

**CHARTER**  
**for the**  
**OAKLAND UNIFIED SCHOOL DISTRICT**  
**American Indian Public High School**

**For a Renewal Term of July 1, 2011 – July 1, 2016**

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

**January 26, 2011**

Contact: Mr. John Glover (510) 482-6000

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By: \_\_\_\_\_

AIM Schools Board of Directors  
3637 Magee Ave.  
Oakland, CA 94619

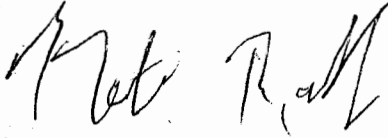
Oakland Unified School District  
1025 Second Ave.  
Oakland, CA 94606

January 17, 2011

To OUSD Board President Gary Yee,

On behalf of the American Indian Model Schools Board of Directors, I, Nate Robles, a former student of AIPCS, am formally requesting that the Oakland Unified School District accept the Charter Petition Renewal for the American Indian Public High School for a term of July 1, 2011 – July 1, 2016.

Respectfully,



Nate Robles  
President, American Indian Model Schools Board of Directors

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## **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 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.

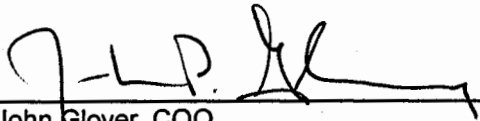
## AFFIRMATIONS / ASSURANCES

As the authorized lead petitioner, I, John Glover, hereby certify that the information submitted in this application for a charter for the renewal of the California public charter school **American Indian Public High School** ("AIPHS") located within the boundaries of the Oakland Unified School District ("District") is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded the charter, AIPHS:

- 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)]
- Employees shall be employees of The American Indian Public High School, a California nonprofit, public benefit corporation. American Indian Public High School shall operate AIPHS and shall be deemed the exclusive public school employer of the employees of AIPHS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend AIPHS, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. Except as provided in Education Code Section 47605(d)(2), admission to AIPHS 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)]
- 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 aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- 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.
- 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)]
- Shall ensure that teachers in AIPHS 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(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)

- If a pupil is expelled or leaves AIPHS 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 follow any and all other federal, state, and local laws and regulations that apply to AIPHS including but not limited to:
  1. AIPHS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
  2. AIPHS shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
  3. AIPHS shall comply with any jurisdictional limitations to location of its facility.
  4. AIPHS shall comply with all laws establishing the minimum and maximum age for public school enrollment.
  5. AIPHS shall comply with all applicable portions of the No Child Left Behind Act.
  6. AIPHS shall comply with the Public Records Act.
  7. AIPHS shall comply with the Family Educational Rights and Privacy Act.
  8. AIPHS shall meet or exceed the legally required minimum of school days.

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

  
\_\_\_\_\_  
John Glover, COO  
American Indian Model Schools

1/26/11  
\_\_\_\_\_  
Date

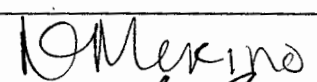
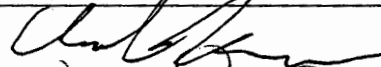
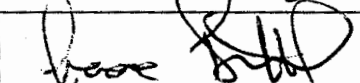
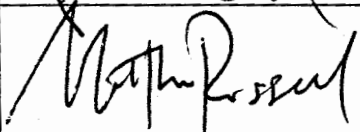
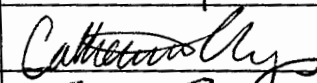

# CHARTER RENEWAL PETITION

## TEACHERS MEANINGFULLY INTERESTED IN TEACHING AT: American Indian Public Charter School

The charter school estimates that ten (10) teachers will be employed by the charter school during its first year of operation under the charter renewal term. The petitioners listed below certify that they are eligible teachers as defined under Education Code § EC47605(1) and who are meaningfully interested in teaching at the School under the renewal charter petition. *Signatures are subject to verification.*

We, the undersigned teachers, support the renewal request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a renewal charter term to American Indian Public Charter School pursuant to Education Code Section 47605 beginning July 1, 2011 with the opportunity to request subsequent renewal terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, John Glover, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Nicole Merino		1/24/2011	562 888 1101	Preliminary Multiple Subject Teaching Credential	10/01/2015
Cheol Kwon		1/24/2011	510-495-5043	Internship Single Subject Teaching Credential	09/01/2012
Isaac Berniker		1/19/11	510-364-3762	Preliminary Multiple Subject Teaching Credential	06/01/2012
Matthew Russell		1/18/2011	530-520 0241	Internship Single Subject Teaching Credential	09/01/2012
Catherine Uy		1/18/2011	925-234-2327	Provisional Internship Permit	10/01/2011
Neil Lakin		1/24/2011	541-409-5363	Provisional Internship Permit	10/01/2011

Education Code §47605(a)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means [...] that the teacher is meaningfully interested in teaching at the charter school. **The proposed charter shall be attached to the petition.** (emphasis added)



## INTRODUCTION

It has been nearly five years since American Indian Public High School first opened its doors. In this time, the school has become the highest performing high school in Oakland, with graduates currently attending Stanford, MIT, Cornell, UC Berkeley, and many other first tier colleges and universities throughout the country. Four additional schools using the American Indian Model continue to operate in Oakland and all five are among the twenty highest performing secondary schools in the state of California.

OUSD, too, has shown significant growth. It proudly claims the title of most improved urban school district over the past five years. 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, AIPHS's goal is to provide structure and student achievement to traditionally underserved urban students by:

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

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 High School

## I. PETITION ADVISORY GROUP

### **Petition Advisory Group Statement**

The school community of American Indian Public High School is interested in creating a high 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 High School. The Advisory Group is not the AIPHS Governance Board, although all AIPHS Governance Board members are part of the Advisory Group.

### **Petition Advisory Group Members**

*Mr. John Glover* is the Chief Operating Officer of the American Model (AIM) Schools in Oakland, California. Prior to joining American Indian, he worked in both the insurance and financial services industry. He has since served as a teacher, site administrator, and as the director of schools within the AIM system.

*Mrs. Claudia Walker* is the site administrator at the American Indian Public High School (AIPHS) in Oakland, California. She graduated Magna Cum Laude with a degree in English and Business from Spelman College in Atlanta, GA. Before starting her role as the AIPHS site administrator, Mrs. Walker worked in New York as a Wall Street analyst and taught at the American Indian Public Charter School (AIPCS).

*Dr. Ben Chavis* is the Founder of the American Indian Model Schools in Oakland, California. He serves as an advisor to the AIM school system and numerous others at the state, national and international level. 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 worked as a high school teacher and administrator. He is the author of *Crazy Like a Fox*.

*Mr. Nate Robles* is the President of the American Indian Model Schools Board of Directors. He is a graduate of American Indian Public High School, and currently attends Merritt College. Mr. Robles has worked for several organizations educating both the Native American community and the Bay Area community about health issues.

*Mrs. Janet Roberts* is a member of the American Indian Model Schools Board of Directors. Previously, she has worked as a teacher, site administrator and as the director of schools within the AIM system. Mrs. Roberts has a master's in Education, with a specialization in Curriculum and Instruction.

*Mr. Michael Stember* is the treasurer of the American Indian Model Schools Board of Directors. He is the managing director of Pacific Edison, LLC, based in Santa Monica, CA. Mr. Stember is experienced in renewable energy, business development and commercial Real Estate.

*Ms. Judy Marquardt-Norris* is a member of the American Indian Model Schools Board of Directors. She also serves on the AIM schools Family Advisory Committee. Ms. 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. 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 UC Berkeley, where he is a student athlete competing in both track and field and cross country.

**Summary of Necessary Background Critical to Charter School Success**

	<b>Curriculum</b>	<b>Instruction</b>	<b>Assessment</b>	<b>Finance</b>	<b>Facilities</b>	<b>Business Management</b>	<b>Organization</b>	<b>Governance</b>	<b>Administration</b>
<b>Mr. Glover</b>									
<b>Dr. Chavis</b>									
<b>Mr. Robles</b>									
<b>Mrs. Roberts</b>									
<b>Ms. Mardquardt-Norris</b>									
<b>Mr. Stember</b>									
<b>Mr. Locklear</b>									
<b>Mrs. Walker</b>									

## **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**

American Indian Public High School will serve 285 inner-city students in ninth through twelfth grade. The focus of AIPHS will be excellent student attendance (97%). This will be the foundation to ensure academic success in English Literature and mathematics. The curriculum is designed to enhance the academic skills of socio-economically disadvantaged students. AIPHS will also provide instruction that will develop students' academic skills in writing, science, social science, business, and the humanities in order to be productive members in a free market capitalist society. This will be a collaborative effort between school, family, and community members.

### **Educational Philosophy**

#### *Summary*

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

The Oakland Unified School District serves approximately 10,512 high school students. The rates of daily attendance and academic achievement of high school students are still well below state averages. The result is that many students in Oakland Unified School District do not meet the requirements to attend either the University of California or California State University. The OUSD had a 59.5 graduation rate (based on the NCES definition) in 2008-2009; of the 12<sup>th</sup> grade students who graduated from Oakland public high schools in 2008-2009 only 44.6% met the UC/CSU eligibility requirements. Traditionally underserved students fared worse: only 32.2% of African Americans and 42.2% of Hispanics could attend.

AIPHS 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 High School throughout the term of its previous charter. To date, 100% of our tenth grade students have passed the California High School Exit Exam (CAHSEE) on their first attempt and many of them have achieved perfect scores. In 2009 and 2010, 67% and 78.5% of AIPHS's graduates passed at least one AP exam, compared to 22% of public high school graduates in California and 16% of graduates nationwide. The school finished the 2009-2010 school year with an API score of 976 and was the third highest performing high school in California. With an API of 976, AIPHS is the highest performing school in Northern California, while continuing to serve an 86% low-income, 100% minority population.

Small class size alone cannot guarantee academic achievement, though research shows that it does often contribute to higher levels of academic success. With fewer students in a classroom, teachers are better able to get to know those students on a deeper level and thereby better meet the needs of those students. Research also shows that smaller high schools have resulted in higher attendance rates, reduced dropout rates, and increased academic performance for economically disadvantaged students (Small Schools – Important Policy Issues on Small High Schools, National Commission on Teaching and America's Future).

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

#### *Students to Be Served*

AIPHS seeks to serve a heterogeneous group of 285 students in grades 9-12. The school will strive to serve a diverse student population that reflects the OUSD student population.

The student's primary interests should be acquiring the knowledge and skills required of 21<sup>st</sup>-century adults. AIPHS 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 should represent the heterogeneity found in the population of Oakland, which draws its students from seven different districts within OUSD and 20 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 100% of a school's population qualifying for free and reduced lunch to just 1.8% qualifying; ethnically/racially they represent all seven of the primary groups tracked by CDE; academically their middle schools' performance in state rank / similar school rank ranges from 1/10 to 10/10.

AIPHS'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.

#### *What It Means to Be an Educated Person in the 21<sup>st</sup> 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 AIPHS students learn how to understand and critically analyze the information they encounter. One of AIPHS's chief goals is to furnish students with strong academic skills by providing 70-90 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 English and the language arts, AIPHS students will be better equipped to understand the material covered in classes such as history. In order to be a competent member of society and to succeed in post-secondary education, students must be competent readers.

To meet the demands of the 21st century, students need a rigorous curriculum in mathematics. AIPHS students will be required to take 4 years of math. They will begin ninth grade with geometry and they will finish twelfth grade with AP Calculus. Math is the core language needed to pursue scientific and technical endeavors. Math and science are complementary subjects; the understanding of one is predicated on the understanding of the other.

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

To prepare our students to be educated people in the 21st century, we will instill in them the values of hard work and self-discipline. AIPHS will be highly structured with a tough disciplinary system that rewards hard work and productivity. AIPHS 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. Students will also be taught that there are consequences for being lazy.

### *How Learning Best Occurs*

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 youth. We will incorporate this teacher-centered environment, which has been extremely successful at AIPHS in the past five years.

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

AIPHS aims to build motivated students who are prepared to enter 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. The classroom structure incorporates a social-skills program that will create a forum for reinforcing respect among students and AIPHS staff.

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

### **Program Design**

AIPHS's educational program is founded on the belief that high expectations lead to high-achieving students. AIPHS courses will prepare students to exceed the California Content Standards for the relevant subject and to exceed the a-g requirements for entrance into the UC/CSU systems.

All students of the same grade level will take the same course in English, history, math and science each year. AIPHS's target student population is heterogeneous, thus the school will provide additional support to students who require it so that all students can successfully access the curriculum. The curriculum will include honors, advanced placement, and college level courses. This will provide hard working students the opportunity to earn admission to the world's top-ranked colleges and universities. It will also allow students to graduate from high school with 1-2 years of college credit, saving their families and taxpayers tens of thousands dollars each year.

Each student will be guided through the college planning process. It is expected that a significant percentage of AIPHS's population will be first-generation college students and our program will assist them in building relevant skills and goals, while fully preparing every student for college entrance. Through classroom activities, small groups, and individual counseling, students will clarify why they want to go to college, and what kind of institution of higher education will be a good match for them. They will learn how to find information about colleges and choose a group that seems to match their goals, write and submit their college applications, and develop habits that will help ensure a successful experience at the college of their choice.

AIPHS will be a site-based school for 285 students in nine through twelfth grade. The student per teacher ratio will be 25:1. 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 (Appendix F - Daily Class Schedule and Appendix G - School calendar for 2010-2011). Additional support and learning opportunities will happen before 8:00 AM, between 3:15 and 6:00 PM, and on weekends, as necessary to ensure the success of all students. AIPHS will work closely with American Indian Public Middle School, SAIL,

Johns Hopkins University CTY program, Berkeley's Academic Talent Development Program (ATDP) and other Bay Area community organizations to provide services for AIPHS students. At AIPHS, we also believe that homework is a crucial part of the learning process for our 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 is necessary for success.

The environment will be small and personalized. Research shows that small schools allow students and teachers to develop more intensive, long-term relationships that enable better conditions for teaching and learning. AIPHS will provide these opportunities to its students and faculty through its small size (285 students) and small classes (25 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."<sup>1</sup>

The faculty will consist of highly qualified teachers who are well supported and trained in the American Indian Model of Education. 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, AIPHS 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)**

AIPHS's ultimate goal is to prepare students for the rigors of college. The primary pedagogical approach in the top universities is direct instruction. 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 instruction.

**Differentiated Instruction:** Teachers will "raise the floor" in their classrooms, teaching to the level of the highest performing students. Differentiation will take place in the classroom, but will be represented primarily by the assistance lower-performing students will receive 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.

**Project-based instruction:** Projects will link the curriculum content with current events and students' experiences while also allow classroom teachers to teach and assess visual arts standards, which are integrated into all projects. Most important, project-based instruction allows students to develop the strong communication, leadership, and teamwork skills necessary to succeed in a capitalist society and 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 throughout high school. As opposed to teaching specific facts and dates, during weekly vertical teaming exercises, teachers will assess and critique the quality of student thinking and writing through critical thinking assignments.

### **Curriculum**

The curriculum at AIPHS will offer a foundation of academic content knowledge in six core content areas, and poise students to enter a college or university with the academic literacy and higher-order thinking skills required for post secondary education. The curriculum will be aligned with the California State Standards, and all core courses will be approved by the University of California to meet the a-g requirements. All Advanced

<sup>1</sup> Izumi, Lance and Yan, Xiaochin Claire, *Free to Learn*, (San Francisco: Pacific Research Institute, 2006)

Placement Courses will be approved by the College Board. The focus of the curriculum will be rigor and relevance.

*If the proposed school will serve high school pupils a description of the manner in which the charter school will inform parents about the transferability of courses to other public high school and the eligibility of courses to meet college entrance requirements.*

*- Education Code Section 47605(b)(5)(A)(ii)*

Upon completion of AIPHS's graduation requirements, students will have exceeded the University of California's a-g subject requirements. Students and parents will be informed of how each course taken meets graduation and college entrance requirements via memos that are distributed to families in October. Information on AIPHS's graduation requirements is also available in the Student Handbook, which will be provided each school year and upon new student enrollment. A sample handbook is contained in Appendix L (pg. 100).

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

**Advanced Placement Exams:** Students will be expected to prepare for and pass multiple AP exams. Preparation will include course work as well as some teacher directed independent study.

**Technology:** Students will develop technological proficiency in the areas of word processing, graphic design, spread sheets, slide presentation, and internet research within their core academic subjects and through their elective courses. Students will be expected to utilize technology in ways that will prepare them for post-secondary work and college life. Technological literacy instruction will be completed throughout the college planning process and in other core classes where students will be required to complete technology-based assignments.

**Approved Courses:** All courses offered at AIPHS in the six core subject areas will be approved to meet the school's graduation requirements. Additionally, students may seek administrative approval for online distance learning courses, community college courses or high school courses from other institutions to be accepted as meeting the school's graduation requirements. Outside courses will only be considered if they are college preparatory, comparable to the courses taught at AIPHS and taught by an accredited institution. Approval for such courses must be obtained from the Site Administrator prior to the commencement of the course.

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

#### 2011-2012 Course Offerings:

##### 9th Grade:

- Honors ELA 9
- Honors Geometry
- AP World History
- Physical Education
- Mandarin 1
- Conceptual Physics

##### 10th Grade:

- Honors ELA 10
- Honors Algebra 2



- Chemistry
- AP Government/Economics
- Mandarin 2
- Theater Arts

11th Grade:

- AP English Language
- Honors Pre-Calculus
- AP Physics B
- AP US History
- AP Mandarin
- Theater Arts
- Creative Writing

12th Grade:

- AP English Literature
- AP Calculus
- Chemistry\*
- AP Government/Economics\*\*
- Physical Education
- College Planning
- Senior Seminar/Thesis
- Real Estate

\*Starting in the 2012-2013 school year, the 12th grade students will take honors biology instead of chemistry. This change will occur due to new science course offerings.

\*\*Starting in the 2013-2014 school year, the 12th grade student will not take a Social Science course. This change will occur because of modifications to the AP curriculum.

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

State-approved textbooks aligned with state standards provide the content basis for courses of study. AIPHS 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 AIPHS curriculum.

### Materials

The materials used by AIPHS'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.

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

- Textbooks
- 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

Appendix H (pg. 74) includes a detailed list of materials and texts that will form the basis for those selected for use at AIPHS.

## **Academically Low-Achieving Students**

### *Overview*

At AIPHS, low-achieving students are defined as those who perform at or below a basic level on California State Standards 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 AIPHS 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.

AIPHS's small school atmosphere provides for more personalized attention for low-achieving students, especially when combined with the structured academic curriculum of high expectations and tutorial support. The extended-year calendar (196 days) and three week AP Intensive program will provide each student with a better opportunity for success in school.

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

### *Faculty Office Hours*

For three hours each week, the student's classroom teachers hold office hours between 3:15 and 4:00 pm. 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.

### *Resource Instruction*

AIPHS provides small-group resource instruction 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 resource instruction in a given week. Our resource instructor is an employee of the school. This enables better communication among the classroom teacher, student, family, and resource instructor. The resource instructor 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 / Family Conferences / Written Progress Reports*

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

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

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 of C- or below in any class receives a progress report which outlines their performance in all classes. These progress reports are sent to parents every three weeks and ensure regular communication with families who may be unable to meet with teachers during regular school hours.

#### *Summer Programs*

Students attend mandatory summer programs, including AIPHS summer school, which allows new students to grow accustomed to the school culture and provides low-achieving students the opportunity to begin developing a strong academic foundation, even before the first day of the regular school year. As appropriate, students are also required to attend summer programs that focus on improving math, English, and science skills. All program costs for required programs are covered by the school.

#### **Academically High-Achieving Students**

At AIPHS, academically high-achieving students are those who perform at an Advanced level on California State Standards Exams and / or who consistently earn A grades in a majority of his/her courses.

The curriculum at AIPHS is designed to challenge all students, including high-achieving students. Through professional development, AIPHS'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, AIPHS will take additional steps to support high-achieving students. This will include providing access to novels and supplemental literature activities that are appropriate for each student's reading level. The school will also provide opportunities for advancement in mathematics in weekly, after-school, intensive math workshops. AIPHS participates in the AMC 10 and AMC 12: annual, nation-wide math competitions with students at other schools.

AIPHS has also partnered with Johns Hopkins University Center for Talented Youth (CTY), Berkeley's ATDP, and SAIL 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.

#### **English Learners**

##### *Overview*

AIPHS 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. AIPHS will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents.

#### *Home Language Survey*

AIPHS will administer the home language survey upon a student's initial enrollment into AIPHS (on enrollment forms).

#### *CELDT Testing*

All students who indicate that their home language is other than English will be CELDT 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 CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

AIPHS will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving 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:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- 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.
- 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, AIPHS 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 AIPHS, 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 AIPHS, 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 AIPHS 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. All AIPHS teachers have the legally mandated EL authorization.

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. AIPHS's English Learners will be prepared with the skills in English and mathematics to meet California State Standards.

## **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, AIPHS 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). AIPHS shall seek the District's support in the provision of data or information in AIPHS'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*

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

#### *Services for Students under the IDEIA*

AIPHS 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, AIPHS shall pursue SELPA membership as an LEA to begin in the 2011-2012 school year, but can make no guarantees as to approval as an LEA in that time frame. As such, until such time as AIPHS is approved as an LEA member of a SELPA pursuant to Education Code Section 47641(a), AIPHS shall remain, by default, a public school of the District for purposes of Special Education purposes 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, AIPHS seeks services from the District for special education students enrolled in AIPHS in the same manner as is provided to students in other District schools. AIPHS 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. AIPHS 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. AIPHS will participate in an annual meeting, as arranged by the District, between AIPHS and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, to ensure that AIPHS and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

AIPHS acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. AIPHS 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. AIPHS 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. AIPHS expects, whenever possible, that the District will provide special education services to students outside the hours that AIPHS administers its core curriculum.

#### *IDEIA Staffing*

All special education services at AIPHS 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 AIPHS'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 AIPHS that current District practice is for the individual school sites to hire site special education staff or the District and AIPHS agree that AIPHS must hire on-site special education staff. In that instance, AIPHS shall ensure that all special education staff hired by AIPHS 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 AIPHS (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*

AIPHS 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.

AIPHS 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. AIPHS 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*

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

It is AIPHS's understanding that the District shall provide AIPHS with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that AIPHS is provided with notification and relevant files of all students who have an existing IEP and who are transferring to AIPHS 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. AIPHS shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. AIPHS 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. AIPHS 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 Principal and/or AIPHS 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 AIPHS and/or about the student. It is AIPHS'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*

AIPHS 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. AIPHS 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, AIPHS 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 AIPHS's non-special education students, whichever is more.

#### *IDEIA Interim and Initial Placements of New Charter School Students*

For students who enroll in AIPHS from another school district outside of the SELPA with a current IEP, the District and AIPHS shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, the District and AIPHS shall implement the existing IEP at AIPHS, 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. AIPHS 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 AIPHS students. AIPHS 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 AIPHS and no student shall be denied admission nor counseled out of AIPHS 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*

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

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

AIPHS 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 AIPHS shall comply with the District's decision.

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

As all costs will be borne by the District, AIPHS 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 AIPHS's understanding that the District shall represent AIPHS at all SELPA meetings and report to AIPHS of SELPA activities in the same manner as is reported to all schools within the District.

#### *IDEIA Funding*

AIPHS 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 AIPHS. AIPHS 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 AIPHS'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 AIPHS 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 AIPHS site.

AIPHS shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, AIPHS 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 AIPHS for AIPHS's pro-rata share of the District-wide Encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. AIPHS 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, AIPHS 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 AIPHS. AIPHS shall comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, AIPHS 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, AIPHS shall be solely responsible for all special education costs which 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**

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 AIPHS. Upon graduation from the school, students will have demonstrated the following which indicate their ability to be self-motivated, competent life-long learners.

##### *Academic Achievers* who:

1. produce quality work across the curriculum
2. are extremely knowledgeable of literature
3. compute and solve advanced math problems
4. are knowledgeable about educational pathways and career choices
5. are eligible for college by completing required coursework and equipped with the necessary skills to succeed in higher education

##### *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 and settings
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 and integrated manner
4. critically analyze information and draw conclusions

##### *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 and understand the importance of hard work and continual goal setting

##### *Socially Responsible Citizens* who:

1. are aware and understand the relevance of different histories and cultures in society
2. are leaders within their families and settings who contribute to the improvement of life in their school and community
3. demonstrate personal responsibility and integrity
4. are environmentally conscious and responsible

##### *Technologically Literate Citizens* who:

1. access and interpret information using technology
2. generate documents, spreadsheets, presentations, and mathematical computations using technology
3. are able to adapt to new and emerging technologies

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

1. California STAR results: At least 70% of 9th, 10th, and 11th grade students will test proficient or advanced in math, language arts, science, and history.

2. Attendance Rate: The school's rate of attendance will meet or exceed 98% each of the next five years.
3. California High School Exit Exam: 80% of students will pass the CAHSEE by the end of 10th grade.
4. Advanced Placement Exams: 50% of students will pass at least 1 AP exam by the end of 12th grade.
5. UC "a-g" requirements: 80% of students will meet or exceed the UC "a-g" requirements by the end of 12th grade.
6. College Acceptance Rates: 100% of 12th grade students will obtain acceptance into a 4-year college.

### **Academic Performance Index**

AIPHS will meet or exceed the school's annual Academic Performance Index (API) growth target. In addition, AIPHS will meet or exceed Adequate Yearly Progress (AYP) and meet or exceed the requirements set forth in the NCLB Act of 2001. AIPHS will incorporate the Content Standards for California Schools in the curriculum. AIPHS 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)

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

#### *Annually*

- California State Standards Exams
- California High School Exit Exam
- California English Language Development Test
- 9th Grade Test of Physical Fitness
- Advanced Placement Exams
- PSAT
- SAT I
- SAT II

#### *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

#### *Senior Year*

- Completion of all graduation requirements
- Applications to four-year colleges
- Acceptance letters to four-year colleges

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. 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**

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

#### *Collection*

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

#### *Analysis*

- Individual students and their teachers analyze each student's individual performance throughout the school year.
- Parents review data 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 of it at least 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 made available in the school lobby.
- On an as-needed basis, the School will publish bulletins reporting general student or school performance data.
- If AIPHS does not test (i.e., STAR) with the District, AIPHS 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.
- AIPHS will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquires from District and other authorized reporting agencies.

### **Continuous Improvement**

AIPHS 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, AIPHS will recognize the importance of setting measurable, attainable, and rigorous goals to ensure continuous improvement. Setting goals and objectives for academic performance at AIPHS 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 AIPHS'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.
- 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.
- AIPHS will utilize the California Standards Test, Grade Point Average (GPA), and California English Language Development Test (CELDT) results to measure students' academic preparedness. In addition, AIPHS 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 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 may participate in conferences with their family representative and teacher to identify appropriate strategies for improvement. Students must earn a "C" or better in each AIPHS class in order to receive high school credit. Students who receive a "C-" or lower in core subjects will not be promoted until they repeat any failed courses with a passing grade.

#### **District Visitation/Inspection**

AIPHS 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**

AIPHS 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 AIPHS 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**

AIPHS 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 AIPHS to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at AIPHS and of the District. AIPHS 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 AIPHS does not have that AIPHS needs in order to meet its obligations, the District shall provide the same to AIPHS in a reasonably timely manner upon request.

### **Parent Complaints**

AIPHS will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. AIPHS 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.

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

AIPHS 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.

AIPHS 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)

##### **Legal Status**

AIPHS shall be governed pursuant to the corporate bylaws adopted by the Board of Directors of The American Indian Public Charter School which shall be consistent with the terms of this charter, the Charter Schools Act, and all other applicable laws. The American Indian Public Charter School Articles of Incorporation and approved by-laws are included in (Appendix I and Appendix J).

Members of AIPCS'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.

AIPHS and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school

AIPHS, 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. AIPHS acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of AIPHS, 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 AIPHS by law or charter provisions.

AIPHS 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 High School 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 Director of AIM Schools. The day-to-day management of the School shall be by the Director, 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 Governance Board will be comprised of at least five and no more than fifteen diverse community members. The AIM Schools Director will report directly to the Governance Board. (Please see Appendix B, AIPHS 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 Director
- Hire the Director
- Monitor the Director's implementation of the 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. AIPHS has adopted a conflicts code, a draft of which is included in Appendix K (pg. 98). The organization will retain its own legal counsel when necessary, and will purchase and maintain, as necessary, insurance policies.

AIPHS may initiate and carry out any program or activity, or may otherwise act in any manner which 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 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.

#### **Director**

The Director will work full-time with the site administrators at each school and will communicate directly with the Board of Directors and to the District Board of Trustees through its Superintendent or designee as necessary. The Director 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 Director 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 District regarding changes, progress, etc.
- Develop Board meeting agendas in conjunction with the Board President in compliance with the Brown Act.
- Supervise the chief operating officer and site administrators 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.
- 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.
- 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.

- Supervise student disciplinary matters.
- Coordinate the administration of Standardized Testing.
- Plan and coordinate employee orientation with site administrators.
- Attend all Charter Board meetings and attend as necessary District Board of Education meetings as the Charter representative.
- Establish procedures designed to carry out Charter Board policies.

#### **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 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. An AIPHS 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 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 AIPHS meetings and school activities. The aim of AIPHS will be to ensure that families are actively involved in the child's education.

## **V. HUMAN RESOURCES**

[Ref. California Education Code §47605(b)(5)(E)]

### **Qualifications of School Employees**

AIPHS 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), AIPHS shall be nonsectarian in its employment practices and all other operations. AIPHS 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 AIPHS'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.

### **Site Administrators**

The Director and Site Administrators at AIPHS 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, and, if possible, business experience. 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. AIPHS will comply with Section 47605(l), 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."*

AIPHS 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 AIPHS 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, and 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 schedules of enrolled students, parents and community
- Deep commitment to student achievement
- Accepting responsibility and accountability for instruction to students

AIPHS 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 Director 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. AIPHS will work with other charter schools and other educational institutions to provide effective staff development. All employees of AIPHS 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. Merit pay, \$500 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 High School.

All AIPHS employees will participate in the federal Social Security System. The AIPHS 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 AIPHS 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.

AIPHS will provide mandatory benefits such as workers' compensation, unemployment insurance, Medicare and social security. AIPHS will provide health, dental, and vision insurance to each AIPHS employee.

#### **Employee Representation**

*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)(O)

AIPHS will be the exclusive public employer of all employees of the charter school for collective bargaining purposes. AIPHS 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 purposes. If AIPHS 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.

### **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 AIPHS shall be considered the exclusive employees of AIPHS 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 AIPHS 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. AIPHS 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**

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. AIPHS 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 Student / Parent and the Employee handbooks.

The following summarizes the health and safety policies of AIPHS:

### **Procedures for Background Checks**

Employees and contractors at AIPHS will be required to submit to a criminal background check and furnish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of the school shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### **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**

AIPHS will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

### **Immunizations**

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

### **Medication in School**

AIPHS will adhere to Education Code Section 49423 regarding administration of medication in school.

### **Vision/Hearing/Scoliosis**

AIPHS shall adhere to Education Code Section 49450 et. seq. as applicable to the grade levels served by the School.

### **Emergency Preparedness**

AIPHS 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**

AIPHS shall comply with Education Code Section 47610 by either 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 at least twice monthly. AIPHS 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**

AIPHS shall maintain a drug and 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 AIPHS dispute resolution process is to:

1. resolve disputes within AIPHS 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 AIPHS agree to attempt to resolve all disputes between the District and AIPHS 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 AIPHS, 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 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:  
AIPHS  
3637 Magee Ave.  
Oakland, CA 94619

To Coordinator, Office of Charter Schools:  
Office of Charter Schools  
Oakland Unified School District  
1025 Second Avenue, Room 206  
Oakland, California 94606

(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 5:00p.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

## **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 AIPHS. All students attending AIPHS must follow the application, admission, and enrollment policies of the school. The application packet for admission to AIPHS 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 AIPHS
- Registration form which requests basic information about the prospective student
- AIPHS mission statement and information about faculty and staff
- Historic overview of AIPHS students' academic achievement
- AIPHS Family handbook (Appendix L)

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body at AIPHS. 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 October 1 of each year, AIPHS will notify the District in writing of the application deadline and proposed lottery date. AIPHS 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 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."<sup>2</sup>

AIPHS 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. AIPHS 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 AIPHS, 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 AIPHS 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. AIPHS shall not charge an application fee nor shall it charge tuition [California Education Code Section 47605(d)(1)]. AIPHS will neither solicit nor require parent contributions to help fund AIPHS'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.

AIPHS 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)].



<sup>2</sup>Whitman, David, *Sweating the Small Stuff, Inner-City Schools and the New Paternalism* (California: Thomas B. Fordam Institute), 2008.

### **Public Random Drawing and Preferences**

If the number of students who apply to attend AIPHS 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 graduates of AIPHS
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.

### **Conditions of Enrollment**

Conditions for enrollment at AIPHS are communicated in writing to parents throughout the application and enrollment process. The enrollment information guide, registration form, and supplementary information packet are included (Appendix M, pg. 133).

