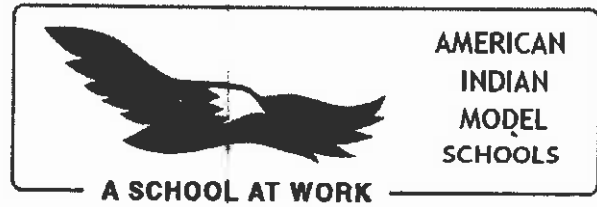


3637 Magee Ave
Oakland, CA 94619
Tel. (510) 482-6000
Fax. (510) 482-6002
www.aimschools.org



AIMS Board Manual

Table of Contents

1. AIM Schools Frequently Asked Questions
2. AIPCS Test Data
3. AIPCS II Test Data
4. AIPHS Test Data
5. Sample School Leader Performance Appraisal
6. AIM Schools' Staff Handbook
7. AIMS Fiscal Policies
8. Updated Job Descriptions
9. AIMS Conflict of Interest Policy
10. IRS Conflict of Interest Policy
11. AIPCS Annotated Charter
12. AIPCS II Annotated Charter
13. AIPHS Annotated Charter
14. AIMS By-Laws
15. AIM Schools' Budget
16. Board Agendas and Minutes 2011-12
17. AIMS Bid Selection Process
18. AIPCS SPSA 2012-13
19. AIPHS SPSA 2012-13
20. District Renewal Process Documents
21. AIM Schools Long Term Strategic Plan
22. AIM Schools Policies
23. Blank Form 700
24. Affidavit Indicating Review of Manual and Submission of Form 700

"A School at Work"

1



AMERICAN INDIAN PUBLIC CHARTER SCHOOLS

AIM SCHOOLS FAQ

1. *Your schools do not have computers for kids and do not focus on "technology curriculum." Aren't you worried about teaching these kids 21st century skills?*

If you survey the students of Oakland—and not simply the hills schools—you'll find that a vast majority of students know their way around a computer. They know how to use Myspace, Facebook, and Twitter. However if you look at their academic test scores, like reading, writing, and mathematics, you'll find that these same students are below grade level. AIM Schools would love to offer advanced level technology classes, but first, it's imperative that all of the students have the strongest possible foundation in their core academics. AIMS wants their students to get into college. Since there isn't a computer science section on the SAT, it's more important to worry about their core academics first. Once AIMS students reach their junior and senior years in high school, they also have the opportunity to take a digital arts class. They also get to take a class that ensures their skills in basic computer programs commonly used in college. Think of it this way: it's great if students can create a web page with copies of their resumes. But if those resumes are riddled with misspellings, or if those resumes don't indicate that they went to great colleges, they'll never get the jobs that they want.

2. *Your Physical Education is limited to stretching and running. Shouldn't kids be exposed to hockey, golf, and more advanced sports?*

AIM Schools is very careful about making sure that academics come first. Every dollar spent on sports equipment is a dollar that can't be spent on textbooks or teachers. So, AIMS spends money on what is valued most. When it comes to sports, AIMS is concerned about the health and wellbeing of the students. Just like how their academic foundations are strengthened, their athletic foundations are strengthened as well. You can't be a productive member of a sports team without working on your athletic ability. Strength, endurance, and flexibility are important aspects of athleticism. But it is also important to understand the significance of dedication, hard work, and discipline. The AIMS physical education program focuses on these aspects. As AIMS students get older, they will receive more opportunities to try additional activities. For example, AIPHS seniors took a golf class, not only for physical activity, but to also prepare them to understand characteristics of the business world.

There are countless organizations in Oakland that provide students the chance to play basketball and football. However, just how many other organizations are going to make sure they get a great education?

3. *We've heard that American Indian disciplines students by shaving their heads. Isn't that wrong?*

If the AIMS founder had known how much press this story would generate, he would have shaved the heads of everyone at the school. To clarify, there was a student at AIPCS who was caught stealing. The founder talked to the student's father. In order to teach this student a meaningful lesson, the founder and the father together decided to take from the student what he valued the most. Since this young man loved his hair, they took his hair from him. The student's parent encouraged this, and it served as a valuable lesson for the student—and for every other student at the school. In this context, it was entirely appropriate. Stealing is wrong, and there are consequences for this sort of behavior. Would it have been better to call the police and turn him in, so that he could've been pulled out of school and locked up in juvenile detention?

4. *The California Teachers Association strongly opposes George Bush's "No Child Left Behind" policy, but why does American Indian support it?*



AMERICAN INDIAN PUBLIC CHARTER SCHOOLS

NCLB is the greatest public education legislation that has ever been passed for the sake of minorities. In *Brown Vs. the Board of Education*--the 1954 Supreme Court ruling that outlawed racial segregation in public schools--let students of all races sit in the same classroom. However, there was no accountability in order to confirm that minorities were receiving a good education. NCLB ensures that Black, American Indian, Hispanic, handicapped, and special education students are provided the opportunity to compete with everybody else. If a public school doesn't provide that kind of education, the state can close that school down. Before, a school's funding would stop if they didn't let minorities into their schoolhouse. It took fifty years for public education to do something more. Blacks, American Indians, and Hispanics have been standing around in public schools, being dumbed down for fifty long years. NCLB says all students will get an education, or another organization will take over. There needs to be true equality in modern schools. NCLB is getting education there.

5. *According to the California Teachers Association standardized tests are not "proof of comprehension", put minority students and poor students at a natural disadvantage, and do not reflect the "myriad of strengths that each child brings to the classroom." How do you view standardized tests?*

What the CTA and others like them are actually saying is: minority students should be held to a lower standard than everyone else. Why are poor, minority students less capable of working hard, learning concepts, and remembering important facts? Racism like this isn't acceptable at AIM schools. California STAR tests are fact-based exams that covers material outlined in the California Standards. These standards clearly identify the concepts and facts that students are expected to master at each grade level. Does it test a student's ability to critically analyze a complex topic? No, that is not the intent, and to my knowledge, no one is claiming otherwise. People always say that AIM Schools teaches to the test. That is untrue. What AIMS staff do is teach to the standards, which is precisely what the law requires every school in the state to do.

If students succeed on these state tests, will they automatically be prepared for college? Of course not. This is why staff at AIM Schools work so hard to improve all of our students' writing and critical thinking skills. However, AIM Schools educators do not adjust teaching styles to "meet the needs" of each individual student. From experience, college students are still expected to adjust to their professors' teaching styles. Different students have different strengths, and they should have the opportunity to showcase these strengths. Yet, this can only occur once these students master the basic concepts and develop a strong foundation in basic studying as well as organizational skills, which are necessary to be a successful student in any classroom.

6. *It's easy to do well on standardized exams if you teach to the test. Isn't that what you do?*

If you know how to teach to the test, please share that information. But if not, AIMS teachers teach California Standards, which are covered on the exams. This is what the law requires. It's the job educators are entrusted to complete.

AIMS also hopes that everyone who believes direct-teaching, basic test-taking strategies--like the process of elimination--understands that students are not accepted into college without doing well on standardized tests like the SAT or ACT. If a student is a poor test taker, the student will not get into a high-ranking university.

AIMS wants to give our students every advantage when they apply to college. Other schools and teachers may refuse to do this basic work for their students, and this has never made any sense. How does shouting about the bias inherent in the tests training students? How does that compare to actually working hard in order to preparing students to do a better job? Having theoretical arguments about a bias is certainly easier than the hard work that goes into test preparation. Maybe that has something to



AMERICAN INDIAN PUBLIC CHARTER SCHOOLS

do with it.

7. *There is very little oversight at charter schools. How can anyone know that you aren't misspending public money or allowing your kids to cheat on their tests?*

In Oakland, charter schools are more strictly controlled than any other type of school

All charter schools must have an independent, annual audit of their finances. In addition, the district requires financial reports throughout the year in order to monitor cash flow and ensure that schools have enough operating capital to keep their doors open. The Office of Charter Schools at OUSD completes two official visits annually to ensure that teachers are properly credentialed, to review school policies (including admissions, suspension, and expulsion procedures), to visit classrooms, and to review teacher performances. They also attend one charter governance board meeting per year, minimum. They complete annual reviews of testing data and discuss each school's progress towards meeting measurable pupil outcomes, which are the goals that schools have for their students.

Charter schools are subject to the same review of testing administration as traditional public schools. Charter staff receives test administration training through the district. They are subject to unannounced independent visits during testing. The state reviews tests for any inconsistencies that could indicate cheating.

Nonetheless, testing is sacred at AIM Schools. It's how success and student process is measured at AIM Schools. Everyone at AIMS wants to do well on state standardized tests, but more than that AIMS wants the students to master the material that is covered throughout the year. AIMS is motivated by the possibility of success and even more so by failures. AIMS progressively gets better, because AIMS educators are perpetually hungry for improvement. AIMS is driven to work hard and to do better than the previous year. At AIM Schools, there is no place for cheating. It would take all the fun out of the work.

8. *Do you "cherry pick" kids with the most potential to join your schools?*

Truthfully, AIMS recruiters can't even put their foot in the front door at most public schools in Oakland, even just to hand out applications and talk about AIMS programs. So, how could AIMS cherry pick? AIMS staff only have very basic information about applicants before holding a public lottery. When applying to an AIM School, applicants only fill out a registration form. So, their grades and test scores aren't known. It's only after the lottery and spots are filled that families give additional information about their child's previous academic performance.

If anything in recent years, AIMS's reputation for providing additional resources to students who exhibit the most academic need has led some people in the Oakland special education system to begin referring students to AIMS sites, despite the high expectations AIMS staff has for all students.

The AIMS story is exciting, not simply because it involves taking in a bunch of smart kids and keep them learning. The story is great, because AIMS takes anyone who comes in the door. Then they're taught to work hard. They begin to believe in themselves, because AIMS helps them set challenging goals and then support them as they work to attain those goals.

9. *Why are you called "American Indian Public Charter School" when you have so few American Indians? Why don't you have more?*

The American Indian Public Charter School was founded in 1996 with the goal of promoting American Indian culture and improving the academic performance of American Indians in Oakland--who, as a



AMERICAN INDIAN PUBLIC CHARTER SCHOOLS

whole, were doing terribly in school. AIPCS was supposed to provide a choice for American Indians and others seeking an alternative to the larger public middle schools in Oakland. Unfortunately, the students who decided to attend the school did not receive the academics and structure they so desperately needed. The original founders decided to focus on bead making, drumming, and self-esteem classes. Classes started later than the other public schools, because it was believed that American Indians couldn't get up early in the morning. They called it "Indian time".

This is the AIMS history, and AIMS educators do not run from it. Instead, they hold it up as a glaring example of how the road to hell is paved with good intentions. None of the adults cared enough to make sure that the students were developing the academic skills to become successful adults.

Most folks who suggest AIMS change its name don't realize that AIMS serves a far higher percentage of American Indian students than district schools. For example in 2007-2008, the percentage of American Indian students at AIMS was over six times higher than the District's, five times higher than the county's, and three times higher than the state's.

10. *You have more Chinese students and fewer black and Latino students than many Oakland schools. Isn't that why your test scores are better?*

Do you realize how racist that claim is? It suggests that Chinese students receive higher test scores, because they are Chinese and not because they work hard. It also suggests that blacks and Latinos cannot achieve the same results because of their race, regardless of their efforts to improve. Those who demand tolerance and political correctness from others are always the first to make these claims.

Moreover, this is a common misconception. First, test scores do not follow the Chinese students; the Chinese students followed the test scores. Their families began to seek out AIM Schools once they saw how successful the schools were. It is this fact that makes the Chinese families smart--they recognize successful schools, and they want their kids to be a part of them.

Additionally, even a cursory review of AIMS testing data will reveal that in many grade levels, at all of AIMS sites, the Chinese students are not the top performing subgroup. In many cases, they are holding AIMS test scores down. Their parents don't like to hear this, but it is true.

The bottom line is this: AIMS educators work with whoever comes to AIMS. They don't care what you look like as long as you're ready to work.

11. *Why don't you encourage more parent involvement at the school/have a PTA?*

At AIM schools, there is a culture that honors the importance of families. Many of AIM students come from single-parent homes. It might be Auntie or Grandpa who spends the most time with the kids. There is too much focus on Mom and Dad at many schools, which doesn't match up with the reality for the students served at AIMS.

AIMS educators work with anyone who has the best interests of the students at heart. If you are coming in to complain about a detention your child received because he didn't complete his homework, there is going to be a very brief conversation. Actions have consequences, and that's what's taught at AIM schools. If you are coming in because you see your child's inability to do his homework as a problem--and you'd like to work together to solve that problem--AIMS staff will be able to discuss, collaborate, and solve the problem together. AIMS encourages families to become more involved, because the more involved the families are, the more support the student will have in achieving their goals. At AIM Schools, the Family Advisory Committee (FAC) dedicates itself to bridging that perceived gap between



AMERICAN INDIAN PUBLIC CHARTER SCHOOLS

families and school educators and giving opportunities to families to learn and work with their children's teachers and administrators.

Unfortunately, too many parents perpetuate the culture of victimhood with their children. AIMS fosters a culture of accountability. The two are incompatible, and AIMS is only interested in cultivating one.

12. *Why don't you have a music or arts program at your school?*

AIMS focuses on academics. AIMS students can receive music, arts, and sports at any one of a hundred organizations throughout the city. No one else is teaching them math, English, history, and science. With a few exceptions, their SAT scores and high school transcripts are going to be more pertinent than their artistic talents when college applications begin. AIMS has limited resources, and the students have limited time to learn. AIMS focuses on what is the most important for their futures. AIMS educators look forward to hearing about all the art and music classes students decide to take in college, because it will mean that they're in college. That is the primary goal.

That being said, AIMS incorporates arts into the core curriculum. AIMS students create posters, projects and presentations as well as draft essays and stories. AIPHS high school students flex their creative skills in drama class, which also increases their presentational skills.

13. *You have such high expectations, both academically and behaviorally. Don't you think you should let kids be kids?*

Those are middle-class values. You're imagining kids going home from school and running around the neighborhood with other kids, playing hide and seek. This is not the reality for AIMS students. If they aren't working hard and learning how to behave appropriately, the streets are swallowing them up instead.

The American Indian Model would not work in middle-class, white America. It's never been said that it would. The model works for poor, urban minorities. Those who believe that poor minorities should be treated equally as middle-class whites are being foolish. Poor minorities have to work harder, because they have to climb farther. Realistically, they aren't starting out with the same advantages as middle-class whites. Often times, they don't have family connections or other resources available. They aren't going to have parents who can help them with their calculus homework. If they are going to achieve a better life, they have to work hard for it--not just when they feel like it, but every day.

Those who feel sorry for these students and want to "just give them a break" are dooming these students to lives of poverty, crime, and incarceration.

14. *Do you really think it is appropriate to embarrass kids in front of their peers? Isn't that cruel?*

This is reminiscent of two quotes by the founder: "There is no such thing as a complete failure at American Indian; you can always serve as a bad example," and "If you act like a fool, you'll be treated like a fool."

Nowadays, most schools have allowed the lunatics to take over the asylum, and that is the ultimate cruelty. All across the country, students are learning that they can behave however they want. They are not learning the importance of acting with dignity and respect. What's worse, the adults are letting it happen. At American Indian, AIMS students aren't embarrassed, but the staff sure do point out when students are acting like fools and embarrassing themselves. If AIMS simply tolerated bad behavior, the responsibility of the school would be abdicated to the students.



AMERICAN INDIAN PUBLIC CHARTER SCHOOLS

Aside from the fact that many minority students in urban schools will not have the academic chops to succeed in college or the working world, they also don't understand how to behave in public, how to respect authority, or how to carry themselves in a professional setting. This is not true of AIMS students. So, is this what you mean by cruelty?

15. *Is it true that you've fired teachers for things as simple as being out of dress code or showing the presidential inauguration to their classes? Don't you think that is a bit extreme?*

AIMS hires smart people to be good leaders. AIMS teachers do a great job and have a tremendous impact in the lives of these kids. However, not every teacher is a success at AIM Schools. When a teacher or administrator doesn't do a good job of representing AIMS students, they have to go. The students come first. It only makes sense. If the adults are not held accountable for their actions, how can the teachers fairly hold the students accountable for their actions?

16. *Isn't it true that you expel underperforming kids or encourage them to leave before testing so your scores will be high?*

A student has never been expelled from AIM Schools.

17. *Isn't it cruel to retain kids when they fail? Isn't it bad for their self-esteem?*

Not nearly as cruel as promoting kids who have not mastered grade-level material. How does it help students to move forward when they don't have the skills they need to succeed? When did a child's self-esteem become more important than their education and their ability to take care of themselves in this world?

This country is full of kids who are very proud of themselves for no good reason. Self-esteem ought to come from excellence and achievement. At AIM Schools, there is no participation trophy. AIMS doesn't believe in giving awards to everyone who shows up and doesn't believe in the entitlement mentality. At AIMS, educators believe in hard work, perseverance, and discipline. If you have these values, you will be a success. Only then should you feel good about yourself.

Not everyone can be an NBA star. Not everyone can be an astronaut. But everyone can be successful if they work hard.

18. *Your website says that 95% of your students qualify for free or reduced lunch, yet you require your students to bring lunches from home. This seems unethical. What's your rationale?*

The larger ethical issue, it seems, is providing extra food to a generation of mostly overweight children at the expense of textbooks and quality teachers when so many students are undereducated. No one at AIMS school is starving, but there are plenty of kids who need an extra helping of English and math.

19. *You spend less money per student than surrounding schools in Oakland but achieve better results. How is that possible?*

This statement: "If schools had more money, students would achieve more academically" is one of the biggest lies in education. Schools don't need more money. They need better money managers. The problem is that most school administrators operate with no business sense and therefore end up in debt. AIMS always allocate funding to what is most important: academics. AIMS is happy to spend money on new textbooks and hardworking teachers. On the other side, AIMS keeps their administrative overhead low. AIMS generally doesn't hire consultants.



AMERICAN INDIAN PUBLIC CHARTER SCHOOLS

Concerning finances, AIMS keeps it simple. Will these dollars aid in student improvement or ensure student safety? If the answer is no, the money does not get spent. You'd be hard pressed to find a public school with the same philosophy.

20. *What's the secret to the success of the American Indian Model?*

Hard work and discipline.

It seems like every year, public schools roll out a new program to improve student achievement. They spend millions of dollars to have other people tell their teachers how to teach and their administrators how to lead. Why don't they just fire their staff and hire the consultants?

Ultimately, these schools are looking for shortcuts. They're afraid to tell students and parents that it takes hard work to succeed in school. They're too scared to enforce their own rules. Everyone knows that the only way to lose weight is changes in diet and exercise. Still, people around the world spend billions of dollars each year on weight loss pills, exercise contraptions, and junk in hopes of finding a quick fix for their situation.

At AIMS, the educators know that hard work and discipline is the answer. They can't help but laugh at all the other things folks are willing to try instead.

21. *Where do you see AIM Schools five years from now?*

American Indian Model Schools are among the best in the state. Currently, all three schools are located in Oakland, but AIMS educators are committed to bringing the program to more students.

Public schools in California aren't doing enough to educate students. There's too much emphasis on self-esteem building. There appears to be more conversations about raising teacher salaries than there are about raising student achievement.

In the next five years, you'll see more American Indian Model schools, and more kids succeeding in school as a result.

22. *What can other schools learn from your schools?*

If you keep it simple, emphasize the basics, and commit to hard work, it's easy to education the students.

There is zero accountability in education. Everyone blames everybody else. The students are lazy. The teachers don't do their jobs. The parents don't take an interest. When students don't learn, no one is responsible. Schools need to take responsibility for educating students, regardless of what else is going on. This means holding the students and teachers accountable for their own actions.

But in order to learn any of this, folks need to reach out to AIMS. Though AIMS school was the first in Oakland ever to win a Blue Ribbon Award and currently has the highest test scores in the county, very few teachers, principals, or district leaders ever come to see how that's happened. AIMS gets better by working hard, but learn so by also visiting other successful schools. If someone else is getting better results, AIMS wants to learn how. AIMS educators can't figure out why failing schools don't look to successful schools for advice.

23. *What do you think about teachers unions?*

Teachers unions have done more to ensure the success of charter schools than any other



AMERICAN INDIAN PUBLIC CHARTER SCHOOLS

organization. Since they work so hard to protect the worst teachers and fight so vigorously against rewarding high-quality teachers with extra money, they've driven parents and the best teachers into charter schools.

Teachers unions do a great job of representing their constituents. However, it's detrimental to student achievement that the unions' constituents are teachers, not students.

Too often, what's in the best interest of teachers is not in the best interest of students. For example, unions often fight the hardest to protect their laziest members. This is good for teachers' job security, but it's dreadful for the students who are stuck in classes with ineffective teachers.

Unions fight against many of the things that would ensure higher quality instruction in every classroom like merit pay, the use of test data to measure teacher performance, and protection of its best teachers despite seniority. They've been very effective in fighting these battles.

So again, teachers unions are highly effective at meeting the needs of their members but are also depreciating public education.

24. *What would you say to the naysayers of school choice?*

School choice encourages innovation and competition, both of which ultimately benefit students.

AIMS educators and for some as parents want the best education afforded for the students. Frankly, they don't care about the politics of education. They care about the quality of instruction in the classroom and the level of safety at the school. For parents, if a charter school provides the best opportunity, that is where their students will go to school. If it is a traditional public school, that's okay too.

For too long, traditional public schools were the only game in town. Whether they succeeded or failed, it didn't really matter. There was no other option. This has caused complacency within the system. If there is no reason to work hard and get better, it's easy to get lazy.

Charter schools have become the kick in the tail that's necessary to guarantee that all schools work hard to serve students. If traditional public schools fail to respond, parents will continue to exercise their right to choose.

AIMS would love to see traditional public schools put charter schools out of business, because it would mean that public schools are working hard to serve students and families. It would mean that all kids were getting the best education possible. Until then, school choice allows for a level of accountability that would be absent if traditional public schools monopolized education.

2

American Indian Public Charter School

3637 Magee Avenue

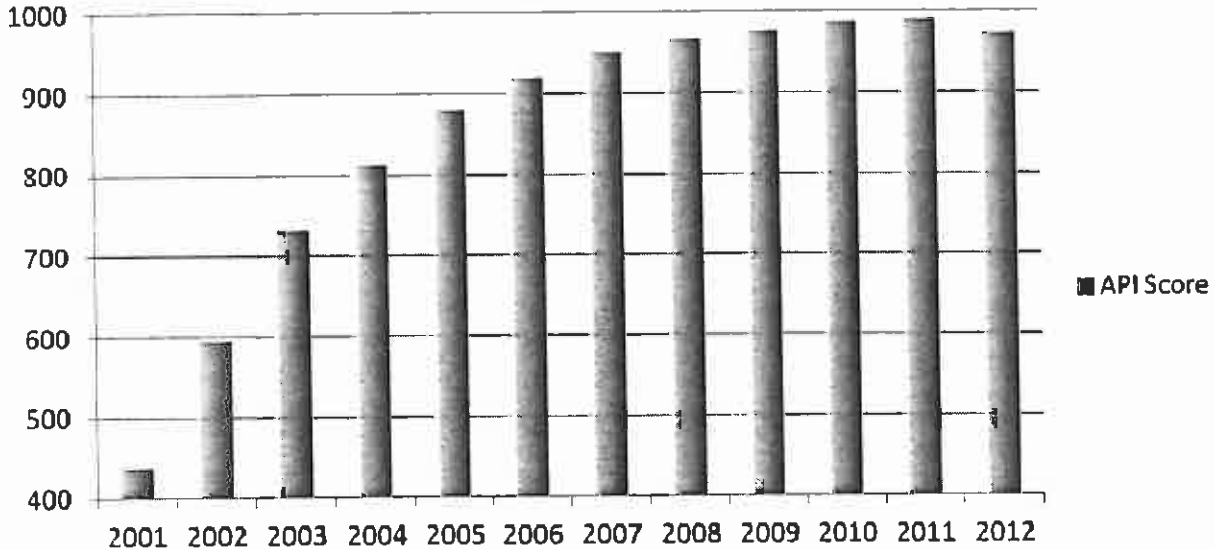
Oakland, CA 94619

Tel: (510) 482-6000

Fax: (510) 482-6002

www.aimschools.org

American Indian Public Charter School Academic Performance Index (API) 2011-2012



Year	API Score	Met Growth Target/NCLB
2000 - 2001	436	Yes
2001 - 2002	596	Yes
2002 - 2003	732	Yes
2003 - 2004	813	Yes
2004 - 2005	880	Yes
2005 - 2006	920	Yes
2006 - 2007	950	Yes
2007 - 2008	967	Yes
2008 - 2009	977	Yes
2009 - 2010	988	Yes
2010 - 2011	990	Yes
2011-2012	974	Yes

The American Indian Public Charter School (Grades 6-8) has the second highest score of any middle school in Oakland. AIPCS II is ranked 1st with an API of 981. AIPCS received the Blue Ribbon Award, which is given to the top 200 schools in the Nation. The students exceeded the standards set forth by the *No Child Left Behind* Act each year. Also, 72% of the students qualify for free and reduced lunch, 99% of the students are minorities, and 75% of the students speak English as a second language.

**Oakland Unified School District
Middle School Academic Performance Index (API) Scores
2011-2012**

Oakland Unified Middle Schools	API 2012	API 2011	API Growth
American Indian Public Charter School II	981	990	-9
American Indian Public Charter School	974	990	-16
Kipp Bridge Academy	901	910	-9
Oakland Charter Academy	867	932	-65
Edna Brewer Middle	810	813	-3
Montera Middle	809	812	-3
Urban Promise Academy	761	749	12
Madison Middle	725	723	2
Melrose Leadership Academy	707	718	-11
Westlake Middle	694	715	-21
Elmhurst Community Prep	684	681	3
Alliance Academy	683	690	-7
Claremont Middle	679	720	-41
Bret Harte	670	662	8
Roosevelt Middle	670	640	30
Frick Middle	645	658	-13
ROOTS International Academy	645	630	15
West Oakland Middle	552	570	-18

California's Highest Scoring Middle Schools 2011 - 2012

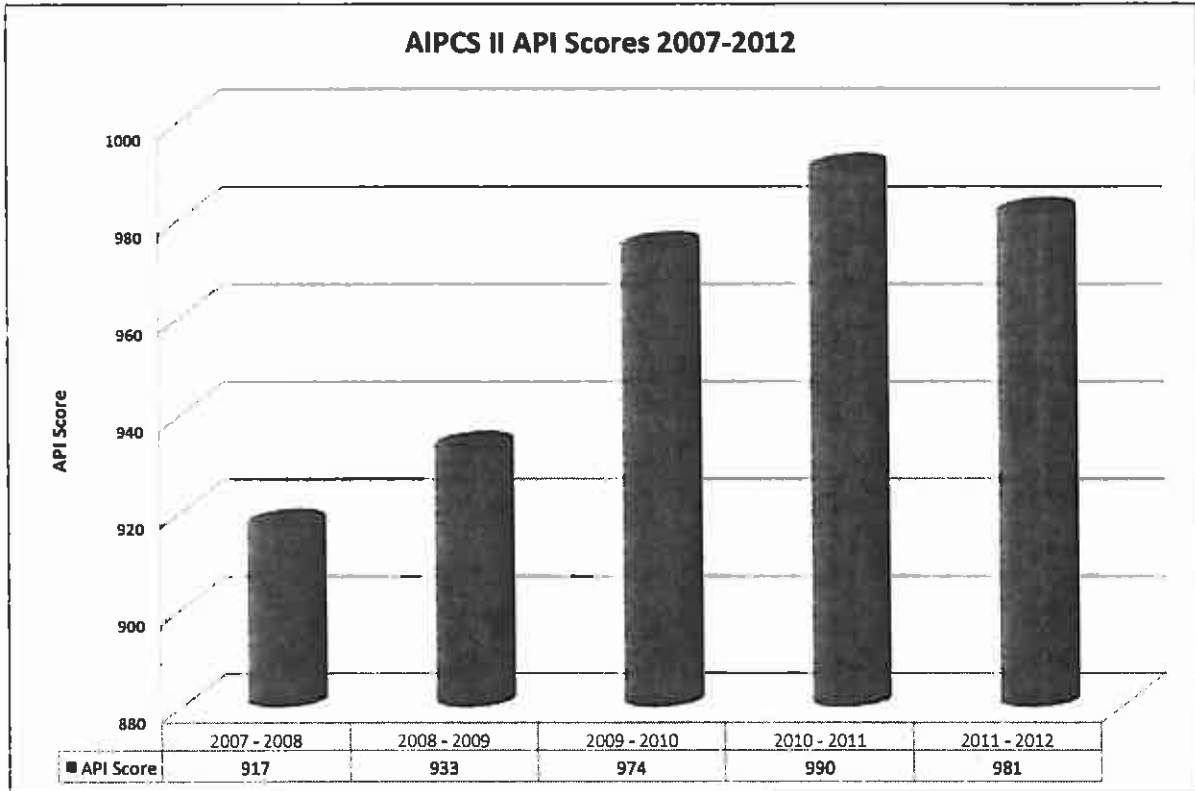
Middle School	District	Academic Performance Index (API) Score
Elkhorn Middle	Lodi Unified	995
Williams Hopkins Junior High	Fremont Unified	986
John F. Kennedy Middle	Cupertino Union	984
American Indian Public Charter School II	Oakland Unified	981
American Indian Public Charter School	Oakland Unified	974
Piedmont Middle	Piedmont City Unified	966
Kipp Summit Academy	San Lorenzo Unified	912

Source: California Department

3



AMERICAN INDIAN PUBLIC CHARTER SCHOOL II



Year	API Score	Met Growth Target/NCLB
2007 - 2008	917	Yes
2008 - 2009	933	Yes
2009 - 2010	974	Yes
2010 - 2011	990	Yes
2011 - 2012	981	Yes

The American Indian Public Charter School (Grades 6-8) has the highest score of any middle school in Oakland. AIPCS II is ranked 1st with an API of 981.

