principal at Virtual Compliance Management), Vinh Phan (General Counselor, Articulation Counselor)

The standing committees of the Board are; Legal, Finance, Academic, and Facilities.

Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.

Please see the attached bylaws.

The board recently voted to approve recommended policy that the teachers will have their hourly wage calculated per diem and will be paid for any additional hours worked for tutoring or Saturday School.

What are the notable features of the governing board in the school?

Our governing board consist of K-12 and postsecondary education, financial, business and judicial backgrounds. They each bring their own unique skills and perspective.

How effectively does the governing board work with the school leader/s?

Currently the board's interaction with the Superintendent and site leaders consist of reporting at board meetings and weekly reports from the Superintendent. Board members engage with staff on various governance issues. The committee done by board members supports the achievement of school goals. Board members attend family and teacher orientation meetings and site learning walks. The Board evaluates the Superintendent on a mid-year and end of year cycle.

15. How effective is the school at involving parents, teachers, and community members in the governance of the school?

Evaluation: 4
Excellent 5 4 3 2 1 Unsatisfactory

How do you know?

The school has certainly involved parents in its governance. Two of our board member are parents. Our school has also hired a Parent Coordinator to act as our family liaison. Former OUSD school board representatives have also impacted decision making in our school, which include a current AIMS board representative. In addition, our school board representation has consisted of educators as well as community members.

The families have a voice in our school governance with our various committees. Parents are allowed to take part by heading the FAC, ELAC, and SSC. Families are also welcomed to join these meetings and have a voice in the decisions of the school.

Which are the strongest features, and why?

Parents have held a considerable degree of influence in the governance of the school as a district over the past years. Currently our longest standing board member, who holds the title as board president, is a parent. Two of our current board representatives are parents. They were involved with interviewing, recruiting, and evaluating administrative leadership. Our largest applicant pool potential board members consist of AIMS parents.

Our Family Advisory Committee (FAC) has also held tremendous influence in shaping the school. For instance, Math Camp was at first only offered to incoming 6th graders and incoming 8th graders; but because the FAC requested the board to broaden Math Camp, it was offered to all grade levels. In the past they have also pushed for the passing of afterschool programs, school facility and staff decisions, which were largely ruled in their favor.

What most needs improvement, and what action is being taken?

We would like to grow our board to a maximum of twelve members. We have currently increased our numbers to seven.

16. How effective the school at ensuring fiscal soundness and legal compliance?

Evaluation: 4
Excellent 5 4 3 2 1 Unsatisfactory

How do you know?

AIPCS II is a part of a collaborative of charters schools called AIMS that has sizeable cash at hand and has equity in property that equals approximately 5 million. We have a person who has had experience as an Assistant Superintendent of HR leading our business office. The superintendent and leaders have a standing weekly meeting with legal counsel to review policy, systems and structures. AIMS partners with CSMC as a third party fiscal partner.

Every dollar spent must have a reason and a purpose. Everything must be in order and have a set protocol. Teachers that purchase supplies must fill out a supply order list. This list must then be approved by the Deans of School, then the Head of School and finally the Chief Business Officer or the Superintendent.. The 3rd party financial management team then reviews the items based on the budget of the school. All other purchases must be reviewed by multiple administrators and must include reasoning to why the purchase is being made. This

in turn must still be thoroughly checked by the 3rd party financial operators. This 3rd party financial operation is separate from AIMS.

Which are the strongest features, and why?

Our strongest feature is that we are fiscally solvent and operate with a surplus. This is due to fiscal decision made by our board and the fiscal conservativeness of our Superintendent. Now, we have a three-month reserve and are aiming to build a six-month reserve.

What most needs improvement, and what action is being taken?

AIMS is currently looking at additional philanthropic and grant funding. One of our fiscal goals is to build our capital campaign funds.

17. How effective is the school managed fiscally?

Evaluation: 4

Excellent 5 4 3 2 1 Unsatisfactory

How do you know?

AIPCS II has a fiscal monitoring system and oversight from a third party fiscal agent as well as external monitoring. Expenditures are measured to ensure that the school is staying within the annual fiscal budget.

We have a third party taking care of all of the financial aspects of the school. Everything purchased must be approved by multiple administrators and reviewed by the third party. Every administrator is presented with the budget at the beginning of the year. They must make necessary changes to make sure everything purchased is necessary and in great need for the the school. Every purchase is carefully selected and approved.

Which aspects of the school's fiscal operations work best?

Having a third party fiscal partner helps the school plan and monitor its budget and fiscal solvency.

The budget is available to all administrators and third-party financial operators. They review the budget weekly and make careful decisions in regards to purchasing what is needed. By having a third party, we can see how to wisely spend, while benefiting the teachers, staff, and administration. Each purchase has to be met with a purchase order that specifically details where the funds will be spent. Multiple categories were created to see where an item purchase must lie. This allows us to see what needs to be bought and where the money will come from.

In what ways can the school's fiscal systems or operations be improved, and what action is being taken?

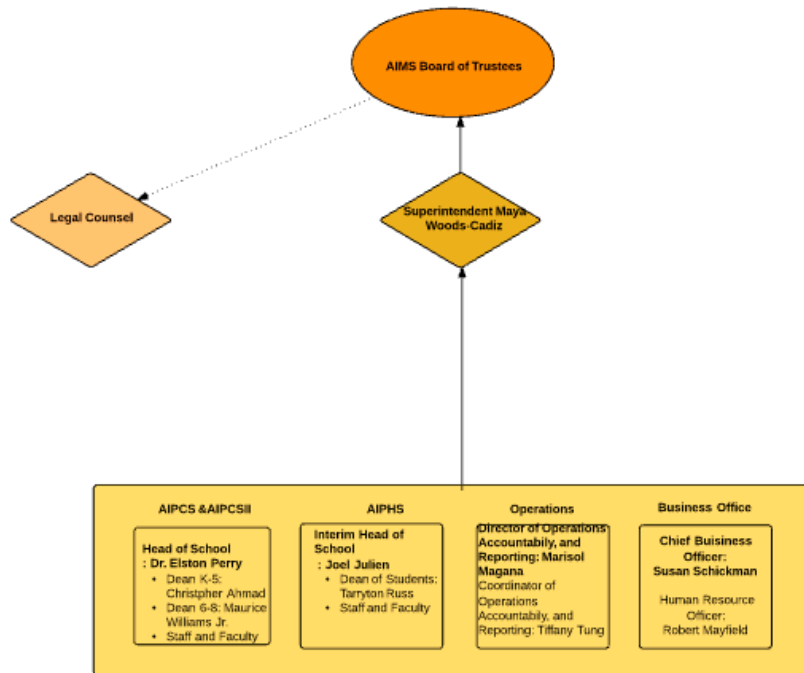
AIPCS II is part of a collaboration of charter schools called American Indian Model Schools (AIMS). AIMS has put in place a checks and balance system to verify the accuracy of reports produced by our third party vendor.

We need to be able to see the exact amount being spent at each school. We have divided the budget within our three schools. Each Head of School has their own budget that they must work with. Every purchase and dollar spent has to go through the Head of School first, then to the third party management team. Every purchase has to have a purpose and a school name attached to it. We are taking careful measures to make sure that every dollar that is allocated to each school is used to benefit the students. Every purchase must fall under a specific section and/or category for that individual school whether it be AIPCS, AIPCS II, or AIPHS.

18. What are the most significant aids and/or barriers to raising student achievement?

AIMS needs a lot of support with its SPED population. We need a dedicated service provider to adequately support these students that are in need. As a school, we will provide multiple resources, intervention, and teacher training. However, we need support specialists from the district to evaluate, assess, and provide enough support to have these students succeed. Intervention support needs to take place at the site level and during multiple times per week. AIMS is in the process of completing an MOU for joint support with OUSD.

Appendix H



Appendix I

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date:

MAR 16 1999

AMERICAN INDIAN PUBLIC CHARTER
SCHOOL INC
3637 MAGEE AVENUE
OAKLAND, CA 94619

Employer Identification Number:
94-3309981
DLN:
17053336031028
Contact Person:
TERRI WONG ID# 95828
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Form 990 Required:
Yes
Addendum Applies:
No

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(i).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excise taxable transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not

American Indian Model Schools - Submitted December 14, 2010

American Indian Public Charter School Renewal Petition

AMERICAN INDIAN PUBLIC CHARTER

necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

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

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

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

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

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

This determination is based on evidence that your funds are dedicated to the purposes listed in section 501(c)(3) of the Code. To assure your continued exemption, you should keep records to show that funds are expended

AMERICAN INDIAN PUBLIC CHARTER

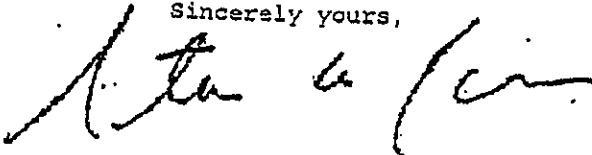
only for those purposes. If you distribute funds to other organizations, your records should show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), there should be evidence that the funds will remain dedicated to the required purposes and that they will be used for those purposes by the recipient.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

~~If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.~~

Sincerely yours,



District Director

Letter 947 (DO/CG)

American Indian Model Schools - Submitted December 14, 2010

American Indian Public Charter School Renewal Petition

Appendix J

CITY OF OAKLAND



CITY HALL • 1 FRANK H. OGAWA PLAZA • OAKLAND, CALIFORNIA 94612

Abel J. Guillén
Councilmember - District 2

(510) 238-7002
FAX (510) 238-6910
TDD (510) 839-6451

October 24, 2016

Members of the Board of Education
Oakland Unified School District
1025 Second Street,
Oakland, CA 94606

Dear Members of the Board of Education:

I am writing in strong support of the American Indian Model Schools and urge you to renew its upcoming charter.

AIM Schools has served a vital role in the Oakland community – and the neighborhoods I represent on the City Council. It is committed to academic excellence and high expectations for all students and is committed to the many families they serve. Through their work, the school and its staff also help improve educational opportunities and the overall quality of life for our community.

I strongly recommend AIM for its renewal to operate in Oakland.

Sincerely,

A handwritten signature in black ink, appearing to read 'Abel Guillén', written in a cursive style.

Abel Guillén
Oakland City Councilmember, District 2

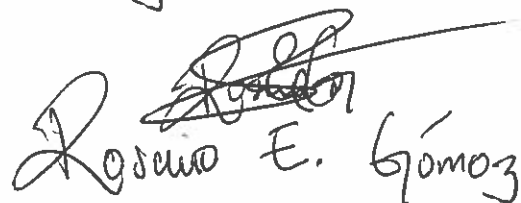
Oakland Board Education
1025 Second Avenue
Oakland California 94606-2212

Estoy escribiendo en apoyo de la renovación de la petición de autonomía para American Indian Public Charter School II (AIPCS II) para que se extienda otros 5 años mas

La escuela (AIPCS II) fomenta la educación de nuestros hijos con valores de estudio y educación; sus profesores están bien capacitados y los miembros de la escuela están bien organizados para el cuidado de nuestros hijos y el bienestar de ellos. -

Agradecimiento de nuestra gran sincera y humilde petición para que nuestra escuela se extienda de nuevo

reiterando nuestro
Agradecimiento


Rosalio E. Gómez

10/17/2016

Oakland Board Education
1025 Second Avenue
Oakland, CA 94606-2212

I am writing in support of the charter renewal for American Indian Public Charter School II (AIPCS II) to be extended for another five years. The school (AIPCS II) encourages the education of our children with values in academics and education; the teachers are well-equipped and the staff is organized in the care and well being of the students.

Please sincerely and humbly accept our petition for the renewal of the school.

Reiterating our thanks,
Rosario E. Gomez

Oakland Board of Education
1025 Second Avenue
Oakland, California 94606-2212

I am writing in support of renewal for the charter petition for American Indian Public Charter School II. This school is truly extraordinary and has been a resource to educators throughout California and across the United States.

I first became aware of the Kindergarten through eighth grade from friends. I have observed over time how the school has evolved. The evolution of American Indian Model School provides an important example, that any child can achieve great results regardless of their background.

By design, charter schools are environments where innovation is encouraged among educators. Charter schools are the research and development arm of California's public school system. Consistent with that role, American Indian Public Charter School II is a collaborative and active partner in disseminating best practices for effective school instruction, culture and operations. In addition, AIPCS II has worked hard to encourage parent involvement and participation.

1

2

3

4

Oakland Board of Education
1025 Second Ave.
Oakland CA. 94606-2212

Hello Jame,

我写信来支持美国印第安模范学校申请的请愿。这间学校真的与众不同。并且是一个提供来自全州甚至全国教育资源的地区。

我家里有亲戚和我身边的朋友知道这间学校。向我极力推荐。现在我女儿也正在上这间学校已是第二年了。我看到学校的巨大成长变化。高中部成立。学生也相对有漂亮的成绩。美国印第安公立学校的发展给我们提供好的环境。使她女儿也可以取得进步。

在教学设计上，特许学校在环境教育工作者创作革新学校致力于研究实践并以加州公立教育系统为目标角色一致。并且在教学方法，校风，以及资产管理上，美印学校也是一个积极的合作伙伴。这是学校掌握了成功的重要因素。

Oakland Board of Education

1025 Second Avenue

Oakland CA 94606-2212

10/16/2016

I am writing to support the renewal petition of the American Indian Model School. This school is really different. This school has statewide and even national educational resources.

My relatives and friends learned about the school and recommended it to me. My daughter has been studying at the American Indian Model School for two years. Over the past two years, I have seen tremendous changes in the growth of this school. The school has setup a high school; high school graduates also have great testing results. The development of American Indian public schools has provided us with a good teaching environment and made progress for my daughter.

In teaching design, the charter school created an innovative educational environment. The school is committed to research and development type of education environment, and it also uses the California public education system's goals as a basis with other expectations. American Indian Model School's teachers and administrative staff are also active and cooperative with us in educating and helping the students. This is an important factor in this school's success.

Fortune School of Education is pleased to have a partnership with AIM to credential teachers in high need areas like mathematics, science and special education. Through our collaboration, cohorts of pre-service teacher candidates have the opportunity to conduct classroom observations of AIM teachers. Our teacher candidates read about AIM in the book *Sweating the Small Stuff* as a part of their credential coursework. So, it's particularly intriguing for them to see the educators and students at AIM in action.

Yours Sincerely,

Lilian Chen

510-388-6969

Oakland Board of Education
1025 Second Avenue
Oakland, California 94606-2212

I am writing in support of renewal for the charter petition for American Indian Public Charter School II (AIPCS II). This school is truly extraordinary and has been a resource to educators throughout California and across the United States.


I first became aware of the kindergarten through eighth grade from friends. I have observed over time how the school has evolved. The evolution of American Indian Model Schools provides an important example, that any child can achieve great results regardless of their background.

By design, charter schools are environments where innovation is encouraged among educators. Charter schools are the research and development arm of California's public school system. Consistent with that role, American Indian Public Charter School II is a collaborative and active partner in disseminating best practices for effective school instruction, culture and operations. In addition, AIPCS II has worked hard to encourage parent involvement and participation.

I urge you to renew the charter petitions for American Indian Public Charter School II. We are serving our students to a high level of excellence. They are making a significant and important contribution to education.

American Indian Public Charter School II system is worthy of your continued support.

Sincerely,


(Zi Xian Bai)

Dear James Harris:

I am writing in support of renewal for the charter petition for American Indian Public Charter School II (AIPC II). This school is truly extraordinary and has been a resource to educators throughout California and across the United States.

I urge you to renew the charter petitions for American Indian Public Charter School II. We are serving our students to a high level of excellence. They are making a significant and important contribution to education.

American Indian Public Charter School II system is worthy of your continued support. AIPC II has worked hard to encourage parent involvement and participation.

Sincerely,

Huijie Li

Thank you!

10/13/16.

**Oakland Board of Education
1025 Second Avenue
Oakland, CA 94606-2212**

Dear Oakland Board of Education,

The purpose of this letter is to express our support in regards of the charter renewal of American Indian Public Charter School II. As students, we would like to say that the experience we've had at this school is one of the best experiences we have had. Throughout the times we have spent within the school, we definitely have been pushed to reach our full potential. We have seen this school change for the better, and all we can do is to continue to build upon it all. The only way we can keep evolving is for this school's charter to be renewed.

Before we entered this school, mediocrity was very well accepted by us, but after being here at AIPCS II for almost four years, we, and many of the students here, have striven for the best.

Throughout the history of this school, much of what we have now has never happened in the past of our school. For instance, our school had never had sports teams, electives such as musical theatre, college preparatory class, nor speech and debate class. In addition, the school has never had an active student government as we do now, meaning that students within the past were never as involved as we are now in this school. This is a very important step for the school to take because students are finally exposed to many different aspects of learning to help form each and everyone of us into well rounded students. Rather than having our learning revolve around a textbook as the school has done so in the past, our learning has branched out to help us grow for the better for our future.

Thank you for reviewing our letter of support, and we hope that you come to an understanding on how much this school truly matters to the students.

Sincerely,
Aliyah Perry (Vice President of External Affairs),
Annie Chiu (President of Middle School)

October 13, 2016

Oakland Board of Education
1000 Broadway Suite 680
Oakland CA 94607

Dear members of Oakland Board of Education,

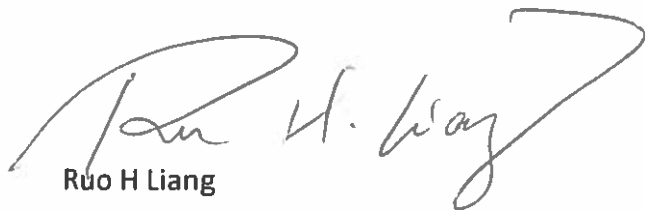
I am writing in support of renewal for the charter petitions for American Indian Model School (AIMS). I am a parent of two school age children, and I like so many parents support the AIMS.

I made the decision to take my kids to AIMS because the schools are truly extraordinary and have been a resource to educators throughout California and across the United States. When I first became aware of AIMS, I couldn't believe that we have such good schools in Oakland. The schools really meet my children academic achievement and showing great results with improvement of behaviors.

I urge you to renew the charter petitions for American Indian Model Schools. Please continue in efforts to help our children access the educational opportunities we deserve.

Your help are greatly appreciated.

Sincerely

A handwritten signature in black ink, appearing to read "Ruo H Liang". The signature is fluid and cursive, with a large, sweeping flourish at the end.

Ruo H Liang
Assessor Roll
Alameda County Assessor's Office

October 14, 2016

Oakland Board of Education
1025 2nd Avenue
Oakland, CA 94606-2212

To Whom It May Concern:

We are writing this letter to support the renewal of the charter petition of the American Indian Public Charter School II.

Both our daughter and our son have attended AIPCSII for approximately five years. Our daughter is a freshman at AI High School and our son is in seventh grade at AIPCSII. We are proud to tell you that both are currently straight A students.

Our children have excelled at American Indian because of the high standards they encourage and the excellent teaching staff. American Indian schools are role models on all levels; city, state and national.

We would be extremely dismayed and indeed afraid for our son academically if he was unable to complete the eighth grade at AIPCSII. It is for this reason, and because in general it is such an excellent school, that we implore your continued support and charter renewal of AIPCSII.

Thank you so much for your time and consideration.

Sincerely,



Pat Phun & Mai Luong

Oakland Board of Education
Attn: Mr. James Harris
1000 Broadway Suite 680
Oakland, CA 94607

10/13/2016

I am writing in support of renewal for the charter petition for American Indian Public Charter School II (AIPCS II). This school is truly extraordinary and has been a resource to educators throughout California and across the United States.


I first became aware of the kindergarten through eighth grade from friends. I have observed over time how the school has evolved. The evolution of American Indian Model Schools provides an important example, that any child can achieve great results regardless of their background.

By design, charter schools are environments where innovation is encouraged among educators. Charter schools are the research and development arm of California's public school system. Consistent with that role, American Indian Public Charter School II is a collaborative and active partner in disseminating best practices for effective school instruction, culture and operations. In addition, AIPCS II has worked hard to encourage parent involvement and participation.

I urge you to renew the charter petitions for American Indian Public Charter School II. We are serving our students to a high level of excellence. They are making a significant and important contribution to education.

American Indian Public Charter School II system is worthy of your continued support.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kevin Lee', with a long horizontal line extending to the right.

Kevin Lee
Parent of AIPCS II student at 3rd Grade

10/13/2016

OAKLAND BOARD OF EDUCATION

1025 SECOND AVENUE

OAKLAND, CA 94606-2212

I am writing in support of renewal for the charter petition for American Indian Public Charter School II (AIPCS II). This school is very awesome and truly extraordinary!

I have two kids at this wonderful school! Everyday they are enjoy studying, learning and they are very exciting to acquisition the knowledge from their excellent teachers, as a parent I really appreciate it!

Such a professional and top school, such these awesome and excellent teachers at AIMS, and our kids always love and enjoy acquisition the knowledge from this school!! That's why our kids believe it that they both will have a wonderful future because American Indian Public Charter School!!

As this school parent we are writing in support of renewal for the charter petition for American Indian Charter School! Thank you very much and god bless you!

Sincerely,


KENNY WONG

October 16, 2016

Oakland Board of Education
1000 Broadway, Suite 680
Oakland, CA 94607

Dear OUSD Officer,

We are parents of a Kindergartener of American Indian Public Charter School II (AIPCS II). We are writing in support of renewal for the charter petition for AIPCS II.

AIPCS II understands student's needs. The school teaches students not only academic skills, but also discipline, value, and moral, which are equally important in student's life. The school encourages student with strategies to develop good habits of study, and values of their life.

AIPCS II understands parent's needs. Most families in the school are busy working families. The teachers are working dedicatedly to help on student's homework, and work with parent's working schedule. Very morning when we drop-off our kid at school, the dean is welcoming students at the front door or school's drop-off site; the teachers are working at the classroom, preparing for the students coming, or at study hall, helping early drop-off students getting ready for the class. When we pick up our kid after work, the dean is still there, handling the school's pick-up traffic; the teachers are at the study hall, tutoring students. This is only at AIPCS II. The extra before and after school hours really help the working parents.

We are an immigration family. I and my husband have the same experience as all the hard working immigration families in the United States. We started from working part time at restaurants, and studying part time at community college to CPA today. We understand knowledge, discipline, perseverance and belief are important in our life. We hope the same values will pass to our next generation. We hope our kid will play a positive role to the society. We send our kid to this school with love and hope.

AIPCS II is our choice. We hope school district keep this wonderful school.

Sincerely,



Jason Lui & Rachael Huang

Date: October 16, 2016

Oakland Board of Education
1025 Second Avenue
Oakland, CA 94606-2212

Dear Sir/Madam,

I am writing in support of renewal for the charter petition for American Indian Public Charter School II (AIPCS II). This school is truly ideal and has been a good resource to educators throughout California and across the United State of America.

I first became aware of the Kindergarten through eight grade from friends. I have observed over time how the school has evolved. The evolution of American Indian Model School provides an important example, that any child can achieve great results regardless of their background.

By design, charter school are environments where innovation is encouraged among educators. Charter school are the research and development arm of California's public school system. Consistent with that role, American Indian public Charter school II is a collaborative and active partner in disseminating best practices for effective school instruction, culture and operations. In addition, AIPCS II has worked hard to encourage percent involvement and participation.

I urge you to renew the charter petitions for American Indian Public Charter School II. They are serving all students to high level of excellence. They are making a significant and important contribution to education.

American Indian Public Charter School II system is worthy of your continued support. Please keep that continue.

Sincerely,



Mohammad Malek (Parent)
864 Stanford Ave.
Oakland, CA 94608

Appendix K



American Indian
Model Schools

A School At Work!

AIPCS & AIPCS II 2016-2017 Class Schedule

Monday - Thursday		
Grade	Start Time	Dismissal
K, 1st, 2nd	8:45 a.m.	2:45 p.m.
3rd, 4 th , 5 th	8:30 a.m.	3:30 p.m.
6 th , 7 th	8:15 a.m.	3:15 p.m.
8th	8:00 a.m.	3:00 p.m.

Friday		
Grade	Start Time	Dismissal
K, 1st, 2nd	8:45 a.m.	12:30 p.m.
3rd, 4 th , 5 th	8:30 a.m.	1:15 p.m.
6 th , 7 th	8:15 a.m.	1:00 p.m.
8th	8:00 a.m.	12:45 p.m.

“A School At Work”

Appendix L

American Indian Model Schools

2016-2017 School Calendar

July 2016						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2016						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2016						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2016						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2016						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2016						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2017						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				





February 2017						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				





March 2017						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	





April 2017						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2017						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2017						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

-  Schools Closed
-  Schools Closed
-  Staff Development
-  Half-Day School Year

-  First/Last Day of Half-Day School
-  Half-Day School Year/Staff Orientation
-  First/Last Day of School
-  Math Camp

-  Progress Report Week
-  Saturday School
-  Report Card Week
-  100th Day of School

July 4	Independence Day (offices closed)
July 5-22	Math Camp
July 25-29	AIPCS/AIPCS II Staff Orientation (Schools Closed)
Aug 1-18	AIPCS/AIPCS II - Half Day
Aug 15-19	AIPHS Staff Orientation
Aug 19	2016-2017 Orientation/Prep for All Teachers
Aug 22	First Day of Full-day School for All Students
Sep 5	Labor Day (schools/offices closed)
Oct 10	Staff Development (schools closed)
Nov 11	Veteran's Day (schools/offices closed)

Nov 21-25	Thanksgiving Break (offices closed)
Dec 19-Jan 2	Winter Break (schools closed)
Jan 16	MLK Jr. Day (schools/offices closed)
Jan 27	Staff Development Day (schools closed)
Feb 20	Presidents' Day (schools/offices closed)
Mar 31	Staff Development Day (schools closed)
Apr 3-7	Spring Break (schools closed)
May 29	Memorial Day (schools/offices closed)
June 8	Last Day of School for Students
June 9	Staff Development Day/Close Out

Appendix M

APPENDIX M

Curriculum Committee Projected Decisions 2016-2017*

*Pending State (and Board) approval

The following curriculum provides the foundation for AIPCS II to meet State Content Standards:

English Language Arts

Current Texts/Curriculum: Engage NY (NYSED), *Journeys* (Houghton Mifflin)

Supplemental Resources: HPCSD Academic Vocabulary, Sentence Composing for Elementary School (Heinemann), Story Grammar for Elementary School (Heinemann), Sentence Composing for Middle School (Heinemann), Raz-Kids

Texts to Pilot: Lucy Calkins Units of Study, Wheatley Portfolio (Great Minds)

Mathematics

Current Texts/Curriculum: GoMath! (Houghton Mifflin Harcourt)

Supplemental Resources: Engage NY (NYSED), California Middle School Mathematics, Concepts and Skills, Course 1-2 (McDougal Littell), California Math with K-5 manipulative/activity kits (Houghton Mifflin and Harcourt)

Texts to Pilot: Eureka Math (Great Minds)

History

Main Text/Curriculum:

Grades K-5: Houghton Mifflin and Harcourt California History-Social Science, 2007. Teacher and Student edition with focus on school and family level K-5. Resource Equipment Kit that includes material for social science activities at kindergarten through 5th grade level, *Mini-Qs in Civics* (DBQ Project)

Grade 6: Ancient Civilizations 6: Glencoe McGraw Hill, *Mini-Qs in World History* (DBQ Project)

Grade 7: Medieval and Early Modern Times 7: Glencoe McGraw Hill, *Mini-Qs in World History* (DBQ Project)

Grade 8: Creating America: Beginnings through WWI 8: McDougal Littell, *Mini-Qs in American History* (DBQ Project)

Supplemental Resources: History Alive, Stanford's Reading Like a Historian

Texts to Pilot: Alexandria Project

Science

Main Text/Curriculum: MARE K-8 Curriculum (Lawrence Hall of Science), Ocean Science Sequence for Grades 3-5 and 6-8 (LHS: Great Explorations in Math and Science)

Supplemental Resources: Planning an NGSS Curriculum (National Science Teachers Association), FOSS Kits, Science Voyages: Earth, Life, and Physical Science (Glencoe McGraw Hill)

Texts to Pilot: Discovery Education Materials, UC Davis Robotics Curriculum

World Languages

Main Text/Curriculum: Chinese Language for Primary Schools textbook supported by iFlashbook with materials from BetterChinese.com. Panpac Education, 2008., Integrated Chinese Level 1—Part 1, Third Edition. Cheng and Tsai Company Inc., 2009, ¡Avancemos!-- Level 1, Second Edition. Pearson.