### **Non-Discrimination**

*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)*

AIPHS will strive to recruit a student population that will be reflective of the school age population of the granting agency. AIPHS will engage in a variety of means and strategies to try to achieve a racially and ethnically diverse student population. These strategies will include:

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

### **Public School Attendance Alternatives**

*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 AIPHS 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 AIPHS shall be informed that the pupil(s) has 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 AIPHS, 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)

AIPHS will have a comprehensive set of suspension and expulsion policies which are attached in Appendix N. The policies will be printed and distributed as part of AIPHS'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, AIPHS 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).

AIPHS's budget is based upon the experience of operating AIPHS for the last five years. The five-year budget, cash flow and assumptions (Appendix O and Appendix P, pg. 160 and 163) are reasonable estimates of the school's expenditures given historical financial data, specifically actuals for 2005-2009. The anticipated revenues are also based on five years of operating experience for the school, and the estimates for the 2011-2012 high school revenue limit and categorical block grant given the proposed state budget. Estimates have been provided by the Charter Schools Development Center, California Charter Schools Association and the California Department of Education's Charter Schools Division.

### B. Financial Reporting

AIPHS has drafted a complete set of fiscal control policies and procedures (Appendix Q, pg. 173) for AIPHS operation. AIPHS 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

AIPHS will maintain general liability, workers compensation, and other necessary insurance of the types and 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 AIPHS 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 AIPHS 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 AIPHS 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, AIPHS 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

Director. The Director develops all budget proposals and has latitude in determining how funds are best used within budget categories. The Governance Board may delegate authority to the Director 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 Director 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 AIPHS students and any Governance Board members who want to assess the school's financial condition. In addition, AIPHS 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).

AIPHS will continue to be located at 3637 Magee Ave., Oakland, California. This is a former private high school that has ten classrooms, numerous offices, a gym and cafeteria. AIPHS will also be located at 171 12<sup>th</sup> Street, Oakland, California. This is the current location of AIPCS II and the former location of Oakland Charter High School. The current lease will remain in force throughout the entire five-year period of the school's renewal term for both locations.

If AIPHS 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 AIPHS moves or expands to another facility during the term of this charter, AIPHS 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. AIPHS 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**

AIPHS will not provide transportation of students to and from school. It is the responsibility of the students' families to provide transportation to AIPHS, 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, but solely by AIPHS in accordance with SELPA policy and the IDEIA once AIPHS 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)(l)

An annual independent fiscal audit of the books and records of AIPHS will be conducted as required under the Charter Schools Act, section 47605(b)(5)(l) 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 AIPHS 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 AIPHS 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 AIPHS is a recipient of federal funds, including federal Title I, Part A funds, AIPHS 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. AIPHS 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.

AIPHS 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.

#### **H. Closure Protocol**

*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. 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, providing information to assist parents and students in locating suitable alternative programs and the manner in which they can obtain a copy of their child(ren)'s student record. 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 close out process, all pupil records shall be maintained by the "responsibility entity" designated by the Board. AIPHS 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.

The School will ask the District to store remaining original records of Charter School students. All records of the School 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 AIPHS.

AIPHS 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 AIPHS and shall be distributed in accordance with the corporation's Articles of Incorporation upon the dissolution of the non-profit 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, AIPHS shall remain responsible for satisfaction of all liabilities arising from the operation of the school. As AIPHS 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, the School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

**School Management Contracts**

AIPHS will be a self-managed entity that will follow the AIPCS Governance Board and school management guidelines. American Indian Public High School has proven to have an effective management system during the past five years. AIPHS 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. AIPHS 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 AIPHS.

The corporate bylaws of AIPHS 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 AIPHS 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 deadline to the District will apply each year of the term of this charter;

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

AIPHS agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- AIPHS 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 AIPHS.
- The District is authorized to revoke this charter for, among other reasons, the failure of AIPHS 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 AIPHS 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.

AIPHS 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 AIPHS. 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 AIPHS operations is received by the District, the AIPHS 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 AIPHS 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.*

AIPHS 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.

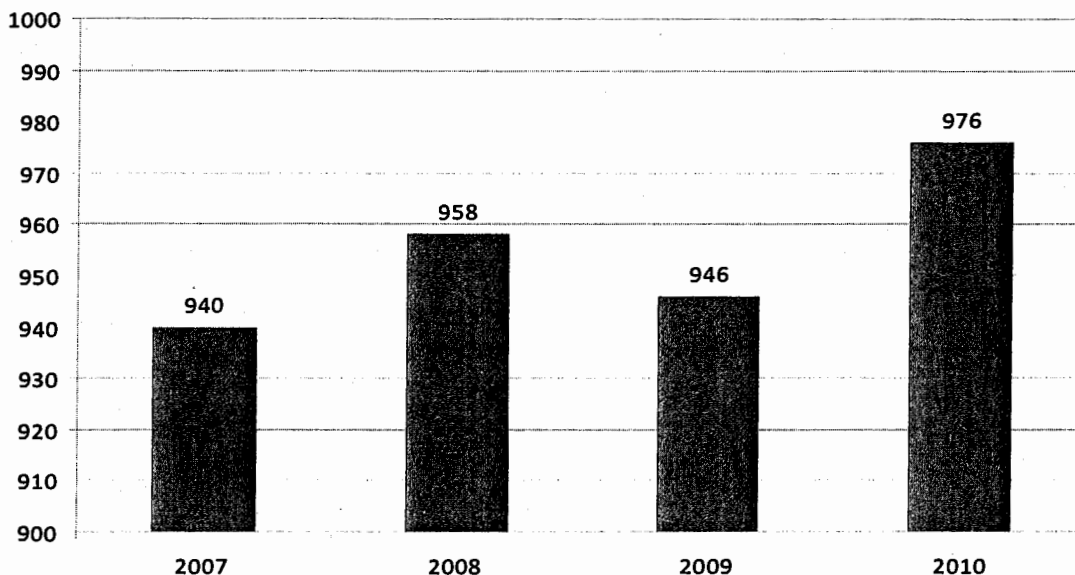
**Appendix A**  
**AIPHS**  
**ACADEMIC PERFORMANCE INDEX**

## American Indian Public High School

3637 Magee Avenue  
Oakland, CA 94619  
Phone: (510) 482-6000  
Fax: (510) 482-9801  
www.aimschools.org

### American Indian Public High School

#### API 2007-2010

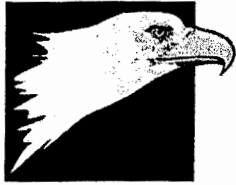


	Year	API	Met Statewide Performance Target / NCLB
American Indian Public High School	2007	940	Yes
American Indian Public High School	2008	958	Yes
American Indian Public High School	2009	946	Yes
American Indian Public High School	2010	976	Yes

The American Indian Public High School (Grades 9-12) has the highest Academic Performance Index score of any school in Oakland and ranks 3rd in the state of California. Note that 95% of the students qualify for free and reduced lunch, 99% of the students are minorities, and more than 85% of the students speak English as a second language.

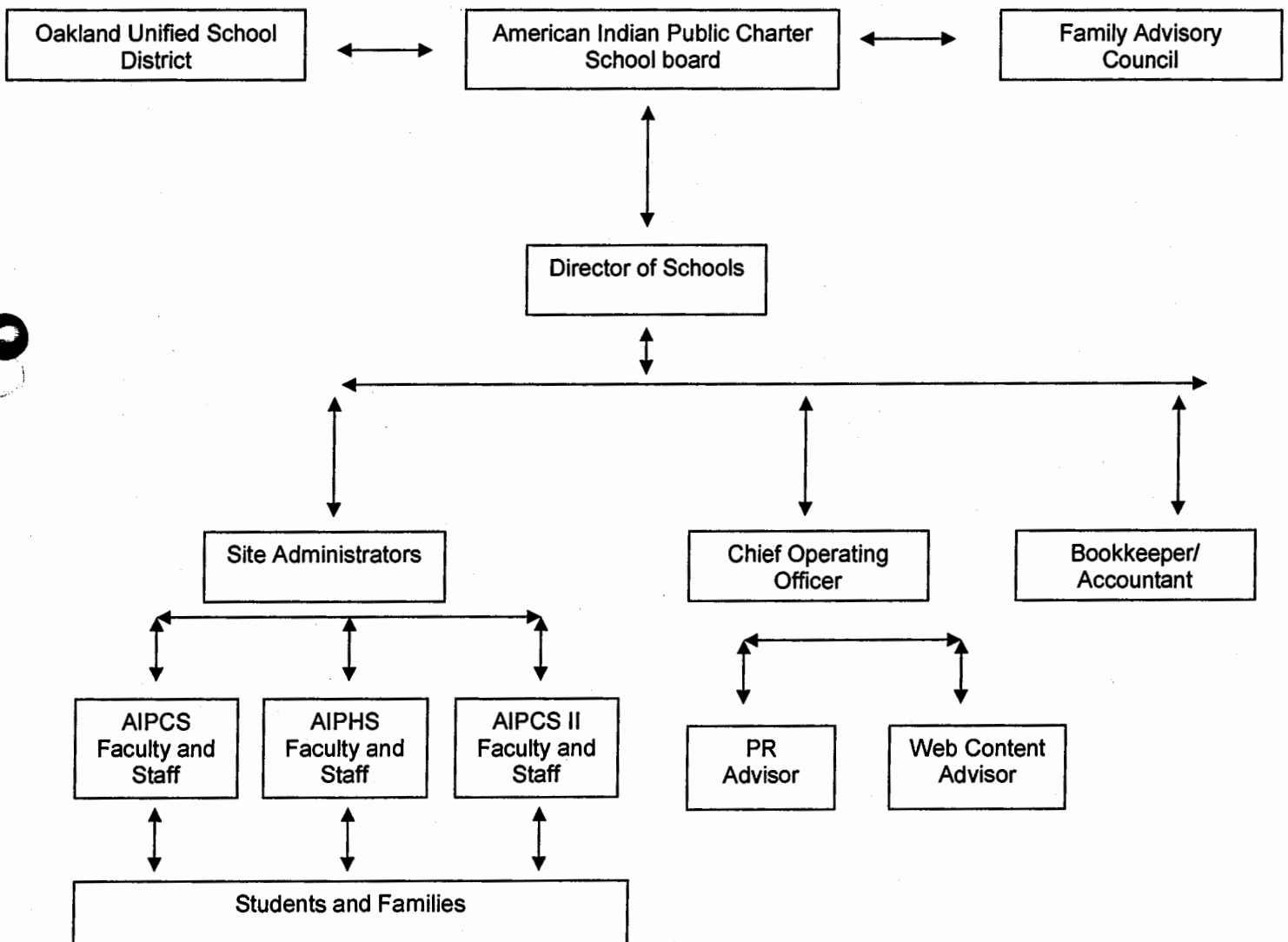
# Appendix B

## AIPHS ORGANIZATIONAL CHART



American Indian Public High School  
3637 Magee Avenue  
Oakland, CA 94619

### Organizational Chart



# Appendix C

## AIPHS BUDGET AND EXPENDITURES



# American Indian Model Schools

## AIPHS Budget and Expenditures

### Introduction:

American Indian Public High School (AIPHS) statements include a five-year operating budget for 2011-2016. The financial statements are based on several years of data. Expenses for faculty, supplies, services and facilities will closely reflect the year to year expenses.

### Financial Management:

The AIPCS school board and Director will have control over the school's budget and cash flow. A&A Business Solutions (AABS) is a financial services business and will provide bookkeeping and financial reporting. ADP will provide payroll services. We believe that this approach will produce accurate and transparent financial statements.

### Enrollment:

Enrollment for 11/12 is based on the number of current applicants and historical attrition rate. For 12/13 and beyond, it's based on the 8<sup>th</sup> grade enrollment, projected number of new applicants and attrition rate.

Grade	2011/12	2012/13	2013/14	2014/15	2015/16
9 <sup>th</sup>	90	90	90	90	90
10 <sup>th</sup>	65	65	70	75	75
11 <sup>th</sup>	24	55	60	60	65
12 <sup>th</sup>	20	22	50	55	55
TOTAL	194	232	270	280	285

### Revenue Sources:

#### General Purpose Block Grant Revenue:

We used the Oakland Unified School District 2010/2011 General Purpose Block Grant Projections as a basis for our projections. We conservatively estimated a 2% increase per year.

#### Categorical Block Grant Revenue:

We used the Oakland Unified School District Center 2010/2011 Categorical Block Grant Projections as a basis for our projections. We conservatively estimated a 2% increase per year.



Title Funding:

We expect 80% of our students to qualify for Free and Reduced Lunch. Historically, American Indian Public High School has served more than 90% socioeconomically disadvantaged students.

State Lottery Revenue:

We used the Oakland Unified School District Center 2010/2011 State Lottery Projections as a basis for our projections. We conservatively estimated a 2% increase per year.

Other Sources of Funding:

The KORET Foundation, a philanthropy of over \$400 million dollars and supportive of educational excellence, will be funding AIPHS for AP programming through 2013.

Supplemental:

Funding for supplemental is based on OUSD prior year calculation. Mr. Minh Co, OUSD Charter Office Financial Accountant, stated that the supplemental funding has been frozen at the current funding level of \$63,444 for 2009-2010. This amount is projected each year with a 2% increase for each year through 2011-2016 as he recommended.

EIA:

We expect 30% to qualify for the Economic Impact Aid funding that includes economically disadvantaged students and English learners. Historically it has been between 30% and 35%. Mr. Minh Co, OUSD Charter Office Financial Accountant, stated that the EIA funding has is \$319 per student.

Federal Facility Grant:

AIPHS has been granted a 3 year grant from the California School Finance Authority totaling \$276,732.00 or \$92,244 per year. The budget reflects the last payment of the three year grant to be in September 2012. AIPHS will again apply for another 3 year grant beginning in 2013. However, there is uncertainty if the program will continue and therefore an amount was not projected.

State Facility Grant

The SB740 state facility funding is based on \$750 per ADA.

**Expenditures:**

Staffing Plan:

AIPHS will be staffed at two locations: 3637 Magee Avenue and 171 12<sup>th</sup> Street.

At the Magee location, staff will be composed of 6 full time teachers (100%) and 4 part-time teachers (50%). The part-time teacher positions are as follows:

- 1 part-time Mandarin teacher (50%)
- 1 part-time PE teacher (50%)
- 1 part-time Drama teacher (50%)
- 1 part-time College Planning counselor (50%)

At the 171 12<sup>th</sup> Street location, staff will be composed of 2 full time teachers (100%) and 2 part-time teachers (50%). The part-time teacher positions are as follows:

- 1 part-time Mandarin (50%)
- 1 part-time PE teacher (50%)

Salaries & Merit Pay:

We have used the 2010/11 staffing as a basis for the projection and estimated a 4% COLA increase per year. Bonuses will be based on performance standards outlined in the employee contract.

Benefits:

Faculty will receive health, dental, vision and retirement benefits. We've estimated a 4% COLA increase for each year.

Services & Other Operating Expenses:

During the next 5 years, AIPHS is projecting an enrollment increase to 285 students. AIPHS student enrollment projection for 2011-2016 reflects an average cost increase of 20% for each year for the following expenditure items: tutors, field trips, summer program, AP Exam, higher education (such as Merritt College), miscellaneous, maintenance, janitorial, equipment rental, tenant improvements, school supplies, textbooks, other books and office supplies. These costs are listed under the Service and other Operating Expenses, Facilities/Capital Outlay and Books and Supplies. The remaining expenditures for the school are based on a 4% increase for this time period. For more detailed budget, see Appendix O and Appendix P, pg. 160 and 163.

Professional Services:

The professional services expense includes accounting/bookkeeping, tax/audit services, and consulting.

Facilities:

Actual costs were used to forecast facility expenses including maintenance and equipment replacement. Maintenance budget is maintained high to be prepared for any unexpected necessary repair. Each year reflects a 4% increase.

Books and Supplies:

This expense is based on projections including one-time, initial purchase and replacement costs including office, cleaning and other supplies. Each year reflects a 4% increase.

# Appendix D

## AIPCS 501(c)3

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)(ii).

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

Letter 947 (DO/CG)

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 one 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 ;

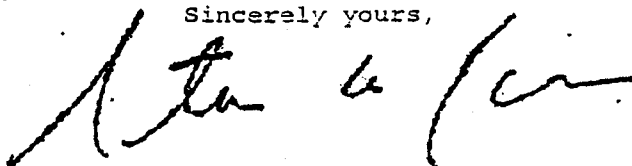
only for those purposes. If you distribute funds to other organizations, your records should show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), there should be evidence that the funds will remain dedicated to the required 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

**Appendix E**

**AIPHS  
LETTERS OF SUPPORT**

# KORET

December 14, 2010

To Whom It May Concern:

I am writing today on behalf of the application for additional charters for the American Indian Model schools.

**Koret Foundation**  
**Koret Fund**  
33 New Montgomery  
Suite 1090  
San Francisco, CA  
94105-4526

As a philanthropic advisor whose job is to identify, research and recommend charitable investment opportunities to the Koret Foundation board which will provide the greatest strategic impact and return on investment in the realm of K-12 education, I manage an educational portfolio which includes several different charter models in Oakland: American Indian, KIPP, Oakland Military Institute, Oakland School for the Arts, etc. Prior to my work in philanthropy, I was an Organization Specialist for McKinsey & Company, the leading management strategy consulting firm in the world. I have studied these schools and the underlying American Indian educational and fiscal models for six years. With the experience of many years of organizational and educational analysis and assessment, I recommend American Indian Model schools as the single most high-performing educational model available to disadvantaged children in California today.

**TEL 415 882 7740**  
**FAX 415 882 7775**

Based on factual evidence from academic testing there can be no doubt that the five schools employing the American Indian Model (AIM) are the top 5 public charter schools in the state of California (three schools chartered under American Indian and two schools chartered under Oakland Charter Academy.) In addition, the original American Indian Public Charter middle school which pioneered the development of the model is now the #1 public middle school in the entire state of California without regard to demographic.

*Nota bene* what this means: high poverty, inner city Oakland minority students are regularly outperforming middle and upper class students attending public schools in high socio-economic areas such as Palo Alto, etc.

The data on AIM schools is indisputable and conclusive: these schools employ one of the most academically rigorous and educationally successful models currently in use in the public education system of the United States. They do so with an equally rigorous and cost-effective business model that brings their cost per student below both the OUSD average and the California statewide average. This is exceptionally important because it means the consistently outstanding academic performance of this model is highly replicable. It also underscores the fact that investing philanthropic and taxpayer dollars in educating children through the American Indian Model ensures the strongest educational return on investment. This is a highly responsible use of philanthropic and taxpayer funds.

Like the KIPP schools – which though excellent still do not achieve, on average, the academic or fiscal performance of the AIM schools – the AIM model will continue to expand and scale up. I consider it a professional privilege to support their work, which is a resoundingly successful never-ending quest to improve upon their ability to educate



Oakland's inner-city children. The only question is: will the children of Oakland continue to be the beneficiaries of this extraordinarily high-achieving model, and will OUSD public schools choose to learn the valuable educational lessons, tools and techniques from the AIM schools in their midst?

Please do not hesitate to contact me if you would like me to provide more detailed analysis, or if I could answer any questions you may have.

Sincerely,

A handwritten signature in black ink, appearing to read "Debra England", with a long horizontal flourish extending to the right.

Debra England  
Senior Program Officer



REX AND MARGARET  
**FORTUNE**  
SCHOOL OF EDUCATION  
INSPIRING LEADERS.

SACRAMENTO  
BAY AREA

2035 Hurley Way, #200  
Sacramento, CA 95825  
fortuneschool.us

916.924.8633 *tel*  
916.924.8664 *fax*

December 10, 2010

President Gary Yee  
Oakland Board of Education  
1025 Second Avenue Oakland Unified School District  
1025 Second Avenue  
Oakland, CA 94606-2212 Oakland Unified School District  
1025 Second Avenue  
Oakland, CA 94606-2212  
Oakland, California 94606-2212

Dear President Yee,

I am writing in support of renewal for the charter petitions for American Indian Model Schools (AIMS). These schools are truly extraordinary and have been a resource to educators throughout California and across the United States.

I first became aware of the middle school over six years ago. I have observed over time as the middle has school grown, the high school was founded and student achievement skyrocketed. The evolution of AIM provides an important example, showing public schools *can* achieve great results with minority children living in poverty.

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, AIM is a collaborative and active partner in disseminating best practices for effective school instruction, culture and operations. These are the core elements of a successful school and AIM has them mastered.

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



REX AND MARGARET  
**FORTUNE**  
SCHOOL OF EDUCATION  
INSPIRING LEADERS.

SACRAMENTO  
BAY AREA

2035 Hurley Way, #200  
Sacramento, CA 95825  
fortuneschool.us

916.924.8633 *tel*  
916.924.8664 *fax*

Most Fortune School teacher candidates will themselves teach in traditional public school settings in school districts throughout the Bay Area and Sacramento. We have found that sending new and aspiring teachers to American Indian Model Schools helps them develop a mindset of high expectations and a focus on results. Setting the bar high on teacher performance and student academic achievement is a direct benefit to their future school districts.

Finally, I want to say a word about how open AIM is to the education research community. Fortune School sent its researchers to AIM to study the practices of their Algebra teachers at the middle school. With 8<sup>th</sup> grade Algebra proficiency scores currently at 98%, AIM math teachers have an important contribution to make to the field. Fortune School is writing case studies based on interviews and observations with AIM teachers to inform the preparation of math instructors.

I urge you to renew the charter petitions for American Indian Model Schools. AIM is serving its students to a level of excellence. They are also making a significant and important contribution to the field of education as a resource to practitioners who want to close the achievement gap among their own students.

AIM is a public charter school system worthy of your continued support.

Sincerely,

Margaret Fortune  
President and CEO



家 橋 驛 社  
FAMILY BRIDGES, INC.

A multi-service agency serving the East Bay community

December 10, 2010

Mr. John Glover, COO  
American Indian Model Schools  
3637 Magee  
Oakland, CA 94619

Dear John:

It is with great pleasure that I submit this letter in support of the charter renewal of the American Indian Model Schools.

Family Bridges, Inc. has been serving this community for over 42 years. Our mission is to empower immigrant seniors, adults and children to live independent, self-sufficient lives. We are not just your geographical neighbors, but your partners to promote the rights of our children to have equal access to good education and therefore a productive place in society.

I have always been impressed with your students' academic performance as well as their attitude about fairness and respect to others. These are the hallmarks of good leaders.

I commend you and your staff for your exceptional efforts to influence our young people's lives in this way. And for these reasons, Family Bridges wholeheartedly supports the renewal of your charter.

Sincerely

Corinne Jan, RN, PHN

Chief Executive Officer

168-11th Street, Oakland, CA 94607

Phone: (510) 839-2022 • Fax: (510) 839-2435 • Website: <http://www.FamBridges.org>

# **Appendix F**

## **AIPHS DAILY CLASS SCHEDULES**

## Fall and Spring 2010-2011

<b>MONDAY - THURSDAY</b>								
<b><u>9th Grade (A) Monday-Thursday</u></b>			<b><u>9th Grade (B) Monday-Thursday</u></b>			<b><u>9th Grade (C) Monday-Thursday</u></b>		
8:00-9:10	70 Minutes	Honors Geometry	8:00-9:10	70 Minutes	AP World History	8:00-9:10	70 Minutes	Honors Geometry
9:10-10:20	70 Minutes	AP World History	9:10-10:20	70 Minutes	Honors Geometry	9:10-10:20	70 Minutes	Honors Language Arts
10:20-11:30	70 Minutes	Honors Language Arts	10:20-11:30	70 Minutes	Mandarin 1	10:20-11:30	70 Minutes	Mandarin 1
11:30-12:40	70 Minutes	Mandarin 1	11:30-12:40	70 Minutes	Conceptual Physics	11:30-11:50	20 Minutes	Lunch
12:40-1:00	20 Minutes	Lunch	12:40-1:00	20 Minutes	Lunch	11:50-1:00	70 Minutes	Conceptual Physics
1:00-1:40	40 Minutes	PE	1:00-2:10	70 Minutes	Honors Language Arts	1:00-2:10	70 Minutes	AP World History
1:40-2:50	70 Minutes	Conceptual Physics	2:10 - 2:50	40 Minutes	PE	2:10 - 2:50	40 Minutes	PE
2:50-3:15	25 Minutes	Study Skills	2:50-3:15	25 Minutes	Study Skills	2:50-3:15	25 Minutes	Study Skills
<b><u>10th Grade Monday-Thursday</u></b>			<b><u>11th Grade Monday-Thursday</u></b>			<b><u>12th Grade Monday-Thursday</u></b>		
8:00-9:10	70 Minutes	Conceptual Physics	8:00-9:30	90 Minutes	AP English Language	8:00-9:30	90 Minutes	AP English Literature
9:10-10:20	70 Minutes	Mandarin 2	9:30-11:00	90 Minutes	AP Physics	9:30-11:00	90 Minutes	AP Calculus
10:20-11:50	90 Minutes	Honors Language Arts	11:00-12:40	100 Minutes	Honors Pre-Calculus	11:00-11:40	40 Minutes	PE
11:50-12:40	50 Minutes	AP World History	12:40-1:00	20 Minutes	Lunch	11:40-12:40	60 Minutes	Drama
12:40-1:00	20 Minutes	Lunch	1:00-1:45	45 Minutes	Drama	12:40-1:00	20 Minutes	Lunch
1:00-1:40	40 Minutes	AP World History	1:45-3:15	90 Minutes	AP US History	1:00-2:10	70 Minutes	AP Physics
1:40-3:15	95 Minutes	Honors Algebra 2				2:10-3:15	65 Minutes	College Planning (Fall 2010)
						2:10-3:15	65 Minutes	Economics (Spring 2011)

This is the class schedule for the 9th - 12th grades at AIPHS.

## Fall and Spring 2010-2011

<b>FRIDAY</b>								
<b><u>9th Grade (A) Friday</u></b>			<b><u>9th Grade (B) Friday</u></b>			<b><u>9th Grade (C) Friday</u></b>		
8:00-9:15	75 Minutes	Honors Geometry	8:00-9:15	75 Minutes	AP World History	8:00-9:15	75 Minutes	Honors Language Arts
9:15-10:30	75 Minutes	AP World History	9:15-10:30	75 Minutes	Honors Geometry	9:15-10:30	75 Minutes	Honors Geometry
10:30-11:45	75 Minutes	Honors Language Arts	10:30-11:45	75 Minutes	Conceptual Physics	10:30-11:45	75 Minutes	AP World History
11:45-1:00	75 Minutes	Conceptual Physics	11:45-1:00	75 Minutes	Honors Language Arts	11:45-1:00	75 Minutes	Conceptual Physics
<b><u>10th Grade Friday</u></b>			<b><u>11th Grade Friday</u></b>			<b><u>12th Grade Friday</u></b>		
8:00-9:15	75 Minutes	Conceptual Physics	8:00-9:15	75 Minutes	AP US History	8:00-9:15	75 Minutes	AP Calculus
9:15-10:30	75 Minutes	Honors Language Arts	9:15-10:30	75 Minutes	AP Physics	9:15-10:30	75 Minutes	AP English Literature
10:30-11:45	75 Minutes	AP World History	10:30-11:45	75 Minutes	Honors Pre-Calculus	10:30-11:30	60 Minutes	Creative Writing
11:45-1:00	75 Minutes	Honors Algebra 2	11:45-1:00	75 Minutes	AP English Language	11:30-1:00	90 Minutes	AP Physics

The Friday class schedule for AIPHS is noted above because students have early dismissal at 1:00 pm.

# **Appendix G**

## **AIPHS SCHOOL CALENDAR 2010-2011**



# American Indian Public High School 2010-2011

## JULY, 2010

S	M	T	W	T	F	S
				1	2	3
		6	7	8	9	16
12	13	14	15	16	17	
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Jun 23-Jul 14,  
Summer School  
Jul 5, Independence Day  
July 19-August 6, SAIL

## JANUARY, 2011

S	M	T	W	T	F	S
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					

Dec. 20-Jan 3  
Winter Break (continued)  
Jan. 28, Teacher's Day

## AUGUST

S	M	T	W	T	F	S
	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 30, First Day of School

## FEBRUARY

S	M	T	W	T	F	S
		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					

Feb 21, President's Day

## SEPTEMBER

S	M	T	W	T	F	S
			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		

Sept. 6, Labor Day

## MARCH

S	M	T	W	T	F	S
		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		

Mar 14, Teachers Day

## OCTOBER

S	M	T	W	T	F	S
					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

Oct. 8, Teacher's Day

## APRIL

S	M	T	W	T	F	S
					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

Apr 18-22, Spring Break

## NOVEMBER

S	M	T	W	T	F	S
	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				

Nov. 22-26,  
Thanksgiving Break

## MAY

S	M	T	W	T	F	S
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				

May 30, Memorial Day

## DECEMBER

S	M	T	W	T	F	S
			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	

Dec. 20-Jan 3  
Winter Break

## JUNE

S	M	T	W	T	F	S
			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		

Jun 14, Last Day of School  
Jun 23, First Day of Summer  
School

 School in Session

 School is Out

Mon. - Thurs. 8:00 am - 3:15 pm  
Friday 8:00 am - 1:00 pm

**Appendix H**

**AIPHS**  
**CURRICULUM**



# American Indian Public High School

## Curriculum List

### 9<sup>th</sup> Grade

ELA: Holt Literature and Language Arts: Third Course  
ELA: Holt Handbook: Third Course  
ELA: Holt Interactive Reading: Third Course  
ELA: Wordly Wise 9 (EPS)  
Math: Geometry: North Carolina Edition (McDougal Littell)  
Math: Geometry Workbook (McDougal Littell)  
Foreign Language: Integrated Chinese Level 1 Part 1 (Simplified) (Cheng & Tsui)  
Foreign Language: Integrated Chinese Level 1 Part 1 Workbook (Cheng & Tsui)  
Science: Conceptual Physics (Hewitt)  
Science: Conceptual Physics Lab Manual (Hewitt)  
Social Science: World Civilizations: The Global Experience, AP Edition (Pearson Longman)  
Social Science: Cracking the AP World History Exam (Princeton Review)

### 10<sup>th</sup> Grade

ELA: Holt Literature and Language Arts: Fourth Course  
ELA: Holt Handbook: Fourth Course  
ELA: Interactive Reading: Fourth Course  
ELA: Wordly Wise 10 (EPS)  
Math: Algebra 2: North Carolina Edition (McDougal Littell)  
Math: Algebra 2 Workbook (McDougal Littell)  
Foreign Language: Integrated Chinese Level 1 Part 2 (Simplified) (Cheng & Tsui)  
Foreign Language: Integrated Chinese Level 1 Part 2 Workbook (Cheng & Tsui)  
Science: Conceptual Physics (Hewitt)  
Science: Conceptual Physics Lab Manual (Hewitt)  
Social Science: World Civilizations: The Global Experience, AP Edition (Pearson Longman)  
Social Science: Cracking the AP World History Exam (Princeton Review)

### 11<sup>th</sup> Grade

ELA: Holt Literature and Language Arts: Fifth Course  
ELA: Holt Handbook: Fifth Course  
ELA: Interactive Reading: Fifth Course  
ELA: Cracking the AP English Language and Composition Exam (Princeton)  
Math: Pre-Calculus: A Problem Oriented Approach (Brooks Cole)  
Social Science: American Pageant: AP Edition (Wadsworth)  
Social Science: Howard Zinn's People's History of the US  
Social Science: Cracking the AP U.S. History Exam (Princeton)

Science: Physics: Principles and Applications (Giancoli)  
Science: Cracking the AP Physics B Exam (Princeton Review)  
Performing Arts: The Wadsworth Anthology of Drama (Heinle)  
Performing Arts: John Berger's Ways of Seeing  
Performing Arts: The Belford Introduction to Drama (Bedford/St. Martin's)  
Performing Arts: Michael Shurtleff's Audition

12<sup>th</sup> Grade

ELA: Holt Literature and Language Arts: Sixth Course  
ELA: Holt Handbook: Sixth Course  
ELA: Interactive Reader: Sixth Course  
ELA: AP English Literature and Composition (Kaplan)  
Math: Calculus of a Single Variable (Houghton Mifflin)  
Math: Cracking the AP Calculus Exam (Princeton Review)  
Science: Physics: Principles and Applications (Giancoli)  
Science: Cracking the AP Physics B Exam (Princeton Review)  
Performing Arts: The Wadsworth Anthology of Drama (Heinle)  
Performing Arts: John Berger's Ways of Seeing  
Performing Arts: The Belford Introduction to Drama (Bedford/St. Martin's)  
Performing Arts: Michael Shurtleff's Audition  
Creative Writing: The Practice of Creative Writing (Bedford/St. Martin's)  
Economics: Economics: Explore and Apply, Enhanced Edition (Prentice Hall)  
Economics: Economics in One Lesson (Three Rivers Press)  
Economics: Sun Tzu's The Art of War  
College Planning: Complete Book of Colleges (Princeton Review)  
College Planning: Scholarship Handbook (College Board)  
College Planning: Books of Majors (College Board)

**Appendix I**

**AIPCS  
ARTICLES OF INCORPORATION**

1968441

FILED *JL*  
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 Kercheshawno,	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 Biggley  
Duane Biggley, Director

Bridget Wilson  
Bridget Wilson, Director

Millie Ketcheshawno  
Millie Ketcheshawno, Director

Richard Osborne  
Richard Osborne, Director



# Appendix J

## AIPCS BYLAWS

1070

**BYLAWS  
OF  
THE AMERICAN INDIAN PUBLIC CHARTER SCHOOL, INC.  
(A California Non-Profit Public Benefit Corporation)**

**ARTICLE 1  
OFFICES**

**SECTION 1. PRINCIPAL OFFICE**

The principal office of the corporation for the transaction of its activities and affairs is 3637 Magee Avenue, Oakland, in Alameda County of California.