**Oakland Unified School District
Middle School Academic Performance Index (API) Scores
2011-2012**

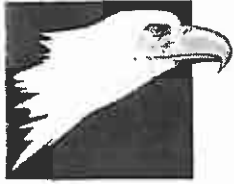
Oakland Unified Middle Schools	API 2012	API 2011	API Growth
American Indian Public Charter School II	981	990	-9
American Indian Public Charter School	974	990	-16
Kipp Bridge Academy	901	910	-9
Oakland Charter Academy	867	932	-65
Edna Brewer Middle	810	813	-3
Montera Middle	809	812	-3
Urban Promise Academy	761	749	12
Madison Middle	725	723	2
Melrose Leadership Academy	707	718	-11
Westlake Middle	694	715	-21
Elmhurst Community Prep	684	681	3
Alliance Academy	683	690	-7
Claremont Middle	679	720	-41
Bret Harte	670	662	8
Roosevelt Middle	670	640	30
Frick Middle	645	658	-13
ROOTS International Academy	645	630	15
West Oakland Middle	552	570	-18

California's Highest Scoring Middle Schools 2011 - 2012

Middle School	District	Academic Performance Index (API) Score
Elkhorn Middle	Lodi Unified	995
Williams Hopkins Junior High	Fremont Unified	986
John F. Kennedy Middle	Cupertino Union	984
American Indian Public Charter School II	Oakland Unified	981
American Indian Public Charter School	Oakland Unified	974
Piedmont Middle	Piedmont City Unified	966
Kipp Summit Academy	San Lorenzo Unified	912

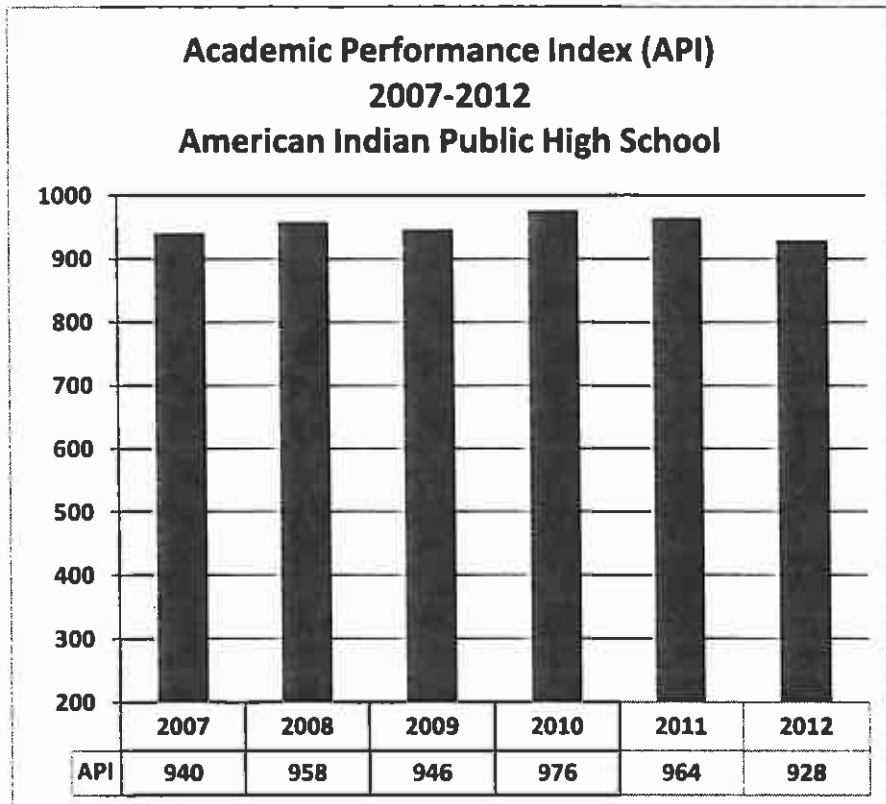
Source: California Department

4



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

API (Academic Performance Index)



	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
American Indian Public High School	2011	964	Yes
American Indian Public High School	2012	928	Yes

Oakland Unified School District
Highest Ranking Schools 2012

	<u>High School</u>	<u>2012 API</u>
1	Oakland Charter High	956
2	American Indian Public High	928
3	Aspire Lionel Wilson College Preparatory	827
4	Oakland School for the Arts	823
5	Bay Area Technology	759
6	Lighthouse Community Charter High	758
7	Oakland Military Institute, College Prep	743
8	East Oakland Leadership Academy High	730
9	Oakland Technical High	725
10	LIFE Academy	719
11	Oakland Unity High	705
12	Aspire Golden State College Preparatory	699
13	LPS College Park	688
14	Coliseum College Prep Academy	661
15	Skyline High	652
16	Oakland High	612
17	East Oakland School of the Arts	599
18	College Preparatory and Architecture	587
19	Rudsdale Continuation	586
20	Independent Study, Sojourner Truth	586
21	Ralph J. Bunche High	581
22	MetWest High	577
23	Dewey Academy	569
24	Street Academy (Alternative)	568
25	Leadership Preparatory High	561
26	Far West	556
27	ARISE High	554
28	Castlemont High	544
29	Business and Information Technology High	529
30	Media College Preparatory	524
31	Mandela High	522
32	McClymonds High	493
33	Oakland International High	409

California's Highest Scoring High Schools 2012

	<u>High School</u>	<u>School District</u>	<u>2012 API</u>
1	Gretchen Whitney High	ABC Unified	995
2	Oxford Academy	Anaheim Union High	995
3	California Academy of Math & Science	Long Beach Unified	975
4	Oakland Charter High	Oakland Unified	956
5	Lowell High	San Francisco Unified	956
6	Monta Vista High	Fremont Union High	956
7	Mission San Jose High	Fremont Unified	951
8	Lynbrook High	Fremont Union High	946
9	SOAR High	Antelope Valley Union High	945
10	Miramonte High	Acalanes Union High	944
11	La Canada High	La Canada Unified	942
12	San Marino High	San Marino Unified	940
13	Dougherty Valley High	San Ramon Valley Unified	937
14	Academy of the Canyons	William S. Hart Union High	937
15	River Valley Charter	Lakeside Union Elementary	936
16	Saratoga High	Los Gatos-Saratoga Joint Union	933
17	Harbor Teacher Preparation Academy	Los Angeles Unified	932
18	William & Marian Ghidotti High	Nevada Joint Union High	932
19	Troy High	Fullerton Joint Union High	932
20	Dr. T. J. Owens Gilroy Early College Acad.	Gilroy Unified	931
21	<i>American Indian Public High</i>	<i>Oakland Unified</i>	928
22	University High	Fresno Unified	926
23	Pacific Collegiate Charter	Santa Cruz County Office of Ed	924
24	Oak Park High	Oak Park Unified	924
25	Campolindo High	Acalanes Union High	922

5

Principal Performance Review: A Systems Approach

Introduction

The process of coaching a principal is a very important tool in the entire improvement effort of a school district. It defines expectations, enhances communication, prioritizes district goals and encourages supervisors to focus their attention on the principal's role in improving achievement for all students.

Principal evaluation should reflect a systems approach. Such an approach should be guided by a set of ethics, values, and beliefs that undergird the work so both the principal and his/her supervisor can operate in an integrity-filled manner.

The following system of evaluation is a model which can be adopted for such a purpose. Senate File 277, enacted by the 2007 Iowa Legislature, requires that principals be evaluated annually based on the six Iowa Standards for School Leaders (ISSL). The

minimum requirement of Iowa law is that individuals new to administration have a comprehensive evaluation during their initial year of employment. Best practice is for administrators who assume a new administrative position to have a summative evaluation during their first year in the new position. After the initial comprehensive/summative evaluation, the law requires an annual formative assessment based on the principal's Individual Professional Development Plan (IPDP). The three-year summative evaluation requires documentation of competence on the six ISSL standards, meeting of district expectations drawn from the district's CSIP and building improvement plan, Individual Professional Development Plan attainment and other supporting documentation.

Operating Principles

A comprehensive principal performance review process must:

- 1. Align with the Iowa Standards for School Leaders and Criteria**
Rationale: The Board of Educational Examiners, the State Board of Education, and the Iowa Department of Education have all endorsed the Iowa Standards for School Leaders as the framework for expectations for building principals.
- 2. Be intended to acknowledge strengths and improve performance.**
Rationale: An effective evaluation process is predicated on a spirit of providing feedback for growth.
- 3. Connect academic, social, emotional and developmental growth for all students in the building/system.**
Rationale: Multiple indicators for all types of student growth must be included in the definition of accountability.
- 4. Recognize the importance of a principal's role in improving the culture of the learning community.**
Rationale: Research is very clear that the quality of leadership in a building has a direct correlation to positive relationships and the achievement levels of all learners.

Principal Performance Standards and Criteria

Part I - Job Responsibilities

Standard 1: An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a principal demonstrate competence on all descriptors. The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a principal to provide all of the artifacts.

1a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.

Descriptors

- Participates in planning process to establish measurable goals with all stakeholders.
- Collects a variety of types of data in student learning to guide goal development.
- Uses an established procedure to collaboratively analyze and interpret data.
- Ensures that a comprehensive planning process is in place and followed.

Examples of Evidence/Artifacts

- Copy of School Improvement Plan, Building Improvement Plans/grade-level goals
- Building Staff Development Plan
- Staff meeting agenda (addressing vision/mission)
- Building-wide discipline plans/academic guidelines
- Establishing and maintaining student organization in support of student learning (agendas and minutes)
- Use of student data/profiles to identify goals and address actual needs
- Department meeting agendas (grade-level meetings, team meetings)
- "State of the School" report from principal quarterly
- Mission/vision statement posters everywhere/schools/businesses
- Partners in Education programs
- Agendas from data analysis/PD sessions
- Data compiled for staff
- Notes from SIAC meetings and agendas
- Board presentations
- Parent meeting agendas
- Communicating with local community/service organization about vision for learning
- Advisory committee meetings – agendas and minutes
- End-of-Year Board Report (review of programs)

1c. Articulates and promotes high expectations for teaching and learning.

Descriptors

- Demonstrates understanding of the district's vision and goals.
- Makes decisions and allocates resources to support building and district goals.
- Maintains a focus on the implementation of the district's vision and goals.
- Supports the district's initiatives.

Examples of Evidence/Artifacts

- Copy of School Improvement Plan, Building Improvement Plans/grade-level goals.
- Building Staff Development Plan
- Staff meeting agenda (addressing vision/mission)
- School newsletter
- Local newspaper articles highlighting achievement
- Use of student data/profiles to identify goals and address actual needs
- Department meeting agendas (grade-level meetings, team meetings)
- District report card/building report – annual report to all community – 3-year comparison
- “State of the School” report from principal quarterly
- Mission/vision statement posters everywhere/schools/businesses
- Partners in Education programs
- Agendas from data analysis/PD sessions
- Data compiled for staff
- Notes from SIAC meetings and agendas
- Web articles
- Blog submission
- Podcasts
- Board presentations
- Parent meeting agendas
- Communicating with local community/service organization about vision for learning
- Advisory committee meetings – agendas and minutes
- End-of-Year Board Report (review of programs)

1e. Provides leadership for major initiatives and change efforts.

Descriptors

- Demonstrates understanding of the change process.
- Systematically plans change efforts to improve student achievement.
- Uses knowledge of the school, district and community environment to inform planning and actions.
- Allocates resources to support initiatives and change efforts.
- Supports staff during the change process.
- Garner staff and community support for change.
- Fosters a climate of shared leadership.

Examples of Evidence/Artifacts

- Copy of School Improvement Plan, Building Improvement Plans/grade level goals.
- Building Staff Development Plan
- Staff meeting agenda (addressing vision/mission)
- Building wide discipline plans/academic guidelines
- Implement character education (plan)
- Establishing and maintaining student organization in support of student learning (agendas and minutes)
- Department meeting agendas (grade-level meetings, team meetings)
- District report card/building report – annual report to all community – 3-year comparison
- “State of the School” report from principal quarterly
- Mission/vision statement posters everywhere/schools/businesses
- Agendas from data analysis/PD sessions
- Data compiled for staff
- Notes from SIAC meetings and agendas
- Parent meeting agendas
- Daily/weekly teacher/staff communications (e.g., newsletter)
- Scheduled collaboration time
- Communicating with local community/service organization about vision for learning
- Advisory committee meetings – agendas and minutes
- End-of-Year Board Report (review of programs)

Standard 2: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a principal demonstrate competence on all descriptors. The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a principal to provide all of the artifacts.

2a. Provides leadership for assessing, developing and improving climate and culture.

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none"> ■ Facilitates collaborative development of culture and climate goals. ■ Provides and enforces clear structure, rules, and procedures for teachers, staff, and students. ■ Collects data regarding school climate. ■ Works with stakeholders in the development of an action plan to accomplish goals. ■ Fosters a climate in which every student is well known, respected, and cared for. 	<ul style="list-style-type: none"> ▪ Staff in-service quarterly – focusing on reading in the HS content areas ▪ Walk-through supervision schedules ▪ School climate surveys (results and/or analysis) ▪ Copy of year's Staff Development Plan ▪ Teacher evaluation artifact(s) ▪ Faculty meeting agenda (Prof issues and Dev) ▪ Copy of professional growth plan ▪ Attendance at state and national conferences (agendas) ▪ Building level study teams (agendas) ▪ Provides opportunities for teachers to observe best practice (both inside and outside discipline) (dates) ▪ Uses state definitions and guidelines as basis for staff development (e.g., Iowa Core Curriculum, Iowa Professional Development Model, etc.) (staff development agendas) ▪ Selection of teachers based on their openness /interest in staff development (copy of interview questions or hiring rubric) ▪ Develop a model portfolio for teachers ▪ Evidence of involvement in planning and implementation of teacher in-service/PD ▪ Quality teacher in every classroom report to community ▪ Agendas from leadership team meetings ▪ Building wide assembly data to build climate: authors, speakers ▪ PLC meeting minutes ▪ Develop, model and demonstrate a lesson plan ▪ Supportive notes to or from staff or community ▪ Recruiting, hiring and retaining quality professional staff (copies of hiring procedures and/or schedules)

2c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.

Descriptors

- Uses observation feedback to assist teachers in the development of effective teaching strategies.
- Provides conceptual guidance for teachers regarding effective classroom practice.

Examples of Evidence/Artifacts

- Staff in-service quarterly – focusing on reading in the HIS content areas
- Walk-through supervision schedules
- School climate surveys (results and/or analysis)
- Copy of year's Staff Development Plan
- Teacher evaluation artifact(s)
- Faculty meeting agenda (Prof issues and Dev)
- Copy of professional growth plan
- Building level study teams (agendas)
- Provides staff with professional reading material (copies of communications)
- Provides opportunities for teachers to observe best practice (both inside and outside discipline) (dates)
- Develop a model portfolio for teachers
- Evidence of involvement in planning and implementation of teacher in-service/PI
- Agendas from leadership team meetings
- Building wide assembly data to build climate: authors, speakers
- Keep an administrative journal of learning opportunities participated in/read and what was learned
- PLC meeting minutes
- Book study notes
- Develop, model and demonstrate a lesson plan
- Support of mentoring and induction program (membership on district k-12 staff development team)
- Recruiting, hiring and retaining quality professional staff (copies of hiring procedures and/or schedules)

2e. Evaluates staff and provides ongoing coaching for improvement.

Descriptors	Examples of Evidence/Artifacts
<ul style="list-style-type: none">■ Demonstrates an understanding of and applies the Iowa Teaching Standards to evaluation.■ Maximizes district evaluation process to improve staff performance.■ Initiates critical conversations about quality teaching.	<ul style="list-style-type: none">▪ Walk-through supervision schedules▪ Copy of year's Staff Development Plan▪ Teacher evaluation artifact(s)▪ Copy of professional growth plan▪ Building level study teams (agendas)▪ Provides staff with professional reading material (copies of communications)▪ Provides opportunities for teachers to observe best practice (both inside and outside discipline) (dates)▪ Uses state definitions and guidelines as basis for staff development (e.g., Iowa Core Curriculum, Iowa Professional Development Model, etc.) (staff development agendas)▪ Develop a model portfolio for teachers▪ Evidence of involvement in planning and implementation of teacher in-service/PD▪ Quality teacher in every classroom report to community▪ Agendas from leadership team meetings▪ PLC meeting minutes▪ Book study notes▪ Develop, model and demonstrate a lesson plan▪ Support of mentoring and induction program (membership on district k-12 staff development team)▪ Recruiting, hiring and retaining quality professional staff (copies of hiring procedures and/or schedules)

2g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.

Descriptors

- Stays informed about current research and theory regarding effective schooling and quality instructional programs.
- Builds professional growth plan based on school district needs, the school improvement plan, and data on student performance.

Examples of Evidence/Artifacts

- Staff in-service quarterly – focusing on reading in the HIS content areas
- School climate surveys (results and/or analysis)
- Copy of year's Staff Development Plan
- Teacher evaluation artifact(s)
- Faculty meeting agenda (Prof issues and Dev)
- Copy of professional growth plan
- Attendance at state and national conferences (agendas)
- Building level study teams (agendas)
- Provides staff with professional reading material (copies of communications)
- Provides opportunities for teachers to observe best practice (both inside and outside discipline) (dates)
- Evidence of involvement in planning and implementation of teacher in-service/PD
- Agendas from leadership team meetings
- Keep an administrative journal of learning opportunities participated in/read and what was learned
- PLC meeting minutes
- Book study notes
- Supportive notes to or from staff or community
- Support of mentoring and induction program (membership on district k-12 staff development team)

2j. **Is highly visible and engaged in the school community.**

Descriptors

- Makes systematic and frequent visits to classrooms, student areas, and activities.
- Interacts with students, parents, and staff in ways that enhance their support for the school.

Examples of Evidence/Artifacts

- Walk-through supervision schedules
- School climate surveys (results and/or analysis)
- Serve on a state-wide committee addressing NCLB, Principals' Standards (documentation)
- Faculty meeting agenda (Prof issues and Dev)
- Copy of professional growth plan
- Building level study teams (agendas)
- Evidence of involvement in planning and implementation of teacher in-service/PD
- Agendas from leadership team meetings
- Keep an administrative journal of learning opportunities participated in/read and what was learned
- PLC meeting minutes
- Supportive notes to or from staff or community
- Support of mentoring and induction program (membership on district k-12 staff development team)

2k. **Articulates the desired school culture and shows evidence about how it is reinforced.**

Descriptors

- Develops a shared vision of the school culture.
- Collects, shares and analyzes data regarding school culture.

Examples of Evidence/Artifacts

- Walk-through supervision schedules
- School climate surveys (results and/or analysis)
- Copy of year's Staff Development Plan
- Faculty meeting agenda (Prof issues and Dev)
- Copy of professional growth plan
- Building level study teams (agendas)
- Uses state definitions and guidelines as basis for staff development (e.g., Iowa Core Curriculum, Iowa Professional Development Model, etc.) (staff development agendas)
- Evidence of involvement in planning and implementation of teacher in-service/PD
- Agendas from leadership team meetings
- Building wide assembly data to build climate: authors, speakers
- Keep an administrative journal of learning opportunities participated in/read and what was learned
- PLC meeting minutes
- Book study notes
- Supportive notes to or from staff or community
- Support of mentoring and induction program (membership on district k-12 staff development team)
- Recruiting, hiring and retaining quality professional staff (copies of hiring procedures/schedules)

2j. **Is highly visible and engaged in the school community.**

Descriptors

- Makes systematic and frequent visits to classrooms, student areas, and activities.
- Interacts with students, parents, and staff in ways that enhance their support for the school.

Examples of Evidence/Artifacts

- Walk-through supervision schedules
- School climate surveys (results and/or analysis)
- Serve on a state-wide committee addressing NCLB, Principals' Standards (documentation)
- Faculty meeting agenda (Prof issues and Dev)
- Copy of professional growth plan
- Building level study teams (agendas)
- Evidence of involvement in planning and implementation of teacher in-service/PD
- Agendas from leadership team meetings
- Keep an administrative journal of learning opportunities participated in/read and what was learned
- PLC meeting minutes
- Supportive notes to or from staff or community
- Support of mentoring and induction program (membership on district k-12 staff development team)

2k. **Articulates the desired school culture and shows evidence about how it is reinforced.**

Descriptors

- Develops a shared vision of the school culture.
- Collects, shares and analyzes data regarding school culture.

Examples of Evidence/Artifacts

- Walk-through supervision schedules
- School climate surveys (results and/or analysis)
- Copy of year's Staff Development Plan
- Faculty meeting agenda (Prof issues and Dev)
- Copy of professional growth plan
- Building level study teams (agendas)
- Uses state definitions and guidelines as basis for staff development (e.g., Iowa Core Curriculum, Iowa Professional Development Model, etc.) (staff development agendas)
- Evidence of involvement in planning and implementation of teacher in-service/PD
- Agendas from leadership team meetings
- Building wide assembly data to build climate: authors, speakers
- Keep an administrative journal of learning opportunities participated in/read and what was learned
- PLC meeting minutes
- Book study notes
- Supportive notes to or from staff or community
- Support of mentoring and induction program (membership on district k-12 staff development team)
- Recruiting, hiring and retaining quality professional staff (copies of hiring procedures/schedules)

Standard 3: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a principal demonstrate competence on all descriptors. The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a principal to provide all of the artifacts.

3a. Complies with state and federal mandates and local board policies.

Descriptors

- Allocates resources to support the compliance of mandates and policies.
- Implements procedures and structures that support mandates.

Examples of Evidence/Artifacts

- Building expectations / rules posted
- Student, faculty, substitute, and teacher handbook
- Crisis plan
- Staff memos – agendas
- Fire marshal reports/fire and disaster drill records
- Insurance audit of building
- Regular meetings with maintenance staff; save agendas of those meetings
- Door monitors, hall monitors, parking lot monitors, schedules/duties
- Safety committee meeting/crisis management plan
- Attendance/tardy procedures/expectations with consistently enforced consequences
- Minutes of faculty meetings, department head meetings
- Physical plant management plan/walk through
- Student (new and incoming) orientation documents
- Budget management procedures collaboration (dates and documents)
- In-service of new staff members (agendas)
- Hiring rubric/questions
- Building leadership team minutes
- Staff meeting agendas
- Student safety survey data results
- School security/supervision schedules

3d. Manages fiscal and physical resources responsibly, efficiently, and effectively.

Descriptors

- Demonstrates an understanding of budgetary policies and procedures.
- Allocates resources, including technology, to optimize student learning.
- Maintains day-to-day management of building budget.

Examples of Evidence/Artifacts

- Building expectations / rules posted
- Staff memos – agendas
- Physical plant management plan/walk through
- Budget management procedures collaboration (dates and documents)
- In-service of new staff members (agendas)
- Building leadership team minutes
- Staff meeting agendas

3e. Protects instructional time by designing and managing operational procedures to maximize learning.

Descriptors

- Develops building policies and procedures to minimize interruptions and distractions during the school day.
- Develops a master schedule to optimize instruction and learning.

Examples of Evidence/Artifacts

- Building expectations / rules posted
- Student, faculty, substitute, and teacher handbook
- Crisis plan
- Staff memos – agendas
- Fire marshal reports/fire and disaster drill records
- Regular meetings with maintenance staff; save agendas of those meetings
- Use technologies to streamline procedures for attendance, grades, registration
- Door monitors, hall monitors, parking lot monitors, schedules/duties
- Attendance/tardy procedures/expectations with consistently enforced consequences
- Minutes of faculty meetings, department head meetings
- Student (new and incoming) orientation documents
- Budget management procedures collaboration (dates and documents)
- In-service of new staff members (agendas)
- Building leadership team minutes
- Staff meeting agendas
- Instructional time schedules

Standard 4: An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a principal demonstrate competence on all descriptors. The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a principal to provide all of the artifacts.

4a. Engages family and community by promoting shared responsibility for student learning and support of the education system.

Descriptors

- Involves students, families, and community members in the decision making process to enhance student achievement.
- Promotes collaborative opportunities to enhance student achievement.
- Builds partnerships with community groups to support school goals.

Examples of Evidence/Artifacts

- Parent advisory committee minutes or agenda
- Parent volunteer list and recognition ceremony
- Junior Achievement/pictures of classes, sample lessons
- Building assistance teams (roster, agendas and minutes)
- Log of referrals of students and families to community agencies
- Log of placements of students (SPED) in comm. agencies
- Establish business partnerships to enhance collaboration in community (documentation)
- Job shadowing/internships (data)
- Collaboration with higher ed (documentation)
- Mentors (adults/students) (documentation)
- School to work (documentation)
- Social health teams (documentation)
- School-based health clinics on site (documentation)
- Examples of parental involvement and input, e.g., PAC agendas, log of volunteer hours/tasks, volunteer recognition, PTA connections/org.
- Career day brochure
- Teaming w/community agencies, YMCA, Mental Health (documentation)
- Observations of site council meetings & presentations to the Board of Directors (documentation)
- Data from P-T Conferences
- Family activity nights brochures

4d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.

Descriptors

- Interacts with parents in ways that enhance their support for student learning.
- Fosters responsibility among staff to provide welcoming culture for all.
- Promotes respect for diversity; capitalizes on the diversity of the school community.

Examples of Evidence/Artifacts

- Parent advisory committee minutes or agenda
- Parent volunteer list and recognition ceremony
- Field trips – community support (dates and schedule of sites visited)
- Building assistance teams (roster, agendas and minutes)
- School Web site hits
- Data from P-T Conferences
- Family activity nights brochures

Evidence:	Summary Rating <input type="radio"/> Meets Standard <input type="radio"/> Doesn't Meet Standard
Reflection:	

5b. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.

Descriptors

- Portrays a positive attitude about the ability of staff and students to accomplish substantial goals.
- Supports major initiatives.
- Communicates and models ideals and beliefs about schooling, teaching, and learning with stakeholders.