Supplemental Resources: *A Celebration of FLES: sequential FLES, FLEX, and immersion*, Lipton. 2011, *NCSSFL-ACTFL Can-Do Statements & Benchmarks*. 2015, World Language Content Standards for California Public Schools (California Department of Education 2009).

Texts to Pilot: *Imágenes: An Introduction to Spanish Language and Cultures* 3rd Edition. Cengage Learning, 2013.

Appendix N

1968441

FILED *DL*
In the office of the Secretary of State
of the State of California

MAY 10 1996

Bill Jones
BILL JONES, Secretary of State

ARTICLES OF INCORPORATION
OF
AMERICAN INDIAN PUBLIC CHARTER SCHOOL, INC.
A CALIFORNIA PUBLIC BENEFIT CORPORATION

ONE: The name of this corporation is American Indian Public Charter School, Inc.

TWO: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable and public purposes. This corporation is organized exclusively for charitable and public purposes within the meaning 501(c)(3) of the Internal Revenue Code of 1954 or the corresponding provision of any future United States internal revenue law. The specific purposes for which this corporation is organized are to meet the academic, social, cultural and developmental needs of American Indian students, and all students, in an environment that respects the integrity of the individual student and diverse cultures and knowledge and which creates educational partnerships among teachers, students, parents, and the wider community consisting of individuals, businesses, institutions, and cultural organizations.

THREE: The name and address in the state of California of this corporation's initial agent for service of process is Ramona Wilson, 4012 Norton Avenue, Oakland, CA. 94602.

FOUR: (a) This corporation is organized and operated exclusively for public purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

(b) Notwithstanding any other provisions of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible

under Section 170(c)(2) of the Internal Revenue Code.

(c) No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

FIVE: The names and addresses of the persons appointed to act as the initial Directors of this corporation are:

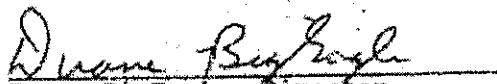
Name	Address
Ramona Wilson,	4012 Norton Avenue, Oakland, CA. 94602
Duane BigEagle,	P.O. Box 337, Tomales, CA. 94971
Bridget Wilson,	469 Jennifer Drive, San Pablo, CA. 94806
Millie Ketcheshawno,	850 Mendocino Avenue, Berkeley, CA. 94707
Richard Osborne,	116 Latham Street, Piedmont, CA. 94611

SIX: The property of this corporation is irrevocably dedicated to the purposes set forth in Article Two above, and no part of the net income or assets of the organization shall ever inure to the benefit of any private person.

On the dissolution or winding up of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable or educational purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

Date: 4-28-96


Ramona Wilson, Director


Duane BigEagle, Director

Bridget Wilson
Bridget Wilson, Director

Millie Ketcheshawno
Millie Ketcheshawno, Director

Richard Osborne
Richard Osborne, Director

We the above mentioned initial directors of this corporation,
hereby declare that we are the persons who executed the forgoing
Articles of Incorporation, which execution is our act and deed.

Ramona Wilson
Ramona Wilson, Director

Duane BigEagle
Duane BigEagle, Director

Bridget Wilson
Bridget Wilson, Director

Millie Ketcheshawno
Millie Ketcheshawno, Director

Richard Osborne
Richard Osborne, Director

NCTO

1968441

A0710841

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

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

JAN 11 2011

The undersigned certify that:

1. They are the president and the secretary, respectively for American Indian Public Charter School, Inc.
2. Paragraph one of the Articles of Incorporation of this corporation is amended as follows:

The name of the corporation is American Indian Model Schools
3. The foregoing amendment of Articles of Incorporation has been duly approved by the board of directors.
4. The foregoing amendment of Articles of Incorporation has been duly approved by the required vote of the members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: 1/11/11

Nate Robles
Nate Robles, President
Jordan L. Locklear
Jordan Locklear, Secretary

Appendix O

**BYLAWS
OF
AMERICAN INDIAN MODEL SCHOOLS.
(A California Non-Profit Public Benefit Corporation)**

**ARTICLE 1
OFFICES**

SECTION 1. PRINCIPAL OFFICE

The principal office of the corporation shall be located at 171 12th Street, Oakland, in Alameda County of California.

SECTION 2. OTHER OFFICES OF THE CORPORATION

The corporation may also establish branch or subordinate offices at any place or places within or without the state of California, where it is qualified to conduct its activities.

**ARTICLE 2
PURPOSES**

SECTION 1. PURPOSES

The corporation's specific and general purposes are described in its Articles of Incorporation.

SECTION 2. POLICY OF NONDISCRIMINATION

American Indian Model Schools is non-sectarian in its programs, policies, employment practices, and all other operations. It does not charge tuition or discriminate on the basis of race, national origin, gender, sexual orientation, religion or spiritual practice, or disability.

**ARTICLE 3
DIRECTORS**

SECTION 1. NUMBER AND QUALIFICATIONS

The corporation shall have at least five (5) and no more than fifteen (15) directors and collectively they shall be known as the Board of Directors. The number may be changed by amendment of these Bylaws, or repeal of these Bylaws and adoption of new Bylaws, as provided in these Bylaws.

The qualifications for Directors are generally the ability to attend board meetings, a willingness to actively support and promote the corporation and a dedication to its charitable endeavors.

To the extent reasonably practicable, at least one parent, one business representative, and one educator shall serve on the Board.

SECTION 2. NOMINATION OF CANDIDATES AND ELECTION TO THE BOARD

The Directors who are to be elected by the Board of Directors shall be so elected at the annual meeting of the Board of Directors then in office. Directors nominated to fill vacancies may be elected by majority vote at any regular or special meeting. Each director shall have once vote.

Any member of the school community may ~~recommend~~any recommend any qualified candidate to serve on the Board of Directors, either to fill a vacancy, or as Director terms expire at the annual meeting. Any Director may nominate a qualified candidate to serve on the Board of Directors. Such nominations must be made by way of a motion at a duly convened meeting. Nominated candidates may be approved by majority action of the Board of Directors.

SECTION 3. POWERS

- (a) Subject to the provisions of the California Nonprofit Public Benefit Corporation law, any other applicable laws, and any limitations in the Articles of Incorporation and Bylaws relation to activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors. The Board may delegate the management of the corporation to any person(s), to a management company, or to committees, however composed, provided that the corporation's activities and affairs shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers in addition to the other powers enumerated in these Bylaws and permitted by law: Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or by these Bylaws;
- (b) Develop, adopt, and monitor the implementation of a personnel policy; to select and remove certain officers, agents, and employees of the corporation, and to prescribe such powers and duties for them as are compatible with law, the Articles of Incorporation, or these Bylaws; to fix their compensation; and to require from them security for faithful performance;
- (c) Review performance of the School Executive on an annual basis
- (d) Meet at such times and places as required by the Bylaws;
- (e) Register their addresses with the Secretary of the corporation and notices of meetings mailed, emailed, faxed or telegraphed to them at such addresses shall be valid notice thereof;

- (f) Oversee the fiduciary matters of the corporation and approve and monitor the annual budget;
- (g) Approve and monitor fund raising and development plans;
- (h) To borrow money and incur indebtedness for the corporation's purposes, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and security therefor;
- (i) To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;
- (j) To change the principal office or the principal business office in California from one location to another;
- (k) To enter into any contracts or other instruments, and do any and all other things incidental to or expedient for attainment of the corporation's purposes.

SECTION 4. TERMS OF OFFICE

Terms of office for each director shall typically be four years, with new directors seated at the annual board meeting and with terms staggered so that, as near as possible, one half of the Board comes to the end of their term each year. A director may serve no more than two consecutive four-year terms. Upon a showing of special circumstances, a director may request, and with Board approval, be appointed to a one-year term. Parent Board members will have the option to limit their Board term to the time that their child or children attends an AIMS school.

SECTION 5. COMPENSATION

Directors shall serve without compensation. They may be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 3 of this Article.

SECTION 6. RESTRICTION REGARDING INTERESTED DIRECTORS

Notwithstanding any other provision of these Bylaws not more than twenty-five percent (25%) of persons serving on the board may be interested persons. For purposes of this section, "interested persons" mean either:

- (a) Any person currently being compensated by the corporation for services rendered it within the previous twelve (12) months, whether as a full-or part-time officer or other employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; or
- (b) Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in law or father-in-law of any such person.

However, any violation of the provisions of this section shall not affect the validity or enforceability of any transaction entered into by the corporation.

SECTION 7. PLACE OF MEETINGS

Meetings shall be held at the principal office of the corporation or the publicly noticed location stated on an agenda posted in compliance with the Brown Act. Any meeting regular or special, may be held by conference telephone or any conferencing technology, so long as all directors participation in such a meeting can hear each other and all other applicable legal requirements are complied with including, but not limited to “the Brown Act” Cal. Gov. Code § 54950 et seq.

SECTION 8. REGULAR AND ANNUAL MEETINGS

Regular meetings of directors shall be held at least quarterly, at such date and time as determined by the Board of Directors. Regular meetings shall typically be held on the Third Tuesday of each month at the publicly noticed location.

This corporation makes no provision for members, therefore, at the annual meetings of directors held on the third Tuesday of June, unless such day falls on a legal holiday, in which event the regular meeting shall be held at the same hour and place on the next business day. Directors shall be elected by the Board of Directors in accordance with this section. ..

SECTION 9. SPECIAL MEETINGS

Special meetings of the Board of Directors may be called by the President, the Vice President, the Secretary, or by any two directors, and such meetings shall be held at the place, within or without the State of California, designated by the person or persons call the meeting, and in the absence of such designation, at the principal office of the corporation. Any and all special meetings must comply with all applicable laws, including but not limited to “the Brown Act” Cal. Gov. Code § 54950 et seq.

SECTION 10. NOTICE OF MEETINGS

Regular meetings of the board may be held with seventy-two (72) hours’ notice. Special meetings of the board shall be held upon five (5) days’ notice by first-class mail or twenty-four (24) hours’ notice delivered personally or by telephone (including a voice messaging system or other system or technology designed to record and communicate messages), telegraph, facsimile, electronic mail, or other electronic means.. If sent by mail or telegraphy, the notice shall be deemed to be delivered on its deposit in the mail or on its delivery to the telegraph company. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver. Such notices shall be addressed to each director at his or her address as shown on the books of the corporation. Notice of the time and place of holding and adjourned meeting need not be given to absent directors if the time and place of the

adjourned meeting are fixed at the meeting adjourned and if such adjourned meeting is held no more than twenty-four (24) hours from the time of the original meeting. Notice shall be given of any adjourned regular or special meeting to the directors absent from the original meeting if the adjourned meeting is held more than twenty-four (24) hours from the time of the original meeting.

SECTION 11. CONTENTS OF NOTICE

Notice of meetings not herein dispensed with shall specify the place, day and hour of the meeting. The purpose of any regular or special board meeting shall be specified consistent with the Brown Act.

SECTION 12. WAIVER OF NOTICE AND CONSENT TO HOLDING MEETINGS

The transactions of any meeting of the board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a constant to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

SECTION 13. QUORUM FOR MEETINGS

A quorum shall consist of a majority of the Board of Directors then in office.

Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this corporation, or by law, no business shall be considered by the board at any meeting at which a quorum, as hereinafter defined, is not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn. However, a majority of the directors present at such meeting may adjourn from time to time until fixed for the next regular meeting of the board.

When a meeting is adjourned for lack of a quorum, it shall not be necessary to give any notice of the time and place of the adjourned meeting or of the business to be transacted at such meeting, other than by announcement at the meeting at which the adjournment is taken, except as provided in Section 10 of this Article.

The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal from the meeting, provided that an action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or Bylaws of this corporation. Directors may not vote by proxy.

SECTION 14. MAJORITY ACTION AS BOARD ACTION

Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the Articles of Incorporation or Bylaws of this corporation, or provisions of the California Nonprofit Public

Benefit Corporation Law, particularly those provisions relating to appointment of committee (Section 5212), approval of contracts or transactions in which a director has a material financial interest (Section 5233) and indemnification of directors (Section 5238e), require a greater percentage of different voting rules for approval or a matter by the board.

SECTION 15. CONDUCT OF MEETINGS

Meetings of the Board of Directors shall be presided over by the President of the Board, or, if no such person has been so designated or, in his or her absence, by the Vice President of the corporation or, in the absence of each of these persons, by a Chairperson chosen by a majority of the directors present at the meeting. The Secretary of the corporation or his or her designee, shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Meetings shall be governed by rules adopted by the Board of Directors, as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles of Incorporation of this corporation, or with provisions of law. The Board may choose to use Roberts Rules of Order as a guide for its meetings.

SECTION 16. VACANCIES

Vacancies on the Board of Directors shall exist (1) on death, resignation or removal of any director, and (2) whenever the number of authorized directors is increased.

The Board of Directors may declare vacant the office of a director who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final order or judgment of any court to have breached any duty under in Section 5230 and following of the California Nonprofit Public Benefit Corporation Law.

Directors may be removed without cause by a majority of the directors then in office. Any director missing two consecutive board meetings is subject to removal. Said removal can be effectuated through majority vote of those directors present.

Any director may resign effective upon given written notice to the Chairperson of the Board, the President, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the attorney general.

Vacancies on the board may be filled. Directors nominated to fill vacancies may be elected by majority vote at any regular or special meeting.

A person elected to fill a vacancy as provided by this Section shall hold office until the end of the term they are filling or until his or her death, resignation or removal from office.

SECTION 17. NON-LIABILITY OF DIRECTORS

The directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

SECTION 18. INDEMNIFICATION BY CORPORATION OF DIRECTORS, OFFICERS, EMPLOYEES AND OTHER AGENTS

To the fullest extent permitted by law, this corporation may indemnify its Directors, officers, employees and other persons described in Corporations Code section 5238(a), including persons formerly occupying such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “Expenses” shall have the same meaning herein as in Section 5238(a) of the Corporations Code. On written request to the Board by any person seeking indemnification under Corporations Code Section 5238(b) or (c), the Board shall decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238(b) or (c) has been met, and if so, the Board may authorize indemnification.

To the extent that a person who is, or was, a director, officer, employee or other agent of this corporation has been successful on the merits in defense of any civil criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that he or she is, or was, an agent of the corporation, or has been successful in the defense of any claim, issue or matter, therein, such person shall be indemnified against expenses actually and reasonably incurred by the person in connection with such proceeding.

SECTION 19. If such person either settles any such claim or sustains a judgment against him or her, then indemnification against expense, judgments, fines, settlements and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation but only to the extent allowed by, and in accordance with the requirements of, Section 5233 of the California Nonprofit Public Benefit Corporation Law.INSURANCE AND CORPORATE AGENTS

The corporation shall have the power to purchase and maintain insurance on behalf of any agent of the corporation (including a director, officer, employee or other agent of the corporation) to cover any liability asserted or against any agent of the corporation in such capacity or arising from the agent of the corporation’s status as such, including other than for violating provisions of law relating to self-dealing (Section 5233 of the California Nonprofit Public Benefit Corporation Law) asserted against or incurred by the agent in such capacity of arising out of the agent’s status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of Section 5238 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE 4 OFFICERS

SECTION 1. NUMBER OF OFFICERS

The officers of the corporation shall be a President, a Secretary, and a Chief Financial Officer who shall be designated the Treasurer. The corporation may also have, as determined by the Board of Directors, a Chairperson of the Board, one or more Vice Presidents, Assistant Secretaries, Assistant Treasurer, or other officers. Any number of officers may be held by the same person except that neither the Secretary nor the Treasurer may serve as the President or Chairperson of the Board.

SECTION 2. QUALIFICATION, ELECTION, AND TERM OF OFFICE

Any person may serve as officer of this corporation. Officers shall be elected by the Board of Directors, at any time, and each officer shall hold office for an annual term, or until his or her successor shall be elected and qualified, whichever occurs first.

SECTION 3. SUBORDINATE OFFICERS

The Board of Directors may appoint such officers or agents as it may deem desirable, and such officers shall serve such terms, have such authority, and perform such duties as may be prescribed from time to time by the Board of Directors.

SECTION 4. REMOVAL AND RESIGNATION

Any officer may be removed without cause by the Board of Directors at any time by majority vote of those directors present at a duly held meeting. Any officer may resign at any time by giving written notice to the Board of Directors or to the President or Secretary of the corporation any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the corporation.

SECTION 5. VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than the President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy. Vacancies occurring in officers of the officers appointed at the discretion of the board may or may not be filled as the board shall determine.

SECTION 6. DUTIES OF PRESIDENT

The President shall be the chief executive officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such

other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Unless another person is specifically appointed as Chairperson of the Board of Directors, he or she shall preside at all meetings of the Board of Directors. If applicable, the President shall preside at all meetings of the members. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Bylaws, he or she shall, in the name of, the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.

SECTION 7. DUTIES OF VICE PRESIDENT

In the absence of the President, or in the event of his or her inability or refusal to act, the Vice President shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President. The Vice President shall have other powers and perform such other duties as be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board of Directors.

SECTION 8. DUTIES OF SECRETARY

The Secretary shall:

Certify and keep at the principal office of the corporation the original, or a copy of these Bylaws as amended to date.

Keep at the principal office of the corporation or such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.

Be custodian of the records and of the seal of the corporation and see that the seal is affixed to all duly executed documents, the execution of which on behalf of the corporation under its seal is authorized by law or these Bylaws.

Keep at the principal office of the corporation a membership book containing the name and address of each and any members, and, in the case where any membership has been terminated, he or she shall record such fact in the membership book together with the date on which such membership ceased.

Exhibit at all reasonable times to any director of the corporation, or his or her agent or attorney, on request therefore, the Bylaws, the membership book, and the minutes of the proceedings of the directors of the corporation.

In general, perform all duties incident to the office of secretary and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

SECTION 9. DUTIES OF TREASURER

Subject to the provisions of these Bylaws relating to the “execution of Instruments, Deposits and Funs,” the Treasurer shall:

Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors.

Receive, and give receipt for, the monies due and payable to the corporation from any source whatsoever.

Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements.

Keep and maintain adequate and correct accounts of the corporation’s properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.

Exhibit all reasonable times the books of accounts and financial records to any director of the corporation, or to his or her agent or attorney, on request therefore.

Render to the President and directors, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the corporation.

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

SECTION 10. COMPENSATION

The salaries of the officers, if any, shall be fixed from time to time by resolution of the Board of Directors, and no officer shall be prevented from receiving such salary by reason of the fact that her or she is also a director of the corporation, provided, however, that such compensation paid a director for serving as an officer of this corporation shall only be allowed if permitted under the provisions of the Article 3, Section 6 of these Bylaws. In all cases, any salaries received by officers of this corporation shall be reasonable and given in return for services actually rendered for the corporation which relate to the performance of the charitable or public purposes of this corporation. Notwithstanding the foregoing, the President, Vice President, Secretary and Treasurer shall not receive compensation for holding such offices.

ARTICLE 5 COMMITTEES

SECTION 1. EXECUTIVE COMMITTEE

The Board of Directors may, by a majority vote of directors designate two (2) or more of its members (who may also be serving as officers of this corporation) to constitute an Executive Committee and delegate to such Committee any of the powers and authority of the board in the management of the business and affairs for the corporation, except with respect to:

- (a) The approval of any action which, under law or the provisions of these Bylaws, requires the approval of the members or of a majority of all the members.
- (b) The filling of vacancies on the board or any committee which has the authority of the board.
- (c) The fixing of compensation of the directors for serving on the board or on any committee.
- (d) The amendment or repeal of Bylaws or the adoption of new Bylaws.
- (e) The amendment or repeal or any resolution of the board which by its express terms is not so amendable or repealable.
- (f) The appointment of committees of the board or the members thereof.
- (g) The expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected.
- (h) The approval of any transaction to which this corporation is a party and in which one or more of the directors has a material financial interest, except as expressly provided Section 5233(d)(3) of the California Nonprofit Public Benefit Corporation Law.

By a majority vote of its members then in office the board may at any time revoke or modify any or all of the authority so delegated, increase or decrease but not below two (2) the number of its members, and fill vacancies therein from the members of the board. The Committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

SECTION 2. OTHER COMMITTEES

The corporation shall have such other committees as may from time to time be designated by resolution of the Board of Directors.

Such other committees may consist of persons who are not also members of the board. These additional committees may consist of persons who are not also members of the board. These additional committees shall act in an advisory capacity only to the board and shall be clearly titled as “advisory” committees.

SECTION 3. MEETINGS AND ACTION OF COMMITTEES

Except as otherwise allowed pursuant to the Brown Act, meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be fixed by the Board of Directors. The Board of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws.

ARTICLE 6 EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

SECTION 1. EXECUTION OF INSTRUMENTS

The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so expressly authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or render it liable monetarily for any purpose or in any amount.

SECTION 2. CHECKS AND NOTES

Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for payments of money, and other evidence of indebtedness of the corporation shall be signed by the Treasurer and countersigned by the President of the corporation.

SECTION 3. DEPOSITS

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

SECTION 4. GIFTS

The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the charitable or public purpose of this corporation.

ARTICLE 7 CORPORATE RECORDS, REPORTS, AND SEAL

SECTION 1. MAINTENANCE OF CORPORATE RECORDS

The corporation shall keep at its principal office in the State of California:

- (a) Minutes of all meetings of directors and committees of the board, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;
- (b) Adequate and correct books and records of account, including accounts of its properties an business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses.

SECTION 2. CORPORATE SEAL

The Board of Directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

SECTION 3. DIRECTORS' INSPECTION RIGHTS

Every director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation.

SECTION 4. RIGHT TO COPY AND MAKE EXTRACTS

Any inspection under the provisions of the article may be made in person of by agent or attorney and the right to inspection includes the right to copy and make extracts.

SECTION 5. ANNUAL REPORT

The board shall cause an annual report to be furnished not later than one hundred and twenty (120) days after the close of the corporation's fiscal year to all directors of the corporation. The Annual Report shall contain the following information:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year;
- (d) The expenses or receipts of the corporation, for both general and restricted purposes, during the fiscal year;
- (e) Any information required by Section 7 of this Article.

The annual report shall be accompanied by any report thereon of independent accountants, or, if there is no such report, the certificate of an authorized officer of the

corporation that such statements were prepared without audit from the books and records or the corporation.

SECTION 6. ANNUAL STATEMENT OF SPECIFIC TRANSACTIONS

This corporation shall mail or deliver to all directors a statement within one hundred and twenty (120) after the close of its fiscal year which briefly describes the amount and circumstances of any indemnification or transaction of the following kind:

- (a) Any transaction in which the corporation, or its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest;
- (b) Any director or officer of the corporation, or its parent or subsidiary (a more common directorship shall not be considered a material financial interest); or
- (c) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

The above statement need only be provide with respect to a transaction during the previous fiscal year involving more than Fifth Thousand Dollars (\$50,000) or which was one of a number of transactions with the same persons involving, in the aggregate, more than Fifty Thousand Dollars (\$50,000).

Similarly, the statement need only be provided with respect to indemnifications or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the previous fiscal year to any director or officer.

Any statement required by this Section shall briefly describe the names of the interested persons involved in such transactions stating each person's in the transaction and, when practical, the amount of such interest, provided that in the case or a transaction with a partnership of which such person is a partner, only the interest of the partnership need be stated.

ARTICLE 8 FISCAL YEAR

SECTION 1. FISCAL YEAR OF THE CORPORATION

The fiscal year of the corporation shall begin on the 1st of July and end on the 30th of June in each year.

ARTICLE 9 AMENDMENT OF BYLAWS

SECTION 1. AMENDMENT

Subject to any provision of law applicable to the amendment of Bylaws of public benefit nonprofit corporations, these Bylaws, or any of them, may be altered, amended, or repealed and

new Bylaws adopted by the Board of Directors. These Bylaws and any amendments to these Bylaws shall become effective immediately upon their adoption.

ARTICLE 10 AMENDMENT OF ARTICLES

SECTION 1. AMENDMENTS

Any amendment of the Articles of Incorporation may be adopted by the Board of Directors.

ARTICLE 11 PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

SECTION 1. PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

No director, officer, employee, or other person connected with this corporation, or any private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the corporation, provided, however, that this provision shall not prevent payment to any such person of reasonable compensation for services performed for the corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these Bylaws and is fixed by resolution of the Board of Directors; and no such person or persons shall be entitled to share in the distribution of, and shall not receive, any of the corporate assets on dissolution of the corporation. All members, if any, of the corporation shall be deemed to have expressly consented and agreed that on such dissolution or winding up of affairs of the corporation, whether voluntarily or involuntarily, the assets of the corporation, after all debts have been satisfied, shall be distributed as required by the Articles of Incorporation of this Corporation and not otherwise.

ARTICLE 12 MEMBERS

SECTION 1. NO MEMBERS

This corporation shall not have any members. Therefore, pursuant to Section 5310(b) of the Nonprofit Public Benefit Corporation Law of the State of California, any action which would otherwise, under law or the provisions of the Articles of Incorporation or Bylaws of this corporation, require approval by a majority of all members or approval by the members, shall only require the approval of the Board of Directors. All rights that would otherwise vest in the members shall vest in the Board of Directors.

SECTION 2. ASSOCIATES

Nothing in this Article 12 shall be construed as limiting the right of the corporation to refer to persons associated with it as “members” even though such persons are not members of the corporation, and no such reference shall make anyone a member within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law, including honorary or

donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer by amendment of its Articles of Incorporation or these Bylaws some or all of the rights of a members, as set forth in the California Nonprofit Public Benefit Corporation Law, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the corporation's assets, on the merger or dissolution of it, or on changes to its Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of Section 5056. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of American Indian Model Schools, a nonprofit public benefit corporation duly organized and existing under the laws of the State of California, that the foregoing Bylaws, consisting of _____ (____) pages, of said corporation were duly and regularly adopted as such by the Board of Directors of said corporation at a meeting held on _____, 201~~6~~⁵, and that the above and foregoing Bylaws are now in full force and effect.

Executed on _____ at _____, California.

