

CHARTER

for the

OAKLAND UNIFIED SCHOOL DISTRICT

American Indian Public High School

Submitted by the American Indian Public High School Council
3637 Magee Avenue
Oakland, CA 94619
510-482-6000

January 24, 2005

Contact: Dr. Ben Chavis: 510-482-6000

LEGISLATIVE FILE

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Enactment Date _

By. _____

Charter School Petition Form for Teacher Initiated Petitions

American Indian Public ~~High~~ School (~~9th~~ through ~~12th~~ Grade)
 (Name and Grade of Charter School)

We, the undersigned teachers, support the creation of a new charter school. In accordance with provisions of California's revised Charter Schools Act (Assembly Bills 544 and 24217 of the 1988 Legislative Session and Administrative Bulletin 4060 of the Oakland Unified School District) we hereby exercise rights as granted in section 47605(A) of the Education Code - namely that the charter petition is "signed by a number of teachers who are equivalent to at least one-half of the number of teachers the charter school estimates will be employed in the charter school during its first year of operation."

Name of Teacher	Home address and Zip Code	Home Phone Number	Meaningfully Interested in Teaching at the Charter School	Current School	Type of Credential Held	Signature	Date
EMILY YAMAUCHI <i>Emily Yamauchi</i>	1520 JACKSON ST. #219 OAKLAND, CA 94612 <i>1510 Compton Avenue Apt. 6 Berkeley, CA 94709</i>	510-832-0575 <i>510-847-9411</i>	<input checked="" type="checkbox"/>	AMERICAN INDIAN PUBLIC CHARTER <i>American Indian Public Charter School</i>	MULTI-SUBJECT PRELIMINARY CREDENTIAL	<i>Signature</i>	11/10/04 <i>12/14/04</i>

This petition form is available in other languages. Information will be used to validate signatures.

Required Signatures [Education Code Section 47605 (a)]:

The attached charter merits consideration. We are hereby petitioning the governing board of the Oakland Unified School District to grant approval of the charter pursuant to Education Code 4605 in order to enable the continuing function of the American Indian Public High School.

The AIPHS agrees to operate the school pursuant to the terms of The Charter School Act and the provisions of the school's charter. The petitioners listed on the next page certify that they are teachers who are meaningfully interested in teaching at the AIPHS. The director of the school will be authorized to negotiate any amendments to the attached charter necessary to secure approval by the Oakland Unified School District governing board.

Required Affirmations [Education Code Section 47605 (d)(1)]:

The American Indian Public High School will be nonsectarian in its programs, admission policy, employment practices and all other operations. It will not charge tuition, nor will it discriminate against any pupil on the basis of ethnicity, national origin, gender, disability, sexual orientation, race, and gender identity.

Any questions regarding the charter should be directed to me at (510) 482-6000.

Respectfully,



Ben Chavis, Ph.D.
Director

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Element (1:A) A Description of the School’s Educational Program

An identification of “whom the school is attempting to educate,” i.e. targeted student population. (Education Code 47605(b)(5)(A)). This element is described under sections labeled Mission Statement, Philosophy, Curriculum Goals, and Curriculum Learning Strategies.

The Mission Statement

American Indian Public High School will serve 180-200, 9th through 12th grade students. Student attendance of at least 97% will ensure that our students are preparing to be productive citizens. Students will continue to enhance their academic skills in language arts, mathematics, science, social science, and the humanities to pursue higher education.

Element (1:A) Description of the School’s Educational Program

“What it means to be an educated person in the 21st Century”

(Education Code 47605(b)(5)(A))

PHILOSOPHY

A common vision shared by the staff, parents, and students who created this charter is that a rigorous and engaging educational program will be provided in the context for all our students. A unique feature of the A.I.P.H.S. will be to offer American Indian Public Charter School students and others a strong emphasis on academic skills, as well as mutual respect and community involvement.

The 9th-12th grades are the formative years when students are seeking answers to fundamental questions of life and their identity. They are deciding on values and standards, which will determine their success in the future. This is a time for them to explore. The school will provide students with an opportunity to do so in a structured, self-contained classroom which is the foundation of the American Indian Public High School.

These elements require a collaborative support structure that links students, family, staff, and community. A decision-making process will be implemented by the governance board and administration to ensure an atmosphere where staff, students, parents and community members can work cooperatively to achieve our educational goals.

What it means to be an Educated Person in the 21st Century

American Indian Public High School aims to build motivated, competent students who are prepared to enroll in college. The students’ curriculum will be rigorous with instruction designed for active engagement in the academic learning process.

Small, self-contained or team taught classrooms, group learning tasks, and emphasis on reading, writing, math, and science will be featured to warrant students build a productive working relationship with the teachers and classmates. The classroom environment incorporates a social skills program that will create a forum for reinforcing mutual respect among students.

Students who have a strong academic foundation and a positive self-concept are more likely to succeed in school and in life. The key to a successful school is strong leadership and participation of the community. Families and community members will be continuously encouraged to participate in their child's education.

Through this structured learning process, students at American Indian Public Charter School, grades 6th-8th, have set a record for the highest academic performance in Oakland, California (**Academic Performance Index score 816 for 2004, see Table I on page 34**). The emphasis on high academic results is additional evidence that students are being prepared for the demands of the 21st Century.

STUDENT ACHIEVEMENT

These skills will provide the foundation for our students to become competent, self-motivated, lifelong learners.

- 1. Our Students will:** be provided a school environment that encourages them to attend school.
- 2. Our Students will:** be provided the skills to reach academic standards in reading.
- 3. Our Students will:** be provided the skills to reach academic standards in writing.
- 4. Our Students will:** be provided the skills to reach academic standards in spelling.
- 5. Our Students will:** be provided the skills to reach academic standards in mathematics.
- 6. Our Students will:** be provided the skills to reach academic standards in science.
- 7. Our Students will:** be provided the skills to reach academic standards in social science.
- 8. Our Students will:** be provided the counseling and preparatory skills necessary to choose, apply, and enroll in a college that matches their needs and interests.

It is our ethos that high academic student achievement is the foundation to ensure our students are prepared to enter college. For additional information see the table below.

Performance Outcomes	*Expectation in Charter Agreement	** School's Internal Goal
1. Daily Instructional Minutes	Self-contained Classrooms	Meet or exceed state requirements for daily instructional minutes by offering at least 340 daily instructional minutes.
2. Smaller student – Teacher Ratios	Provide a 15 - 1 student - teacher ratio.	The school will implement a self-contained classroom model for structure and personalized learning environment.
3. Offer college level Science and Mathematics Courses to students.	Student population will take college courses in the 11 th and 12 th grade.	Science and Math courses will be offered through collaboration with the local community college.
4. Daily Attendance Rate	A higher attendance rate than surrounding school district that is 85%.	A daily attendance rate of at minimum, 97% each year.
5. Extended School year	Provide more instructional days per year than district.	All students will attend a summer program to surpass the state requirement of 180 instructional days.

The student achievement goals will be supported through a sound academic curriculum.

CURRICULUM GOALS

1. Our Curriculum will: provide a rigorous academic program for students that challenges them each day and enhances their academic achievement.

2. Our Curriculum will: provide the academic and social skills that result in higher student achievement.

3. Our Curriculum will: provide a structured environment that allows teachers, students, and families the chance to develop a productive working relationship.