**SECTION 2. CHANGE OF ADDRESS**

The county of the corporation's principal office can be changed only by amendment of these Bylaws and not otherwise. The Board of Directors may, however, change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed an amendment to these Bylaws:

\_\_\_\_\_ Dated: 7-22, 2007  
\_\_\_\_\_ Dated: \_\_\_\_\_, 20\_\_\_\_  
\_\_\_\_\_ Dated: \_\_\_\_\_, 20\_\_\_\_

**SECTION 3. 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. OBJECTIVES AND PURPOSES**

This corporation is a nonprofit public benefit corporation and its not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law exclusively for charitable and educational purposes within the meaning of the 501(c)(3) of the Internal Revenue Code of 1954 or the corresponding provision of any future United States internal revenue law.

The primary objectives an purposes of this corporation shall be to meet the academic, social, cultural and developmental needs of American Indian students, and all students, in an

academic environment that focuses on hard work and discipline. The corporation shall meet these objectives and purposes by managing, operating, guiding, directing, and/or promoting a public charter school pursuant to the California Charter Schools Act, CA. Ed. Code §47600 et seq.

## **SECTION 2. POLICY OF NONDISCRIMINATION**

The American Indian Public Charter School 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, DETERMINATION, SPECIAL QUALIFICATIONS, AND NOMINATION**

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.

A majority of the Board of Directors shall consist of one parent, business representative, and educator. The Board of Directors may include the Director of the school, if the Director of the school so wishes to serve during their term of employment, but will include no other full-time employees.

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.

Any member of the school community may nominate any qualified candidate to serve on the Board of Directors, either to fill a vacancy, or as Director terms expire at the annual meeting. Such nominations must be made by way of floor motion at a duly convened meeting. Nominated candidates may be approved by majority action of the Board of Directors.

### **SECTION 2. POWERS**

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.

### **SECTION 3. DUTIES**

It shall be the duty of the directors to:

- (a) 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;
- (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 or telegraphed to them at such addresses shall be valid notices 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.

#### **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 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 the 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. Directors may not be compensated for rendering services to the corporation in any capacity other than as director unless such other compensation is reasonable and is allowable under the provisions of Section 6 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, or father-in-law of any such person.

#### **SECTION 7. PLACE OF MEETINGS**

Meetings shall be held at the principal office of the corporation unless otherwise provided by the board or at such place within or without the State of California which has been designated from time to time by resolution of the Board of Directors. In the absence of such designation, any meeting not held at the principal office of the corporation shall be valid only if held on the written consent of all directors given either before or after the meeting and filed with the Secretary of the corporation of after all board members have been given written notice of the meetings hereinafter provide for special meetings of the board. 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 primary offices of the corporation.

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. Cumulative voting by directors for the election of directors shall not be permitted. The candidates receiving the highest number of votes up to the number of directors to be elected shall be elected. Each director shall cast one vote, with voting being by ballot only.

#### **SECTION 9. SPECIAL MEETINGS**

Special meetings of the Board of Directors may be called by the Chairperson of the board, 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 forty eight (48) hours' notice delivered personally or by telephone telegraph. If sent by mail or telegraph, the notice shall be deemed to be delivered on its deposit in the mails or on its delivery to the telegraph company. 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 board meeting need not be specified in the notice. The purpose of any special meeting shall be specified in the notice.

#### **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 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.

#### **SECTION 13. QUORUM FOR MEETINGS**

A quorum shall consist of a majority of the Board of Directors.

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.

#### **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 committees (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 Chairperson of the Board, or, if no such person has been so designated or, in his or her absence, the President of the corporation 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 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.

## **SECTION 16. ACTION BY UNANIMOUS WRITTEN CONSENT WITHOUT MEETING**

Any action required or permitted to be taken by the Board of Directors under any provision of law may be taken without a meeting, if all members of the board shall individually or collectively consent in writing to such action. For the purposes of this Section only, "all members of the board" shall not include any "interested director" as defined in Section 5233 of the California Nonprofit Public Benefit Corporation Law. Such written consent or consents shall be filed with the minutes of the proceedings of the board. Such action by written consent or consent shall have the same force and effect as the unanimous vote of the directors. Any certificate or other document filed under any provision of law which relates to action so taken shall state that the action was taken by unanimous written consent of the Board of Directors without a meeting and that the Bylaws of this corporation authorize the directors to so act, and such statement shall be prima facie evidence of such authority.

## **SECTION 17. 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.

This corporation has no members, therefore directors may be removed without cause by a super majority of sixty (60) percent or more 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 giving 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 by approval of the board, or, if the number of directors then in office is less than a quorum, by (1) the unanimous written consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held pursuant to notice or waivers of notice complying with this Article of these Bylaws, or (3) a sole remaining directors.

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 18. NON-LIABILITY OF DIRECTORS**

The directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

#### **SECTION 19. INDEMNIFICATION BY CORPORATION OF DIRECTORS, OFFICERS, EMPLOYEES AND OTHER AGENTS**

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.

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.

#### **SECTION 20. INSURANCE AND CORPORATE AGENTS**

The Board of Directors may adopt a resolution authorizing the purchase and maintenance of the insurance on behalf of any agent of the corporation (including a director, officer, employee or other agent of the corporation) against any liability 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 Treasurers, or other officers. Any number of offices 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 until he or she resigns or is removed or is otherwise disqualified to serve, 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 other 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 2/3 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 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 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, 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. COMPENSTION**

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, provide, 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.

## **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 of 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 on 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**

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 and 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 5. 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.

**SECTION 6. 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 7. 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 mere 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 provided 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 of 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 1<sup>st</sup> of July and end on the 30<sup>th</sup> 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.

**ARTICLE 10  
AMENDMENT OF ARTICLES**

**SECTION 1. AMENDMENTS**

Any amendment of the Articles of Incorporation may be adopted by the Board of Directors.

**SECTION 2. CERTAIN AMENDMENTS**

Notwithstanding the above sections of this Article, the corporation shall not amend its Articles of Incorporation to alter any statement which appears in the original Articles of Incorporation of the names and addresses of the first directors of this corporation nor the name and address of its initial agent, except to correct an error in such statement or to delete either statement after the corporation has filed a "Statement by a Domestic Non-Profit Corporation" pursuant to Section 6210 of the California Nonprofit Corporation Law.

**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. DETERMINATION OF MEMBERS**

This corporation makes no provisions for 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.

**CERTIFICATE OF SECRETARY**

The undersigned does hereby certify that the undersigned is the Secretary of the American Indian Public Charter School, a nonprofit public benefit corporation duly organized and existing under the laws of the State of California, that the foregoing Bylaws, consisting of sixteen (16) pages, of said corporation were duly and regularly adopted as such by the Board of Trustees of said corporation, which Trustees are the only members of said corporation; and that the above and foregoing Bylaws are now in full force and effect.

Executed on A-21-06 at 3637 Maple Ave, California

Sylvia Thomas

SYLVIA THOMAS, SECRETARY

**Appendix K**

**AIPHS**

**CONFLICT OF INTEREST POLICY**



# American Indian Public High School

3637 Magee Ave.  
Oakland, CA 94619  
(510) 482-6000, fax: (510) 482-6002

## **BOARD POLICIES Conflict of Interest**

The Political Reform Act (Government Code Section 81000, *et. seq.*) requires state and local government agencies to adopt and promulgate conflict of interest codes. In accordance with The Political Reform Act (Government Code Section 81000, *et. seq.*), all American Indian Public Charter School (AIPCS) Board elected officials, designated employees of state appointees, make decisions for the benefit of the community, not for their own enrichment.

### **Duty to Disclose.**

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the AIPCS Governance Board and members of committees with governing board delegated powers, considering the proposed transaction or arrangement.

### **Determining Whether a Conflict of Interest Exists.**

After disclosure of the financial interest, and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

### **Procedures for Addressing the Conflict of Interest.**

An interested person may make a presentation at the AIPCS governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement. After exercising due diligence, the AIPCS governing board or committee shall determine the following: whether the corporation can obtain with reasonable efforts or a more advantageous transaction; or make arrangements from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

### **Violations of the Conflicts of Interest Policy.**

If the AIPCS governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

# Appendix L

## AIPHS FAMILY HANDBOOK



American Indian Public High School  
3637 Magee Avenue  
Oakland, CA 94619

## **Family Handbook**

A Guide to Conduct and Expectations for  
AIPHS Families

# **2010-2011 School Year**

**3637 Magee Ave.  
Oakland, CA 94619  
Tel. 510.482.6000  
Fax 510.482.9801  
[www.aimschools.org](http://www.aimschools.org)**

**“A School at Work”**

American Indian Model Schools – Submitted January 26, 2011

American Indian Public High School Renewal Petition



## AIPHS Mission Statement and Credo

### **Mission Statement**

The American Indian Public High School serves 285 inner-city students in ninth through twelfth grade. The focus of AIPHS is excellent student attendance (99.5%), which helps to ensure the academic needs of American Indian students and others who are interested in attending our school. We will provide them with an education to enhance their academic skills in reading, writing, spelling, mathematics, science, social science, business, and humanities in order to compete and be productive members in a free market capitalistic society. This will be a collaborative effort between school, family, and community.

### **Credo**

The Family:

We are a family at AIPHS.

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 part of the AIPHS family.



## Commitment to your Child, Family Responsibilities, and Attending a Charter School

At AIPHS we make educating your child our highest priority, and we require that families make the same commitment. That often requires our staff and volunteers to make themselves available above and beyond the traditional school hours. In addition, families should be committed to supporting the efforts of the school by having their child attend school daily, on time, ready to learn. Students who miss school will be required to make it up during Saturday school. At AIPHS 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, it may be inconvenient for staff and families, our student's success makes the inconveniences worthwhile. Follow & support our model and your child will be prepared to graduate from college.

AIPHS is a public charter school of choice and has its own unique programs and policies. While OUSD has granted our charter and oversees our operations, AIPHS is governed by its own School Board and policies. If families have suggestions for the school or complaints about it, the school's staff and then the Board of Directors should be the first points of contact. We work to create a family atmosphere at AIPHS, and like most families, there may be disagreements, arguments, and heated emotions 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. We focus on students who reside in the Fruitvale and Laurel communities. Students who reside outside the community may also apply. Those students who do not live in Oakland will be given consideration; however, they too must adhere to a strict code of conduct. If they are disrespectful to the directives of the staff, they will not be allowed to attend AIPHS.





## School Directory and Welcome Policies

Ms. Sophath Mey  
Mr. John Glover

Mrs. Claudia Walker

Ms. Rebecca Cisin

Mr. Isaac Berniker  
Mr. Daniel Eng  
Mrs. Jenna Greene  
Ms. Soo Jin Kim  
Mr. David Kwon  
Mr. Neil Lakin  
Ms. Nicole Merino

Mr. Adam Moskowitz

Mr. Matthew Russell  
Ms. Catherine Uy  
Ms. Julie Ma  
Dr. Ben Chavis

Director of AIM Schools  
Chief Operating Officer (AIM  
Schools)  
Site Administrator

Administrative Assistant

Math Teacher  
Health Educator  
College Counselor  
History Teacher  
Math/Science Teacher  
Science Teacher  
English/History Teacher

English Teacher

English/History Teacher  
Math/Science Teacher  
Mandarin Teacher  
Advisor Emeritus

All families and community members are encouraged to visit our school. You must sign in with the administrative assistant. You are welcome to sit in class and observe any lesson. Please do NOT interrupt the teacher while he or she is teaching. We encourage parents to select from various books in our library to read, observe teachers' lessons, or take notes while in the classroom. You may walk around the classroom and look over the students' shoulders to observe their work. The students enjoy visitors. However, the teachers are working with an average of 25 students per class and cannot be interrupted.

If you need to leave a message for your child, we will ensure that he or she receives it. If you have any questions or concerns, the site administrator or administrative assistant will be happy to assist you. You may schedule a meeting with your child's teacher before or after school.



## Core Curriculum and Supplemental Programs

### Course Offerings

The goal of American Indian Public High School is to prepare all of our students to attend college and to make positive choices in life. We have high academic standards for our students and offer rigorous classes that challenge our students. The core curriculum is integrated and designed to enhance students' academic and social skills in:

- English Language Arts
- Mathematics
- Science
- History/Social Science
- Foreign Language
- Visual/Performing Arts
- Health Education
- College Planning & Study Skills

**All students within a given grade level take the same courses. For example, all incoming 9<sup>th</sup> grade students take Honors Geometry and Mandarin 1.**

**Additionally, AIPHS offers Advanced Placement (AP) Courses in the following subjects:**

- AP Physics
- AP Calculus
- AP US History
- AP World History
- AP English Language & Composition
- AP English Literature & Composition

**AIPHS's AP courses are open to all students and allow them the opportunity to take the Advanced Placement exam at the end of the year. Students can earn college credit by obtaining a passing score (3, 4, or 5) on AP exams.**

### Graduation

**Courses offered at AIPHS will fulfill, and in some cases exceed, the UC/CSU a-g requirements and the state of California's graduation requirements.**

To qualify for graduation, cumulated credits at each level must include required courses. Students who have not passed the core subjects with at least a "C" will not be promoted until they retake the course and complete it with a passing grade. Similarly, students must earn a "C" or above in courses listed in the University of California's "a-g" requirements in order to be eligible for admission into the University of California.

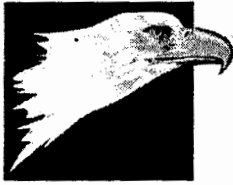
Students must receive a letter of acceptance from a 4-year college or university in order to graduate from AIPHS. To this end, AIPHS offers a mandatory College Planning course to assist students in the college application and financial aid/scholarship process.

100% of AIPHS graduates have been accepted into 4-year colleges including MIT, Stanford, Amherst, Cornell, UC Berkeley, UC Davis, UCLA, UC Santa Barbara, San Jose State, Mills College, Dartmouth, and Syracuse.

### Supplemental Programs

AIPHS students attend a variety of supplemental programs, including AIPHS summer school, Stanford Academic Institute of Learning (SAIL), UC Berkeley's Academic Talent Development Program (ATDP), Johns Hopkins University's Center for Talented Youth (CTY), and UC Berkeley's HOPE Engineering Program.

**The American Indian Public High School is sponsored by the Oakland Unified School District as a charter school. We have a partnership with Native American Health Center, Family Bridges, and the local community.**



## AIPHS School Policies

**Academic Integrity:** All students must complete their own work without copying from or looking at anyone else's assignments. Students must submit original work for all assignments. Students and family members may not copy any number of words or sentences from outside sources. Examples of these sources are the internet, books, newspapers, other research papers and others assignments.

**Appointments:** Our doors are always open to meet with family members and students. To ensure that we are available and that we can dedicate our full attention to a meeting, please make appointments with teachers and administrators through the front desk. Appointment requests should be put in writing.

**Assessment and Grading Policies:** Report cards are issued every 9 weeks. Progress reports are issued every three weeks of each quarter 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.

**Change of Address/Family 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. Every student must have complete Emergency Contact Information, properly signed and on file in the school office. Students may only leave campus with an adult whose name is listed on the emergency contact information.

**Child Abuse Reporting:** Any staff member who suspects that a student has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities. This policy ensures the safety of our students.

**Closed Campus:** Students are not allowed to leave campus under any circumstances once they have arrived on school grounds. It is unlawful for anyone to take a student away from school or a student to leave on his or her own accord during the regular school day without parent/guardian permission and notification of the School Office.

**Confidentiality Policy:** School personnel 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 or jeopardize another's life or has knowledge that another'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.

**Cumulative File:** State law requires that certain information be maintained by the school. As required, the Cumulative File is a student's academic record from Kindergarten through high school.

**Field Trips:** Field trips require parent participation and/or a signed permission slip. All students are expected to be on their best behavior and be good representatives of AIPHS. Each field trip will have a stated departure and arrival time. Parents must provide an emergency telephone number with the child to take on the field trip.

**General Maintenance:** Students are expected to make every effort to keep all school property neat and clean. As a courtesy and respect for the environment, students must not throw trash on the ground or leave it in the classroom. Payment or replacement of damaged property will be the responsibility of the parents/guardians.

**Homework:** Teachers will assign homework on a daily basis; 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.

**Immunizations:** Every student entered a California school must provide a written immunization record showing the date of each of the following immunizations:

POLIO (ages 4-6)	4 doses at any age; 3 doses meet requirement if at least one dose was given on or after 4th birthday
POLIO (ages 7-17)	4 doses at any age; 3 doses meet requirement if at least one dose was given on or after 2nd birthday
DPT (age 6 and under)	5 doses at any age; 4 doses meet requirement if at least one was given on or after 4th birthday
DT,Td (age 7 & older)	4 doses at any age; 3 doses meet requirement if at least one dose was given on or after 2nd birthday
HEPATITIS B	3 does required for Kindergarten and 7th grade entry
MEASLES, MUMPS AND RUBELLA	2 doses for Kindergarten and 7th grade entry each given on or after 1st birthday. 1 dose for grades 1-12, given on or after 1st birthday. (Mumps immunization is not required for pupils 7 years of age or older)
TUBERCULOSIS SKIN TEST	Required test is a MANTOUX skin test given within 18 months prior to kindergarten enrollment or transfer, or within 6 months prior to enrollment in grades one through twelve.
VARICELLA (Chicken Pox)	[Kindergarten entry] 1 dose or physician documented varicella disease or immunity and (grades 1-12) 2 doses are needed if vaccine received after 13th birthday (entering CA school for the first time)

**Lunch Program:** There is no formal lunch program at AIPHS. Students at the main campus must bring their own lunch with them to school each day. Parents are not allowed to drop off lunches for students.

**Medication:** According to the California State Education Code, school personnel may only administer medication if the following guidelines are followed:

- All medication must be left in the main office; students are not allowed to carry medications with them. Students report to main office to take their medication under supervision.
- The school must receive a written statement from the physician detailing the method, amount and time at which the medication is to be taken.
- The school must receive a written request from the parent if medication is to be administered during school hours.

**Physical Education:** PE classes meet four days a week, Monday – Thursday. PE grades are based on daily participation and homework.

**Restitution:** Student grades, diplomas and transcripts may be withheld from students and parents/guardians when a student has damaged, destroyed or not returned loaned property of the school and restitution has not been made. Records are withheld from students and parents/guardians, but not from requesting schools.

**School Hours:** AIPHS classes are held Monday through Thursday from 8:00am - 3:15pm and Friday's from 8:00am – 1:00pm. After school tutoring, extra-curricular programs and detention take place after classes have been dismissed.

**Smoking on Campus:** There is no smoking on campus. This policy applies to all visitors.

**Special Needs, 504 Plan:** Section 504 of the Rehabilitation Act of 1973 states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance (29 USC 794). Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

**Standardized Testing (STAR):** Standardized Testing and Reporting is required by State and Federal Law. 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students are tested in the appropriate California Standards Tests (CST).

**California English Language Development Test (CELDT)** – The CELDT is only given to students whose primary language is not English. The test evaluates a student's ability to listen, speak, read and write in English. Once a student is deemed English Proficient, they are no longer required to take the test.

**Student Records:** Parents and legal guardians have a right to review their child's pupil records. Written requests for record access should be directed to the administrator. Pupil records shall be available for review during regular school hours. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records (Family Educational Rights & Privacy Act - FERPA). In the case of separated or divorced parents, both parents shall have equal access to school records, unless there is a current restraining order specifically preventing record access. (A restraining order preventing access to the student does not prevent access to the student's records.) (Ed. Code § 49069. Ed Code § 49061). A log shall be maintained in each student's record which lists all persons requesting or receiving information from that record. Requests to access the log should be directed to the administrator (Ed Code 49064). A school district may permit access to pupil records by a specific person if the parent or guardian files written authorization specifying the records to be released and identifying the person to whom the records may be released. The recipient must be notified that further transmission of records is prohibited. The consent notice shall be permanently kept with the pupil's record file. (Ed Code § 49075).

**Telephone Use:** Students are not allowed to use the school phone. In exceptional cases, students may be allowed to use the phone with staff's explicit permission. Messages will be given to the students at lunchtime or at the end of the school day.

**Textbooks/Resources:** Students are responsible for all textbooks and other resources (workbooks, graphing calculators, etc) issued to them from the school. All textbooks must be protected with book covers. Students will be fined for lost or damaged books and resources.

**Transportation:** Parents and/or guardians are responsible for providing their children with transportation to and from school.

**Truancy:** A student is considered truant anytime a student is absent from school, or arrives more than 30 minutes late to school without a valid excuse. In the case of truancy, the student's parent/guardian will be notified via certified letter and a meeting will be requested (Ed Code §

48260.5). This meeting will include the student, the parent/guardian, the teacher and the administrator. The following items will be addressed:

1. The truancy
2. The parent/guardian is obliged to compel the student to attend school
3. The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution pursuant to Ed Code § 48260 et seq.
4. The right of the parent/guardian to meet with school staff to discuss the solution to the student's truancy.
5. The student will be assigned Saturday school

**Visitors:** All visitors must sign in and out at the reception desk. Any student visiting from another school must be an active participant in one of our school programs. In order for teachers to concentrate on students and instruction, they cannot be interrupted during the school day.

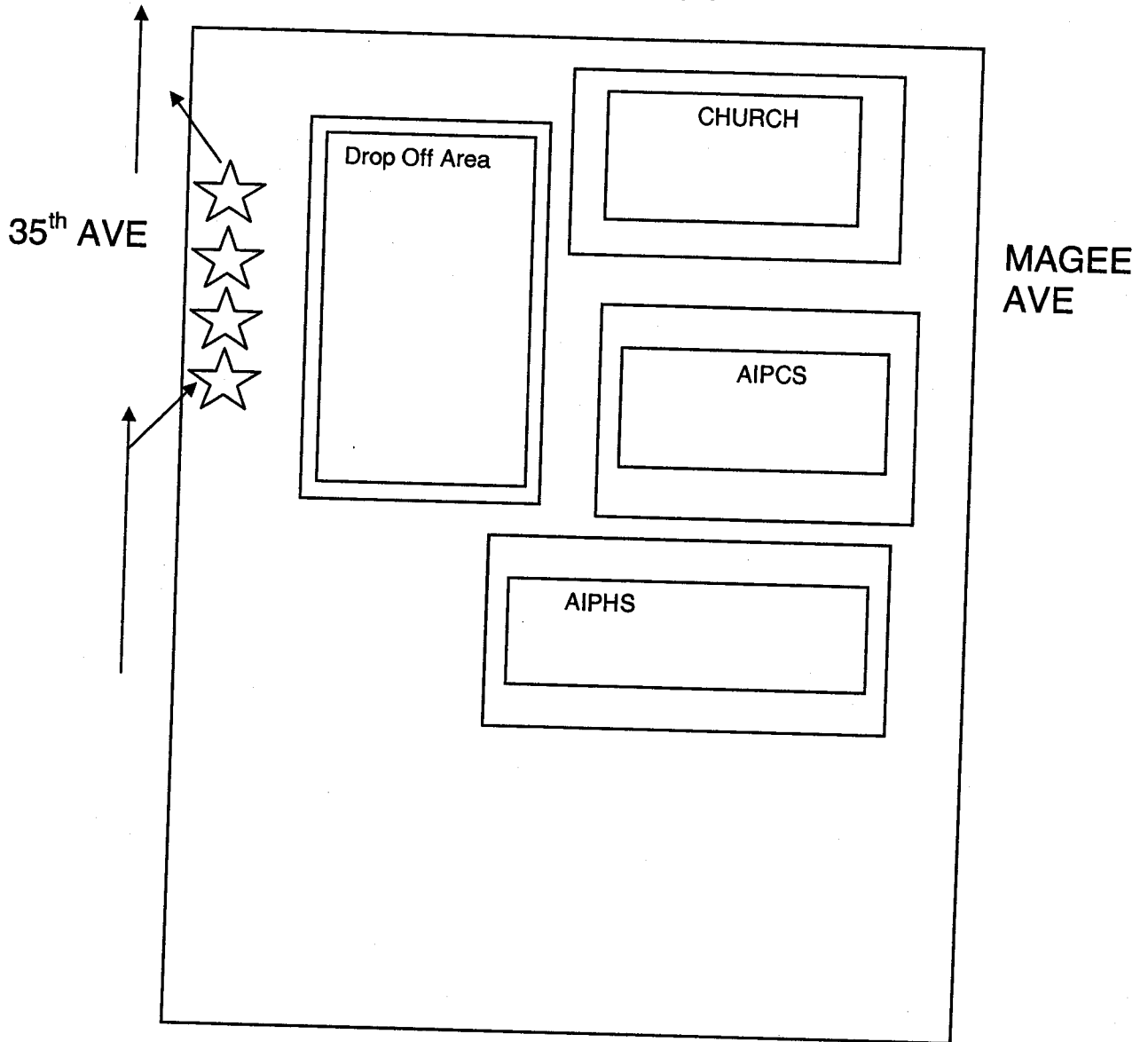


## AIPHS Pick up Drop Off Policy

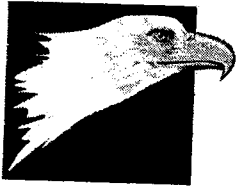
1. Students should not be running and/or j-walking across 35<sup>th</sup> Avenue. Students must use the crosswalk at all times.
2. Students cannot get dropped off on Magee Ave.
3. All students must be picked up and dropped off on 35<sup>th</sup> Avenue between the orange traffic cones at the following times (please reference the attached map):
  - Mondays-Thursdays from 7:30-8:00 am and 3:15-4:15 pm
  - Fridays from 7:30-8:00 am and 1:10-1:40 pm
4. If you are picking up your child and he or she is not there, you must circle the block and return to the pick up/drop off zone. Waiting and double parking is not permitted in this area.
5. Upon dismissal after 3:15 pm Mondays-Thursdays and 1:00 pm on Fridays, students must go to 35<sup>th</sup> Avenue to check for their ride. If someone is not there to pick them up by then, students should walk back on campus and wait inside the school's gates.
6. If a student has not been picked up by 4:30 Monday-Thursday and 2:00 Fridays, they must report to study hall, held in the gym. Their parent or guardian should come down to the study hall and sign them out.
7. The police department will be issuing citations for those who do not follow this request. If you have any questions, please put them in writing and submit them to the office.
8. Students caught being dropped off or picked up at a location other than the designated zone will receive a detention.



# KANSAS ST



Pick up & drop off students between orange cones in front of entrance gate located on 35<sup>th</sup> Ave. If you do not see your child when you enter the pick-up drop-off cones, you must drive through and circle the block. You cannot wait between the cones.



## AIPHS Admission Procedures

All students are encouraged to submit an application for enrollment. If the number of students who wish to attend American Indian Public High School exceeds the school's capacity, attendance will be determined by a public lottery. The student will be notified by mail regarding the status of the student's application.

Interested students must complete the parts I and II of the application. Upon receipt of application part I, the student will be issued part II. Without submission of both application documents, the student will be ineligible for enrollment.

Priority for student enrollment is as follows:

1. Currently enrolled students who are re-enrolling
2. Residents of Oakland, California
3. All other students in the state of California



## AIPHS Rules and Regulations

**Students must be present and on time every day. Although every effort will be made to consider hardship situations, five continual absences are likely to fail their classes. Students with five or more absences in a single semester may be retained.**

**Absences:** If a student will be absent, parent/guardians are responsible for calling the school on the day of the absence before 8:00 a.m. Our phone number is (510) 482-6000. If no one is available, a message should be left. When the student returns, he/she must bring a written note explaining the absence/s. Parents are encouraged to pick up students' homework when they are absent. Students are considered absent if they miss 2 or more hours of the school day. All students who are absent are required to attend Saturday school to make up missed work.

**Confiscated items:** School staff has the right to confiscate prohibited items, including but not limited to electronic devices, 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 on the last day of school or when the student transfers, whichever occurs first. Weapons or illegal items may be held indefinitely by the school or turned over to proper authorities where appropriate.

**Detentions:** Any student who refuses or fails to attend after school detention will get an additional detention. Those who choose not to follow this rule will be subject to the school's disciplinary policies up to and including suspension and expulsion. The school will not meet to debate this policy.

**Early Dismissal:** A student cannot be dismissed early without written permission by a parent/guardian. The written note must explain the reason and give the name of the person who will pick up the student. If the student will be taking the bus, the parent must give permission for the student to ride the bus. The note must be given to the teacher at the beginning of the school day. We encourage parents to make medical appointments in the afternoon to ensure students receive as much academic instruction as possible. In the event that a student must attend a medical appointment during class, proof of the appointment must be submitted to the office. Students will not be released unless a parent/guardian signs them out.

**Saturday School:** AIPHS may hold an instructional Saturday school to allow students to make up for work missed from absences during the week or to provide optional additional instructional time for students at the request of families or staff.

**Summer School:** AIPHS students must successfully complete mandatory summer school. In some cases, AIPHS permits students to attend outside academic summer programs. The principal or the Board of Directors has the ability to approve particular programs.

**Tardies:** If a student is tardy, a parent/guardian must write a note explaining the reason. A letter will be sent to the students' home if absences or tardies become a problem. Tardies result in after-school detention the next day to make up work and confer with teachers. Academic probation or grade failure may result if a student misses excessive amounts of class time.



## Consequences for Breaking School Rules

Students must take responsibility for their own actions. The following process will apply 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 school's goal is to provide a safe and harmonious learning environment for all of our students. Please note the following safeguards regarding disciplinary actions: documentation of all conferences, written notification of disciplinary concerns, and administrative support of classroom teachers with respect to student discipline. Structure and discipline are an integrated part of AIPHS curriculum. A safe and orderly school environment allows our students to maximize their learning. If a student violates a standard of conduct (talking back to an adult, cursing, refusing to follow a directive, acting disrespectfully, etc.) or disrupts the learning environment, a meeting may be scheduled with the site administrator/teacher and student to address the issue. The consequences may include cleaning of the school or detention. A second incident involving prohibited behavior may result in a meeting after school that includes the student, parent, teacher and site administrator or Director. If necessary an action plan around the student's behavior will be created. The consequences may be the same as the first offense or more stringent.



## Suspension and Expulsion Policy

All schools within the American Indian Model (AIM) school family (AIPCS, AIPCS II, and AIPHS) will adhere to the following procedures with regard to student suspension and expulsion. Though CA educational code does allow the schools' administration a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, it does dictate that all schools operate within certain parameters. Those parameters are outlined in this document, the AIM Expulsion Procedures document, Appendix 1, and the CA educational code.

It should be noted that it is the intent of the Legislature that alternatives to suspensions or expulsions be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. Procedures for handling truancy are currently under consideration by the administration and school governance board. Ultimately, a School Attendance Review Board may be created to address these situations.

### **Administrative Intervention and Investigation of Pupil Offense**

1. Students who commit a zero-tolerance offense (As defined on page 3), or whose conduct falls under EC 48900 as outlined on page one and two of Appendix 1 [excluding subdivision (k)] should be referred to the Director or Site Administrator's office. If a teacher observes an offense that falls under subdivision (k), 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 bring about proper student conduct.
2. California educational code is very clear about which offenses are eligible for suspension. These codes are outlined in *Appendix 1*, and are enumerated in Section 48900 of CA educational code. To determine whether or not an offense meets these guidelines the Director or Site Administrator will meet with the pupil and school employee who referred the pupil to the principal. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. If an "emergency situation" exists, as defined in 48911 (c), the pupil may be excluded from this meeting.

The procedures that follow are only applicable if it is determined that the student committed an offense which is eligible for suspension or expulsion.

### **If a Zero-Tolerance Offense is not Identified**

The director or site administrator will determine if the student has committed a "zero-tolerance offense."

If a zero-tolerance offense is not identified, as a matter of policy, and where allowed by law, American Indian Model (AIM) School's consider suspension a punishment of last resort. We believe this was the intent of the legislature when they wrote, "Suspension shall be imposed only when other means of correction fail to bring about proper conduct." Therefore, our schools will first consider

other disciplinary avenues before suspending or expelling a student. Our schools will adhere to the following procedures to determine the best approach to ensuring proper student conduct.