Secretary, American Indian Model Schools

Appendix P

American Indian Model Schools
171 12th Street
Oakland, California
(510) 893-8701, (510) 452-3200, Fax

Amended Conflict of Interest Code

1. Standard Code of FPPC

The Political Reform Act of 1974 (Gov. Code, § 81000 et seq.) requires each state and local government agency to adopt and promulgate a conflict of interest code. As a local government agency, American Indian Model Schools, a California nonprofit public benefit corporation ("Corporation") operating American Indian Public Charter School, American Indian Public Charter School II, and American Indian Public High School, California public charter schools, is therefore required to adopt such a code. The Fair Political Practices Commission ("FPPC") has adopted a regulation (Cal. Code of Regs., tit. 2, § 18730) that contains the terms of a model conflict of interest code ("Model Code"), which can be incorporated by reference as an agency's code. After public notice and hearing, the regulation may be amended by the FPPC to conform to amendments in the Political Reform Act.

2. Adoption of Standard Code of FPPC

The terms of California Code of Regulations, title 2, section 18730 and any future amendments to it duly adopted by the FPPC are hereby adopted and incorporated herein by reference. This regulation and the Appendix attached hereto designating officials and employees and establishing disclosure categories shall constitute the Conflict of Interest Code (the "Code") of Corporation. This Code shall take effect when approved by the Alameda County Board of Supervisors, and shall thereupon supersede any and all prior conflict of interest codes adopted by Corporation.

3. Filing of Statements of Economic Interests

Pursuant to Section 4 of the Model Code set forth in California Code of Regulations, title 2, section 18730, subdivision (b), each person designated set forth in the Appendix shall file a Statement of Economic Interests ("Form 700") with the Secretary of Corporation, which will make the statements available for public inspection and reproduction. Upon receipt of the statements of the designated employees, the Secretary shall retain the originals of these statements, and forward copies to the Clerk of the Alameda County Board of Supervisors upon request.

**APPENDIX TO
AMENDED CONFLICT OF INTEREST CODE
OF AMERICAN INDIAN MODEL SCHOOLS**

Preamble

Any person designated in Section I of this Appendix who is unsure of any right or obligation arising under this conflict of interest code ("Code") may request a formal opinion or letter of advice from the Fair Political Practices Commission ("FPPC") or an opinion from legal counsel to American Indian Model Schools, a California nonprofit public benefit corporation ("Corporation"). (Gov. Code, § 83114; Cal. Code of Regs., tit. 2, § 18730, subd. (b)(11).) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code, § 83114, subd. (a).)

Opinions rendered by legal counsel to Corporation do not provide a statutory defense to an alleged violation of conflict of interest statutes or regulations. The prosecuting agency may, but is not required to, consider a requesting party's reliance on such legal counsel's opinion as evidence of good faith. In addition, Corporation may consider whether such reliance should constitute a mitigating factor to any disciplinary action that Corporation may bring against the requesting party under Government Code section 91003.5.

I.

Persons Designated

<u>Designated Positions</u>	<u>Disclosure Categories</u>
Board Members	1 through 6
Superintendent	1 through 6
Finance Officer	1 through 6
Head of School	1 through 6
Academic Manager	4 through 6
Dean of Operations	1 through 6
Secretary to the Board of Directors	1 through 6

Consultants, as that term is defined under California Code of Regulations, title 2, section 18700.3, and any employee in a newly created position, as that term is defined under California Code of Regulations, title 2, section 18219, shall comply with California Code of Regulations, title 2, section 18734, regarding the filing of interim disclosure. The Superintendent may determine that the broadest disclosure is not necessary and set interim disclosure that is more tailored to positions with a limited range of duties. This determination shall include a description

of the position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Superintendent's determination is a public record and shall be retained for public inspection by the Corporation in the same manner as this Code. Nothing herein excuses any such consultants or new employees, as defined above in this paragraph, from any other provision of this Code.

II.

Disclosure Categories

Category 1. Reportable Investments

A person designated in this category shall report all reportable investments, as defined in Government Code section 82034, in business entities located in, doing business in, known to be planning to do business in, or having done business in the previous two (2) years within Alameda County where the Corporation's schools are located, which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by Corporation or its schools.

Category 2. Reportable Interests in Real Property

A person designated in this category shall disclose all interests in real property, as defined in Government Code sections 82033 and 82035 that are within two (2) miles of any of the facilities utilized by the Corporation's schools and that are of the type and legal description that can be utilized for public school use.

Category 3. Reportable Income

A person designated in this category shall disclose all income as defined in Government Code section 82030 received by the designated employee during the reporting period from business entities or other sources located in, doing business in, known to be planning to do business in, or having done business in the previous two (2) years within Alameda County where the Corporation's school is located, which business entities or sources operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by Corporation or its schools.

Category 4. Less-Inclusive Reportable Investments

A person designated in this category shall disclose only investments as defined in Government Code section 82034 in any business entity which, within the previous two (2) years, has contracted with or in the future foreseeably may contract with Corporation or the schools to provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services to Corporation or the schools, of the type utilized by Corporation or the schools, and (a) is located in or doing business Alameda County where the Corporation's schools are located, and (b) is associated with the job assignment or position of the designated employee.

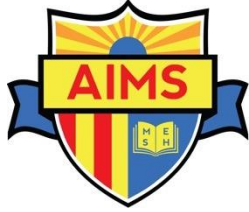
Category 5. Less-Inclusive Reportable Income

A person designated in this category shall disclose only that reportable income as defined in Government Code section 82030 which is derived from a business entity or other source which, within the previous two (2) years, has contracted with Corporation or the schools or in the future foreseeably may contract with Corporation or the schools to provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services to Corporation or the schools, of the type utilized by Corporation or the schools, and (a) is located in or doing business in Alameda County where the Corporation's schools are located, and (b) is associated with the job assignment or position of the designated employee.

Category 6. Business Positions

A person designated in this category shall disclose the information described below by completing Form 700, Schedule C, with respect to any business entity that provides facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by Corporation or the schools. A person designated shall list (a) the name and address of each such business entity in which he or she is a director, officer, partner, trustee, employee, or in which he or she holds any position of management; (b) a description of the business activity in which each such business entity is engaged; and (c) the person's designated position with each such business entity.

Appendix Q



American Indian Model Schools
Oakland, CA

Admission Policy

ADMISSIONS & ENROLLMENT PRACTICES AND POLICIES

OVERVIEW

AIM Schools are nonsectarian in its programs, admissions policies, employment practices, and all other operations. We do not charge tuition. We do not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. We admit all California students who wish to enroll in grades K through 12 without regard to the residence of the pupil, subject only to the capacity of the school. All AIM Schools will have an open admission policy.

Per Education Code Section 47605 (2) (B), applicants are subject to a public random lottery if there are more applicants than capacity to accommodate all applicants as stated: "... if the number of pupils who wish to attend the charter school exceeds the school's 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 district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law."

As stated in the AIM Schools charter: "In event applicants exceed the school's enrollment capacity, a public random lottery will be implemented."

PREFERENCE

Per our agreement with the charter authorizer, preference is given first to current students, then to siblings of current students, then to all other students living in the jurisdiction of OUSD, and then to those living outside the jurisdiction of OUSD.

REGISTRATION

- 1) *Registration* forms will be available **early November*** of the prior academic school year, accessible online at <http://www.aimschools.org>.
- 2) Deadline for registration and to be considered for the lottery will be **mid-February*** of the prior academic school year. All registration forms must be submitted on-line and incomplete registrations will not be processed.
- 3) Applicant information will be divided in individual school's Google spreadsheet per grade and in order that the registration forms were received.
- 4) If necessary, a lottery will be held **early March*** of the prior academic school year at one of the AIM Schools campus.
 - a) Students who are not chosen in the public random lottery will be placed on the waitlist in the order their completed registrations were received.

* Specific dates are contingent on Board and Director approval. To have a better understanding of timeline, please refer to dates in previous academic school years.

Updated 9/30/16

- 5) Notification of admission or of placement on the waitlist will be mailed by **mid-March*** of the prior academic school year to all students who submitted their completed applications by the deadline.
 - a) All grade waitlists will be compiled on a Google spreadsheet with the applicants' information by the administrative assistant.
- 6) Admitted applicants must confirm their spot in AIM Schools **within one week** after receiving notification of admission. Applicants who do not confirm by the deadline will forfeit their spot in the school. They will be notified by mail.

ENROLLMENT

In order to be considered for enrollment, admitted students must fill out a *Supplemental Enrollment Packet* and provide the requested documentation by a set deadline **early-April***. The *Supplemental Enrollment Packet* must be complete in order to be processed.

POST-LOTTERY REGISTRATION AND ENROLLMENT

If available spaces are to be filled after the registration deadline, students and families will be contacted by phone in the order their registrations were received/position on the waitlist in order to determine interest in enrollment. If an applicant is contacted but does not respond **within one week**, they will be considered as uninterested in enrolling and will be labeled as such.

If a waitlisted applicant is no longer interested in enrolling in an AIM school, their information must remain in the waitlist Google spreadsheet but noted as no longer interested. If an applicant is enrolled, their information must remain in the waitlist Google spreadsheet and noted as enrolled. This is for accountability purposes and in order to ensure proper admissions practice.

We will accept registration forms from any students throughout the academic year to be placed on the waitlist (if there is one) or to be enrolled if there is an open spot and no waitlist.

* Specific dates are contingent on Board and Director approval. To have a better understanding of timeline, please refer to dates in previous academic school years.

Updated 9/30/16

Appendix R



American Indian Model Schools
Oakland, CA

Suspension & Expulsion Policy

SUSPENSION & EXPULSION POLICY

All schools within the American Indian Model (AIM) school family (AIPCS, AIPCS II, and AIPHS) adhere to the following procedures with regard to student suspension and expulsion. Though the schools' administration is permitted a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, all schools operate within certain parameters. Those parameters are outlined in this policy and are aligned with Section 48900 and 48915 of the California Education Code.

A pupil may be suspended or expelled for acts that are enumerated herein and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school-sponsored activity.

Suspension/Discretionary Expulsion Conduct

- I. The Head of School may suspend from school or recommend for expulsion a pupil if he or she determines that the pupil has committed one of the following acts:
 - (A) **Physical Injury or Violence:** Caused, attempted to cause, or threatened to cause physical injury to another person; or willfully used force or violence upon another person, except in self-defense. A pupil who aids or abets in infliction of physical injury to another may be suspended but not expelled.
 - (B) **Dangerous Object:** Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from the principal or the designee of the principal.
 - (C) **Drugs or Alcohol:** Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of a controlled substance, an alcoholic beverage, or an intoxicant of any kind.

- (D) Look-Alike Substance: Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person a replica substance.
- (E) Robbery/Extortion: Committed or attempted to commit robbery or extortion.
- (F) Property Damage/Vandalism: Caused or attempted to cause damage to school property or private property, including electronic files and databases.
- (G) Theft: Stolen or attempted to steal school property or private property.
- (H) Tobacco: Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets.
- (I) Obscenity/Profanity/Vulgarity: Committed an obscene act or engaged in habitual profanity or vulgarity.
- (J) Drug Paraphernalia: Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
- (K) Disruption/Defiance: Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (L) Receipt of Stolen Property: Knowingly received stolen school property or private property.
- (M) Imitation Firearm: Possessed an imitation firearm. As used in this section, “imitation firearm “ means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (N) Sexual Assault/Battery: Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (O) Witness Harassment or Intimidation: Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (P) Prescription Drug Soma: Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (Q) Hazing: Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational

institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.

(R) Bullying/Electronic: Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined herein, directed specifically toward a pupil or school personnel.

- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils or school personnel that has or can be reasonably predicted to have the effect of one or more of the following:
 - a. Placing a reasonable pupil or school personnel in fear of harm to that pupil’s or school personnel’s person or property.
 - b. Causing a reasonable pupil or school personnel to experience a substantially detrimental effect on his or her physical or mental health.
 - c. Causing a reasonable pupil to experience substantial interference with his or her academic performance, or school personnel with his or her job performance.
 - d. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- 2) “Electronic act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - a. A message, text, sound, or image.
 - b. A post on a social network Internet Web site, including, but not limited to:
 - i. Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of bullying.
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- iii. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - 3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
 - S. Sexual Harassment. The pupil has committed sexual harassment. The harassing conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.
 - T. Hate Violence. The pupil has caused, attempted to cause, threatened to cause, or participated in a “hate crime.” “Hate crime” means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: disability, gender, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.
 - U. Harassment, Threats, or Intimidation. The pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.
 - V. Terroristic Threats: The pupil has made terroristic threats against school officials or school property, or both. For the purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.
- II. Parent/Guardian will be notified in all cases of violations.
- III. Administration will determine punishment based upon the following criteria:
- A. Seriousness of offense
 - B. Circumstances of situation

- C. Student's prior discipline records
- D. Any other extenuating circumstances

Suspension Procedures

1. The Heads of Schools are afforded a great deal of discretion by the AIM Schools Governance Board in determining appropriate punishments, unless a mandatory expulsion offense is identified. Even if suspension is deemed appropriate, the Director or Site Administrator may opt for supervised in-school suspension.
2. If the Head of Schools or designee determines that suspension is appropriate, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.
3. The Head of Schools or designee shall report the suspension of the pupil, including the cause therefore, to the Superintendent and AIMS governing board.
4. A parent conference will be scheduled to discuss the matter with the Head of Schools or designee. Whenever practical, the teacher or staff member who witnessed the offense will also be present. At this conference, the administration and the parent or guardian will discuss the causes, duration, school policy involved, and any other matters pertinent to the suspension.

Any pupil who is suspended for five days or fewer must complete all assignments and tests missed during the suspension within three school days of their return. Any pupil who is suspended for more than five days will have five school days after their return to complete all assignments and tests missed during suspension. Administration has the authority to lengthen the amount of time a pupil has to make-up his or her work, as appropriate in a given situation. Assignments submitted late will receive no credit.

Recommended Expulsion

The Head of Schools will recommend the expulsion of any pupil who commits any of the following acts at school or at a school activity off school grounds, unless he or she determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance, except for either of the following:
 - a. The first offense for the possession of not more than one ounce of marijuana.

- b. The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- 4. Robbery or extortion.
- 5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

Mandatory Expulsion

The Heads of School must immediately suspend and recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- 1. Possessing, selling, or otherwise furnishing a firearm. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of the school. The act of possessing an imitation firearm is not an offense for which suspension or expulsion is mandatory but it is an offense for which suspension, or expulsion may be imposed.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- 5. Possession of an explosive.

The governing board shall order a pupil expelled upon finding that the pupil committed an act requiring mandatory expulsion.

Recommended vs. Mandatory Expulsion

<i>Recommendation for expulsion</i>	<i>Mandatory Expulsion</i>
Causing serious physical injury to another person, except in self-defense.	Possessing, selling, or otherwise furnishing a firearm.
Possession of any knife or other dangerous object of no reasonable use to the pupil.	Brandishing a knife at another person.
Unlawful possession of a controlled substance.	Unlawfully selling a controlled substance.
Robbery or extortion.	Committing or attempting to commit a sexual Assault.
Assault or battery upon any school employee.	Possession of an explosive.

Administrative Procedures and Investigation of Pupil Offenses

1. Students who commit offenses that result in a recommendation for expulsion or mandatory expulsion, or whose conduct falls under “Suspension/Discretionary Expulsion” (excluding disruption or defiance) will be referred to the Head of Schools or designee. If a teacher observes disruptive or defiant conduct, the teacher will make a determination as to whether or not administrative intervention is required. Otherwise, they may follow the school’s discipline policies to ensure proper student conduct.
2. To determine whether or not an offense meets the guidelines for suspension or expulsion, the Director or Site Administrator will meet with the pupil and school employee who referred the pupil for discipline. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to respond. If an “emergency situation” exists, the pupil may be excluded from this meeting. “Emergency situation” means a situation determined by the Director or designee to constitute a clear and present danger to the life, safety, or health of pupils or school personnel. If a pupil is suspended without a conference before suspension, both the parent and the pupil shall be notified of the pupil’s right to a conference.
3. Unless an offense results in a recommendation for expulsion or mandatory expulsion, as a matter of policy, American Indian Public Charter schools consider suspension and discretionary expulsion a punishment of last resort. Suspension and discretionary expulsion shall be imposed only when other means of correction fail to bring about proper conduct. Therefore, our schools will first consider the appropriateness of other disciplinary avenues before suspending or expelling a student.
4. If a pupil has committed a suspension-eligible offense, then the Head of Schools has the authority to recommend expulsion. Expulsion will be used as a tool of last resort for students whose conduct is so egregious that it is unlikely to be changed by any other means and whose behavior poses a threat to the safety of a member of the school community or significantly limits the ability of other students to effectively learn.
5. In addition to any school action, suspected criminal activity will be reported to the police and appropriate legal consequences may result.
6. For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the CDE, American Indian Public Schools will identify, by offense committed, in all appropriate records of a pupil each suspension or expulsion of that pupil.
7. American Indian Schools will notify the District of Residence within 30 days of all transfers, disciplinary or not. For all students who are expelled, the school will contact the District of Residence to notify them of the terms of the expulsion.

Expulsion Hearings and Process

1. The Head of Schools decides whether or not to recommend expulsion to the Board.
2. Within 30 school days of a recommendation for expulsion, the Board will hold a hearing to determine if it is appropriate to expel the pupil. The pupil may request, in writing, a postponement of no more than 30 calendar days. Any additional postponement may only be granted at the discretion of the Board.
3. Within 10 school days after the conclusion of the hearing, the Board shall decide whether to expel the pupil.
4. If compliance by the Board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable, the Superintendent may, for good cause, extend the time period for the holding of the expulsion hearing for an additional 5 school days.
5. Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days prior to the date of the hearing and shall include:
 - a. The date and place of the hearing.
 - b. A statement of the specific facts and charges upon which the proposed expulsion is based.
 - c. A copy of the disciplinary rules of the school district that relate to the alleged violation.
 - d. A notice of the parent, guardian, or pupil's obligation upon enrollment in another school district to inform the receiving school district of his or her status with the previous school.
 - e. Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses.
6. The Board shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the Board may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.

7. A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.
8. Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the Board to expel must be supported by substantial evidence showing that the pupil committed the act(s) of which he or she is accused.
9. The final action to expel a pupil shall be taken only by the Board in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation must be sent by the superintendent or his or her designee to the pupil or the pupil's parent or guardian.
10. The Board shall maintain a record of each expulsion, including the cause therefore. Records of expulsions shall be a non-privileged, disclosable public record. The expulsion order and the causes therefore shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

Suspending an Expulsion Order

- The Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.
- During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status. The Board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts designated as Suspension/Discretionary Expulsion Conduct or violates any of the school's rules and regulations governing pupil conduct. When the Board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.
- Upon satisfactory completion of the rehabilitation assignment of a pupil, the Board shall reinstate the pupil and may also order the expungement of any or all records of the expulsion proceedings.

Readmission to the Charter

- An expulsion order shall remain in effect until the Board orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than Mandatory Expulsion Conduct, the Board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission. For a pupil who has been expelled for an act of Mandatory Expulsion Conduct, the Board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission, except that the Board may set an earlier date for readmission on a case-by-case basis.
- The Board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.
- Any pupil who has been expelled and who seeks readmission, must submit a request to the Superintendent in writing no more than 21 (but no less than 7) calendar days before the end of the term of the expulsion. In addition, the pupil must provide documentation that all conditions for rehabilitation set by the Board have been met.
- Upon completion of the readmission process, the Board shall readmit the pupil, unless the Board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the school. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.
- If the Board denies the pupil's request for readmission, the Board shall provide written notice to the expelled pupil and the pupil's parent or guardian describing the reasons for denying the pupil readmittance into the school.

Appendix S

Charter School Data Elements required to calculate the LCFF

American Indian Public Charter School II (114363)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
COLA	1.57%	0.85%	1.02%	0.00%	1.11%	2.42%
GAP Funding rate	12.00%	30.16%	52.56%	54.18%	72.99%	40.36%
In-Lieu of Property Tax	F-6 797,241	1,085,339	1,290,971	1,290,971	1,290,971	1,290,971
Statewide 90th percentile rate	12,921	---	---	---	---	---

UNDUPLICATED PUPIL PERCENTAGE

Charter School:		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Enrollment	A-1, A-2, A-3	483	616	639	646	646	646
Unduplicated Pupil Count	B-1, B-2, B-3	383	475	530	489	489	489
		<i>1-yr percentage</i>	<i>2-yr percentage</i>	<i>3-yr percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>
Single Year Unduplicated Pupil Percentage		79.30%	77.11%	82.94%	75.64%	75.64%	75.64%
Unduplicated Pupil Percentage (%)		79.30%	78.07%	79.86%	78.57%	78.06%	75.64%

Concentration Grant Funding Limitation: District of Physical Location

Enter the unduplicated pupil percentage for the district that the charter school is physically located in. If the charter school is located in more than one district, enter the inform district that yields the highest unduplicated pupil percentage. Beginning in 2014-15, include the authorizing agency automatically in the list of physical locations.

		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Unduplicated Pupil Percentage (%)	D-3 / H-3	77.64%	78.07%	78.07%	78.07%	78.07%	78.07%
Unduplicated Pupil Percentage: Supplemental Grant		79.30%	78.07%	79.86%	78.57%	78.06%	75.64%
Unduplicated Pupil Percentage: Concentration Grant		77.64%	78.07%	78.07%	78.07%	78.06%	75.64%

AVERAGE DAILY ATTENDANCE (ADA)

Enter P2 Data - Note Charter School ADA is always funded on Current Year

		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Grades TK-3	B-1	118.74	178.79	188.56	188.56	188.56	188.56
Grades 4-6	B-2	203.94	259.75	249.01	249.01	249.01	249.01
Grades 7-8	B-3	161.75	180.96	188.89	188.89	188.89	188.89
Grades 9-12	B-4	-	-	-	-	-	-
SUBTOTAL ADA		484.43	619.50	626.46	626.46	626.46	626.46
RATIO: ADA to Enrollment		1.00	1.01	0.98	0.97	0.97	0.97

LCFF Calculator Universal Assumptions
American Indian Public Charter School II (114363)

Summary of Funding							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
Target	\$ 4,484,018	\$ 5,795,821	\$ 5,945,683	\$ 5,933,652	\$ 5,994,542	\$ 6,057,719	
Floor	2,849,396	3,884,557	4,510,703	5,264,892	5,627,224	5,895,330	
Applied Formula: Target or Floor	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR
<i>Remaining Need after Gap (informational only)</i>	1,438,440	1,334,824	680,789	306,426	99,212	96,849	
Current Year Gap Funding	196,182	576,440	754,191	362,334	268,105	65,540	
Economic Recovery Target	-	-	-	-	-	-	
Additional State Aid	-	-	-	-	-	-	
Total Phase-In Entitlement	\$ 3,045,578	\$ 4,460,997	\$ 5,264,894	\$ 5,627,226	\$ 5,895,330	\$ 5,960,870	

Components of LCFF By Object Code							
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
8011 - State Aid	\$ 1,526,799	\$ 1,713,384	\$ 2,508,755	\$ 3,131,649	\$ 3,517,482	\$ 3,851,087	\$ 4,309,639
8011 - Fair Share	-	-	-	-	-	-	-
8311 & 8590 - Categoricals	408,447	-	-	-	-	-	-
EPA (for LCFF Calculation purposes)	723,055	534,953	866,903	842,274	818,774	753,272	360,260
<i>Local Revenue Sources:</i>							
8021 to 8089 - Property Taxes	-	-	-	-	-	-	-
8096 - In-Lieu of Property Taxes	1,110,613	797,241	1,085,339	1,290,971	1,290,971	1,290,971	1,290,971
<i>Property Taxes net of in-lieu</i>	-	-	-	-	-	-	-
TOTAL FUNDING	\$ 3,768,914	\$ 3,045,578	\$ 4,460,997	\$ 5,264,894	\$ 5,627,226	\$ 5,895,330	\$ 5,960,870
<i>Less: Excess Taxes</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Less: EPA in Excess to LCFF Funding</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Phase-In Entitlement	\$ 3,045,578	\$ 4,460,997	\$ 5,264,894	\$ 5,627,226	\$ 5,895,330	\$ 5,960,870	
8012 - EPA Receipts (for budget & cashflow)	\$ 718,982	\$ 536,715	\$ 865,870	\$ 845,618	\$ 818,774	\$ 753,272	\$ 360,260

Summary of Student Population						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Unduplicated Pupil Population						
Agency Unduplicated Pupil Count	383.00	475.00	530.00	488.51	488.51	488.51
COE Unduplicated Pupil Count	-	-	-	-	-	-
Total Unduplicated pupil Count	383.00	475.00	530.00	488.51	488.51	488.51
Rolling %, Supplemental Grant	79.3000%	78.0700%	79.8600%	78.5700%	78.0600%	75.6400%
Rolling %, Concentration Grant	77.6400%	78.0700%	78.0700%	78.0700%	78.0600%	75.6400%
FUNDED ADA						
Adjusted Base Grant ADA	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>
Grades TK-3	118.74	178.79	188.56	188.56	188.56	188.56
Grades 4-6	203.94	259.75	249.01	249.01	249.01	249.01
Grades 7-8	161.75	180.96	188.89	188.89	188.89	188.89
Grades 9-12	-	-	-	-	-	-
Total Adjusted Base Grant ADA	484.43	619.50	626.46	626.46	626.46	626.46
Necessary Small School ADA	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
Total Necessary Small School ADA	-	-	-	-	-	-
Total Funded ADA	484.43	619.50	626.46	626.46	626.46	626.46
ACTUAL ADA (Current Year Only)						
Grades TK-3	118.74	178.79	188.56	188.56	188.56	188.56
Grades 4-6	203.94	259.75	249.01	249.01	249.01	249.01
Grades 7-8	161.75	180.96	188.89	188.89	188.89	188.89
Grades 9-12	-	-	-	-	-	-
Total Actual ADA	484.43	619.50	626.46	626.46	626.46	626.46
<i>Funded Difference (Funded ADA less Actual ADA)</i>	-	-	-	-	-	-

Minimum Proportionality Percentage (MPP)						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ 373,241	\$ 674,134	\$ 1,028,202	\$ 1,211,772	\$ 1,218,665	
Current year Minimum Proportionality Percentage (MPP)	9.13%	14.68%	22.36%	25.87%	25.70%	