4. Our Curriculum will: provide a structured environment that reinforces academic achievement, family, and a sense of community.

Our curriculum will serve as a road map for teachers, students, families and community members to ensure our students are provided the academic and social skills needed to succeed in society.

Element (1:A) A Description of the School’s Educational Program
“A description of how learning best occurs.” (Education Code 47605(b)(5)(A))

CURRICULUM

American Indian Public High School will be specifically designed to meet the academic and social needs of students in 9th-12th grade. The curriculum is designed to emphasize academic skills in reading, writing, mathematics, science, and social science.

The following core curriculum will be the foundation of the A.I.P.H.S. which is designed to meet the a-g requirements needed to enter the U.C. system.

a) Reading and Language Arts: will be structured around the *Holt Literature and Language Arts, Mastering the California Standards, Reading, Writing, Listening and Speaking for Grades 9-12, 2003*, by Hold, Rinehart and Winston.

- Teach reading and language arts as central to all academic subjects and as a means for obtaining and communicating information.
- Teach the fundamentals of spelling and grammar skills.
- Teach students the fundamental skills for researching information, taking notes, organizing ideas, developing an outline, using the dictionary, and editing and revising.
- Teach oral communication skills through group discussions and classroom presentations.
- Teach the mechanics of creative writing, poetry, journalism, business communication, and scientific writing.

b) Mathematics: will be structured around the state standards for each level, utilizing state approved curriculum such as

- Cover the grade-level curricular content specified in *Mathematics Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 1999).
- 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 listed in Table I on page 9.
- Teach fluency with traditional (abstract) mathematical concepts, statistics, and computation skills.
- Teach mathematics with scientific quantification to emphasize the relationships between math, science, and technology.

c) Science: will be structured around the state standards for each grade level utilizing state approved curriculum such as

- 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).

- 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 listed in Table II on page 35.
- Provide a science program that combines the core sciences of biology, physics, and chemistry for each grade.
- Teach students to use the scientific method in identifying a problem and posing 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.

d) History and Social Science: will be structured around the state standards for each grade level utilizing state approved curriculum such as

- 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).
- 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 listed in Table II on page 35.
- Teach World Geography in 9th grade as fundamental to understanding society.
- Teach students a global perspective of history and social science by studying other nations.
- Teach culture, both ancient and modern, through archaeology, anthropology, history, and geography.

e) Foreign Languages: will be structured around the state standards for appropriate grade levels.

- 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).
- Teach content and learning experiences in world languages that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics listed in Table II on page 35.
- Spanish will be the required foreign language for all students.
- Teach an integrated approach in which reading and the language arts facilitate and reinforce language fluency in Spanish.

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

- Provide an effective visual and performing arts curriculum using the 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).
- 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 listed in Table II on page 35.
- Implement the visual and performing arts as a comprehensive, curriculum-based educational component designed to introduce art, music, and culture in the classroom setting.

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

- 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).
- Teach the grade-level curricular content specified in *Challenge Standards for Student Success: Health Education* (California Department of Education, 1998).
- Provide a physical education program that offers both individual and team sports including basketball, cross country, soccer, and other physical activities that promote fitness, teamwork, and individual abilities.

For additional information please see table II on page 35. This table provides an outline of exit outcomes for American Indian Public High School students and the assessment method that will be used.

Learning Style Match

According to the research of Steve Pavlik, 1998*, the learning styles of American Indian and other ethnic groups learning styles traditionally have reinforced working together in groups. This is reinforced by the concept of a "clan system" within most American Indian tribes. It is through this system that relationships, boundaries, and expectations are established. Individuals are encouraged through peer relationships and custom to work together as one. This is a very structured system that has existed for hundreds of years. We will incorporate the concept of working as a group within our curriculum. This will be reflected in the self-contained classroom that reinforces a sense of extended family and community to our students. We will ensure a safe, structured learning environment for our students.

*Steve Pavlik, *A Good Cherokee, A Good Anthropologist*, (University of California , Los Angeles, 1998).

Alignment to State Standards

The Charter School will provide a structured curriculum that is aligned with state academic standards. Students with special learning needs will be mainstreamed into the classrooms.

Alignment to Oakland Standards

The students will have a base of knowledge that allows them to transfer freely into other California Public Schools. We will work closely with the Oakland Unified School District to align outcomes of instruction to the A.I.P.H.S. Core Curriculum as noted in the curriculum section. Approved textbooks will provide the content basis for courses of study and a structured daily schedule, which focuses on the core academic subjects. These subjects include language arts, math, science and social studies in the morning and early afternoon. Electives will be offered in the afternoon. Language arts will be an integral part of these electives. The American Indian Public High School will work with the Oakland Unified School District to provide Special Education services to these students, including psychologists, resource specialists and other services as needed.

After-School Support

At American Indian Public High School, we believe that homework is an integral part of the learning process for our students. The school will provide after-school tutoring and assistance with homework. The American Indian Public High School will work closely with community colleges and other Bay Area community organizations to provide academic and social services for our students.

LEARNING STRATEGIES

American Indian Public High School strategies reflect the American Indian values of structure, group work and mutual respect as previously noted. Strategies include, but are not limited to the following:

For the first school year, 2005-2006, there will be two 9th grade classes with a total enrollment of 45 students. Each year, a new grade will be added until the fourth year of 2008-2009 when the 12th grade will be the first graduating class. Students will begin 9th grade in a self-contained classroom for English, Geometry, Geography, Physical Science, Creative Writing and students will take P.E. from the Health Education teacher. The self-contained classroom concept has proved very effective with our students. Once students begin their junior year, they can enroll in calculus, trigonometry, chemistry, etc at Merritt Community College. All expenses for these courses will be paid by American Indian Public High School. A resource specialist will work with each teacher to focus on students with special educational needs and work with them in small groups. Students will be taught a range of thinking skills from concrete to abstract. Students' personal and cultural knowledge will be incorporated into the curriculum; for example, personal

narratives, family tree, journal writing and class presentations will be used. This description of “the school’s educational program” has been addressed in the mission statement, our school’s philosophy, curriculum goals and curriculum learning strategies.

Element (2:B) Measurable Pupil Outcomes

A description of the measurable pupil outcomes, i.e. the skills, knowledge, and attitudes that students will have attained upon leaving the Charter School are outlined below. These standards are often called “exit outcomes” or “graduation standards.” (Education Code 47605(b)(5)(B))

The concept of American Indian Public High School “Measurable Pupil Outcome” is the same academic framework that was implemented at American Indian Public Charter School for 6th – 8th grade. Through this method, American Indian Public Charter School achieved the best academic ranking of any public middle school or high school in Oakland, California for 2004. In addition, it is ranked one of the best secondary schools in the State of California. In short, we are proposing to continue this high level of academic achievement for the students who will attend American Indian Public High School.

A.I.P.H.S. students will be competent in each of the following areas after completing their 9th-12th grade school experience:

1. Take pride in attendance and punctuality.
2. Read and respond accurately and analytically to text questions.
3. Write critically.
4. Compute and solve math problems.
5. Comprehend and apply scientific knowledge.
6. Comprehend the role of history in our society.