Examples of Evidence/Artifacts

- Share characterized info on newsletters, websites and other technology to connect with parents and gain support (documentation)
- Recognize those showing character (documentation)
- School calendar reflects many ethnic religious holidays based on school demo
- Addresses specific concerns of families/student re: controversial issues: gay student concerns about treatment, etc. (documentation)
- Observations or knowledge of community service work or participation (documentation)
- Evidence of participation in professional development (agendas and minutes)
- Personal written reflections
- Participation in developing/reviewing/updating instructional plans for diverse groups such as ILL, TAG, etc.
- Consistent, timely address of bullying/harassment issues documentation

5c. Fosters and maintains caring professional relationships with staff.

Descriptors

- Remains aware of personal needs of teachers and staff.
- Is informed about significant personal issues in the lives of teachers and staff.
- Acknowledges significant events in the lives of teachers and staff.

Examples of Evidence/Artifacts

- Recognize those showing character (documentation)
- Culture fest to celebrate diversity (documentation)
- Demographic rep on all school comm. And booster groups (agendas and minutes)
- Review of handbook to show implementing policies
- Addresses specific concerns of families/student re: controversial issues: gay student concerns about treatment, etc. (documentation)
- Evidence of participation in professional development (agendas and minutes)
- Personal written reflections
- Invite staff to complete evaluation of principal anonymously
- Consistent, timely address of bullying/harassment issues documentation

5e. Is respectful of divergent opinions.

Descriptors

- Maintains open and effective methods of communication.
- Encourages minority opinions to be heard.
- Responds appropriately to school issues as they arise.

Examples of Evidence/Artifacts

- Establish a character education program in the school and document activities (documentation)
- Recognize those showing character (documentation)
- Culture fest to celebrate diversity (documentation)
- Provides multi-lingual newsletters and other school communications
- School calendar reflects many ethnic religious holidays based on school demo
- Demographic representation on all school committees and booster groups (agendas and minutes)
- Building-wide management plan (done by all stakeholders)
- Student handbook (policies and procedures)
- Review of handbook to show implementing policies
- Addresses specific concerns of families/student re: controversial issues: gay student concerns about treatment, etc. (documentation)
- Evidence of participation in professional development (agendas and minutes)
- Personal written reflections
- Participation in developing/reviewing/updating instructional plans for diverse groups such as ILL, TAG, etc.
- Invite staff to complete evaluation of principal anonymously
- Consistent, timely address of bullying/harassment issues documentation

Evidences:	Summary Rating
	<input type="radio"/> Meets Standard <input type="radio"/> Doesn't Meet Standard
Reflection:	

6b. Advocates for the welfare of all members of the learning community.

Descriptors

- Serves as liaison between educational community and broader community.
- Advocates for children and families in the larger community.

Examples of Evidence/Artifacts

- Member of Sup Advisory Council (documentation)
- Culture Fest celebrating school/community diversity (documentation)
- Site-Council implementation at the building level (documentation)
- Serves on Ed Committee for city chamber org. (documentation)
- Log of outside community resource agencies
- Communication log – local/state decision makers
- Notes of communication with the director of legal services
- Guides staff in disaggregating data (documentation)
- Use demographic data of community to establish student learning needs (documentation)
- Observations of participation in community forums, city council or Bd. of Directors mtgs. (documentation)
- Write articles in newsletter or local paper re: ed. Issue
- SIAC participation (agendas and minutes)
- Staff development survey (documentation)
- Work with DE, AEAs and other resources (agendas and minutes)
- Serving on state boards, etc. (like SAI's Rep Council) (documentation)

6c. Designs and implements appropriate strategies to reach desired goals.

Descriptors

- Analyzes data to make decisions.
- Provides opportunities for input from all stakeholders.
- Understands profile of and its relationship to global society.
- Infuses global understandings in program design and implementation.

Examples of Evidence/Artifacts

- Meet monthly with curriculum director or building staff development team to plan staff development for teachers and self – log meeting notes and action
- Active member of district curriculum committee (documentation)
- Member of Sup Advisory Council (documentation)
- Site-Council implementation at the building level (documentation)
- District committee agenda
- Staff development plan indicating diversity agenda
- Guides staff in disaggregating data (documentation)
- Use demographic data of community to establish student learning needs (documentation)
- SIAC participation (agendas and minutes)
- Staff development survey (documentation)
- Work with DE, AEAs and other resources (agendas and minutes)

Part II - Overall Summary (Mark one in each row)

Job Responsibilities:	Meets Standard	Does Not Meet Standard
Standard 1	<input type="radio"/>	<input type="radio"/>
Standard 2	<input type="radio"/>	<input type="radio"/>
Standard 3	<input type="radio"/>	<input type="radio"/>
Standard 4	<input type="radio"/>	<input type="radio"/>
Standard 5	<input type="radio"/>	<input type="radio"/>
Standard 6	<input type="radio"/>	<input type="radio"/>

Significant Achievements:
Areas for Growth:
Principal Comments:
Superintendent or Designee Comments:

Continuous Improvement Recommendation (mark one)	
Professional Growth Plan	<input type="radio"/>
Remediation Target(s)	<input type="radio"/>

Principal's Signature: _____ Date: _____

Evaluation Period: 20____ to 20____

Superintendent/Designee Signature: _____ Date: _____

SMART Goals Worksheet

This is an optional tool to assist with goal writing. Use the process for each of the 1-3 goals you are considering.

S	M	A	R	T
Strategic and Specific	Measurable	Attainable	Results-based	Time-bound
<p>S - Select a high-leverage goal that will make a difference.</p> <p>Specific - Clearly define what you will do and how you will do it.</p>	<p>M - Establish concrete criteria for tracking progress and determining success.</p>	<p>A - Select a goal you have a reasonable expectation of achieving (a "stretch" goal that is not easy, but doable).</p>	<p>R - Clearly define the results you expect to see.</p>	<p>T - Establish a starting and ending date for completion of the goal.</p>

Leadership Goal

S	A	M	T
<p>S - What specific leadership action(s) might lead to the desired result? Describe what you will do and how you will do it.</p>	<p>A - What is the likelihood you will achieve the goal upon successful completion of the actions described? Show the connection between your actions and the desired result.</p>	<p>M - What measures (criteria) will you use to determine progress and document the effect of chosen indicators?</p>	<p>T - What is the timeframe for completing the goal? List start date, review date(s) and end date.</p>
<p>Final leadership goal statement: (Combine considerations in all columns to create your goal statement. Transfer this to the first page of the plan.)</p>			

Learning Goal

S	A	M	T
<p>S - What specific leadership action(s) might lead to the desired result? Describe what you will do and how you will do it.</p>	<p>A - What is the likelihood you will achieve the goal upon successful completion of the actions described? Show the connection between your actions and the desired result.</p>	<p>M - What measures (criteria) will you use to determine progress and document the effect of chosen indicators?</p>	<p>T - What is the timeframe for completing the goal? List start date, review date(s) and end date.</p>
<p>Final learning goal statement: (Combine considerations in all columns to create your goal statement. Transfer this to the first page of the plan.)</p>			

SAMPLE INSTRUCTIONAL PRINCIPAL'S JOB DESCRIPTION

TITLE:	Elementary/Middle/High School Principal
QUALIFICATIONS:	Must possess the qualifications and certification set by the Code of Iowa and the Iowa Department of Education.
REPORTS TO:	The Superintendent or Designee
SUPERVISES:	The academic and support personnel employed in the building(s) assigned to the Principal.
JOB SUMMARY:	To provide leadership, supervisory, and administrative skills that will promote the educational development of each student.
TERMS OF EMPLOYMENT:	() days of service. Salary, benefits, and work year to be established by the Board of Education.
EVALUATION:	Job performance will be evaluated in accordance with provisions of the board's policy for Evaluation of Administrative Personnel.

Job Responsibilities

1. Vision

- Sets priorities in the context of improving student achievement.
- Articulates and promotes high expectations for teaching and student learning.
- Aligns the educational programs, plans and actions to the district's vision and goals for student learning.
- Creates symbols, ceremonies, and activities that support the vision and mission of the district.
- Develops communication strategies to inform stakeholders of progress toward the vision and mission of the district.

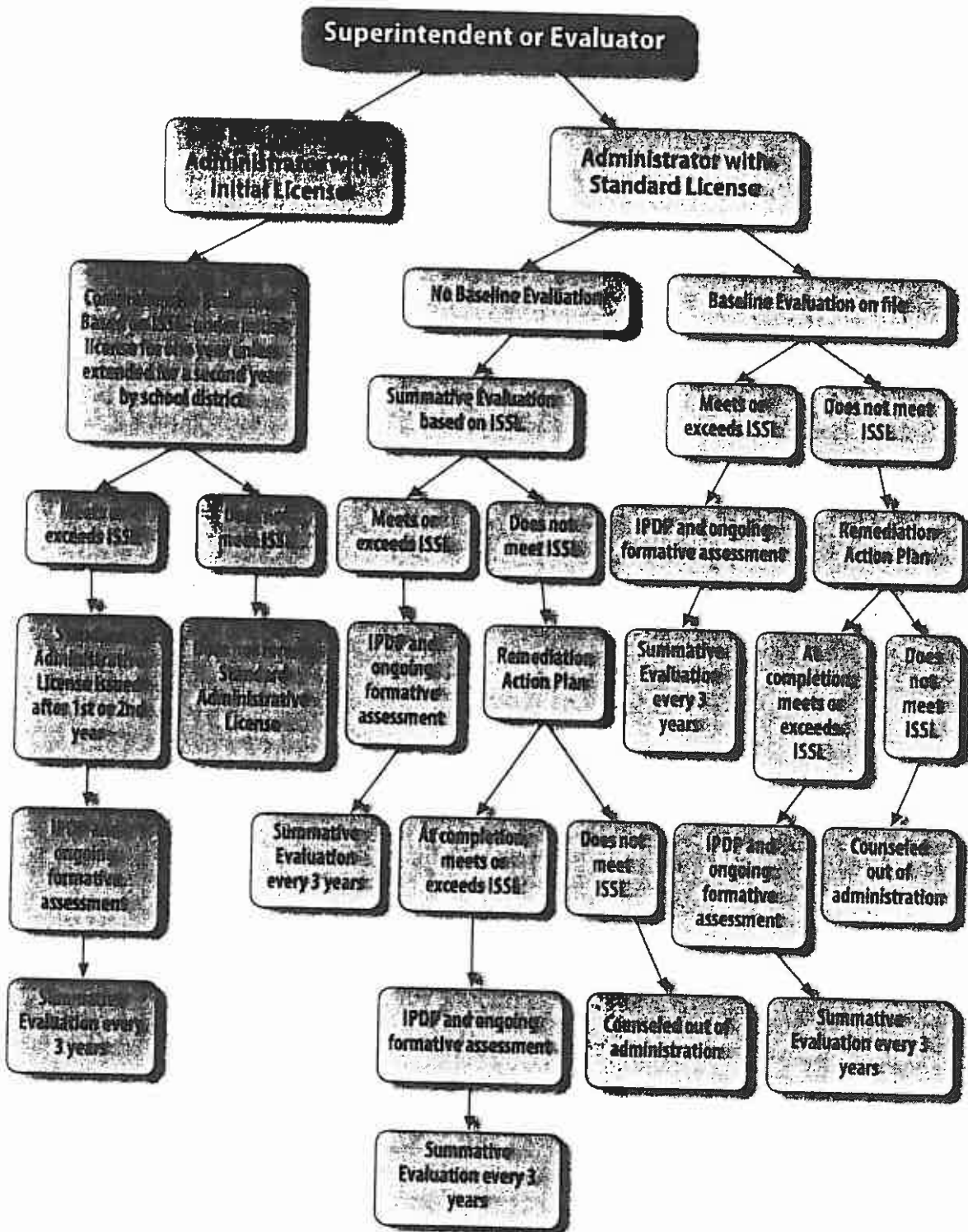
2. Culture and Instructional Program

- Provides leadership for assessing, developing and improving school environment and culture.
- Recruits, interviews and recommends teachers and staff to support quality instruction.
- Provides leadership, encouragement, opportunities, and structure for all staff to continually design more effective teaching and learning experiences for all students.
- Evaluates staff and provides direction for improving instruction.
- Develops and supports professional development of staff to improve student learning.
- Demonstrates awareness of professional issues and developments in education.
- Develops and revises as needed his/her own professional development plan for continued improved performance.

3. Management

- Operational procedures are designed and managed to maximize opportunities for successful learning.
- Effectively manages board policies and procedures.
- Demonstrates effective communication skills with a variety of stakeholders in the operation of the school.
- Addresses problems in a timely manner.

Evaluation Process - Evaluation of Administrators - May 2007
 (ISSL= Iowa Standards For School Leaders; IPDP= Iowa Professional Development Plan)
 IEATPII: Evaluation of Administrators- Module 6: handout 6.3
 Best Practice



6



American Indian Model Schools

Staff Handbook

2012-2013

"A School at Work"

Updated October 15, 2012



An Introduction

The American Indian Model of Education focuses on the four tenets of 1) Family; 2) Accountability; 3) High Expectations; and 4) Free Market Capitalism. This handbook serves as a road map for preparing your students to compete and be productive members in a global society.

AIM Schools Mission Statement

The focus of AIM Schools is family, accountability, high expectations and excellent student attendance (99.5%). We will provide students with an education to enhance their academic skills in English language arts, mathematics, science, social science, humanities, and physical fitness in order to compete in a free-market capitalistic society. This effort will be between family, business, community, and school.

AIM Schools Slogan

"A School at Work"

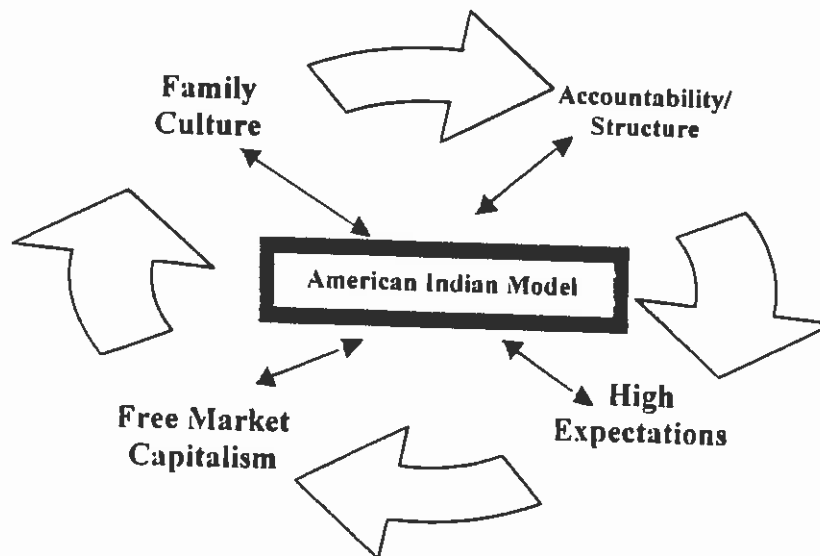
AIM Schools Credo

The Family: We are a family at AIM Schools.

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

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

The Journey: We will go forward, continue working, and remember we will always be a part of the AIM Schools family.



"A School at Work"



**A Culture of Family:
The Basics**

A Culture of Family

1. We are a family at AIM Schools.
2. When families follow and support the American Indian Model, their children are guaranteed to be prepared to graduate from college.
3. We create an extended family with administration, teachers, staff, students, family, and selected community. Students and staff are expected to clean and take care of the school property.
4. Teachers spend three years with their students in either K – 2nd, 3rd – 5th, or 6th – 8th grades teaching all core academic subjects, which creates an environment of strong academics and family culture.
5. Former AIM School students enrolled in college are paid to work with our current students.
6. No student has been expelled since the American Indian Model was implemented in July 2000.
7. All current and former students are encouraged to sign up on the AIM Schools Alumni website.



A Culture of Family:
School Calendar

JULY, 2012

S	M	Tu	We	Th	Fr	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				

July 4, Independence Day
Summer School 2012-13.
June 21-July 12, AIPCS
July 18-Aug. 3, SAIL

JANUARY, 2013

S	M	Tu	We	Th	Fr	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		

Oct. 24-Jan. 4 Winter Break
Jan. 28, Teacher's Day

AUGUST

S	M	Tu	We	Th	Fr	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	

Aug. 23, First Day of School

FEBRUARY

S	M	Tu	We	Th	Fr	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. 18, President's Day

SEPTEMBER

S	M	Tu	We	Th	Fr	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						

Sep. 3, Labor Day

MARCH

S	M	Tu	We	Th	Fr	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. 25-29, Spring Break

OCTOBER

S	M	Tu	We	Th	Fr	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					

Oct. 12, Teacher's Day

APRIL

S	M	Tu	We	Th	Fr	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					

April 22, Teacher's Day

NOVEMBER

S	M	Tu	We	Th	Fr	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. 19-23, Thanksgiving Break

MAY

S	M	Tu	We	Th	Fr	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 27, Memorial Day

DECEMBER

S	M	Tu	We	Th	Fr	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. 24-Jan. 4 Winter Break

JUNE

S	M	Tu	We	Th	Fr	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						

June 6 Last day of School
June 7 Graduation
Summer School 2012-13:
June 20-July 11 AIPCS
July 15-Aug. 2 SAIL

School Out School in Session



A Culture of Family: Classroom Cleanliness

The Basics

1. We value cleanliness! Make sure your classrooms are kept clean.
2. Assign students jobs to perform and manage them. Students take pride in contributing to the upkeep of the school.
3. Classrooms should be swept or vacuumed by students at the end of each day, and whenever necessary throughout the day.
4. There should never be anything left on the floor or on the desks after school. The floors are mopped/vacuumed at night and anything left on the floor will be thrown away.
5. Textbooks should NEVER be on the floor.
6. The trash and recycling must be taken out by a student (escorted by a teacher) at the end of each day.
7. The teacher's desk should also be neat and clean at the end of each day. Be a model for the students.
8. Do not keep unsealed food in your desk for ants and rats to eat.
9. Personal items should never be left at the school overnight. The school is not responsible for lost or stolen items.
10. Boards should be cleaned with board cleaner at least once a week.

Doors

11. Be sure to have the following items on both sides of your door: 1) credo, 2) mission statement, 3) slogan, 4) daily schedule, 5) class roster (first name and last initial only and number each student), teacher's name and classroom number.
12. Be sure they are at eye-level for students.
13. The doors should always be neat. Papers should not be falling off in the middle of the school year.

Classroom Displays

14. A countdown of the following items should be displayed somewhere within the classroom: perfect attendance, days until STAR testing and/or any other standardized testing, and days until the last day of school.
15. The clock should be positioned where students are not constantly staring at it.
16. You should display some student work either inside or outside the classroom.
17. Student of the Month should be displayed either inside or outside the classroom.
18. The office will make a board to display the honor roll students each quarter.
19. Post a banner or some kind of display about the university you graduated from.



A Culture of Family: Retention

1. AIM Schools K-8th grade students must pass language arts and mathematics (C- or below is failing), or they may be retained or attend summer school. AIM Schools 9th-12th grade students must pass English language arts, math, science and history (C- or below is failing), or they may be retained or attend summer school.
2. All failing students should be placed in tutoring. Students who are lazy or not putting forth effort may be retained.
3. Teachers must provide documentation on progress reports and report cards **EARLY IN THE YEAR** if a student is at risk of being retained. Documentation of retention **MUST BE REPEATED** in each progress report and report card.
4. You should plan to meet with parents throughout the year and inform them when students are failing.
5. **DO NOT SAY** students may be retained or students could be retained. Instead, **SAY based on your current progress, you will be retained.**
6. **DO NOT** be afraid to retain a student who did not do the work. You will only set them up for failure if they are promoted to the next grade level when unprepared.
7. Chaos is created for the new teacher when you promote a student who is not prepared for the next grade level. Retention is never negotiable with families.



**A Culture of Accountability:
The Basics**

A Culture of Accountability

1. We analyze all student test results to ability group for mathematics. A student's state and national test results are used to gauge the accuracy of achievement in the classroom.
2. State testing is held one week after staff and students return from Easter Break. There are no field trips until after California Standards testing. Only students who have worked hard and followed the rules may attend field trips.
3. Progress reports are sent home every three weeks for **ONLY** students who are failing. A "C-" or lower is a failing grade. Report cards are distributed every nine weeks for all grades. Administrators must sign off on all student progress reports and report cards before they are sent home.
4. We retain those students not willing to work toward improving their academic or social skills to advance to the next grade level.
5. Students are informed of their academic progress and the school's academic progress continuously. Students are expected to set academic goals and work toward them.
6. We demand hard work and high academic expectations from all employees and students.
7. We hire smart administrators, teachers and staff based on their high academic achievement and ability to follow the American Indian Model. We fire administrators, teachers and staff who do not meet those expectations. We reward employees who adhere to the model.



**A Culture of Accountability:
Student Contract (elementary/ middle school)**

**American Indian Model Schools K – 8th Grades
Student Contract 2012-2013**

These rules and regulations must be followed at American Indian Model Schools K-8th Grades:

Respect Self:

1. Students must attend school each day on time. This includes summer school for 3rd – 8th grades and summer intensive programs like SAIL. This may also include CTY, ATDP, or any other program suggested by the school.
2. Students cannot miss more than 5 days of school. Students who miss more than 5 days may be retained.
3. An absence is defined as missing two or more hours of school.
4. 3rd – 8th grade student absences must be made up during Saturday School.
5. 3rd – 8th grade students who are tardy five times during the semester must attend Saturday School.
6. 3rd – 8th grade 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.
12. Students must follow the school's dress code.
13. Students who receive a C- or lower in math or language arts may be retained.

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 others.
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. Visitors must check in at the front office.
8. Students may not leave school during school hours without a parent/guardian signing them out.
9. If a student misses school for an appointment, proof of the appointment must be submitted to the office.
10. Students will follow all pick-up/drop-off safety procedures set forth by the school.

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.

American Indian Model Schools' 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"

"A School at Work"



**A Culture of Accountability:
 Dress Code (elementary/middle school)**

American Indian Model Schools K – 8th Grades

Dress Code Policy 2012-2013

All students must adhere to this dress code while on the school campus:

Top:

1. Students must wear a **WHITE** shirt with a **COLLAR**. The white collared shirts may be short-sleeved or long-sleeved.
2. The shirts must be completely **PLAIN** with no logos, 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 BLUE** or **KHAKI** pants that are completely **PLAIN** with no colorful designs or details (including stripes, patches, flashy stitching, etc.)
2. No jeans, denim, shorts, capri pants, leggings, jeggings, athletic pants (sweatpants, nylon jogging pants, etc.), or tight fitting pants are permitted.
3. Skirts are permitted as long as they are below the knee.
4. Pants can have a maximum of four pockets: two in the front and two in the back. The pockets need to be near the waistline—not down the leg of the pants.
5. **NO SAGGING PANTS** are permitted.
6. Students cannot rubber band the bottom of their pants.
7. Female students may wear flesh-toned, footed stockings underneath skirts.

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 the student's 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, headbands, bandanas, beanies, colorful hair ties, ribbons, or anything with bright color in their hair. Simple barrettes, clips, and elastic hair ties that are black, brown, or white are permitted.
5. 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.
8. On cold days students may wear a plain white scarf. Scarves must be removed during class.
9. **HAIR DESIGNS** are inappropriate and are not permitted at any time on campus.

Shoes:

1. Students cannot wear colorful laces, flip-flops/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 the 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.

American Indian Model Schools' 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"

"A School at Work"



**A Culture of Accountability:
Staff Dress Code**

The idea for a staff dress code was suggested by AIPCS students who wanted everyone- not just the students- to look professional. They asked for an image of success, and we we're giving it to them. Everyone who works for the schools (except for the P.E. teachers and any athletic coaches) must comply with the new dress code.

Please do not wear the following articles of clothing:

1. Jeans
2. Carpenter pants
3. Shorts
4. T-shirts
5. Tennis shoes
6. Hooded sweatshirts
7. Tank tops/ tube tops
8. Flip-flops

Dress in a professional manner.

If you have any questions, please inquire in the office.



**A Culture of Accountability:
Student Assessment**

1. Follow the percentages – do not inflate grades.
2. Physical education grades and elective grades count toward the Grade Point Average (GPA).
3. Progress reports are distributed every three weeks. If a student is failing (C- or below) any subject, he or she will receive a progress report that documents grades in all subjects. A grade of C- is **NOT** considered passing, so make sure that is reflected in your grading. If you give a student a C- you are saying he or she is not doing well enough to pass the subject. Only send out grades on the course a student is failing.
4. Since progress reports are due every three weeks, be sure to have enough grades to accurately gauge who is passing and who is not. Report cards are created every nine weeks.
5. The office will provide you with a template for progress reports and report cards one week before they are due.
6. PE teachers, foreign language, and elective teachers must provide homeroom teachers with grades by the Thursday before the reports are due. These teachers are also encouraged to write comments for students.
7. Comments on report cards and progress reports are essential. Provide early warning (in writing) to students who are falling behind. Notify the administrator of students who are at risk of being retained. Document everything.
8. Comments listed on progress reports and report cards must be numbered. Do not include scores (tests, quizzes, etc.) on progress reports or report cards.
9. Edit your reports and submit them on time (8:00 A.M. on the day they are due). Make sure you spot-check your GPA calculations. If there are several mistakes the site administrator will stop reading all of your progress/report cards and return them to you.
10. High-school homeroom teachers are responsible for compiling and submitting student progress reports on time.
11. When grades are due, put a copy of each student's report card or progress report in the site administrator's mailbox. The site administrator will read the reports, write comments, and make sure everything looks okay. He or she will initial each report. No report card or progress report of any sort is to go home before showing it to an administrator.
12. Once you've received approval, send the student home with two copies of the report card. One is for the family to keep and the other is to be signed and returned to you. Keep a third copy in the students' classroom files in case the student loses the copies you sent home.
13. For each semester there will be two times when grades are due for all students. You will put more specific names for subjects. Example: "Math" changes to "Algebra I" (8th grade) or "Geometry" (9th grade). When the second period grades are due, you will have three columns next to the subject name. The first column will list student's first period grades (this is why you need to have copies of their first period grades on file). The second column will list student's second period grades. The third column will list student's semester grades, which are calculated by averaging out the first and second period grades.



**A Culture of Accountability:
 Sample Report Card (high school)**

*American Indian Public High School
 171 12th Street, Oakland CA 94607
 Phone: 510.482.6000, Fax: 510.482.9801*

**1st Semester Report Card
 Teacher's Name
 June 23, 2011 – October 21, 2011**

**Student Name:
 Grade: 9**

Subject	First Period Grade	Second Period Grade	First Semester Grade
Honors Language Arts	88%, B+		
Honors Geometry			
Conceptual Physics			
AP World History			
Mandarin I			
PE			

**Days Absent:
 Days Tardy:
 Academic GPA:**

Comments:

- 1.
- 2.
- 3.

AP Credit: Students who receive a "C-" or lower in an Advanced Placement (AP) course will be withdrawn from the course and enrolled into the non-AP equivalent. Students must pass the course with at least a "C."

High School Credit: 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. Students are responsible for making sure that they enroll in, and retake, the appropriate courses. Enrollment in classes should be done through the AIPHS office.

Parent Signature _____



**A Culture of Accountability:
 Sample Progress Report (middle school)**

*American Indian Public Charter School II
 171 12th Street, Oakland, CA 94607
 Phone: 510.893.8701, Fax: 510.893.0345*

**Progress Report
 Teacher's Name
 October 24, 2011-November 11, 2011**

Student Name: **First name Last name**
Grade: **7**

*****Only include the subjects the student is failing*****

Subject	Grade
Language Arts	70%, C-
Math or Algebra I	
Earth, Life, or Physical	
Ancient, World, or History	
Creative Writing	
PE	

Days Tardy: 0
Days Absent: 0
Academic GPA: 4.00

Comments:

- 1.
- 2.

At AIPCS II a grade of "C-" or below is considered failing. Based on your current grades, you will be retained.

Parent Signature _____



A Culture of Accountability: Individualized Education Plan (IEP) and 504 Plan

An Individualized Education Program (IEP) is a written statement of the educational program designed to meet a child's individual needs. Every child who receives special education services must have an IEP. That's why the process of developing this vital document is of great interest and importance to educators, administrators, and families alike. Here's a crash course on the IEP.