1. The Director and Site Administrators are afforded a great deal of discretion by the legislature and by the AIM Governance Board in determining appropriate punishments when a zero-tolerance offense is not identified. Regardless of the punishment, if a suspension eligible offense is committed, written notification will be sent home to the student's parents or guardians. If the Director or Site Administrator determines that suspension is not appropriate, the school's discipline policy will be followed. This may or may not include community service on school grounds, as outlined in EC 48900.6. Even if suspension is deemed appropriate, the Director or Site Administrator may opt for supervised classroom suspension as outlined in EC 48911.1.
2. If the Director or Site Administrator 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. A school employee shall report the suspension of the pupil, including the cause therefor, to the AIPCS governing board.
4. A parent conference will be scheduled to discuss the matter with the Director or Site Administrator. Whenever practical the teacher or staff member who witnessed the offense will also be present. At this time, the administration and the parent or guardian will discuss the causes, duration, school policy involved, and any other matters pertinent to the suspension.
5. Any pupil who is suspended for five days or fewer must complete all assignments and tests missed during suspension within three school days of their return. Any pupil who is suspended for more than five days will have five school days to complete all assignments and tests missed during suspension. The 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.

#### **If a Zero-Tolerance Offense is Identified**

The Director or Site Administrator will determine if the student has committed a "zero-tolerance offense." These include the following two lists of offenses:

##### List 1

- *Causing serious physical injury to another person, except in self-defense*
- *Possession of any knife or other dangerous object of no reasonable use to the pupil.*
- *Unlawful possession of a controlled substance*
- *Robbery or extortion*
- *Assault or battery upon any school*

##### List 2

- *Possessing, selling, or otherwise furnishing a firearm.*
- *Brandishing a knife at another person.*
- *Unlawfully selling a controlled substance*
- *Committing or attempting to commit a sexual assault*
- *Possession of an explosive*

*employee*

If a zero-tolerance offense from List 1 has been committed, the Director or Site Administrator shall recommend the expulsion of the pupil unless the Director or Site Administrator finds that expulsion is inappropriate due to the particular circumstances. If a zero-tolerance offense from List 2 has been committed, the Director or Site Administrator shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of the pupil. The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program meeting the requirements described in Section 48915.

**Important Miscellaneous Notes about Suspension and Expulsion**

1. For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the CDE, AIM Schools will identify, by offense committed, in all appropriate records of a pupil each suspension or expulsion of that pupil for the commission of the offenses outlined in EC 48900.8.
2. The Director or Site Administrator will, when necessary according to EC 48902, make the appropriate notification to the local law enforcement agency.
3. Whenever a situation arises that is not specifically addressed by these policies, California educational code will be followed, as interpreted by the Director or Site Administrator.
4. American Indian Schools will notify the District 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 Procedures:**

All schools within the American Indian Model (AIM) school family (AIPCS, AIPCS II, and AIPHS) will adhere to the following procedures with regard to student suspension and expulsion. Though CA educational code does allow the schools' administration a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, it does dictate that all schools operate within certain parameters. Those parameters are outlined in this document, the AIM Expulsion Procedures document, Appendix 1, and the CA educational code.

It should be noted that it is the intent of the Legislature that alternatives to suspensions or expulsions be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

Procedures for handling truancy are currently under consideration by the administration and school governance board. Ultimately, a School Attendance Review Board may be created to address these situations.

**Administrative Intervention and Investigation of Pupil Offense**

1. Students who commit a zero-tolerance offense (as outlined on page 3 of the suspension procedures), or whose conduct falls under EC 48900 as outlined on page one and two of Appendix 1 [excluding subdivision (k)] should be referred to the Director or Site Administrator's office. If a teacher observes an offense that falls under subdivision (k), 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 bring about proper student conduct.
2. California educational code is very clear about which offenses are eligible for suspension and expulsion. These codes are outlines in Appendix 1, and ware



enumerated in Section 48900 of CA educational code. To determine whether or not an offense meets these guidelines the Director or Site Administrator will meet with the pupil and school employee who referred the pupil to the principal. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. If an "emergency situation" exists, as defined in 48011 ©, the pupil may be excluded from this meeting.

The procedures that follow are only applicable if it is determined that the student committed an offense which is eligible for suspension or expulsion.

### **When the Administration May Recommend Expulsion**

If a pupil has committed a suspension-eligible offense, then the Director or Site Administrator has the authority to recommend expulsion. As a matter of policy, 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.

If a zero-tolerance offense from List 1 (see suspension procedures) has been committed, the Director or Site Administrator shall recommend the expulsion of the pupil unless the Director or Site Administrator finds that expulsion is inappropriate due to the particular circumstances. If a zero-tolerance offense from List 2 (see suspension procedures) has been committed, the Director or Site Administrator shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of the pupil. The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program meeting the requirements described in Section 48915.

### **Expulsion Hearings and Process**

- The Director decides whether or not to recommend expulsion to the Governance Board.
- Within 30 school days of recommending expulsion, the Governance 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 Governance Board.
- Within 10 school days after the conclusion of the hearing, the Governance Board shall decide whether to expel the pupil, unless the pupil requests in writing that the decision be postponed.
- If compliance by the governing board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable, the Director of schools may, for good cause, extend the time period for the holding of the expulsion hearing for an additional 5 school days.
- 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 comply with subdivision (b) of EC 48918.
- The Governance 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 governing board may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.

- 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.
- Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only 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 governing board to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated in Section 48900.
- The final action to expel a pupil shall be taken only by the governing 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 shall be sent by the superintendent of schools or his or her designee to the pupil or the pupil's parent or guardian. It will comply with subdivision (j) of EC 48918.
- The governing board shall maintain a record of each expulsion, including the cause therefor. Records of expulsions shall be a non-privileged, disclosable public record. The expulsion order and the causes therefor 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 governing 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 governing 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 governing board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts enumerated in Section 48900 or violates any of the district's rules and regulations governing pupil conduct. When the governing 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 governing board shall reinstate the pupil in a school of the district and may also order the expungement of any or all records of the expulsion proceedings.

### **Readmission**

- An expulsion order shall remain in effect until the Governance Board orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than those described in subdivision (c) of Section 48915, the governing 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 to a school maintained by the district or to the school the pupil last attended. For a pupil who has been expelled pursuant to subdivision (c) of Section 48915, the governing board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the district, except that the governing board may set an earlier date for readmission on a case-by-case basis.
- The governing 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 Director 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 Governance Board have been met.
- Upon completion of the readmission process, the governing board shall readmit the pupil, unless the governing 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 district. 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 Governance 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 re-admittance into the regular school district program.

### **Important Miscellaneous Notes about Suspension and Expulsion**

- a. 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 for the commission of the offenses outlined in EC 48900.8.
- b. The Director of Site Administrator will, when necessary according to EC 48902, make the appropriate notification to the local law enforcement agency.

- c. Whenever a situation arises that is not specifically addressed by these policies, California educational code will be followed, as interpreted by the Director or Site Administrator.
- d. American Indian Schools will notify the District 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.

**Suspension and Expulsion Procedures – Appendix 1:**

According to EC 48900, a “pupil” – any student at American Indian Public Charter School, American Indian Public Charter School II, or American Indian Public High School – may not be suspended from school or recommended for expulsion unless the Director or the Site Administrator of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o) inclusive:

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person.  
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stolen or attempted to steal school property or private property.
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k. 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. Knowingly received stolen school property or private property.
- m. 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. 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. Harassed, threatened, or intimidated a pupil who is a complaining witness or 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.

A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or 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.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion. Except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a), above.

The Director or Site Administrator may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under the above section.

In addition to the reasons specified above, a pupil may be suspended from school or recommended for expulsion if the director or site administrator determines any of the following items:

- 1. The pupil has committed sexual harassment as defined in Section 212.5. For the purposes of The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
- 2. The pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.
- 3. 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.
- 4. 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.

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the director or site administrator of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's nonschool hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action. The Director or Site Administrators of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

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.
4. Robbery or extortion.
5. Assault or battery upon any school employee.

The Director or Site Administrator of schools shall immediately suspend, pursuant to Section 48911, and shall 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 does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
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 one or more of the five acts listed above.

The governing 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 governing board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

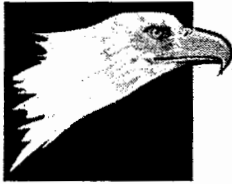
The governing board shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in Section 56026.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status.

The governing board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts enumerated in Section 48900 or violates any of the district's rules and regulations governing pupil conduct. When the governing 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 governing board shall reinstate the pupil in a school of the district and may also order the expungement of any or all records of the expulsion proceedings.

A decision of the governing board to suspend an expulsion order does not affect the time period and requirements for the filing of an appeal of the expulsion order with the county board of education required under Section 48919. Any appeal shall be filed within 30 days of the original vote of the governing board.



## Board Meetings and Governance Board

Governance board meetings typically occur on the third Thursday of June and December at 7:00 pm. 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 on any matters within its control, though a three minutes time limit for each person may be imposed. Agenda time may be requested by calling the school and leaving a message for the board chair at least one week in advance. Public comment is always allowable and encouraged for items related to the educational progress of the school.

**The responsibilities of the Board of Directors include, but are not limited to, monitoring overall funding, management, and implementation of the school as well as the quality and evaluation of staff, curriculum and programs offered. The school principal reports directly to the school board.**

<b>Name</b>	<b>Board Role</b>	<b>City of Residence</b>	<b>Start of Officer's Term</b>	<b>End of Officer's Term</b>
Nathan Robles	President, Community Member	Oakland	6/17/2010	6/18/2011
Jordan Locklear	Secretary, Former Student	Oakland	6/17/2010	6/18/2012
Michael Stember	Treasurer, Business Person	Santa Monica		
Janet Roberts	Educator	Houston		
Judy Marquardt	Parent	Oakland		





## Dispute Resolution

### **Overview**

The American Indian Model School's Governance Board recognizes that the Board has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations governing educational programs.

The school shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging discrimination based on age, ancestry and/or national origin, color, physical or mental disability, race, ethnic group identification, religion, veteran status, sex, gender, marital status, medical condition (cancer related) and/or sexual orientation, in any program or activity that receives or benefits from State and/or Federal financial assistance.

A copy of the UCP can be obtained at the AIPCS, AIPCS II, and AIPHS offices.

The Board acknowledges and respects the experience and judgment of the schools' Director and Site Administrators. As such, it has developed Local Complaint Procedures (LCP) to ensure that all complaints that do not fall under the UCP can be handled at the site level. The final authority for the handling of these complaints lies with the Director.

### **Complaint Procedures**

The following procedures shall be used to address all complaints that do not allege that the school has violated federal or state laws concerning regulations governing educational programs.

#### ***Step 1: Filing a Complaint***

All complaints shall be presented to the school's site administrator in writing.

If a complainant is unable to put a complaint in writing due to a condition such as illiteracy or disability, school staff shall help him/her to file the complaint. (Title 5, CCR 4600)

If a complaint involves the school's site administrator of the school, the Director or his designee, will receive and investigate the complaint.

#### ***Step 2: Investigating a Complaint***

Within fifteen school days, the school's site administrator (or other appropriate party as outlined above) will complete an investigation of the complaint. This investigation may include interviews with involved parties, consultation of student contract, other school policies, review of applicable educational code, and any other means necessary to resolve the complaint in an appropriate manner.

#### ***Step 3: Resolution and Notice of Resolution***

Once the site administrator has determined the outcome, all parties will be notified by phone or in person. In addition, within 20 school days of receiving the initial complaint, the complainant will receive written notification of the outcome.

***Step 4: Procedures for Appeal***

The Director or his designee has final authority in determining the outcome of complaints outlined in these procedures. If additional information becomes available, which was not included in the original complaint, the complainant may submit an additional complaint as outlined above.

If the complainant is not satisfied with the outcome of the investigation, he or she may send notice to the AIPCS Governance Board secretary for the Board's review at the next regularly scheduled meeting.

**Important Contact Information**

Ms. Sophath Mey  
Director, AIM Schools  
3637 Magee Ave  
Oakland, CA 94619  
510-482-6000

Mr. John Glover  
Chief Operating Officer, AIM Schools  
171 12<sup>th</sup> St  
Oakland, CA 94607  
510-893-8701

Mr. Nathan Robles  
President, AIPCS Board  
3637 Magee Ave  
Oakland, CA 94619  
510-482-6000

Mrs. Claudia Walker  
Site Administrator, AIPHS  
3637 Magee Ave  
Oakland, CA 94619  
510-482-6000

3637 Magee Ave.  
Oakland, CA 94619  
Tel. 510.482.6000  
Fax 510.482.8901  
www.aimschools.org

**American Indian  
Public High School**

# Memo

**To:** Parents/Guardians  
**From:** Mrs. Claudia Walker, Site Administrator  
**Date:** August 30, 2010  
**Re:** Media Photographs

---

Due to American Indian Public High School's success, many people from the media visit our campus. Therefore, with your permission, your child's picture may appear in media photos, television, and/or the school's Web site. Please indicate below should you object to having your child's picture taken and/or published.

\_\_\_\_\_ I DO give permission for my child to appear in media photos, television, and/or the school's Web site.

\_\_\_\_\_ I DO NOT give permission for my child to appear in media photos, television, and/or the school's Web site.

\_\_\_\_\_  
(Print Student's Name Clearly)

\_\_\_\_\_  
(Parent's Signature)

\_\_\_\_\_  
(Date)

3637 Magee Ave.  
Oakland, CA 94619  
Tel. 510.482.6000  
Fax 510.482.8901  
www.aimschools.org

**American Indian  
Public High School**

# Memo

**To:** Parents/Guardians  
**From:** Mrs. Claudia Walker, Site Administrator  
**Date:** August 30, 2010  
**Re:** Family Handbook Acknowledgment Form

---

Please sign below to indicate that you have received, read and agree to follow the policies outlined in the Family Handbook 2010-2011.

\_\_\_\_\_  
Print Student's Name Clearly

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

**Appendix M**

**AIPHS**

**ENROLLMENT GUIDE**



American Indian Public High School  
3637 Magee Ave.  
Oakland, CA 94619

## **Enrollment Information Guide – 2011-2012**

### ***Who can apply to AIPHS?***

- AIPHS is 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 9 through 12 without regard to the residence of the pupil and subject only to the capacity of the school.

### ***How do I apply?***

- AIPHS will begin accepting registration forms on September 15, 2010.
- AIPHS admits all students who wish to attend the school, who have completed the required math course, and who submit a completed registration form by January 14, 2011. If the school receives a greater number of registrations than there are spaces, each applicant will be given equal chance of admission through a random lottery process. If required, the public lottery will be held on January 29, 2011 at 8:00 a.m. at AIPHS, 3637 Magee Avenue, Oakland, CA.
- All registration forms must be submitted to the high school's office.
- Incomplete registrations will not be processed.
- If available spaces will be filled after the deadline, students will be enrolled in the order their registrations were received.

### ***Do you give preference to certain applicants?***

- Per our agreement with the charter authorizer, preference is given first to current students, and then to all other students living in the jurisdiction of OUSD.

### ***How will I know if I was accepted to AIPHS?***

- Notification of admission or of placement on the wait list will be mailed by February 14, 2011 to all students who submitted their completed applications by the deadline.
- Notification of admission or of placement on the wait list will be mailed within 30 days to all students who submitted their completed applications after the deadline.

### ***My child is on the wait list – now what?***

- Applicants will be placed on the waiting list in the order their completed registrations were received.
- If space becomes available, we will attempt to reach the family at the phone numbers provided on the registration. We will also mail a letter to the home address provided on the form. If we are unable to contact you or there is no response to the letter, the space will be given to another student, and your child's name will be removed from the list.

- Each year, the wait list is cleared. If your child remains interested in attending our school in a subsequent year, they must reapply.



American Indian Public High School  
 3637 Magee Avenue  
 Oakland, CA 94619

171 12<sup>th</sup> Street  
 Oakland, CA 94607

**Registration Form**

Student's Full Name \_\_\_\_\_

Date of Birth \_\_\_\_\_ Sex: M F Social Security Number \_\_\_\_\_

Student's Home Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_ County \_\_\_\_\_

Ethnicity \_\_\_\_\_ Grade in Current School \_\_\_\_\_

Mother/Guardian Full Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_ County \_\_\_\_\_

Home Phone ( ) - \_\_\_\_\_ Alt. Phone ( ) - \_\_\_\_\_

Father/Guardian Full Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_ County \_\_\_\_\_

Home Phone ( ) - \_\_\_\_\_ Alt. Phone ( ) - \_\_\_\_\_

List all past schools attended, including grade and year.

School Name \_\_\_\_\_ Grade \_\_\_\_\_ Year \_\_\_\_\_

School Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_ County \_\_\_\_\_

School Name \_\_\_\_\_ Grade \_\_\_\_\_ Year \_\_\_\_\_

School Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_ County \_\_\_\_\_

School Name \_\_\_\_\_ Grade \_\_\_\_\_ Year \_\_\_\_\_

School Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_ County \_\_\_\_\_



Does the student receive special education services at his or her current school?

YES NO

What language is most commonly spoken at home?

\_\_\_\_\_

What is the education level of the parents of this student?

\_\_\_\_\_

What math course is the student currently taking?

\_\_\_\_\_

Please indicate which school is your first choice.

3637 Magee Ave 171 12th Street

If space is not available at your first choice, would you like to be considered for placement at the alternate school?

YES NO

I have received and read the attached *Enrollment Information Guide*. I understand that only a completed *Registration Form* will be considered.

I also understand that admission is conditional upon receipt of the *Supplemental Enrollment Information* packet, which will be mailed to admitted students by February 14, 2011, and must be returned to the school office by March 14, 2011. Failure to return the *Supplemental Enrollment Information* by March 14 will result in the forfeiture of my child's placement at AIPHS.

I understand that admission is also conditional upon attendance in, and satisfactory completion of, summer academic programs.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Name (Print)

For AIPHS Office Use Only

Received By:

Date Received:

Current Grade Level:

Preferred School:



American Indian Public Charter Schools  
3637 Magee Avenue  
Oakland, CA 94619

171 12<sup>th</sup> Street  
Oakland, CA 94607

### Supplemental Enrollment Information

**Per the attached letter your child has either been enrolled at American Indian Public High School or placed on the wait list (ordered according to a public lottery held on January 24, 2010). His or her enrollment or position on the wait list is conditional upon the completion and submission of this form, along with required supporting documentation, to the AIPHS school office by 4:00 P.M on March 15. Families are encouraged to submit this information as soon as possible. Students who do not submit their supplemental enrollment information by the deadline will forfeit their placement at AIPHS or position on the wait list and will need to submit a new enrollment form to the office to be re-enrolled or placed on the school's wait list depending on available space.**

**Please complete the following information:**

Student's Full Name \_\_\_\_\_

**Date of Birth**  
\_\_\_\_\_

**Current Grade Level**  
\_\_\_\_\_

Please attach copies of the following items to this packet:

- **Most recent STAR scores. If your child has never taken the STAR Test, please let the office staff know when you return this packet. (Required for CTY and SAIL)**
- **Most recent student report card. The report card should include teacher comments. (Indicating student grade and including teacher comments.)**
- **Vaccination/Shot records for your child.**

For AIPHS Office Use Only

**Received By:**

**Date Received:**

**Current Grade Level:**

## Emergency Information

(Only the School Administrators and Teaching Staff have access to this information.)

1. Student Name:	
Home Phone: (    )    -	(    )    -
2. Mother/Guardian Name:	
Home Phone: (    )    -	Work Phone: (    )    -
3. Father/Guardian Name:	
Home Phone: (    )    -	Work Phone: (    )    -
4. Emergency Contact Name:	Relation to Student:
Home Phone: (    )    -	Work Phone: (    )    -
5. Name of Doctor:	
Work Phone: (    )    -	Office Phone: (    )    -
6. Name of Dentist:	
Work Phone: (    )    -	Office Phone: (    )    -
7. Name of Hospital:	Office Phone: (    )    -
Insurance Carrier/Policy #:	
Allergies or other medical conditions:	

**School Closure or Disaster:** In the event of school closure due to disaster or other reasons, attempts will be made to notify all families for direction where child should go. Floods, fire, or loss of power or water could cause school closure.

**Natural Disaster:** In case of a natural disaster, such as earthquakes, students will be kept together at or near the school site and will not be released to go home. The parent or emergency contact will be contacted to pick up the child if the need arises. In the event of an earthquake the students will not be allowed to re-enter the building.

**School Dismissal:** School is dismissed at 3:15 p.m. Monday through Thursday and at 1:00 p.m. on Friday. Students are not allowed to be on school grounds after dismissal, unless they are involved in after school events and activities. If you plan to pick them up, please do so promptly so that your child is not left outside the building unsupervised.

**Supervision:** Supervision of students by the school and staff begins at 8:00 a.m., the beginning of the school day and ends at 3:15 p.m. (1:00 p.m. on Friday), the end of the school day.

Please circle all that apply:

8. My child will:    Walk Home    Ride the Bus    Picked up By:
---

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**American Indian Public High School**  
3637 Magee Ave. Oakland, CA 94619  
Tel. 510.482.6000 FAX 510.482.9801

**Record Request**  
(Submit to AIPHS Office)

Name of Student: \_\_\_\_\_

Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

Grade in former school: \_\_\_\_\_

Name of former school: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone #: \_\_\_\_\_

Registrar/Principal,

The above named student has enrolled at American Indian Public High School for the 2010-2011 school year. Please send the student's cumulative folder and records to the above address so that we may complete the enrollment process. The signature of the parent/guardian below authorizes the transfer of those records.

If you have any questions please call me at (510) 482-6000. Thank you for your cooperation.

Sincerely,

AIPHS Board

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

**American Indian Public High School**  
3637 Magee Ave. Oakland, CA 94619  
Tel. 510.482.6000 FAX 510.482.9801

**Student** must hand-write a response to the following:

Tell us your interests, goals, and social involvements. Tell us what you plan to achieve or gain from American Indian Public High School. Tell us one positive moment and one negative moment of your life and how it affected you.

American Indian Public High School  
3637 Magee Ave. Oakland, CA 94619  
Tel. 510.482.6000 FAX 510.482.9801

**Class Walking Trip Permit for 2010-2011 School Year**

During the course of the school day and year, class trips within walking distance of the school are scheduled to enable the students to learn from the environment. Also, Physical Education classes are often conducted in nearby parks and recreational areas that require parent/guardian permission to walk to. Please fill out the following information in regards to school related walking trips. **This permission slip is not an off grounds pass for lunch. The American Indian Public High School is a closed campus.**

Name of Student: \_\_\_\_\_

(Circle one)

**YES** He/She may participate in class walking trips.

**NO** He/She may not participate in class walking trips.

Parent/Guardian Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

**American Indian Public High School  
Student Contract 2010-2011**

These rules and regulations must be followed at American Indian Public High School.

Respect Self:

1. Students must attend school each day on time. This includes summer school and required summer intensive program like SAIL. This may also include CTY, ATDP, or any other program required by the school.
2. Students are considered absent if they miss 2 or more hours of school in a given day.
3. Students cannot miss more than 5 days of school. Students who miss more than 5 days may be retained.
4. Student absences must be made up during Saturday School.
5. Students who are tardy five times during the semester must attend Saturday School.
6. Students who receive two detentions in one week must attend Saturday School.
7. An absence from Saturday School must be made up by attending two Saturday Schools.
8. Students will complete all homework and class work given by the teacher.
9. Students who are absent must submit their missing work and collect new homework on the day of their absence.
10. Students will not use drugs, alcohol, smoke, or chew gum.
11. Students cannot have personal electronic devices (i.e. cell phones, pagers, game boys, iPods, etc.) from the time they leave home for school to the time they return home from school. If any of these items are visible or go off in their possession, they will be confiscated for the remainder of the school year. Cell phones are not permitted on campus.
12. Students must follow the school's dress code.
13. Students who receive a "C" or lower in a Merritt College course will be dropped from the class. Those students will receive high school credit, but will not receive college credit.
14. Any student who receives an "F" in a Merritt College course must re-take the course on their own time. Enrollment in the class should be done through the AIPHS office.
15. Students who receive a C- or lower in math, language arts, science, or history may be retained.
16. Students must receive a letter of acceptance to a four-year college or university in order to graduate.

Respect Others:

1. Students will not use foul language, put-downs, or fighting.
2. Students will raise their hands to be heard and will not interrupt.
3. Students will follow staff and teachers' directions.

Respect Facility:

1. Students must bring their own lunch. Parents **cannot** bring a student's lunch. Students may not have fast food.
2. Students cannot leave school grounds or campus.
3. Students are not allowed phone privileges.
4. Students are not allowed to have bikes, skateboards, scooters, or cars on campus.
5. Students cannot loiter on school grounds before or after school.
6. Students will not have food or drinks in the classrooms.
7. Students are not allowed on the stage.
8. Visitors must check in at the front office.
9. Upon dismissal, students must wait for their ride inside the school's gates.
10. Students may not leave school without a parent/guardian signing them out.
11. If a student misses school for an appointment, proof of the appointment must be submitted to the office.

Those who choose not to follow these rules will be subject to the school's disciplinary policies up to and including suspension and expulsion. **The school will not meet to debate these policies.**

AIPCS/AIPCS II/AIPHS Guarantee: Follow our model and your child will be prepared to graduate from college.

\_\_\_\_\_  
Student's Name (Print)

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's Signature

**"A School At Work"**

American Indian Model Schools – Submitted January 26, 2011

American Indian Public High School Renewal Petition

**American Indian Public High School  
Dress Code Policy  
2010-2011**

All students must adhere to this dress code while on 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, emblems, or designs of any kind.
3. Students cannot wear colored shirts underneath their white shirts.
4. Tank tops are not permitted.
5. Shirts cannot be revealing or inappropriate in any way.
6. All males must tuck in their shirts.

**Bottom:**

1. Students must wear **NAVY** or **KHAKI** pants that are completely **PLAIN** with no colorful designs or details (including stripes, patches, flashy stitching, etc.)
2. No jeans, shorts, capri pants, or athletic pants (sweatpants, nylon jogging pants, etc.) 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.
5. **NO SAGGING PANTS** are permitted.
6. Students cannot rubberband the bottom of their pants.

**Sweaters/Sweatshirts:**

1. All sweaters and sweatshirts must be plain white.
2. **NO HOODS** are allowed.
3. A collared white shirt must be **VISIBLE** underneath students' sweater or sweatshirt.

**Jackets:**

1. Only plain white jackets can be worn on campus.
2. **NO HOODS** are allowed.

**Accessories/Make-up:**

1. Coloration of hair and fake nails are not permitted.
2. No make-up, including lip gloss and nail polish, is allowed.
3. Jewelry is not permitted and will be confiscated until the end of the school year if worn. This includes watches, rings, bracelets, chains, earrings, etc.
4. Students cannot wear sunglasses, hats, head bands, 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. Only black and brown leather belts are permitted. Belts cannot have studs, stripes, flashy buckles or any other kind of ornamentation.
6. Colorful socks should not be visible.
7. **HOODS** are never allowed. On rainy days, students may use an umbrella.

**Shoes:**

1. Students cannot wear colorful laces, flip flop/sandals, high heels, fur boots or shoes that may be distracting.
2. Brightly-colored shoes are not permitted.

If a student does not follow the dress code, the student will receive detention. Parents may be called and asked to bring the proper clothing to school or the school may provide clothing items needed to be in dress code. In cases where students are unable to adhere to this dress code due to economic hardships, alternatives will be taken by the director/teacher. Students who choose not to follow the dress code will be subject to the school's disciplinary policies up to and including suspension and expulsion. **The school will not meet to debate these policies.**

**AIPCS/AIPCS II/AIPHS Guarantee:** Follow our model and your child will be prepared to graduate from college.

\_\_\_\_\_  
Student's Name (Print)

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's Signature

**"A School at Work"**

American Indian Model Schools – Submitted January 26, 2011

American Indian Public High School Renewal Petition



**NATIVE AMERICAN HEALTH CENTER**  
**Family & Child Guidance Clinic**

3124 East 14<sup>th</sup> Street Phone: 510-535-4440  
Oakland, CA 94601 Fax: 510-437-9574

**CONSENT TO TREATMENT FOR CHILD**

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Tribal Affiliation/Ethnicity: \_\_\_\_\_

In signing my name below, I am giving my permission for my child \_\_\_\_\_ to be seen by a counselor. I understand that this allows my child to receive assessment services to address issues such as peer relationships, behavior problems, educational problems and needs, family relationships, and other issues identified by the parent, child, or school staff. During the time that my child is seen by a counselor, I have the right to discuss his/her progress with the counselor. Since I am the parent or guardian and know my child well, I understand that the counselor will consult with me regularly regarding my child's progress in counseling as well as his/her behavior at home and at school. I understand that the counselor may consult with school staff regarding my child's progress and behavior at school.

I understand that all information regarding this work will remain confidential and will not be shared with others without my consent. I also understand that there are conditions under which this confidentiality must be broken and information about my child must be shared with the appropriate individuals. These conditions are as follows: There is a suspicion that my child is being abused; my child is in danger of hurting himself/herself; my child is in danger of hurting another.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

American Indian Public High School  
3637 Magee Ave. Oakland, CA 94619  
Tel. 510.482.6000 FAX 510.482.9801

## 2010-2011 ELIGIBILITY FORM FOR TITLE I SERVICES

Please complete the form below. The California Department of Education bases Title I funding on parents' income and the number of family members. The lower your income and the larger your family, the more likely we are to receive additional money. The majority of our students qualify for this program.

This is why we need this information. I appreciate your help. Can you believe it, this is the one time it benefits you to have a big family and no money!

In order to continue our good academic program at American Indian Public Charter School, we need your assistance to collect all data for the State Department of Education. **All information will be kept confidential.**

List **all** adults and indicate the amount of **monthly** income each adult received **last month**.

	Last Name	First Name	Monthly Total Income
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

STUDENT/CHILD INFORMATION: (List **ALL** children in your family)

	Last Name	First Name	Grade
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

Signature of adult completing this form \_\_\_\_\_ Date \_\_\_\_\_

Print Name \_\_\_\_\_ Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Mailing Address \_\_\_\_\_ City \_\_\_\_\_ Zip Code \_\_\_\_\_

**American Indian Public High School  
Enrollment Assurances – 2010-2011**

I understand that my child's enrollment at AIPHS is conditional upon the following requirements. Unexcused absences from summer school, SAIL, or on the first day of school will lead to the forfeiture of a student's placement at AIPHS. Students who miss school during these times will need to reapply and will be placed at the bottom of the school's wait list. Families who have received a letter indicating placement on the school's wait list should still complete this form; however, the conditions below will only apply if your child is enrolled by the school.

1. My child will have completed and earned a passing grade in Algebra 1 prior to the first day of the regular school year. This may be at the student's middle school, a community college, or through an online course pre-approved by AIPHS.
2. My child will attend summer school from June 23, 2010 to July 14, 2010. I understand that this is a required program. My child will be in attendance each day.
3. My child will attend the SAIL program, an intensive summer math program which runs from July 19, 2010 to August 6, 2010. I understand that this is a required program. My child will be in attendance each day.
4. My child will be in attendance on the first day of the regular school year, August 2010.

Unexcused absences from summer school, SAIL, or on the first day of school will lead to the forfeiture of a student's placement at AIPHS. Please mark the box that applies for your child:

- Yes, my child will attend the American Indian Public High School and will adhere to all school policies. If my child fails to attend every day of the required summer programs or is missing on the first day of school, he or she may be removed from the school's enrollment.
- No, my child will not attend the American Indian Public High School. Please remove his or her name from your enrollment list. We will reapply if we change our minds.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Name (Print)

\_\_\_\_\_  
Student Name (Print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

# Appendix N

## AIPHS Suspension and Expulsion Policies



## American Indian Public High School

3637 Magee Ave.  
Oakland, CA 94619

### **Suspension and Expulsion Policy**

All schools within the American Indian Model (AIM) school family (AIPCS, AIPCS II, and AIPHS) will adhere to the following procedures with regard to student suspension and expulsion. Though CA educational code does allow the schools' administration a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, it does dictate that all schools operate within certain parameters. Those parameters are outlined in this document, the AIM Expulsion Procedures document, Appendix 1, and the CA educational code.

It should be noted that it is the intent of the Legislature that alternatives to suspensions or expulsions be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. Procedures for handling truancy are currently under consideration by the administration and school governance board. Ultimately, a School Attendance Review Board may be created to address these situations.

#### **Administrative Intervention and Investigation of Pupil Offense**

1. Students who commit a zero-tolerance offense (As defined on page 3), or whose conduct falls under EC 48900 as outlined on page one and two of Appendix 1 [excluding subdivision (k)] should be referred to the Director or Site Administrator's office. If a teacher observes an offense that falls under subdivision (k), 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 bring about proper student conduct.
2. California educational code is very clear about which offenses are eligible for suspension. These codes are outlined in *Appendix 1*, and are enumerated in Section 48900 of CA educational code. To determine whether or not an offense meets these guidelines the Director or Site Administrator will meet with the pupil and school employee who referred the pupil to the principal. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. If an "emergency situation" exists, as defined in 48911 (c), the pupil may be excluded from this meeting.

The procedures that follow are only applicable if it is determined that the student committed an offense which is eligible for suspension or expulsion.

#### **If a Zero-Tolerance Offense is not Identified**

The director or site administrator will determine if the student has committed a "zero-tolerance offense."