The Charter School will be held accountable for all students achieving the above outcomes by measuring their success in the following ways:

1. American Indian Public High School students’ attendance rate will exceed 97% during each of the next five years.
2. The 9th through 12th grade students will achieve a minimum of 5% above all OUSD high schools for each of the next five years beginning 2006.

The following table provides outlines our internal and external student assessment:

Name of Assessment	Month/Season Administered	Purpose for Administering
STAR	August	Review the STAR testing results from student's previous year to compare with grade level goals and objectives for state and classroom standards.
Skills Connection Program (California State Objective Format)	September-October (Fall)	Assess student academic levels as they enter high school.
Curriculum Referenced tests and assignments	On-Going	To measure student progress with the state aligned curriculum implemented in every core content subject area. Students will also perform various writing samples throughout the year.
Skills Connection (Grade Level CAT-6) Test Preparation	Bi-weekly beginning in January - May.	To prepare students for the state subject matter and state STAR assessments.
STAR Test Battery (CAT-6)	May (Spring)	State test to measure student grade level knowledge through state comparisons.
CAHSEE Assessment (Tutorial Program Created by UC Davis)	June (Freshman Year)	To assess students in relation to the high school exit exam as they prepare to enter the sophomore year in school.
CAHSEE	January (Sophomore)	Students will be taking the California state high school exam in their sophomore year.
ACT/SAT Assessment	Summer (sophomore year)	To assess junior and seniors as they prepare to take the ACT/SAT and enter college.
Teacher Benchmark Assessments	On-Going	Teachers will create and use benchmark assessments to measure student levels on monthly basis.

The A.I.P.H.S. will be held accountable for the development and implementation of these outcomes. These efforts will be reviewed annually by the school's curriculum committee, comprised of teachers, families, and community members. The school will establish "benchmarks" to measure the academic skills needed for students to progress to the next grade level.

Our School Community and Environment will:

1. Develop an environment where our students enjoy coming to school.
2. Develop a school culture where students enjoy daily academic challenges.
3. Develop a productive working relationship with the school district and institutions of higher education for purposes of curriculum development and teaching intern placements.
4. Develop a working relationship with local businesses and/or corporations.
5. Develop a close collaboration with local community social service agencies.
6. Develop a group of community members to become educational partners.
6. Develop a process to keep the high school dropout rate below the local, state, and national average for each grade level.
7. Develop a school culture among students that encourages high academic standards, respect, and pride in our school and community.

The A.I.P.H.S. will be held accountable for the development of the above community components. We will document the accomplishments in this area by a school sign-in sheet, graduation records, monthly calendar, compilation of the minutes of pertinent meetings, and other documentation. We will submit to the district any proposed changes in these areas before they are made.

Element (3:C) Method to Assess Pupil Progress Toward Outcomes

A description of “the method by which pupil progress in meeting the pupil outcomes will be measured” (Education Code 47605(b)(5)(C).

STUDENT ASSESSMENT

Student attendance for each class will be tracked daily on an attendance board that will be set up at the entrance of the hallway. Each class will compete with their peers for the best attendance, which is also posted on the attendance board. The attendance data will be compiled in the Average Daily Attendance reports that are submitted to OUSD each month. Student academic assessment will be embraced as a positive tool to assist the school in a number of ways. Homework will be monitored each day. Weekly tests will diagnose student strengths as well as weaknesses. Ongoing assessments will allow students to apply their knowledge and know when they have been successful and why. Assessments will serve to stimulate and reinforce good teaching. Teachers will participate in staff development, university coursework, and other training to continuously improve their skills. Student assessment strategies include learning logs, family-student-teacher conferences, progress reports and student report cards. Student academic progress will also be documented from the results of the state tests which have proved to be very effective at American Indian Public Charter School.

Outcome 1. Daily Attendance Assessment

- a. Student daily attendance records
- b. Dropout statistics

Outcome 2. Reading

- a. Categories in reading on CA standards testing
- b. Records of student reading logs
- c. Traditional teacher assessments
- d. Categories in reading on CAT6 testing

Outcome 3. Mathematics

- a. Categories in math on CA standards testing
- b. Traditional teacher assessments
- c. Records of student math logs
- d. Categories in math on CAT6 testing

Outcome 4. Writing

- a. Collection of student portfolios in writing
- b. Writing sample at grade 10 on the California Standards Test
- c. Freewrite journal

Outcome 5. Science

- a. Exhibits and projects
- b. Bi-monthly science test

Outcome 6. History/Social Science

- a. Classroom projects
- b. Student presentations/exhibits
- c. www.socialstudies.org

Individual student progress is monitored by each teacher to ensure every student meets the standards of each grade level before being promoted to the next grade. The A.I.P.H.S staff will implement a student success team for those students experiencing academic difficulties. Teachers, parents, special education teachers and the principal will serve on this committee. The students will create language arts, math and science journals. Student progress reports will be sent to families every three weeks for students who receive less than a C in any subject. This method of assessment is the same that we utilize at American Indian Public Charter School. We will continue our tradition of high academic achievement with our students of whom 97% are minorities and over 80% qualify for free or reduced lunch. These same students at American Indian Public Charter School exceed the local, state, and national achievement standards when compared to the general white middle and upper class population. What other secondary school in Oakland, California, can boast such academic achievements with a similar student population?

Element (4:D) School Governance

**A description of “the governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.”
(Education Code 47605(b)(5)(D))**

GOVERNANCE

The school government will be reflected by way of its governing structure, the curriculum, student guidance and school code of conduct. Our Charter School Board, comprised of diverse community members, will meet at least bi-monthly.

The A.I.P.H.S. director will report directly to the Board.

The A.I.P.H.S. Board will develop by-laws and articles of incorporation for the school, which will be approved by a charter school governance board. The A.I.P.H.S.

Charter School Governance Board will be the responsible agent for the accountability requirements established by Senate Bill 1448 and the Charter itself. Policies regarding delineation of staff and board responsibilities, school goals and charter revision, personnel, budget development and approval, the school calendar and school climate is the responsibility of the Board.

The Board is responsible for establishing subcommittees as needed and delegating authority as deemed necessary. The board's major roles include establishing and approving all major school policies, contracts, annual budget, fiscal affairs, liability insurance and choosing and evaluating the Director of the school. The school's by-laws will require a minimum of 5 Board members. Potential Board members will be recommended to the existing American Indian Public Charter School Board. They will submit a letter of interest and preferably a resume. New Board members will be voted by existing American Indian Public Charter School Board members the first year. Thereafter, American Indian Public High School will elect its own Board members. A minimum of one family member, community member, attorney, and two business people will serve on the Board. These Board members will reflect the student population and be of a diverse professional background. The O.U.S.D. Board may appoint a person to serve on the A.I.P.H.S. board; however, this person will be a non-voting member. He or she may make recommendations, participate in discussions and participate fully in all other respects.

The A.I.P.H.S. will also have a parent advisory committee to the Board. They will work on such areas as the parent-student handbook and other activities to ensure the mission of the charter school is met and that students are appropriately served. The Board is responsible for establishing subcommittees as needed and delegating authority as deemed necessary. Day-to-day operations are handled by the school principal/director. Decisions regarding curriculum and instruction, classroom management issues, student assessment, and services will be made by classroom teachers and the director/principal. The Board will meet at 7:00 p.m. on the third Thursday of each month in the Charter School library. All board members must complete 16 hours of training in charter school governance and finance.