Appendix T

FY 13-17 Budget	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	Year 4		Year 5		Year 6		Year 7		Year 8	
	Budget	Per ADA 97.00%	Budget	Per ADA 97.00%	Budget	Per ADA 97.00%	Budget	Per ADA 97.00%	Budget	Per ADA 97.00%
Grades K-3	194.39	188.56	194.39	169.27	194.39	169.27	194.39	169.27	194.39	169.27
Grades 4-6	256.71	249.01	256.71	258.77	256.71	258.77	256.71	258.77	256.71	258.77
Grades 7-8	194.73	188.89	194.73	180.51	194.73	180.51	194.73	180.51	194.73	180.51
Grade 9-12										
Student Enrollment/ADA	646	626.46	646	608.55	646	608.55	646	608.55	646	608.55
Percentage of Free and Reduced Students		18,793.8		18,256.5		18,256.5		18,256.5		18,256.5
Percentage of Econ Disadv students										
Percentage of ELL/LEP students										
Unduplicated F&R and EL count LCOFF calculation										
Number of Teachers	28		28		28		28		28	
Revenue										
LCOFF Funding Model										
8011 Base/Supplemental and Concentration	3,517,482	5,615	3,851,087	6,328	4,309,639	7,082	4,861,271	7,988	4,928,580	8,099
8012 EPA		0		0		0		0		0
8096 School District Property Tax		0		0		0		0		0
Total	3,517,482	5,615	3,851,087	6,328	4,309,639	7,082	4,861,271	7,988	4,928,580	8,099
8012 EPA	818,774	1,307	753,272	1,238	360,260	592	0	0	0	0
Total LCOFF Funding	4,336,255	6,922	4,604,359	7,566	4,669,899	7,674	4,861,271	7,988	4,928,580	8,099
July, August, September, October (5%, 5%, 9%, 9%)										
Federal Income										
8181 SPED IDEA	0	0	0	0	0	0	0	0	0	0
8220 Child Nutrition - Federal	0	0	0	0	0	0	0	0	0	0
8291 Title I, Part A	176,656	282	176,656	290	176,656	290	176,656	290	176,656	290
8292 Title II, Part A - Teacher Quality	2,176	3	2,176	4	2,176	4	2,176	4	2,176	4
8293 Title III	13,022	21	13,022	21	13,022	21	13,022	21	13,022	21
8295 Public Charter Schools Grant Program		0		0		0		0		0
8290 All Other Federal		0		0		0		0		0
Total Federal Income	191,854.00	306.25	191,854.00	315.26	191,854.00	315.26	191,854.00	315.26	191,854.00	315.26
State Revenue										
8792 SPED AB602	0	0	0	0	0	0	0	0	0	0
8520 Child Nutrition - State	0	0	0	0	0	0	0	0	0	0
8560 State Lottery Income	113,389	181	110,148	181	110,148	181	110,148	181	110,148	181
8590 Other State Revenue	149,955	239	13,574	22	13,574	22	13,574	22	13,574	22
8590-84 Common Core										
8591 SB 740	0	0	0	0	0	0	0	0	0	0
Total State Revenue	263,344	420	123,722	203	123,722	203	123,722	203	123,722	203
Local Revenues										
8096 In Lieu of Property Taxes	1,290,971	2,061	1,290,971	2,121	1,290,971	2,121	1,290,971	2,121	1,290,971	2,121
8980 Food Service Sales		0		0		0		0		0
8660 Interest	240	0	240	0	240	0	240	0	240	0
8983 All Other Local Revenue	0	0	0	0	0	0	0	0	0	0
8986 Rental Income	65,500	105	65,500	108	65,500	108	65,500	108	65,500	108
8982 Foundation Grants/Donations		0		0		0		0		0
8985 Fundraising		0		0		0		0		0
Total Local Revenues	1,356,711	2,166	1,356,711	2,229	1,356,711	2,229	1,356,711	2,229	1,356,711	2,229
TOTAL REVENUES	6,148,164	9,814	6,276,645	10,314	6,342,186	10,422	6,533,558	10,736	6,600,867	10,847
Expenses										
Certificated Salaries										
1100 Teachers' Salaries	1,535,084	2,450	1,535,084	2,523	1,535,084	2,523	1,535,084	2,523	1,535,084	2,523
1105 Staff Bonus - Summer Stipend	10,000	16	10,000	16	10,000	16	10,000	16	10,000	16
1120 Substitutes	0	0	0	0	0	0	0	0	0	0
1200 Certificated Pupil Support Salaries	0	0	0	0	0	0	0	0	0	0
1300 Certificated Supervisor/Administrator Salaries	294,500	470	294,500	484	294,500	484	294,500	484	294,500	484
1900 Summer Math	0	0	0	0	0	0	0	0	0	0
Total certificated Salaries	1,839,584	2,936	1,839,584	3,023	1,839,584	3,023	1,839,584	3,023	1,839,584	3,023
Classified Salaries										
2100 Instructional Aides	108,611	173	108,611	178	108,611	178	108,611	178	108,611	178
2200 Classified Support	0	0	0	0	0	0	0	0	0	0
2300 Classified Supervisor/Administrator Salaries	56,667	90	56,667	93	56,667	93	56,667	93	56,667	93
2400 Clerical/Office Staff	391,833	625	391,833	644	391,833	644	391,833	644	391,833	644
2900 Other Classified Salaries	0	0	0	0	0	0	0	0	0	0
Total Classified Salaries	557,111	889	557,111	915	557,111	915	557,111	915	557,111	915
Total Employee Costs	2,396,695		2,396,695		2,396,695		2,396,695		2,396,695	
Employee Benefits										
3101 STRS	0	0	0	0	0	0	0	0	0	0
3202 PERS	77,327	123	92,480	152	101,394	167	110,865	182	110,865	182
3323 Medicare	34,752	55	34,752	57	34,752	57	34,752	57	34,752	57
3313 OASDI	148,595	237	148,595	244	148,595	244	148,595	244	148,595	244
3403 Health & Welfare Benefits	117,562	188	117,562	193	117,562	193	117,562	193	117,562	193
3503 State Unemployment Insurance	13,454	21	13,454	22	13,454	22	13,454	22	13,454	22
3603 Workers' Compensation	71,601	114	71,601	118	71,601	118	71,601	118	71,601	118
3900 Other Employee Benefits	0	0	0	0	0	0	0	0	0	0
Total Employee Benefits	463,291	740	478,445	786	487,358	801	496,829	816	496,829	816
Total Employee Costs	2,859,987		2,875,140		2,884,054		2,893,525		2,893,525	
Books and Supplies										
4100 Approved Textbooks	30,250	48	33,275	55	36,603	60	36,603	60	36,603	60
4200 Books & Other Reference Materials	5,000	8	5,000	8	5,000	8	5,000	8	5,000	8
4315 Instructional Material & Supplies	18,865	30	20,752	34	22,827	38	22,827	38	22,827	38
4300 General Materials & Supplies (Office/Janitorial)	35,958	57	15,354	25	16,889	28	16,889	28	16,889	28
4400 Noncapitalized Equipment	22,814	36	20,000	33	22,200	36	22,200	36	22,200	36
4430 Student Noncapitalized Equipment	76	0	76	0	76	0	76	0	76	0
4700 Food Service Supplies	112	0	112	0	112	0	112	0	112	0
Total Books and Supplies	113,075	180	94,568	155	103,706	170	103,706	170	103,706	170
Services, Other Operating Expenses										
5200 Travel & Conferences (Includes Prof. developm	50,752	81.01	31,037	51.00	33,898	55.70	33,898	55.70	33,898	55.70
5210 Training and Development Expenst	9,047	14.44	9,047	14.87	9,047	14.87	9,047	14.87	9,047	14.87
5300 Dues & Memberships	5,765	9.20	6,342	10.42	6,976	11.46	7,674	12.61	8,441	13.87

FY 13-17 Budget		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
		Year 4		Year 5		Year 6		Year 7		Year 8	
		Budget	Per ADA	Budget	Per ADA	Budget	Per ADA	Budget	Per ADA	Budget	Per ADA
5400	Insurance	47,889	76.44	52,678	86.56	57,946	95.22	57,946	95.22	57,946	95.22
5500	Operations and Housekeeping Services	49,706	79.34	49,706	81.68	49,706	81.68	49,706	81.68	49,706	81.68
5501	Utilities	137,049	218.77	137,049	225.21	137,049	225.21	137,049	225.21	137,049	225.21
5505	Student Transportation/Event/Field Trips/Gradu	9,075	14.49	9,983	16.40	10,981	18.04	10,981	18.04	10,981	18.04
5600	Space Rental/Lease Expense	0	-	0	-	0	-	0	-	0	-
5601	Building Maintenance	55,000	87.79	55,000	90.38	55,000	90.38	55,000	90.38	55,000	90.38
5605	Equipment Rental/Lease Expense	30,891	49.31	32,126	52.79	30,891	50.76	30,891	50.76	30,891	50.76
5610	Equipment Repair	5,000	7.98	5,000	8.22	5,000	8.22	5,000	8.22	5,000	8.22
5800	Professional/Consulting Services & Oper Exp.	90,707	144.79	64,784	106.46	64,784	106.46	64,784	106.46	64,784	106.46
5801	Tutors	3,180	5.08	3,180	5.23	3,180	5.23	3,180	5.23	3,180	5.23
5803	Banking & Payroll Service Fees	16,146	25.77	16,146	26.53	16,146	26.53	16,146	26.53	16,146	26.53
5805	Audit/Legal Services	30,000	47.89	30,000	49.30	30,000	49.30	30,000	49.30	30,000	49.30
5810	Educational Consultants	79,562	127.00	87,518	143.81	96,270	158.20	105,897	174.02	116,487	191.42
5815	Advertising/Recruiting etc.	2,500	3.99	2,500	4.11	2,500	4.11	2,500	4.11	2,500	4.11
5820	Fundraising Exp.	7,000	11.17	7,000	11.50	7,000	11.50	7,000	11.50	7,000	11.50
5821	Scholarship Expense	5,560	8.88	5,560	9.14	5,560	9.14	5,560	9.14	5,560	9.14
5875	District Oversight Fee	56,272	89.83	58,953	96.88	59,609	97.95	61,522	101.10	62,196	102.20
5890	Interest Exp/Fees etc.	237	0.38	237	0.39	237	0.39	237	0.39	237	0.39
5891	CAM Fees	-	-	-	-	-	-	-	-	-	-
5899	CMO Fee	-	-	-	-	0	-	0	-	0	-
5999	Expense Suspense/Unallocated credit card expense	-	-	-	-	-	-	-	-	-	-
5900	Communications	27,537	43.96	30,291	49.78	33,320	54.75	36,652	60.23	40,317	66.25
Total Services and Other Operating Expenses		718,876	1,148	694,137	1,141	715,098	1,175	730,669	1,201	746,364	1,226
Capital Outlay											
9420	Buildings and Improvements of Buildings	-	-	-	-	-	-	-	-	-	-
9440	Furniture	-	-	-	-	-	-	-	-	-	-
9441	Tech Equipment	-	-	-	-	-	-	-	-	-	-
	Non - Furniture items	-	-	-	-	-	-	-	-	-	-
Total Capital Outlay		0	0	0	0	0	0	0	0	0	0
Other Outgoing											
7010	SPED	563,814	900	547,695	900	547,695	900	547,695	900	547,695	900
7438	Debt Service - Principal and Interest Revolving	294,762	471	294,762	484	294,762	484	294,762	484	294,762	484
Total Other Outgoing Costs		858,576	471	842,457	484	842,457	484	842,457	484	842,457	484
TOTAL EXPENDITURES		4,550,513	7,264	4,506,302	7,405	4,545,315	7,469	4,570,357	7,510	4,586,052	7,536
SubTotal		1,597,651		1,770,343		1,796,871		1,963,201		2,014,814	

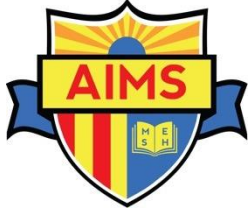
Appendix U

AIPCS II CASH FLOW		JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	Total	K-3	PY P-2 ADA
FY 16-17 School Year		2016	2016	2016	2016	2016	2016	2017	2017	2017	2017	2017	2017	2017	2017	2017	Enrollment	4-6	189.84
																		7-8	251.54
																		9-12	189.70
		5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	20.00%	20.00%	12.44%	0.62%	1.04%	45.89%					0.00
		6%	12%	8%	8%	8%	8%	8%	33.33%	16.67%	16.67%	16.67%	16.67%						631.08
Revenue																			
LCFF Funding Model																			
8011	Base/Supplemental and Concentration																	0	6,230
8012	EPA																	0	-
8096	School District Property Tax																	0	(1,644)
8011	State Aid		144,696	144,696	260,452	260,452	260,452	260,452	260,452	385,166	385,166	239,659	11,983	20,114	883,741		3,517,482		4,586
8012	EPA				204,693		204,693	204,693	204,693		204,693			204,693			818,774		
Total LCFF Funding		0	144,696	144,696	465,146	260,452	260,452	465,146	260,452	385,166	589,859	239,659	11,983	224,808	883,741	0	4,336,255		
Federal Revenue																			
8181	SPED IDEA			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8220	Child Nutrition - Federal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8291	Title I, Part A	0	0	0	0	0	0	88,328					88,328				176,656		
8292	Title II, Part A - Teacher Quality	0	0	725	0	0	0	0		725	0	0	725				2,176		
8293	Title III						5,209						7,813				13,022		
8295	Public Charter Schools Grant Program		0														0		
8290	All Other Federal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TTL Federal Income		0	0	725	0	0	5,209	88,328	0	725	0	0	96,867	0	0	0	191,854		
Other State Revenue																			
8792	SPED AB602			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8520	Child Nutrition - State	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8560	State Lottery Income	0	0	28,347	0	0	28,347	0	0	28,347	0	0	28,347	0	0	0	113,389		
8590	Other State Revenue						149,955										149,955		
8590-84	Common Core						0										0		
8591	SB 740						0					0					0		
TTL Other State Revenue		0	0	28,347	0	0	178,302	0	0	28,347	0	0	28,347	0	0	0	263,344		
Other Local Revenue																			
8096	In Lieu of Property Taxes		77,458	154,917	103,278	103,278	103,278	103,278	103,278	180,736	90,368	90,368	90,368	90,368	0	0	1,290,971		-
8980	Food Service Sales	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8660	Interest	20	20	20	20	20	20	20	20	20	20	20	20	20	0	0	240		
8983	All Other Local Revenue																0		0
8986	Rental Income	5,458	5,458	5,458	5,458	5,458	5,458	5,458	5,458	5,458	5,458	5,458	5,458	5,458	0	0	65,500		
8982	Foundation Grants/Donations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8985	Fundraising	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TTL Other Local Revenues		5,478	82,937	160,395	108,756	108,756	108,756	108,756	108,756	186,214	95,846	95,846	95,846	90,368	0	0	1,356,711		
TOTAL REVENUE		5,478	227,632	334,163	573,902	369,208	552,719	662,230	369,208	600,453	685,705	335,505	233,043	315,176	883,741	0	6,148,164		
ENSES																			
Certified Salaries																			
1100	Teachers' Salaries	127,924	127,924	127,924	127,924	127,924	127,924	127,924	127,924	127,924	127,924	127,924	127,924	127,924	0	0	1,535,084		
1105	Staff Bonus - Summer Stipend	833	833	833	833	833	833	833	833	833	833	833	833	833	0	0	10,000		
1120	Substitutes			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1200	Certificated Pupil Support Salaries		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1300	Certificated Supervisor/Administrator Salaries	24,542	24,542	24,542	24,542	24,542	24,542	24,542	24,542	24,542	24,542	24,542	24,542	24,542	0	0	294,500		
1900	Summer Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total certificated Salaries		153,299	153,299	153,299	153,299	153,299	153,299	153,299	153,299	153,299	153,299	153,299	153,299	153,299	0	0	1,839,584		

AIPCS II CASH FLOW																	Total	K-3	PY P-2 ADA
FY 16-17 School Year		JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	Enrollment	4-6	189.84
		2016	2016	2016	2016	2016	2016	2017	2017	2017	2017	2017	2017	2017	2017	2017		7-8	251.54
																		9-12	189.70
																			0.00
Classified Salaries																			
2100	Instructional Aides			10,861	10,861	10,861	10,861	10,861	10,861	10,861	10,861	10,861	10,861	10,861	10,861	0	108,611		
2200	Classified Support	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
2300	Classified Supervisor/Administrator Salaries	4,722	4,722	4,722	4,722	4,722	4,722	4,722	4,722	4,722	4,722	4,722	4,722	4,722	4,722	0	56,667		
2400	Clerical/Office Staff	32,653	32,653	32,653	32,653	32,653	32,653	32,653	32,653	32,653	32,653	32,653	32,653	32,653	32,653	0	391,833		
2900	Other Classified Salaries	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TTL Classified Salaries		37,375	37,375	48,236	48,236	48,236	48,236	48,236	48,236	48,236	48,236	48,236	48,236	48,236	48,236	0	557,111		
Employee Benefits																			
3101	STRS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
3202	PERS	6,444	6,444	6,444	6,444	6,444	6,444	6,444	6,444	6,444	6,444	6,444	6,444	6,444	6,444	0	77,327		
3323	Medicare	2,896	2,896	2,896	2,896	2,896	2,896	2,896	2,896	2,896	2,896	2,896	2,896	2,896	2,896	0	34,752		
3313	OASDI	12,383	12,383	12,383	12,383	12,383	12,383	12,383	12,383	12,383	12,383	12,383	12,383	12,383	12,383	0	148,595		
3403	Health & Welfare Benefits	9,797	9,797	9,797	9,797	9,797	9,797	9,797	9,797	9,797	9,797	9,797	9,797	9,797	9,797	0	117,562		
3503	State Unemployment Insurance	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	0	13,454		
3603	Workers' Compensation	5,967	5,967	5,967	5,967	5,967	5,967	5,967	5,967	5,967	5,967	5,967	5,967	5,967	5,967	0	71,601		
3900	Other Employee Benefits	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TTL Employee Benefits		38,608	38,608	38,608	38,608	38,608	38,608	38,608	38,608	38,608	38,608	38,608	38,608	38,608	38,608	0	463,291		
Books and Supplies																			
4100	Approved Textbooks	2,521	2,521	2,521	2,521	2,521	2,521	2,521	2,521	2,521	2,521	2,521	2,521	2,521	2,521	0	30,250		
4200	Books & Other Reference Materials	417	417	417	417	417	417	417	417	417	417	417	417	417	417	0	5,000		
4315	Instructional Material & Supplies	1,572	1,572	1,572	1,572	1,572	1,572	1,572	1,572	1,572	1,572	1,572	1,572	1,572	1,572	0	18,865		
4300	General Materials & Supplies (Office/Janitorial etc.)	2,996	2,996	2,996	2,996	2,996	2,996	2,996	2,996	2,996	2,996	2,996	2,996	2,996	2,996	0	35,958		
4400	Noncapitalized Equipment	1,901	1,901	1,901	1,901	1,901	1,901	1,901	1,901	1,901	1,901	1,901	1,901	1,901	1,901	0	22,814		
4430	Student Noncapitalized Equipment	6	6	6	6	6	6	6	6	6	6	6	6	6	6	0	76		
4700	Food Service Supplies			11	11	11	11	11	11	11	11	11	11	11	11	0	112		
TTL Books and Supplies		9,414	9,414	9,425	9,425	9,425	9,425	9,425	9,425	9,425	9,425	9,425	9,425	9,425	9,425	0	113,075		
Services, Other Operating Expenses																			
5200	Travel & Conferences (Includes Prof. development)	4,229	4,229	4,229	4,229	4,229	4,229	4,229	4,229	4,229	4,229	4,229	4,229	4,229	4,229	0	50,752		
5210	Training and Development Expenst	754	754	754	754	754	754	754	754	754	754	754	754	754	754	0	9,047		
5300	Dues & Memberships	480	480	480	480	480	480	480	480	480	480	480	480	480	480	0	5,765		
5400	Insurance	3,991	3,991	3,991	3,991	3,991	3,991	3,991	3,991	3,991	3,991	3,991	3,991	3,991	3,991	0	47,889		
5500	Operations and Housekeeping Services	4,142	4,142	4,142	4,142	4,142	4,142	4,142	4,142	4,142	4,142	4,142	4,142	4,142	4,142	0	49,706		
5501	Utilities	11,421	11,421	11,421	11,421	11,421	11,421	11,421	11,421	11,421	11,421	11,421	11,421	11,421	11,421	0	137,049		
5505	Student Transportation/Event/Field Trips/Graduation	756	756	756	756	756	756	756	756	756	756	756	756	756	756	0	9,075		
5600	Space Rental/Lease Expense	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
5601	Building Maintenance	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	0	55,000		
5605	Equipment Rental/Lease Expense	2,574	2,574	2,574	2,574	2,574	2,574	2,574	2,574	2,574	2,574	2,574	2,574	2,574	2,574	0	30,891		
5610	Equipment Repair	417	417	417	417	417	417	417	417	417	417	417	417	417	417	0	5,000		
5800	Professional/Consulting Services & Oper Exp.	7,559	7,559	7,559	7,559	7,559	7,559	7,559	7,559	7,559	7,559	7,559	7,559	7,559	7,559	0	90,707		
5801	Tutors	265	265	265	265	265	265	265	265	265	265	265	265	265	265	0	3,180		
5803	Banking & Payroll Service Fees	1,346	1,346	1,346	1,346	1,346	1,346	1,346	1,346	1,346	1,346	1,346	1,346	1,346	1,346	0	16,146		
5805	Audit/Legal Services	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	0	30,000		
5810	Educational Consultants	6,630	6,630	6,630	6,630	6,630	6,630	6,630	6,630	6,630	6,630	6,630	6,630	6,630	6,630	0	79,562		
5815	Advertising/Recruiting etc.	208	208	208	208	208	208	208	208	208	208	208	208	208	208	0	2,500		
5820	Fundraising Exp.			700	700	700	700	700	700	700	700	700	700	700	700	0	7,000		
5821	Scholarship Expense			556	556	556	556	556	556	556	556	556	556	556	556	0	5,560		
5875	District Oversight Fee												56,272			0	56,272		
5890	Interest Exp/Fees etc.												237			0	237		
5891	CAM Fees															0	0		
5899	CMO Fee															0	0		

AIPCS II CASH FLOW																	Total	K-3	PY P-2 ADA	
FY 16-17 School Year		JULY 2016	AUGUST 2016	SEPT 2016	OCT 2016	NOV 2016	DEC 2016	JAN 2017	FEB 2017	MARCH 2017	APRIL 2017	MAY 2017	JUNE 2017	JULY 2017	AUGUST 2017	SEPTEMBER 2017	Enrollment	4-6	7-8	9-12
5999	Expense Suspense/Unallocated credit card expense															0	0			
5900	Communications	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295		0	27,537			
TTL Services and Other Operating Expenses		54,151	54,151	55,407	55,407	55,407	55,407	55,407	55,407	55,407	55,407	55,407	111,916			0	718,876			
Capital Outlay																				
9420	Buildings and Improvements of Buildings	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0			
9440	Furniture	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0			
9441	Tech Equipment	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0			
	0 Non - Furniture items	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0			
TTL Capital Outlay		0	0	0	0	0	0	0	0	0	0	0	0	0		0	0			
Direct Support / Indirect Costs																				
7010	SPED	46,985	46,985	46,985	46,985	46,985	46,985	46,985	46,985	46,985	46,985	46,985	46,985			0	563,814			
7438	Debt Service - Principal and Interest Revolving Loan/other		49,127	49,127	49,127	49,127	49,127	49,127	49,127							0	294,762			
	0	0	0													0	0			
Total Other Outgoing Costs		46,985	96,111	96,111	96,111	96,111	96,111	96,111	46,985	46,985	46,985	46,985	46,985	0	0	0	858,576			
TOTAL EXPENDITURES		339,830	388,957	401,085	401,085	401,085	401,085	401,085	351,958	351,958	351,958	351,958	408,467	-	-	-	4,550,513			
SUB-NET		(334,352)	(161,325)	(66,922)	172,817	(31,877)	151,634	261,145	17,250	248,494	333,747	(16,453)	(175,424)	315,176	883,741	0	1,597,651			
Additional Reserves																				
7438	Debt Service - Principal and Interest Revolving Loan/d	0	0	0	0	0	0	0	0	0	0	0	227,526			0	227,526			
	0	0	0										488,585			0	488,585			
	Total Ot	0	0	0	0	0	0	0	0	0	0	0	0			0	0			
TTL Additional Reserves		0	0	0	0	0	0	0	0	0	0	0	716,110	0	0	0	716,110			
NET		(334,352)	(161,325)	(66,922)	172,817	(31,877)	151,634	261,145	17,250	248,494	333,747	(16,453)	(891,535)	315,176	883,741	-	881,541			
Revolving Loan/LOC																				
NET After LOC		(334,352)	(161,325)	(66,922)	172,817	(31,877)	151,634	261,145	17,250	248,494	333,747	(16,453)	(891,535)	315,176	883,741	0	881,541			

Appendix V



AIMS FISCAL POLICY

AIMS has reviewed and adopted the following policies to ensure that the organization's funds are used most effectively to support the school's mission and to ensure that the funds are budgeted, accounted for, example, and maintained in an appropriate fashion.

A. Budget Development and Oversight Calendar and Responsibilities

AIMS will develop and monitor its budget in accordance with the annual budget development and monitoring calendar as specified below:

January-February

The Finance Committee of the Board will work with the Superintendent to review the Governor's proposed state budget for the upcoming fiscal year and to identify the likely range of revenue for the school's upcoming fiscal year (July--June 30). [Board Treasurer. Superintendent]

The Superintendent will review/prepare a set of proposed budget development principles for board review and approval. [Board Treasurer. Superintendent. Board of Directors]

A rough planning budget will be developed for the upcoming fiscal year. It must include information on the projected enrollment and any proposed staffing changes. [Superintendent in conjunction with Board Finances Committee]

A five--year budget projection will be developed in accordance with the school's established strategic growth plans. [Superintendent in conjunction with Board Finances Committee]

On-going monitoring and revision of current budget. [Board Treasurer. Finance Committee, and Superintendent]

March-April

The Superintendent, working in conjunction with Staff, Board members, and Treasurer, will prepare a formal budget plan for upcoming fiscal year. The plan is to be reviewed by the Finance Committee of the Board.

Continued on-going monitoring and revision of the current year's budget. [Board Treasurer, Finance Committee, and Superintendent]

The Audit Committee of the Board will solicit bids for the annual audit and select an auditor. [Audit Committee of the Board acting alone]

May-June

Superintendent will review revenue projections subsequent to the Governor's annual
··May Revise. Budget figures. Superintendent will also fine-tune the upcoming fiscal year budget to accommodate any changes. This budget will include monthly cash flow projections. The Finance Committee will review and finalize the proposed budget for the upcoming fiscal year and forward to the Board. [Board Treasurer, Finance Committee. and Superintendent]

The Board will review and formally adopt a budget for upcoming fiscal year prior to June 15. A copy of the final budget is provided to the charter--granting agency. [Board]

Continued on-going monitoring and revision of current year budget. [Board Treasurer. Finance Committee. and Superintendent]

July-August

Books for prior fiscal year are closed, all transactions are posted and records assembled for audit. [Superintendent or Designee, Bookkeeper (CSMC), and Board Treasurer]

Budget is reviewed subsequent to the adoption of the state Budget Act and necessary adjustments are made. A copy of the revised final budget is provided to the charter--granting agency. [Superintendent and Finance Committee]

Independent auditor performs audit of the just--closed fiscal year and prepares audit report for submission to the Audit Committee. [Auditor, Staff as requested by the Auditor. Audit Committee]

September-December

At the end of the first full week of school, the Superintendent reviews AIMS actual attendance figures and notifies the Board if actual attendance is below budget projections. If needed, the school's budget is again revised to match likely revenues. [Superintendent. Finance Committee, Board]

A copy of the audit is reviewed by the Audit Committee, Board and Superintendent. The Finance Committee may address any audit exceptions or adverse findings. Audit reports and any follow-up plans are submitted to charter--granting agency. [Audit Committee. Board, Superintendent]

The Superintendent reviews current year actual versus budgeted revenues and expenditures after the second and fifth months of the school year and reports to the Finance Committee. Any needed changes to the annual budget are approved by the Board. [Board Treasurer Finance Committee, and Superintendent]

On-going monitoring and revision of current year budget. [Board Treasurer, Finance Committee, and Superintendent, Head of Schools]

B. Controls, Budget, and Fiscal

AIMS will maintain in effect the following principles in its on-going fiscal management practices to ensure that, (1) expenditure are authorized by and in accordance with amounts specified in the board--adopted budget. (2) the school's funds are managed and held in a manner that provides a high degree of protection of the school's assets, and (3) all transactions are recorded and documented in an appropriate manner.