If a zero-tolerance offense is not identified, as a matter of policy, and where allowed by law, American Indian Public Charter schools consider suspension a punishment of last resort. We believe

this was the intent of the legislature when they wrote, "Suspension shall be imposed only when other means of correction fail to bring about proper conduct." Therefore, our schools will first consider other disciplinary avenues before suspending or expelling a student. Our schools will adhere to the following procedures to determine the best approach to ensuring proper student conduct.

1. The Director and Site Administrators are afforded a great deal of discretion by the legislature and by the AIPCS Governance Board in determining appropriate punishments when a zero-tolerance offense is not identified. Regardless of the punishment, if a suspension eligible offense is committed, written notification will be sent home to the student's parents or guardians. If the Director or Site Administrator determines that suspension is not appropriate, the school's discipline policy will be followed. This may or may not include community service on school grounds, as outlined in EC 48900.6. Even if suspension is deemed appropriate, the Director or Site Administrator may opt for supervised classroom suspension as outlined in EC 48911.1.
2. If the Director or Site Administrator 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. A school employee shall report the suspension of the pupil, including the cause therefore, to the AIPCS governing board.
4. A parent conference will be scheduled to discuss the matter with the Director or Site Administrator. Whenever practical the teacher or staff member who witnessed the offense will also be present. At this time, the administration and the parent or guardian will discuss the causes, duration, school policy involved, and any other matters pertinent to the suspension.
5. Any pupil who is suspended for five days or fewer must complete all assignments and tests missed during suspension within three school days of their return. Any pupil who is suspended for more than five days will have five school days to complete all assignments and tests missed during suspension. The 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.

### **If a Zero-Tolerance Offense is Identified**

The Director or Site Administrator will determine if the student has committed a “zero-tolerance offense.” These include the following two lists of offenses:

#### **List 1**

- *Causing serious physical injury to another person, except in self-defense*
- *Possession of any knife or other dangerous object of no reasonable use to the pupil.*
- *Unlawful possession of a controlled substance*
- *Robbery or extortion*
  
- *Assault or battery upon any school employee*

#### **List 2**

- *Possessing, selling, or otherwise furnishing a firearm.*
- *Brandishing a knife at another person.*
- *Unlawfully selling a controlled substance*
- *Committing or attempting to commit a sexual assault*
- *Possession of an explosive*

If a zero-tolerance offense from List 1 has been committed, the Director or Site Administrator shall recommend the expulsion of the pupil unless the Director or Site Administrator finds that expulsion is inappropriate due to the particular circumstances. If a zero-tolerance offense from List 2 has been committed, the Director or Site Administrator shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of the pupil. The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program meeting the requirements described in Section 48915.

### **Important Miscellaneous Notes about Suspension and Expulsion**

1. 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 for the commission of the offenses outlined in EC 48900.8.
2. The Director or Site Administrator will, when necessary according to EC 48902, make the appropriate notification to the local law enforcement agency.
3. Whenever a situation arises that is not specifically addressed by these policies, California educational code will be followed, as interpreted by the Director or Site Administrator.
4. American Indian Schools will notify the District 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 Procedures:**

All schools within the American Indian Model (AIM) school family (AIPCS, AIPCS II, and AIPHS) will adhere to the following procedures with regard to student suspension and expulsion. Though CA educational code does allow the schools' administration a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, it does dictate that all schools operate

within certain parameters. Those parameters are outlined in this document, the AIM Expulsion Procedures document, Appendix 1, and the CA educational code.

It should be noted that it is the intent of the Legislature that alternatives to suspensions or expulsions be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. Procedures for handling truancy are currently under consideration by the administration and school governance board. Ultimately, a School Attendance Review Board may be created to address these situations.

### **Administrative Intervention and Investigation of Pupil Offense**

1. Students who commit a zero-tolerance offense (as outlined on page 3 of the suspension procedures), or whose conduct falls under EC 48900 as outlined on page one and two of Appendix 1 [excluding subdivision (k)] should be referred to the Director or Site Administrator's office. If a teacher observes an offense that falls under subdivision (k), 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 bring about proper student conduct.
2. California educational code is very clear about which offenses are eligible for suspension and expulsion. These codes are outlined in Appendix 1, and were enumerated in Section 48900 of CA educational code. To determine whether or not an offense meets these guidelines the Director or Site Administrator will meet with the pupil and school employee who referred the pupil to the principal. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. If an "emergency situation" exists, as defined in 48011 ©, the pupil may be excluded from this meeting.

The procedures that follow are only applicable if it is determined that the student committed an offense which is eligible for suspension or expulsion.

### **When the Administration May Recommend Expulsion**

If a pupil has committed a suspension-eligible offense, then the Director or Site Administrator has the authority to recommend expulsion. As a matter of policy, 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.

If a zero-tolerance offense from List 1 (see suspension procedures) has been committed, the Director or Site Administrator shall recommend the expulsion of the pupil unless the Director or Site Administrator finds that expulsion is inappropriate due to the particular circumstances. If a zero-tolerance offense from List 2 (see suspension procedures) has been committed, the Director or Site Administrator shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of the pupil. The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program meeting the requirements described in Section 48915.



## Expulsion Hearings and Process

- The Director decides whether or not to recommend expulsion to the Governance Board.
- Within 30 school days of recommending expulsion, the Governance 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 Governance Board.
- Within 10 school days after the conclusion of the hearing, the Governance Board shall decide whether to expel the pupil, unless the pupil requests in writing that the decision be postponed.
- If compliance by the governing board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable, the Director of schools may, for good cause, extend the time period for the holding of the expulsion hearing for an additional 5 school days.
- 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 comply with subdivision (b) of EC 48918.
- The Governance 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 governing board may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.
- 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.
- Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only 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 governing board to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated in Section 48900.
- The final action to expel a pupil shall be taken only by the governing 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 shall be sent by the superintendent of schools or his or her designee to the pupil or the pupil's parent or guardian. It will comply with subdivision (j) of EC 48918.

- The governing board shall maintain a record of each expulsion, including the cause therefore. Records of expulsions shall be a nonprivileged, disclosable public record. The expulsion order and the causes therefor 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 governing 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 governing 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 governing board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts enumerated in Section 48900 or violates any of the district's rules and regulations governing pupil conduct. When the governing 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 governing board shall reinstate the pupil in a school of the district and may also order the expungement of any or all records of the expulsion proceedings.

### Readmission

- An expulsion order shall remain in effect until the Governance Board orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than those described in subdivision (c) of Section 48915, the governing 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 to a school maintained by the district or to the school the pupil last attended. For a pupil who has been expelled pursuant to subdivision (c) of Section 48915, the governing board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the district, except that the governing board may set an earlier date for readmission on a case-by-case basis.
- The governing 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 Director 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 Governance Board have been met.
- Upon completion of the readmission process, the governing board shall readmit the pupil, unless the governing 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 district. 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 Governance 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 regular school district program.

### **Important Miscellaneous Notes about Suspension and Expulsion**

- a. 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 for the commission of the offenses outlined in EC 48900.8.
- b. The Director of Site Administrator will, when necessary according to EC 48902, make the appropriate notification to the local law enforcement agency.
- c. Whenever a situation arises that is not specifically addressed by these policies, California educational code will be followed, as interpreted by the Director or Site Administrator.
- d. American Indian Schools will notify the District 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.

### **Suspension and Expulsion Procedures – Appendix 1:**

According to EC 48900, a "pupil" – any student at American Indian Public Charter School, American Indian Public Charter School II, or American Indian Public High School – may not be suspended from school or recommended for expulsion unless the Director or the Site Administrator of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o) inclusive:

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person.  
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion. Except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a), above.

The Director or Site Administrator may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under the above section.

In addition to the reasons specified above, a pupil may be suspended from school or recommended for expulsion if the director or site administrator determines any of the following items:

1. The pupil has committed sexual harassment as defined in Section 212.5. For the purposes of The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
2. The pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.
3. 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.
4. 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.

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the director or site administrator of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's nonschool hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on

- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stolen or attempted to steal school property or private property.
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k. 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. Knowingly received stolen school property or private property.
- m. 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. 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. Harassed, threatened, or intimidated a pupil who is a complaining witness or 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.

A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or 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.

school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action.

The Director or Site Administrators of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

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.
4. Robbery or extortion.
5. Assault or battery upon any school employee.

The Director or Site Administrator of schools shall immediately suspend, pursuant to Section 48911, and shall 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 does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
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 one or more of the five acts listed above.

The governing 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 governing board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

The governing board shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in Section 56026. During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status.

The governing board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts enumerated in Section 48900 or violates any of the district's rules and regulations governing pupil conduct. When the governing 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 governing board shall reinstate the pupil in a school of the district and may also order the expungement of any or all records of the expulsion proceedings.

A decision of the governing board to suspend an expulsion order does not affect the time period and requirements for the filing of an appeal of the expulsion order with the county board of education required under Section 48919. Any appeal shall be filed within 30 days of the original vote of the governing board.

**Appendix O**

**AIPHS  
FIVE YEAR BUDGET**



**Table III: AIPHS -AIM Assumption Operational Planning Budget and Expenditures 2011-2012**

REVENUES	2011-2012	2012-2013	2013-14	2014-15	2015-2016
<b>State Revenues</b>					
Purpose Funding	\$1,195,472.60	\$1,421,682.08	\$1,687,883.40	\$1,785,520.80	\$1,853,993.40
State Categorical	\$97,510.00	\$115,953.60	\$137,856.60	\$145,980.80	\$151,659.90
*Subtotal: Less OUSD's 1% Oversight Fees	\$1,280,053.00	\$1,522,260.00	\$1,807,483.00	\$1,912,187.00	\$1,985,596.00
Lottery	\$22,427.30	\$26,828.48	\$32,016.60	\$34,025.60	\$35,471.10
Facility Grant State	\$100,000.00	\$168,750.00	\$198,450.00	\$205,800.00	\$209,475.00
Supplemental	\$63,444.00	\$76,500.00	\$78,030.00	\$79,591.00	\$81,183.00
Economic Impact Aid (EIA)	\$19,044.30	\$22,620.00	\$26,892.00	\$28,476.00	\$29,497.50
Koret	\$37,500.00	\$37,500.00	\$37,500.00	\$0.00	\$0.00
<b>Federal Reserves</b>					
Federal Facility Grant	\$92,244.00	\$15,374.00	\$0.00	\$0.00	\$0.00
Title I - III	\$70,460.80	\$85,932.80	\$101,952.00	\$107,744.00	\$111,948.00
<b>**Total Revenues</b>	<b>\$1,685,173.40</b>	<b>\$1,955,765.28</b>	<b>\$2,282,323.60</b>	<b>\$2,367,823.60</b>	<b>\$2,453,170.60</b>
<b>EXPENDITURES</b>					
<b>Salaries &amp; Benefits</b>					
Director/Site Administrator	\$75,000.00	\$78,000.00	\$81,120.00	\$84,364.80	\$87,739.39
COO (33%)	\$28,333.00	\$29,466.32	\$30,644.97	\$31,870.77	\$33,145.60
Administrative Assistant	\$46,000.00	\$47,840.00	\$49,753.60	\$51,743.74	\$53,813.49
Classroom Teachers	\$400,000.00	\$520,000.00	\$594,880.00	\$674,918.40	\$701,915.14
Part-Time Teachers	\$150,000.00	\$156,000.00	\$162,240.00	\$168,729.60	\$175,478.78
Medicare	\$8,690.33	\$10,545.94	\$11,751.78	\$13,037.02	\$13,559.05
Health Insurance	\$31,000.00	\$38,480.00	\$43,264.00	\$48,369.15	\$50,303.88
Social Security	\$37,158.65	\$45,092.99	\$50,248.71	\$55,746.67	\$57,976.04
Other Retirement (CalPERS & Simple IRA)	\$26,933.30	\$31,130.63	\$33,998.26	\$37,045.48	\$38,527.30
Workers Comp	\$16,122.06	\$19,563.74	\$21,802.12	\$24,186.95	\$25,153.91
Unemployment Insurance	\$23,373.99	\$28,364.95	\$31,608.54	\$35,066.01	\$36,469.13
<b>Subtotal</b>	<b>\$842,611.32</b>	<b>\$1,004,484.57</b>	<b>\$1,111,311.99</b>	<b>\$1,225,078.59</b>	<b>\$1,274,081.72</b>
<b>Service &amp; Other Operating Expenses</b>					
Substitute Teachers	\$1,500.00	\$1,560.00	\$1,622.40	\$1,687.30	\$1,754.79
Tutors	\$30,000.00	\$36,000.00	\$43,200.00	\$51,840.00	\$62,208.00
Academic Enrichment	\$15,000.00	\$18,000.00	\$21,600.00	\$22,464.00	\$23,362.56
Insurance	\$14,000.00	\$14,560.00	\$15,142.40	\$15,748.10	\$16,378.02
Professional Services	\$65,000.00	\$67,600.00	\$70,304.00	\$73,116.16	\$76,040.81
Travel/Conference/Workshops	\$2,800.00	\$2,912.00	\$3,028.48	\$3,149.62	\$3,275.60
Dues / Testing fees	\$20,000.00	\$24,000.00	\$28,800.00	\$29,952.00	\$31,150.08
Payroll expense	\$2,000.00	\$2,080.00	\$2,163.20	\$2,249.73	\$2,339.72
Field Trips	\$3,000.00	\$3,600.00	\$4,320.00	\$5,184.00	\$6,220.80
Staff Development	\$5,000.00	\$5,200.00	\$5,408.00	\$5,624.32	\$5,849.29
Staff Bonus	\$15,000.00	\$15,600.00	\$16,224.00	\$16,872.96	\$17,547.88
Utilities	\$40,000.00	\$41,600.00	\$43,264.00	\$44,994.56	\$46,794.34
Telephone/internet	\$4,000.00	\$4,160.00	\$4,326.40	\$4,499.46	\$4,679.43
Summer Program	\$57,600.00	\$69,120.00	\$82,944.00	\$99,532.80	\$119,439.36
AP Examination	\$13,500.00	\$16,200.00	\$19,440.00	\$23,328.00	\$27,993.60
Higher Education	\$5,000.00	\$6,000.00	\$7,200.00	\$8,640.00	\$10,368.00
***Special Education	\$101,894.62	\$121,853.36	\$141,812.10	\$147,064.40	\$149,690.55
Miscellaneous	\$5,000.00	\$6,000.00	\$7,200.00	\$8,640.00	\$10,368.00
<b>Facilities/Capital Outlay</b>					
Facility Rent	\$255,650.88	\$265,876.92	\$276,511.99	\$287,572.47	\$299,075.37
Maintenance	\$25,000.00	\$30,000.00	\$36,000.00	\$43,200.00	\$51,840.00
Janitorial	\$6,000.00	\$7,200.00	\$8,640.00	\$10,368.00	\$12,441.60
Equipment rental	\$9,000.00	\$10,800.00	\$12,960.00	\$15,552.00	\$18,662.40
Tenant improvements	\$45,000.00	\$54,000.00	\$64,800.00	\$77,760.00	\$93,312.00
<b>Subtotal</b>	<b>\$740,945.50</b>	<b>\$823,922.28</b>	<b>\$916,910.97</b>	<b>\$999,039.87</b>	<b>\$1,090,792.20</b>
<b>Books and Supplies</b>					
School Supplies	\$7,000.00	\$8,400.00	\$5,400.00	\$6,000.00	\$10,080.00
Textbooks	\$25,000.00	\$30,000.00	\$36,000.00	\$43,200.00	\$51,840.00
Other Books	\$5,000.00	\$6,000.00	\$7,200.00	\$8,640.00	\$10,368.00
Office Supplies	\$10,000.00	\$12,000.00	\$12,240.00	\$12,240.00	\$14,400.00
<b>Subtotal</b>	<b>\$47,000.00</b>	<b>\$56,400.00</b>	<b>\$60,840.00</b>	<b>\$70,080.00</b>	<b>\$86,688.00</b>
<b>Total Expenditures</b>	<b>\$1,630,556.82</b>	<b>\$1,884,806.85</b>	<b>\$2,089,062.96</b>	<b>\$2,294,198.46</b>	<b>\$2,451,561.92</b>
<b>Reserve for Category</b>	<b>\$54,616.58</b>	<b>\$125,575.01</b>	<b>\$318,835.65</b>	<b>\$392,460.80</b>	<b>\$394,069.47</b>
<b>Total Revenues</b>	<b>\$1,685,173.40</b>	<b>\$1,955,765.28</b>	<b>\$2,282,323.60</b>	<b>\$2,367,823.60</b>	<b>\$2,453,170.60</b>

\*The total revenue reflects a 1% oversight fee from OUSD on state revenues.

\*\*A conservative 2% increase is reflected with the increased enrollment for years 2012-2016 for AIPHS.

\*\*\*Special Education Cost for 2010-2011 is based on OUSD's projected amount of \$525.23 per ADA.

# Appendix P

## AIPHS CASH FLOW AND ASSUMPTIONS

**Table I: AIPHS-AIM Estimated Funding Model and Categorical Funding Sources  
2011-2012 Rates**

Assumptions	9	10	11	12	Totals
Enrollment	90	85	24	20	199
Percent students who attend on average day	98%	98%	98%	98%	
Estimated Average Daily Attendance (ADA)	88.2	83.7	23.5	19.6	
					\$0.00
General Purpose funding grant	\$6,130.00	\$6,130.00	\$6,130.00	\$6,130.00	
Categorical block grant	\$500.00	\$500.00	\$500.00	\$500.00	
Total Rate Apportionment per ADA	\$6,630.00	\$6,630.00	\$6,630.00	\$6,630.00	
Total Apportionment (rate X ADA)	\$584,786.00	\$422,331.00	\$155,937.60	\$129,948.00	\$1,292,983.00
Less OUSD's 1% Oversight Fees					\$1,280,053.00
Lottery Revenue per ADA	\$115.00	\$115.00	\$115.00	\$115.00	
Total Rate Lottery Apportionment per ADA	\$10,143.00	\$7,325.50	\$2,704.80	\$2,254.00	\$22,427.30
Total Apportionment (rate X ADA)					\$1,302,480.30
<b>Other State Revenues</b>					
Koret					\$37,500.00
Supplemental					\$83,444.00
EIA (30% of students @ \$319)					\$19,044.30
Title I-III					\$70,460.80
Facility Grant Federal					\$92,244.00
Facility State Grant					\$100,000.00
Subtotal					\$382,693.10
<b>Total All Revenues</b>					<b>\$1,685,173.40</b>

**Table II: AIPHS-AIM Estimated Staffing Operating Cost (in detail)  
2011-2012**

Assumptions						
Director/Site Administrator	1					
Classroom Teachers	8					
Chief Operating Officer (COO)	1					
Administrative Assistant	1					
Average Teacher Salary	\$50,000.00					
Part-Time Teachers	6					
Average Part-Time Teacher Wages	\$25,000.00					
Health Insurance (per employee)	\$3,000.00					
Dental Insurance	-					
Vision Insurance	-					
Social Security	6.20%					
Calper	10.00%					
Simple IRA	2.00%					
Medicare	1.45%					
Workers Comp	2.690%					
Unemployment insurance	3.90%					
Substitute Days	10					
Substitute Cost/Day	\$150					
<b>Salary and Benefits Costs</b>	<b>Director/Site Administrator</b>	<b>COO</b>	<b>Admin. Asst.</b>	<b>Teachers</b>	<b>Part-Time Teachers</b>	<b>Totals</b>
Base Salary	\$75,000.00	\$28,333.00	\$46,000.00	\$400,000.00	\$150,000.00	\$699,333.00
Bonus Salary						
Health	\$3,000.00	\$1,000.00	\$3,000.00	\$24,000.00		\$31,000.00
Dental						
Vision						
Social Security	\$4,650.00	\$1,756.65	\$2,852.00	\$24,800.00	\$3,100.00	\$37,158.65
Other Retirement	\$7,500.00	\$2,833.30	\$4,600.00	\$12,000.00		\$26,933.30
Medicare	\$1,087.50	\$410.83	\$667.00	\$5,800.00	\$725.00	\$8,690.33
Workers Comp	\$2,017.50	\$762.16	\$1,237.40	\$10,760.00	\$1,345.00	\$16,122.06
Unemployment insurance	\$2,925.00	\$1,104.99	\$1,794.00	\$15,600.00	\$1,950.00	\$23,373.99
<b>Totals</b>	<b>\$96,180.00</b>	<b>\$36,200.92</b>	<b>\$60,150.40</b>	<b>\$492,960.00</b>	<b>\$157,120.00</b>	<b>\$842,611.32</b>

\* The ADA rates for general purpose funding, categorical funding, lottery, and EIA are provided by Mr. Minh Co of OUSD.



**Table I: AIPHS-AIM Estimated Funding Model and Categorical Funding Sources  
2012-2013 Rates**

Assumptions	9	10	11	12	Totals
Enrollment	90	85	55	22	232
Percent students who attend on average day	98%	98%	98%	98%	
Estimated Average Daily Attendance (ADA)	88.2	83.7	53.9	21.6	
General Purpose funding grant	\$6,253.00	\$6,253.00	\$6,253.00	\$6,253.00	
Categorical block grant	\$510.00	\$510.00	\$510.00	\$510.00	
Total Rate Apportionment per ADA	\$6,763.00	\$6,763.00	\$6,763.00	\$6,763.00	
Total Apportionment (rate X ADA)	\$596,496.60	\$430,803.10	\$364,625.70	\$145,810.28	\$1,537,636.00
Less OUSD's 1% Oversight Fees					\$1,522,260.00
Lottery Revenue per ADA	\$118.00	\$118.00	\$118.00	\$118.00	
Total Rate Lottery Apportionment per ADA	\$10,407.80	\$7,516.60	\$6,360.20	\$2,944.08	\$26,828.48
Total Apportionment (rate X ADA)					\$1,549,088.48
Other State Revenues					
Koret					\$37,500.00
Supplemental					\$78,500.00
EIA (30% of students @ \$325)					\$22,620.00
Title I-III					\$85,932.80
Facility Grant Federal					\$15,374.00
Facility State Grant					\$168,750.00
Subtotal					\$406,676.80
Total All Revenues					\$1,955,765.28

**Table II: AIPHS-AIM Estimated Staffing Operating Cost (in detail)  
2012-2013**

Assumptions						
Director/Site Administrator	1					
Classroom Teachers	10					
Chief Operating Officer (COO)	1					
Administrative Assistant	1					
Average Teacher Salary	\$52,000.00					
Part-Time Teachers	6					
Average Part-Time Teacher Wages	\$26,000.00					
Health Insurance (per employee)	\$3,120.00					
Dental Insurance	-					
Vision Insurance	-					
Social Security	6.20%					
Calper	10.00%					
Simple IRA	2.00%					
Medicare	1.45%					
Workers Comp	2.690%					
Unemployment insurance	3.90%					
Substitute Days	10					
Substitute Cost/Day	\$150					
<b>Salary and Benefits Costs</b>	<b>Director/Site Administrator</b>	<b>COO</b>	<b>Admin. Asst.</b>	<b>Teachers</b>	<b>Part-Time Teachers</b>	<b>Totals</b>
Base Salary	\$78,000.00	\$29,468.32	\$47,840.00	\$520,000.00	\$156,000.00	\$831,308.32
Bonus Salary						
Health	\$3,120.00	\$1,040.00	\$3,120.00	\$31,200.00		\$38,480.00
Dental						
Vision						
Social Security	\$4,836.00	\$1,626.91	\$2,966.08	\$32,240.00	\$3,224.00	\$45,092.99
Other Retirement	\$7,800.00	\$2,946.63	\$4,784.00	\$15,600.00		\$31,130.63
Medicare	\$1,131.00	\$427.26	\$693.68	\$7,540.00	\$754.00	\$10,545.94
Workers Comp	\$2,098.20	\$792.64	\$1,286.90	\$13,988.00	\$1,398.00	\$19,563.74
Unemployment insurance	\$3,042.00	\$1,149.19	\$1,865.76	\$20,280.00	\$2,028.00	\$28,364.95
Totals	\$100,027.20	\$37,648.96	\$62,556.42	\$640,848.00	\$163,404.00	\$1,004,484.57

\* The ADA rates for general purpose funding, categorical funding, lottery, and EIA are provided Mr. Minh Co by OUSD.



**Table I: AIPHS-AIM Estimated Funding Model and Categorical Funding Sources  
2013-2014 Rates**

Assumptions	9	10	11	12	Totals
Enrollment	90	70	60	50	270
Percent students who attend on average day	98%	98%	98%	98%	
Estimated Average Daily Attendance (ADA)	88.2	68.6	58.8	49.0	
General Purpose funding grant	\$6,379.00	\$6,379.00	\$6,379.00	\$6,379.00	
Categorical block grant	\$521.00	\$521.00	\$521.00	\$521.00	
Total Rate Apportionment per ADA	\$6,900.00	\$6,900.00	\$6,900.00	\$6,900.00	
Total Apportionment (rate X ADA)	\$608,580.00	\$473,340.00	\$405,720.00	\$338,100.00	\$1,825,740.00
Less OUSD's 1% Oversight Fees					\$1,807,483.00
Lottery Revenue per ADA	\$121.00	\$121.00	\$121.00	\$121.00	
Total Rate Lottery Apportionment per ADA	\$10,672.20	\$8,300.60	\$7,114.80	\$5,929.00	\$32,016.60
Total Apportionment (rate X ADA)					\$1,839,499.60
<b>Other State Revenues</b>					
Koret					\$37,500.00
Supplemental					\$78,030.00
EIA (30% of students @ \$332)					\$26,892.00
Title I-III					\$101,952.00
Facility Grant Federal					\$0.00
Facility State Grant					\$198,450.00
Subtotal					\$442,824.00
<b>Total All Revenues</b>					<b>\$2,282,323.60</b>

**Table II: AIPHS-AIM Estimated Staffing Operating Cost (in detail)  
2013-2014**

Assumptions						
Director/Site Administrator	1					
Classroom Teachers	11					
Chief Operating Officer (COO)	1					
Administrative Assistant	1					
Average Teacher Salary	\$54,080.00					
Part-Time Teachers	6					
Average Part-Time Teacher Wages	\$27,040.00					
Health Insurance (per employee)	\$3,244.80					
Dental Insurance	-					
Vision Insurance	-					
Social Security	6.20%					
Calper	10.00%					
Simple IRA	2.00%					
Medicare	1.45%					
Workers Comp	2.690%					
Unemployment insurance	3.90%					
Substitute Days	10					
Substitute Cost/Day	\$150					
<b>Salary and Benefits Costs</b>						
	Director/Site Administrator	COO	Admin. Aast.	Teachers	Part-Time Teachers	Totals
Base Salary	\$81,120.00	\$30,644.97	\$49,753.60	\$594,880.00	\$162,240.00	\$918,638.57
Bonus Salary						
Health	\$3,244.80	\$1,081.60	\$3,244.80	\$35,692.80	\$0.00	\$43,264.00
Dental						
Vision						
Social Security	\$5,029.44	\$1,899.99	\$3,084.72	\$36,882.56	\$3,352.00	\$50,248.71
Other Retirement	\$8,112.00	\$3,064.50	\$4,975.36	\$17,848.40		\$33,998.26
Medicare	\$1,176.24	\$444.35	\$721.43	\$8,625.76	\$784.00	\$11,751.78
Workers Comp	\$2,182.13	\$824.35	\$1,338.37	\$16,002.27	\$1,455.00	\$21,802.12
Unemployment insurance	\$3,163.68	\$1,195.15	\$1,940.39	\$23,200.32	\$2,109.00	\$31,608.54
<b>Totals</b>	<b>\$104,028.29</b>	<b>\$38,154.91</b>	<b>\$65,058.67</b>	<b>\$733,130.11</b>	<b>\$169,940.00</b>	<b>\$1,111,311.99</b>

\* The ADA rates for general purpose funding, categorical funding, lottery, and EIA are provided by Mr. Minh Co of OUSD.





**Table I: AIPHS-AIM Estimated Funding Model and Categorical Funding Sources  
2014-2015 Rates**

Assumptions	9	10	11	12	Totals
Enrollment	90	75	60	55	280
Percent students who attend on average day	98%	98%	98%	98%	
Estimated Average Daily Attendance (ADA)	88.2	73.5	58.8	53.9	
General Purpose funding grant	\$6,507.00	\$6,507.00	\$6,507.00	\$6,507.00	
Categorical block grant	\$532.00	\$532.00	\$532.00	\$532.00	
Total Rate Apportionment per ADA	\$7,039.00	\$7,039.00	\$7,039.00	\$7,039.00	
Total Apportionment (rate X ADA)	\$620,839.80	\$517,366.50	\$413,893.20	\$379,402.10	\$1,931,502.00
Less OUSD's 1% Oversight Fees					\$1,912,187.00
Lottery Revenue per ADA	\$124.00	\$124.00	\$124.00	\$124.00	
Total Rate Lottery Apportionment per ADA	\$10,936.80	\$9,114.00	\$7,291.20	\$6,683.60	\$34,025.60
Total Apportionment (rate X ADA)					\$1,946,212.60
<b>Other State Revenues</b>					
Koret					\$0.00
Supplemental					\$79,591.00
EIA (30% of students @ \$339)					\$28,476.00
Title I-III					\$107,744.00
Facility Grant Federal					\$0.00
Facility State Grant					\$205,800.00
Subtotal					\$421,611.00
<b>Total All Revenues</b>					<b>\$2,367,823.60</b>

**Table II: AIPHS-AIM Estimated Staffing Operating Cost (in detail)  
2014-2015**

Assumptions						
Director/Site Administrator	1					
Chief Operating Officer (COO)	1					
Classroom Teachers	12					
Administrative Assistant	1					
Average Teacher Salary	\$56,243.20					
Part-Time Teachers	6					
Average Part-Time Teacher Wages	\$28,121.60					
Health Insurance (per employee)	\$3,374.59					
Dental Insurance	-					
Vision Insurance	-					
Social Security	6.20%					
Calper	10.00%					
Simple IRA	2.00%					
Medicare	1.45%					
Workers Comp	2.690%					
Unemployment insurance	3.90%					
Substitute Days	10					
Substitute Cost/Day	\$150					
<b>Salary and Benefits Costs</b>	<b>Director/Site Administrator</b>	<b>COO</b>	<b>Admin. Asst.</b>	<b>Teachers</b>	<b>Part-Time Teachers</b>	<b>Totals</b>
Base Salary	\$84,364.80	\$31,870.77	\$51,743.74	\$674,918.40	\$168,729.60	\$1,011,627.31
Bonus Salary						
Health	\$3,374.59	\$1,124.86	\$3,374.59	\$40,495.10	\$0.00	\$48,369.15
Dental						
Vision						
Social Security	\$5,230.62	\$1,975.99	\$3,208.11	\$41,844.94	\$3,487.01	\$55,746.67
Other Retirement	\$8,436.48	\$3,187.08	\$5,174.37	\$20,247.55		\$37,045.48
Medicare	\$1,223.29	\$462.13	\$750.28	\$9,788.32	\$815.00	\$13,037.02
Workers Comp	\$2,269.41	\$857.32	\$1,391.91	\$18,155.30	\$1,513.00	\$24,186.95
Unemployment insurance	\$3,290.23	\$1,242.96	\$2,018.01	\$26,321.82	\$2,193.00	\$35,066.01
<b>Totals</b>	<b>\$108,189.42</b>	<b>\$40,721.11</b>	<b>\$67,961.02</b>	<b>\$831,769.44</b>	<b>\$176,737.61</b>	<b>\$1,225,078.59</b>

\* The ADA rates for general purpose funding, categorical funding, lottery, and EIA are provided by Mr. Minh Co of OUSD.