Families have the opportunity to participate in daily class activities, fall festival, spring festival, governance board, *etc.* at the school site. All volunteers and employees must provide a Live Scan background check. Families will be involved in meetings and school activities. The aim of our school is to ensure that families are actively involved in the school and to utilize them in meeting the needs of the school. Another feature of school culture is the use of rewards, recognition and incentives to promote all expressions of student excellence. In this way student confidence is encouraged and enhanced. This is an ongoing, school-wide emphasis.

The A.I.P.H.S. Code of Conduct will reflect the ethos of the school. In addition to student, staff, and family rights and responsibilities, clear and consistent school rules will be agreed to and signed, in the form of a contract, by all parties concerned before admission to, or employment at, the Charter School.

The A.I.P.H.S. will be nonsectarian in its admission and employment policies, and will not discriminate because of a person's race, sex, handicap, etc. The school will work with O.U.S.D., Alameda County Department of Education, local colleges and universities to ensure that a quality education is made available to all our students.

The A.I.P.H.S. will operate as an arm of the granting charter agency for purposes of providing special education and related services pursuant to Education Code Section 147641. All documentation will be provided to the district to ensure correct procedures are being followed regarding students who need said services. Cost incurred by the district will be paid by the school at an amount of funding for A.D.A. equal to the district's direct cost of providing these services minus the district's income from special education and transportation funding. In return, the district will provide the school with services necessary to address these students' educational needs.

The charter school will adhere to all policies and agreements with the charter-granting agency. The charter school will work with the special education coordinator of the charter-granting agency to ensure students who are eligible for special education services are receiving appropriate services.

American Indian Public High School agrees to accept the Oakland Unified School District's policy to operate special education services and programs under the district's Programs for Exceptional Children. Oakland Unified School District is a single district Special Education Local Plan Area [SELPA], and the charter school will be a public school under that governance structure for the duration of our charter's approval by the Oakland Unified School District.

The American Indian Public High School accepts responsibility for ensuring compliance with all federal and state special education laws. The director of the charter school will monitor compliance, ensure that IEP timelines are met, all students have equal access to materials and program.

When families or community members contact a Board member(s) regarding school conflict or personnel issues the Board member(s) should redirect such inquires or concerns to the A.I.P.H.S. director. If the matter is not resolved after following proper

procedures with the director, the person(s) may proceed to the next level and address the concern to the A.I.P.H.S. Board. If the informal discussion fails to adequately resolve the dispute, then the dispute will be referred, in writing, to the President of the Board of Directors 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. A board member 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 President or designee, and they will discuss the dispute and findings. The President or designee may question the disputants or request additional information. If not sufficiently resolved, the parties may request a closed session at the regular Board of Directors meeting to have the Board hear and take appropriate action on the dispute. At such hearing, the President 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 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. The Board will report out of closed session any decisions rendered.

Element (5:E) Employee Qualifications

A description of "the qualifications to be met by individuals to be employed by the school." (Education Code 47605(b)(5)(E))

STAFF QUALIFICATIONS

Charter School staff should be:

1. Dedicated to putting time, energy and effort into developing the school's program.
2. Committed to working with parents as educational partners.
3. Willing to become a learner as well as teacher/coach in the school.
4. Knowledgeable or willing to become knowledgeable in understanding the needs of a culturally diverse student population (including language minority students).
5. Attuned to and enjoy working with young adolescents.
6. Sensitive to social and cultural, as well as academic, needs of the students.
7. Willing and able to plan cooperatively with other teachers.
8. Willing to team with other teachers in the classroom.
9. Willing to help define and participate in staff development.
10. Willing to take a leadership role in some aspect of the school's program.
11. Flexible and open to change.
12. Able to work effectively with other adults.
13. Aware that they can and do make a difference in the lives of their students.
14. Pass a background check by the Department of Justice.

15. All teachers must possess or be working towards the appropriate credential in a teacher credential program. All teachers must have current CPR certification.
16. All employees must be willing to work as a team to ensure students are provided the opportunity to receive a quality education.

STAFF DEVELOPMENT & EXPERIENCE

Staff 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 pedagogical issues related to LEP students, early adolescents and school improvement. The format of this training will be varied and determined by the staff. The Charter School will work with the Oakland Unified School District, other charter schools, and other educational institutions to provide effective staff development.

The A.I.P.H.S. will employ teaching staff that hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These teachers will teach in a self-contained classroom. The core subjects of language arts, science, math and social studies will be the focus. The teachers will document student's progress in these areas. They will also maintain weekly lesson plans, grading systems and student matriculation. The A.I.P.H.S. will employ a Director/Principal who has a minimum of 5 years classroom teaching experience and 2 years public school administrative experience. A classified employee may not give grades or approve student work assignments in core academic subjects without the consent of the teacher.

Element (6:F) Health and Safety Procedures

A description of "the procedures the school will follow to ensure the health and safety of pupils and staff." (Education Code 47605(b)(5)(F))

HEALTH AND SAFETY PROCEDURES FOR STUDENTS AND STAFF

Seismic Safety: The school facilities will be inspected and approved to City of Oakland building and inspection guidelines. Staff training on emergency and first aid response and regular fire and earthquake drill are conducted regularly and as needed.

Emergency Procedures: Regular fire and earthquake drills will be conducted at school. Parents will be made aware of the following procedures for a major emergency: The students will be kept safe and secure at school to the best of our ability until an authorized adult comes for them. They should refrain from calling the school; the telephone lines will be needed to be kept open for contact with emergency services. Outside entrances will be locked for security. One staff member will be assigned to open the main door. In the event of an earthquake, children will be released only to parents or other persons designated on the school earthquake emergency form.

Students must be signed out by a designated adult. Parents may volunteer their services if familiar with emergency procedures.

Drugs or Tobacco: Students using, possessing, or being under the influence of drugs and alcohol on school property, or in going to and from school will be immediately taken in to the care of a teacher or counselor, and the parents or guardian will be notified. Student and family will need to go into drug and alcohol counseling in order to remain at school. Substance abuse is recognized as part of a larger family and community problem and must be dealt with in an ongoing basis through education.

Health Screening: The school will work with Oakland Unified School District, community health agencies, or individual physicians to provide eye, ear, and scoliosis examinations to the students. Parents will be informed of any problems that are observed.

Immunizations: Immunization verifications will be required of all new students to comply with state and county regulations.

Illness/Injuries at School: Parents will be informed not to send their child to school if he/she is not feeling well. The child should be fully recovered before returning to school. Parents should call the school office on the morning of their child's absence.

Should a student be injured or become ill, the parents will be contacted. Ordinarily, no pupil will be permitted to go home before this contact is made. If the parents cannot be reached and the illness or injury is serious enough to require medical attention, the principal will consult the student's emergency card for authorization.

Parents will be required to notify the school office immediately of any changes of telephone numbers on the emergency card (including numbers to contact in case parent/guardian cannot be reached), or any other health information.

Contagious Conditions: If a child acquires a contagious disease (i.e.: chicken pox, head lice, measles, etc.), parents will be requested to inform the office immediately.

Physical Education Class: A student who is unable to participate in a physical education class on a given day must have a written note from a parent or guardian. If health factors limit a student's participation beyond a week's time, a written document from a physician will be required.