Segregation of Duties

AIMS will develop and maintain simple check request and purchase order forms to document the authorization of all non-payroll expenditures. All proposed expenditures must be approved by the Superintendent or Designee, who will review the proposed expenditures to determine whether they are consistent with Board--adopted budget, then sign the check request form. All check requests and purchase orders over \$8,000 must be co-signed by the Superintendent and countersigned by one Board member, preferably the Treasurer, to ensure separation of expenditure authorization and check signing functions.

All transactions will be posted on an electronic general ledger. The transaction will be posted on the ledger by the fiscal officer of CSMC. To ensure segregation of recording and authorization, the fiscal officer may not co-sign check requests or purchase orders.

Banking Arrangements

AIMS will maintain its accounts either in the County Treasury or at a federally--insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally--insured savings or checking accounts or invested in non-speculative federally--backed instruments or in Alameda County's Pooled Money Investment Fund. If funds are held in accounts outside of the County Treasury, the Board must appoint and approve all individuals authorized to sign checks or warrants in accord with these policies. All checks over \$8,000 must be signed by two authorized signatories.

CSMC will reconcile the School's ledger(s) with its bank accounts or accounts in the county treasury on a monthly basis and prepare (1) a balance sheet, (2) a comparison of budgeted to actual revenues and expenditures to date and (3) a

cash flow statement. The Superintendent and the Finance Committee of the Board will regularly review these statements. The school will deposit all funds received as soon as possible. A petty cash fund, not to exceed \$200 may be established with an appropriate ledger to be reconciled bi-monthly by the Administrative Assistant, who shall not be authorized to expend petty cash.

Purchasing Procedures

All purchases over \$8,000 must include documentation of a "good faith" effort to secure the lowest possible cost for comparable goods or services. The Superintendent shall not approve purchase orders or check request lacking such documentations. Documentation shall be attached to all checks and purchase order requests showing that at least three vendors were contracted and such documentation shall be maintained for three years. All purchases in excess of \$8,000 must be bid by a board approved process.

Record Keeping

Transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by school staff in a secure location for at least three years, or as long as required by applicable law, whichever is longer.

Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location.

Property Inventory

The Superintendent or Designee shall establish and maintain an inventory of all non-consumable goods and equipment worth \$300. This inventory shall include the original purchase price and date, a brief description, serial numbers and other information appropriate for documenting the school's assets. This property will be inventoried on an annual basis and a list of any missing property shall be presented to the Board.

Payroll

AIMS will contract with the County Office of Education or a reputable bonded and insured payroll contractor to prepare payroll checks, tax, retirement withholding, tax statements, and to perform other payroll support functions. The Superintendent or Designee will establish and oversee a system to prepare time and attendances reports and submit payroll check requests. The Superintendent and Board Treasurer will review payroll statements monthly to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholding have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on checks separate from payroll checks.

Upon hiring of staff, a personnel file will be established with all appropriate payroll--related documentation including a federal 1--9 form, tax withholding forms, retirement data, and use of

sick leave.

Attendance Accounting

The Superintendent or Designee will establish and maintain an attendance accounting system to record the number of days' students are in attendance and engaged in the activities required of them by the School. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the Charter Schools Act and the California Administrative Code sections defining Charter School Average Daily Attendance. Therefore:

ADA will be computed by dividing the actual number of days of student's attendance by the number of calendar days of instruction by the School.

ADA will be multiplied by a factor of 1.05 to compensate for a normal rate of absenteeism.

The School's instructional calendar will include at least 175 days of instruction to avoid the fiscal penalty for providing fewer than 175 days of instruction as provided by the Administrative Code regulation.

Non- classroom based study must be pre-arranged by the student's adult guardian and the School and that the adult guardian will be required to complete and submit documentation of engagement instructional activity to the school on forms prepared by the school.

Annual Financial Audit

The Board will annually appoint an audit committee by October 1. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee. The committee shall annually contract for the services of an independent certified public accountant to perform an annual fiscal audit. The audit shall include, but not be limited to (1) an audit of the accuracy of school's financial statements (2) an audit of the school's attendance accounting and revenue claims practices and (3) an audit of the school's internal controls practices. If the school receives more than the statutorily determined amount from federal sources, the audit shall be prepared in accordance with any relevant Office Management and Budget audit circulars. The Audit shall be completed within 100 days of the close of the fiscal year and its results shall be reviewed and forwarded to the Board.

C. Negotiating Funding Entitlements

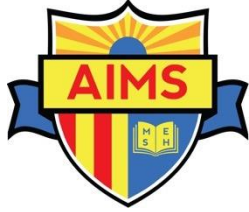
The Superintendent or Designee Shall prepare a set of negotiating strategies for Board approval prior to engaging in negotiations over funding entitlements with the charter granting agency and state. The Superintendent or Designee will take lead responsibility for negotiating all revenue arrangements with the charter granting agency and appropriate state education agency staff. These arrangements will be documented in appropriate and detailed Memoranda of Understanding for approval by the Board.

D. Required Budget and Other Fiscal Reports

CSMC, working in conjunction with the Superintendent or Designee, will produce and submit to the charter granting agency any and all required fiscal reports as may be required by state or federal law, or mandated by the terms of the school's charter. These include, but are not limited to, attendance reports, enrollment and other data reports required by the California Basic Education Data System, and other related data.

E. Property and Liability Insurances

The Superintendent or Designee shall ensure that the school retains appropriate property and liability insurance coverage. Property insurance shall be obtained which addresses business interruption and casualty needs, including flood, fire, earthquake, and other hazards; with replacement cost coverage for all assets listed in the school's property inventory and consumables. Premises and Board errors and omissions liability insurance shall be obtained and enforced at all times on the "claims made" form with a self-insured retention of no more than \$50,000 per occurrence and limit of no less than \$5 million per occurrence. The Heads of Schools and other staff who manage funds shall be placed under a fidelity bond.



Financial Procedures

AIMS Financial Procedures

1. Bank Account
 - Shall remain at Community Bank of the Bay and East West Bank.
 - The Board president along with the Superintendent of AIM Schools, shall have signatory power.
2. Writing Checks
 - Two signatures will be required to write any checks. Any checks above.
 - \$8,000.00 shall have board approval, except for those vendors listed on the approved vendor list including vendors with board approved contracts.
 - Chief Business Officer shall initial all approved original invoices. The invoice and supporting documentation will be sent to the fiscal officer of CSMC, bi-monthly for review and payment.
 - Checks shall be written on a computer.
 - Chief Business officer is responsible for reviewing processed checks and obtaining the appropriate signature.
 - Upon obtaining the appropriate signatures, a copy of the check is made and attached to a copy of the invoice and is filed by payee in the appropriate file. Additionally, all checks must be copied and filed in the chron check binders before being sent to vendors. The bottom voucher of every check is retained in chronological order in the check voucher box.
 - The treasurer and superintendent will be notified of the 25th of each month if they are not able to view the binder in person, via fax, or via email.
 - Checks are to be sent the same day they are written to avoid loss, confusion or theft.
 - Voided checks must be labeled as "void" in large letters. A copy must be placed in the appropriate binder.
 - No checks shall be made out to cash, written in advance, or pre--signed.
3. Deposits
 - Upon receipt of any checks, the Business Office endorses the check for deposit only with the appropriate bank account number and copied in preparation for the deposit. All checks should be accounted for by at least one other person, such as the administrative assistant. A copy should be placed in the appropriate grant/file fund, income binder.
 - All Deposits must be endorsed immediately in writing or via stamp "for deposit only into the proper account.
 - All deposits must be recorded under the appropriate account (i.e. corporate, donation, CDE, etc.) and fund source (i.e. OUSD) and entered as deposits in QuickBooks.
 - The checking account should maintain a balance of at least \$5,000 for emergency use.
 - Deposit receipts shall be attached to the duplicate deposit back up and check copies and filed by month in the banking file drawer.

- A copy of deposit receipts and checks shall be forwarded to the back office support team along with a copy of the bank statement every month.

4. Bank Statements and Reconciling Accounts

- Bank statements and cancelled checks are received by mail and delivered to the Business Office as soon as received monthly. Upon receipt, they must be reviewed by the Superintendent or designee.
- The superintendent or Designee will then forward all received bank statements and cancelled checks to the Fiscal Officer, independent of the check signing function, in order to reconcile account(s).

5. Accounts payable

- All invoices shall be reviewed and approved by the Superintendent or Designee. Once approved, they should be forwarded to the Fiscal Officer and entered onto the QuickBooks Program. This should be done daily as invoices are received.
- Invoices shall be paid bi-monthly.
- A copy of all checks and invoices shall be stapled and filed under the appropriate binder.
- If bills are unpaid, they should be kept in a file marked "accounts payable."
- Whenever possible, purchase orders should be used and entered into the purchase order binder with a copy of the completed order. Purchase orders should be matched with invoices and verify receipt of order.

5. Payroll

- AIM Schools will continue to use Pay bridge as a payroll processing company through CSMC
- Payroll is processed semi-monthly on the 15th and last day of the month.

6. Financial reporting:

- The monthly statistical attendance report to OUSD should be prepared by the Head of School and a copy should be sent to OUSD's Office of Charter Schools Financial Department, the Fiscal Officer, and Treasurer for review.
- All other grants will be prepared by the date requested by the funder, the Superintendent or Designee.
- Fiscal Reports, copies of all checks (including voided checks), balance sheets, and financial reports to OUSD (including profit and loss) shall be provided to the superintendent or Designee on a monthly basis or whenever deemed necessary by the Fiscal Officer.
- The projected budget shall be put together by the Heads of Schools and forwarded to the Superintendent for finalizing prior to March of each year. Upon completion by the Superintendent, the projected budget for the coming school year shall be completed and reviewed at the March board meeting in order to ensure inclusion in the MOU for the following year.

7. Reimbursements and Check Request

- Employees shall be reimbursed for all pre-approved expenses related to the school. To obtain reimbursement, employees shall complete a reimbursement request form, include original receipt(s), and forward it to

the Head of School for approval. Upon approval, the Head of School will send the form to the Business Office to process.

- Whenever practical the Business Office will establish accounts with vendors so that the Business Office can use purchase orders to procure goods and services and have the school invoiced.

8. Invoicing

- All invoices shall be submitted to the school and approved by the Head of School on a monthly basis. Upon approval, the invoices shall be submitted to the Fiscal Officer for processing.
- Invoices are received by the school by USPS, by email to an AIMS email designated for accounts payable invoices.
- The AIMS emails designated for orders and accounts payable shall be checked by the Business Office on a daily basis. The email passwords are to be provided to the Superintendent and the Chief Business Officer for unrestricted access and monitoring.

9. Donation/Grants

- Once a donation is received, it should be entered as either local or corporate. The address and other pertinent information about the person/Corporation should be entered onto the QuickBooks Program under customers.
- A letter acknowledging the receipt and appreciation of any donation should be sent to the appropriate donor. The letter should be copied and marked "sent" with the date and location, then placed into the appropriate Corporate/Local Donation file.
- Procedures for deposit should be followed.
- If a grant was given without restrictions or requirements on how to spend the funds, it can be placed under local or Corporate Donation.
- If a grant was given with specific restrictions on how the funds are to be spent, it should be added under Other Grants and a folder should be created where receipts, reports and invoices can be filed.
- Materials that are donated such as computers, furniture, software, books, etc. shall be given a value at fair market price.
- Recorded income-depreciation of those items shall bring their value to zero within the current year.

10. Fixed Assets

- An inventory of all furniture, equipment, books, computers, and other equipment shall be conducted bi-annually- once before school begins and again after the completion of the school year.
- Serial numbers shall be marked on property itself and recorded along with the location of the property, the date of acquisition and its fair market value.
- Withdrawal and receipt of inventory items shall be recorded accurately in inventory records.
- Inventory records shall be reconciled at the end of the fiscal year.

11. Petty Cash

- If the Head of School chooses to have petty cash on site, these procedures must be followed:

- i. All cash should be kept in a locked container to which only the Head of School or Business Office has access.
- 11. The Business Office shall count the petty cash once a month to verify and reconcile the amount with the books.
- iii. Less than \$300 can remain in the petty cash drawer at all times. Higher amounts must be deposited in the bank account.
- iv. A petty cash disbursement journal shall be kept along with copies of appropriate fund files and supporting receipts. Petty Cash disbursements must be signed by the person receiving the funds.
- v. Petty Cash is for minimal emergency expenses only.
- vi. Reimbursements shall not be done in cash.

12. Credit Card

- The school card cannot be used for cash advances, personal or non-school related purchases or the purchase of alcohol.
- Card numbers should not be distributed and should not be saved in online accounts to which others have access.
- The cardholder is responsible for ensuring the credit card purchases are within budget and properly approved.
- Receipts need to be turned in to the Business Office no later than one week after the date of the purchase/charge. Receipts must be taped to a sheet of 8.5 X 11” plain paper, with the amount matching the credit card charges on the statement.
- Any receipts for meals must clearly indicate the names of all persons attending the meal and the business purpose of the meeting.
- Eligibility: Only personnel specifically authorized by the Superintendent are provided with school credit cards. The preferred payment method is always through the use of purchase orders, vendor invoices, and school checks.
- Allowable uses: School credit cards are for business purposes only. School cards may not be used for cash advances for any reason. Under no circumstances shall a school card be used for the purchase of alcohol. School credit cards are not intended for purchases that can otherwise be paid for using school checks. Instead they are intended for vendors that do not accept school checks, purchases during travel or emergency purposes.
- Card Number security: The person whose name the school credit card is in is solely responsible for all purchases on the card and ensuring that their credit card is not used by unauthorized personnel. As such, the cardholder shall NOT share their card number with anyone other than an official designee. In addition, the credit card should not be stored in an online account that anyone other than the cardholder and their designee have access to.
- Approvals: All purchases with school cards are to be expressly approved by the card holder and the Superintendent. No purchases shall be made for amounts not included in the entity’s budget.
- Statements: Credit card statements are mailed directly to the Business Office. Statements are scanned and emailed to the card holder for submission of receipts.
- Receipts: The card holder is responsible for receiving, printing and retaining all receipts related to credit card purchases. This includes receipts related to online purchases and restaurant purchases. The cardholder shall label all receipts with a description of what it is for to ensure proper coding. All receipts must be submitted to the Business Office within one week of

purchase/charge preferably every Monday morning. If a receipt is accidentally lost, a written description of the items and cost must be submitted and approved by the Superintendent.

- Termination: Upon termination of employment of a cardholder for any reason, all cards must be cancelled and returned to the Business Office, along with any other company owned items.

AIMS FISCAL POLICY

AIMS has reviewed and adopted the following policies to ensure that the organization's funds are used most effectively to support the school's mission and to ensure that the funds are budgeted, accounted for, example, and maintained in an appropriate fashion.

A. Budget Development and Oversight Calendar and Responsibilities

AIMS will develop and monitor its budget in accordance with the annual budget development and monitoring calendar as specified below:

January-February

The Finance Committee of the Board will work with the Superintendent to review the Governor's proposed state budget for the upcoming fiscal year and to identify the likely range of revenue for the school's upcoming fiscal year (July--June 30). [Board Treasurer. Superintendent]

The Superintendent will review/prepare a set of proposed budget development principles for board review and approval. [Board Treasurer. Superintendent. Board of Directors]

A rough planning budget will be developed for the upcoming fiscal year. It must include information on the projected enrollment and any proposed staffing changes. [Superintendent in conjunction with Board Finances Committee]

A five--year budget projection will be developed in accordance with the school's established strategic growth plans. [Superintendent in conjunction with Board Finances Committee]

On-going monitoring and revision of current budget. [Board Treasurer. Finance Committee, and Superintendent]

March-April

The Superintendent, working in conjunction with Staff, Board members, and Treasurer, will prepare a formal budget plan for upcoming fiscal year. The plan is to be reviewed by the Finance Committee of the Board.

Continued on-going monitoring and revision of the current year's budget. [Board

Treasurer, Finance Committee. and Superintendent]

The Audit Committee of the Board will solicit bids for the annual audit and select an auditor. [Audit Committee of the Board acting alone]

May-June

Superintendent will review revenue projections subsequent to the Governor's annual ··May Revise. Budget figures. Superintendent will also fine-tune the upcoming fiscal year budget to accommodate any changes. This budget will include monthly cash flow projections. The Finance Committee will review and finalize the proposed budget for the upcoming fiscal year and forward to the Board. [Board Treasurer, Finance Committee. and Superintendent]

The Board will review and formally adopt a budget for upcoming fiscal year prior to June 15. A copy of the final budget is provided to the charter--granting agency. [Board]

Continued on-going monitoring and revision of current year budget. [Board Treasurer. Finance Committee. and Superintendent]

July-August

Books for prior fiscal year are closed, all transactions are posted and records assembled for audit. [Superintendent or Designee, Bookkeeper (CSMC), and Board Treasurer]

Budget is reviewed subsequent to the adoption of the state Budget Act and necessary adjustments are made. A copy of the revised final budget is provided to the charter--granting agency. [Superintendent and Finance Committee]

Independent auditor performs audit of the just--closed fiscal year and prepares audit report for submission to the Audit Committee. [Auditor, Staff as requested by the Auditor. Audit Committee]

September-December

At the end of the first full week of school, the Superintendent reviews AIMS actual attendance figures and notifies the Board if actual attendance is below budget projections. If needed, the school's budget is again revised to match likely revenues. [Superintendent. Finance Committee, Board]

A copy of the audit is reviewed by the Audit Committee, Board and Superintendent. The Finance Committee may address any audit exceptions or adverse findings. Audit reports and any follow-up plans are submitted to charter--granting agency. [Audit Committee. Board, Superintendent]

The Superintendent reviews current year actual versus budgeted revenues and expenditures after the second and fifth months of the school year and reports to the Finance Committee. Any needed changes to the annual budget are approved by the Board. [Board Treasurer Finance Committee, and Superintendent]

On-going monitoring and revision of current year budget. [Board Treasurer, Finance Committee, and Superintendent, Head of Schools]

B. Controls, Budget, and Fiscal

AIMS will maintain in effect the following principles in its on-going fiscal management practices to ensure that, (1) expenditure are authorized by and in accordance with amounts specified in the board--adopted budget. (2) the school's funds are managed and held in a manner that provides a high degree of protection of the school's assets, and (3) all transactions are recorded and documented in an appropriate manner.

Segregation of Duties

AIMS will develop and maintain simple check request and purchase order forms to document the authorization of all non-payroll expenditures. All proposed expenditures must be approved by the Superintendent or Designee, who will review the proposed expenditures to determine whether they are consistent with Board--adopted budget, then sign the check request form. All check requests and purchase orders over \$8,000 must be co-signed by the Superintendent and countersigned by one Board member, preferably the Treasurer, to ensure separation of expenditure authorization and check signing functions.

All transactions will be posted on an electronic general ledger. The transaction will be posted on the ledger by the fiscal officer of CSMC. To ensure segregation of recording and authorization, the fiscal officer may not co-sign check requests or purchase orders.

Banking Arrangements

AIMS will maintain its accounts either in the County Treasury or at a federally--insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally--insured savings or checking accounts or invested in non-speculative federally--backed instruments or in Alameda County's Pooled Money Investment Fund. If funds are held in accounts outside of the County Treasury, the Board must appoint and approve all individuals authorized to sign checks or warrants in accord with these policies. All checks over \$8,000 must be signed by two authorized signatories.

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The Superintendent or Designee will establish and maintain an attendance accounting system to record the number of days' students are in attendance and engaged in the activities required of them by the School. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the Charter Schools Act and the California Administrative Code sections defining Charter School Average Daily Attendance. Therefore:

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Understanding for approval by the Board.

D. Required Budget and Other Fiscal Reports

CSMC, working in conjunction with the Superintendent or Designee, will produce and submit to the charter granting agency any and all required fiscal reports as may be required by state or federal law, or mandated by the terms of the school's charter. These include, but are not limited to, attendance reports, enrollment and other data reports required by the California Basic Education Data System, and other related data.

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The Superintendent or Designee shall ensure that the school retains appropriate property and liability insurance coverage. Property insurance shall be obtained which addresses business interruption and casualty needs, including flood, fire, earthquake, and other hazards; with replacement cost coverage for all assets listed in the school's property inventory and consumables. Premises and Board errors and omissions liability insurance shall be obtained and enforced at all times on the "claims made" form with a self-insured retention of no more than \$50,000 per occurrence and limit of no less than \$5 million per occurrence. The Heads of Schools and other staff who manage funds shall be placed under a fidelity bond.

Appendix W



Retention Policy

Retention & Promotion

1. AIM Schools K-12th grade students must pass language arts and mathematics (C- or below is failing), or they may be retained or attend extended school. AIM Schools 9th-12th grade students must pass language arts, math, science and history (C- or below is failing), or they may be retained or attend summer school.
2. All failing students should be placed in tutoring. Students who not putting forth effort may be retained.
3. Teachers must provide documentation on progress reports and report cards EARLY IN THE YEAR if a student is at risk of being retained. Documentation of retention **MUST BE REPEATED** in each progress report and report card.
4. You should plan to meet with parents throughout the year and inform them of the student's progress.
5. **DO NOT SAY** students may be retained or students could be retained. Instead, **SAY based on your current progress, you will be retained.**
6. **DO NOT** be afraid to retain a student who did not do the work. You will only set them up for failure if they are promoted to the next grade level when unprepared.
7. Chaos is created for the new teacher when you promote a student who is not prepared for the next grade level. Retention is never negotiable with families.

Appendix X



Attendance Policy

Overview

All members of the AIM family should take pride in the AIM School's attendance record. Attendance rates for AIM students and staff far surpass district and state averages. AIM Schools believe that excellent student attendance and class participation help to ensure the academic needs of students.

Expectations of Parents/Guardians

AIM Schools will expect parents/guardians to ensure students attend school prepared and on-time, every day. Parents/guardians and students will be encouraged to schedule medical appointments during nonschool hours. Students will be expected to provide written documentation from a parent/guardian indicating the reason for absence (excused and unexcused) upon the student's return to school.

Absences

Excused Absences

Excused absences will be any absences related to the following: (EC §48205)

1. Personal illness – a doctor's note may be required for extended illness
2. Quarantine under the direction of a county or city health officer
3. Medical, dental, optometric, chiropractic appointments
4. Attending the funeral service of an immediate family member
 - a. 1 day for services performed in CA
 - b. no more than 3 days for services performed outside of CA
5. Jury duty as required by law (18 years of age and older)
6. Illness or medical appointment during school hours of a child of whom the pupil is the custodial parent
7. Pupils in grades 7-12 who leave school to obtain confidential medical services (EC §46010.1)

Unexcused Absence

An unexcused absence is any other absence for reasons not included in "*Excused Absences*".

Parents or guardians may submit written requests to the site administrator for absences to be considered excused based on justifiable personal reasons. Approval of written requests will be considered by the site administrator or director on a case-by-case basis and may or may not be approved. (EC §48205)

Make-up Work for Absent Students

Where an absence or tardy is excused for any reasons stated under "*Excused Absences*," students will be able to make up work missed during the absence for full credit. The classroom teacher will determine make-up assignments and reasonable due dates for completion. (EC 48205) On the day(s) a student is absent, the student will be responsible for making sure all homework due is turned in and all new assignments are obtained.

Where an absence or tardy is unexcused, students will not be allowed to make up missed work for credit.

Summer Programs

Summer programs are integral components to the American Indian Model and high student academic achievement. All students are required to attend summer school. The site administrator will determine and communicate attendance mandates to students and parents/guardians for other summer programs including but not limited to the Stanford Academic Institute of Learning (SAIL), Johns Hopkins University's Center for Talented Youth (CTY), and UC Berkeley's Academic Talent Development Program (ATDP).

Saturday School

Any student who misses a substantial amount of instructional minutes in any given day (and for any reason) must attend Saturday school. The definition of "substantial amount" will be interpreted by the director or site administrator on a case-by-case basis, but will include any student who misses more than two hours of school (excused or unexcused). Attendance at Saturday school will not influence the number of absences noted on district attendance reports, perfect attendance counts, or report cards.

District Attendance Reports

If a student attends school on a given school day with the intention of participating in regularly scheduled instruction, he or she is considered present for purposes of district reporting, regardless of the length of time the student attends school on that day. If a student is absent for the entire school day, the student will be marked absent on district reports. (*EC* §46010.3) Students who come to school for the sole purpose of collecting homework and/or dropping off completed homework, but with no intention of participating in regularly scheduled instruction, will be marked absent on district reports.

Perfect Attendance Counts

AIM schools will use the district standard for tracking perfect attendance, with the exception that students (not family members or friends) who are absent for the entire school day but who come to school to drop off their completed homework and pick up their homework assignments, will be considered present.

Attendance and Report Cards

Students who miss a minimum of two or more hours (excused or unexcused) of instructional time in a given day, for any reason, have not fulfilled all of their student responsibilities and will be marked as absent for the purposes of student report cards. Students who miss two or more hours of school on five or more days in a given semester may be retained.

Students neither present nor actively engaged in the learning activities at the start of class on a given school day are considered “tardy” unless otherwise classified as absent. Teachers will track tardiness and report totals on progress reports and report cards.

Truancy

Upon initial concern for a student’s attendance, and AIM administrator or classroom teacher will informally address this concern with the student and/or the student’s parents/guardians.

A student is truant who has accrued 3 unexcused absences in one school year, or was tardy for more than any 30-minute period during the school day on three occasions during one school year, or any combination thereof. (*EC* §48260) Upon a pupil’s initial classification as a truant, a conference will be requested for the parent, truant student, teacher, and site administrator, and the pupil’s parents/guardians will be notified of the following information by certified mail: (*EC* §48260.5)

1. The pupil is a truant
2. The parent or guardian is obligated to compel the student to attend school
3. Parents/guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution
4. Alternative educational programs are available
5. Parents/guardians have the right to meet with appropriate school personnel to discuss solutions to the truancy
6. The pupil may be subject to prosecution under *EC* Section 48264
7. The pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege
8. A one-day recommendation to accompany the student to school and attend class with the student

Local School Attendance Review Board (SARB) Process

The parent or guardian will have 10 days to respond to this initial notification of truancy (see attached Truancy Notification/Conference Request) before being referred to the Student Attendance Review Board (SARB). A truant student who is again absent from school without valid excuse one or more days, or tardy on one or more days, will be reported again as a truant, and the truant student will be referred to the SARB. (*EC* §48261) Parents/guardians will receive notification by certified mail of referral to AIM School’s SARB (see attached Notification of SARB Referral).

The SARB will consist of two AIM School administrators, a teacher, and the director of AIM Schools. After referral of a student to the SARB, the SARB will hold a hearing with the parent/guardian and truant student to resolve attendance and truancy problems. If the student is reported as a truant three or more times per school year, and does not follow the SARB’s directive, the matter may be referred to the District Attorney for prosecution, and other appropriate action may be taken by the school. The parent/guardian must be notified of this action. (*EC* §48262, §48263, §48263.5)

Appendix Y



American Indian Model Schools
Oakland, CA

Special Education and 504 Policies

SPECIAL EDUCATION

Parents/guardians must notify AIMS prior to their child's enrollment if the child was previously receiving special education services and/or has an Individualized Education Plan (IEP). A copy of the child's current IEP should be provided to AIMS no later than the child's first day of enrollment.