What's in an IEP?

Each child's IEP must contain specific information, as listed within IDEA, our nation's special education law. This includes (but is not limited to):

1. the child's present levels of academic achievement and functional performance, describing how the child is currently doing in school and how the child's disability affects his or her involvement and progress in the general curriculum
2. annual goals for the child, meaning what parents and the school team think he or she can reasonably accomplish in a year
3. the special education and related services to be provided to the child, including supplementary aids and services (such as a communication device) and changes to the program or supports for school personnel
4. how much of the school day the child will be educated separately from nondisabled children or not participate in extracurricular or other nonacademic activities such as lunch or clubs
5. how (and if) the child is to participate in state and district-wide assessments, including what modifications to tests the child needs
6. when services and modifications will begin, how often they will be provided, where they will be provided, and how long they will last
7. how school personnel will measure the child's progress toward the annual goals

What's the IEP's purpose?

The IEP has two general purposes: to set reasonable learning goals for a child, and to state the services that the school district will provide for the child. The IEP is developed jointly by the school system, the parents of the child, and the student (when appropriate).

Who develops the IEP?

The IEP is developed by a team of individuals that includes key school staff and the child's parents. The team meets, reviews the assessment information available about the child, and designs an educational program to address the child's educational needs that result from his or her disability.

When is the IEP developed?

An IEP meeting must be held within 30 calendar days after it is determined, through a full and individual evaluation, that a child has one of the disabilities listed in IDEA and needs special education and related services. A child's IEP must also be reviewed at least annually thereafter to determine whether the annual goals are being achieved and must be revised as appropriate.



A Culture of Accountability: In Case You Are Absent

In the extremely *rare* case you are absent please ensure the following have been done:

1. If you know you will be absent well ahead of time, tell your site administrator. The site administrator will make the necessary arrangements. (See the Employee Policy for acceptable absences.)
2. If you become ill or some other emergency comes up, please notify an administrator as soon as possible (even if it is late at night) via e-mail AND cell phone. Please contact each administrator at your campus until you finally reach one and get a confirmation that you will be covered.
3. If you are running late, please contact the administration as soon as possible. This means *speaking with* an administrator, not just leaving a message on the school's voicemail.
4. Please provide the office with a substitute teacher lesson plan.
5. Ultimately, you are responsible for your students, so please be very thorough with your lesson plans and contacting administration.

Administration's Contact Information

AIPCS		
Jason Chu	(909) 659-3243	Jason.chu@aimschools.org
Ashley Russell	(510) 220-7895	Ashley.russell@aimschools.org
AIPCS II		
Jennifer Avelino	(818) 298-9580	Jennifer.avelino@aimschools.org
Seth Burns	(510) 410-0954	Seth.burns@aimschools.org
Lillian Guo	(916) 412-6745	Lillian.guo@aimschools.org
Annie Nguyen	(503) 317-7161	Annie.nguyen@aimschools.org
AIPHS		
Claudia Walker	(510) 508-6957	Claudia.walker@aimschools.org
Kimberly Palmore	(510) 798-6153	Kimberly.palmore@aimschools.org



**Section 3:
A Culture of High Expectations**

"A School at Work"



A Culture of High Expectations: Classroom Efficiency Plan

We maximize learning in the classroom. This is accomplished through a no-nonsense approach to education that allows teachers to focus their energy on their job: teaching. The following is a Classroom Efficiency Plan.

I. Classroom Jobs

Save time and strategically promote classroom efficiency through use of class jobs. Below are sample class jobs with brief descriptions. Have their duties displayed in your classroom.

1. *Homework organizer for absent students:* A present student collects handouts for the absent student, notes everything that is covered during the day and makes an extra copy of that night's homework assignment list. S/he submits the assignment to the teacher at the end of the day for the teacher to modify (if needed) and submit to administration.
2. *Classroom Cleaners:* Students clean white boards, sweep, dust, organize, etc.
3. *Stapler/Packet Organizers:* Students staple handouts. Be cautious of having your own students stapling a future test. Some teachers avoid this by using students from a different grade level in detention.
4. *Student tutors:* Academically unprepared students are paired with academically prepared students for tutoring.
5. *Graders:* Students grade student work.
6. *Lunch Duty:* Students are assigned to clean tables after lunch.
7. *Filers:* Students collect and files memos, doctors note, and/or detentions
8. *Boards:* Students clean boards and displays every day
9. *Countdowns:* Students keep track of the classroom countdowns.
10. *Handouts:* Students pass out homework and other documents to the class.
11. *Office Runner.* Students run notes to and from the office, including attendance in the morning.

II. Instructional Practices

1. Notify your administrator as soon as possible when you anticipate needing a substitute. Call him/her or them in person. Do not rely on email.
2. Teachers are expected to be at school thirty minutes before school starts and one hour after the school day ends. All teachers have an eight-hour work day Monday-Friday unless you have made arrangements with your site Administrator to leave early.
3. Start class on time. Students should learn to be ready to start class without being told. Encourage students to anticipate directions; homework should be out on their desks in the morning, and students should be silent without teacher directive. A self-sufficient student with minimal teacher direction is the final goal.
4. Encourage students to use the restroom before class, after class and during lunch.
5. Over-planning instruction is better than not planning enough.
6. Teach students good note-taking skills and study habits. Take time to answer relevant student questions.
7. Avoid letting unrelated class questions eat up valuable instructional minutes.
8. When visitors enter your classroom, continue teaching and students should continue working. Visitors come to see students working. Students should not turn around, no matter who steps through the door.
9. When a student is misbehaving and you want him or her out of your classroom for a period(s), please send the child to a different classroom—not to the office. The only time a student should be sent directly to the office is when a physical fight occurred or he or she is sick and should be sent home.
10. Do NOT overdo group work. Individual work is emphasized in American Indian Model Schools, not large groups!



A Culture of High Expectations: Consequences

1. Detention
 - a) Assign detention to your students AND other teachers' students.
 - b) Do not negotiate detention or allow students to reschedule.
 - c) Please be clear and concise when notating reasons for detention.

2. Saturday School
 - a) Two detentions in one week = Saturday School
 - b) Absence = Saturday School
 - c) Absence from Saturday School=Two Saturday Schools
 - d) Give the administrator a list of students who must attend Saturday School by the Friday before each Saturday School.
 - e) Teachers must put together a packet for students to complete. The packet should have clear instructions, be stapled together and ready to be passed out Saturday morning.
 - f) It is not your site administrator's job to figure out the order of your packet or organize it.
 - g) Assign enough work for the students to complete while they are attending Saturday School from 8:30 a.m. – 12:30 p.m.

3. Other Methods (Use COMMON SENSE.)
 - a) Take away students' desk, send them to another teacher's classroom, separate during lunch, embarrass (by pointing out negative behavior in front of class or school), ask to write a letter.
 - b) Do not put anything on a student (sign, dunce cap, etc.).
 - c) Do not do anything that puts the health and safety of a student, or the reputation of this school, in jeopardy.
 - d) Do not have your students sitting on the floor or facing the corner of the wall.
 - e) Do not have your students stand on one leg or hold anything on their heads or hands.

4. Confiscated Items
 - a) Fill out the Confiscated Items Form (signed by you and the student). Give the form and item to an administrator.
 - b) The administrator will also sign the form and file it in a binder.
 - c) The item will be placed in a Ziplock bag with the student's name inside the bag. The Ziplock bag will be placed in a locked box.
 - d) Items will be returned to students on the last day of summer school or the last day of school.



**A Culture of High Expectations:
DETENTION SLIP**

Date: _____

Teacher: _____

Today, I had the following behavior/academic problem(s) with _____.
Please speak with your child about his or her infraction and the importance of following all school rules.

- | | |
|---|--|
| <input type="checkbox"/> Not returning homework (_____) | <input type="checkbox"/> Food / drinks / gum / candy |
| <input type="checkbox"/> Defiant behavior toward adults | <input type="checkbox"/> Out of seat without permission |
| <input type="checkbox"/> Negative attitude / foul language | <input type="checkbox"/> Talking in class / detention |
| <input type="checkbox"/> Dress code violation (_____) | <input type="checkbox"/> Not following directions |
| <input type="checkbox"/> Speaking out of turn in class | <input type="checkbox"/> Respect for property |
| <input type="checkbox"/> Tardy (Time arrived: _____) | <input type="checkbox"/> Missing classroom materials |
| <input type="checkbox"/> Drop-off / Pick-up violation | <input type="checkbox"/> Not organized / messy desk |
| <input type="checkbox"/> Not completing classroom job | <input type="checkbox"/> Throwing/ kicking/ hitting/ teasing |
| <input type="checkbox"/> Not returning signed: memo detention slip progress report report card | |
| <input type="checkbox"/> Other: _____ | |

As a result, your child must serve **60** minutes of after-school detention on _____.
Please note the date on your calendar and make the necessary arrangements. I appreciate your help and support.

Please sign and return this form to your student. It is due back the next school day.

Student's signature

Parent's signature

- Punishment will be doubled if your child does not return with this signed detention slip or fails to attend detention on the specified date.
- Detention dates will not be rescheduled.
- If you have a question, please see the student contract.

Those who choose not to follow the dress code policy or student contract 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.**

American Indian Model Schools guarantee: *follow our model and your child will be prepared to graduate from college.*

"A School at Work"

"A School at Work"



A Culture of High Expectations: Saturday School

1. Saturday school is held once a month starting in September (see staff calendar).
2. This is run by administrators, but teachers are encouraged to attend to help their own students.
3. Teachers may hold their own Saturday School with office approval.
4. Saturday school is from 8:30 A.M. to 12:30 P.M.
5. Teachers must submit a packet of 4 hours of work for students by Friday before Saturday School.
6. Students may only work on homework *after* they have completed their Saturday School work.
7. Packets should be student-specific, be organized, have clear directions, and keep students occupied from 8:30 a.m. to 12:30 p.m.
8. Teachers will receive a memo to distribute to students on the Wednesday before Saturday School.
9. Teachers must submit to the office a list of students attending Saturday school along with the packets of work for the students.



A Culture of High Expectations: Suspension & 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. These codes are outlined in *Appendix 1*, and are enumerated in Section 48900 of 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.

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.



A Culture of High Expectations: Suspension & Expulsion Policy

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.



A Culture of High Expectations: Suspension & Expulsion Policy

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

1. The Director decides whether or not to recommend expulsion to the Governance Board.
2. 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.
3. 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.
4. 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.
5. Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days prior to the date of the hearing and shall comply with subdivision (b) of EC 48918.



A Culture of High Expectations: Suspension & Expulsion Policy

- 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.



A Culture of High Expectations: Suspension & Expulsion Policy

- 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.



A Culture of High Expectations: Suspension & Expulsion Policy

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.



**A Culture of High Expectations:
 Novels List and Procedures**

AIPCS Novel List 2012-13		
6th Grade	Maniac Magee	Where the Red Fern Grows
	The Outsiders	Esperanza Rising
	Call of the Wild	The Shakespeare Stealer
	Where the Red Fern Grows	Call of the Wild
	A Wrinkle in Time	Red Scarf Girl
7th Grade	The Giver	Anne Frank: Diary of a Young Girl
	Shabanu: Daughter of the Wind	Animal Farm
	Bad Boy	A Midsummer Night's Dream
	The Crying Rocks	Fahrenheit 451
	Animal Farm	The Giver
	Persepolis*	I, Juan de Pareja
8th Grade	Bean Trees	To Kill a Mockingbird
	Narrative of the Life of Frederick Douglas	Night
	Across Five Aprils	Things Fall Apart
	Autobiography of Miss Jane Pittman	Maus*
	Night	

*To be used by the Resource Teacher

1. Fill out the 'Novel Request Form.' It must be submitted 1-week prior to the 'Start Date.'
2. All novels will be distributed through the office and you must indicate when you will be finished with the novel.
3. The Downtown & Magee campuses will exchange novels within the first week of each semester.



**A Culture of High Expectations:
 AIPHS Course Matrix**

2012-2013

	Fall Semester	Spring Semester
9th Grade	Honors Language Arts Honors Geometry Conceptual Physics AP World History Physical Education/Drama Mandarin I	Honors Language Arts Honors Geometry Conceptual Physics AP World History Physical Education/Drama Mandarin I
10th Grade	Honors Language Arts Honors Algebra II Biology/Life Science Creative Writing/Drama Mandarin II AP Government	Honors Language Arts Honors Algebra II Biology/Life Science Creative Writing/Drama Mandarin II AP Government
11th Grade	AP English Language Arts AP Physics B AP Mandarin Honors Pre-Calculus Creative Writing AP US History	AP English Language Arts AP Physics B AP Mandarin Honors Pre-Calculus Creative Writing AP US History
12th Grade	AP Calculus AP English Literature AP Economics Physical Education College Planning Biology	AP Calculus AP English Literature AP Economics Physical Education College Planning Biology



A Culture of Free-Market Capitalism: The Basics

A Culture of Free-Market Capitalism

1. There are clear, consistent, and high expectations in the student contract that are enforced by all employees. Student consequences (detention, Saturday School, embarrassment, cleaning, etc.) are given for not following school rules.
2. Families choose to enroll their children in an American Indian Model public school. State and federal funding follow the student to the family's school of choice. This is the same funding model of vocational schools, community colleges, and universities in the United States.
3. We focus on excellent student attendance (99.5%). Students and staff are given cash rewards for hard work, academic performance, and reinforcing the school's mission statement and credo.
4. Job descriptions are posted that cause administrator or teacher applicants to self-select out or in when applying for a job with American Indian Model Schools.
5. Financial rewards are given to employees and students for increased student achievement on standardized tests combined with maintaining high levels of student enrollment from the beginning of the year until the end. (See page 65 for more details.)
6. We encourage all classes and American Indian Model school sites to compete with each other and instill in students the values of a free-market capitalistic society.
7. The administrative leadership focuses on fiscal responsibility and a superior business model. The school pays for student trips, the SAT, the PSAT, and other costs related to students.



A Culture of Free-Market Capitalism: Attendance Procedure

- Attendance is the most important aspect of the American Indian Model Schools.
- Record attendance (including the number of consecutive days of perfect attendance) in four places every day:
 - Bulletin board
 - Classroom board
 - Grade book
 - Monthly attendance grid
- Notify the office about all student absences within 15 minutes of the start of the school day. Make sure to update the office if a student reported absent shows up tardy.
- Prepare homework for students who are absent so they can pick it up from the office to limit interruptions in your classroom.
- Emphasize the importance of attendance to your students; tell them to come to school to get their homework even when they feel ill.
- If the students cannot get to school due to transportation issues, they need to let the school know so we can provide a solution.
- Assign Saturday school to all students who are absent.
- Report class list/attendance grid discrepancies immediately.

SAMPLE Statistical Attendance

December 3 – December 14, 2007

Mr. Berniker

Date	Last Name	First Name	12/3 M	12/4 T	12/5 W	12/6 TH	12/7 F	12/10 M	12/11 T	12/12 W	12/13 TH	12/14 F	TOTAL
1	Brizuela												
2	Cedano												
3	Cervantes												
4	Chan												
5	Chen												
6	Cornejo						⚡						
7	Cortes												
8	De Anda												
9	Escobar												
10	Flores												
11	Gomez												
12	La									⚡			
13	Lau												
14	Lee												
15	Ordaz												
16	Pena												
17	Perez				⚡								
18	Tan												
19	Zheng												

- You must submit the attendance grid on time. The due date is always the last day of the attendance period.
- Please ask the office for a copy if you do not receive one by the first day of the attendance period.
- Do not do totals.
- Always complete in pencil.
- Please update the office if there are any changes to the class list.
- Please use the following markings:

Tardy



Absent





**A Culture of Free-Market Capitalism:
Truancy Letter to Parents**

Date:

Dear Parent/Guardian:

Our records indicate that your child, (insert child's name), was absent for more than 30 minutes on: (insert dates of unexcused absences) without valid excuse. **Therefore, your child is considered a truant according to California's legal definition below.**

Education Code Section 48260—Any pupil subject to compulsory full-time education who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.

Upon a pupil's initial classification as a truant, AIM Schools are required to notify you, the pupil's parent/guardian, of the following: (*EC* §48260.5)

1. That the pupil is truant.
2. That the parent/guardian is obligated to compel the attendance of the pupil at school.
3. That parents/guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to *California Education Code*.
4. Alternative educational programs available in the district.
5. The right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
6. The pupil may be subject to prosecution under *Education Code* Section 48264.
7. The pupil may be subject to suspension, restriction, or delay of his/her driving privilege pursuant to *Vehicle Code* Section 13202.7.
8. That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

You have 10 days to respond to this notice in writing, by phone, or in-person. Please contact the school at (insert school phone number) to schedule a meeting with the site administrator, and (insert student's name)'s teacher to discuss the solutions to (insert student's name)'s truancy. Failure to respond within 10 days will result in immediate referral to the Student Attendance Review Board (SARB).

Sincerely,

Administrator's Signature

Date

Administrator's Name (Printed)



A Culture of Free-Market Capitalism: STAR Testing Strategies

The following STAR strategies are from AIMS teachers:

1. After reviewing the practice tests, students were given shorter quizzes each week for reinforcement.
2. The first time through the test, the students filled in the bubbles very lightly to make erasing easier.
3. The students check over each question and either change their answers or fill in the bubbles completely.
4. As I walked around the classroom, I kept track of when each student finished their tests the first time and made them check their work for at least thirty minutes.
5. When students finished checking their answer sheet, I double-checked it to ensure that their name was on it, as well as all bubbles correctly filled in.
6. After reviewing the test-taking strategies thoroughly, I moved on and focused on reviewing the standards and concepts.
7. Before they took the test, I emphasized that this is their opportunity to show off what they have learned all year. I reiterated the importance of trying their best and proving how hard they have worked this year to prepare.
8. Cross out answers that are obviously incorrect to narrow down choices.
9. Throughout the year, I used the STAR practice questions from last year in my lessons.
10. To improve reading comprehension, I asked students to read the first and last sentence of paragraphs before reading the entire essay.
11. I taught students common Latin and Greek prefixes and suffixes to improve their ability to understand words they are unfamiliar with.
12. Remember "PEMDAS" for math (parentheses, exponents, multiplication, distribution, addition, and subtraction).
13. Repetition is important for comprehension.
14. I stress reading comprehension by having students read passages and summarize them.
15. I tried to bring out student's competitive sides by reviewing released STAR questions and making answers worth points.
16. I prepared for the STAR test by starting test prep early in the school year, allowing for plenty of time.
17. I read and complete released test questions together.
18. I assess my students on a regular basis to see whether they are mastering standards.



**A Culture of Free-Market Capitalism:
AIMS Covered High School Costs**

AIPHS wants your child to succeed. We will pay all costs for exams, reviews, books, college application workshops, college tours, and summer programs for our hardworking students.

Exams

PSAT: \$13.00 (Taken 3 times) = \$39.00
SAT: \$47.00 (Taken 2 times) = \$94.00
SAT II: \$21.00 (Taken 6 times) = \$126.00
AP Exam: \$87.00 (Taken 9 times) = \$783.00
ACT Exam (Taken 1 time): \$33.00

Reviews

SAT Review: \$2,700.00
PSAT Review: \$2,700.00
AP Exam Review: \$250.00
SAT Subject Test Review: \$350.00

Books / Materials

PSAT Study Guide: \$12.92
SAT Study Guide: \$12.86
SAT Subject Test Study Guide: \$12.89
AP Exam Study Guide (for each test): \$110.16
TI-83 Plus Graphing Calculator: \$129.00

College Applications and Tours

College Planning Workshop: \$1,500.00
College Tours: \$400.00
College Applications: \$35 (5 per student) = \$175.00

Total: \$9427.83



A Culture of Free-Market Capitalism: Student Recognition (continued)

Perfect Attendance Competition Counts

- AIM Schools will use the district standard for tracking perfect attendance, with the exception that students who are absent for the entire day but who come to school to drop off their completed homework and pick up their homework assignments will be considered present.
- Only students who show up to school on a given day will be considered present.
- Students who are absent, and whose family members or friends pick up homework assignments, will be considered absent and the class's perfect attendance count will return to zero.
- The site administrators may make exceptions to this policy on a case-by-case basis as circumstances dictate.

American Mathematics Contest (AMC) 8, 10, and 12 Awards

- Students who excel in the AMC are recognized by the makers of the contest with certificates.
- Students will be recognized on a display.

STAR 600's

- Students who received a perfect 600 on any of the STAR exams will be recognized by a display at the front of the school.
- The office will compile this list of students.

John's Hopkins Center of Talented Youth (CTY) Awards:

- Students who excel in the SCAT or SAT exams given during the Talent Search are awarded certificated by CTY.
- Students will be recognized on a display.

Spelling Bee

- An annual spelling bee is hosted by the Oakland Unified School District for middle school.
- Each campus will send 2 students, winners of the school-wide spelling bee.



A Culture of Free-Market Capitalism: Field Trips

1. Field Trips are not permitted until STAR testing is completed; they must be based on our mission statement.
2. Teachers should plan to submit a proposal to the site administrator/principal after testing with the following information:
 - a) Where will your class be going?
 - b) How many students will attend?
 - c) When do you plan to go (date and time)?
 - d) What public transportation do you plan to take?
 - e) The total cost of field trip plus transportation?
 - f) Do you need to purchase BART/bus and admission tickets in advance?
 - g) What do you need the school to pay for before the field trip?
3. You should complete all paperwork two weeks in advance. Do not ask the site administrator or administrative assistant for cash on the day of the field trip. We do not have cash on hand.
4. **DO NOT** allow students to attend a field trip without merit. The students should stay behind if they do not deserve it.
5. Students who stay behind must have enough assignments to complete for the school day. Do not leave the student without any work; this will create problems for the office and other teachers. You should have a packet ready and make arrangements with another teacher.
6. You are responsible for arranging chaperones. Please check with the office prior to making final arrangements. Chaperones should be people who know and understand the model.
7. You must not leave your students unsupervised or unattended at any time while on the field trip. If you break into groups, an adult chaperone must be present with each group.
8. If students need to use the restroom, they should go in groups and not by themselves.
9. In case of an emergency, please call the office immediately and we will contact the parents. If it is a life-threatening situation and cannot wait for parent approval, please call 911.
10. Your students represent our school; make sure they are on their best behavior and not acting like fools in public.
11. Please see the sample field trip memo.



**A Culture of Free-Market Capitalism:
Sample Field Trip Proposal**

Field Trip Proposal

Wednesday, May 31, 2012

Golden Gate Park, Japanese Tea Garden, San Francisco Giants Game, and De Young Museum

Where and What:

- Explore Japanese Tea Garden (\$5.00 per person)
- Docent-led tour of the De Young Museum (free)
- Explore Golden Gate Park (free)

When:

- Wednesday, May 31st 7:45 A.M. to 4:15 P.M.

Total Students:

- 30 students

Total Chaperones:

- 3 chaperones: Ms. Avelino, Mr. Lomeli, and Marisa Whitchurch (former teacher)

Public Transportation:

- BART
- SF Muni

Budget:

Discount BART Tickets (To be purchased by Ms. Beckford)	$\$1.17 \times 2 = \2.34 roundtrip x 30 students	= \$70.20
	$\$3.10 \times 2 = \6.20 roundtrip x 3 chaperones	= \$18.60
SF MUNI Tickets (I will need cash in advance)	$\$0.75 \times 2 = \1.50 roundtrip x 30 students	= \$45.00
	$\$2.00 \times 2 = \4.00 roundtrip x 3 chaperones	= \$12.00
Japanese Tea Garden Fee (I will need cash in advance)	$\$5.00 \times 33 =$	= \$165.00
	Field Trip TOTAL	= \$310.80

Rationale:

This field trip will cover several 7th grade California State Standards. The De Young Museum has a docent-led tour that adheres to 7th grade history standards. They have already sent us a packet of worksheets to help prepare the students for the visit. The tour of the Japanese Tea Garden enhances the Japanese history curriculum. It provides the students with an opportunity to see a part of their community, they may not have considered exploring on their own.

Schedule:

8:15 A.M.	Leave school
9:15 A.M.	De Young Museum (self-guided tour)
12:00 P.M.	Lunch
1:00 P.M.	Japanese Tea Garden
2:30 P.M.	Leave San Francisco
3:30 P.M.	Arrive at school



**Employees:
New Hires**

Classroom and resource teachers must submit all required paperwork and possess a multiple-subject credential by August 23, 2012, if they wish to remain an employee at AIPCS, AIPCS II or AIPHS. All new hires should meet with veteran teachers for suggestions and advise.

Please review the checklist below and check with the office if you need any forms:

Requirements	
1.	Clean copy of a cover letter, resume, and official transcripts (from all colleges and universities you attended).
2.	TB Test Result (must be administered within the last 4 years).
4.	A receipt for your Livescan background check for FBI and DOJ. (Note: if we do not get a result within 4 weeks, it is your responsibility to follow-up).
5.	W-4 forms and health insurance enrollment forms (get a copy from the office).
6.	Proof of registration for any tests you need: CBEST, CSET, Teaching Foundations, etc.
7.	Pick up keys, decorate and organize classrooms, and completion of office depot order list. (Note: you will get classroom assignment and your class list on this day)
8.	Credential Clearance or proof of enrollment in a credentialing program.

- All teachers must currently hold a California credential.
- AIM schools work with Alliant University to complete the credential program.
- Keep the administrator informed of your progress toward completing your credential program.
- Submit all necessary documentation to the administrator.



**Employees:
AIM Schools Employee Policy**

SECTION 1: CONDITIONS OF EMPLOYMENT AT AIM SCHOOLS

TERM

All AIM Schools employees have an employment contract for a specified term. His or her employment is "At-Will". As such, either AIM Schools or the employee may terminate the employment relationship at any time, with or without cause, and with or without notice.

EQUAL EMPLOYMENT OPPORTUNITY IS OUR POLICY

AIM Schools is an equal employment opportunity employer, hiring on the basis of qualifications and promoting on the basis of merit. AIM Schools does not discriminate against qualified applicants or employees with respect to any terms or conditions of employment based on race, color, national origin, sex, political affiliation, ancestry, age, religion, creed, sexual orientation, medical condition, physical or mental disability, marital status, citizenship status, military service status, or other bases protected by law.

PROHIBITION OF HARASSMENT

Policy

AIM Schools is committed to providing a workplace free of sexual harassment, as well as any harassment based on such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. This policy applies to all employee actions and relationships, regardless of position or gender. Please see the AIM Schools Uniform Complaint Procedures for details.

Definition of Sexual Harassment

Federal law defines sexual harassment as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexually suggestive nature when (1) submission to that conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct is used as the basis for personnel decisions, including but not limited to appraisals, promotion, salary increases, and termination; (3) that conduct has the purpose or effect of interfering with an individual's work performance or creates an intimidating, hostile or offensive working environment.

All complaints of sexual harassment will be kept confidential and only those persons with a need to know of information or the identity of a complaint will receive such information. Individuals participating in a sexual harassment investigation will be advised that the matter is confidential and that retaliation in any form is prohibited.

COMPLIANCE WITH DISABILITY LAW

AIM Schools will comply with all state and federal disability law.

CERTIFICATION AND LICENSURE – CORE ACADEMIC TEACHING STAFF

AIM Schools' core academic teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.



**Employees:
AIM Schools Employee Policy**

SECTION 2: THE WORKPLACE

SAFETY AND HEALTH

Each employee is expected to obey safety rules and to exercise caution in work activities. Any employee who notices a dangerous, or potentially dangerous, situation should report it to the Site Administrator immediately. Employees should not transport students unless it relates to a school function and has been approved by AIM Schools.

ACCIDENT/INJURY REPORTING

When an accident or injury occurs on school property, it should be reported immediately to the Site Administrator. An Incident Report form should be completed as soon as possible.

INCIDENT REPORTING

When an incident occurs on school property, or while conducting school business off site, it should be reported on an Incident Report form to be submitted to the Site Administrator within 24 hours from the time of the incident. These forms are available at the front office.