Medications: Medications will not be furnished to students by the school. No medications of any kind will be administered by school personnel without appropriate written consent. Medications that need to be taken during school hours will be brought to the office with a note of explanation from the parent regarding time and dosage.

Child Abuse: Staff members are required by law to report known or suspected incidents of child abuse to a child protective agency. These regulations will protect the safety of students.

Element (7:G) Means to Achieve a Reflective Racial and Ethnic Balance
A description of “the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Education Code 47605(b)(5)(G))

Students will be considered for admission without regard to ethnicity, national origin, gender, disability, sexual orientation, race, gender identity or achievement level. An informational/recruitment strategy will be carried out throughout various communities to provide families with the opportunity to participate in the school. American Indian Public Charter School will be the feeder school for A.I.P.H.S. The A.I.P.H.S. will work with various community organizations in Oakland to recruit a diverse student population.

Element (8:H) Admission Requirements
A description of “admission requirements, if applicable.” (Education Code 47605(b)(5)(H))

The emphasis is on meeting the educational needs of American Indian students and others as enrollment allows. Priority will be given to the student population who attends American Indian Public Charter School because American Indian Public High School is being established as a high school for American Indian Public Charter School students to continue their high academic achievement. All students will be given a copy of the school’s mission. Those who enroll will also be given a copy of the student-family handbook that they must read and sign.

The enrollment schedule and school calendar will be provided for all families. The recruitment process will be ongoing. This process will occur in the various communities throughout the Oakland School District. Students from various language, economic, and religious backgrounds will be encouraged to enroll in our school.

Admission to Charter School requires:

1. Application form
2. District data card
3. Copy of most recent report card with teacher comments
4. Immunization records
5. Signed notice of information received on charter school and agreement to participate and abide by school guidelines.

Enrollment in the Charter School is voluntary. The A.I.P.H.S. admits students without regard to ethnicity, national origin, gender, disability, or achievement level, etc. The school has a non-discriminatory admission policy. In the event applicants exceed the school’s enrollment capacity, a public random drawing will be implemented. The A.I.P.H.S. will have an open admissions policy. Enrollment is encouraged through the

summer for the upcoming school year. The majority of students will be enrolled by June 30th of each school year.

Element (9:I) Financial (and Programmatic) Audit

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

Audit: The American Indian Public High School will cooperate with all policies of the Oakland Unified School District in requiring an annual audit of our financial and programmatic operations to ensure that it is in compliance with pertinent state and federal regulations. Financial books shall be kept in accordance with State Accounting Procedures for Schools. An independent, certified auditor will be contracted by the Director to conduct an annual financial audit that is given to the American Indian Public High School Board, OUSD, ACDE, and the California Department of Education.

Fiscal: The audit is fiscally independent of the District. It will cover July 1 to June 30 of the school year. The audit report will be completed by December 15, and a copy will be forwarded to the district chief financial office. The audit will document the accuracy of the school’s monthly financial statement, attendance, and enrollment practices. It will also review the school’s internal controls. The audit will follow general accounting principles applicable to charter schools. It will be consistent with the requirements under applicable federal law.

The Charter School audit committee will review the audit and report to the charter board any deficiencies and recommendations on how to correct them. The charter board will report to the O.U.S.D. any deficiencies that occurred and how they will be resolved.

Patel & Associates, a certified public accountant firm located at 2101 Webster Street, Suite 1650, Oakland, CA, has been retained to do our audit. They will be retained for the next five years. The audit costs will not exceed \$6,000 per year. The scope of the work will document enrollment, teacher’s certification, and ensure accounts are set according to California Department of Education financial procedures. The audit will occur between October and November of each year. It will be provided to the district by December 15 of each year. This C.P.A firm has audited other charter schools and is in compliance with audit standards.

Charter School Insurance Requirements

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

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.

Element (10:J) Pupil Suspension and Expulsion

A description of "the procedures by which students can be suspended or expelled." (Education Code 47605(b)(5)(j))

SUSPENSION

Structure and discipline will be an integrated part of the A.I.P.H.S. curriculum. If a student is disrespectful (talking back to an adult, cursing, refusing to follow a directive, etc.) or disrupting the classroom environment, a meeting will be scheduled with the director/teacher to address the issue. The consequence will be one or all of the following: cleaning of the school, on-campus suspension, or staying after school for one hour. A second incident involving the same type of behavior will result in a meeting after school that includes the student, parent, teacher, and director. The consequence will be the same as the first offense. The third incident will result in the student being suspended from the A.I.P.H.S. for 3 days.

A.I.P.H.S. policies will be listed in the Student-Family handbook and distributed to all parents. It will describe our policies regarding academic achievement, attendance, mutual respect, substance abuse, fighting, safety, and homework. All students and parents will sign a document confirming they have received this information before enrolling in the school. Any student who repeatedly violates these policies must meet with the teacher, director, and in some cases, the parents. The school will have written

documentation outlining a plan of action to improve the student's behavior. Failure to improve or meet these expectations may result in a campus suspension or expulsion. The school director will follow the adopted school policies in dealing with such issues. Those who present an immediate threat to health and safety of others will be suspended. Our school's policy will provide all students with the opportunity of due process.

EXPULSION

The Charter views expulsion as a drastic step and one that may affect a child's future. Every effort will be made to develop an educational program that encourages mutual respect among students, staff, and community. Close contact will be kept with students and their families. Any fighting incident brings the student immediately before the school administration and their families. The administration will investigate the incident and determine actions to ensure the safety of the student. Abuse of another will not be permitted. Weapons are not tolerated. Students using, possessing, or being under the influence of drugs or alcohol on school property will not be allowed. The legal guardian will immediately come to take the child home. Student and family will need to immediately participate in a substance abuse program in order to remain at school. Student's disabilities will be considered when making decisions about suspension and/or expulsion.

Element (11:K) Staff Retirement System

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).**

American Indian Public High School employees shall participate in the federal Social Security System. Eligible School Staff shall be able to continue their participation in the State Teacher's Retirement System.

STRS Membership

* All certificated teachers, nurses, and librarians employed by the charter and all other employees who hold valid credentials and who are employees 50 percent of each month in positions requiring certification qualifications are eligible members of STRS.

* If an employee qualifies for STRS membership under Ed Code 22501, the charter must enroll the employee through data system MR-87 as indicated by the

position and data retirement for each employee.

- * Charter will review retirement coding and employee data with the online retirement master file.
- * Charter will send a magnetic tape/disk of new hires and employee data changes to STRS/ ACOE each payroll cycle to set up accounts and verify retirement status.
- * STRS returns an exception edit listing for O.U.S.D/Charter to correct retirement coding and employee data. Employee contributions are adjusted accordingly.

Contributions

- * Charter shall provide O.U.S.D the necessary employee information pertaining to payroll transaction and retirement contributions.
- * The employee contribution rate is 8% of salary including overtime. The employer pays 8.25% of the total salaries for which the contributions are based.
- * Charter shall deduct from the salary of STRS members the contributions required and transfer those contributions to the O.U.S.D systems plus the employer contributions required.
- * If the required contributions are paid less to the O.U.S.D., an adjustment shall be made by the OUSD and penalties will be assessed by the Charter.

Element (12:L) Attendance Alternatives

A statement that students who opt not attend the charter schools may attend other district schools or pursue an intra-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence or a description of other attendance alternatives (Education Code 47605(b)(5)(L).