**Table I: AIPHS-AIM Estimated Funding Model and Categorical Funding Sources  
2015-2016 Rates**

Assumptions	9	10	11	12	Totals
Enrollment	90	75	65	55	285
Percent students who attend on average day	98%	98%	98%	98%	
Estimated Average Daily Attendance (ADA)	88.2	73.5	63.7	53.9	
General Purpose funding grant	\$6,638.00	\$6,638.00	\$6,638.00	\$6,638.00	
Categorical block grant	\$543.00	\$543.00	\$543.00	\$543.00	
Total Rate Apportionment per ADA	\$7,181.00	\$7,181.00	\$7,181.00	\$7,181.00	
Total Apportionment (rate X ADA)	\$633,364.20	\$527,803.50	\$457,429.70	\$387,055.90	\$2,005,653.00
Less OUSD's 1% Oversight Fees					\$1,985,596.00
Lottery Revenue per ADA	\$127.00	\$127.00	\$127.00	\$127.00	
Total Rate Lottery Apportionment per ADA	\$11,201.40	\$9,334.50	\$8,089.90	\$6,845.30	\$35,471.10
Total Apportionment (rate X ADA)					\$2,021,067.10
Other State Revenues					
Koret					\$0.00
Supplemental					\$81,183.00
EIA (30% of students @ \$345)					\$29,497.50
Title III					\$111,948.00
Facility Grant Federal					\$0.00
Facility State Grant					\$209,475.00
Subtotal					\$432,103.50
Total All Revenues					\$2,453,170.60

**Table II: AIPHS-AIM Estimated Staffing Operating Cost (in detail)  
2015-2016**

Assumptions						Totals
Director/Site Administrator	1					
Classroom Teachers	12					
Chief Operating Officer (COO)	1					
Administrative Assistant	1					
Average Teacher Salary	\$58,492.93					
Part-Time Teachers	6					
Average Part-Time Teacher Wages	\$29,246.46					
Health Insurance (per employee)	\$3,509.57					
Dental Insurance	-					
Vision Insurance	-					
Social Security	6.20%					
Calper	10.00%					
Simple IRA	2.00%					
Medicare	1.45%					
Workers Comp	2.690%					
Unemployment insurance	3.90%					
Substitute Days	10					
Substitute Cost/Day	\$150					
<b>Salary and Benefits Costs</b>	<b>Director/Site Administrator</b>	<b>COO</b>	<b>Admin. Asst.</b>	<b>Teachers</b>	<b>Part-Time Teachers</b>	<b>Totals</b>
Base Salary	\$87,739.39	\$33,145.60	\$53,813.49	\$701,915.14	\$175,478.78	\$1,052,092.40
Bonus Salary						
Health	\$3,509.57	\$1,169.85	\$3,509.57	\$42,114.88	\$0.00	\$50,303.88
Dental						
Vision						
Social Security	\$5,439.84	\$2,055.03	\$3,336.44	\$43,518.74	\$3,626.00	\$57,976.04
Other Retirement	\$8,773.94	\$3,314.56	\$5,381.35	\$21,057.45		\$38,527.30
Medicare	\$1,272.22	\$480.61	\$780.30	\$10,177.77	\$848.15	\$13,559.05
Workers Comp	\$2,360.19	\$891.62	\$1,447.58	\$18,881.52	\$1,573.00	\$25,153.91
Unemployment insurance	\$3,421.84	\$1,292.68	\$2,098.73	\$27,374.69	\$2,281.20	\$36,469.13
<b>Totals</b>	<b>\$112,516.99</b>	<b>\$42,349.95</b>	<b>\$70,367.45</b>	<b>\$865,040.19</b>	<b>\$183,807.13</b>	<b>\$1,274,081.72</b>

\* The ADA rates for general purpose funding, categorical funding, lottery, and EIA are provided by Mr. Minh Co of OUSD



# Appendix Q

## AIPHS FISCAL POLICIES AND PROCEDURES



# American Indian Model Schools

## AIPHS Financial Procedures

### AIPHS Financial Procedures

1. **Bank Accounts:**
  - a. Shall remain at Community Bank of the Bay. Currently there are two accounts (checking account and scholarship fund).
  - b. Board Members, along with the Director of AIM Schools, shall have signatory power.
  
2. **Writing Checks:**
  - a. Two signatures will be required to write any checks. Any checks above \$5,000.00 shall have board approval, except for those vendors listed below (which may be amended depending upon vendor changes): *PG&E, AT&T, EBMUD, Waste Management, LUM (Rent), ADS (Rent) and janitorial services.*
  - b. Director shall initial all approved original invoices. The invoice and supporting documentation will be sent to the fiscal officer of the school's contracted bookkeeping service, A&A Business Solutions (AABS), bi-monthly for review and payment.
  - c. Checks shall be written on a computer using the Quickbooks Program.
  - d. Fiscal officer is responsible for reviewing processed checks and obtaining the appropriate signature.
  - e. Upon obtaining the appropriate signatures, a copy of the check is made and attached to a copy of the invoice. Additionally, all documents must be copied and filed in the appropriate binders before being sent to vendors. The treasurer and director will be notified of the 25<sup>th</sup> of each month if they are not able to view the binder in person, via fax, or via email.
  - f. Checks are to be sent the same day they are written to avoid loss, confusion or theft.
  - g. Voided checks must be labeled as "void" in large letters. A copy must be placed in the appropriate binder.
  - h. No checks shall be made out to cash, written in advance, or pre-signed.
  
3. **Deposits**
  - a. Upon receipt of any checks, the Director or another administrator of the school shall make a copy, initial it, and note the date of receipt. 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 binder.
  - b. All Deposits must be endorsed immediately in writing or via stamp "for deposit only into American Indian Public High School account # 165011834."
  - c. All deposits must be recorded on the Quickbooks Program under the appropriate account (i.e. corporate, donation, CDE, etc.) and fund source (i.e. OUSD)
  - d. Community Bank of the Bay does not require a minimum balance for the checking account. However, the checking account should maintain a balance of at least \$5,000 for emergency use.
  - e. Deposit receipts from Community Bank of the Bay shall be filed in the appropriate binder.
  - f. A copy of deposit receipts and checks shall be forwarded to the fiscal officer. He/she will then record the deposit into the Quickbooks Program under the appropriate account file. A copy of the deposit will be filed in the corresponding binder and attached to the copy of the check.
  
4. **Bank Statements and Reconciling Accounts:**
  - a. Bank statements and cancelled checks are sent directly to the schools on a monthly basis. Upon receipt, they must be reviewed by the Director.

- b. Director 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:**
    - a. All invoices shall be reviewed and approved by the Director. 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.
    - b. Invoices shall be paid bi-monthly.
    - c. A copy of all checks and invoices shall be stapled and filed under the appropriate binder.
    - d. If bills are unpaid, they should be kept in a file marked "accounts payable."
  6. **Payroll:**
    - a. AIM Schools will continue to use ADP as a payroll company through June 30, 2011. At that time, the Board of Director along with the Director of Schools will review ADP and determine how to best proceed with payroll.
  7. **Financial reporting:**
    - a. The monthly statistical attendance report to OUSD should be prepared by the school administrator and a copy should be sent to OUSD's Office of Charter Schools Financial Department, the Fiscal Officer, and Treasurer for review.
    - b. All other grants will be prepared by the date requested by the funder, the Director and the Fiscal Officer.
    - c. 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 Treasurer and Director on a monthly basis or whenever deemed necessary by the Fiscal Officer.
    - d. The projected budget shall be put together by the Fiscal Officer and forwarded to the Director for finalizing prior to March of each year. Upon completion by the Director, 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.
  8. **Reimbursements and Check Request:**
    - a. Employees shall be reimbursed for all pre-approve expenses related to the school. To obtain reimbursement, employees shall complete a check request form, include original receipt(s), and forward it to the Director for approval. Upon approval, the Director will send the form to the Fiscal Officer to process.
    - b. It would be practical to establish accounts as soon as possible with vendors often used by the teachers or other staff members (i.e. Office Depot, Office Max, ACE Hardware, etc.).
  9. **Invoicing:**
    - a. All invoices shall be submitted to the school and approved by the school administrator on a monthly basis. Upon approval, the invoices shall be submitted to the Fiscal Officer for processing.
  10. **Donation/Grants:**
    - a. 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.
    - b. 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.
    - c. Procedures for deposit should be followed.
    - d. If a grant was given without restrictions or requirements on how to spend the funds, it can be placed under local or Corporate Donation.
    - e. 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.

- f. 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.

11. **Fixed Assets:**

- a. 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.
- b. 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.
- c. Withdrawal and receipt of inventory items shall be recorded accurately in inventory records.
- d. Inventory records shall be reconciled at the end of the fiscal year.

12. **Petty Cash:**

**If the Director chooses to have petty cash on site, these procedures must be followed.**

- a. All cash should be kept in a locked container to which only the Director has access.
- b. The Administrative Assistant (or another designated person) shall count the petty cash once a month to verify and reconcile the amount with the books.
- c. Less than \$250 can remain in the petty cash drawer at all times. Higher amounts must be deposited in the bank account.
- d. A petty cash disbursement journal shall be kept along with copies of appropriate fund files and supporting receipts.
- e. Reimbursements shall not be done in cash.

### **AIPHS Fiscal Policies**

The American Indian Public High School has reviewed and adopted the following policies to ensure that the school's funds are used most effectively to support the school's mission and to ensure that the funds are budgeted, accounted for, exemplified, and maintained in an appropriate fashion.

#### ***A. Budget Development and Oversight Calendar and Responsibilities***

The American Indian Public High School 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 Director 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, Director]*

The Director will review/prepare a set of proposed budget development principles for board review and approval. *(Board Treasurer, Director, 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. *[Director in conjunction with Board Finances Committee]*

A five-year budget projection will be developed in accordance with the school's established strategic growth plans. *[Director in conjunction with Board Finances Committee]*

On-going monitoring and revision of current budget. *[Board Treasurer, Finance Committee, and Director]*

##### ***March-April***



The Director, 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 Director]*

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**

Director will review revenue projections subsequent to the Governor's annual "May Revise" Budget figures. Director 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 Director]*

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 Director]*

### **July-August**

Books for prior fiscal year are closed, all transactions are posted and records assembled for audit. *[Director, Bookkeeper, 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. *[Director 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 Director reviews the Public High's 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. *[Director, Finance Committee, Board]*

A copy of the audit is reviewed by the Audit Committee, Board and Director. 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, Director]*

The Director 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 Director]*

On-going monitoring and revision of current year budget. *[Board Treasurer, Finance Committee, and Director]*

### **B. Controls, Budget, and Fiscal**

The American Indian Public High School 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***

The American Indian Public High School 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 Director, 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 \$5,000 must be co-signed by the Director and counter-signed 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 A&A Business Solutions. To ensure segregation of recording and authorization, the fiscal officer may not co-sign check requests or purchase orders.

### ***Banking Arrangements***

The American Indian Public High School 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 the 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 \$5,000 must be signed by two authorized signatories.

AABS fiscal officer 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 Director and 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 school site administrative assistant, who shall not be authorized to expend petty cash.

### ***Purchasing Procedures***

All purchases over \$1000 must include documentation of a "good faith" effort to secure the lowest possible cost for comparable goods or services. The Director 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 \$10,000 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 Director 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***

The American Indian Public High School 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 Director will establish and oversee a system to prepare time and attendances reports and submit payroll check requests. The Director 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 I-9 form, tax withholding forms, retirement data, and use of sick leave.

#### ***Attendance Accounting***

The Director 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 Director 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 Director 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***

A&A Business Solutions, working in conjunction with the Director, 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 Director 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 school's Director and other staff who manage funds shall be placed under a fidelity bond.

## **Appendix R**

### **Washington Post Article George Will, “Where Paternalism Makes the Grade”**

## Where Paternalism Makes the Grade

By George F. Will

Thursday, August 21, 2008

OAKLAND, Calif. -- Seated at a solitary desk in the hall outside a classroom, the slender 13-year-old boy with a smile like a sunrise earnestly does remedial algebra, assisted by a paid tutor. She, too, is 13. Both wear the uniform -- white polo shirt, khaki slacks -- of a school that has not yet admitted the boy. It will, because he refuses to go away.

The son of Indian immigrants from Mexico, the boy decided he is going to be a doctor, heard about the American Indian Public Charter School here and started showing up. Ben Chavis, AIPCS's benevolent dictator, told the boy that although he was doing well at school, he was not up to the rigors of AIPCS, which is decorated with photographs of the many students it has sent to the Johns Hopkins Center for Talented Youth. So the boy asked, what must I do?

Telling young people what they must do is what Chavis does. With close-cropped hair and a short beard flecked with gray, he looks somewhat like Lenin but is less democratic. A Lumbee Indian from North Carolina, he ran track, earned a PhD from the University of Arizona, got rich in real estate ("I wanted to buy back America and lease it to the whites") and decided to fix the world, beginning with AIPCS.

Founded in 1996, it swiftly became a multiculturalists' playground where much was tolerated and little was learned. Chavis arrived in 2000 to reverse that condition. Charter schools are not unionized, so he could trim the dead wood, which included all but one staff member.

David Whitman, in his book "Sweating the Small Stuff: Inner-City Schools and the New Paternalism," reports that in Chicago from 2003 through 2006, just three of every 1,000 teachers received an "unsatisfactory" rating in annual evaluations; of 87 "failing schools" -- with below-average and declining test scores -- 67 had no teachers rated unsatisfactory; in all of Chicago, just nine teachers received more than one unsatisfactory rating, and none of them was dismissed. Chavis's teachers come from places such as Harvard, Dartmouth, Oberlin, Columbia, Berkeley, Brown and Wesleyan.

AIPCS is one of six highly prescriptive schools Whitman studied, where "noncognitive skills" -- responsible behaviors such as self-discipline and cooperativeness -- are part of the cultural capital the curriculum delivers. Many inner-city schools feature a monotonous chaos of disruption. AIPCS -- Oakland's highest-performing middle school -- stresses obligation, not self-expression. Chavis, now "administrator emeritus," is adamant: "Everyone says we should 'preserve our culture.' There is a lot of our culture we should *wipe out*."

A visitor to an AIPCS classroom notices that the children do not notice visitors. Students are taught to sit properly -- no slumping -- and keep their eyes on the teacher. No makeup, no jewelry, no electronic devices. AIPCS's 200 pupils take just 20 minutes for lunch and are with the same teacher in the same classroom all day. Rotating would consume at least 10 minutes, seven times a day. Seventy minutes a day in AIPCS's extra-long 196-day school year would be a lot of lost instruction. The school does not close for Columbus Day, Martin Luther King Jr. Day or César Chávez Day.

Every student takes four pre-AP (Advanced Placement) classes. There are three hours of homework a night, three weeks of summer math instruction. Seventh-graders take the SAT. College is *assumed*.

Paternalism is the restriction of freedom for the good of the person restricted. AIPCS acts *in loco parentis* because Chavis, who is cool toward parental involvement, wants an enveloping school culture that combats the culture of poverty and the streets.

He and other practitioners of the new paternalism -- once upon a time, schooling was understood as democracy's permissible, indeed obligatory, paternalism -- are proving that cultural pessimists are mistaken: We know how to close the achievement gap that often separates minorities from whites before kindergarten and widens through high school. A growing cohort of people possess the pedagogic skills to make "no excuses" schools flourish.

Unfortunately, powerful factions fiercely oppose the flourishing. Among them are education schools with their romantic progressivism -- teachers should be mere "enablers" of group learning; self-esteem is a prerequisite for accomplishment, not a consequence thereof. Other opponents are the teachers unions and their handmaiden, the Democratic Party. Today's liberals favor paternalism -- you cannot eat trans fats; you must buy health insurance -- for everyone *except* children. Odd.

# **Appendix S**

## **AIPHS PROMOTION AND RETENTION POLICY**





## American Indian Model Schools

### Pupil Promotion and Retention Policy

The following policy on promotion and retention has been established by the AIM Schools Governance Board. The Board acknowledges that students come to AIM Schools with varied educational backgrounds and academic skill sets, and the Board recognizes the importance of providing all pupils adequate time to master the skills required for student success.

Students at AIM Schools may be retained for one or more of the following reasons:

1. Receiving a yearly average grade of C- or below in math or language arts
2. Accumulating 5 or more absences
3. Failing to complete required summer programs
4. Failing to meet the school's behavioral standards
5. Making inadequate progress on AIM School diagnostic and benchmark exams developed to measure a student's proficiency with respect to grade-level, statewide standards.

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement.

The school will inform families of potential retention, in writing, as early as students are identified as potentially meeting retention criteria so that appropriate corrective steps may be taken. Written notification of potential retention will be provided through progress reports and report cards. Final notification of retention decisions will be included in final report cards.

If the teacher's recommendation to promote is contingent on the student's participation in a summer school or interim session remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time.

Final retention decisions will be made by a student's teacher(s). If the student does not have a single regular classroom teacher, the director or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. In the case of students receiving special education services, special education staff will be included in this decision to ensure compliance with applicable legal requirements.

Parents or guardians who disagree with the school's decision regarding retention or promotion may follow the school's Local Complaint Procedures to appeal.

# Appendix T

## AIPHS ATTENDANCE POLICY



## American Indian Model (AIM) Schools Oakland, CA

### 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. AIM students and staff show up to school on time and work hard, every day.

#### High Expectations

AIM Schools set very high expectations in regard to student attendance. Students must attend school each day prepared, and on-time, including all mandatory summer programs. Students who miss school for any reason must make up the missed instructional time in mandatory Saturday School. **Students who miss more than 5 days of school, for any reason, may be retained.** The site administrator will make final retention decisions regarding attendance.

#### 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 request the site administrator to excuse an absence or tardy based on justifiable personal reasons. These requests will be considered on a case-by-case basis. (EC §48205)

#### Make-up Work for Absent Students

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 except in cases approved by the site administrator.

#### 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, if applicable, 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). An absence from Saturday school will be made up by the student attending two Saturday schools. 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. Students who are tardy 5 or more times in a semester will attend Saturday School.

### **Truancy**

Upon initial concern for a student's attendance, an AIM administrator or classroom teacher will informally address this concern with the student and/or the student's parents/guardians in an effort to proactively resolve attendance issues before the student is considered truant.

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 U

## AIPHS PERFORMANCE NARRATIVE



**American Indian Model Schools**

3637 Magee Ave  
Oakland, CA 94619

171 12<sup>th</sup> Street, Suite 100  
Oakland, CA 94607

**Charter Renewal  
Performance Report  
Narrative**

January 26, 2011

**American Indian Public  
High School**

**STUDENT ENROLLMENT & DEMOGRAPHIC INFORMATION**

**1** Provide data on the number of applications annually received per grade and the number of students per grade on the waiting list for school years 2006-07 to 2010-11.

**Please see Table I, pp. 220-221**

Provide a breakdown of your student population. Include data on student demographics, home languages, students with disabilities, English Language Learners, Free and Reduced lunch status and homeless students for your charter term (2006-07 to 2010-11).

**Please see Table II, pg. 221**

Provide data on the percentage of suspensions and expulsions for your charter term (2006-07 to 2009-10)?

**Please see Table III, pg. 221**

If your charter school serves high school students, provide, in table format, data on the:

- Percent of students graduating within five years of attending high school
- Percent of graduates enrolled in school since grade 9
- Percent of graduates enrolled in college or postsecondary education (e.g. vocational school)
- Percent of graduates not attending college who are employed

**Please see Table IV, pp. 221-222**

Provide data on the number of teachers hired each year and teacher retention between school years 2006-07 to 2009-10.

**Please see Table V, pg. 222**

**2** Describe the strategy and processes 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)?

**Our primary strategies for attracting a diverse student population are three-fold: 1) reducing barriers to entry during enrollment, 2) improving access to and the quality of information about the school, and 3) leveraging relationships and exploring non-traditional pathways to reaching students and their families. These strategies and recruitment policies are reviewed annually by leadership and school governance, and changes are made as appropriate.**

**Reducing Barriers to Entry: Unlike traditional public schools, charter schools have an innate barrier to entry for students – an application process. If a student or her family takes no action after middle school, she will not end up in a charter high school. Though we cannot completely avoid this initial step, we have worked to simplify the process for students and**

their families. Over the course of the last five years, we have moved from a multi-page enrollment packet to a single-page registration sheet. We limit our initial request for student information to minimal and essential information. We then follow our enrollment and lottery procedures so that all students who provide this basic information by the application deadline have an equal chance of being enrolled in the school. Once students are enrolled, we follow up to request all the additional information we need from families. The hope is that this will attract additional families, dispel the myths that we "cherry-pick" our students, and make it easier for families whose primary language is not English.

**Improving Access to and the Quality of Information About the School:** In an effort to attract a student population that is reflective of the City's demographics, we realize that we must cast as wide a net as possible. School demographics tend to better reflect those of their immediate neighborhoods than of the city as a whole. Each fall, school visit requests are made to middle schools throughout the City, both charter and traditional public schools. We specifically target middle schools whose student populations would help to balance those at AIPHS. We look for opportunities to attend school options fairs or visit with 8<sup>th</sup> grade classrooms to talk about our school. We meet with varying degrees of success in this regard. Some schools welcome us while others ignore our emails and phone calls. As we continue to develop relationships with principals and teachers in area schools, this method becomes more successful.

We have worked to improve access to information about our school by upgrading our school website. We have included significantly more information about the academic program and the school's policies and procedures. This allows families who are interested in us to learn more about AIPHS. We believe this avenue will help to attract students who might live further from AIPHS without wasting their time.

Lastly, we have reworked most of the information that families receive in the initial application packet. In addition to updates to the enrollment form, we have created an enrollment information guide that provides all the relevant information needed to apply. We provide families with updated versions of the dress code and the student contract as well as complaint procedures. We believe in providing simple, complete information that allows families to make informed decisions. We are also working to make our application materials available in multiple languages. We work hard to ensure that staff and community members are available to answer questions from families whose primary language is not English.

**Non-traditional Pathways:** We have employed various strategies over the last five years to attract a diverse student population. Though we have always asked current students and families to help spread the word about our school and direct interested family and friends to apply, in recent years, we have taken a more targeted approach. We send memos and applications home with all current students and have built strong relationships with all our families. In the last two years, we have also begun developing relationships with local daycare and afterschool program providers who help us connect with families. Oftentimes, families who have children in daycare have older kids in high school. We have also developed more relationships with local businesses within the community, including the owners of restaurants, specialty grocery stores, hair salons, and retail stores. Again, many of these proprietors and their clients have children who are in, or are approaching, high school. We have improved our overall number of applications and our diversity through these methods.



	<p>With respect to English language learners, students with disabilities, and homeless students, we have made it easier for families with kids in these categories to become part of our community. With regard to English language learners, as required by law, we provide our SARC report in English, Chinese, and Spanish. This makes it easier for a diverse group of families to learn about us. We help prospective and current families communicate with us by arranging for translating when needed. We have also simplified the application materials tremendously to make it easier for individuals with limited English skills to navigate the process. With respect to students with disabilities, we have limited the amount of information requested about disabilities in the application to avoid the perception that we are screening out students in this demographic. In addition, we have worked hard to develop a strong relationship with our RSPs. We understand that many families of students with special needs do a significant amount of research before deciding where to send their children to school. By ensuring that all students receive the special education services they require and building the relationship between the school and the RSP, we are working to get the word out to the community that we are fulfilling all of our obligations to educate all children. With regard to homeless students, we follow the applicable sections of the McKinney-Vento Homeless Assistance Act. Though more restrictive application procedures are in place for other students, appropriate accommodations are made for homeless students and their families who may not have access to immunization records, past report cards, etc.</p>	
<p><b>3</b></p>	<p>Describe the admissions and lottery process. Please explain how you ensure that these processes are aligned with the requirements found in Education Code §47605.</p> <p>Please see Appendix I and II, pg. 223-225. In short, all students who apply by the application deadline (which we typically synchronize with the District's deadline) have an equal chance of placement at our school. As indicated in our charter, preference is given to siblings, to current students, and to students within the District's boundaries. The spirit and letter of the law are intended to ensure that all students who apply, within the parameters of a school's application period, have an equal chance of being enrolled. The policies were designed around these principles.</p> <ul style="list-style-type: none"> <li>• What procedures are in place for wait-listed students not included in the first round of lottery offers?</li> </ul> <p>Please see Appendix I, pp. 223-224</p> <ul style="list-style-type: none"> <li>• What are the school's procedures for withdrawals and transfers?</li> </ul> <p>Please see Appendix III, pg. 226</p>	
<p><b>4</b></p>	<p>Provide a description of the school's "areas of growth" and "strategies for improvement" regarding its recruitment of students, retentions of teachers, and/or suspensions/ expulsions.</p> <p>AIPHS is pleased with its current level of retention of excellent teachers. We recognize that not all of teachers plan to be career educators. If teachers indicate that they have other long term career or educational goals, we do everything we can to support them in those endeavors. Whenever teachers indicate that they are leaving to pursue other careers, we</p>	

support their efforts. In some instances, the teachers' vision of education and the school's vision of education are incompatible.

We continually update our suspension and expulsion procedures (see Appendix IV pp.227-238). It is our policy never to suspend or expel a student unless compelled by applicable law. Suspension and expulsion are policies of last resort. We work hard to ensure that our governance board, school leadership, and teachers fully understand the current policies and are operating within them. If a situation occurs that does warrant expulsion, we will make certain that proper protocols are followed to alert the district of the situation, following the requirements of the applicable education code and the policies of the office of charter schools. Because this is a policy of last resort, and because the appropriate policies and procedures are in place, this is not a significant area of concern.

AIPHS does an extraordinary job of educating all students who attend our school. We will continue to work hard to communicate AIPHS's success to all Oakland families, and to make the application procedures accessible to all who are interested. This will include improved availability of materials on our website and in multiple languages. We can only control the effectiveness of our recruitment strategies. Ultimately, families decide which schools their children will attend.

## TEACHING AND LEARNING

### Curriculum & Instruction

5 Describe how the charter school's instructional approach and educational philosophy support the school's mission.

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

The Oakland Unified School District serves approximately 10,512 high school students. The rates of daily attendance and academic achievement of high school students are still well below state averages. The result is that many students in Oakland Unified School District do not meet the requirements to attend either the University of California or California State University. The OUSD had a 59.5 graduation rate (based on the NCES definition) in 2008-2009; of the 84% of enrolled 12<sup>th</sup> grade students who graduated from Oakland public high schools in 2008-2009 only 44.6% met the UC/CSU eligibility requirements. Traditionally underserved students fared worse: only 32.2% of African Americans and 42.2% of Hispanics could attend.

AIPHS 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 High School throughout the term of its previous charter. To date, 100% of our tenth grade students have passed the California High School Exit Exam (CAHSEE) on their first attempt and many of them have achieved perfect scores. In 2009 and 2010, 67% and 78.5% of AIPHS's graduates passed at least one AP exam, compared to 22% of public high school graduates in California and 16% of graduates nationwide. The school finished the 2009-2010 school year with an API score of 976 and was the third highest performing high school in California. With an API of 976, AIPHS is the highest performing school in the Oakland Unified School District, while continuing to serve an 86% low-income, 100% minority population.

Small class size alone cannot guarantee academic achievement, though research shows that it does often contribute to higher levels of academic success. With fewer students in a classroom, teachers can better meet their needs. At AIPHS small 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.

AIPHS has proven that continuing an extended-year calendar will provide increased opportunities for targeted intervention to assist low-performing students. Through this process, we will provide an environment that will ensure that students not only continue to meet, but also exceed the language arts, mathematics, science and social studies requirements on California standardized tests and achieve passing scores on AP exams.

The demands of the 21st century require that students be highly literate. As we move deeper into an information age, it is imperative that AIPHS students learn how to understand and critically analyze the information they encounter. One of AIPHS's chief goals is to furnish

students with strong academic skills by providing at least 70 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, AIPHS students will be better equipped to understand the material covered in other subjects. To be a competent member of society and to succeed in post-secondary education, students must be competent readers.

To meet the demands of the 21st century, students need a rigorous curriculum in mathematics. AIPHS students will be required to take at least 70 minutes of math each day beginning 9th grade with Honors Geometry and finishing twelfth grade with AP Calculus AB. 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 our students to be educated people in the 21st century, we will instill in them the values of hard work and self-discipline. AIPHS will be highly structured with a tough disciplinary system that rewards hard work and productivity. AIPHS 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 set high expectations for our students, pushing them to achieve to the best of their ability and to be motivated, lifelong learners. Students will also be taught that there are consequences for being lazy.

6 Provide a chart outlining your school's curriculum for each subject at each grade level.

**9<sup>th</sup> Grade**

ELA: Holt Literature and Language Arts: Third Course  
ELA: Holt Handbook: Third Course  
ELA: Holt Interactive Reading: Third Course  
ELA: Wordly Wise 9 (EPS)  
Math: Geometry: North Carolina Edition (McDougal Littell)  
Math: Geometry Workbook (McDougal Littell)  
Foreign Language: Integrated Chinese Level 1 Part 1 (Simplified) (Cheng & Tsui)  
Foreign Language: Integrated Chinese Level 1 Part 1 Workbook (Cheng & Tsui)  
Science: Conceptual Physics (Hewitt)  
Science: Conceptual Physics Lab Manual (Hewitt)  
Social Science: World Civilizations: The Global Experience, AP Edition (Pearson Longman)  
Social Science: Cracking the AP World History Exam (Princeton Review)

**10<sup>th</sup> Grade**

ELA: Holt Literature and Language Arts: Fourth Course  
ELA: Holt Handbook: Fourth Course  
ELA: Interactive Reading: Fourth Course  
ELA: Wordly Wise 10 (EPS)  
Math: Algebra 2: North Carolina Edition (McDougal Littell)  
Math: Algebra 2 Workbook (McDougal Littell)  
Foreign Language: Integrated Chinese Level 1 Part 2 (Simplified) (Cheng & Tsui)  
Foreign Language: Integrated Chinese Level 1 Part 2 Workbook (Cheng & Tsui)  
Science: Conceptual Physics (Hewitt)  
Science: Conceptual Physics Lab Manual (Hewitt)  
Social Science: World Civilizations: The Global Experience, AP Edition (Pearson Longman)  
Social Science: Cracking the AP World History Exam (Princeton Review)

**11<sup>th</sup> Grade**

ELA: Holt Literature and Language Arts: Fifth Course  
ELA: Holt Handbook: Fifth Course  
ELA: Interactive Reading: Fifth Course  
ELA: Cracking the AP English Language and Composition Exam (Princeton)  
Math: Pre-Calculus: A Problem Oriented Approach (Brooks Cole)  
Social Science: American Pageant: AP Edition (Wadsworth)  
Social Science: Howard Zinn's People's History of the US  
Social Science: Cracking the AP U.S. History Exam (Princeton)  
Science: Physics: Principles and Applications (Giancoli)  
Science: Cracking the AP Physics B Exam (Princeton Review)  
Performing Arts: The Wadsworth Anthology of Drama (Heinle)  
Performing Arts: John Berger's Ways of Seeing  
Performing Arts: The Belford Introduction to Drama (Bedford/St. Martin's)  
Performing Arts: Michael Shurtleff's Audition

**12<sup>th</sup> Grade**

ELA: Holt Literature and Language Arts: Sixth Course

	<p> <b>ELA: Holt Handbook: Sixth Course</b>  <b>ELA: Interactive Reader: Sixth Course</b>  <b>ELA: AP English Literature and Composition (Kaplan)</b>  <b>Math: Calculus of a Single Variable (Houghton Mifflin)</b>  <b>Math: Cracking the AP Calculus Exam (Princeton Review)</b>  <b>Science: Physics: Principles and Applications (Giancoli)</b>  <b>Science: Cracking the AP Physics B Exam (Princeton Review)</b>  <b>Performing Arts: The Wadsworth Anthology of Drama (Heinle)</b>  <b>Performing Arts: John Berger's Ways of Seeing</b>  <b>Performing Arts: The Belford Introduction to Drama (Bedford/St. Martin's)</b>  <b>Performing Arts: Michael Shurtleff's Audition</b>  <b>Creative Writing: The Practice of Creative Writing (Bedford/St. Martin's)</b>  <b>Economics: Economics: Explore and Apply, Enhanced Edition (Prentice Hall)</b>  <b>Economics: Economics in One Lesson (Three Rivers Press)</b>  <b>Economics: Sun Tzu's The Art of War</b>  <b>College Planning: Complete Book of Colleges (Princeton Review)</b>  <b>College Planning: Scholarship Handbook (College Board)</b>  <b>College Planning: Books of Majors (College Board)</b> </p>	
<p><b>7</b></p>	<p>Describe 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. Explain how you ensure that all students with disabilities and English Language Learners in your school:</p> <ul style="list-style-type: none"> <li>• Have access to the general education curriculum</li> <li>• Integrate with their non-disabled peers and/ native English-speaking peers as applicable</li> </ul> <p><b>English Learners</b></p> <p><i>Overview</i></p> <p>AIPHS 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. AIPHS will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents.</p> <p><i>Home Language Survey</i></p> <p>AIPHS will administer the home language survey upon a student's initial enrollment into AIPHS (on enrollment forms).</p>	

### ***CELDT Testing***

All students who indicate that their home language is other than English will be CELDT 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 CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

AIPHS will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving 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:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- 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.
- 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, AIPHS 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 AIPHS, 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 AIPHS, 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. All AIPHS teachers have the legally mandated EL authorization.

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. AIPHS's English Learners will be prepared with the skills in English, mathematics, science, and social science to meet California State Standards.

## **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, AIPHS 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). AIPHS shall seek the District's support in the provision of data or information in AIPHS'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***

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

### ***Services for Students under the IDEIA***

AIPHS 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, AIPHS shall pursue SELPA membership as an LEA to begin in the 2011-2012 school year, but can make no guarantees as to approval as an LEA in that time frame. As such, until such time as AIPHS is approved as an LEA member of a SELPA pursuant to Education Code Section 47641(a), AIPHS shall remain, by default, a public school of the District for purposes of Special Education purposes 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, AIPHS seeks services from the District for special education students enrolled in AIPHS in the same manner as is provided to students in other District schools. AIPHS 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. AIPHS 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. AIPHS will participate in an annual meeting, as arranged by the District, between AIPHS and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, to ensure that AIPHS and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

AIPHS acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. AIPHS 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. AIPHS 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. AIPHS expects, whenever possible, that the District will provide special education services to students outside the hours that AIPHS administers its core curriculum.