SECTION 3: EMPLOYEE WAGES AND SALARIES

EMPLOYEE STATUS

Unless specifically indicated in an employment agreement, all employment at AIM Schools is "At-Will". At-Will employees and the employer have the right to terminate employment at any time, with or without advanced notice, and with or without cause. Generally, employees may also be demoted or disciplined and the terms of their employment may be altered at any time, with or without cause, at the discretion of the charter school.

Employees may be given employment for a specified term based on the discretion of AIM Schools. However, such a term and conditions of that employment relationship shall be specifically stated in a contract for employment.

PAYROLL

All employees are paid monthly on the 26th day of the month. All federal and state taxes and authorized benefits will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Financial Administrator and to fill out a new W-4 form.



**Employees:
AIM Schools Employee Policy**

PERSONNEL FILES AND RECORD KEEPING PROTOCOLS

The Site Administrator or his or her designee shall maintain a confidential personnel file for each employee. All information in personnel files is strictly confidential, as is all payroll information. Any employee who violates this confidentiality is subject to discipline including discharge. Each employee is responsible to promptly notify AIM Schools of any changes in personnel data, such as personal mailing addresses, telephone numbers, number and names of dependents, individuals to be contacted in case of emergency, education accomplishments, and credential information. Any other such status reports should be accurate and current at all times.

SECTION 6: THE WORK DAY

WORK SCHEDULE

The work schedule for certified employees shall be in accordance with the school calendar.

PUNCTUALITY AND ATTENDANCE

Any employee who is unable to report for work must notify their Site Administrator and the Administrative Assistant in advance as soon as possible before the start of each scheduled workday that they will be out. When an employee fails to report to work without notification to the Site Administrator, it may be considered that that employee has abandoned his or her employment. When an employee is absent for medical reasons for more than three (3) working days, the employee must, on return, provide the Site Administrator with a physician's statement certifying the medical basis for the absence and stating that the employee is able to return to work.

PARTICIPATION IN NON-SCHEDULED PROGRAMS

Teachers are required to participate in all AIM Schools programs assigned, which may be held within or outside school hours including: school sponsored functions, open house, field trips, and other such events as directed by the school administration.

PHONE CALLS

The phones, Internet access, and e-mail accounts are intended for business use. Personal calls should not be made or received during instructional periods. Students are no allowed to use the school telephones.



**Employees:
AIM Schools Employee Policy**

UNPAID LEAVE OF ABSENCE

AIM Schools may grant unpaid leaves of absence to employees in certain circumstances. It is important to request such leave in writing as far in advance as possible. Upon returning from an unpaid leave of absence, the employee will be given priority to appropriate available positions for which they are qualified. Employees should be aware that the school generally does not continue to pay premiums for health insurance coverage for employees on unpaid leaves of absence.

FAMILY CARE AND MEDICAL LEAVE

1. AIM Schools complies with the federal Family and Medical Leave Act (FMLA) and the California Family Rights Act (CFRA), both of which require AIMS-Schools to permit each eligible employee to take up to 12 work weeks unpaid FMLA leave in any 12-month period for the birth or adoption of a child, the employee's own serious illness, or to care for certain family members who have a serious illness.
2. To be eligible for the federal Family and Medical Leave Act (FMLA) leave, the employee must have been employed by the school for the last 12 months and must have worked at least 1,250 hours during the 12 month period immediately preceding commencement of the leave.

PREGNANCY DISABILITY LEAVE

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be actually disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

The four-month pregnancy disability leave allowance includes any time taken without pay.

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for pre-natal care.

Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four (4) months total. "Four (4) months" shall be defined as the number of days the employee would normally work within four (4) months. For a full-time employee who works five, eight-hour days per week, four months means 88 working and/or eight hour days of leave entitlement based on an average of 22 working days per month for four months.



**Employees:
AIM Schools Employee Policy**

HOLIDAYS

The school holidays (which are listed on the School Calendar) are observed as paid holidays under the individual contracts for full-time teachers, site administrator, and administrative assistant.

JURY DUTY OR WITNESS LEAVE

Upon notification by a court to report for jury duty, the employee shall immediately request jury duty during non-school months. Any employee, when advised of his/her notification of jury duty, must immediately inform the Site Administrator.

VOTING TIME OFF

Generally, polling times have been set so there is ample time for voting before or after work.

SECTION 8: HEALTH AND WELFARE BENEFITS

HEALTH BENEFITS

AIM Schools will provide access to health and dental benefits for full-time employees. The employee benefits cost will be deducted from their payroll.

The health insurance anniversary date is set by the insurance carrier; please contact the office for the enrollment and anniversary dates. Current employees will only be able to receive benefits on this anniversary date if they do not have them already. For employees who decide not to receive health benefits, the next time the employee will be able to apply for health benefits will be on the anniversary date.

No staff member will receive paid health benefits following separation from employment.

RETIREMENT PENSION BENEFIT

Qualifying employees will participate in State Teachers Retirement System (STRS) or Public Employees Retirement System (PERS), and/or Social Security. Employee contributions will be deducted from payroll. In addition, the school will contribute the required employer's portion. Teachers will have the option to participate in the Vanguard benefit program at the end of their second year (see financial administrator).

SECTION 9: EXPENSE REIMBURSEMENTS

Employees shall be reimbursed for approved out-of-pocket expenditures for materials and supplies. All expenses claimed must be recorded on a Reimbursement form with all the accompanying original receipts.

SECTION 10: DISCIPLINE AND TERMINATION OF EMPLOYMENT

Since employment at AIM Schools is At-Will, both the employee and the school have the right to terminate employment at will, with or without cause or advanced notice.



**Employees:
AIM Schools Employee Policy**

SECTION 13: MANDATED REPORTING

Statement Acknowledging Requirements To Report Suspected Child Abuse

The California Penal Code prohibits sexual abuse, sexual assault, sexual exploitation, child neglect, the infliction of cruel or inhumane corporal punishment, and unjustifiable physical pain or mental suffering on a child. In addition, the Penal Code prohibits allowing or causing a child to be placed in a situation that endangers a child's health or person.

Section 11166 of the Penal Code requires any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse report the known or suspected instance of child abuse to a child protective agency. The report must be sent to the child protective agency within 36 hours of receiving the information concerning the incident.

"Child Care Custodian" includes all persons who interact directly on a regular basis with pupils, including teachers, administrators, pupil service employees, paraprofessionals and volunteers. "Health practitioner" includes nurses, physicians, psychologists, and family and child counselors.

As an employee of AIM Schools, your employment position falls within the definition of Section 11166 of the California Penal Code. Therefore, you are mandated to comply with the child abuse reporting requirement as stated above.

I, _____ have read and understood the
(First Name) (MI) (Last Name)
requirements of the Section 11166 of the California Penal Code as outlined above and will
comply with those provisions.

Signature _____ Date _____

A signed copy of this form must be placed in the employee's file



Employees: AIM Schools Classified Employee Policy

CLERICAL, OTHER STAFF, SUBSTITUTES, AND CONSULTANTS

AIM Schools' non-teaching staff will demonstrate the abilities necessary to effectively carry out their responsibilities as further specified in their jobs

DRUG FREE WORKPLACE

AIM Schools complies with all Federal and State regulations regarding drug use while on the job.

RIGHT TO PRIVACY

Employees should be aware that desks, computers, emails, internet activity sheets, and other personal spaces provided by AIM Schools are property and subject to search if necessary.

CONFIDENTIAL INFORMATION REGARDING STUDENTS

All information relating to students including names, addresses, contact numbers, and progress information is confidential information and may not be shared with unauthorized parties. All records concerning pupils shall be kept strictly confidential and be maintained in separate files.

Please note: The release of unauthorized confidential information may result in immediate dismissal and the filing of criminal charges. When in doubt, check with the Site Administrator.

SCHOOL FACILITIES

Employees are responsible for cleaning up after themselves. Make sure your students keep the classrooms clean at all times in AIM Schools' facilities.

CHILD NEGLECT AND ABUSE REPORTING

Child abuse is broadly defined as a physical injury that is inflicted by other than accidental means on a child by another person.

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.

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 person or jeopardize another person's life or has knowledge that another person's well-being is threatened; (3) when a student indicates he or she is being physically and/or emotionally abused; (4) when a student indicates he or she has committed a felony



**Employees:
AIM Schools Classified Employee Policy**

SECTION 4: REQUIREMENTS FOR EMPLOYMENT

LEGAL REQUIREMENTS BEFORE THE FIRST DAY OF EMPLOYMENT:

All Classified employees must submit all required paperwork. All new hires should meet with veteran employees for suggestions and advice. Please review the checklist below:

1. Clean copy of a cover letter, resume, and official transcripts (from all colleges and universities attended)
2. TB Test Result (must be administered within the last 4 years)
3. A receipt for your Livescan background check for FBI and DOJ. (Note. If we do not get a result within 4 weeks, it is your responsibility to follow up.)
4. W-4 forms and health insurance enrollment forms (get a copy from the office)

ADDITIONAL COMPLIANCE REQUIREMENTS

Employees are required to adhere to the requirements for employment described in the Charter, this Staff Handbook, and applicable employment contract, and any applicable state and federal laws.

SECTION 5: PERSONNEL EVALUATION AND RECORD KEEPING

EMPLOYEE REVIEWS AND EVALUATIONS

All employees may be reviewed by the Site Administrator or a designee, including members of the AIM Schools Board. The purpose of these reviews is to identify strengths, recognize areas for improvement and skill development, encourage growth, and develop strategies within a supportive team. Reviews will generally be conducted during the 4th quarter of each year, but interim evaluations may be conducted throughout the year as deemed appropriate.

RESPONSE TO FORMAL OBSERVATION AND REVIEW FINDINGS

All employees shall have the right to make their own written comments in response to the observations or review findings. This response will be attached to the observation and/or evaluation and kept in the employee's confidential personnel file.

PERSONNEL FILES AND RECORD KEEPING PROTOCOLS

The Site Administrator or his or her designee shall maintain a confidential personnel file for each employee. All information in personnel files is strictly confidential, as is all payroll information. Any employee who violates this confidentiality is subject to discipline including discharge. Each employee is responsible to promptly notify AIM Schools of any changes in personnel data, such as personal mailing addresses, telephone numbers, number and names of dependents, individuals to be contacted in case of emergency, education accomplishments, and credential information. Any other such status reports should be accurate and current at all times.



**Employees:
 AIM Schools Classified Employee Policy**

SECTION 7: LEAVES AND VACATION

VACATION LEAVE

Regular year-round employees shall be granted vacation in the amount listed in the chart shown below.

From	To	Vacation Days Earned
Date of hire	the end of year four	10 days
Year five	the end of year nine	15 days
Year ten	the end of year fifteen	20 days
Year Sixteen	beyond	25 days

Vacation accrual begins with the first day of employment. Employees are not eligible for vacation until successful completion of the introductory period.

Vacation shall be mutually agreed upon between the employee and the school. Vacations are submitted on the tentative work calendar. Any changes to the employees tentative work calendar must be preapproved by the Site Administrator or a designee at least 3 days prior to vacation except in emergency situations. Failure to get preapproval may result in disciplinary action.

An employee may not accumulate more than two years vacation, after which no further vacation will be granted until the total accumulated drops to less than a two-year allocation.

SICK LEAVE

Classified employees working 20 hrs or more per week shall earn sick leave at a rate of 12 days per year based on 260 day year. Sick leave will be prorated for employees working less than 8 hours per day or less than 260 days per year.

An employee may utilize sick leave for absences due to illness or injury of the employee or examination or treatment of the employee by their dental/medical provider.

Sick leave is provided for the reasons stated in this policy and may not be used for other purposes. Sick leave may not be advanced if the employee has used their accumulated balance of sick days.

A doctor's note certifying the medical necessity for an absence may be requested.

Once a month an employee may have an absence of up to two hours for examination or treatment, by their own physician, for their illness with no charge to their sick leave.

The employee shall notify the Site Administrator about such appointments. Minimum period of chargeable sick leave is 2 hours per incident.

Employees must notify the office at least one hour prior to the start of their workday when using sick leave.

Pattern abuse of sick leave may be cause for disciplinary action. Examples of a pattern of abuse Consistent periods of sick leave usage, for example (but not limited to):

- Before and/or after holidays
- Before and/or after weekends or regular days off.
- After pay days
- Any specific day
- Pattern of partial days usage
- Continued pattern of maintaining zero or near zero leave balances



**Employees:
AIM Schools Classified Employee Policy**

FAMILY CARE AND MEDICAL LEAVE

1. AIM Schools complies with the federal Family and Medical Leave Act (FMLA) and the California Family Rights Act (CFRA), both of which require AIMS-Schools to permit each eligible employee to take up to 12 work weeks unpaid FMLA leave in any 12-month period for the birth or adoption of a child, the employee's own serious illness, or to care for certain family members who have a serious illness.
2. To be eligible for the federal Family and Medical Leave Act (FMLA) leave, the employee must have been employed by the school for the last 12 months and must have worked at least 1,250 hours during the 12 month period immediately preceding commencement of the leave.

PREGNANCY DISABILITY LEAVE

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be actually disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

The four-month pregnancy disability leave allowance includes any time taken without pay.

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for pre-natal care.

Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four (4) months total. "Four (4) months" shall be defined as the number of days the employee would normally work within four (4) months. For a full-time employee who works five, eight-hour days per week, four months means 88 working and/or eight hour days of leave entitlement based on an average of 22 working days per month for four months.

Pay During Pregnancy Disability Leave

1. An employee on Pregnancy Disability Leave must use all accrued paid sick leave.
2. The receipt of sick leave pay or disability insurance benefits will not extend the length of pregnancy disability leave.
3. Sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits

The provisions of AIM Schools' various employee benefit plans govern continued eligibility during Pregnancy Disability Leave and these provisions may change from time to time. When a request for Pregnancy Disability leave is granted, the school will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.



**Employees:
AIM Schools Classified Employee Policy**

SECTION 8: HEALTH AND WELFARE BENEFITS

HEALTH BENEFITS

AIM Schools will provide access to health and dental benefits for full-time employees. The employee benefits cost will be deducted from their payroll.

The health insurance anniversary date is set by the insurance carrier; please contact the office for the enrollment and anniversary dates. Current employees will only be able to receive benefits on this anniversary date if they do not have them already. For employees who decide not to receive health benefits, the next time the employee will be able to apply for health benefits will be on the anniversary date.

No staff member will receive paid health benefits following separation from employment.

RETIREMENT PENSION BENEFIT

Eligible Classified Employees will be enrolled in Public Employees Retirement System (PERS) and/or Social Security. Employee contributions will be deducted from payroll. In addition, the school will contribute the required employer's portion.

SECTION 9: EXPENSE REIMBURSEMENTS

Employees shall be reimbursed for approved out-of-pocket expenditures for materials and supplies. All expenses claimed must be recorded on a Reimbursement form with all the accompanying original receipts.

SECTION 10: DISCIPLINE AND TERMINATION OF EMPLOYMENT

Since employment at AIM Schools is At-Will, both the employee and the school have the right to terminate employment at will, with or without cause or advanced notice.

SALARY AND BENEFITS IN THE EVENT OF TERMINATION

In the event of termination of employment, exempt, or non-clerical or hourly employees shall be entitled only to the prorated salary and benefits earned through the last date of actual service.

SECTION 11: EMPLOYEE DISPUTE RESOLUTION PROCESS

These dispute resolution procedures serve to provide employees, who have a complaint concerning conditions of employment, with a procedure to follow to have the concern or complaint heard by the Site Administrator or the Governance Board.

The Site Administrator is the official representative between the staff and the Board. He or she, or any designee, must be accessible and ready to hear suggestions and complaints. The school cannot act on any problem unless it is aware of it, so complaints must be put in writing as soon as possible.

When a problem first arises, the complaint should discuss the matter with the Site Administrator rather than fellow employees.

Appendix: Site-Specific Documents

- A. Traffic Safety**
 - i. Evacuation/Fire Procedure
 - ii. Earthquake Procedure
 - iii. Lockdown Procedure
- B. School Calendars**
 - i. Classroom Schedules
 - ii. Tutoring/Resource Schedules
 - iii. Staff Duties Schedule
- C. Sample Pacing Guide**
- D. Sample Lesson Plans**
- E. Accomplishments and Rankings**
- F. Memos**

7



American Indian Model (AIM) Schools
Oakland, CA

Revised 2/16/2013

AIM Schools' Financial Procedures and Policies Manual

"A School at Work"

Table of Contents

I. AIM Schools' Financial Procedures

A. Accounting System-Chart of Accounts.....	3
B. Financial Reporting.....	3
C. Bank Account Management.....	4
D. School Credit Cards.....	5
E. Issuing/Signing Checks.....	6
F. Deposits.....	7
G. Payroll.....	8

II. AIM Schools' Fiscal Policies

H. Budget.....	9
I. Annual Financial Audit.....	9
J. Purchasing Procedure.....	10
K. Property and Liability Insurance.....	10
L. Capital Depreciation.....	10
M. Record Keeping.....	10
N. Donations/Grants	11

AIM SCHOOLS' FINANCIAL PROCEDURES

A. ACCOUNTING SYSTEM-CHART OF ACCOUNTS

- 1) AIM Schools uses the accrual method of accounting, adhering to all generally accepted accounting principles (GAAP) for accrual basis accounting.
- 2) AIM Schools uses QuickBooks accounting software program to maintain its financial books, records and financial reports.
- 3) The Financial Administrator maintains QuickBooks with up-to-date budget numbers, cash receipts, disbursements and any items necessary to maintain the records in accordance with generally accepted accounting principles.
- 4) The Financial Administrator maintains the Chart of Accounts, a listing of revenue, expense, asset, liability, and equity accounts, which accurately reflects budget categories and provides information in a manner to coincide with reporting requirements.

B. FINANCIAL REPORTING

- 1) The Financial Administrator prepares monthly financial reports for the AIM Schools Board. He/She submits any and all fiscal reports required by state or federal law to the Oakland Unified School District. Monthly statistical attendance reports are completed and sent to the Oakland Unified School District by the Site Administrators. A copy will be forwarded to the AIM Schools Director.
- 2) The Financial Administrator prepares monthly Statements of Financial Position and Statements of Activities of AIM Schools. These statements include a profit and loss, balance sheet, cash flow statement and bank statement to be reviewed by the AIM Schools Board. Quarterly interim reports, annual reports and any other any

other financial reporting required by state or federal law is prepared by the Financial Administrator.

C. BANK ACCOUNT MANAGEMENT

- 1) AIM Schools will maintain its accounts in federally insured commercial banks or credit unions. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments.
- 2) The AIM Schools Finance Department will reconcile the School's ledgers with its bank accounts on a monthly basis. The Finance Department will deposit all checks in a timely manner when they are received. The bank account reconciliation (QuickBooks report) along with the bank statements will be filed in the binder set up for each bank account. A copy of all checks and invoices will be stapled and filed in the appropriate binder by check number.
- 3) The Financial Administrator will adhere to the check signing procedures established by the AIM Schools Board. The AIM Schools Board must approve the opening or closing of any bank accounts. The signature of the Secretary or Treasurer of the AIM Schools Board is required to open or close any bank accounts.
- 4) Currently there are five bank accounts at the Community Bank of the Bay. There is an account for AIPCS, AIPCS II, AIPHS, an AIM Schools scholarship account, and an "After School Education and Safety" Program (ASES) account. There is one AIM Schools account at Merchants Bank.

The Board President, Board Secretary, Board Treasurer, and Director have signatory power on all of the accounts at the Community Bank of the Bay.

- 5) Checks will be issued only within the approved budget and with the approval of the Site Administrator for each school or the Director.
- 6) AIM Schools will no longer maintain a petty cash fund as of November 10, 2012.

D. SCHOOL CREDIT CARDS

- 1) Each school has a credit card in the name of the Site Administrator to use to make purchases for the school. The Administrative Assistant(s) can make purchases approved by the Site Administrator using the school credit card. The Site Administrator keeps the credit card log sheet which details the name of the purchaser, time when the credit card was taken and returned, items purchased, the purpose of the purchase and signature of both purchaser and Site Administrator. The Site Administrator will be held responsible for making sure there is receipt/back up documentation for every transaction made with the school credit card. The school credit card should only be used to purchase pre-approved school related purchases. The purchaser/Administrative Assistant(s) files the credit card receipt in the designated folder after every purchase. There should be a permanent email account for each school when purchasing from Amazon, Follet, Staples and other merchants when using a credit card, example: aipcs1creditcardpurchase@aimschools.org for the purpose of tracking receipts incase of misplacement.
- 2) The AIM Schools Bookkeeper receives credit card bills/statements for AIM Schools and forwards all of the bills directly to the appropriate Site Administrator or Administrative assistant(s). Within five business days, the Site Administrator/Administrative Assistant(s) submits the reconciled credit card statements along with receipts. The receipts should be compiled according to the order of credit card statement. The Site Administrator approves and initials next to each transaction on the credit card statement. The AIM Schools Bookkeeper verifies the credit card receipts and statements and forwards it to the Finance Administrator for approval. Once the Finance Administrator approves, the AIM Schools Bookkeeper will process the credit card bill for payment.
- 3) In case of a missing receipt, the Finance Administrator contacts the Site Administrator to request the receipt from the merchant. If the receipt can not be found, the Site Administrator must complete and return the "Missing Receipt Form" to the Finance Administrator. Details on the form should include the reason why the receipt is missing, verified dollar amount of missing receipt, and the Director's signature.

E. ISSUING/SIGNING CHECKS

- 1) Two signatures are required to write any check. Any check above the amount of \$10,000 has to be approved by the AIM Schools Board, except for recurring vendors for rent, utilities, and textbooks.
- 2) Site Administrators initial and approve original invoices. The invoice and supporting documentation are then forwarded to the finance department.
- 3) The Bookkeeper reviews the checks for proper authorization and inputs the data into QuickBooks. Reports are run showing what vendors have an open balance and the invoices are selected for payment. The Financial Administrator reviews the report and authorizes the invoices for payment. The checks are run and an accompanying report is generated and given to the Financial Administrator for final approval.
- 4) Printed checks, as well as check stock are to be locked in a secured cabinet at all times. Voided checks must be labeled "void" in large letters. A copy of the voided check is placed in the appropriate binder to insure proper maintenance of checking account records. No checks shall be made payable to "Cash", written in advance, or pre-signed.
- 5) AIM Schools pays invoices on the 12th and 26th of each month, unless alternative arrangements are made with the vendor. Reimbursements and check requests are made for pre-approved expenses. All invoices, check requests, reimbursements, contractor's timesheets must be submitted three business days before the 12th and 26th.
- 6) Accounts payable is maintained in QuickBooks by the Finance Department. All invoices are paid according to policy and checks are written out of QuickBooks to make sure that payments are not duplicated or overlooked. Employees will be reimbursed for approved expenses related to the school by completing a "Check Request Form"; attaching original receipts and obtaining a signature from the Site Administrator.

- 7) W9 (Social Security or Federal Tax ID) AIM Schools is required to meet the regulations of the Internal Revenue Service for payments to individuals or partnership. To be in compliance, all new vendors must have proper documentation (W9 Form) on file and be entered into QuickBooks before payments can be released. This information allows the Finance Department to issue 1099s at year-end to all vendors who make over \$600 in the calendar year.

F. DEPOSITS

- 1) The Site Administrator keeps a log sheet for checks received with date of receipt, when it was forwarded to finance department and amount. Once a check is received, the Staff Accountant will endorse the check "For deposit only into the account # xxxxxxxxxx" (the account number for the school associated with the deposit), and keep it in a locked cabinet until it is deposited. The Staff Accountant deposits the checks electronically to the school's checking account with the Community Bank of the Bay. The transaction is recorded in QuickBooks and filed in the appropriate binder with the corresponding deposit slip. The Bookkeeper records the deposit and recognizes the revenue, according to GAAP, and the fund associated with the deposit. The Finance Department keeps a log sheet for deposits with date of receipt/deposit date/date entered in QuickBooks, performed by, verified by. The Bookkeeper files the notice of apportionment and proof of deposit in the depository binder. The Financial Administrator periodically reviews the revenue based on reports received from OUSD and ACOE. The two deposit log sheets from Site Administrator and Finance Department must be submitted to the director by the end of the month.
- 2) AIPCS II – Funds are directly deposited into the school's bank account by Alameda County. A Notice of Apportionment is emailed to the Financial Administrator notifying the deposit of funds and Financial Administrator verifies deposit. Funds are posted into the QuickBooks software by the Bookkeeper.
- 3) AIPCS/AIPHS – The Oakland Unified School District mails checks to each school site. The Site Administrator opens and forwards the check to the Financial Administrator to be deposited into the appropriate bank account. Funds are posted into the QuickBooks software by the Bookkeeper.

G. PAYROLL

- 1) AIM Schools uses ADP Payroll Service to issue employees' paychecks. Paychecks are issued and distributed to employees on the 26th of each month. ADP processes all of the federal and local taxes and reports associated with payroll on behalf of AIM Schools. ADP processes the W-2 reports at year-end and mail them to the employees. The staff accountant checks quarterly to ensure that the withholding deposits have been made. The report from the inquiry is printed and included in the payroll binders.
- 2) The Staff Accountant collects the following payroll information from all AIM Schools at least four days ahead of payroll date (26th each month): (a) Updated list for new employees and terminations for monthly payroll and (b) Confirmation from Site Administrators if any salaried teacher is absent during the pay period.
- 3) The Staff Accountant then compiles payroll information in the monthly payroll worksheet where the regular salaries, other wages, health insurance reimbursements, health deductions, retirement deductions are listed. The approvals for the payroll worksheets are obtained from Site Administrators.
- 4) Payroll information is then input into the ADP website where it is reviewed and compared with final figures on payroll worksheet before submission. Printed ADP Reports are given to the bookkeeper for input into QB.
- 5) Paychecks are delivered to each school and the Site Administrator signs on the payroll distribution worksheet.
- 6) All staff expense reimbursements will be on checks separate from payroll checks.

AIM SCHOOLS' FISCAL POLICIES

H. BUDGET

- 1) AIM Schools will maintain in effect the following principles in its on-going fiscal management practices to ensure that, (1) expenditures are authorized by and in accordance with the amounts specified in the board-adopted budget each year, (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 best interest of the school, and (3) all transactions are recorded and documented in an appropriate manner.
- 2) The Site Administrator and Financial Administrator will develop an annual budget in conjunction with short and long term goals of the school by May 30 of each year. The Site Administrator and Financial Administrator will review the Governor's proposed state budget for the upcoming fiscal year to identify the like range of revenue. Both Administrators will work together to review and prepare a set of budget assumptions including: projected enrollment and proposed staffing changes. These assumptions will be put in the budget model, which then determines an estimated ADA which projects the revenue for ADA related funds, and associated personnel expenses. The Financial Administrator reviews the other expenses and estimates what they will be for the next fiscal year.
- 3) The budget will be reviewed periodically and updated with current information. After the budget is developed; it will be presented to the AIM Schools Board for review and vote. Upon acceptance of the budget, it will be submitted to the Oakland Unified School District by the annual deadline.
- 4) A five year budget projection will be developed in accordance with the school's established strategic growth plan.

I. ANNUAL FINANCIAL AUDIT

- 1) An independent audit will be conducted annually by a certified public accounting firm selected by the AIM Schools Board. The firm will

perform an annual fiscal audit that includes, but is not limited to: (a) an audit of the accuracy of the school's financial statements (b) an audit of the school's attendance accounting and revenue claims practices and (c) an audit of the school's internal control practices. The audit will be completed and submitted to the Oakland Unified School District by December 1st. Once the audit has been completed, it must be approved by the AIM Schools Board. The approval of the completed audit must be an action item on the AIMS Board meeting agenda. Once approved, the District affidavit and agenda must be submitted by December 15th.

J. PURCHASING PROCEDURE

- 1) All purchases of \$10,000 must be approved by the AIM Schools Board and include documentation of a "good faith" effort to secure the lowest possible cost for comparable goods or services. The Site Administrator or Financial Administrator should not approve purchase orders or check requests lacking such documentation. Documentation must be attached to all purchase orders and check requests showing that at least three vendors were contracted. Such documentation will be on file for three years. All contracts and leases should be reviewed by the Financial Administrator and Director before being approved by the AIM Schools' Board.