Prior to enrollment, parents and prospective students will be briefed regarding the charter school's program and philosophy, and they will be asked to commit to working with and supporting the school's policies and procedures.

Students who choose not to attend the charter school or who leave the charter school will attend schools in accordance with district enrollment and transfer policies. The

Charter School will develop its student record system in consultation with O.U.S.D. staff and will transfer student records to and from appropriate schools as necessary.

Element (13:M) Description of Employee Rights

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 in the school district after employment at a charter school. (Education Code 47605(b)(5)(M))

The Charter School has the right to hire and not rehire staff, without regard to seniority. All staff will be given annual contracts and will work under Personnel Policies formulated by the Charter Board of Directors.

American Indian Public High School Staff who are employees of the charter school and who were not previous employees of the District have no return rights by virtue of this charter. Return rights of employees of the American Indian Public High School who previously were employees of the District may return to the District pursuant to the District's leave, transfer, and assignment policies. Thus, there is no guarantee of return by virtue of this charter, and the issue of return rights is a matter of negotiation between the District and the employee, as keeping with the District's policies. Employment at the Charter School is voluntary. The Board will seek to consistently address issues of salary, benefits, and working conditions of staff in order to attract the best educated faculty.

Element (14:N) Dispute Resolution Process, Oversight, Reporting, and Renewal
A description of "the procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." (Education Code 47605(b)(5)(N))

The intent of the A.I.P.H. S. resolution process is to (1) resolve disputes within the A.I.P.H. S. pursuant to the school's policies, (2) minimize the oversight burden on O.U.S.D. (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight, renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments

The staff and governing board members of the school and the district agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school.

The district shall not intervene in any such internal disputes without the consent of the governing board of the school and shall refer any complaints or reports regarding such disputes to the governing board or director of the school for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the governing board of the school has requested the district to intervene in the dispute.

Disputes between the School and the Charter-Granting Agency

In the event that the school or granting agency has disputes regarding the terms of this charter or any other issue regarding the school and grant's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between the school and the grantor, the staff and governing board members of the school and district agree to first frame the issue in written format and refer the issue to the superintendent of the district and director of the school. In the event that the grantor believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The director and assistant superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the superintendent of the district and director of the school to resolve the dispute. If this joint meeting fails to resolve the dispute, the superintendent and director shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly by the superintendent and director, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding, unless the governing boards of the school and grantor jointly agree to bind themselves.

Oversight, Reporting, Revocation, and Renewal

The granting agency may inspect or observe any part of the school at any time. Inspection, observation, monitoring, and oversight activities may not be assigned or

subcontracted to a third party by the charter-granting agency without mutual consent of the governing board of the school.

If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the governing board in writing, noting the specific reasons for which the charter may be revoked, and grant the Charter School reasonable time to respond to the notice and take appropriate corrective action.

The O.U.S.D. agrees to receive and review the annual fiscal and programmatic audit and annual performance report as specified in Element 1. Within two months of the receipt of this annual review, the charter-granting agency must notify the governing board of the school as to whether it considers the school to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the charter-granting agency's conclusions. If, in its review of the school's annual report, the charter-granting agency determines that the school is making satisfactory progress toward its goals, this charter, and any mutually agreeable amendments, are renewed for a term of no less than five years.

Element (15:O) Labor Relations

A declaration of whether the charter school or local school district will be the employer for EERA (labor relations) purposes (Education Code 47605(b)(5)(O) and 47611.5).

The American Indian Public High School shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act.

Other Recommended Elements of the A.I.P.H.S.

The term of the A.I.P.H.S. with the O.U.S.D. will be from July 1, 2005 to June 30, 2010. Future amendments of the charter will be made by mutual agreement of A.I.P.H.S. board and O.U.S.D. school board. Any revisions and amendments will be made pursuant to the standards, criteria and timelines as specified in Education Code 47605.

If any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter will remain in effect unless mutually agreed upon by the two parties. The charter school and district agree to resolve any issues relating to invalidated provisions in a timely fashion. All correspondence to the charter school will be directed to the following address: American Indian Public High School, 3637 Magee Avenue, Oakland, CA 94619. Correspondence to the granting agency will be made to

the following address: Oakland Unified School District, Administration Bldg. 1025 2nd Avenue Oakland, CA 94606.

Estimated Financial Assumptions

The A.I.P.H.S. will ultimately serve at least 180 students. The school employees will consist of two (2) teachers, an administrative assistant, and a coordinator who are paid by A.I.P.H.S. the first year. In addition, there will be one counselor and two after-school Educational Specialists who will be paid by Urban Indian Health Services, Inc. We will have a total of seven (7) individuals working in our school. The main source of revenue will be generated from Average Daily Attendance, (A.D.A.) from the California Department of Education. The ADA will be based on an enrollment of 45 students with a 97% attendance rate. For more in-depth information see Table A (p. 32).

Start-Up Cost

The A.I.P.H.S. will be located at 4100 Mountain Blvd., Oakland, California. We have a productive working relationship with the owner of the facility. The five (5) year lease will be \$10,000 per month with a \$10,000 deposit. A.I.P.H.S. has all the required 9th grade textbooks for each core subject, furniture, equipment, etc. Therefore, the start-up cost of the new charter process will have a minimal financial impact on A.I.P.H.S. budget.

Estimating Operating Budget and Expenditures

Table A (p. 32) provides an estimated funding model and categorical funding sources of \$626,325.50 for 2005-2006. Table B (p. 32) displays estimated staffing operating costs of \$249,802 in detail for 2005-2006 at A.I.P.H.S. This table provides a breakdown of the salary and benefits for employees only during this time period.

The A.I.P.H.S Assumption Five Year Operational Planning Budget and Expenditures for 2005-2010 are shown in Table C (p. 33). As table C indicates, our planning budget for 2005-2006 is estimated at \$626,325.50. It should be noted that the expenditures align closely with our mission statement, which focuses on academic achievement. A.I.P.H.S. has committed funds to ensure our students have the resources to prepare them for a successful educational experience. In addition, Table C reflects our estimated five-year operational planning budget and expenditures for 2006-07 (\$752,651), 2007-08 (\$818,976.50), 2008-09 (\$1,065,302) and 2009-10 (\$1,075,302) for American Indian Public High School.

The American Indian Public High School's annual operating budget, cash flow analysis, and five-year projection plan are aligned with the mission statement of our school. We are indeed "A School At Work!"

**District Impact Statement
American Indian Public High School
Oakland Unified School District**

INTENT

This statement is intended to fulfill the terms of Education Code Section 47605 (g) and provides information regarding the proposed operation and potential effects of the A.I.P.H.S. on the O.U.S.D. This document is intended for informational purposes only and to assist the district in understanding how the proposed school may affect the district. This is an informational document, does not constitute a legally binding contract or agreement, is not intended to govern the relationship of the school and district, and is not a part of the Charter of the A.I.P.H.S. or any related agreements or memoranda of understanding.

ADMINISTRATIVE SERVICES

The A.I.P.H.S. will be constituted as part of a California Public Benefit ("nonprofit") Corporation and will be governed by a board of directors as described in the school's charter. A school director will enjoy lead responsibility for administering the school under policies adopted by the school's governing board. The school will provide its own administrative services. These include financial management, personnel, and instructional programs development.