Child Find Mandate

The Individuals with Disabilities Education Act ("IDEA") includes the "Child Find" mandate, which requires AIMS to identify, locate, and evaluate all children with disabilities enrolled in its schools. If AIMS has knowledge that a student has a disability, or is suspected of having a disability and may need special education and related services, AIMS must offer to assess the student. Indicators for when a student is suspected of having a disability, and AIMS should thus offer an initial assessment include, but are not limited to the following:

1. Parent(s) expressed concerns in writing to AIMS administration or to one of student's teachers that student may be need of special education and related services;
2. Parent or school staff has requested an initial evaluation of the student;
3. Student's teacher, or other AIMS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education or to other AIMS supervisory personnel.

A student should be referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. See Tutoring and AIMS Student Success Team (SST) policies.

Special Education Assessments

A student may be referred for special education services at any time by AIMS staff, parents, or other service provider. Before a student can be assessed for eligibility for special education, or reassessed while receiving special education and related services, AIMS must develop an Assessment Plan and provide it to the parents for their approval within **15 calendar days** from the date of receipt of a written request for a special education assessment. Assessments must be administered in all areas related to the suspected disability by trained and knowledgeable personnel using sound instruments. For school-age children, the eligibility assessment must be completed within 60 days of AIMS' receipt of written parental consent for specified assessment activities and an Assessment Report provided to parents outlining required information. Under certain

conditions, a parent may have the right to obtain an independent educational evaluation (IEE) at public expense. Please note that a student may demonstrate a disability, but may not necessarily be eligible for special education and related services. A student's IEP team will determine eligibility based on the requirement that the student's disability negatively or adversely affects his/her educational performance.

Individualized Education Plan (IEP)

An Individualized Education Program (IEP) is a written statement that AIMS must develop for each student who receives special education and related services. The educational program must be designed to meet the child's individual specific needs. Every child who receives special education services must have an IEP. The purpose of an IEP is to outline a plan for meeting a student's specific disability related needs that sets reasonable learning goals for the child and states the services that the school will provide for the child. The IEP is developed jointly by the school, the parents, and the student, when appropriate.

Each child's IEP must contain specific information, as listed within IDEA, which includes nine essential elements:

1. Present Levels of Performance: A statement of the student's present levels of performance including how the disability affects the student's involvement and progress in the general curriculum.
2. Measurable Annual Goals: Measurable annual goals, including academic and functional goals, related to the student's needs, resulting from the student's disability, that will enable the student to be involved in and progress in the general education curriculum and that meet each of the student's other educational needs that result from the student's disability.
3. Progress: A description of how the student's progress toward meeting the annual goals described above will be measured and when periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports) will be provided.
4. Special Education and Related Services: A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to advance appropriately.
5. Participation in General Education: An explanation of the extent, if any, to which the student will not participate with general education students in the general education classroom and in extracurricular and nonacademic activities
6. State Testing: A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on State and district assessments. If the IEP team determines that the student shall take an alternate assessment on a particular State or district assessment of student achievement, the IEP must include a statement of why the student cannot participate in the regular

assessment and why the particular alternate assessment selected is appropriate for the student.

7. Timing of Services and Modifications: The projected date for the beginning of the services and modifications identified in the IEP, along with the anticipated frequency, location, and duration of the services and modifications.
8. Transition and Post-Secondary Goals: Beginning no later than the first IEP to be in effect when the student is 16, and updated annually thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education employment, and where appropriate, independent living skills and the transition services (including courses of study) needed to assist the student in reaching those goals
9. Age of Majority: Beginning at least one year before the student reaches the age of 18, a statement that the student has been informed of the IDEA rights that will transfer to him or her upon turning 18.

Who develops the IEP?

The IEP is developed by a team of individuals that include the parent(s), an administrator, general education teacher, special education teacher, expert who can interpret evaluation results, and the student if appropriate. The team meets, reviews the assessment information available about the child, and designs an educational program to address the child's educational needs that result from his or her disability.

When is the IEP developed and the IEP meeting held?

Assuming eligibility is found, an IEP must be developed by the IEP team and implemented for each student, within 60 days of obtaining written parental consent of the Assessment Plan. For students already eligible for special education services, the IEP must also be reviewed at least annually thereafter to determine whether the annual goals are being achieved and must be revised as appropriate. An IEP meeting must be held within 30 days of receipt of any written request from a parent.

504 Plans

Section 504 of the Rehabilitation Act of 1973 protects disabled individuals against discrimination. It does so by mandating that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of any entity that is a recipient of Federal financial assistance (34 CFR § 104.4(a)). AIMS must establish and maintain services and accommodations for students with physical or mental impairments that substantially limit one or more major life activity in order to ensure that these students have equal access to education.

Section 504 accommodations and/or related services must be delineated in a Section 504 Plan formulated by the student's teachers, parents, members of the SST team, and a school administrator. Examples of 504 Plan accommodations and/or services that AIMS must provide to students include:

- Assistance with PE equipment for a student with mild cerebral palsy
- Extra time on tests for a student with Attention Deficit Hyperactivity Disorder (ADHD)
- Nursing services for a student with Type I Diabetes
- Use of an amplification system for a student with a hearing loss

A teacher, parent, guardian, or administrator can request a 504 Plan for a student. If a parent requests that their child be accommodated through a 504 Plan, you must follow through with a 504 Team meeting as soon as possible, even if you do not think the student needs a 504 Plan.

In order to have a 504 Plan, a student must meet all three of these requirements:

1. The student must have a physical or mental impairment that gets in the way of learning or participating in school programs or activities. The “physical or mental impairment” can be any physical or mental condition or problem. It can be something that lasts for a long time, for a short time, or it might come and go. Examples of impairments include: cancer, chronic asthma, diabetes, seizures, ADHD.
2. The student’s impairment must affect at least one major life activity. Major life activities include such things as seeing, hearing, eating, sleeping, breathing, speaking, walking, thinking, learning, and working. Major life activities also include the operation of major bodily functions such as normal cell growth, the immune system, bowels, bladder, neurological, and circulatory functions.
3. The impairment must substantially limit a major life activity. The determination of whether an impairment substantially limits a major life activity requires an individualized assessment. An impairment does not have to prevent or significantly limit a major life activity to be considered “substantially limiting.” For instance, if a student has a visual impairment that can be fully corrected by the use of ordinary eyeglasses or contact lenses, it will not be considered.

In general, a 504 plan should include the following elements, all tailored to the child’s individual needs:

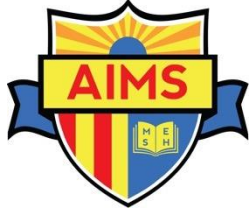
- Specific accommodations, supports or services
- Names of the school professional that will provide each service
- The name of the person responsible for ensuring the 504 plan is implemented

Differences between a 504 Plan and an IEP

504 Plan	IEP
The 504 plan offers all children with disabilities equal access to an education. Section 504 defines “disability” in very broad terms. That’s why children who aren’t eligible for an IEP may qualify for a 504 plan.	<ul style="list-style-type: none"> • The IEP is only for children who qualify for special education services. • The individualized program must meet each child’s unique needs. • It must provide educational benefit.
The 504 is documented in a written plan.	The IEP documents contain very specific language and parts such as goals and objectives that are not included in the 504.
Specific timelines for the 504 do not exist.	Timelines for an IEP are very specific and important.
There are no requirements stating who must attend the 504 plan meeting.	There are a minimum number of IEP participants required, and they are defined by law as the parent, an administrator, general education teacher, special education teacher, expert who can interpret evaluation results, and the student if appropriate.
Reports of noncompliance and the request for a hearing are made to the Office for Civil Rights.	Reports of noncompliance and the request for due process are made to the State’s Department of Education, Office of Administrative Hearings.
The 504 does not offer as many specific procedural safeguards as the IEP.	IEP specific procedural safeguards include, but are not limited to: <ul style="list-style-type: none"> • the right to request an independent assessment at public expense • the student may “stay put” until a dispute is resolved

For additional information about IEPs and 504 Plans, please speak with a school administrator, psychologist, counselor, or reference the Special Education binder in the office.

Appendix Z



COMPLAINT POLICY

COMPLAINT POLICY /DISPUTE RESOLUTION

In the event that there is a dispute within the school community, the governing Board of the school will be the final authority and such disputes will follow the following procedures:

1. The first step in the process is to contact your child's teacher.
2. If the informal discussion fails to adequately resolve the dispute, then the dispute will be referred, to the Dean of Schools or his/her designee. The written statement should set forth the essential facts, the school policy, or other relevant principle(s) violated, and desired outcomes. The Dean of School will perform an investigation into the essential facts of the dispute, conducting interviews where necessary. A meeting will be scheduled with the parties involved and the Dean of School or designee, and they will discuss the dispute and findings. The Dean of School or designee may question the disputants or request additional information.
3. If not sufficiently resolved, the parties may request to have the Head of Schools hear and take appropriate action on the dispute. At such hearing, the Dean of School or designee will provide a written report on the dispute and the investigation. Each side will be allowed to present its story for an equal amount of time (approximately 3 minutes). The Head of Schools will then be given an opportunity to ask questions of the disputants and, where necessary, witnesses. The Head of Schools will report in writing the decision from the hearing no later than seventy-two business hours.
4. If not sufficiently resolved, the parties may request to have the Superintendent hear and take appropriate action on the dispute. At such hearing, the Head of School or designee will provide a written report on the dispute and the investigation. Each side will be allowed to present its story for an equal amount of time (approximately 3 minutes). The Superintendent will then be given an opportunity to ask questions of the disputants and, where necessary, witnesses. The Superintendent will report in writing the decision from the hearing no later than seventy-two business hours.

If not sufficiently resolved, the parties may request to have the Board hear and take appropriate action on the dispute. The Board may choose to hear the dispute or to create an ad hoc committee to hear the dispute, as the Board's sole discretion. At such hearing, the Head of School or designee will provide a written report on the dispute and the investigation. Each side will be allowed to present its story for an equal amount of time (approximately 3 minutes). The Board or ad hoc committee will then be given an opportunity to ask questions of the disputants and, where necessary, witnesses. All complaints against a specific employee will be heard in closed session with the Superintendent present. The Board will report out of closed session any decisions rendered.

* Specific dates are contingent on Board and Director approval. To have a better understanding of timeline, please refer to dates in previous academic school years.

Updated 9/30/16

QUESTIONS, COMMENTS, CONCERNS

Parent's Name:

Student:

Class:

Date:

Time:

Phone Number:

Email:

QUESTIONS, COMMENTS, CONCERNS

Parent's Name:

Student:

Class:

Date:

Time:

Phone Number:

Email:

Follow Up

Date:	Time:
Comments:	

Follow Up

Date:	Time:
Comments:	

Appendix AA

Top Bay Area Public Schools for Underserved Students



Innovate
Public Schools



For the second year in a row, the Bay Area is doing worse than the rest of the state in educating low-income Latino and African-American students. Here's a look at the dozens of local schools proving it doesn't have to be that way.



Innovate
Public Schools

September 27, 2016

No matter who we are, when we send our children off to school, the things we hope for aren't very different.

I've spent more than twenty years talking with parents about their hopes for their children, mostly in working-class urban neighborhoods. Their answers are similar to each other – and to my own hopes as a father of two kids in public school.

We want the kind of education that will give our kids great choices in life. We want our kids to be challenged to work hard, to love school, to be safe, and to find a path to a successful and comfortable life. We want our kids to go on to good jobs and to be able to provide for families of their own. We want schools that will help kids turn their dreams – and ours – into reality.

There are a lot of schools that do that for most of their students. But they aren't distributed equally, or fairly. In low-income neighborhoods, they can be rare.

That's not a surprise. What is a surprise is that the Bay Area – for all its incredible wealth, for all its passion for equality – actually does a worse job delivering a quality education for its low-income African American and Latino students than the rest of the state does.

That's the bad news. The good news is that there are shining exceptions – public schools that shed light on what's possible and how to achieve it – schools that everyone can learn from.

That's what this report is about: the brightest lights in our working-class communities of color, the schools that are making good on the promise that every child in America should enjoy.

Because, when we look at how little progress we've made in closing gaps of achievement and race, it would be easy to get discouraged. Or to draw the wrong lesson – that we're somehow setting the bar too high and should lower our standards.

These are the schools that are showing what's possible. There are not enough of them, but they aren't random lightning strikes. They're examples of what any community can do with the will and the commitment and the vision. Every one of these schools has inspired its staff and its families with that vision, has supported its teachers effectively, and has taken a fearless look at what the data says about what's working. Our kids need us to learn every lesson we can from them.

The Bay Area has the genius, the passion, and the resources to change the way the world works. Surely we can do right by all of our kids.

Matthew Hammer
CEO, Innovate Public Schools

Pain and Promise in CAASPP's Second Year

Scores are up overall, but they aren't rising fast enough for underserved students.

In 2010, California started one of the biggest shifts in teaching and learning in decades. The state raised the bar for how much students would be expected to learn, in order to do a better job of preparing students for college and careers. Last year, students across the state took a new test that measured their mastery of those new, higher standards – the California Assessment of Student Performance and Progress (CAASPP).

In that first year, performance was low: only 44% of students met standards in English and only 34% met the standards in math.

In August, California published the second year of results. The good news is that scores improved overall, with 49% of students in the state meeting standards in English, and 37% testing at grade level¹ in math.

Yet, disturbingly, as scores went up, achievement gaps for African-American, Latino and low-income students stayed as wide as they had been in the first year, and in some cases even widened. While test scores don't tell the full story of how schools are doing, they are an important sign of how well we're preparing students. We still have a long way to go.

And while the Bay Area outperforms the state average overall, low-income African American and Latino students actually fare worse in the Bay Area than other areas of the state. Low-income African American and low-income Latino students in the Bay Area are well below the state average in both English and math,² and the vast majority are still not meeting standards. Despite that troubling picture, there are signs of hope – schools that are bucking the trend and proving that a child's zip code need not decide her educational future.

At Innovate Public Schools, we believe that it is possible for all schools to achieve strong results for underserved students. This year's Top Schools report highlights 41 Bay Area public schools that achieved strong results for underserved students in English and/or math. We want to celebrate these schools and encourage attention to their practices, so that all schools in the Bay Area can learn from what works.

¹Innovate defines "testing at grade level" to be meeting or exceeding state standards on the CAASPP standardized exam.

²Note: The CDE data file used for these analyses (accessed on 08/24/2016 at <http://caaspp.cde.ca.gov/sb2016/ResearchFileList>) had incomplete data for some school districts in the Bay Area at the time this report was published. Schools in those districts could not be included in this report.

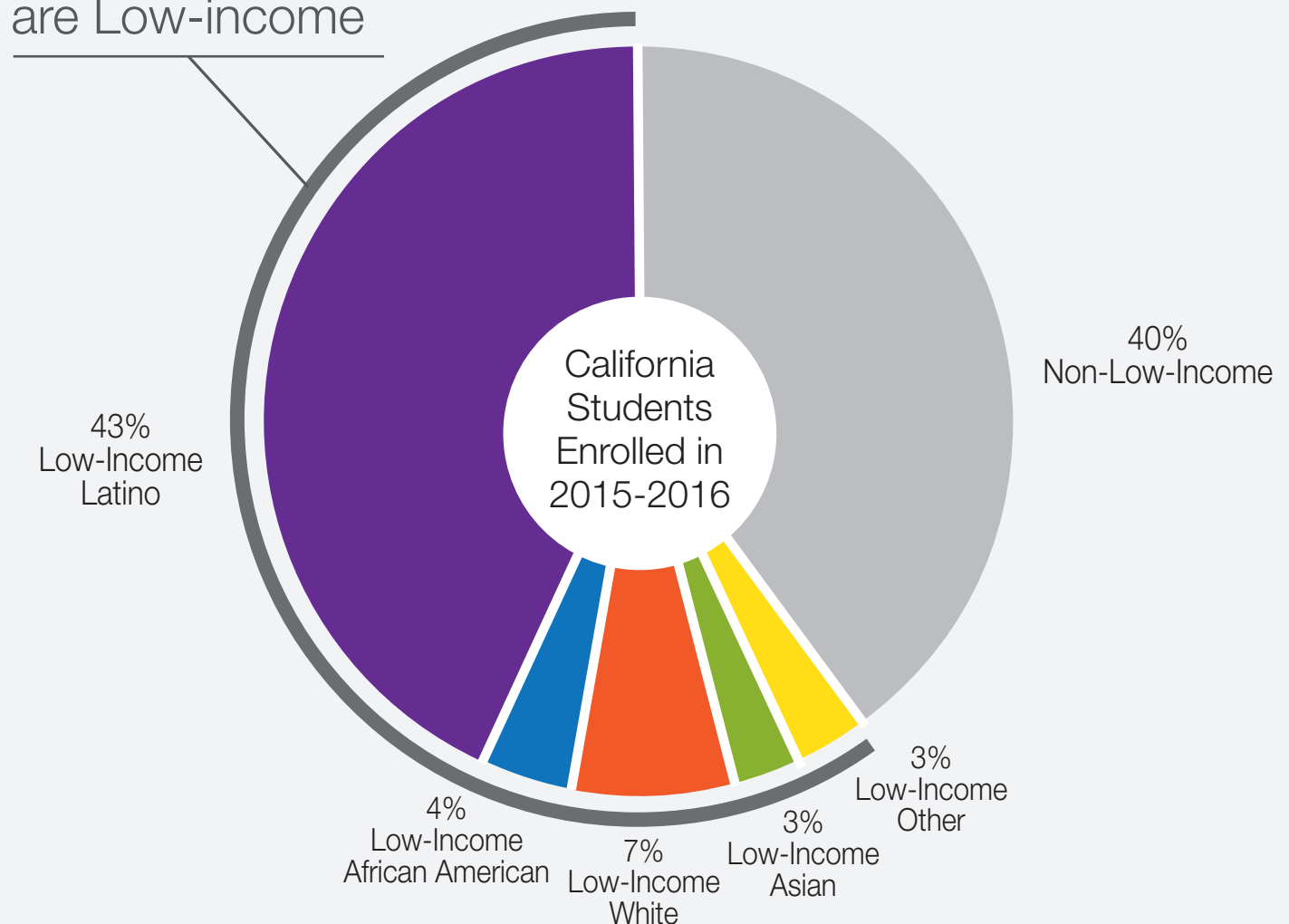
Across the State, Huge Numbers of Students Are Underserved

This report examines the 2015-16 test scores to see how Bay Area schools served low-income Latino and low-income African American students. Our analysis highlights Bay Area schools where the proficiency rates in English and math for these two student groups are at least as high as the state averages for all students.

Low-income African American and Latino students are historically underserved, and tend to score much lower than their peers on standardized tests. Together, these two groups make up almost half of all students in California.

Percentage of Low-Income Students in 2015-16

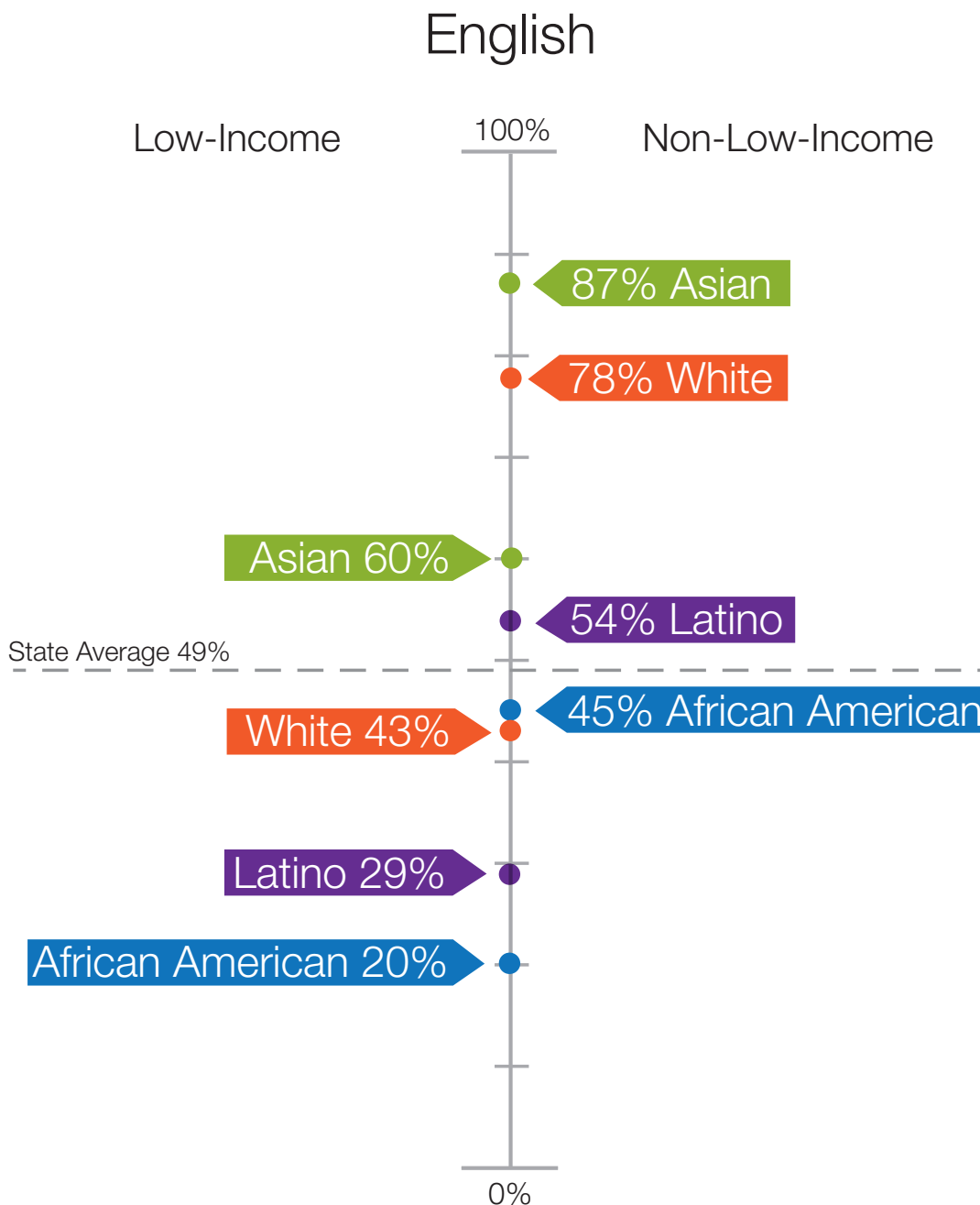
Over Half of California Students are Low-income



Bay Area Schools Still Show Wide Achievement Gaps Between Groups

Although it is positive and important that scores increased for many groups of students in 2016, they didn't increase as much for low-income students. In the Bay Area, only 34% of all low-income students are meeting or exceeding state standards in English, compared to 75% of other students – a difference of over 40 percentage points. In math, the gap is even larger – 43 percentage points.

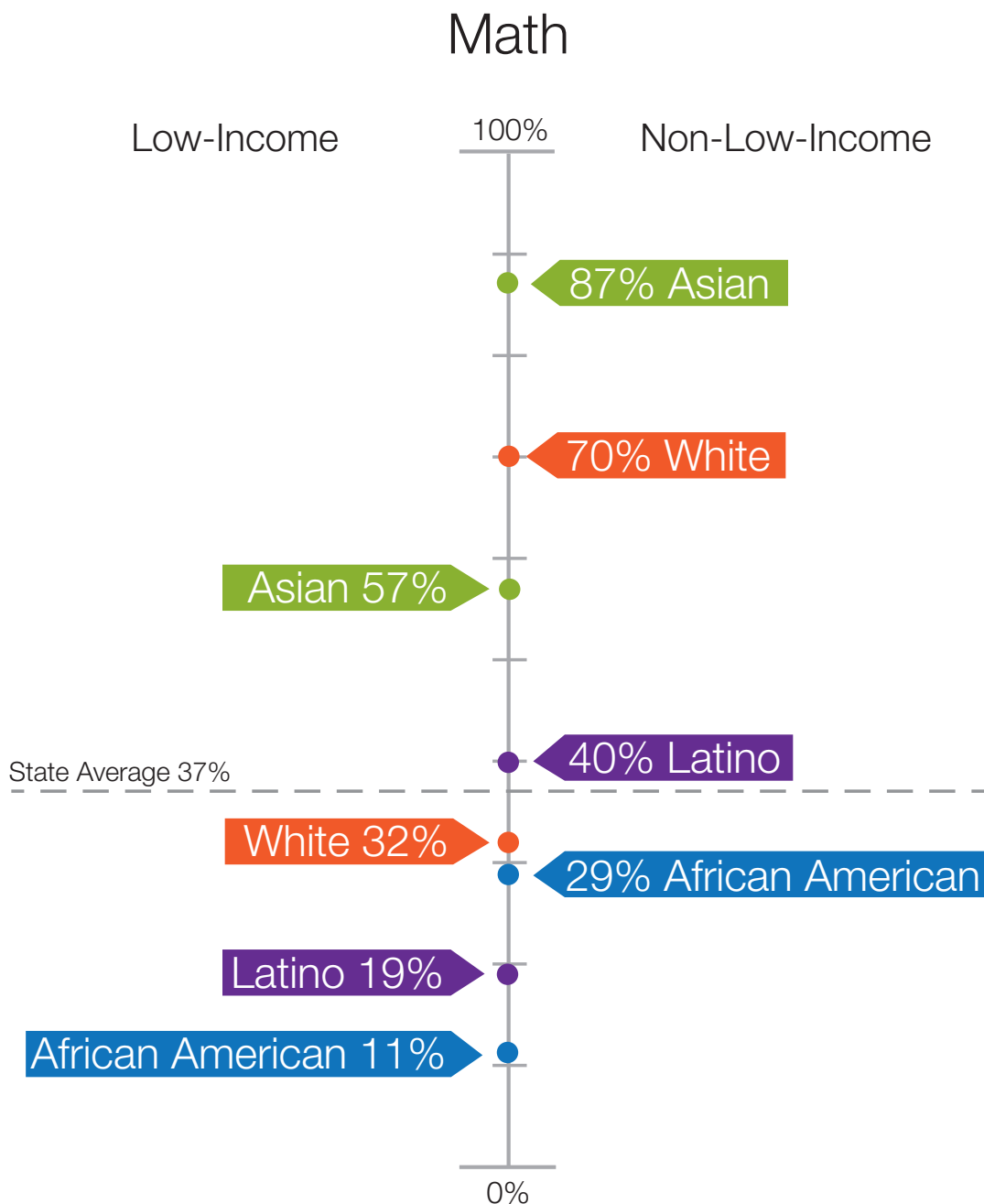
Percentage of Bay Area Students Meeting Standards in 2015-16



Poverty Does Not Explain the Achievement Gap in Bay Area Schools

For the second year in a row, many Bay Area schools also continue to show dramatic gaps between different racial/ethnic groups within the same economic status. For example, low-income African American students are still a full 23 percentage points behind white students from low-income families and 40 points behind low-income Asian students in English. This gap between low-income African American and low-income Asian students is even larger in math, with a difference of 46 points. This means that most Bay Area schools are not closing the achievement gaps for all students.