K. PROPERTY AND LIABILITY INSURANCE

- 1) The Financial Administrator will ensure that AIM Schools retains appropriate property and liability insurance coverage. Property insurance will address; business interruption and casualty needs, including 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 will be obtained and enforced at all times. Coverage for the school vehicle must be included.

L. CAPITAL DEPRECIATION

- 1) AIM Schools has its capital depreciation account maintained by its auditor and reviewed by the Financial Administrator annually. The AIM Schools Board and/or Site Administrator will approve all equipment purchases. Assets in excess of \$10,000 will be depreciated over their useful life. Purchases under \$10,000 will not be capitalized.

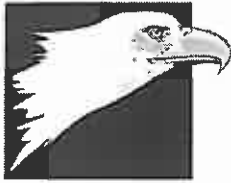
M. RECORD KEEPING

- 1) Transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other 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.

N. DONATIONS/GRANTS

- 1) Once a donation is received, it will be entered as either local or corporate. The address and other pertinent information about the person/corporation should be entered in QuickBooks as a customer.
- 2) 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.
- 3) Procedures for deposit should be as followed:
 - i. If a grant was given without restrictions or requirement on how to spend the funds, it can be placed under local or Corporate Donation.
 - ii. If the grant was given with specific restrictions or requirements on how to spend the funds, it should be added under Other Grants and assigned a class in QuickBooks, so the related expenditures can be tracked.
 - iii. Materials that are donated such as computers, furniture, software, books, etc. will be given a value at fair market price. The donation will be recorded according to GAAP.

8



American Indian Model Schools

171 12th Street Oakland, CA 94607 (510) 893-8701

DIRECTOR

The AIM Schools Director is employed and evaluated by the AIM Schools Board. The Director oversees the Site Administrators and the Finance Administrator, acting as the chief liaison between the AIMS Board and the Site administrators, and between AIMS Board and the Finance Administrator. The Director will work full-time with the Site Administrators at each site and will communicate directly with the AIM Schools Board of Directors, The Office of Charter Schools and the Oakland Unified School District Board of Directors. The Director is fully responsible for the execution of all Board policies, all day-to-day operations, and all functions of the school. The Director is accountable for:

The Director is accountable for:

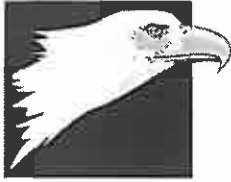
- 1 Managing the successful implementation of the American Indian Model of Education.
- 2 Attending District Administrative meetings as necessary and stay in direct contact with the district regarding changes, progress, etc.
- 3 Developing Board meeting agendas in conjunction with the Board President in compliance with the Brown Act.
- 4 Ensuring appropriate evaluation of AIM Schools' Site Administrators.
- 5 Proposing policies for adoption by the AIMS Board.
- 6 Staying abreast of school laws and regulations.
- 7 Approving all purchase orders, pay warrants, and requisitions; and upon approval, forward on for processing.
- 8 Establishing and executing enrollment procedures.
- 9 Providing all necessary financial reports as required for proper ADA reporting.
- 10 Leading Site Administrators in managing the day-to-day oversight of all AIMS charters including HR, finance, student support services, enrollment, and facility issues.
- 11 Working closely with Site Administrators, Board members, and Finance Administrator to ensure implementation of strong educational, governance, and financial policies and practices.
- 12 Developing and delivering recommendations to the Board to improve AIM Schools.
- 13 Leading contract development and negotiations related to AIM Schools.
- 14 Ensuring school compliance with charters, contractual obligations, and state and federal law.
- 15 Managing analysis of schools performance, demographic trends, and equity and access issues.
- 16 Developing and overseeing short and long term goals for the schools.
- 17 Acting as liaison between AIM Schools and legal counsel to address legal issues related to AIM Schools
- 18 Developing and overseeing school marketing strategies to increase enrollment and diversity of staff and student body.



American Indian Model Schools

171 12th Street Oakland, CA 94607 (510) 893-8701

- 19 Overseeing the charter renewal process for the three AIMS charters.
- 20 Managing and evaluating each Site Administrator and scheduling meetings with them as necessary.
- 21 Ensuring each campus/school is following the developed budget.
- 22 Making budget line item revisions when necessary and report changes regularly to the Board.
- 23 Developing and administer the budget in accordance with generally accepted accounting principles.
- 24 presenting a quarterly financial report to AIM Schools Board.
- 25 Providing assistance and coordination to the faculty in the development of curriculum
- 26 Overseeing family and community relations.
- 27 Attend all AIM School Board meetings and attending as necessary District Board of Education meetings as AIM Schools' representative.
- 28 Plan and coordinate employee orientation with site administrators
- 29 Attend IEP meetings, when necessary
- 30 Establish procedures designed to carry out AIM Schools' Board policies.



American Indian Model Schools

171 12th Street Oakland, CA 94607 (510) 893-8701

FINANCIAL ADMINISTRATOR

The AIM Schools Financial Administrator is employed and evaluated by the Director. The Financial Administrator works full-time and communicates directly with the Director. The Financial Administrator must possess skills in hiring and supervising the AIMS bookkeeper and AIMS staff Accountant. The Financial Administrator is responsible for compliance with generally accepted accounting principles, responding to inquiries and resolving daily issues related to financial management.

The Financial Administrator is accountable for:

- 1 Supervise the bookkeeper in processing A/P, purchase orders, check requests and payroll.
- 2 Review checks prepared by the bookkeeper before disbursement.
- 3 Ensure sufficient funding is in place for daily operation at each school.
- 4 Review each school's governmental and district funding reports against inputted data in QuickBooks for discrepancies.
- 5 Ensure all governmental funding is received and deposited in each school's respective checking account.
- 6 Review Balance Sheets and Statement of Profit and Loss for accuracy and recommend adjusting entries for each school.
- 7 Prepare internal budget and projected expenditure and cash flow reports for each school.
- 8 Prepare monthly Financial Statements for the AIM School Board to review.
- 9 Prepare financial reports as requested by the AIM School Board.
- 10 Prepare federal, state and district reports such as Interim Reports and Unaudited Actual Reports
- 11 Consolidated Application Report, Facility Expenditure Report, etc.
- 12 Provide documentations for external auditors as required.



American Indian Model Schools

171 12th Street Oakland, CA 94607 (510) 893-8701

SITE ADMINISTRATOR

The AIM Schools Site Administrator shall possess leadership abilities and a comprehensive educational vision that is consistent with AIM Schools' mission and educational programs. The Site Administrator will work full-time at each school and will communicate directly with the Director. The Site Administrator is employed, evaluated and reports to the Director of AIM Schools. The Site Administrator shall possess skills in hiring and supervising excellent teachers. The Site Administrator is fully responsible for the execution of all AIM Schools Board policy, all day-to-day operations and functions of each school.

The Site Administrator is accountable for:

- 1 Managing the successful implementation of the American Indian Model of Education
- 2 Ensuring that each school continues to meet all expectations outlined in its mission statement and charter
- 3 Planning and coordinating staff development
- 4 Attending District Administrative meetings as necessary and staying in direct contact with the district regarding changes, progress, etc.
- 5 Employing, supervising and evaluating teachers and staff
- 6 Staying abreast of school laws and regulations
- 7 Approve all purchase orders, pay warrants, and requisitions; upon approval forward on for processing
- 8 Participating in the dispute resolution procedure and the complaint procedure when necessary
- 9 Establishing and executing enrollment procedures
- 10 Providing all necessary financial reports required for proper ADA reporting
- 11 Making budget line item revisions when necessary and reporting changes regularly to the Director
- 12 Analyzing and applying information from ongoing program design evaluations to improve the school and propose policies for Director's approval
- 13 Ensuring responsive and effective systems of management such that all students, families, teachers, and staff are well-supported
- 14 Working collaboratively with the Finance Administrator and Director to organize, supervise, and manage the financial affairs of the school including monthly financial reports to the Board
- 15 Effectively implementing and ensuring compliance with all applicable school, district, and state policies and regulations
- 16 Attending and reporting at all AIM Schools Board meetings and attending Oakland Unified School District (OUSD) Board of Education meetings as AIM Schools representatives
- 17 Supervising student disciplinary matters
- 18 Ensuring that the staff is adhering to the AIM Schools Staff Handbook



American Indian Model Schools

171 12th Street Oakland, CA 94607 (510) 893-8701

- 19 Establishing and maintaining positive relationships with students, families, staff, colleagues, Board members, and community to maintain a supportive and productive school culture aligned with the American Indian Model of Education

DRAFT



American Indian Model Schools

171 12th Street Oakland, CA 94607 (510) 893-8701

ADMINISTRATIVE ASSISTANT

The AIM Schools Administrative Assistant is employed and evaluated by each Site Administrator. The Administrative Assistant is an administrative aid to the Site Administrator, Director or Board of Directors.

The Administrative Assistant is accountable for:

- 1 Effectively and efficiently accomplishing tasks as delegated by the Site Administrator, Director or AIMS Board of Directors.
- 2 Attending to front-desk duties including answering phones, recording and conveying messages, responding to questions and concerns of families and staff, and scheduling meetings.
- 3 Maintaining all student, staff, and school data to fulfill reporting requirements of the school, district, and state including CALPADS, attendance reports, and data related to free and reduced lunch, student demographics, special education, teacher credentials, English learners, Board minutes and agendas.
- 4 Tracking student and teacher daily attendance, contacting families regarding absent students, and organizing pickup of student work.
- 5 Implementing school enrollment policies including distribution, collection, and organization of enrollment applications.
- 6 Maintaining and communicating school policies, processes, and functions to students, families, and school staff through written memo and oral advice.
- 7 Maintaining and ensuring up-to-date and organized student records, personnel files, and enrollment files (waiting list, class lists, etc.) to comply with school, district, and state policy.
- 8 Scheduling administration of and compiling/maintaining data related to annual tests including STAR, CELDT, SAT, SCAT, CAHSEE, AMC, AP Exams, and benchmark exams.
- 9 Maintaining ongoing inventory of textbooks, uniforms, furniture, school and office materials and supplies, and placing all orders as necessary to maintain adequate supply levels.
- 10 Updating class schedules, teacher duty schedules, tutoring schedules, lunch seating assignments, and staff and student calendars as directed by the Site Administrator, Director or AIMS Board of Directors.
- 11 Being professional through appearance of workspace, written and verbal communications with families, business partners, staff, appearance and students.
- 12 Maintaining the schools' web site.

9

AIMS Conflict of Interest Policy

AIM-Schools 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 Model Schools 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 AIM-Schools 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 Governance 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 AIM-Schools Governance 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 Governance 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 AIM-Schools

Governance 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 Governance 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 AIM-Schools Governance 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 Governance 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.

10

IRS: Sample Conflict of Interest Policy

Article I Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III Procedures

1. 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

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V **Compensation**

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI **Annual Statements**

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII **Periodic Reviews**

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

11

CHARTER
for the
OAKLAND UNIFIED SCHOOL DISTRICT
American Indian Public Charter School

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

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

September 15, 2010

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

LEGISLATIVE FILE

File ID No. 10-3049
Introduction Date 12/14/10
Enactment No. _____
Enactment Date _____

CHARTER
for the
OAKLAND UNIFIED SCHOOL DISTRICT
American Indian Public Charter School

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

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

December 14, 2010

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

TABLE OF CONTENTS

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS.....	5
ASSURANCES.....	6
REQUIRED SIGNATURES.....	8
INTRODUCTION.....	9
I. PETITION ADVISORY GROUP.....	10
II. EDUCATIONAL PHILOSOPHY AND PROGRAM.....	12
III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA.....	27
IV. GOVERNANCE STRUCTURE.....	32
V. HUMAN RESOURCES.....	35
VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES.....	41
VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY.....	44
VIII. IMPACT ON THE CHARTER AUTHORIZER.....	49
IX. CONCLUSION.....	51
X. APPENDIX A – AIPCS ACADEMIC PERFORMANCE INDEX.....	52
XI. APPENDIX B – AIPCS ORGANIZATIONAL CHART.....	54
XII. APPENDIX C – AIPCS 501(C)3.....	56
XIII. APPENDIX D – AIPCS LETTERS OF SUPPORT.....	60
XIV. APPENDIX E – DAILY CLASS SCHEDULE.....	69
XV. APPENDIX F – SCHOOL CALENDAR 2010-2011.....	72
XVI. APPENDIX G – AIPCS CURRICULUM.....	74
XVII. APPENDIX H – AIPCS ARTICLES OF INCORPORATION.....	77
XVIII. APPENDIX I – AIPCS BYLAWS.....	81
XIX. APPENDIX J – AIPCS CONFLICT OF INTEREST POLICY.....	98
XX. APPENDIX K – AIPCS FAMILY HANDBOOK.....	101
XXI. APPENDIX L – AIPCS ENROLLMENT GUIDE.....	134
XXII. APPENDIX M – AIPCS SUSPENSION AND EXPULSION POLICY.....	148
XXIII. APPENDIX N – AIPCS BUDGET NARRATIVE.....	160

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.

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

12/13/10

Date

INTRODUCTION

It has been nearly fifteen years since American Indian Public Charter School first opened its doors. A great deal has changed since then, both within the District and within our school.

AIPCS has gone from a failing school whose doors were nearly shuttered due to its poor academic performance to **the highest performing secondary school in the state of California**, winning a coveted Blue Ribbon Award in 2006. Four additional schools using the American Indian Model have also opened, and all five are among the twenty highest performing secondary schools in the state.

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, AIPCS'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 Charter School

Summary of Necessary Background Critical to Charter School Success

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

Students to Be Served

AIPCS seeks to serve a heterogeneous group of 250 students in grades 5-8. 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 21st-century adults. AIPCS 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 over 60 elementary schools. The students from these widely varied schools create a heterogeneous group in that they live in areas ranging from densely populated urban centers to some of the wealthiest suburban communities in the nation; socioeconomically they range from 97% of a school's population qualifying for free and reduced lunch to just 1% qualifying; ethnically/racially they represent all seven of the primary groups tracked by CDE; academically their elementary schools' performance in state rank / similar school rank ranges from 1/10 to 10/10.

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

What It Means to Be an Educated Person in the 21st Century

The demands of the 21st century require that students be highly literate. As we move deeper into an information age, it is imperative that AIPCS students learn how to understand and critically analyze the information they encounter. One of AIPCS's chief goals is to furnish students with strong academic skills by providing 90 minutes of language arts instruction each day. Through a rigorous study of language arts, students will acquire the ability to comprehend difficult text and to transmit their ideas and insights with clarity and logic. The ability to understand and analyze the written word is central to all academic subjects. By focusing on language arts, AIPCS 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. AIPCS students will be required to take 90 minutes of math each day beginning sixth grade with general math and finishing eighth grade with Algebra I. Math is the core language needed to pursue scientific and technical endeavors. Math and science are complementary subjects; the understanding of one is predicated on the understanding of the other.

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. AIPCS will be highly structured with a tough disciplinary system that rewards hard work and productivity. AIPCS 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 AIPCS in the past ten 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 middle 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

Pedagogy (Teaching Methods)

AIPCS's ultimate goal is to begin preparing students for the rigors of high school and 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 from the high school.

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 as high school students. As opposed to teaching specific facts and dates, during weekly vertical teaming exercises, teachers will assess and critique the quality of student thinking and writing through critical thinking assignments.

Curriculum

The curriculum at AIPCS will offer a foundation of academic content knowledge in six primary content areas, and prepare students to enter a high-achieving, college preparatory high school. These subjects include the four core content areas of English, mathematics, science, and social studies; foreign language; and the arts. Electives may be offered in addition to the primary subjects. The focus of the curriculum will be rigor, requiring the hard work of students to ensure their success.

The students who enroll at AIPCS 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, while also receiving individual attention to ensure the level of support required to help them succeed.

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

To begin preparing students for the rigors of the advanced placement classes they will take in high school, AIPCS has developed a pre-AP/vertical teaming curriculum to help students acquire the critical thinking, problem solving, and reasoning skills that they will need to succeed in advanced placement courses. This curriculum is interdisciplinary in nature, drawing from standards in math, English, history, and science, and visual arts. It may also contain material from current events and politics, and students are expected to draw from their own experiences. The focus is on improving student thinking and writing skills.

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

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

- teach content and learning experiences in world languages that allow students to develop the skills, knowledge, and attitudes necessary to meet measurable student outcomes for critical thinking and core academics.
- teach Mandarin as the required foreign language.
- Teach an integrated approach in which reading and the language arts facilitate and reinforce language fluency in Mandarin.

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

- provide an effective visual and performing arts curriculum using the grade-level considerations, the instructional strategies, and assessment guidelines outlined in *Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2003).
- teach content and learning experiences in the visual and performing arts that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics.
- teach content by embedding curriculum in other core classes, promoting project based learning that encourages visual and performing arts component, and through after-school arts programs.

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

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

Revisions to the list of courses offered by the institution will be made based on a continual improvement process that involves analyzing student performance data and educational trends to determine how the curriculum can best meet the needs of the student population and align with the mission of the school.

Materials

The materials used by AIPCS'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 AIPCS 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

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 grade level 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 AIPCS 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 AIPCS, 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 AIPCS is designed to challenge all students, including high-achieving students. Through professional development, AIPCS's teachers will receive specific training in recognizing gifted and talented students, understanding what differentiated instruction is, and applying differentiation in the classroom.

In addition to ensuring that the needs of high-achieving students are met inside the classrooms, AIPCS 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. AIPCS participates in the MathCounts advanced math program where participating students work in teams to solve complex math problems. They also participate in an annual, nation-wide competition with students at other schools.

AIPCS has also partnered with Johns Hopkins University Center for Talented Youth (CTY) 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

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

reading, and writing skills will be assessed, daily. AIPCS'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, AIPCS wishes to be deemed an LEA and a member of a Special Education Local Plan Area ("SELPA") for provision of special education services pursuant to Education Code Section 47641(a). AIPCS shall seek the District's support in the provision of data or information in AIPCS's pursuit of membership in a SELPA as an LEA. Once an LEA, and a member of a SELPA, the Charter School shall be solely responsible for compliance with the IDEIA.
- Until such time as a SELPA grants the Charter School membership in the SELPA as an LEA, the Charter School shall be deemed a public school of the District that granted the charter pursuant to Education Code Section 47641(b) and shall work jointly with the District to ensure full compliance with the IDEIA.

Section 504 of the Rehabilitation Act

AIPCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of AIPCS. 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.

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

IDEIA Staffing

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

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

IDEIA Notification and Coordination

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

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

IDEIA Identification and Referral

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

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

IDEIA Non-Discrimination

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

IDEIA Parent/Guardian Concerns and Complaints

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

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

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

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

IDEIA Due Process Hearings

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

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

IDEIA SELPA Representation

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

IDEIA Funding

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

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

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 AIPCS. 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 equipped with the necessary skills to succeed in high school

Effective Communicators who:

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

Critical Thinkers who:

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

Life-long Learners who:

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

Socially Responsible Citizens who:

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

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

1. California STAR results:
 - A. At least 80% of 5th and 6th graders will test proficient or advanced in math and language arts
 - B. At least 85% of 7th graders will test proficient or advanced in math and language arts
 - C. At least 90% of 8th graders will test proficient or advanced in math and language arts
2. Attendance Rate: The school's rate of attendance will exceed 98% each of the next five years
3. API Score: AIPCS will attain an API of 850 or higher in each of the next five years
4. Percentage of students who meet or exceed promotion requirements:
 - A. At least 80% of 5th and 6th graders will meet or exceed the AIPCS promotion standards
 - B. At least 85% of 7th graders will meet or exceed the AIPCS promotion standards
 - C. At least 90% of 8th graders will meet or exceed the AIPCS promotion standards

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 AIPCS does not test (i.e., STAR) with the District, AIPCS hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school. Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.
- AIPCS 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

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

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

- **Setting measurable standards and goals:** Staff will identify what students should know (content standards) and what they should be able to do (performance standards) in all learning areas at critical points in their education. Steps in this process include: reviewing the school's mission, purpose, and expectations, reviewing state and district standards, developing exit outcomes and graduation standards, and listing specific academic outcomes that students demonstrate in each subject area, grade, or skill level.
- **Linking standards to curriculum and assessment:** standards, curriculum, and assessment will be aligned with each other, with state guidelines, and with AIPCS'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.

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

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

AIPCS 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.

- 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. AIPCS has adopted a conflicts code, a draft of which is included in Appendix J (pg 98). The organization will retain its own legal counsel when necessary, and will purchase and maintain, as necessary, insurance policies.

AIPCS 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.

V. HUMAN RESOURCES

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

Qualifications of School Employees

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

In accordance with Education Code 47605(d)(1), AIPCS shall be nonsectarian in its employment practices and all other operations. AIPCS shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the school. All employees must comply with the employee processing policies and procedures (to include, but not limited to, fingerprints, criminal records, proof of identity, right to work in the United States, and TB screening).

Specific Qualifications for all Staff

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

- Commitment of time, energy, and effort in developing AIPCS'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 AIPCS 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. AIPCS 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."*

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)

AIPCS will be the exclusive public employer of all employees of the charter school for collective bargaining purposes. AIPCS 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 AIPCS 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 AIPCS shall be considered the exclusive employees of AIPCS and not any school district or the Oakland Unified School District unless otherwise mutually agreed in writing. Employees of the District who resign from employment to work at AIPCS and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment in accordance with District policy, applicable law, and applicable bargaining agreements. AIPCS 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. AIPCS 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 AIPCS:

2. minimize the oversight burden on OUSD
3. ensure a fair and timely resolution to disputes
4. frame a charter oversight, renewal process and timeline to avoid disputes regarding oversight and renewal matters.

Disputes between the School and the Charter-Granting Agency

The staff and Governing Board members of AIPCS agree to attempt to resolve all disputes between the District and AIPCS 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 AIPCS, 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:
AIPCS
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.

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

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

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

- An enrollment guide outlining the enrollment process at AIPCS
- Registration form which requests basic information about the prospective student
- AIPCS mission statement and information about faculty and staff
- Historic overview of AIPCS students' academic achievement
- AIPCS Family handbook (Appendix K, pg 101)

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body at AIPCS. 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, AIPCS will notify the District in writing of the application deadline and proposed lottery date. AIPCS 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."²

AIPCS shall be open to all students at the appropriate grade levels who wish to attend within the minimum and maximum age requirements specified in applicable law. AIPCS shall be open to all students without regard for the place of residence of students or parents within California except as provided in Education Code Section 47605(d)(2). If oversubscribed by the application deadline, admission to AIPCS, except for existing students, shall be determined by a public random drawing in accordance with the preferences given in the next section.

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

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

AIPCS 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,

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

consequence of enrollment in AIPCS, except to the extent that such a right is extended by the local education agency.

Suspension/Expulsion Procedures

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

AIPCS will have a comprehensive set of suspension and expulsion policies which are attached in Appendix M (pg 148). The policies will be printed and distributed as part of AIPCS's Student/Parent Handbook and will clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment. These policies will provide all students with an opportunity for due process and will conform to applicable federal and state law regarding students with exceptional needs.

In the case of a special education student, or a student who receives 504 accommodations, AIPCS 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.

2. **COMMERCIAL GENERAL LIABILITY** insurance that shall include coverage for owned and non-owned autos, with bodily injury liability limits not less than \$1,000,000.00 per person, per occurrence and property damage liability limits of not less than \$500,000.00, per occurrence.
3. **WORKERS' COMPENSATION INSURANCE**, as required by the California Labor Code, with not less than statutory limits.

D. Administrative Services

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

With the exception of services performed by OUSD in providing oversight to AIPCS 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 supervisorial oversight of AIPCS not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if AIPCS is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. For purposes of this charter, "revenue of the charter school" means the general-purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Section 47632. Subject to availability, AIPCS 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 AIPCS students and any Governance Board members who want to assess the school's financial condition. In addition, AIPCS will continue to submit an annual audited financial statement to the appropriate authorities within the California Department of Education, State Controller's Office, County Superintendent of Schools, and the Oakland Unified School District.

E. Facilities

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

AIPCS 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. The current lease will remain in force throughout the entire five year period of the school's renewal term.

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

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

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

AIPCS 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. AIPCS 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

VIII. IMPACT ON THE CHARTER AUTHORIZER

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

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

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

The Board of AIPCS 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

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

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

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit AIPCS 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,

IX. CONCLUSION

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

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

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

AIPCS 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.

12

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

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

File ID Number: 12-0444
Introduction Date: 1-25-12
Enactment Number: _____
Enactment Date: _____
By: _____

TABLE OF CONTENTS

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS.....	2
AFFIRMATIONS/ASSURANCES.....	3
REQUIRED SIGNATURES.....	4-5
INTRODUCTION.....	6
I. PETITION ADVISORY GROUP.....	7
II. EDUCATIONAL PHILOSOPHY AND PROGRAM.....	9
III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA.....	25
IV. GOVERNANCE STRUCTURE.....	30
V. HUMAN RESOURCES.....	33
VI. STUDENT ADMISSIONS, ATTENDANCE AND SUSPENSION/EXPULSION POLICIES.....	38
VII. FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY.....	41
VIII. IMPACT ON THE CHARTER AUTHORIZER.....	46
IX. CONCLUSION.....	48
X. ATTENDANCE POLICY.....	APPENDIX A
XI. ACADEMIC PERFORMANCE INDEX.....	APPENDIX B
XII. THE SCHOOL CALENDAR (2011-2012).....	APPENDIX C
XIII. DAILY CLASS SCHEDULES (K-8TH GRADE).....	APPENDIX D
XIV. STAFF HANDBOOK.....	APPENDIX E
XV. THE K-8TH GRADE CURRICULUM.....	APPENDIX F
XVI. PARENT AND COMMUNITY COMPLAINT PROCEDURES.....	APPENDIX G
XVII. FAMILY HANDBOOK.....	APPENDIX H
XVIII. 501(C)(3) TAX-EXEMPT STATUS.....	APPENDIX I
XIX. GOVERNING BOARD BYLAWS.....	APPENDIX J
XX. ARTICLES OF INCORPORATION.....	APPENDIX K
XXI. CONFLICT OF INTEREST.....	APPENDIX L
XXII. ENROLLMENT PROCESS.....	APPENDIX M
XXIII. SUSPENSION AND EXPULSION POLICY AND PROCEDURES.....	APPENDIX N
XXIV. BUDGET NARRATIVE.....	APPENDIX O
XXV. CASH FLOW AND ASSUMPTIONS.....	APPENDIX P
XXVI. FIVE YEAR BUDGET.....	APPENDIX Q
XXVII. PROMOTION AND RETENTION POLICY.....	APPENDIX R
XXVIII. PERFORMANCE REPORT GUIDELINES.....	APPENDIX S
XXIX. FINANCIAL PROCEDURES AND POLICIES.....	APPENDIX T
XXX. REDLINED CHARTER REVISIONS (PART B).....	APPENDIX U
XXXI. LETTERS OF SUPPORT.....	APPENDIX V
XXXII. WASHINGTON POST ARTICLE.....	APPENDIX W

AFFIRMATIONS/ASSURANCES

As the authorized lead petitioners, we, Claudia Walker and Kaylena Beckford, hereby certify that the information submitted in this application for a charter for the renewal of the California public charter school American Indian Public Charter School II ("AIPCS II") located within the boundaries of the Oakland Unified School District ("District") is true to the best of our knowledge and belief; we also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded the charter, AIPCS II:

1. Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
2. Employees shall be employees of American Indian Public Charter School II, a California nonprofit public benefit corporation. American Indian Public Charter School II shall operate AIPCS II and shall be deemed the exclusive public school employer of the employees of AIPCS II for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
3. Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
4. Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
5. Shall admit all students who wish to attend AIPCS II, and who submit a timely application, unless the School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. Except as provided in Education Code Section 47605(d)(2), admission to AIPCS II shall not be determined according to the place of residence of the student or his or her parents within the State. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
6. 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)]
7. 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.
8. 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 11987.5.1(f)(5)(C)]
9. Shall ensure that teachers at AIPCS II hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(f)]
10. Shall at all times maintain all necessary and appropriate insurance coverage.
11. 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)
12. If a pupil is expelled or leaves AIPCS II without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of

Required Teacher Signatures

CHARTER PETITION
TEACHERS MEANINGFULLY INTERESTED IN TEACHING AT:
AMERICAN INDIAN PUBLIC CHARTER SCHOOL II

The charter school estimates that 18 teachers will be employed by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are eligible teachers as defined under Education Code § EC47605(i) and who are meaningfully interested in teaching at the School under the charter petition. Signatures are subject to verification.