The school does anticipate purchasing some services from the school district including special education programs. The specific terms and cost for these services will be the subject of an annual Memorandum of Understanding with the O.U.S.D. In addition, the district will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's financial statement and audit reports, performing annual site visits, engaging in the dispute resolution process, and considering charter amendment and renewal requests.

FACILITIES

The students who attend A.I.P.H.S. will have no impact on the O.U.S.D. enrollment because these students will be transferring from American Indian Public Charter School.

There will be at least two 9th grade classes the first year from A.I.P.H.S., which will consist of 45 students, with an average of 22 students enrolled in each class. The next year we will enroll a new group of 9th graders. This process will continue for four years until the 9th-12th grades are established.

The A.I.P.H.S. intends to occupy the facility located at 4100 Mountain Blvd., Oakland, CA 94619. The petitioners believe that 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.

CIVIL LIABILITY

Education Code Section 47604 (c) provides that "an authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school." As an independent nonprofit corporation, the petitioners anticipate that the civil liability effects of the operations of the charter school on the district will be minimal. As specified in our Memorandum of Understanding, the school will indemnify the district against civil liability claims arising from the school's actions, and operations to the extent that (1) the district is willing to similarly indemnify the school for claims arising out of the districts actions and operations, and (2) appropriate insurance is available on reasonable terms. The bylaws of the charter school provide for indemnification of the school's governing board, officers, agents, and employees, and the school has purchased a standard range of insurance services to protect the school's assets, staff, and governing board members.

**Table A: AIPHS Estimated Funding Model and Categorical Funding Sources
2005-2006 rates**

Assumptions	9	Totals
Enrollment	45	45
Percent students who attend on average day	95%	
Estimated Average Daily Attendance (ADA)	42.75	42.75
General Purpose funding grant	\$5,494	
Categorical block grant	\$164	
Lottery Revenue per ADA	\$104	
Total Rate Apportionment per ADA	\$5,762	\$5,762
Total Apportionment (rate X ADA)	\$246,325.50	\$246,325.50
Other State Revenues		
Start up grant	\$200,000	\$200,000
Walmart	\$180,000	\$180,000
Subtotal	\$380,000	\$380,000
Total All Revenues		\$626,325.50

**Table B: AIPHS Estimated Staffing Operating Cost (in detail)
2005-2006**

Assumptions					
Classroom Teachers	2				
Clerical Staff	1				
Coordinator	1				
Average Teacher Salary	\$45,000				
Health Insurance (per employee)	\$3,000				
Dental Insurance	-				
Vision Insurance	-				
Social Security	8.25%				
Other Retirement	3.00%				
FICA	6.45%				
Medicare	1.45%				
Workers Comp	5.053%				
Unemployment insurance	1.33%				
Substitute Days	10				
Substitute Cost/Day	\$120				
Salary and Benefits Costs					
	Coordinator	Teachers	Clerical	Substitutes	Totals
Base Salary	\$60,000	\$90,000	\$38,000	\$4,800	\$192,800
Bonus Salary					
Health	\$3,000	\$6,000	\$3,000		\$12,000
Dental					
Vision					
Social Security	\$4,950	\$7,425	\$3,135		\$15,510
Other Retirement	\$1,800	\$2,700	\$1,140		\$5,640
FICA	\$3,870	\$5,805	\$2,451		\$12,126
Medicare	\$870	\$1,305	\$551		\$2,726
Workers Comp	\$3,032	\$4,548	\$1,920		\$9,500
Unemployment insurance	\$798	\$1,197	\$505		\$2,500
Totals	\$78,320	\$118,980	\$50,703	\$4,800	\$252,802

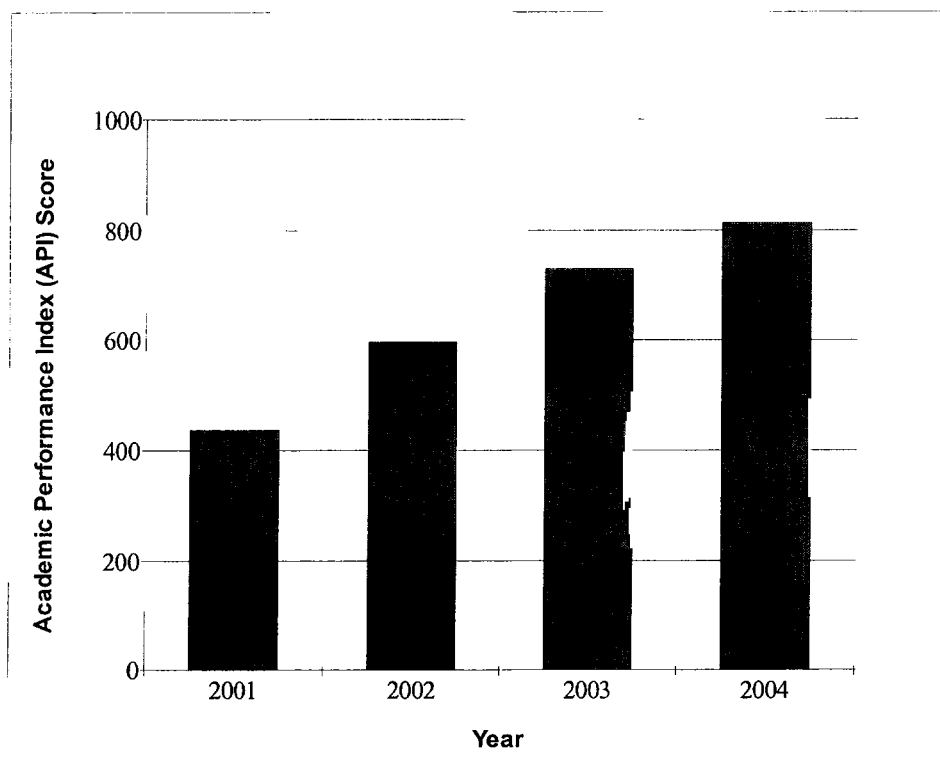
Two teachers will be hired each year beginning in 2006-07 which is reflected in the 5 Year Operational Planning Budget and Expenditures. This will be necessary as a result of 45 new students enrolling at the beginning of each year.