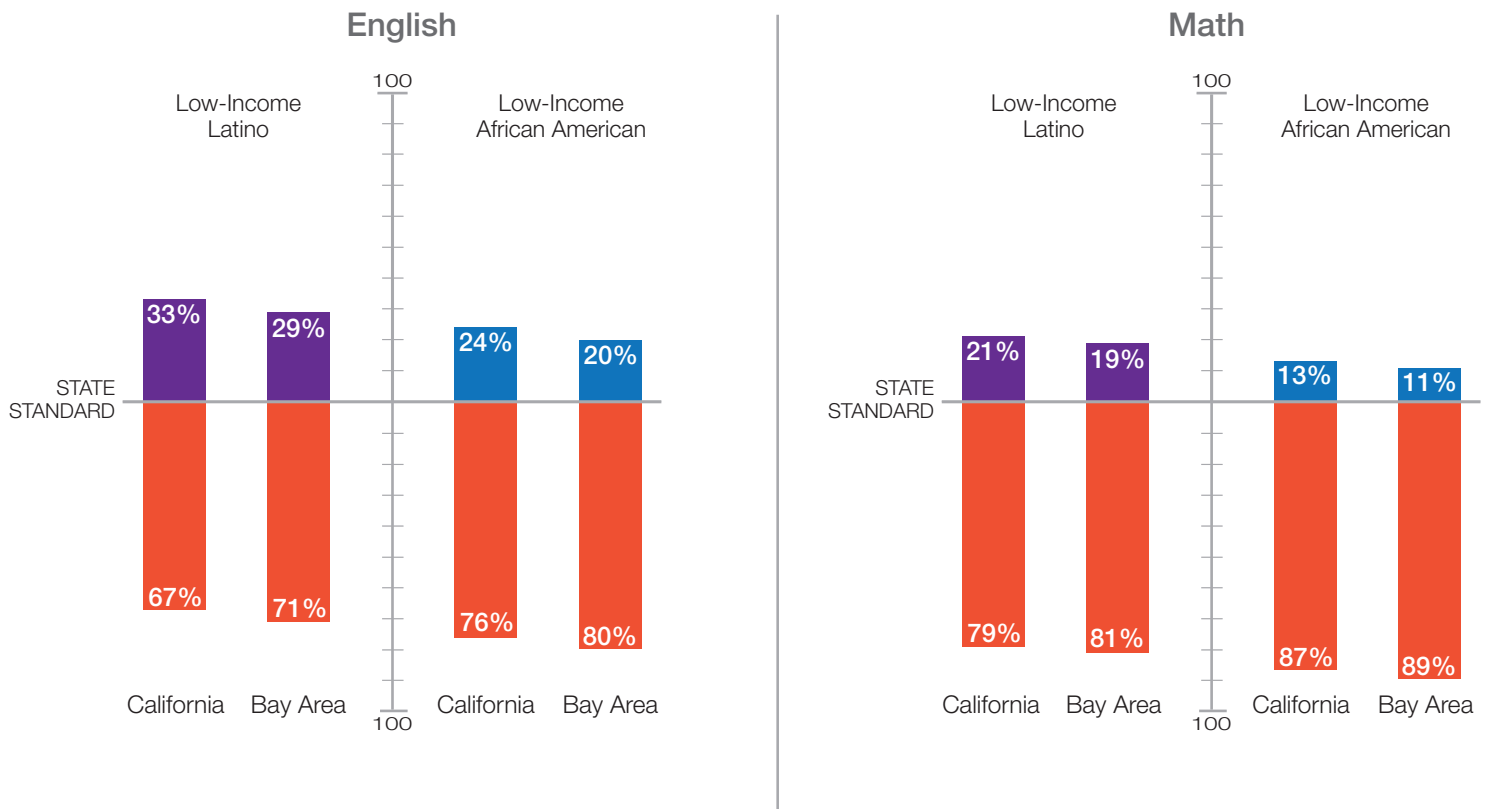
Percentage of Bay Area Students Meeting Standards in 2015-16



For the Second Year, the Bay Area Trails the State in Test Scores for Underserved Students

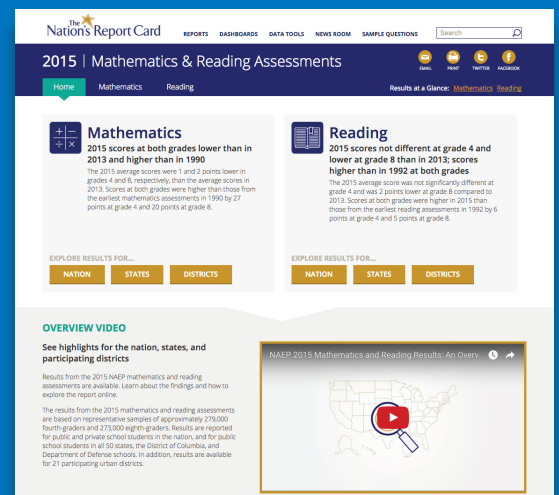
Although the Bay Area as a whole scored higher than the state average for all students, low-income African American and low-income Latino students' scores in the Bay Area are still far below the state average. More than seven out of 10 low-income Latino students, and more than eight out of 10 low-income African American students, scored below grade level.

Proficiency Rates in 2015 - 16 for California vs. the Bay Area



California ranks at the bottom in student achievement nationwide

It is hard to compare student achievement across states because they use different tests to measure student learning. The one exception is the National Assessment of Educational Progress (NAEP) which is given in every state. In the most recent NAEP release, California ranked at or near the bottom of all of the states and the District of Columbia. For example, fourth graders in California ranked 48th and 49th out of the 50 states and D.C. in math and reading, respectively.³



³The National Assessment of Educational Progress (NAEP) results were most recently published in October 2015. The data were last accessed on September 12, 2016. More detailed results are available at <http://www.nationsreportcard.gov/>

Forty-one Bay Area Schools Stand Out in Results for Underserved Students

Despite this troubling picture, the encouraging and exciting news is that a few dozen schools are achieving strikingly different results. These schools are beacons of hope, offering opportunities and lessons that all of us can learn from, build on and spread widely. At these schools, low-income African-American and Latino students are outdoing the state averages – sometimes by a wide margin. In fact, some of the schools highlighted in this report are so high-performing that they've effectively closed the achievement gap for some groups of traditionally underserved students. Some schools have scores for their low-income Latino and African American students that are up to four times the state average for their subgroup in English and math.

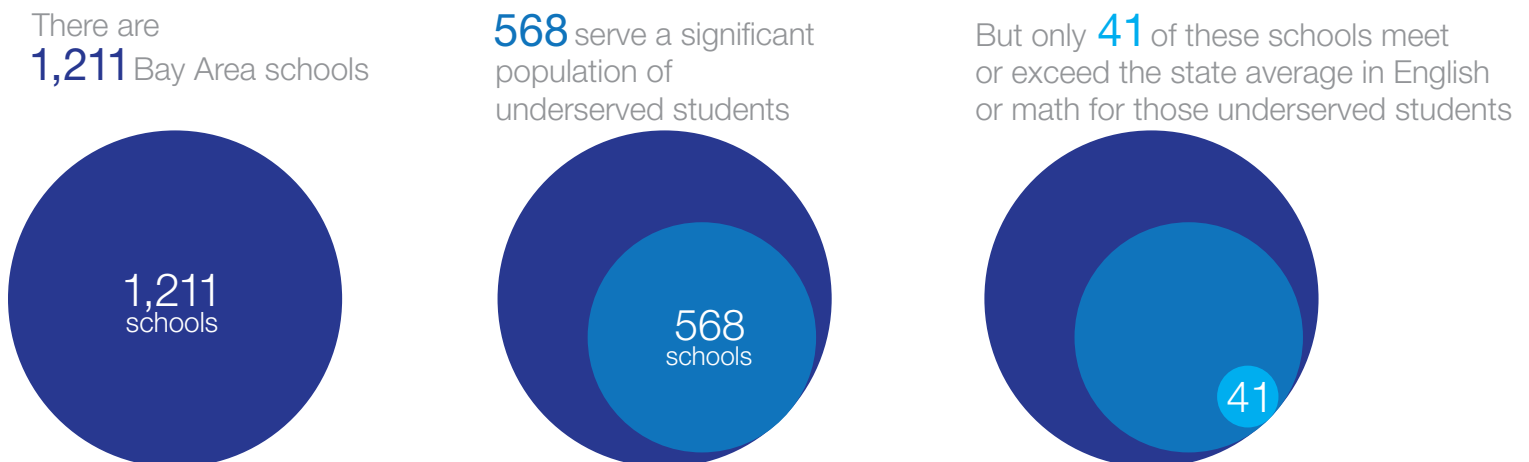
Our report looks at traditional district and charter public schools across the five Bay Area counties (Alameda, Contra Costa, San Francisco⁴, San Mateo, and Santa Clara). Schools that are selective in choosing which students to admit, including alternative schools and others flagged by the CDE, were not eligible for inclusion in this report.

The Top Schools listed in this report meet the following criteria:

- The school has at least the state average percentage of low-income Latino students (43.2%) or low-income African American students (4.2%).
- The participation rate (the number of students tested divided by the number of students enrolled in a school) was at least 95% when rounded. This high participation rate assures that the school is testing practically all students and not somehow discouraging some students from getting tested, which could artificially inflate school-wide scores.
- The school's proficiency rate for low-income African American students in math or English meets or exceeds the state average proficiency rate for all students, OR
- The school's proficiency rate for low-income Latino students in math or English meets or exceeds the state average proficiency rate for all students.

From the total of 568 traditional district and public charter schools serving a large number of underserved students in the Bay Area, only 41 unique schools⁵ achieved better results on the 2015-16 state tests for their underserved students than the state's overall average for all students in English and/or math.⁶ This number is far too low, and it underlines how rare these schools are. Especially striking is the fact that not one high school in the Bay Area met our criteria for low-income African American students in English or math. But the schools featured in this report offer models from which we can hope to greatly increase the number of great opportunities for our underserved kids.

The schools that met – and in many cases exceeded – these criteria are featured on the next few pages of this report.⁷



⁴Note: The CDE data file used for these analyses (accessed on 08/24/2016 at <http://caaspp.cde.ca.gov/sb2016/ResearchFileList>) did not include data for these groups of students for some school districts in the Bay Area by the time this report was published.

⁵Three schools on our lists qualified as both an elementary and a middle school, amounting to 44 "schools" on our lists when considering school type.

⁶Schools with missing data for low-income students in the original publication of CAASPP data could not be included in the Top Schools tables for this report. Schools in San Francisco Unified School District, including district-approved charters, for instance, could not be included for this reason. Innovate Public Schools plans to create an addendum to this report if more schools meet our criteria, when the complete data file becomes available.

⁷For a description of the report methodology used for this analysis, see the methodology page at the end of the report.

Top-Performing Bay Area Public Schools for Low-Income Latino Students in English

Among schools that have at least 43.2% low-income Latino students, which is the state average

ELEMENTARY

NAME OF SCHOOL	LOW INCOME LATINO % PROFICIENT IN ENGLISH	CHANGE FROM LAST YEAR	DISTRICT CHARTER MANAGEMENT ORGANIZATION	SUBGROUP % IN SCHOOL	IN LAST YEAR'S REPORT
Gilroy Prep (Charter)	77%	+1	Gilroy Unified Navigator Public Schools	48%	★
Mission Preparatory (Charter)	72%	+38	State Board of Education Mission Preparatory	73%	★ IN MATH
KIPP Heritage Academy (Charter)	54%	+2	Franklin-McKinley Elementary KIPP Bay Area Schools	52%	★
KIPP Prize Preparatory Academy (Charter)	49%	+14	Alum Rock Union Elementary KIPP Bay Area Schools	73%	
Highland Elementary	49%	+5	West Contra Costa Unified	51%	★
Voices College-Bound Language Academy (Charter)	48%	+13	Franklin-McKinley Elementary Voices College-Bound Language Academies	66%	
Rod Kelley Elementary	47%	+10	Gilroy Unified	59%	★ IN MATH
Rocketship Discovery Prep (Charter)	45%	+17	Santa Clara County Office of Education Rocketship Education	76%	★ IN MATH

MIDDLE

NAME OF SCHOOL	LOW INCOME LATINO % PROFICIENT IN ENGLISH	CHANGE FROM LAST YEAR	DISTRICT CHARTER MANAGEMENT ORGANIZATION	SUBGROUP % IN SCHOOL	IN LAST YEAR'S REPORT
KIPP Summit Academy (Charter)	76%	+4	San Lorenzo Unified KIPP Bay Area Schools	43%	★ IN MATH
Voices College-Bound Language Academy (Charter)	73%	0	Franklin-McKinley Elementary Voices College-Bound Language Academies	66%	
Ida Jew Academies (Charter)	65%	+23	Mount Pleasant Elementary	65%	★
KIPP Heartwood Academy (Charter)	58%	+4	Alum Rock Union Elementary KIPP Bay Area Schools	75%	★
Crittenden Middle	50%	+14	Mountain View Whisman	45%	

HIGH

NAME OF SCHOOL	LOW INCOME LATINO % PROFICIENT IN ENGLISH	CHANGE FROM LAST YEAR	DISTRICT CHARTER MANAGEMENT ORGANIZATION	SUBGROUP % IN SCHOOL	IN LAST YEAR'S REPORT
Lighthouse Community Charter High (Charter)	86%	+8	Oakland Unified Lighthouse Community Public Charter Schools	74%	★
Impact Academy of Arts & Technology (Charter)	84%	+8	Hayward Unified Envision Schools	48%	★
Summit Preparatory Charter High (Charter)	83%	+17	Sequoia Union High Summit Public Schools	46%	★
Leadership Public Schools: Hayward (Charter)	79%	+9	Hayward Unified Leadership Public Schools	53%	★
Leadership Public Schools: Richmond (Charter)	78%	+21	West Contra Costa Unified Leadership Public Schools	88%	★
Making Waves Academy (Charter)	67%	+1	Contra Costa County Office of Education Making Waves Academy	75%	★
Oakland Unity High (Charter)	63%	-11	Oakland Unified	74%	★

Top-Performing Bay Area Public Schools for Low-Income Latino Students in Math

Among schools that have at least 43.2% low-income Latino students, which is the state average

ELEMENTARY SCHOOL

NAME OF SCHOOL	LOW INCOME LATINO % PROFICIENT IN MATH	CHANGE FROM LAST YEAR	DISTRICT CHARTER MANAGEMENT ORGANIZATION	SUBGROUP % IN SCHOOL	IN LAST YEAR'S REPORT
Mission Preparatory (Charter)	65%	+15	State Board of Education - Mission Preparatory	73%	★
Gilroy Prep (Charter)	60%	+4	Gilroy Unified Navigator Public Schools	48%	★
E. M. Grimmer Elementary	57%	+13	Fremont Unified	45%	★
Rocketship Alma Academy (Charter)	54%	+12	Santa Clara County Office of Education Rocketship Education	80%	★
Rocketship Spark Academy (Charter)	54%	-4	Franklin-McKinley Elementary Rocketship Education	56%	★
Rocketship Mosaic Elementary (Charter)	53%	+1	Franklin-McKinley Elementary Rocketship Education	57%	★
Rocketship Discovery Prep (Charter)	51%	+11	Santa Clara County Office of Education Rocketship Education	76%	★
Rocketship Si Se Puede Academy (Charter)	48%	+8	Santa Clara County Office of Education Rocketship Education	81%	★
Rod Kelley Elementary	46%	0	Gilroy Unified	59%	★
Richmond College Preparatory (Charter)	44%	+2	West Contra Costa Unified Richmond College Preparatory	57%	★
Los Medanos Elementary	43%	-5	Pittsburg Unified	57%	★
Rocketship Mateo Sheedy Elementary (Charter)	42%	+1	Santa Clara County Office of Education Rocketship Education	81%	★
Aspire East Palo Alto Charter (Charter)	40%	+13	Ravenswood City Elementary Aspire Public Schools	82%	
Ida Jew Academies (Charter)	39%	+10	Mount Pleasant Elementary	65%	
Highland Elementary	39%	+6	West Contra Costa Unified	51%	★ IN ENGLISH

MIDDLE SCHOOLS

NAME OF SCHOOL	LOW INCOME LATINO % PROFICIENT IN MATH	CHANGE FROM LAST YEAR	DISTRICT CHARTER MANAGEMENT ORGANIZATION	SUBGROUP % IN SCHOOL	IN LAST YEAR'S REPORT
KIPP Summit Academy (Charter)	61%	-1	San Lorenzo Unified KIPP Bay Area Schools	43%	★
KIPP Heartwood Academy (Charter)	58%	+17	Alum Rock Union Elementary KIPP Bay Area Schools	75%	★
Voices College-Bound Language Academy (Charter)	50%	+1	Franklin-McKinley Elementary Voices College-Bound Language Academies	66%	
Richmond Charter Academy (Charter)	39%	-1	West Contra Costa Unified Amethod Public Schools Inc.	84%	★
Ida Jew Academies (Charter)	39%	+8	Mount Pleasant Elementary	65%	★ IN ENGLISH

HIGH SCHOOLS

NAME OF SCHOOL	LOW INCOME LATINO % PROFICIENT IN MATH	CHANGE FROM LAST YEAR	DISTRICT CHARTER MANAGEMENT ORGANIZATION	SUBGROUP % IN SCHOOL	IN LAST YEAR'S REPORT
Lighthouse Community Charter High (Charter)	53%	-1	Oakland Unified Lighthouse Community Public Charter Schools	74%	★
Making Waves Academy (Charter)	46%	+8	Contra Costa County Office of Education Making Waves Academy	75%	★ IN ENGLISH
Impact Academy of Arts & Technology (Charter)	39%	-4	Hayward Unified Envision Schools	48%	★
Oakland Unity High (Charter)	38%	-8	Oakland Unified Unity Schools	74%	★
Pescadero High	38%	N/A	La Honda-Pescadero Unified	63%	
Leadership Public Schools - Hayward (Charter)	37%	-11	Hayward Unified Leadership Public Schools	53%	★
Aspire Lionel Wilson College Preparatory Academy (Charter)	36%	+11	Oakland Unified Aspire Public Schools	86%	★

Top-Performing Bay Area Public Schools for Low-Income African American Students in English

Among schools that have at least 4.2% low-income African American students, which is the state average

ELEMENTARY SCHOOLS

NAME OF SCHOOL	LOW INCOME AFRICAN AMERICAN % PROFICIENT IN ENGLISH	CHANGE FROM LAST YEAR	DISTRICT CHARTER MANAGEMENT ORGANIZATION	SUBGROUP % IN SCHOOL	IN LAST YEAR'S REPORT
Peralta Elementary	55%	+14	Oakland Unified	11%	★
Rocketship Mateo Sheedy Elementary (Charter)	52%	+14	Santa Clara County Office of Education Rocketship Education	6%	★ IN MATH
Montalvin Manor Elementary	50%	+11	West Contra Costa Unified	11%	
Southgate Elementary	50%	+14	Hayward Unified	7%	
Cleveland Elementary	48%	+5	Oakland Unified	12%	★
Kathryn Hughes Elementary	47%	+31	Santa Clara Unified	7%	
Lincoln Elementary	46%	-6	Oakland Unified	6%	★
Hanna Ranch Elementary	45%	+15	West Contra Costa Unified	8%	

MIDDLE SCHOOLS

NAME OF SCHOOL	LOW INCOME AFRICAN AMERICAN % PROFICIENT IN ENGLISH	CHANGE FROM LAST YEAR	DISTRICT CHARTER MANAGEMENT ORGANIZATION	SUBGROUP % IN SCHOOL	IN LAST YEAR'S REPORT
American Indian Public Charter (Charter)	56%	+25	Oakland Unified The American Indian Model (AIM)	15%	
Orchard Park	54%	-1	Antioch Unified	9%	★

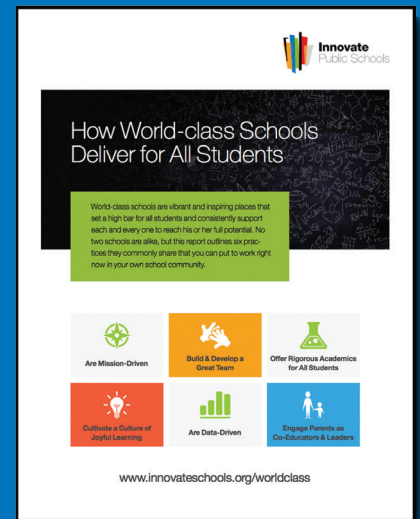
HIGH SCHOOLS

NAME OF SCHOOL	LOW INCOME AFRICAN AMERICAN % PROFICIENT IN ENGLISH	CHANGE FROM LAST YEAR	DISTRICT CHARTER MANAGEMENT ORGANIZATION	SUBGROUP % IN SCHOOL	IN LAST YEAR'S REPORT
THERE ARE NO HIGH SCHOOLS THAT MET OUR CRITERIA FOR THIS POPULATION OF STUDENTS					

What do top schools do right?

There is a wide range of schools on our Top Schools lists, including traditional district schools and charter schools of varying sizes and school types. There is not one exclusive model that defines a top school, but it is true that many high-performing schools have similar practices. The best schools in the country are often driven by a very clear mission, use data to inform decisions, build a great staff, offer rigorous academics for all students, cultivate a culture of joyful learning, and engage parents as co-educators and leaders.

Learn more in our report, *"How World-class Schools Deliver for All Students."*



Top-Performing Bay Area Public Schools for Low-Income African American Students in Math

Among schools that have at least 4.2% low-income African American students, which is the state average

ELEMENTARY SCHOOLS

NAME OF SCHOOL	LOW INCOME AFRICAN AMERICAN % PROFICIENT IN MATH	CHANGE FROM LAST YEAR	DISTRICT CHARTER MANAGEMENT ORGANIZATION	SUBGROUP % IN SCHOOL	IN LAST YEAR'S REPORT
American Indian Public Charter School II (Charter)	50%	N/A	Oakland Unified The American Indian Model (AIM)	17%	
Cleveland Elementary	44%	-6	Oakland Unified	12%	★

MIDDLE SCHOOLS

NAME OF SCHOOL	LOW INCOME AFRICAN AMERICAN % PROFICIENT IN MATH	CHANGE FROM LAST YEAR	DISTRICT CHARTER MANAGEMENT ORGANIZATION	SUBGROUP % IN SCHOOL	IN LAST YEAR'S REPORT
American Indian Public Charter School II (Charter)	50%	-17	American Indian Public Charter School II The American Indian Model (AIM)	17%	★
American Indian Public Charter (Charter)	44%	+21	American Indian Public Charter The American Indian Model (AIM)	15%	

HIGH SCHOOLS

NAME OF SCHOOL	LOW INCOME AFRICAN AMERICAN % PROFICIENT IN MATH	CHANGE FROM LAST YEAR	DISTRICT CHARTER MANAGEMENT ORGANIZATION	SUBGROUP % IN SCHOOL	IN LAST YEAR'S REPORT
THERE ARE NO HIGH SCHOOLS THAT MET OUR CRITERIA FOR THIS POPULATION OF STUDENTS					

Increasing Proficiency Rates

With two years of CAASPP scores, it is now possible to look at each school's change in the percentage of students meeting standards since last year. Across the state, proficiency rates for all students went up 5% in English and 3% in math, with some schools showing much bigger increases. Although many different factors can affect a school's performance, these numbers are a signal that a school may be improving over time. The four schools below had the largest positive changes in proficiency for low-income African-American and Latino students since last year.

Schools with the Largest Change in Proficiency Since Last Year

Low-Income Latino in English

NAME OF SCHOOL	LOW INCOME LATINO % PROFICIENT IN ENGLISH	CHANGE FROM 2014 - 15	DISTRICT CHARTER MANAGEMENT ORGANIZATION	TYPE	SUBGROUP % IN SCHOOL	IN THIS YEAR'S REPORT
Mission Preparatory (Charter)	72%	+38	State Board of Education Mission Preparatory	Elementary	73%	YES

Low-Income Latino in Math

NAME OF SCHOOL	LOW INCOME LATINO % PROFICIENT IN MATH	CHANGE FROM 2014 - 15	DISTRICT CHARTER MANAGEMENT ORGANIZATION	TYPE	SUBGROUP % IN SCHOOL	IN THIS YEAR'S REPORT
KIPP Heartwood Academy (Charter)	58%	+17	Alum Rock Union Elementary KIPP Bay Area Schools	Middle	75%	YES

Low-Income African American in English

NAME OF SCHOOL	LOW INCOME AFRICAN AMERICAN % PROFICIENT IN ENGLISH	CHANGE FROM 2014 - 15	DISTRICT CHARTER MANAGEMENT ORGANIZATION	TYPE	SUBGROUP % IN SCHOOL	IN THIS YEAR'S REPORT
Kathryn Hughes Elementary	47%	+31	Santa Clara Unified	Elementary	7%	YES

Low-Income African American in Math

NAME OF SCHOOL	LOW INCOME AFRICAN AMERICAN % PROFICIENT IN MATH	CHANGE FROM 2014 - 15	DISTRICT CHARTER MANAGEMENT ORGANIZATION	TYPE	SUBGROUP % IN SCHOOL	IN THIS YEAR'S REPORT
American Indian Public Charter	44%	+21	Oakland Unified The American Indian Model (AIM)	Middle	39%	YES

There is Hope, but We Have Work To Do

From all the data and analysis on California's new standards and tests, two clear facts emerge. One is that, as it stands today, the deck is stacked against low-income African American and Latino students, particularly in the Bay Area. The second is that it doesn't need to be that way. Despite the real and enormous challenges in communities of poverty, a small but significant number of schools are setting their students on track for successful, secure lives. In a region known for its extraordinary wealth of money and talent, we must find the energy and will to do that for more of our children. At Innovate Public Schools, we are committed to supporting families and communities as they fight for the change that all of our children deserve.

About Innovate Public Schools

Innovate Public Schools is a nonprofit organization working to make sure that all students in the Bay Area – especially low-income students and students of color – receive a world-class public education that prepares them for success in college, careers and beyond. We're building a movement of families, educators, and business and elected leaders who together will make this vision a reality. We build the capacity of parents and educators to innovate and act together to create world-class public schools, and we publish easy-to-understand school quality data and research that highlights both problems and solutions.

Learn more and get involved

Don't see your school featured in our report? Visit our website to find out how schools in your community are doing for underserved students. You can also find profiles of top schools and how you can take action to make sure all students get a high-quality education.

www.innovateschools.org/topschools



Methodology

Data Sources

- 2015-16 California Assessment of Student Performance and Progress (CAASPP) English language arts/literacy (English) and mathematics results.
- 2014-15 California Assessment of Student Performance and Progress (CAASPP) English language arts/literacy (English) and mathematics results were used to calculate the difference in proficiency rates between the two years of test data.
- California Department of Education (CDE) Public School Directory database.
- Student Enrollment in School Year 2015-16 through the California Department of Education's website.
- Student Enrollment Breakdown by Racial/Ethnic Group and Economic Status for School Year 2015-16. This information was obtained through a data request to the California Department of Education.

School Sample

The school sample is limited to traditional charter and public schools serving students between grades K-12, as defined by CDE. For example, the sample does not include juvenile court schools, schools determined to have selective admissions, or alternative independent study schools.

Criteria for Inclusion

The schools highlighted in our lists of top-performing schools for low-income African-American and low-income Latino students meet the following criteria:

- The percentage of low-income African American or low-income Latino students tested in the school was equal to or higher than the state's average percentage of low-income African American (4.2%) or low-income Latino students (43.2%); and
- The proficiency rate for the given student group (i.e., low-income African American or low-income Latino students) in English or math on the 2015-16 CAASPP was equal to or higher than the state average for all students in the given school type (elementary, middle or high) and subject (English or math); and
- The participation rate (the number of students tested divided by the number of students enrolled in a school) was at least 95% when rounded.