We, the undersigned teachers, support the 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 charter term to American Indian Public Charter School II pursuant to Education Code Section 47605 beginning July 1, 2012 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Kaytana Beckford, 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
Elizabeth Woepse		12/09/11	[REDACTED]	Multi-subject prelim	04/2016
Matthew Russell		12/11/11	[REDACTED]	Single-subject prelim	09/2016
Kristin MacDannell		12/11/11	[REDACTED]	Single-subject teaching prelim	02/2016
Kristin Restrepo		09/11	[REDACTED]	Multiple-subject prelim	06/2016
Stacy Adams		12/11/11	[REDACTED]	Single-subject prelim	08/2012
Alexandra Thomas		12/09/11	[REDACTED]	Multiple-subject prelim	02/2016
Kevin Sparks		12/09/11	[REDACTED]	Multiple-subject prelim	09/2016
Isaac Berniker		12/11/11	[REDACTED]	Multiple-subject clear	08/2016

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)

Form May Be Copied To Accommodate All Required Signatures

I. PETITION ADVISORY GROUP

Petition Advisory Group Statement

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

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

Petition Advisory Group Members

Mrs. Marsha Amador is the Financial Administrator of the American Indian Model Schools in Oakland, California. She attended San Francisco State University while working for the San Francisco Budget Department. Mrs. Amador worked in the business world with Phillip Morris and Xerox, and has worked in finance for numerous charter schools in California and Arizona.

Ms. Kaytena Beckford is the Site Administrator of American Indian Public Charter School II. She served as an educator at Shortwood Teachers College in Kingston, Jamaica, and has over ten years of frontline management experience with a Fortune 1000 company. Ms. Beckford is pursuing a Masters Degree in Business Administration at the University of California, Berkeley.

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

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

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

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

Mr. Ruben Ruiz has extensive experience as both an elementary school teacher and principal in K-8 schools in Arizona. Under his leadership, schools in Phoenix and Tucson have moved from Underperforming to Performing and from Performing Plus to Highly Performing. He served in Desert Storm with a Tank Battalion.

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

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

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

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

Mission Statement

The focus of AIM Schools (AIPCS II) is family, accountability, and excellent student attendance (99.5%). [See Appendix A]. We will provide AIPCS II students in K-8th grades with an education that will enhance their academic skills in English-language arts, mathematics, science, social science, humanities, and physical fitness, in order to compete in a free-market capitalistic society. This effort will be between family, business, community, and school.

Educational Philosophy

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

Research shows that small class size does often contribute to higher levels of academic success. At AIPCS II, small, self-contained classes have resulted in higher attendance rates (99%), reduced dropout rates (0%), and increased academic performance for our minority students of socio-economically disadvantaged backgrounds. With fewer students in a classroom, AIPCS II teachers can better meet students' needs and provide them with structure and personalized attention. This ensures that no student is left behind and forgotten.

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

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

AIPCS II has proven that a focus on English-Language Arts, Mathematics, Science, Social Studies, Foreign Language and Physical Education; self-contained classrooms; the continuation of an extended-year calendar; and hard work and self-discipline will provide increased opportunities for targeted intervention to assist low-performing students. Through this process, AIPCS II will provide an environment that will ensure that students continue to not only meet, but exceed the academic requirements on California standardized tests.

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

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

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

Strong administrative leadership, excellent teachers, family involvement and a structured learning environment that focuses on hard work and academics will come together to create the best learning environment.

Program Design

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

AIPCS II will be a site-based school for students in kindergarten through eighth grade. The student-to-teacher ratio will be less than 25 to 1. This will allow students and teachers to develop a productive working relationship in a small-school setting. Students are expected to attend school daily and follow a prescribed schedule (See Appendix D). AIPCS II will work closely with American Indian Public Charter School I, Stanford Academic Institute of Learning (SAIL), Johns Hopkins University CTY program, and other Bay Area community organizations to provide services for AIPCS II students. AIPCS II also believes that homework is a crucial part of the learning process for students. Tutorial services are mandatory for all students who test below grade level on California STAR tests or whose grades or classroom performance suggest additional support.

The school setting will be a family environment. Research shows that such a setting allows students and teachers to develop more intensive, long-term relationships that enable better conditions for teaching and learning. AIPCS II will provide these opportunities to its students through its average student-to-teacher ratio of less than 25 students per teacher. In addition, AIPCS II will facilitate productive teacher-student relationships by minimizing the number of different students each teacher sees during a given academic term. Classes will be self-contained, with each teacher responsible for instruction in Mathematics, English-Language Arts, History, and Science. In addition, whenever possible, teachers will loop with their students in a rotation that includes kindergarten through second grade, third through fifth grade, and sixth through eighth grade. As outlined in *Free to Learn*, co-authored by Lance Izumi and Xiaochin Claire Yan (2006), the "extended family" concept is one of the keys to American Indian's stable learning environment and its ability to maintain discipline among students. The students bond and help each other academically and encourage one another to behave.¹

The faculty will consist of highly qualified teachers who are well supported and trained in the American Indian Model of Education (See Appendix E). Teachers will hold appropriate teaching certifications. Professional development, teacher planning time, and other opportunities for collaboration will be scheduled on a regular and on-going basis to support teachers throughout their careers. In establishing a

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

- iv. teach students the necessary skills for researching information, taking notes, organizing ideas, developing an outline, using the dictionary, editing and revising.
- v. teach oral communication skills through presentations, class discussions, reports, and collaborative activities.
- vi. teach the mechanics of expository writing, narrative writing, poetry, etc., and provide students with lessons on how to introduce, organize, and develop their thoughts through writing.
- vii. have a balanced instructional approach of writing, reading, and language study (grammar, spelling, and other forms of word work)

1. Houghton Mifflin and Harcourt California Reading, 2007. Teacher's edition, Medallion Bundle, Practice book, Student edition and Teacher's resource package at K through 5th grade level.
2. Holt Literature and English Language Arts, Mastering the California Standards, Reading, Writing, Listening and Speaking for Grades 6-8. Holt, Rinehart and Winston, 2003.

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

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

1. Houghton Mifflin and Harcourt California Math, 2009. Teacher and Student edition, with complete Equipment Kit that includes the material for each of the mathematics activities at Kindergarten through 5th grade level.
2. Scott Freeman, Addison Wesley, EnVision Math, California workbook for Kindergarten through 5th grade level, 2009.
3. California Middle School Mathematics, Concepts and Skills, Course 1 and 2, for 6th and 7th grade. McDougal Littell, 2006.
4. Algebra I: North Carolina Edition: for 8th grade, Glencoe and McGraw Hill, 2004.

c) Science: structured around the state standards for each grade level, utilizing state-approved curriculum:

- i. present an effective science curriculum using the grade level, instructional strategies and assessment guidelines outlined in *Science Framework for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2004).
- ii. teach content and learning experiences in science that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics.
- iii. provide a science program that combines the core sciences of biology, physics, and chemistry.
- iv. teach students to use the scientific method to identify a problem and pose relevant questions, state a hypothesis, conduct an experiment, understand the variables, analyze the data, and reach a conclusion or solution that serves as the hypothesis for the next round of inquiry.

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

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

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

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

Revisions to the list of courses offered by the school will be made based on a continual improvement process that involves analyzing student performance data and educational trends to determine how the curriculum can best meet the needs of the student population and align with the mission of AIPCS II.

Materials

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

The materials AIPCS II 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
- A Reading Library
- Manipulatives
- Maps and Atlases
- Dictionaries and Thesauruses
- Musical Instruments
- California Physical Fitness Test Equipment

Academically Low-Achieving Students

Overview

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

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

Summer Programs

Students will be required to attend mandatory summer programs, including AIPCS II summer school, which will allow new students to grow accustomed to the school culture and will provide low-achieving students the opportunity to begin developing a strong academic foundation. As appropriate, students will also be required to attend summer programs that focus on improving Mathematics, English, and Science skills. All costs for required programs are covered by AIPCS II.

Academically High-Achieving Students

At AIPCS II, 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 the majority of their courses.

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

In addition to ensuring that the needs of high-achieving students are met inside the classrooms, AIPCS II will take additional steps to support high-achieving students. This will include providing access to novels and supplemental literature and activities that are appropriate for each student's reading level. AIPCS II will also provide opportunities for advancement in Mathematics through intensive math workshops that take place after school, like the MathCounts advanced math program in which participating students work in teams to solve complex math problems. Academically high-achieving students are also encouraged to participate in an annual, nation-wide competition with students at other schools.

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

English Language Learners

Overview

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

Home Language Survey

AIPCS II will administer the home language survey upon a student's initial enrollment into AIPCS II, which is on the enrollment form.

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 1st and October 31st until re-designated as fluent English proficient. This thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT 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.

2. 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").
3. The Charter School shall be solely responsible for compliance with Section 504 and the ADA.
4. 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.
5. In future years, and pursuant to notice provided to the office of charter schools in June 2010, AIPCS II wishes to be deemed an LEA and a member of a Special Education Local Plan Area ("SELPA") for provision of special education services pursuant to Education Code Section 47641(a). AIPCS II shall seek the District's support in the provision of data or information in AIPCS II's pursuit of membership in a SELPA as an LEA. Once an LEA, and a member of a SELPA, the Charter School shall be solely responsible for compliance with the IDEIA.
6. Until such time as a SELPA grants the Charter School membership in the SELPA as an LEA, the Charter School shall be deemed a public school of the District that granted the charter pursuant to Education Code Section 47641(b) and shall work jointly with the District to ensure full compliance with the IDEIA.

Section 504 of the Rehabilitation Act

AIPCS II recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of AIPCS II. Any student who has an objectively identified disability that substantially limits a major life activity including, but not limited to, learning, is eligible for accommodation by the School.

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

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

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team. If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining

directs AIPCS II that current District practice is for the individual school sites to hire site special education staff, or the District and AIPCS II agree that AIPCS II must hire on-site special education staff. In that instance, AIPCS II shall ensure that all special education staff hired by AIPCS II are qualified pursuant to District and SELPA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by AIPCS II (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to AIPCS II students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

IDEIA Notification and Coordination

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

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

IDEIA Identification and Referral

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

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

IDEIA Assessments

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

IDEIA IEP Meetings

In accordance with the role of the District and District school sites, the District shall arrange and provide notice for necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. AIPCS II shall be responsible for having the following individuals in attendance at the IEP meetings, or as otherwise agreed upon by the District and Charter School: the Site Administrator and/or AIPCS II designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher (if a Charter School employee as opposed to a District employee); the student's general education teacher; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at AIPCS II and/or about the student. It is AIPCS II's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the

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

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

IDEIA Due Process Hearings

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

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

IDEIA SELPA Representation

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

IDEIA Funding

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

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

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

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

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

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

Measurable Student Outcomes

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

Academic Achievers who:

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

Effective Communicators who:

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

Critical Thinkers who:

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

Life-long Learners who:

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

Socially Responsible Citizens who:

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

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

1. California STAR results:
 - A. At least 80% of 2nd through 6th graders will test proficient or advanced in Mathematics and English-Language Arts.
 - B. At least 85% of 7th graders will test proficient or advanced in Mathematics and English-Language Arts.
 - C. At least 90% of 8th graders will test proficient or advanced in Mathematics and English-Language Arts.
2. Attendance Rate: The school's rate of attendance will exceed 98% every year for the next five years.
3. API Score: AIPCS II will attain an API of 850 or higher in each of the next five years.
4. Percentage of students who meet or exceed promotion requirements:
 - A. At least 80% of kindergarten through 6th graders will meet or exceed the AIPCS II promotion standards.
 - B. At least 85% of 7th graders will meet or exceed the AIPCS II promotion standards.
 - C. At least 90% of 8th graders will meet or exceed the AIPCS II promotion standards.

Analysis

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

Reporting

1. Results from all of the tools listed above are available for each individual student and his or her family to review upon request through the school's office or the student's teacher.
2. Annually, AIPCS II will publish a School Accountability Report Card (SARC) that will be posted on the school's website and made available in the school lobby.
3. On an as-needed basis, AIPCS II will publish bulletins reporting general student or school performance data.
4. If AIPCS II does not test (i.e., STAR) with the District, AIPCS II hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.
 - a. 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.
5. AIPCS II will maintain sufficient staff and systems, including technology, required to ensure timely reporting in compliance with the law and to meet all reasonable inquiries from the District and other authorized reporting agencies.

Continuous Improvement

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

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

1. **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.
2. **Linking standards to curriculum and assessment:** Standards, curriculum, and assessment will be aligned with each other, with state guidelines, and with AIPCS II's educational goals. Professional development will include training in the use of data-driven decision making, and educators will review the alignment of assessment and curriculum with the state content standards each year.
3. **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.
4. **Setting baseline expectations for incoming students (e.g., information from previous assessments), recommending additional support if needed, and administering all assessments, including school, district, and state-required testing.**

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

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

AIPCS II will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

9. Monitoring the Site Administrator's implementation of the school's personnel policy
10. Approving Board policies

Potential board members are recommended to the existing American Indian Public Charter School Board. The Board applicants submit a letter of interest and resume. The existing American Indian Public Charter School Board members vote on the new Governance Board members. A minimum of one family member, one educator and one businessperson serve on the Board. These Governance Board members will reflect the student population and be of a diverse professional background.

The Board will comply with all federal, state and local laws that are applicable to independent public charter schools including, but not limited to, the Brown Act and the Political Reform Act. AIPCS II has adopted a conflicts code. The organization will retain its own legal counsel when necessary, and will purchase and maintain, as necessary, insurance policies.

AIPCS II may initiate and carry out any program or activity, or may otherwise act in any manner that is not in conflict with or inconsistent with or preempted by any law, and which is not in conflict with the purposes for which charter schools are established.

The activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

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

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

The OUSD Board may appoint an individual to serve on the Governance Board. They may make recommendations, participate in discussions and participate fully in all respects.

Site Administrator

The Site Administrator will work full-time at each school and will communicate directly with the Board of Directors and the District Board of Trustees through its Superintendent or designee as necessary. The Site Administrator is fully responsible for the execution of all Board policy, all day-to-day operations, and all functions of the school.

The responsibilities of the Site Administrator or his/her designee may include, but are not limited to, the following:

1. Attend District Administrative meetings as necessary and stay in direct contact with the District regarding changes, progress, etc.
2. Develop Board meeting agendas in conjunction with the Board President in compliance with the Brown Act.
3. Supervise the teachers and staff.
4. Ensure appropriate evaluation of all AIPCS II employees.
5. Propose policies for adoption by the Board.
6. Provide comments and recommendations regarding policies presented by others to the Board.
7. Communicate with School legal counsel and any outside consultants.
8. Stay abreast of school laws and regulations.
9. Approve all purchase orders, pay warrants, and requisitions; and, upon approval, forward on for processing.
10. Participate in the dispute resolution procedure and the complaint procedure when necessary.
11. Establish and execute enrollment procedures.
12. Provide all necessary financial reports as required for proper ADA reporting.
13. Make budget line item revisions when necessary and report changes regularly to the Board.
14. Develop and administer the budget in accordance with generally accepted accounting principles.

V. HUMAN RESOURCES

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

Qualifications of School Employees

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

In accordance with Education Code 47605(d)(1), AIPCS II shall be nonsectarian in its employment practices and all other operations. AIPCS II shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the school. All employees must comply with the employee processing policies and procedures (to include, but not limited to, fingerprints, criminal records, proof of identity, right to work in the United States, and TB screening).

Specific Qualifications for all Staff

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

1. Commitment of time, energy, and effort in developing AIPCS II's program
2. Belief in the basic philosophy of emphasizing the core curriculum
3. Commitment to working with parents as educational partners
4. Strong written and verbal communication skills
5. Knowledge of the developmental needs of students
6. Awareness of the social, emotional and academic needs of the students
7. Ability to plan cooperatively with other staff
8. Willingness to continue education through additional courses and training, workshops, seminars and staff development
9. Active participation in faculty meetings
10. Focus on working closely with the school faculty by providing any information regarding a student's behavior change, attitude and/or classroom performance
11. Take a leadership role in some aspect of the School's short- and long-term strategic plan.

Teachers

Instructional employees will hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. AIPCS II will comply with Section 47605(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."*

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

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

1. Strong instructional leadership
2. Responsible for students and their success in learning
3. Familiarity with or willingness to be trained in AIM's curriculum, instructional methodology, and procedural compliance
4. Demonstrable effectiveness in teaching, mentoring, and writing

purposes. If AIPCS II employees elect to be represented by an organization for collective bargaining purposes, all employees will be individually contracted. The individual contracts will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, standards for performance evaluation, and bonuses.

Persons employed by the school are not considered employees of the Oakland Unified School District for any purposes whatsoever.

Rights of School District Employees

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

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

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

1. Any rights upon leaving the employment of a local education agency to work in the charter school that the local education agency may specify.
2. Any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify.
3. 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. AIPCS II has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the School's insurance carriers. These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies will be incorporated as appropriate into the Family and Staff Handbooks.

The following summarizes the health and safety policies of AIPCS II:

Procedures for Background Checks

Employees and contractors at AIPCS II will be required to submit to a criminal background check and furnish a criminal record summary as required by Educational Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit a live scan clearance for fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Site Administrator shall monitor compliance with this policy and report to the AIM Schools' Governance Board on a quarterly basis. The Financial Administrator shall monitor the fingerprinting and background clearance of the Site Administrator.

Role of Staff as Mandated Child Abuse Reporters

4. Frame a charter oversight, renewal process and timeline to avoid disputes regarding oversight and renewal matters.

Disputes between the School and the Charter-Granting Agency

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

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

1. Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that is in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o Site Administrator:
American Indian Public Charter School II
P.O. Box 12063
Oakland, CA 94604

To Coordinator, Office of Charter Schools:
Oakland Unified School District
4551 Steele Street, Room 11
Oakland, California 94619

2. A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts that the responding party believes support its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.
3. If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.
4. If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

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

Public Random Drawing and Preferences

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

1. Siblings of currently enrolled students
2. Students residing within the boundaries of the District
3. All other students who wish to attend the School

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the public random drawing. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year. The order of admission of students at any time during the year shall be based solely on the order of applicants on the admission wait list. Applications received after the application deadline will be added to the wait list in the order received. After the wait list has been exhausted or at the conclusion of the school year, the school will advertise if a space has become available and applications are being accepted. If more applicants than spaces are available, another public random drawing will be conducted for the open spaces as described above.

Preference for siblings has been added at the request of our Family Advisory Committee. Admission and lottery procedures will be updated to reflect this change upon the start of the renewal term. This will further support the family culture that is central to the success of AIPCS II by keeping families together in school.

Conditions of Enrollment

Conditions for enrollment at AIPCS II are communicated in writing to parents throughout the application and enrollment process.

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)

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

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

Public School Attendance Alternatives

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)

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 47805(g).

AIPCS II will ensure that it operates using a sound financial model. AIPCS II's budget assumes a total enrollment of 663 students for 2012-2013, 747 students for 2013-2014, 775 students for 2014-2015, 775 students for 2015-2016, and 775 students for 2016-2017. The anticipated revenues are based on the previous four years of operating experience for the school, as well as estimates for the 2011-2012 revenue limit and categorical block grant given the proposed state budget. Minh Co from Oakland's Office of Charter Schools has provided those financial estimates.

AIPCS II created a budget using a very conservative approach; a worst-case scenario. Like the District, we are looking to cut expenses, find additional sources of revenue, and increase our reserves to make sure we can weather potential short-term fluctuations in revenues and expenses (See Appendix O).

In each of the five years of the projected budget (2012-2017), the budget and cash flow assume an increase in non-fixed expenditures of 4% per year (See Appendix P); staffing assumptions for each year are also listed (See Appendix Q). Budget projections assume a revenue increase of 2% per year, which is a conservative increase relative to annual COLA rates in California over the previous five years. This assumption is based on historical financial data from the past four years of operation—specifically actuals for 2007-2011.

Budget assumptions also include a continued 1% oversight fee from OUSD on state revenues and special education costs of \$525.23 per student as outlined in a December 7, 2010, email from Oakland's Office of Charter Schools financial accountant. AIPCS II has an estimated special education budget for next year based on 649.74 students x \$525.23 = \$341,262.94 to be paid to OUSD for the 2012-2013 school year. Though AIPCS II is considering an alternative to the OUSD SELPA (as indicated in the special education section of this petition), the school has not finalized its decision and continues to explore its options. As a result, our five-year budget projections are based on the district-provided numbers for remaining within the OUSD SELPA. Based on AIPCS II's current special education enrollment, the net cost of providing special education services through an alternative to the OUSD SELPA would be equal to or less than the costs of remaining within OUSD's SELPA. If AIPCS II alters its SELPA affiliation, its budget will be updated to reflect these changes, but these changes—at worst—would be budget-neutral.

B. Financial Reporting

AIPCS II has a structured set of fiscal control policies and procedures for AIPCS II operations. AIPCS II shall comply with all financial reporting requirements of Education Code Section 47604.33 and shall comply fully with Education Code Section 47604.3.

C. Insurance

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

Throughout the life of this contract, AIPCS II shall pay for and maintain in full force and effect with an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-VII", 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,

complies with Education Code Section 47610. This shall be done at least 30 days before school is scheduled to begin operations in the facility or facilities. AIPCS II shall not begin operation in any location for which it has failed to provide in a timely manner a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

F. Transportation

AIPCS II will not provide transportation of students to and from school. It is the responsibility of the students' families to provide transportation to AIPCS II, except as required by law for students with disabilities in accordance with a student's IEP. In these instances, transportation needs shall be handled by the OUSD SELPA if the school operates as a public school of the District for special education purposes, but solely by AIPCS II in accordance with SELPA policy and the IDEIA if AIPCS II becomes an LEA and a member of the SELPA as intended by this charter.

G. Audits

Governing Law: The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority—California Education Code Section 47605(b)(5)(l)

An annual independent fiscal audit of the books and records of AIPCS II will be conducted as required under the Charter Schools Act, section 47605(b)(5)(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 AIPCS II Governance Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and the CDE by the 15th of December of each year. The Site Administrator, along with the Governance Board, will review any audit exceptions or deficiencies and meet with the District with regard to resolution of audit exception or deficiencies to the satisfaction of the District. The AIPCS II Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same.

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

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

1. 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

investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to AIPCS II.

AIPCS II will complete and file any annual reports required pursuant to Education Code Section 47604.33.

Upon closure of the school, all assets of the school including, but not limited to, all leaseholds, tangible and intangible personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the school, shall remain the sole property of AIPCS II and shall be distributed in accordance with the corporation's Articles of Incorporation upon the dissolution of the 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, AIPCS II shall remain responsible for satisfaction of all liabilities arising from the operation of the school. As AIPCS II is organized as a nonprofit public benefit corporation under California law, the Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget, AIPCS II will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

I. School Management Contracts

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

- G. The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- H. Compliance with safety plans and procedures, and
- I. Compliance with applicable grant requirements.

AIPCS II shall cooperate fully with such audits and make available any and all records necessary for the performance of the audit upon 30 days' notice to AIPCS II. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours' notice.

If an allegation of waste, fraud or abuse related to AIPCS II operations is received by the District, AIPCS II shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit is specifically requested by the District and is not otherwise required to be completed by AIPCS II by law or charter provisions.

13

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

File ID Number: 11-0303
Introduction Date: 2-19-11
Enactment Number: _____
Enactment Date: _____
By: _____

TABLE OF CONTENTS

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS.....	5
ASSURANCES.....	6
INTRODUCTION.....	9
I. PETITION ADVISORY GROUP.....	10
II. EDUCATIONAL PHILOSOPHY AND PROGRAM.....	12
III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA.....	27
IV. GOVERNANCE STRUCTURE.....	32
V. HUMAN RESOURCES.....	35
VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES.....	40
VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY.....	43
VIII. IMPACT ON THE CHARTER AUTHORIZER.....	48
IX. CONCLUSION.....	50
X. APPENDIX A – AIPHS ACADEMIC PERFORMANCE INDEX.....	51
XI. APPENDIX B – AIPHS ORGANIZATIONAL CHART.....	53
XII. APPENDIX C – AIPHS BUDGET & EXPENDITURES.....	55
XIII. APPENDIX D – AIPCS 501(C)3.....	59
XIV. APPENDIX E – AIPHS LETTERS OF SUPPORT.....	63
XV. APPENDIX F – DAILY CLASS SCHEDULE.....	69
XVI. APPENDIX G – SCHOOL CALENDAR 2010-2011.....	72
XVII. APPENDIX H – AIPHS CURRICULUM.....	74
XVIII. APPENDIX I – AIPCS ARTICLES OF INCORPORATION.....	77
XIX. APPENDIX J – AIPCS BYLAWS.....	81
XX. APPENDIX K – AIPHS CONFLICT OF INTEREST POLICY.....	98
XXI. APPENDIX L – AIPHS FAMILY HANDBOOK.....	101
XXII. APPENDIX M – AIPHS ENROLLMENT GUIDE.....	133
XXIII. APPENDIX N – AIPHS SUSPENSION AND EXPULSION POLICY.....	148
XXIII. APPENDIX O – AIPHS FIVE YEAR BUDGET.....	160

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.

- 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

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

Summary of Necessary Background Critical to Charter School Success

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

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 21st-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 21st Century

The demands of the 21st century require that students be highly literate. As we move deeper into an information age, it is imperative that 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

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 (2008), 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.¹

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

¹ Izumi, Lance and Yan, Xiaochin Claire, *Free to Learn*, (San Francisco: Pacific Research Institute, 2008)

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

11th Grade:

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

12th Grade:

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

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

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:

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

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

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.



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 falling 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

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.

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.

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."

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.

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 relates 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

²Whitman, 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

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

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.

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.

- 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

14

106

**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: 9-28, 2008
_____ 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

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

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

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.

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.

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 render 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 designates two (2) or more of its members (who may also be serving as officers of this corporation) to constitute an Executive Committee and delegate to such Committee any of the powers and authority of the board in the management of the business and affairs 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 an 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.

**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.

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.