### ***IDEIA Staffing***

All special education services at AIPHS 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 AIPHS'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 AIPHS that current District practice is for the individual school sites to hire site special education staff or the District and AIPHS agree that AIPHS must hire on-site special education staff. In that instance, AIPHS shall ensure that all special education staff hired by AIPHS 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 AIPHS (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***

AIPHS 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.

AIPHS 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. AIPHS 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***

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

It is AIPHS's understanding that the District shall provide AIPHS with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that AIPHS is provided with notification and relevant files of all students who have an existing IEP and who are transferring to AIPHS from a District school. The District shall have access to Charter School student records and information in order to serve all of 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 and procedure and applicable law. AIPHS shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. AIPHS 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. AIPHS 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 Principal and/or AIPHS 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 AIPHS and/or about the student. It is AIPHS'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***

AIPHS 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. AIPHS 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, AIPHS 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 AIPHS's non-special education students, whichever is more.

#### ***IDEIA Interim and Initial Placements of New Charter School Students***

For students who enroll in AIPHS from another school district outside of the SELPA with a current IEP, the District and AIPHS shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, the District and AIPHS shall implement the existing IEP at AIPHS, 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. AIPHS 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 AIPHS students. AIPHS 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 AIPHS and no student shall be denied admission nor counseled out of AIPHS 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***

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

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

AIPHS 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 AIPHS shall comply with the District's decision.

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

As all costs will be borne by the District, AIPHS 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 AIPHS's understanding that the District shall represent AIPHS at all SELPA meetings and report to AIPHS of SELPA activities in the same manner as is reported to all schools within the District.

**IDEIA Funding**

AIPHS 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 AIPHS. AIPHS anticipates, without binding the District to these terms, that based upon State and Federal law that 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 AIPHS'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 AIPHS 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 AIPHS site.

AIPHS shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, AIPHS 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 AIPHS for AIPHS's pro-rata share of the District-wide Encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. AIPHS ADA shall include all Charter School students, regardless of home district.

**Ongoing Assessments**

8 What specific student performance achievement goals have been established for your students, including those specified in the charter?

The Achievement goals outlined in the current charter petition are outlined below:

	<ol style="list-style-type: none"> <li>1. <u>California STAR results</u>: At least 70% of 9th, 10th, and 11th grade students will test proficient or advanced in math, language arts, science, and history.</li> <li>2. <u>Attendance Rate</u>: The school's rate of attendance will meet or exceed 98% each of the next five years.</li> <li>3. <u>California High School Exit Exam</u>: 80% of students will pass the CAHSEE by the end of 10th grade.</li> <li>4. <u>Advanced Placement Exams</u>: 50% of students will pass at least 1 AP exam by the end of 12th grade.</li> <li>5. <u>UC "a-g" requirements</u>: 80% of students will meet or exceed the UC "a-g" requirements by the end of 12th grade.</li> <li>6. <u>College Acceptance Rates</u>: 100% of 12th grade students will obtain acceptance into a 4-year college.</li> </ol> <p><i>*Question is getting at what "measurable outcomes" have been established for each goal.</i></p>	
9	<p>How is the school measuring progress towards achieving these goals?</p> <p><b>AIPHS faculty, staff, and governance board review student achievement and attendance data on a regular basis to ensure that all measurable pupil outcomes are met. When students are struggling academically or when a student's attendance record reflects an unacceptable number of absences, appropriate intervention is undertaken immediately.</b></p> <p><i>*Question is getting at "how" the school measures progress towards meeting goals.</i></p>	
10	<p>How has your school performed against these goals? How have subgroups performed?</p> <p><b>The school has met or exceeded these goals across all subgroups. We're carefully monitoring the achievement of students in 11<sup>th</sup> grade on California CST exams. That said, the primary focus for 11<sup>th</sup> and 12<sup>th</sup> graders is to ensure that students have the skills and experience to be successful college applicants. AP exams, SATs, and the college admissions process take some of the attention away from STAR test performance. We are proud of the current level of achievement of our students.</b></p> <p><i>*Question is getting at "what is the progress of students to date" towards meeting goals.</i></p>	
11	<p>How is the school using data from these assessments to make programmatic decisions? How are teachers using assessment information to modify instruction?</p> <p><b>The school uses data from multiple sources, including standardized tests, to determine areas of relative strength and weakness for students. Whenever an area of weakness is identified, appropriate steps are taken to strengthen the education programs in these areas. For example, when students struggled with the content on the summative math CST, despite having successfully completed pre-calculus, steps were taken to incorporate additional material from previous years' classes into weekly reviews. This not only helped strengthen the mathematic foundations of our students, but improved their test performance on the CST. These decisions are entrusted to the school's leadership, with input from teachers, students, and families. Appropriate training and teaching materials are provided to ensure successful rollout of any program changes.</b></p> <p><b>Similar programmatic additions have been made for gifted students, to ensure that they have</b></p>	

	<p>the opportunity to achieve at the highest possible level. For example, the school added an advanced math program and began offering students the opportunity to participate in summer academic programs like Berkeley's ATDP and SAIL.</p> <p>Teachers also undertake a thorough review of student data, including student cumulative files. Part of our program's strength is that teachers work with small groups and spend significant time with their students both in and out of the classroom. As a result, they are able to get to know the strengths and weaknesses of their students. Data is part of the way they differentiate instruction and determine what additional support individual students need. Teachers also analyze data to determine class-wide strengths and weaknesses.</p>	
12	<p>Describe how your education program <b>diagnoses and addresses</b> the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.</p> <p>For much of the response to this question, please see sections five and seven on pages 192-203, above.</p> <p>The school uses both formal and informal assessments to diagnose student achievement and ability levels. Results from standardized tests, records from previous schools, classroom observations, homework assignments, class tests, and many other sources of data are reviewed by teachers and school leaders to identify the strengths and weaknesses of our students.</p> <p>All classroom teachers are trained in the American Indian Model and in the techniques of differentiated instruction and complete embedded English learner course work. The school also employs a full-time resource teacher to work with EL students, students with disabilities, and students in need of remediation. Because the level of instruction in each classroom is significantly more rigorous than most schools, there is not a specific gifted and talented program for our advanced students. Differentiation is a factor for these students. In addition, the school operates advanced programs for these students to ensure that they are challenged throughout their tenure at AIPHS.</p>	
13	<p>Regarding its curriculum, instruction, interventions, assessments and/or attainment of its stated goals, provide a description of the school's "areas of growth" and "strategies for improvement."</p> <p>Despite the strong academic performance of its students, AIPHS is constantly trying to improve its educational program. One area the school is currently looking for ways to improve the way it serves students is related to special education services. Currently, we operate within the OUSD SELPA. In the last few years, we have worked to improve our relationship with the SELPA staff. That said, we recognize that our culture is different from that of the District. As a result, we feel there have been times that special education students were not served in a manner that correlated with our model of education. Despite the fact that we have been mostly happy with the assistance provided by SELPA staff, we are working to determine a better way to provide special education services to our students in the future.</p>	



**LEARNING COMMUNITY**

**14** What is the mission of your charter school for the renewal period (2011-2016)?

American Indian Public High School will serve 285 inner-city students in ninth through twelfth grade. The focus of AIPHS will be excellent student attendance (97%). This will be the foundation to ensure academic success in English Literature and mathematics. The curriculum is designed to enhance the academic skills of socio-economically disadvantaged students. AIPHS will also provide instruction that will develop students' academic skills in writing, science, social science, business, and the humanities in order to be productive members in a free market capitalist society. This will be a collaborative effort between school, family, and community members.

**Professional Culture**

**15** List the professional development opportunities you provide to teachers and administrators.

Though AIPHS reviews outside professional development opportunities on a regular basis, staff PD is handled almost exclusively in-house. AIM Schools has developed training modules around its staff handbook, which covers instructional strategies, classroom management, using data effectively, and many other topics important to both new and returning teachers.

In addition, teacher collaboration meetings are held on a regular basis. These meetings provide the structure that allows teachers to learn from one another. Typically, the administration provides a framework for the discussion. School leaders may also participate in these sessions, or debrief with teachers, as appropriate. But primarily, this is an opportunity for teachers to share their expertise and seek help from those who may have more (or different) classroom experience.

Lastly, AIPHS encourages its teachers to participate in the BTSA program as soon as they become eligible. The school supports teachers as they work towards their clear credentials.

- How are professional development activities selected?

Topics are determined by school leaders in areas of perceived weakness. They are also determined in consultation with teachers who may specifically request training in a particular area.

- How are they evaluated?

School leaders review staff trainings throughout the year and listen to teacher feedback. When the effectiveness can be determined through classroom evaluations or by reviewing objective data, school leaders evaluate effectiveness on these grounds.

**16** Describe how the school is training administrators and teachers to understand and use assessment data.

As part of the summer staff development, teachers are provided data about their students. Data is broken into subgroups and is compared to previous year information. We discuss the in-house diagnostic tests that will be given throughout the year and the best way to utilize this data. This is an integral part of the overall training of teachers and leaders.

**School Climate and Culture**

**17** Provide a description of:

- The steps the school takes to be aware of and responsive to the needs and concerns of At-risk students. *(These are students who are at risk of not being successful in school and ultimately failing or dropping out. They are behind in basic skills, or they are frequently absent, or they have been suspended, or they have become pregnant, or they have been adjudicated as delinquent.)*

**We are a family at AIPHS. Because of the small size of the school, and significant amount of additional time that teachers spend with their students, we remain well attuned to the needs and concerns of all students. In addition, the staff works hard to maintain open lines of communication with families and with organizations that support families. Lastly, we make sure that we communicate our concerns to families when we witness unusual behavior with a student, to determine if there are circumstances outside of school that might be contributing to student behavior. We do not lower our expectations of any student, though we will provide additional resources and support to those students and families who need them.**

- The services that are offered by the school and the services that are provided by outside providers to meet the unique needs of At-risk students.

**The school provides all necessary academic services to its students. For other services, we help facilitate the relationship between families who require additional services and providers of those services. For example, though we do not have a fully time school psychologist, we recently connected a student whose father passed away with a counselor at Asian Health Services.**

**We are a relatively small school, and simply put, there are services we cannot directly provide to our students. That said, we recognize our responsibility to meet the needs of the whole child.**

**18** Provide information on other educational activities your school provides students (i.e.: after-school programs, summer school). Explain the purpose behind the activities and the outcomes measured.

**The school provides after school academic activities for all students at no cost, including study hall, tutoring, and an advanced math program. In addition, the school operates mandatory summer school for three weeks each year to ensure that all students keep their academic skills sharp, and so that new students have the opportunity to acclimate to their new school environment. We also work with the SAIL program to provide intensive math workshops for students who need additional help, and with the Johns Hopkins University Center for Talented Youth and Berkeley's ATDP summer sessions for gifted students.**

**The purpose behind these programs, simply, is to make sure that students are provided the resources to succeed in an academically rigorous environment. Because we refuse to lower the bar for our students, we must provide them the support to succeed. It would be unfair to**

	<p>tell a newcomer to running that you expect them to run a four minute mile within six months and then do nothing to help them train. The same is true with our students. We have high expectations for our kids, and then we build a support structure around them so that they can meet those expectations.</p> <p>Ultimately, we measure the success of these programs by measuring the success of our students. We use various forms of assessment throughout the regular school year and the summer session to determine student progress.</p>	
19	<p>Describe the school's approach to student discipline. Provide an example of a policy/procedure that exemplifies the approach.</p> <p>We are strict but fair at AIPHS. Student discipline is one of the four main tenets of the American Indian Model. We expect our students to respect themselves, others, and the school at all times. When students do not behave according to these expectations, there are consequences. The school believes it is an important lesson for students to learn. You cannot succeed in life if you do understand that your actions have consequences.</p> <p>For example, if a student fails to do his or her homework, he or she serves detention for one hour. If the same student receives another detention that week, he or she must attend Saturday school. In addition, we try and make the punishment fit the crime. If a student is chewing gum in class, they will help to scrape gum off the bottom of desks. If a student is caught dropping trash on the ground, he or she will help to clean up the school campus to learn to appreciate and respect the school. If a student is disrespectful to a teacher, he or she will need to apologize to the teacher and to the class.</p> <p>We work to hold a mirror up to our kids' behavior. If they behave well, they are treated well. If they act like a fool, they'll be treated like one. But at all times, students know what they have to do to succeed and stay out of trouble, and they are provided the support to achieve their goals (academic and behavioral).</p>	
20	<p>How does the charter school collaborate with parents to encourage active participation in their student's education?</p> <p>AIPHS works hard to ensure open lines of communication between families and the school, because we believe that clear communication leads to more active participation by parents. Though report cards are sent quarterly, progress reports are sent home for all struggling students every three weeks. Discipline problems at school lead to written detention slips that must be signed. Teachers are encouraged to reach out to families by phone when written notices are returning unsigned, or when more significant issues arise. The school maintains an open campus policy, and has gone so far – in one case – as to allow a parent access to a classroom for over a week, due to concerns with her son's progress.</p> <p>We do not believe it is appropriate to require parent involvement as a condition of attending our school. We recognize that some families simply do not have the resources to actively participate in their child's academic life. We also do not believe that all family members have a positive influence on the academic life of their children. We do not encourage active participation for parents who are not putting their kids' education first. We do not meet with</p>	

	<p>families to debate policies and procedures that they have previously agreed to.</p> <p>We recognize that there is only so much we can do to influence the behavior of our students. We recognize that with the support of caring, engaged, and well-informed families we can do more to ensure the success of our students. Whenever possible, we work to foster collaborative relationships with family members who are also working hard for to improve the lives of our students.</p>	
21	<p>Describe the methods and strategies by which your school assures the provision of services to homeless children in compliance with all federal laws and regulations.</p> <p>We strive to follow all provisions of the McKinney-Vento Act with regard to our homeless population. This includes the following:</p> <ol style="list-style-type: none"> <li>1. Attempting to identify homeless students</li> <li>2. Providing for transportation</li> <li>3. Allowing for enrollment without typically required school and medical records</li> <li>4. Considering the needs of homeless students when creating/changing school policies</li> </ol>	
22	<p>Regarding the professional development, School climate and culture, and/or parent &amp; community participation, provide a description of the school's "areas of growth" and "strategies for improvement."</p> <p>With respect to professional development, the BTSA program could be considered an area of growth for our school because we have a higher number of teachers entering or expected to enter the program in the next two years. In addition, the availability of resources for BTSA through the District is becoming more limited. As a result, we are working with our own staff to participate in the BTSA leader training program so that they can become BTSA coaches. With some AIM staff members beginning their fifth years with the school, we are beginning to develop a more experienced staff. Facilitating a general knowledge transfer from more veteran to less experienced teachers is important for the long-term success of the school.</p> <p>AIPHS provides significant support to students in the college application process. The school has found that families often do not have the knowledge or college experience to effectively guide their kids through the process. We accept that it is our responsibility both to guide the students and to educate the families so that they can be involved in the process.</p>	

**GOVERNANCE & LEADERSHIP**

**Organizational Leadership**

23	<p>Describe the process for selecting your Governing Board members. List all current board members, board committees and provide a current resume for each individual.</p> <p><b>Governance board members are selected in accordance with the by-laws of the school. Please see Appendix V, pp 240 - 248.</b></p>	
24	<p>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.</p> <ol style="list-style-type: none"> <li>1) Meet as required by the needs of the schools, but at least quarterly.</li> <li>2) Oversee the fiduciary matters of the school, including the approval and monitoring of the annual budget.</li> <li>3) Review the performance of the Director on an annual basis.</li> <li>4) Monitor and approve school personnel decisions made by school leadership</li> <li>5) Monitor the academic performance of the school and its students.</li> <li>6) Monitor school policies and procedures. Approve changes to policies and procedures.</li> <li>7) Review the school's participation in outside academic and extra-curricular programs.</li> <li>8) Review and approve all contracts with outside organizations and individuals.</li> <li>9) Perform all other duties imposed on them collectively or individually by law, by the Articles of Incorporation, or by the school's bylaws.</li> </ol> <p>The governing board recognizes the organization's desire to grow. In order to successfully replicate the American Indian Model and open additional schools, additional financial resources will be needed. One of the board's roles is to raise money for this purpose, and they will begin to look at ways to accomplish this in the coming years.</p>	
25	<p>How are parents, teachers, and community members involved in the governance of the school?</p> <p><b>AIPHS adheres to the Brown Act. With respect to this topic, that means that we provide adequate notice to the community of upcoming governance board meetings. All interested parties are encouraged to participate. Staff, students, parents, and community members have attended meetings in the past.</b></p> <p><b>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.</b></p> <p><b>Whenever possible the family representative is also a member of the Family Advisory Council. This allows for comments and suggestions from all parents, even those who do not attend board meetings, to be brought to the attention of the governance board.</b></p>	
26	<p>Provide an organizational chart that reflects all levels of staffing and management of your charter school.</p> <p><b>Please Appendix VI, pg. 249.</b></p>	

<b>Instructional Leadership</b>	
27	<p>How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards?</p> <p>School leaders ensure that textbooks and related instructional materials are aligned with current state standards for each grade level. The school leadership regularly reviews pacing guides, lesson plans, and classroom instruction to ensure that instruction follows the California State Standards.</p> <ul style="list-style-type: none"> <li>• What steps are taken if school administrators and teachers are not effectively implementing the school's curriculum?</li> </ul> <p>The school administration would consider this an abdication of one of the teacher's primary (and most important) duties and would take immediate action to correct the problem. The appropriate corrective action would be determined on a case-by-case basis, at the discretion of the school's leadership.</p>
28	<p>Regarding its governance and/or instructional leadership, provide a description of the school's "areas of growth" and "strategies for improvement."</p> <p>Though the AIPCS Governance Board has been stable in recent years, some new board members make additional board training a necessity. It is important that all board members fully understand their roles and responsibilities and have the tools to do the work they've been tasked with.</p> <p>School leaders are working this year to identify ways to better mentor and train teachers. The school has always hired smart teachers who have had success in their own academic endeavors. AIPHS is working to improve knowledge transfer among staff members. This is an area targeted for improvement.</p>

**FINANCIAL MANAGEMENT & OPERATIONS**

**29** Describe all ongoing efforts to ensure fiscal soundness and legal compliance.

- Address the financial system and monitoring processes that are used.

**AA Business Solutions bookkeeping operates under the generally accepted accounting principles (GAAP). The financial system used is Quickbooks. When consistently applied throughout the school, these principles and policies assure that the various financial statements issued by the school accurately reflect the results of the school's operations. Internal controls provide a system of checks and balances intended to identify irregularities, prevent waste, fraud and abuse from occurring, and assist in resolving discrepancies that are accidentally introduced in the operations of the school.**

- Specify the reports generated and the frequency; identify the party responsible for generating the reports and his/her qualifications.

**The bookkeeper generates monthly profit/loss, balance sheet and any other required financial report as needed by the Director or requested by the governance board.**

- Describe the fiscal review and monetary processes, including but not limited to policies regarding a) cash flow, b) purchasing, c) payroll and d) audits; identify the party responsible and his/her qualifications for the role.

**The Director, in conjunction with the bookkeeper, will review cash flow statements, accounting for all revenue and liability. The cash flow will assist in planning for shortages that occur when payments to the school are deferred.**

**All major purchases are approved by the governance board. Board policy allows for certain purchases to be approved by the director to ensure efficient operation of the school while still maintaining appropriate oversight.**

**Payroll is performed by a reputable, bonded and insured service. Current contractor is ADP. Payroll summaries are transferred from ADP to AABS. Reports are then reconciled to ensure that salaries are consistent with staff contracts and proper tax, retirement, disability and other withholdings have been deducted and forwarded to the appropriate authority.**

**Audits are performed annually by an outside contractor appointed by the board. The audit will include an audit of the accuracy of the schools financial statements, attendance accounting, revenue claims practices and internal control practices.**

**31** Describe how key non-academic operations are conducted, including (but not limited to):

- Strategic Planning
- Operations
- Facilities

**The school's leadership team and the school's governance board and advisory committee are responsible for strategic planning and facilities. The leadership team is primarily responsible**

	<p>for operations, but may – as needed – rely on those in advisory roles to assist.</p> <ul style="list-style-type: none"> <li>• Food services</li> </ul> <p><b>Not Applicable.</b></p> <ul style="list-style-type: none"> <li>• After-school programming</li> </ul> <p><b>The school’s leadership team is responsible for implementing and reviewing after-school programming, which we do not consider a non-academic operation.</b></p> <p>Identify the parties responsible for each area, their job responsibilities, and provide the relevant qualifications of these entities for providing non-academic operational services.</p>	
32	<p>Regarding its financial management and operations, provide a description of the school’s “areas of growth” and “strategies for improvement.”</p> <p><b>It is vital, as new directors join the governance board, that appropriate training is provided with respect to the review of financial data. Ultimately, the board is responsible for overseeing the financial health of the school. This means that the director, board, and accountant will need to work together to continue providing all appropriate. To implement the organization’s long-term vision, the school must not only be model of academic achievement, but also of fiscal responsibility and accountability.</b></p>	
33	<p>Please provide a projected 5-year budget. If charter operates multi-campus the projected 5-year budget should include the following components:</p> <ul style="list-style-type: none"> <li>• CMO level budget</li> <li>• Individual campus level budgets</li> <li>• Aggregate network level budget (campuses plus CMO) Please make sure to factor in development projections into the appropriate budgets for any upcoming initiatives such as facilities improvement projects, site moves, technology upgrades, etc.</li> </ul> <p><b>Please see Appendix O, pp. 160-161.</b></p>	



**FACILITIES / ADA – ONLY APPLIES TO NON-OUSD FACILITIES**

<p>34</p>	<p>If applicable, are your current lease(s) still valid? Do they extend through the end of your requested charter term (2011-2016)? If the lease(s) do(es) not extend through the end of your charter term please describe your plans for a facility(ies) solution(s) which includes either: <i>1 page maximum</i></p> <ul style="list-style-type: none"> <li>• A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or</li> </ul> <p><b>Please see Appendix VII, pp. 250-253.</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	
<p>35</p>	<p>Describe the condition of your current facility.</p> <ul style="list-style-type: none"> <li>• Is the facility meeting the needs of your staff and students?</li> </ul> <p><b>No</b></p> <ul style="list-style-type: none"> <li>• Will it continue to accommodate your growth needs?</li> </ul> <p><b>Our campus located at 3637 Magee Avenue meets the needs of the existing high school students at the Magee location. Due to the operation a second middle school campus (AIPCS II) located at 171 12<sup>th</sup> Street, there is a need for additional space at AIPHS. Also, given the geographical diversity of our incoming high school students, we are adding a second location for our high school. This is in response to requests from our AIPCS II families who wanted their children to attend AIPHS, but also wanted to remain in the Lake Merritt neighborhood. With this change, we will have an AIPHS location at each of our middle school campuses.</b></p> <ul style="list-style-type: none"> <li>• What procedures are in place for handling facility repairs?</li> </ul> <p><b>The site administrator, in coordination with the Director (when applicable) coordinates minor repair work. The school has maintained a relationship with the same contractor for several years and is satisfied with the product of his work. For more significant work, the school follows board policy regarding competitive bidding, and the governance board is expected to approve the contract.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Please see the above response. We do not have a service contract. The Director is authorized by the board to make decisions about ongoing maintenance expenses.</b></p>	

**FUTURE PLANS**

**36** Discuss the key challenges or risks that you see for your school in the next five year period.

American Indian Model Schools has established a highly successful, replicable model of education. We have worked hard over the course of the last five years to strengthen our organization and our education model.

As we work to implement our strategic vision for the future, we will need to ensure that the quality of our existing schools does not suffer as we strive to bring American Indian Model schools to more students in California.

**37** *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 (2011-2016).

AIPHS will operate at 3637 Magee Avenue, 171 12<sup>th</sup> Street, and at Merritt College.

**38** *As applicable:* Describe any material revisions to your charter and rationale for this renewal period (2011-2016). This request will be considered as part of the renewal process.

For the renewal charter petition, AIPHS will be making a material revision to its existing charter. Specifically, we will be revising the petition to include an additional high school location at 171 12<sup>th</sup> Street.

- 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 Board of Directors 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, budget may or will be impacted in the current school year and in the subsequent school years.

Due to the operation a second middle school campus (AIPCS II) located at 171 12<sup>th</sup> Street, there is a need for additional space at AIPHS. Also, given the geographical diversity of our incoming high school students, many of whom attended AIPCS II, we are adding a second location for our high school. This is in response to requests from our AIPCS II families who wanted their children to attend AIPHS, but also wanted to remain in the Lake Merritt neighborhood. With this change, we will have an AIPHS location near each of our middle school campuses.

By adding an additional location, our school's capacity and enrollment will increase and we will add additional teaching staff. The increase in expenses for facilities, staffing, and other related costs will be offset by an increase in revenue from the added enrollment. Because the second campus will be collocated with AIPCS II, additional operating expenses will be minimized.

- If the revision(s) directly affects the students, explain if and how the proposed revision has been discussed with the parents.

**We will be able to serve additional students. We will be better able to provide continuity for our middle school students. Families requested that we consider a second location for our high school.**

- If appropriate, describe how student achievement may be impacted by the proposed revision(s).

**More students will have access to the highest performing high school in the District as a result of this revision.**

TABLE I  
LOTTERY

School	Campus	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Slots Available (per grade)	Number of students on waiting list (per grade)
<b>American Indian Public High School</b>	Magee Ave	<i>No public lottery held <u>2010</u></i>	9	120	114	6
			10	42	39	3
			11	20	20	0
			12	19	25	0

School	Campus	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Slots Available (per grade)	Number of students on waiting list (per grade)
<b>American Indian Public High School</b>	Magee Ave	<i>No public lottery held <u>2009</u></i>	9	51	43	8
			10	26	25	1
			11	32	32	0
			12	19	19	0

School	Campus	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Slots Available (per grade)	Number of students on waiting list (per grade)
<b>American Indian Public High School</b>	Magee Ave	<i>No public lottery held <u>2008</u></i>	9			
			10			
			11			

School	Campus	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Slots Available (per grade)	Number of students on waiting list (per grade)
<b>American Indian Public High School</b>	Magee Ave	No public lottery held <b>2007</b>	9			
			10			

TABLE II  
SCHOOL DEMOGRAPHIC PROFILE

Ethnicity/Race	2006-07	2007-08	2008-09	2009 -10	2010-11
% White	1%	1%	2%	1%	0%
% Black	8%	14%	12%	13%	9%
% Hispanic	51%	39%	32%	28%	21%
% Asian / Pacific Islander	24%	36%	42%	49%	64%
% Mixed / No Response	0%	0%	1%	0%	0%
% Other	16%	10%	11%	9%	6%
<b>Home Languages</b>					
% Non-English Speaking Households	90%	84%	86%	85%	84%
<b>Special education</b>					
% Students with Disabilities	0%	0%	0%	0%	3%
<b>Other</b>					
% Free & Reduced Lunch Status	85%	86%	94%	95%	86%
% English Language Learners	90%	84%	86%	85%	84%
% Homeless students	0	0	0	0	0

TABLE III  
DISCIPLINE

Charter School	School Year			
	2006-07	2007-08	2008-09	2009-10
<b>Enrollment</b>	72	95	118	120
% Suspensions	0	0	0	0
% Expulsions	0	0	0	0

TABLE IV  
GRADUATES

The American Indian Public High School had its first graduating class in June 2009.

Ethnicity/Race	2008-09	2009 -10
% Students graduating within 5 years	100%	100%

% Graduates enrolled since 9th grade	n/a	89%
% Graduated enrolled in college or postsecondary education	94%	100%
% Graduates not attending college who are employed	6%	0%

TABLE V  
TEACHER RETENTION

Charter School	School Year				
	2006-07	2007-08	2008-09	2009-10	2010-11
<b>TOTAL # OF TEACHERS</b>	4	5	5	5	8
% New Hires	n/a	80%	60%	40%	50%
% Retained from Prior Year	n/a	20%	40%	60%	50%



American Indian Public High School

3637 Magee Ave.

Oakland, CA 94619

## **Enrollment Information Guide – 2011-2012**

### ***Who can apply to AIPHS?***

- AIPHS is 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 9 through 12 without regard to the residence of the pupil and subject only to the capacity of the school.

### ***How do I apply?***

- AIPHS will begin accepting registration forms on September 15, 2010.
- AIPHS admits all students who wish to attend the school, who have completed the required math course, and who submit a completed registration form by January 14, 2011. If the school receives a greater number of registrations than there are spaces, each applicant will be given equal chance of admission through a random lottery process. If required, the public lottery will be held on January 29, 2011 at 8:00 a.m. at AIPHS, 3637 Magee Avenue, Oakland, CA.
- All registration forms must be submitted to the high school's office.
- Incomplete registrations will not be processed.
- If available spaces will be filled after the deadline, students will be enrolled in the order their registrations were received.

### ***Do you give preference to certain applicants?***

- Per our agreement with the charter authorizer, preference is given first to current students, and then to all other students living in the jurisdiction of OUSD.

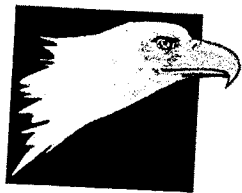
### ***How will I know if I was accepted to AIPHS?***

- Notification of admission or of placement on the wait list will be mailed by February 14, 2011 to all students who submitted their completed applications by the deadline.
- Notification of admission or of placement on the wait list will be mailed within 30 days to all students who submitted their completed applications after the deadline.

*My child is on the wait list – now what?*

- Applicants will be placed on the waiting list in the order their completed registrations were received.
- If space becomes available, we will attempt to reach the family at the phone numbers provided on the registration. We will also mail a letter to the home address provided on the form. If we are unable to contact you or there is no response to the letter, the space will be given to another student, and your child's name will be removed from the list.
- Each year, the wait list is cleared. If your child remains interested in attending our school in a subsequent year, they must reapply.



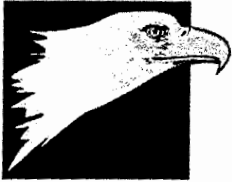


American Indian Public High School  
3637 Magee Ave.  
Oakland, CA 94619

### **Lottery Policy**

AIPHS admits all students who wish to attend the school, and who submit a completed registration form by January 14, 2011. If the school receives a greater number of registrations than there are spaces, each applicant will be given equal chance of admission through a random lottery process. If required, the public lottery will be held on January 29, 2011 at 8:00 a.m. at AIPHS, 3637 Magee Avenue, Oakland, CA.

Per our agreement with the charter authorizer, preference is given first to current students, and then to all other students living in the jurisdiction of OUSD.



American Indian Public High School  
3637 Magee Ave.  
Oakland, CA 94619

### **AIPHS Withdrawal and Transfer Policy**

Parents/guardians may withdraw or transfer a student from American Indian Public High School (AIPHS) at any time; however, parents must submit written notification to the office concerning the withdrawal or transfer. Parents must complete a withdrawal/transfer form which includes a section giving AIPHS permission to release the student's cumulative file. Before any transcript is released to parents/guardians, students must return all school property, which includes, but is not limited to, textbooks, workbooks and calculators. In addition, any outstanding balances must be settled.

If a new incoming student does not attend class during the first five days of the school year, which includes mandatory summer school, AIPHS will consider the student a "no show," which means the student abandoned the enrollment acceptance. It is the parents/guardians responsibility to update the office of any telephone and/or address changes. Any student who is withdrawn from AIPHS may apply for re-admittance.

For returning AIPHS students, if a student is absent for the first ten days of the school year (including mandatory summer school), and the parent/guardian does not contact the office during this time, the student will be considered withdrawn. If the parents are unresponsive in signing a withdrawal form and AIPHS has credible information that the child is enrolled in another school or not living in the area, AIPHS will consider the student to be withdrawn.



American Indian Public High School  
3637 Magee Ave.  
Oakland, CA 94619

## **Suspension and Expulsion Policy**

All schools within the American Indian Model (AIM) school family (AIPCS, AIPCS II, and AIPHS) will adhere to the following procedures with regard to student suspension and expulsion. Though CA educational code does allow the schools' administration a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, it does dictate that all schools operate within certain parameters. Those parameters are outlined in this document, the AIM Expulsion Procedures document, Appendix 1, and the CA educational code.

It should be noted that it is the intent of the Legislature that alternatives to suspensions or expulsions be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. Procedures for handling truancy are currently under consideration by the administration and school governance board. Ultimately, a School Attendance Review Board may be created to address these situations.

### **Administrative Intervention and Investigation of Pupil Offense**

1. Students who commit a zero-tolerance offense (As defined on page 3), or whose conduct falls under EC 48900 as outlined on page one and two of Appendix 1 [excluding subdivision (k)] should be referred to the Director or Site Administrator's office. If a teacher observes an offense that falls under subdivision (k), 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 bring about proper student conduct.
2. California educational code is very clear about which offenses are eligible for suspension. These codes are outlined in *Appendix 1*, and are enumerated in Section 48900 of CA educational code. To determine whether or not an offense meets these guidelines the Director or Site Administrator will meet with the pupil and school employee who referred the pupil to the principal. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. If an "emergency situation" exists, as defined in 48911 (c), the pupil may be excluded from this meeting.