Table C: AIPHS Assumption Five Year Operational Planning Budget and Expenditures 2005-2010

REVENUES	2005-06	2006-07	2007-08	2008-09	2009-10
State Revenues					
Purpose Funding	\$234,868.50	\$469,737.00	\$704,605.50	\$939,474.00	\$939,474.00
State Categorical	\$7,011.00	\$14,022.00	\$21,033.00	\$28,044.00	\$28,044.00
Economic Impact Aid					
Lottery	\$4,446.00	\$8,892.00	\$13,338.00	\$17,784.00	\$17,784.00
State Class Size Reduction					
Staff Development Buy-Back					
Summer School		\$35,000.00	\$45,000.00	\$45,000.00	\$45,000.00
Other Local					
Federal Reserves					
Title I		\$25,000.00	\$35,000.00	\$35,000.00	\$45,000.00
Title II					
Title IV					
Title VI					
Federal Class Size Reduction					
Grants/Fundraising	\$380,000.00	\$200,000.00	\$0.00	\$0.00	\$0.00
Total Revenues	\$626,325.50	\$752,651.00	\$818,976.50	\$1,065,302.00	\$1,075,302.00
EXPENDITURES					
Salaries & Benefits					
Coordinator	\$60,000.00	\$61,800.00	\$63,654.00	\$65,563.62	\$67,530.53
Teachers	\$90,000.00	\$180,000.00	\$270,000.00	\$360,000.00	\$360,000.00
Clerical/Support	\$38,000.00	\$39,140.00	\$40,314.20	\$41,523.63	\$42,769.33
FICA	\$11,126.00	\$11,459.78	\$11,803.57	\$12,157.68	\$12,522.41
Medicare	\$2,726.00	\$2,807.78	\$2,892.01	\$2,978.77	\$3,068.14
Health Insurance	\$12,000.00	\$14,000.00	\$16,000.00	\$18,000.00	\$18,540.00
Social Security	\$15,510.00	\$15,975.30	\$16,454.56	\$16,948.20	\$17,456.64
Other Retirement	\$5,640.00	\$5,809.20	\$5,983.48	\$6,162.98	\$6,347.87
Workers Comp	\$9,500.00	\$9,785.00	\$10,078.55	\$10,380.91	\$10,692.33
Unemployment Insurance	\$2,500.00	\$2,575.00	\$2,652.25	\$2,731.82	\$2,813.77
Subtotal	\$247,002.00	\$343,352.06	\$439,832.62	\$536,447.60	\$541,741.03
Service & Other Operating Expenses					
Insurance (property & liability)	\$6,000.00	\$6,180.00	\$6,365.40	\$6,556.36	\$6,753.05
Legal	\$0.00				
Accounting/Bookkeeping	\$30,000.00	\$30,900.00	\$31,827.00	\$32,781.81	\$33,765.26
Janitorial	\$18,000.00	\$19,000.00	\$20,000.00	\$21,000.00	\$22,000.00
Student Testing Assessment	\$0.00				
Travel/Conference/Workshops	\$1,000.00				
Copying & Printing	\$3,600.00	\$4,600.00	\$4,600.00	\$6,600.00	\$7,600.00
Staff Development	\$4,500.00	\$4,500.00	\$3,500.00	\$4,500.00	\$4,500.00
Gas & Electric	\$10,000.00	\$11,200.00	\$12,200.00	\$13,200.00	\$14,200.00
Telephone	\$3,600.00	\$3,708.00	\$3,819.24	\$3,933.82	\$4,051.83
Garbage/Recycling	\$3,600.00	\$3,708.00	\$3,819.24	\$3,933.82	\$4,051.83
Special Education	\$18,083.25	\$36,166.50	\$54,249.75	\$72,333.00	\$72,333.00
District Oversight Charge	\$6,263.26	\$7,526.51	\$8,189.77	\$10,653.02	\$10,753.02
Facilities/Capital Outlay					
Debt Service	\$0.00				
Lease	\$130,000.00	\$133,900.00	\$137,917.00	\$142,054.51	\$146,316.15
Maintenance	\$20,000.00	\$20,600.00	\$5,000.00	\$15,000.00	\$15,450.00
Equipment Replacement	\$20,000.00	\$10,300.00	\$5,000.00	\$10,927.27	\$11,255.09
Other					
Subtotal	\$274,646.51	\$292,289.01	\$296,487.40	\$343,473.61	\$353,029.23
Books and Supplies					
Instructional Materials	\$3,000.00	\$3,500.00	\$4,000.00	\$4,500.00	\$5,000.00
Textbooks	\$45,000.00	\$46,350.00	\$20,000.00	\$20,600.00	\$21,218.00
Other Books	\$1,000.00	\$1,500.00	\$1,600.00	\$1,700.00	\$1,800.00
Office Supplies	\$7,200.00	\$8,200.00	\$9,200.00	\$10,200.00	\$10,200.00
Cleaning Supplies	\$1,200.00	\$1,500.00	\$1,800.00	\$2,100.00	\$2,100.00
Other Supplies	\$1,500.00	\$2,000.00	\$2,500.00	\$3,000.00	\$3,500.00
Subtotal	\$58,900.00	\$63,050.00	\$39,100.00	\$42,100.00	\$43,818.00
Total Expenditures	\$580,548.51	\$698,691.07	\$775,420.02	\$922,021.21	\$938,588.26
Reserve for Category	\$31,316.28	\$37,632.55	\$40,948.83	\$53,265.10	\$53,765.10
Totals	\$611,864.78	\$736,323.62	\$816,368.84	\$975,286.31	\$992,353.36

Table I

AIPCS Overall Academic Performance Index Score



Year	API Score	Met Growth Target?
1999-00	<i>N/A*</i>	<i>N/A*</i>
2000-01	436	<i>N/A*</i>
2001-02	596	Yes
2002-03	732	Yes
2003-04	816	Yes

For the past two years, the American Indian Public Charter School (6th-8th grade) has had the highest average increase of any secondary school in California on the Academic Performance Index (API.) We expect our students will continue to excel in academics and social growth.

For the 2004-2005 school year; however, we expect AIPCS to have an API score that surpasses 900 points. Is this a dream? No, we have high expectations! The students and staff have accepted the challenge every year to improve our academic performance.

- *Prior to the year 2000, the California Department of Education did not create API scores if the number of students tested was less than 100.*

Exit Outcomes for American Indian Public High School

**Assessment
Methods**

TABLE II: ACADEMIC EXCELLENCE

• Critical Thinking

- **Observational Skills:** Through effective teaching and practice, students will demonstrate their ability to see and convey findings using various senses, to consider their audience and choose appropriate communication skills. ST, SE
- **Analytical and Reasoning Skills:** Through effective teaching and practice, students will demonstrate their ability to analyze information and provide accurate details in an organized manner and make fair comparisons. ST, SE, IC
- **Decision Making Skills:** Through effective teaching and practice, students will demonstrate their ability to evaluate options through the filter of their core ethical values and be aware of the impact their choices will have on themselves and others. IC, SE

• Core Academics

- **Reading and Language Arts:** Through effective teaching and practice, students will demonstrate mastery in reading, writing, listening, speaking and presentation skills, in multiple forms of expression, with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of literature from various time periods and cultures. ST, SE, IC, SAT
- **Mathematics:** Through effective teaching and practice, students will demonstrate the ability to reason logically and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, etc. ST, SE, IC, SAT
- **Science:** Through effective teaching and practice, students will demonstrate their ability to successfully utilize scientific research and inquiry methods to understand and apply major concepts underlying various branches of science, that include physics, chemistry, biology, astronomy, and earth sciences. ST, SE, IC
- **History and Social Science:** Through effective teaching and practice, students will understand and apply civic, historical and geographical knowledge in order to serve as responsible citizens in our global society. ST, SE, IC
- **Foreign Languages:** Through effective teaching and practice, students will communicate and interact effectively in Spanish as a second language and will have a basic understanding of the culture of the second language. ST, SE, IC
- **Visual and Performing Arts:** Through effective teaching and practice, students will develop an appreciation for visual and performing arts. ST, SE, IC, SE

*Code Explanations: ST – State Testing, SE – Student Evaluation, IC – Instructional Curriculum, OE – Student Evaluation, SAT – Standardized Achievement Test