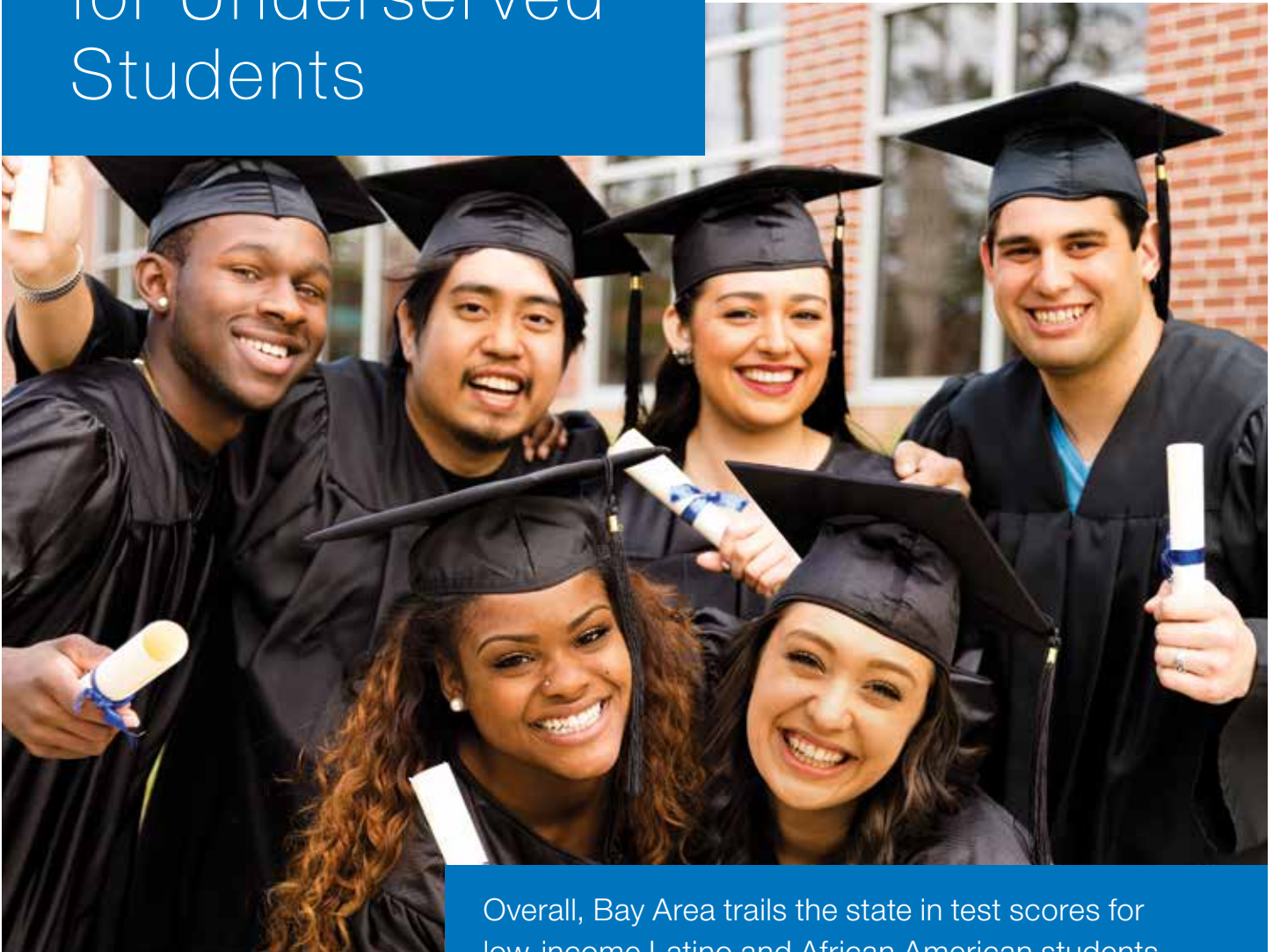
A more detailed methodology is available on the report landing page on our website: innovateschools.org/topschools.



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Top Bay Area Public Schools for Underserved Students



Overall, Bay Area trails the state in test scores for low-income Latino and African American students, but some schools buck the trend.

The new 2014-2015 state test results show a big gap in student achievement, specifically with low-income African American and Latino students performing far worse than other students. The problem is even more serious in the Bay Area, where local schools tend to trail the state average in test scores for these student groups. This report highlights 54 Bay Area public schools that achieved strong results for underserved students, showing what students can achieve and pointing the way toward how all schools can better support underserved students.

This fall, California published the first year of results for schools on the California Assessment of Student Performance and Progress (CAASPP), which replaces the tests used under the California State Testing and Reporting (STAR) system in place since the late 1990s. The CAASPP is designed to measure student mastery of the Common Core State Standards in English Language Arts and math, which California schools started implementing in 2012-2013.

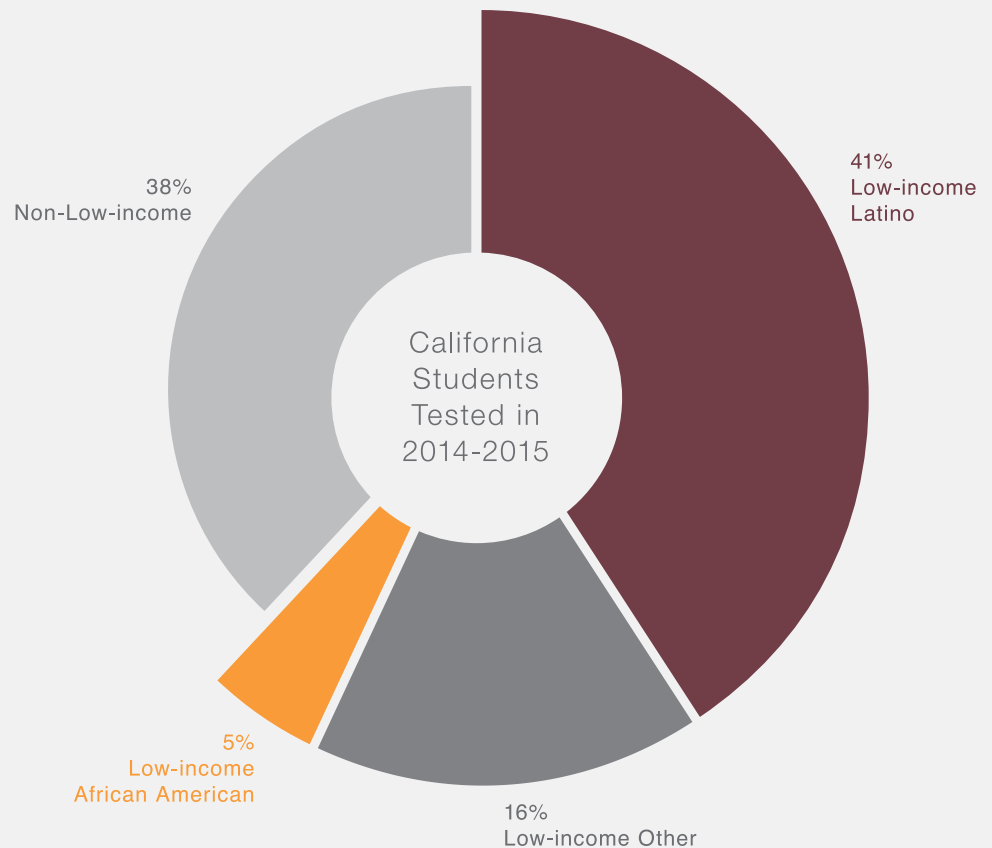
It was expected that the CAASPP would be more challenging for students since the new standards demand more critical thinking skills and represent a major shift in teaching and learning. In this baseline year, across California, only 44% of students met or exceeded standards in English Language Arts and only 33% in math. The scores for low-income students were much lower, revealing an even larger achievement gap than before on this more rigorous test.

Across the State, Huge Numbers of Students Are Underserved

This report examines the 2014-15 test scores to see how low-income Latino and low-income African American students performed across the Bay Area, and then looks specifically at schools in the Bay Area who serve a relatively large proportion of low-income Latino and low-income African American students. Our analysis highlights those schools whose underserved students earned higher proficiency rates in English and math than the state averages for all students.

Last year, 62% of students tested in California were from low-income families. Because these children have the lowest achievement rates in the state, this report focuses on low-income Latino and African American students. Together they make up 46% of all students tested in the state.

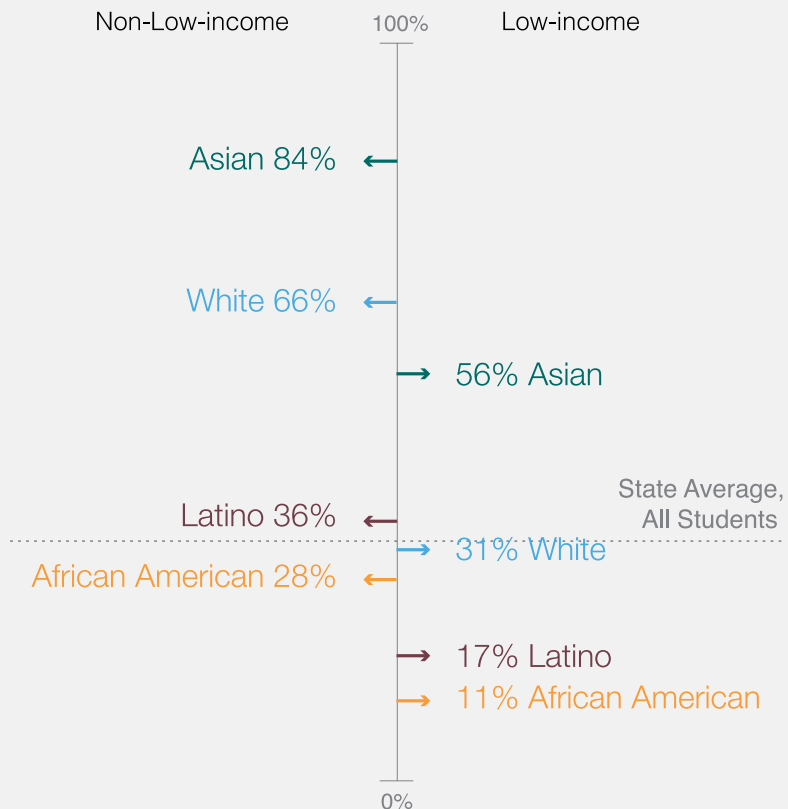
Over Half of California Students are Low-income



Bay Area Schools Show Wide Achievement Gaps Between Student Groups

Mirroring the statewide trend, Bay Area schools are not producing the same results for all students. Many Bay Area schools show a large gap in performance not only between economically disadvantaged and non-economically disadvantaged students, but also dramatic gaps between different racial/ethnic groups within the same economic status. In other words, many Bay Area schools show low-income Latino and African American students lagging far behind their peers.

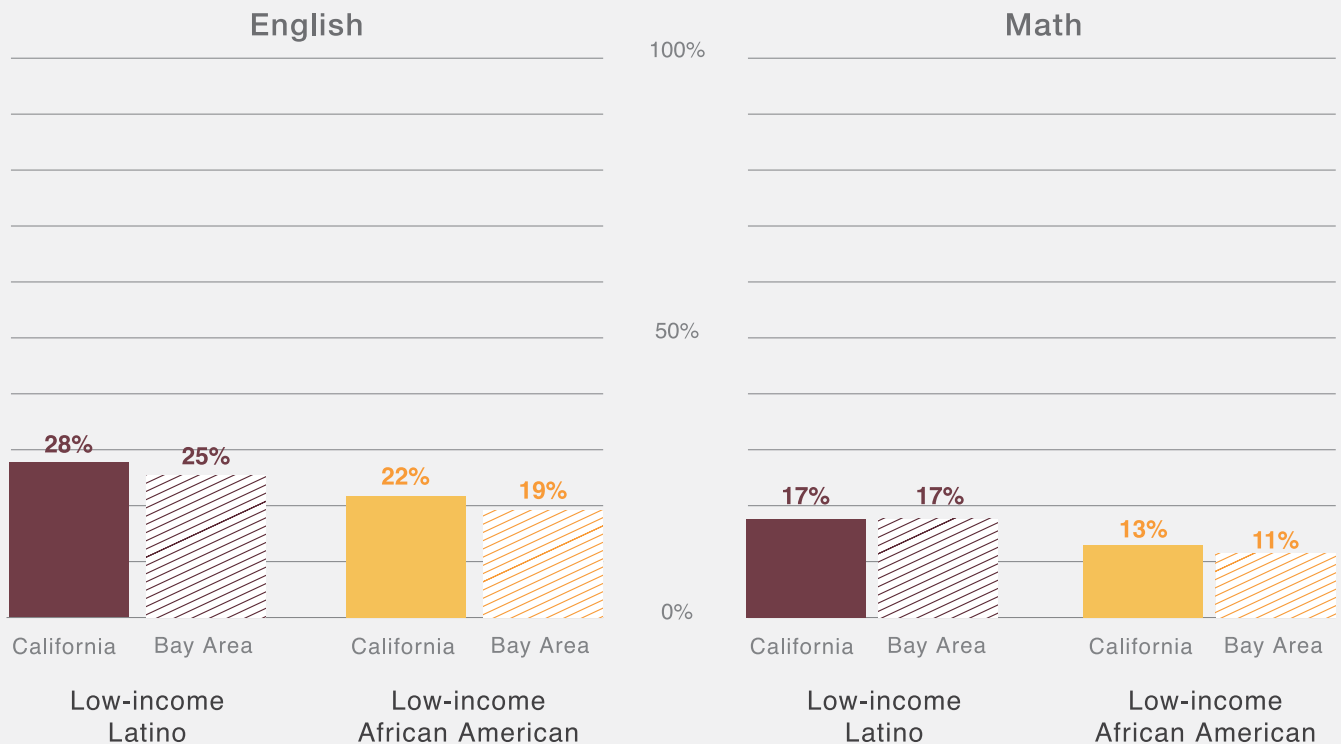
CAASPP 2014-2015 average proficiency rates **in math**, by student group and economic status



Bay Area is Behind the State in Test Scores for Underserved Students

Bay Area schools consistently trail the state average in test scores for low-income African American students and low-income Latino students. This trend holds across hundreds of schools and dozens of districts in the Bay Area.

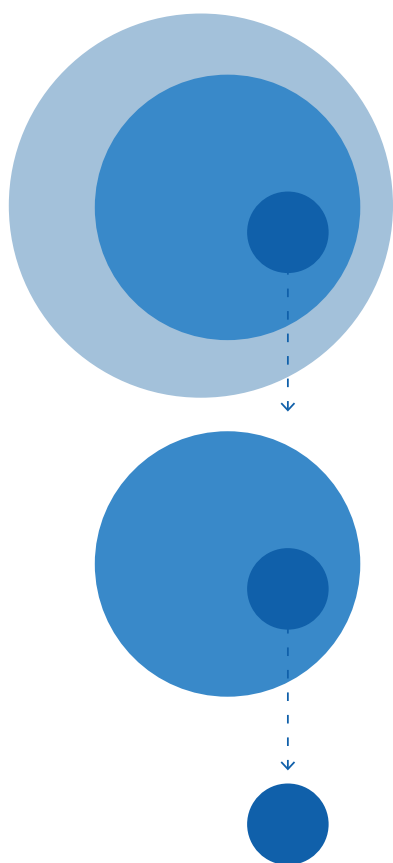
CAASPP 2014-2015 proficiency averages in **English and math** for low-income Latino and low-income African American students



Fifty-four Bay Area Schools Stand Out in Results for Underserved Students

Our analysis looked at public schools across the Bay Area, excluding those with selective admissions criteria and alternative schools. Only included are schools that have a large proportion of underserved students: at least the state average percentage of low-income Latino students (41%) or low-income African American students (5%).

Among these Bay Area public schools, 54 achieved better results on the 2014-2015 state tests for their underserved students than the state's overall average for all students.



Of the 1,200 Bay Area schools

573 serve a significant proportion of underserved students*

But in only 54 of these schools, underserved students meet or exceed the state average for all students in English or math**

*Schools with more than the state's average percentage of low-income Latino students (41%) or low-income African American students (5%)

**Based on 2014-15 CAASPP English and math scores

On the following pages of this report, these top schools are highlighted. We should learn from them and implement their best practices to better serve more students across the Bay Area.

Top-Performing Bay Area Public Schools for Low-income African American Students

Among schools that have at least 5% low-income African American students

English			
	School	District/Charter Management Organization	% of Low-income African American Students Meeting or Exceeding State Standard**
Elementary Schools	Los Medanos Elementary	Pittsburg Unified	53%
	Lincoln Elementary	Oakland Unified	52%
	Pioneer Elementary	Brentwood Union Elementary	47%
	Henry Haight Elementary	Alameda Unified	44%
	Cleveland Elementary	Oakland Unified	42%
	Harvey Milk Civil Rights Academy	San Francisco Unified	42%
	Peralta Elementary	Oakland Unified	41%
Middle Schools	American Indian Public Charter School II (Charter)	Oakland Unified / American Indian Model Schools	67%
	Orchard Park	Antioch Unified	55%
High Schools	Impact Academy of Arts & Technology (Charter)	Hayward Unified / Envision Schools	73%
Math			
	School	District/Charter Management Organization	% of Low-income African American Students Meeting or Exceeding State Standard**
Elementary Schools	Cleveland Elementary	Oakland Unified	48%
	Los Medanos Elementary	Pittsburg Unified	47%
	Rocketship Mateo Sheedy Elementary (Charter)	Santa Clara County Office of Education / Rocketship Education (San Jose)	38%
	Chabot Elementary	Oakland Unified	38%
	Peralta Elementary	Oakland Unified	36%
	Olinda Elementary	West Contra Costa Unified (El Sobrante)	36%
Middle Schools	American Indian Public Charter School II (Charter)	Oakland Unified / American Indian Model Schools	64%
High Schools	Impact Academy of Arts & Technology (Charter)	Hayward Unified / Envision Schools	36%

**Only schools at which low-income African American students' scores on the 2014-15 CAASPP meet or exceed the state's average proficiency rate for all students in the subject at that school level, and that serve more than the state average percentage of this subgroup were included. Data reflects the percentage of each school's low-income African American students whose scores meet or exceed the state standard.

Top-Performing Bay Area Public Schools for Low-income Latino Students

Among schools that have at least 41% low-income Latino students

English

	School	District/Charter Management Organization	% of Low-income Latino Students Meeting or Exceeding State Standard**
Elementary Schools	Gilroy Prep School (Charter)	Gilroy Unified / Navigator Schools (Gilroy)	76%
	KIPP Heritage Academy (Charter)	Franklin-McKinley Elementary / KIPP Bay Area Schools (San Jose)	52%
	Cornerstone Academy Preparatory (Charter)	Franklin-McKinley Elementary / Cornerstone (San Jose)	48%
	Highland Elementary	West Contra Costa Unified (Richmond)	45%
	Los Medanos Elementary	Pittsburg Unified	44%
	Montalvin Manor Elementary	West Contra Costa Unified (Richmond)	42%
	Burbank Elementary	Hayward Unified	41%
	Richmond College Preparatory (Charter)	West Contra Costa Unified / Richmond College Prep Schools (Richmond)	40%
Marshall Elementary	San Francisco Unified	40%	
Middle Schools	KIPP Summit Academy (Charter)	San Lorenzo Unified / KIPP Bay Area Schools (San Lorenzo)	72%
	KIPP Heartwood Academy (Charter)	Alum Rock Union Elementary / KIPP Bay Area Schools (San Jose)	54%
	College Connection Academy	Franklin-McKinley Elementary (San Jose)	51%
	Richmond Charter Academy (Charter)	West Contra Costa Unified / Amethod Public Schools (Richmond)	43%
	Ida Jew Academies (Charter)	Mount Pleasant Elementary (San Jose)	42%
High Schools	Oakland Charter High (Charter)	Oakland Unified / Amethod Public Schools	88%
	Lighthouse Community Charter High (Charter)	Oakland Unified / Lighthouse	78%
	Impact Academy of Arts & Technology (Charter)	Hayward Unified / Envision Schools	75%
	Summit Public School: Tahoma (Charter)	Santa Clara County Office of Education / Summit Public Schools (San Jose)	74%
	Oakland Unity High (Charter)	Oakland Unified	74%
	KIPP San Jose Collegiate (Charter)	East Side Union High / KIPP Bay Area Schools (San Jose)	72%
	Leadership Public School - Hayward (Charter)	Hayward Unified / Leadership Public Schools	70%
	Aspire Lionel Wilson College Preparatory Academy (Charter)	Oakland Unified / Aspire Public Schools	67%
	Making Waves Academy (Charter)	Contra Costa County Office of Education / Making Waves Foundation (Richmond)	66%
	Summit Preparatory Charter High (Charter)	Sequoia Union High / Summit Public Schools (Redwood City)	66%
	Aspire California College Preparatory Academy (Charter)	Alameda County Office of Education / Aspire Public Schools (Berkeley)	61%
	Leadership Public School - Oakland R & D Campus (Charter)	Oakland Unified / Leadership Public Schools	59%
Downtown College Preparatory High School (Charter)	San Jose Unified / Downtown College Prep	58%	
Leadership Public School - Richmond (Charter)	West Contra Costa Unified / Leadership Public Schools (Richmond)	57%	

Math

	School	District/Charter Management Organization	% of Low-income Latino Students Meeting or Exceeding State Standard**
Elementary Schools	Rocketship Spark Academy (Charter)	Franklin-McKinley Elementary / Rocketship Education (San Jose)	58%
	Gilroy Prep School (Charter)	Gilroy Unified / Navigator Schools (Gilroy)	57%
	Rocketship Mosaic Elementary (Charter)	Franklin-McKinley Elementary / Rocketship Education (San Jose)	52%
	KIPP Heritage Academy (Charter)	Franklin-McKinley Elementary / KIPP Bay Area Schools (San Jose)	50%
	The Mission Preparatory School (Charter)	State Board of Education / Mission Preparatory (San Francisco)	50%
	Los Medanos Elementary	Pittsburg Unified	47%
	Rocketship Academy Brilliant Minds (Charter)	Santa Clara County Office of Education / Rocketship Education (San Jose)	46%
	Rod Kelley Elementary	Gilroy Unified	46%
	Richmond Charter Elementary-Benito Juarez (Charter)	West Contra Costa Unified / Amethod Public Schools (Richmond)	45%
	E. M. Grimmer Elementary	Fremont Unified	43%
	Rocketship Alma Academy (Charter)	Santa Clara County Office of Education / Rocketship Education (San Jose)	42%
	Richmond College Preparatory (Charter)	West Contra Costa Unified / Richmond College Prep Schools (Richmond)	42%
	Cornerstone Academy Preparatory (Charter)	Franklin-McKinley Elementary / Cornerstone (San Jose)	42%
	Rocketship Mateo Sheedy Elementary (Charter)	Santa Clara County Office of Education / Rocketship Education (San Jose)	42%
	Rocketship Discovery Prep (Charter)	Santa Clara County Office of Education / Rocketship Education (San Jose)	40%
	Rocketship Si Se Puede Academy (Charter)	Santa Clara County Office of Education / Rocketship Education (San Jose)	40%
	Decima M. Allen Elementary	San Bruno Park Elementary	40%
Rocketship Fuerza Community Prep (Charter)	Santa Clara County Office of Education / Rocketship Education (San Jose)	36%	
Horrall/LEAD Elementary	San Mateo-Foster City (San Mateo)	35%	
Middle Schools	KIPP Summit Academy (Charter)	San Lorenzo Unified / KIPP Bay Area Schools (San Lorenzo)	62%
	KIPP Heartwood Academy (Charter)	Alum Rock Union Elementary / KIPP Bay Area Schools (San Jose)	41%
	Richmond Charter Academy (Charter)	West Contra Costa Unified / Amethod Public Schools (Richmond)	40%
	Solorsano Middle	Gilroy Unified	31%
High Schools	Lighthouse Community Charter High (Charter)	Oakland Unified / Lighthouse	54%
	KIPP San Jose Collegiate (Charter)	East Side Union High / KIPP Bay Area Schools (San Jose)	53%
	Leadership Public School - Hayward (Charter)	Hayward Unified / Leadership Public Schools	48%
	Oakland Charter High (Charter)	Oakland Unified / Amethod Public Schools	48%
	Oakland Unity High (Charter)	Oakland Unified	46%
	Impact Academy of Arts & Technology (Charter)	Hayward Unified / Envision Schools	45%
	Making Waves Academy (Charter)	Contra Costa County Office of Education / Making Waves Foundation (Richmond)	38%
	Coliseum College Prep Academy	Oakland Unified	30%
Summit Preparatory Charter High (Charter)	Sequoia Union High / Summit Public Schools (Redwood City)	30%	

**Only schools at which low-income Latino students' scores on the 2014-15 CAASPP meet or exceed the state's average proficiency rate for all students in the subject at that school level, and that serve more than the state average percentage of this subgroup were included. Data reflects the percentage of each school's low-income Latino students whose scores meet or exceed the state standard.

Let's Change the Odds for Low-income Students

Right now, the odds are stacked against the tens of thousands of low-income Latino and African American students in the Bay Area who are not performing at grade level in English or math. Unless we work urgently to change the trajectory for these children – our children – the vast majority of them will not earn a college degree. And we know that without a college degree, most jobs that pay a middle-class salary are out of reach, leaving them with few opportunities in this region with such a high cost of living.

What does it say about the Bay Area that, despite the extraordinary wealth here, low-income Latino and African American students are actually doing better elsewhere in the state?

The good news in this report is that some Bay Area public schools are bucking this trend. Some of the schools highlighted in this report are so high-performing that they've closed the achievement gap for some groups of traditionally underserved students. Many of them have created such rigorous academic programs that scores for their low-income Latino and African American students are up to four times the state average for their subgroup in English and math. We should celebrate these top schools for their hard work and strong outcomes. Most importantly, we should learn from them and move quickly to make sure that every child has access to high-performing public schools.

About Innovate Public Schools

Innovate Public Schools is a nonprofit organization focused on ensuring that all Silicon Valley and Bay Area students, including low-income students and students of color, receive an excellent education. We publish easy-to-understand school quality data and research to highlight problems and solutions. We work with educators from both school districts and charter schools to launch new schools and turn around low-performing schools. We provide training and support for parents in high-need communities so they can effectively advocate for better schools. Learn more at www.innovateschools.org.

Methodology

Data Sources

- 2014-2015 California Assessment of Student Performance and Progress (CAASPP) English language arts/literacy (English) and mathematics results
- California Department of Education (CDE) Public School Directory database

School Sample

The school sample is limited to traditional charter and public schools serving students between grades K-12, as defined by CDE. For example, the sample does not include juvenile court schools, schools with selective admissions, or alternative independent study schools.

Criteria for Inclusion

The schools highlighted in this report on pages 7-9 meet the following criteria:

- The percentage of low-income African American (5%) or low-income Latino (41%) students tested in the school was equal to or higher than the state's average percentage of low-income African American or low-income Latino students; and
- The proficiency rate for the given student group (i.e., low-income African American or low-income Latino students) in English or math on the 2014-2015 CAASPP was equal to or higher than the state average for all students in the given school type (elementary, middle or high) and subject (English or math).

A more detailed methodology is available on the report landing page on our website: www.innovateschools.org/topschools



innovateschools.org/topschools