The procedures that follow are only applicable if it is determined that the student committed an offense which is eligible for suspension or expulsion.

**If a Zero-Tolerance Offense is not Identified**

The director or site administrator will determine if the student has committed a “zero-tolerance offense.”

If a zero-tolerance offense is not identified, as a matter of policy, and where allowed by law, American Indian Public Charter schools consider suspension a punishment of last resort. We believe this was the intent of the legislature when they wrote, “Suspension shall be imposed only when other means of correction fail to bring about proper conduct.” Therefore, our schools will first consider other disciplinary avenues before suspending or expelling a student. Our schools will adhere to the following procedures to determine the best approach to ensuring proper student conduct.

1. The Director and Site Administrators are afforded a great deal of discretion by the legislature and by the AIPCS Governance Board in determining appropriate punishments when a zero-tolerance offense is not identified. Regardless of the punishment, if a suspension eligible offense is committed, written notification will be sent home to the student’s parents or guardians. If the Director or Site Administrator determines that suspension is not appropriate, the school’s discipline policy will be followed. This may or may not include community service on school grounds, as outlined in EC 48900.6. Even if suspension is deemed appropriate, the Director or Site Administrator may opt for supervised classroom suspension as outlined in EC 48911.1.
2. If the Director or Site Administrator 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. A school employee shall report the suspension of the pupil, including the cause therefor, to the AIPCS governing board.
4. A parent conference will be scheduled to discuss the matter with the Director or Site Administrator. Whenever practical the teacher or staff member who witnessed the offense will also be present. At this time, the administration and the parent or guardian will discuss the causes, duration, school policy involved, and any other matters pertinent to the suspension.
5. Any pupil who is suspended for five days or fewer must complete all assignments and tests missed during suspension within three school days of their return. Any pupil who is suspended for more than five days will have five school days to complete all

assignments and tests missed during suspension. The 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.

### **If a Zero-Tolerance Offense is Identified**

The Director or Site Administrator will determine if the student has committed a “zero-tolerance offense.” These include the following two lists of offenses:

#### List 1

- *Causing serious physical injury to another person, except in self-defense*
- *Possession of any knife or other dangerous object of no reasonable use to the pupil.*
- *Unlawful possession of a controlled substance*
- *Robbery or extortion*
- *Assault or battery upon any school employee*

#### List 2

- *Possessing, selling, or otherwise furnishing a firearm.*
- *Brandishing a knife at another person.*
- *Unlawfully selling a controlled substance*
- *Committing or attempting to commit a sexual assault*
- *Possession of an explosive*

If a zero-tolerance offense from List 1 has been committed, the Director or Site Administrator shall recommend the expulsion of the pupil unless the Director or Site Administrator finds that expulsion is inappropriate due to the particular circumstances. If a zero-tolerance offense from List 2 has been committed, the Director or Site Administrator shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of the pupil. The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program meeting the requirements described in Section 48915.

### **Important Miscellaneous Notes about Suspension and Expulsion**

1. 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 for the commission of the offenses outlined in EC 48900.8.
2. The Director or Site Administrator will, when necessary according to EC 48902, make the appropriate notification to the local law enforcement agency.
3. Whenever a situation arises that is not specifically addressed by these policies, California educational code will be followed, as interpreted by the Director or Site Administrator.

4. American Indian Schools will notify the District 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 Procedures:**

All schools within the American Indian Model (AIM) school family (AIPCS, AIPCS II, and AIPHS) will adhere to the following procedures with regard to student suspension and expulsion. Though CA educational code does allow the schools' administration a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, it does dictate that all schools operate within certain parameters. Those parameters are outlined in this document, the AIM Expulsion Procedures document, Appendix 1, and the CA educational code.

It should be noted that it is the intent of the Legislature that alternatives to suspensions or expulsions be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. Procedures for handling truancy are currently under consideration by the administration and school governance board. Ultimately, a School Attendance Review Board may be created to address these situations.

#### **Administrative Intervention and Investigation of Pupil Offense**

1. Students who commit a zero-tolerance offense (as outlined on page 3 of the suspension procedures), or whose conduct falls under EC 48900 as outlined on page one and two of Appendix 1 [excluding subdivision (k)] should be referred to the Director or Site Administrator's office. If a teacher observes an offense that falls under subdivision (k), 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 bring about proper student conduct.
2. California educational code is very clear about which offenses are eligible for suspension and expulsion. These codes are outlined in Appendix 1, and are enumerated in Section 48900 of CA educational code. To determine whether or not an offense meets these guidelines the Director or Site Administrator will meet with the pupil and school employee who referred the pupil to the principal. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. If an "emergency situation" exists, as defined in 48011 ©, the pupil may be excluded from this meeting.

The procedures that follow are only applicable if it is determined that the student committed an offense which is eligible for suspension or expulsion.

### **When the Administration May Recommend Expulsion**

If a pupil has committed a suspension-eligible offense, then the Director or Site Administrator has the authority to recommend expulsion. As a matter of policy, 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.

If a zero-tolerance offense from List 1 (see suspension procedures) has been committed, the Director or Site Administrator shall recommend the expulsion of the pupil unless the Director or Site Administrator finds that expulsion is inappropriate due to the particular circumstances. If a zero-tolerance offense from List 2 (see suspension procedures) has been committed, the Director or Site Administrator shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of the pupil. The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program meeting the requirements described in Section 48915.

### **Expulsion Hearings and Process**

- The Director decides whether or not to recommend expulsion to the Governance Board.
- Within 30 school days of recommending expulsion, the Governance 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 Governance Board.
- Within 10 school days after the conclusion of the hearing, the Governance Board shall decide whether to expel the pupil, unless the pupil requests in writing that the decision be postponed.
- If compliance by the governing board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable, the Director of schools may, for good cause, extend the time period for the holding of the expulsion hearing for an additional 5 school days.
- 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 comply with subdivision (b) of EC 48918.

- The Governance 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 governing board may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.
- 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.
- Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only 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 governing board to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated in Section 48900.
- The final action to expel a pupil shall be taken only by the governing 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 shall be sent by the superintendent of schools or his or her designee to the pupil or the pupil's parent or guardian. It will comply with subdivision (j) of EC 48918.
- The governing board shall maintain a record of each expulsion, including the cause therefor. Records of expulsions shall be a nonprivileged, disclosable public record. The expulsion order and the causes therefor 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 governing 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 governing 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 governing board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts enumerated in Section 48900 or violates any of the district's rules and regulations governing pupil conduct. When the governing 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 governing board shall reinstate the pupil in a school of the district and may also order the expungement of any or all records of the expulsion proceedings.

### Readmission

- An expulsion order shall remain in effect until the Governance Board orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than those described in subdivision (c) of Section 48915, the governing 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 to a school maintained by the district or to the school the pupil last attended. For a pupil who has been expelled pursuant to subdivision (c) of Section 48915, the governing board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the district, except that the governing board may set an earlier date for readmission on a case-by-case basis.
- The governing 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 Director 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 Governance Board have been met.
- Upon completion of the readmission process, the governing board shall readmit the pupil, unless the governing 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 district. 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 Governance 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 regular school district program.

#### **Important Miscellaneous Notes about Suspension and Expulsion**

- a. 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 for the commission of the offenses outlined in EC 48900.8.
- b. The Director of Site Administrator will, when necessary according to EC 48902, make the appropriate notification to the local law enforcement agency.
- c. Whenever a situation arises that is not specifically addressed by these policies, California educational code will be followed, as interpreted by the Director or Site Administrator.
- d. American Indian Schools will notify the District 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.

#### **Suspension and Expulsion Procedures – Appendix 1:**

According to EC 48900, a “pupil” – any student at American Indian Public Charter School, American Indian Public Charter School II, or American Indian Public High School – may not be suspended from school or recommended for expulsion unless the Director or the Site

Administrator of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o) inclusive:

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person.  
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stolen or attempted to steal school property or private property.
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k. 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. Knowingly received stolen school property or private property.
- m. 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. 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. Harassed, threatened, or intimidated a pupil who is a complaining witness or 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.

A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or 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.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion. Except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a), above.

The Director or Site Administrator may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under the above section.

In addition to the reasons specified above, a pupil may be suspended from school or recommended for expulsion if the director or site administrator determines any of the following items:

1. The pupil has committed sexual harassment as defined in Section 212.5. For the purposes of The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
2. The pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.
3. 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.
4. 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.

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the director or site administrator of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's nonschool hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action.

The Director or Site Administrators of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

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.
4. Robbery or extortion.
5. Assault or battery upon any school employee.

The Director or Site Administrator of schools shall immediately suspend, pursuant to Section 48911, and shall 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 does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to

- possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
2. Brandishing a knife at another person.
  3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
  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 one or more of the five acts listed above.

The governing 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 governing board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

The governing board shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in Section 56026.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status.

The governing board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts enumerated in Section 48900 or violates any of the district's rules and regulations governing pupil conduct. When the governing 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 governing board shall reinstate the pupil in a school of the district and may also order the expungement of any or all records of the expulsion proceedings.

A decision of the governing board to suspend an expulsion order does not affect the time period and requirements for the filing of an appeal of the expulsion order with the county board of education required under Section 48919. Any appeal shall be filed within 30 days of the original vote of the governing board.



## American Indian Model Schools

### **Board Member Selection Policy**

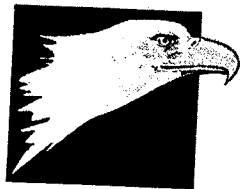
The corporation shall have at least (5) and no more than fifteen (15) directors and collectively they shall be known as the Board of Directors. The number may be changed by amendment of these Bylaws, or repeal of these Bylaws and adoption of new Bylaws, as provided in these Bylaws.

A majority of the Board of Directors shall consist of one parent, business representative and educator. The Board of Directors may include the Director of the school, if the Director of the school so wishes to serve during their term of employment, but will include no other full-time employees.

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.

Any member of the school community may nominate any qualified candidate to serve on the Board of Directors, either to fill a vacancy, or as Director Terms expire at the annual meeting. Such nominations must be made by way of floor motion at a duly convened meeting. Nominated candidates may be approved by majority action of the Board of Directors.

Directors shall be selected on the basis of their expertise, experience, and willingness and ability to contribute to the success of the American Indian Model Schools. Nominees for Director need not be residents of California.



American Indian Public High School  
3637 Magee Ave.  
Oakland, CA 94619

## Board Members and Resumes

### 2010-2011 Board Members

	Name	Email	Telephone	Address	Start of Member's Term	End of Member's Term	Board Role
1	Nathan Robles	<a href="mailto:aipcs@sbcglobal.net">aipcs@sbcglobal.net</a>	510-482-6000	3637 Magee Ave, Oakland CA 94619	2008	2011	President, Community Member
2	Jordan Locklear	<a href="mailto:aipcs@sbcglobal.net">aipcs@sbcglobal.net</a>	510-482-6000	3637 Magee Ave, Oakland CA 94619	2009	2012	Secretary, Former Student
3	Michael Stember	<a href="mailto:aipcs@sbcglobal.net">aipcs@sbcglobal.net</a>	510-482-6000	3637 Magee Ave, Oakland CA 94619	2010	2013	Businessperson
4	Janet Roberts	<a href="mailto:aipcs@sbcglobal.net">aipcs@sbcglobal.net</a>	510-482-6000	3637 Magee Ave, Oakland CA 94619	2010	2013	Educator
5	Judy Marquardt	<a href="mailto:aipcs@sbcglobal.net">aipcs@sbcglobal.net</a>	510-482-6000	3637 Magee Ave, Oakland CA 94619	2010	2013	Parent

### Board Meetings (2010-2011)

List past meetings since July 1, 2009 and scheduled meetings through June 30, 2011

	Date	Location	Time
1	6/17/2010	171 12th Street, Suite 100, Oakland, CA 94607	7:00p.m.
2	9/16/2010	171 12th Street, Suite 100, Oakland, CA 94607	7:00p.m.
3	12/16/2010	171 12th Street, Suite 100, Oakland, CA 94607	7:00p.m.
4	3/17/2011	171 12th Street, Suite 100, Oakland, CA 94607	7:00p.m.
5	6/16/2011	171 12th Street, Suite 100, Oakland, CA 94607	7:00p.m.



PHONE: 510.482.6000  
FAX: 510.482.6002

# JANET ROBERTS

3637 MAGEE AVENUE  
OAKLAND, CALIFORNIA 94619

## OBJECTIVE

To obtain a position with an educational system in which I can further my leadership skills and talent working with children and adults

## EXPERIENCE

### DIRECTOR

*American Indian Model (AIM) Schools, Oakland, California*  
2008 - 2009

- Led teachers, administrators, and staff members and over five hundred students at three of Oakland's top performing schools
- Increased student performance on California State Tests
- Developed staff manual and provided instructional guidance
- Reviewed program effectiveness to improve the efficacy of AIM Schools

### SITE ADMINISTRATOR

*American Indian Public High School, Oakland, California*  
2007 - 2008

- Promoted after teaching in middle school for one year
- Oversaw students' academic performance and teacher performance
- Increased students' state test scores

### SIXTH GRADE TEACHER

*American Indian Public Charter School, Oakland, California*  
2006 - 2007

- Enforced attendance, discipline, and homework policies
- Taught English, math, science, social studies, and writing
- Increased students' state test scores

### SIXTH GRADE TEACHER

*Eastern Greene Elementary School, Bloomfield, Indiana*  
2002 - 2005

- Taught science, health, and English
- Developed lessons that addressed curriculum needs and individual students' needs
- Worked collaboratively with team members

### SUMMER SCHOOL TEACHER

*Eastern Greene Elementary School, Bloomfield, Indiana*  
2003, 2004

- Team taught third through eighth grade gifted and talented students
- Utilized PowerPoint and Timeliner technology programs
- Developed cross-curricular activities

### TEACHING ASSISTANT

*Clear Creek Elementary School, Bloomington, Indiana*  
2002

- Received Four-Blocks training
- Team taught first grade summer school program

## EDUCATION

### UNIVERSITY OF PHOENIX, ONLINE

2006

- Master of Education, Curriculum and Instruction
- Cumulative GPA 4.0

### INDIANA UNIVERSITY, BLOOMINGTON, INDIANA

2002

- Bachelor of Science, Elementary Education
- Cumulative GPA 3.39, Major GPA 3.86

## CERTIFICATION

### INDIANA TEACHING LICENSE

Elementary Education, Grades 1-6, 7/8 Non-departmentalized

### CALIFORNIA TEACHING LICENSE

Multiple Subject

**Jordan Locklear**

663 Haddon Rd.  
Oakland, CA 94619  
(910) 555-9674  
Jlocklear910@gmail.com

**Objective**

To obtain a challenging position in which my skills can be utilized while I work towards attaining my undergraduate degree.

**Education**

**University of California, Berkeley**

Expected Graduation 2014

- \* Student Athlete, Track and Field/Cross Country

**American Indian Public Charter School**

Graduated June 2010

- 4.17 GPA

**Jack Britt High School, Fayetteville, NC**

- 3.453 GPA
- Scholar Athlete

**Experience**

**Mathematics Teacher**

2010

Taught summer school to a group of middle school students in downtown Oakland. Organized a curriculum and lesson plans: engaged and disciplined students.

**Lifeguard, YMCA**

2009

Supervised 100 people of all ages, maintained safety precautions, kept premises in order and practiced CPR when needed.

**Volunteer**

2008

Tutored Middle School Students in all subjects

**Bus Boy, Fuller's Old Fashion Bar-b-cue**

2006-2009

Assisted patrons, cleared tables, customer service.

**Skills**

- \* Communication
- \* Leadership
- \* Dedication
- \* Commitment

Extra-Curricular  
Activities

- Track & Field, 4 seasons
- Cross Country, 3 seasons
- JV & Varsity Soccer Team, 2 seasons
- Swim Team, 1 season
- NASA, 2 years
- Gentlemen of Distinction, 11<sup>th</sup> grade
- Integrated Systems Technology Academy, 4 years

Awards

- Honor Roll, 3 years
- National Honor Society, 11<sup>th</sup> & 12<sup>th</sup> Grade
- Principal's List, 1 year
- Athlete of the Year, Track & Cross Country, 11<sup>th</sup> & 12<sup>th</sup> Grade
- Athlete of the Year, Mid 4A Southeastern Conference
- State Competition, 5<sup>th</sup> place, 800 meters
- State Competition, 2<sup>nd</sup> place, 1600 meters
- Golden South Classic, 1<sup>st</sup> place, 1600 meters
- 4A Regional, 1<sup>st</sup> place, 800 meters
- 4A Regional, 1<sup>st</sup> place, 1600 meters
- 2<sup>nd</sup> team all State qualifier, Cross Country

References

- James Dean Locklear, Manager and Owner, Old Fashion Bar-b-cue  
(910) 474-4678
- Teresa M. Locklear, Media Specialist, A.B. Wilkins  
(910) 585-4538
- Conrad Lopes, Principal, Jack Britt High School  
(910) 889-1313

## Judi Marquardt-Norris

(510) 530-2050  
4164 MacArthur Blvd.  
Oakland, CA 94619  
Norriscrew2@aol.com

### Objectives

Provide support and advocate for the youth in the city of Oakland.

### Education

Real Estate License | April 1980

Merritt College | AA Community Social Services

Skyline High School | June 1980  
High School Diploma

### Experience

1980 - Present | Owner and Realtor  
Marquardt Property Management | 4164 MacArthur Blvd. Oakland, CA 94619

### Community Involvement

- Certified and taught the "PEP" Program for 5 years at Carl B. Munck School
- Formed a non-profit with 2 other women and successfully took over and managed Oakland's Feather River Camp. I currently serve on the Board of Directors.
- Founding member and lifetime supporter of the "One Land One People Youth Center" at Skyline High School
- Member of the Oakland HOGS (Harley Owners Group)
- President Elect of the East Oakland Rotary Club of Oakland
- Volunteer: Oakland Fire Department, "Random Acts of Kindness"
- Volunteer: Alameda County, "Healthy Living Festival"
- Volunteer: Oakland PAL (Police Activities League), Annual Christmas Dinner.
- Volunteer: Relay for Life, Cancer awareness fundraising
- "Auntie" of the Skyline High School Football Team

**Michael W. Stember**

(916) 838-4830

Michael@stembergroup.com

**SUMMARY**

Business Executive with focused renewable energy industry experience and documented accomplishments. Expertise in creating strategic Solar and LED lighting vendor and client relationships. Experienced in business development efforts for start-up solar companies focused on commercial grade solar projects. A natural leader skilled at gaining support from a multitude of personalities.

**EXPERIENCE**

**PACIFIC EDISON, LLC, Santa Monica, CA**  
**Managing Director**

**2009-present**

- Manage daily operations for a combined 6 mega watts of solar deals approved or pending.
- Navigate complicated Solar Energy Development and LED Lighting conversion on behalf of Clients such as Fox Studios, Staples Center, Nokia Theatre, Baldwin Park School District.
- Co-Lead all project efforts between clients and Solar and LED Lighting Vendors, Finance Institutions, and Utility Companies.

**ECOLECTRICS, LLC, Lake Balboa, CA**  
**VP, Director of Corporate Business Development**

**2008-2009**

- Developed full turn-key opportunities of nearly 1.5+ Mega Watts pending.
- Created a grass roots sales network spanning the markets of Florida, Central America, Texas, Oregon and California.
- Established key political ties throughout the USA including the National Congress of American Indians, National Renewable Energy Labs, and the Society of Industrial and Office Realtors.

**SOLAR POWER INC., Roseville, CA**  
**Energy Consultant, Strategic Accounts**

**2007-2008**

- Developed a 500+ kW turn-key solar system at the Staples Center and Nokia Theatre, Los Angeles, CA.
- Managed project deliverables with clients, vendors, utility companies and investors.
- Created an internal client management system for all departments relating to each account.

**BUSINESS LAW VENTURES, Granite Bay, CA**  
**Chief Business Development Officer**

**2006**

- Launched business development plan in the Bay Area.
- Developed Merger and Acquisition opportunities through Stanford network and affiliates.
- Increased company growth over the expected business trajectory by 65%.

**CATLIN PROPERTIES Real Estate Development, Sacramento, CA** 2005-2006  
**Project Manager and Coordinator**

- Met with financial institutions, land owners, and construction partners to push forward shopping mall and mixed use projects.
- Interacted with cities, counties, municipalities for project permits and detailed building finals.
- Mitigated risk for project portfolio which totaled \$500,000,000 ranging across four states.

**COLLIERS INTERNATIONAL, Sacramento, CA** 2004-2005  
**Commercial Real Estate Agent**

- Established client relationships with commercial property owners.
- Led and completed acquisition of key competitor assets (\$2MM acquisition).
- Operated retail leasing effort for several neighborhood shopping centers.

**NIKE INTERNATIONAL, Beaverton, OR** 2001-2005  
**Professional Athlete**

- Represented the Nike Brand while racing in international competitions globally.
- Performed for multimedia outlets including TV for promotions and event marketing.
- Facilitated a grass-roots youth fitness campaign named "Track-in-the-Box" for primary public schools throughout California.

**EDUCATION**

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**STANFORD UNIVERSITY** 2000  
**Bachelor of American Studies (History and Society)**  
**Bachelor of Studio Art (Oil Painting and Photography)**

**NOTABLES**

- Captain of Stanford University Track and Field Team and School Record Holder.
- Led Stanford University to its first NCAA team victory in 74 years.
- USA National Champion and USA Team Captain.
- 13<sup>th</sup> place Finisher in the Olympic Games in Sydney, Australia 2000.

**PERSONAL**

- Speak conversational Spanish and travelled to over thirty countries.
- Owned an organic food catering company while attending Stanford University.
- Part of a large California family and business network.

*Nathan Robles*

2137 East 27th Street  
Oakland, CA 94606  
510.535.1619  
nathan.robles@gmail.com

**Objective:**

To obtain a position in a workplace that is both challenging and satisfying so as to promote mutual growth between myself and place of work.

**Educational Experience:**

Merritt College: Fall 2007-Present

**Professional Experience:**

**21 Generations**

Oakland, CA

October 2004- March 2006

- Participated in a group focused on educating Native American youth through exploration of current health issues
- Volunteered at high school events and pow-wows

**Health Initiatives for Youth  
(Peer Health Educator)**

Oakland, CA

June 2006-June 2007

- Received basic training on prevalent health issues affecting Bay Area communities such as HIV/AIDS, pregnancy prevention & safe sex, body image, anti-homophobia, STI's, and substance use.
- Developed and facilitated engaging 90 minute health based curricula to High School aged teenagers living in the East Bay.
- Participated in community outreach programs for local health clinics
  - Volunteered at Stop AIDS Project and Casa Segura clinic

**Health Initiatives for youth  
(Health Trainer)**

San Francisco, CA

June 2007-June 2008

- As a member of the training department, I received continued training from healthcare professionals on varying health topics.
- Developed original curricula specifically for the substance use program.
- Performed various workshops for wide array of audiences in San Francisco and the greater Bay Area
  - Workshop audiences ranged from inner city youth to hospital staff to community activists
  - Hosted a weekend retreat with fellow trainers for a group of 30 youth coming from various health related programs

**Skill Summary Highlights:**

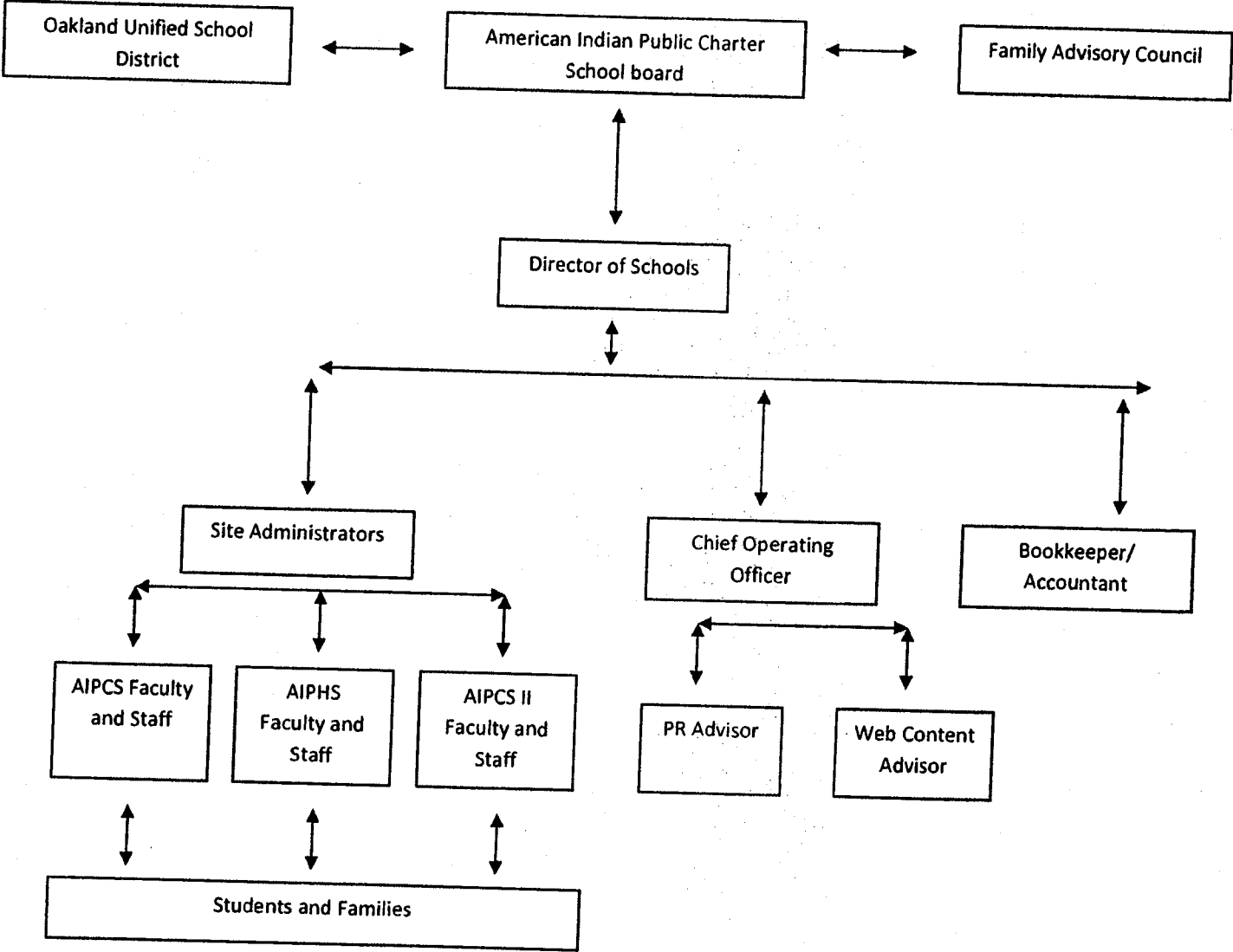
- Excellent public speaking ability
- Excellent interpersonal communication skills, written and verbal.
- Able to work with small or large groups of people, especially in group mediation.
- Proficient in Microsoft Word, Powerpoint, and Excel
- Management of digital media, cinematography, video management and editing

**References: Upon Request**



American Indian Public Charter School  
3637 Magee Ave.  
Oakland, CA 94619

**Organizational Chart**







American Indian Public Charter School  
3637 Magee Ave.  
Oakland, CA 94619

ADS  
6933 Simson Street  
Oakland, CA 94605

**Lease Agreement**

**LEASE AGREEMENT**

This Lease Agreement is entered effective July 1, 2008 for increased space by ADS, hereinafter referred to as "Lessor", and American Indian Public Charter School, hereinafter referred to as "AIPCS." All correspondence and business activities shall take place with Lessor.

WHEREAS, Lessor is the owner of that real property at 3637 Magee Ave., Oakland, California (the "Premises") and desires to lease the Premises to AIPCS for the operation of a school.

NOW, THEREFORE, THE PARTIES HERETO AGREE AS FOLLOWS:

**1. Terms**

AIPCS shall lease the Premises for five (5) years, from July 1, 2008 through June 30, 2013. AIPCS will have the option to renew the lease at the end of the five year time period and will notify the Lessor of AIPCS's intent to exercise its option to renew by a thirty (30) day written notice to Lessor prior to the expiration of the then existing lease terms. The rent will be renegotiated and AIPCS's will be given a five (5) year renewal.

**2. Use**

AIPCS shall use the Premises to operate the Program during the Hours of operation (as hereafter defined), seven days a week, from 6:00 A.M. to 9:00 P. M., including additional hours as needed, holidays, and weekends as required for Program purposes.

**3. Rental**

The rent for the Premises shall be Twenty Thousand Six Hundred Eighty Four dollars and Thirty Two cents (\$20,684.32) per month commencing. This will also include a \$5,000 deposit on the property. AIPCS will be held responsible for all past due rent and repairs which must be approved and completed by ADS.

**4. Utilities and Service**

AIPCS will be responsible for the maintenance of the facility. AIPCS shall pay the monthly Utilities bill (PG&E), water bill and garbage bill.

**5. Maintenance and Repair**

AIPCS shall, at AIPCS's sole cost and expense, maintain the Premises in such a manner as shall be required to operate the Program at the Premises. AIPCS shall be responsible for telephone service and interior repairs to structural members of the Premises including any sewage blockage.

**6. Insurance**

(a) During the entire Term of this Agreement, including any extension thereof, AIPCS shall maintain comprehensive general liability insurance and personal injury insurance in at least the following amounts, and shall annually provide evidence of such insurance:

General liability insurance;  
\$1,000,000 per occurrence  
\$1,000,000 annual aggregate

Personal injury insurance:  
\$1,000,000 per occurrence  
\$1,000,000 annual aggregate

Lessor shall not be required to provide insurance covering AIPCS's operation of an educational Program at the Premises.

(b) During the entire Term of this Agreement, including any extensions thereof, AIPCS shall maintain comprehensive general liability insurance and personal injury insurance in at least the following amounts, and shall give Lessor evidence of such insurance:

General liability insurance covering operation of the Program at the Premises:  
\$1,000,000 per occurrence  
\$1,000,000 annual aggregate

Personal injury Insurance covering operation of the program at the Premises  
\$1,000,000 per occurrence  
\$1,000,000 annual aggregate

AIPCS shall name Lessor as an additional insured on its general liability and personal injury insurance policies. Such insurance shall be primary insurance policies and any other insurance policies available to Lessor shall be excess insurance.

Insurance provided by AIPCS under this Agreement will be furnished to Lessor in a certificate of insurance.

**7. Additional Insurance**

(a) Lessor shall protect, indemnify, defend and save AIPCS harmless from and against any liability to third parties resulting from or arising out of the negligent acts or omissions of Lessor, Lessors employees or agents relating to this Agreement or to the Premises.

(b) AIPCS shall protect, indemnify, defend and save Lessor harmless from and against any liability to third parties, resulting from or arising out of the negligent acts or omissions of AIPCS, its employees or agents relating to this Agreement, the Premises or the operation of the Program.

**8. Damage or Destruction**

If the Premises shall be partially destroyed or damaged, and such damage or destruction cannot be repaired or restored within (90) days, either party may terminate this Agreement by written notice to the other within (15) days following the event of destruction or damage. If neither party elects to terminate this Agreement pursuant to this paragraph, Lessor shall immediately commence repair or restoration until completion.

AIPCS's obligation to pay rent under this Agreement shall be abated, at such rate as the parties shall agree, during any period that a portion of the Premises, is unusable by AIPCS due to damage to the Premises.

**9. Lessor's Covenant of Quiet Enjoyment**

Lessor hereby covenants to AIPCS that upon AIPCS's paying the rent and observing and performing all of the covenants, conditions and provisions on AIPCS's part to be observed and performed hereunder, ADSA shall peaceably hold and quietly enjoy the Premises for the entire term hereof, without hindrance, molestation or interruption by Lessor or any party claiming through or under Lessor. This includes the play area to be free of unsupervised animals.

**10. Notice**

All notices required to be given under this Agreement shall be in writing and delivered by certified mail or hand delivered addressed as follows:

To Lessor:

ADS  
6933 Simson Street  
Oakland, CA 94605

To AIPCS:

American Indian Public Charter School  
3637 Magee Avenue  
Oakland, CA 94619

The stated address of either party may be changed by notice to the other party of such change given by this paragraph.

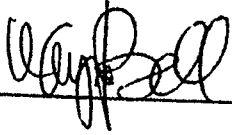
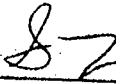
**11. General Provisions**

- (a) This agreement shall be binding upon and insure to the benefit of the heirs, successors, executors, administrators and assigns of the parties hereto.
- (b) In case of legal action brought by either party to enforce any of the provisions of this agreement, the prevailing party in such action shall be entitled to recover such

party's reasonable attorney's fee besides cost of court.

(c) This agreement is the entire agreement of the parties relating to the subject agreement may only be modified in writing signed by Lessor and by an authorized representative of AIPCS.

In Witness whereof, the lessor has executed this lease agreement and AIPCS has executed this lease agreement effective as of the day and year first above written.

Lessor:  Date: 7-1-8 AIPCS:  Date: 7-01-08