15

Table III: AIPCS-AIM Assumption Operational Planning & Expenditures 2012-2013

REVENUES	2012-2013
State Revenues	
Purpose Funding	\$1,339,827.05
State Categorical	\$113,344.50
*Subtotal: Less OUSD's 1% Oversight Fees	\$1,438,639.83
Lottery	\$38,841.23
Facility Grant State	\$73,035.59
Supplemental	\$80,000.00
Economic Impact Aid (EIA)	\$72,732.00
ASES	\$142,500.00
Federal Reserves	
Federal Facility Grant	\$144,744.00
Title I - III	\$68,400.00
*Total Revenues	\$2,058,892.65
EXPENDITURES	
Salaries & Benefits	
Site Administrator	\$62,500.00
Assistant Site Administrator	\$0.00
Administrative Assistant	\$50,344.00
Classroom Teachers	\$528,000.00
PE Teachers	\$24,000.00
Resource Teachers	\$48,000.00
Mandarin Teacher	\$48,000.00
Substitute Teachers	\$12,000.00
Financial Personnel	\$56,600.00
Medicare	\$11,852.94
Health Insurance	\$59,400.00
Social Security	\$50,681.53
Other Retirement (CalPERS & Simple IRA)	\$33,209.25
Workers Comp	\$24,523.32
Unemployment Insurance	\$8,535.33
Subtotal	\$1,017,648.37
Service & Other Operating Expenses	
Academic Enrichment (ASES)	\$121,125.00
ASES Coordinator / Specialist	\$21,375.00
Insurance/Liability/Property/WC	\$20,000.00
Professional Services	\$35,000.00
Travel/Conference/Workshops	\$2,000.00
Dues / Testing fees	\$1,000.00
Payroll expense	\$2,520.00
Field Trips	\$4,000.00
Staff Development	\$5,000.00
Staff Bonus	\$7,000.00
PG&E	\$12,000.00
EBMUD	\$7,200.00
Waste Management	\$9,000.00
Telephone/Internet	\$6,600.00
Sail Summer Math	\$80,000.00
**Special Education	\$145,199.83
Facilities/Capital Outlay	
Facility Rent	\$290,372.78
Maintenance	\$68,000.00
Janitorial	\$16,000.00
Equipment rental	\$36,000.00
Subtotal	\$889,392.62
Books and Supplies	
School Supplies	\$90,000.00
Textbooks	\$4,000.00
Office Supplies	\$50,000.00
Subtotal	\$144,000.00
Total Expenditures	\$2,051,038.99
***Profit/Loss	\$7,853.66
Total Revenues	\$2,058,892.65

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

**Special Education Cost for 2012-2013 is based on OUSD's 2011-2012 p.

***Cash from current year's net profit is reflected in the following year, w/

Table I: AIPCSII- / 2012-2013 Rates

Assumptions	K-3	4-6	7-8	Totals
Enrollment	139	285	240	664
Percent students who attend on average only	98%	98%	98%	
Estimated Average Daily Attendance (ADA)	136.2	289.7	235.2	661.1
General Purpose Block Grant	\$4,576.00	\$4,782.00	\$4,965.00	
Categorical Block Grant	\$418.00	\$410.00	\$410.00	
Total Rate Apportionment per ADA	\$6,000.00	\$5,192.00	\$5,375.00	
Total Apportionment (rate x ADA)	\$829,143.82	\$1,503,937.40	\$1,260,000.00	\$3,700,471.22
Less OUSD's 1% Oversight Fees				\$3,700,471.22
Lottery Revenue per ADA	\$140.50	\$140.50	\$140.50	
Total Rate Lottery Apportionment per ADA	\$15,136.81	\$38,697.85	\$33,048.65	
Total Apportionment (rate x ADA)				\$9,239,311.84
Other State Revenues				
Supplemental				
EIA (70% of students @ \$110)		\$25,100.00	\$25,100.00	
ASEE		\$143,605.20	\$143,605.20	
Other		\$100,000.00	\$100,000.00	
Facility Grant Federal		\$154,560.00	\$154,560.00	
Facility State Grant		\$19,624.00	\$19,624.00	
Subtotal		\$393,029.20	\$393,029.20	
Total All Revenues		\$9,632,341.04	\$9,632,341.04	\$4,202,042.14

from SSC School District and County Office Financial Proj
 from SSC School District and County Office Financial Proj
 from SSC School District and County Office Financial Proj
 from SSC School District and County Office Financial Proj

117.25+23.25 from SSC School District and County Office F
 per ADA x est. ADA

117.25+23.25 from SSC School District and County Office F
 per ADA x est. ADA

Table II: AIPCSII- AIM Estimated Staffing Operating Cost (in detail)

Assumptions	Admin. Asst	Teacher	PE Teacher	Resource Teacher	Mandarin Teacher	Financial Personnel	Total
Site Administrator	1						
Assistant Site Administrator	1						
Classroom Teachers	22						
Administrative Assistant	2.5						
PE Teachers	3.5						
Resource Teachers	2.5						
Mandarin Teacher	1						
Average Teacher Salary	\$50,000.00						
Average PE Teacher Salary	\$50,000.00						
Average Resource Teacher Salary	\$50,000.00						
Financial Personnel	2						
Health Insurance (per employee)	\$3,000.00						
Dental Insurance							
Vision Insurance							
Social Security	6.2%						
Calaver	10.95%						
Simple IRA	2.00%						
Medicare	1.40%						
Workers Comp	3.000%						
Unemployment Insurance	1.30%						
Subtotal(s)	\$50,000.00						
Salary and Benefits Costs							
Site Administrator	\$50,000.00						
Admin. Asst	\$180,000.00						
Teacher	\$1,100,000.00						
PE Teacher	\$175,000.00						
Resource Teacher	\$125,000.00						
Mandarin Teacher	\$50,000.00						
Financial Personnel	\$100,000.00						
Health Insurance							
Dental Insurance							
Vision Insurance							
Social Security							
Calaver							
Simple IRA							
Medicare							
Workers Comp							
Unemployment Insurance							
Subtotal(s)	\$1,780,000.00						
Total	\$1,780,000.00						\$1,780,000.00

The rate for 11-12 policy is at 2.4%
 only applies for first \$7000 of gross pay per employee, addnl 40%

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

Table III: AIPCSII -AIM Assumption Operational Planning Expenditures 2012-2013

REVENUES	2012-2013
State Revenues	
Purpose Funding	\$3,024,715.12
State Categorical	\$258,759.20
*Subtotal: Less OUSD's 1% Oversight Fees	\$3,250,639.58
Lottery	\$88,672.36
Facility Grant State	\$369,608.00
Supplemental	\$25,133.00
Economic Impact Aid (EIA)	\$143,805.20
ASES	\$150,000.00
Federal Reserves	
Federal Facility Grant	\$19,624.00
Title I - III	\$154,560.00
Total Revenues	\$4,202,042.14
EXPENDITURES	
Salaries & Benefits	
Site Administrator	\$68,000.00
Assistant Site Administrator	\$60,000.00
Administrative Assistant	\$130,000.00
Classroom Teachers	\$1,100,000.00
PE Teachers	\$175,000.00
Resource Teachers	\$125,000.00
Mandarin Teacher	\$50,000.00
Financial Personnels	\$56,800.00
Medicare	\$25,586.70
Health Insurance	\$127,800.00
Social Security	\$109,405.20
Other Retirement (CalPERS & Simple IRA)	\$56,363.76
Workers Comp	\$52,936.00
Unemployment Insurance	\$15,479.33
Subtotal	\$2,152,172.99
Service & Other Operating Expenses	
Substitute Teachers	\$50,000.00
Academic Enrichment (ASES)	\$95,000.00
ASES Coordinator / Specialist	\$47,680.00
Insurance/Liability/Property/WC	\$44,000.00
Professional Services	\$35,000.00
Travel/Conference/Workshops	\$5,000.00
Dues / Testing fees	\$5,000.00
Payroll expense	\$5,000.00
Field Trips	\$20,000.00
Staff Development	\$50,000.00
Staff Bonus	\$30,000.00
PG&E	\$84,000.00
EBMUD	\$8,400.00
Waste Management	\$9,000.00
Telephone/internet	\$12,000.00
Sail Summer Math	\$80,000.00
**Special Education	\$331,483.16
Facilities/Capital Outlay	
Facility Rent	\$518,976.00
Maintenance	\$80,000.00
Janitorial	\$50,000.00
Equipment rental	\$46,800.00
Subtotal	\$1,607,339.16
Books and Supplies	
School Supplies	\$168,320.00
Textbooks	\$51,000.00
Office Supplies	\$60,000.00
Subtotal	\$279,320.00
Total Expenditures	\$4,038,832.15
***Profit/Loss	\$163,209.99
Total Revenues	\$4,202,042.14

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

**Special Education Cost for 2012-2013 is based on OUSD's 2011-2012 p

***Cash from current year's net profit is reflected in the following year, w

Table IV: AIFCSIII
 * Monthly Cash Flow and Expenditures 2012-13
 * Estimated Beginning Balance 7/1/2012: \$113,912.69

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
STATE & LOCAL REVENUES													
General Purpose Funding (State)	\$303,951.42	\$211,129.27	\$454,292.45	\$0.00	\$372,224.36	\$272,224.36	\$761,623.27	\$181,482.91	\$0.00	\$362,965.81	\$483,954.42	\$0.00	\$3,305,848.27
State Categorical	\$24,096.55	\$16,896.38			\$23,288.33	\$23,288.33	\$65,155.57	\$15,525.55	\$0.00	\$31,051.10	\$41,401.47	\$11,390.63	\$72,093.91
OSUDS % oversight fees													-\$32,834.74
Lottery		\$17,212.24			\$22,168.09					\$22,168.09			\$72,168.09
State Facility Grant		\$10,814.00			\$184,804.00				\$184,804.00				\$369,608.00
EIA			\$97,500.00			\$49,935.07				\$47,935.07			\$154,370.14
ASIES			\$97,500.00			\$37,500.00				\$15,000.00			\$150,000.00
Supplemental Federal Reserves													\$25,133.00
Total - III	\$9,812.00	\$9,812.00	\$551,792.45	\$0.00	\$502,484.78	\$380,947.76	\$848,946.92	\$197,008.46	\$464,120.08	\$525,355.89	\$108,792.04		\$4,524,536.23
EXPENDITURES													
Salaries & Benefits													
Site Administrator	\$5,666.67	\$5,666.67	\$5,666.67	\$5,666.67	\$5,666.67	\$5,666.67	\$5,666.67	\$5,666.67	\$5,666.67	\$5,666.67	\$5,666.67	\$5,666.67	\$68,000.00
Assistant Site Administrator	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$60,000.00
Administrative Assistant	\$10,833.33	\$10,833.33	\$10,833.33	\$10,833.33	\$10,833.33	\$10,833.33	\$10,833.33	\$10,833.33	\$10,833.33	\$10,833.33	\$10,833.33	\$10,833.33	\$130,000.00
Classroom Teachers	\$91,666.67	\$91,666.67	\$91,666.67	\$91,666.67	\$91,666.67	\$91,666.67	\$91,666.67	\$91,666.67	\$91,666.67	\$91,666.67	\$91,666.67	\$91,666.67	\$1,100,000.00
PE Teachers	\$14,583.33	\$14,583.33	\$14,583.33	\$14,583.33	\$14,583.33	\$14,583.33	\$14,583.33	\$14,583.33	\$14,583.33	\$14,583.33	\$14,583.33	\$14,583.33	\$175,000.00
Resource Teachers	\$10,416.67	\$10,416.67	\$10,416.67	\$10,416.67	\$10,416.67	\$10,416.67	\$10,416.67	\$10,416.67	\$10,416.67	\$10,416.67	\$10,416.67	\$10,416.67	\$125,000.00
Multidisciplinary Teacher	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$50,000.00
Medicare	\$2,133.33	\$2,133.33	\$2,133.33	\$2,133.33	\$2,133.33	\$2,133.33	\$2,133.33	\$2,133.33	\$2,133.33	\$2,133.33	\$2,133.33	\$2,133.33	\$25,600.00
Health Insurance	\$10,650.00	\$10,650.00	\$10,650.00	\$10,650.00	\$10,650.00	\$10,650.00	\$10,650.00	\$10,650.00	\$10,650.00	\$10,650.00	\$10,650.00	\$10,650.00	\$127,800.00
Social Security	\$9,117.10	\$9,117.10	\$9,117.10	\$9,117.10	\$9,117.10	\$9,117.10	\$9,117.10	\$9,117.10	\$9,117.10	\$9,117.10	\$9,117.10	\$9,117.10	\$109,405.20
Other Retirement (Teachers & Simple IRA)	\$4,696.98	\$4,696.98	\$4,696.98	\$4,696.98	\$4,696.98	\$4,696.98	\$4,696.98	\$4,696.98	\$4,696.98	\$4,696.98	\$4,696.98	\$4,696.98	\$56,363.76
Workers Comp	\$4,411.50	\$4,411.50	\$4,411.50	\$4,411.50	\$4,411.50	\$4,411.50	\$4,411.50	\$4,411.50	\$4,411.50	\$4,411.50	\$4,411.50	\$4,411.50	\$53,938.00
Unemployment Insurance	\$1,289.94	\$1,289.94	\$1,289.94	\$1,289.94	\$1,289.94	\$1,289.94	\$1,289.94	\$1,289.94	\$1,289.94	\$1,289.94	\$1,289.94	\$1,289.94	\$15,479.33
Services/Other Operating Costs													
Substitute Teachers	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$50,000.00
Academic Enrichment (ASES)	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$95,000.00
ASES Coordinator / Specialist	\$3,973.33	\$3,973.33	\$3,973.33	\$3,973.33	\$3,973.33	\$3,973.33	\$3,973.33	\$3,973.33	\$3,973.33	\$3,973.33	\$3,973.33	\$3,973.33	\$47,680.00
Insurance	\$3,666.67	\$3,666.67	\$3,666.67	\$3,666.67	\$3,666.67	\$3,666.67	\$3,666.67	\$3,666.67	\$3,666.67	\$3,666.67	\$3,666.67	\$3,666.67	\$44,000.00
Professional Services	\$2,916.67	\$2,916.67	\$2,916.67	\$2,916.67	\$2,916.67	\$2,916.67	\$2,916.67	\$2,916.67	\$2,916.67	\$2,916.67	\$2,916.67	\$2,916.67	\$35,000.00
Travel/Conferences/Workshops	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$5,000.00
Dues / Training Fees	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$5,000.00
Parol Expense	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$5,000.00
Field Trips	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$20,000.00
Staff Development	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$50,000.00
Staff Benefits	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$30,000.00
PG&E	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00	\$84,000.00
EBMUD	\$700.00	\$700.00	\$700.00	\$700.00	\$700.00	\$700.00	\$700.00	\$700.00	\$700.00	\$700.00	\$700.00	\$700.00	\$8,400.00
Waste Management	\$750.00	\$750.00	\$750.00	\$750.00	\$750.00	\$750.00	\$750.00	\$750.00	\$750.00	\$750.00	\$750.00	\$750.00	\$9,000.00
Telephone/Internet	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$12,000.00
Staff Summer Mith	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$240,000.00
Special Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Facilities and Capital Outlay													
Facility Rent	\$43,248.00	\$43,248.00	\$43,248.00	\$43,248.00	\$43,248.00	\$43,248.00	\$43,248.00	\$43,248.00	\$43,248.00	\$43,248.00	\$43,248.00	\$43,248.00	\$518,976.00
Maintenance	\$6,666.67	\$6,666.67	\$6,666.67	\$6,666.67	\$6,666.67	\$6,666.67	\$6,666.67	\$6,666.67	\$6,666.67	\$6,666.67	\$6,666.67	\$6,666.67	\$80,000.00
Funitorial	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$50,000.00
Equipment rental	\$3,900.00	\$3,900.00	\$3,900.00	\$3,900.00	\$3,900.00	\$3,900.00	\$3,900.00	\$3,900.00	\$3,900.00	\$3,900.00	\$3,900.00	\$3,900.00	\$46,800.00
Books and Supplies													
School Supplies	\$14,026.67	\$14,026.67	\$14,026.67	\$14,026.67	\$14,026.67	\$14,026.67	\$14,026.67	\$14,026.67	\$14,026.67	\$14,026.67	\$14,026.67	\$14,026.67	\$168,320.00
Textbooks	\$4,250.00	\$4,250.00	\$4,250.00	\$4,250.00	\$4,250.00	\$4,250.00	\$4,250.00	\$4,250.00	\$4,250.00	\$4,250.00	\$4,250.00	\$4,250.00	\$51,000.00
Office Supplies	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$60,000.00
Total Expenditures	\$317,562.42	\$317,562.42	\$297,562.42	\$297,562.42	\$297,562.42	\$297,562.42	\$408,056.80	\$297,562.42	\$297,562.42	\$408,056.80	\$317,562.42	\$428,056.80	\$3,982,231.15
Reserve for Category	\$134,210.25	\$84,511.72	\$3,187,741.75	\$41,179.34	\$246,101.70	\$379,487.04	\$770,377.16	\$669,823.21	\$711,624.79	\$464,120.08	\$525,355.89	\$108,792.04	\$4,524,536.23
**Total Revenues	\$337,859.97	\$267,863.89	\$551,792.45	\$0.00	\$502,484.78	\$380,947.76	\$848,946.92	\$197,008.46	\$464,120.08	\$525,355.89	\$108,792.04		\$4,524,536.23

* Estimated Cash reserve of \$113,912.69 from prior 11/12 year is reflected on top of table shown as "beginning balance 7/1/2012".
 ** July and August payments reflect deferred state revenue balance from 2011/2012

Table III: AIPHS -AIM Assumption Operational Planning Budget and Expenditures 2012-2013

2012-2013	2012-2013
State Revenues	
Purpose Funding	1,441,807.36
State Categorical	102,860.80
*Subtotal: Less OUSD's 1% Oversight Fees	1,529,221.00
Lottery	33,367.04
Facility Grant State	95,916.00
Supplemental	38,000.00
Economic Impact Aid (EIA)	24,499.20
Koret	-
Federal Reserves	
Federal Facility Grant	92,244.00
Title I - III	61,440.00
Total Revenues	1,874,687.24
EXPENDITURES	
Salaries & Benefits	
Site Administrator	80,000.00
Assistant Site Administrator	60,000.00
Administrative Assistant	50,344.00
Classroom Teachers	576,000.00
PE Teacher	36,000.00
PT Mandarin/Drama	24,000.00
PT College Counselor	25,000.00
Substitute Teachers	48,000.00
Financial personnel	56,600.00
Medicare	13,165.19
Health Insurance	62,880.72
Social Security	56,292.53
Other Retirement (CalPERS & Simple IRA)	32,026.28
Workers Comp	27,238.32
Unemployment Insurance	9,403.33
Subtotal	1,158,950.37
Service & Other Operating Expenses	
Tutors	14,000.00
Academic Enrichment	10,000.00
Insurance/liability/WC	20,000.00
Professional Services	23,500.00
Travel/Conference/Workshops	2,000.00
Dues	1,000.00
Payroll expense	2,520.00
Field Trips	3,500.00
Staff Development	14,000.00
Staff Bonus	4,900.00
PG&E	42,400.00
EBMUD/WM/Recycling	9,600.00
Telephone/Internet	8,400.00
Summer Program	20,000.00
***Special Education	131,769.70
Facilities/Capital Outlay	
Facility Rent	265,876.92
Maintenance	32,000.00
Janitorial	25,200.00
Equipment rental	20,400.00
Subtotal	651,066.62
Books and Supplies	
School Supplies	24,000.00
Textbooks	12,410.00
Office Supplies	24,000.00
Subtotal	60,410.00
Total Expenditures	1,868,426.99
Reserve for Category	6,260.25
Total Revenues	1,874,687.24

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

***Special Education Cost for 2012-2013 is based on OUSD's projected amount of \$525.23 per ADA.

16



American Indian Model Schools

3637 Magee Ave
Oakland, CA 94619

171 12th Street, Suite 100
Oakland, CA 94607

Special Board Meeting
3637 Magee Avenue
July 14, 2011
3:30 P.M.

Agenda

- I. **Call to Order**
- II. **Approval of Minutes**
N/A
- III. **Public Comment or Announcements**
- IV. **Director's Report**
N/A
- V. **Special Meeting**
 - a. Discussion on a new leadership position to assist the model to grow as aggressively as promised last year and to continue to improve both fiscally and academically.
- V. **Action Items**
 - a. New Leadership Position
 - b. New Board Member
 - c. Declaration of Need for Fully Qualified Educators.
- VI. **Adjournment**

"A School at Work"



American Indian Model Schools

3637 Magee Ave
Oakland, CA 94619

171 12th Street, Suite 100
Oakland, CA 94607

Special Board Meeting

3637 Magee Avenue

July 14, 2011

3:30 P.M.

Minutes

- I. **Call to Order:** Meeting was called to order at 3:34 P.M. and quorum was established.
Roll Call: Ms. Judy Marquardt, Mr. Jordan Locklear, Mr. Michael Stember, Ms. Sopath Mey, Director, Mr. Ricky Stoker, guest, and Karley Kardez.
- II. **Approval of Minutes**
N/A
- III. **Public Comment or Announcements**
- IV. **Director's Report**
Need to work on getting another new board member to replace Ms. Janet Roberts.
- V. **Special Meeting**
 - a. **Discussion on a new leadership position to assist the model to grow as aggressively as promised last year and to continue to improve both fiscally and academically.**
- V. **Action Items**
 - a. **New Leadership Position:** It was moved by Judy Marquardt and seconded by Jordan Locklear to approve for Dr. Ben Chavis to work with the board and school administration. He will not accept pay for the position. He will return in August to Oakland from North Carolina. Dr. Chavis will provide a written report of his review of AIM-Schools by September 1, 2011 for the board. The motion passed 3 - 0.
 - b. **New Board Member:** It was moved by Jordan Locklear that Chris Rodriguez become a new board member and seconded by Michael Stember. The motion passed 3 - 0.
 - c. **Declaration of Need for Fully Qualified Educators:** It was moved by Jordan Locklear and seconded by Michael Stember to approve the declaration of Need for Fully Qualified Educators. The motion passed 3 - 0.
- VI. **Adjournment:** Ms. Marquardt moved to adjourn the meeting at 3:46 P.M.

"A School at Work"

American Indian Model Schools

171 12th Street, Suite 101
Oakland, CA 94612

Board of Education Regular Meeting
Monday, December 12, 2011 11:00 a.m.

Agenda

Welcome to the meeting of the American Indian Model Schools Board of Education. If you would like to address the Board during Public Comments on any agenda item or any item not on the agenda, please fill out a comment card on the table and give it to the Chair. You will be called on to comment during this time and comments will be limited to three (3) minutes. To ensure that all speakers are provided an equal opportunity to address the Board during Public comments, individual speakers may not "yield" their allotted time to address the Board to other speakers. The Board may, in accordance with the Brown Act (section 54954.3(b) of the Government Code), limit the total amount of time allocated for comment on a particular issue. The Board may choose to respond to agenda item comments or reserve their responses for discussion and action when the agenda item appears during the course of the meeting. Individuals who require special accommodation should contact the AIM Schools Lead Site Administrator's Office at 510-482-6000 Ext. 10. As a courtesy to others, please turn off your cell phone upon entering the meeting.

1. **CALL TO ORDER**
2. **APPROVAL OF MINUTES:** Approval of Minutes of the Regular Meeting of September 15, 2011.
3. **PUBLIC COMMENTS:** The public may address the Board on any agenda item and any item not on the agenda. The board president will only call on those who have filled out comment cards before the meeting, and each speaker will be allotted three (3) minutes. The Board will not respond or take action on any non-agenda. The item may be added at a later date (Ed. Code 35145.5). The comments shall be made from the podium. In accordance with Government Code 54954.2 - *No action or discussion* shall be undertaken on any item not appearing on the posted agenda.
4. **SITE ADMINISTRATOR'S REPORT**
 - 4.1 Student Enrollment and Expansion
5. **ACTION ITEMS**
 - 5.1 Approval of New AIM Schools Flow Chart
 - 5.2 Approval of 2011-2012 New employee contracts.
 - 5.3 Approval of Revised Staff Handbook
 - 5.4 Approval of Family Handbook
6. **CLOSED SESSION**

By law, closed sessions are not open to the public. Anyone wishing to address the Board of Education on closed session matters may do so during Agenda Item 3 - Public Comments.
7. **REPORT FROM CLOSED SESSION**
8. **ADJOURNMENT TIME**

Minutes AIM Schools Board Meeting

December 12, 2011

171 12th Street

Oakland, California

All 5 Board members are present: Jordan Locklear, Judi Marquardt-Norris, Ben Chavis, (Chris Rodriguez and Michael Stember appeared by telephone), Marsha Amador, Finance, Mr. Chu, sixth grade teacher, Ms. Beckford, AIPCS II Site Administrator, Ms. Fifta, parent, and Mrs. Paige from OUSD Charter Office. The meeting started at 11:03AM

Notes of actions:

(1) Motion made by Dr. Chavis to approve the September Board meeting minutes. Motion seconded (Stember). Motion passed unanimously.

(2) Updates: Ms. Beckford gave the Site Administrator's report for AIPCS II regarding: student enrollment, OUSD renewal visit and relocating Mr. Dalby from PE/Resource to the 5th grade classroom teacher.

(3) Action items

(a) Flow chart from Handbook

Motion made by Locklear to approve the flowchart. Motion seconded (Judi). Motion passed unanimously.

(b) New employees

- 1) Ms. Kaytena Beckford (Site Administrator)
- 2) Ms. Thu Ngo (Administrative Assistant)
- 2) Mr. Koichiru Nishimura (6th Grade Teacher)
- 3) Mr. Jamal Footman (7th Grade Teacher)
- 4) Ms. Lauren Dascole (6th Grade Teacher)
- 5) Ms. Creston Higgins (8th Grade Teacher)
- 6) Mr. Yosef Ghebray (.50 P.E. Teacher)

Dr. Chavis moved to approve employment of the 6 new employees listed above. Motion seconded (Locklear). Motion passed unanimously.

(c) New staff handbook

Judi Marquardt-Norris moves to approve new staff handbook. Motion seconded (Locklear). Motion passed unanimously.

(d) Family handbook

Locklear moved to approve family handbook. Motion seconded (Judi). Motion passed unanimously.

(4) Adjournment

Dr. Chavis moved to adjourn. Motion seconded (Judi). Meeting adjourned at 11:40 a.m.

American Indian Model Schools

171 12th Street, Suite 101

Oakland, CA 94612

Board of Education Regular Meeting
Thursday, September 22, 2011 3:30 p.m.

Agenda

Welcome to the meeting of the American Indian Model Schools Board of Education. If you would like to address the Board during Public Comments on any agenda item or any item not on the agenda, please fill out a comment card on the table and give it to the Chief. You will be called on to comment during this time and comments will be limited to three (3) minutes. To ensure that all speakers are provided an equal opportunity to address the Board during Public comments, individual speakers may not "yield" their allotted time to address the Board to other speakers. The Board may, in accordance with the Brown Act (section 54954.3(b) of the Government Code), limit the total amount of time allocated for comment on a particular issue. The Board may choose to respond to agenda item comments or reserve their responses for discussion and action when the agenda item appears during the course of the meeting. Individuals who require special accommodation should contact the AIM Schools Office at 510-482-6000 Ext. 10. As a courtesy to others, please turn off your cell phone upon entering the meeting.

1. CALL TO ORDER
2. APPROVAL OF MINUTES: Approval of Minutes of the Regular Meeting of July 14, 2011.
3. PUBLIC COMMENTS: The public may address the Board on any agenda item and any item not on the agenda. The board president will only call on those who have filled out comment cards before the meeting, and each speaker will be allotted three (3) minutes. The Board will not respond or take action on any non-agenda. The item may be added at a later date (Ed. Code 35145.5). The comments shall be made from the podium. In accordance with Government Code 54954.2 - No action or discussion shall be undertaken on any item not appearing on the posted agenda. The Board shall limit the total time to 15 minutes.
4. CHIEF'S REPORT *Michael and board recommended I get some hard data,*
5. ACTION ITEMS *Survey etc for K-8 of families -*
 - 5.1 Approval of New AIM Schools Organizational Chart *yes*
 - 5.2 Approval to hire New Teachers *yes*
 - 5.3 Approval of 2011-2012 New Teacher contracts. *yes*
 - 5.4 Approval of August 2011 Financial Report *yes*
 - 5.5 Approval of 2010-2011 Annual Financial Report *yes*
 - 5.6 Approval of AIM Schools K-8th Countywide Charter for Alameda County *yes but still*
 - 5.7 Approval to change date of AIM Schools monthly meeting *N/A*
6. CLOSED SESSION
By law, closed sessions are not open to the public. Anyone wishing to address the Board of Education on closed session matters may do so during Agenda Item 3 - Public Comments. *to copy once finished will be returned to room*
7. REPORT FROM CLOSED SESSION
8. ADJOURNMENT TIME

American Indian Model Schools

171 12th Street, Suite 101
Oakland, CA 94612

Board of Education Regular Meeting
Thursday, September 22, 2011 3:30 p.m.

Minutes

Welcome to the meeting of the American Indian Model Schools Board of Education. If you would like to address the Board during Public Comments on any agenda item or any item not on the agenda, please fill out a comment card on the table and give it to the Chief. You will be called on to comment during this time and comments will be limited to three (3) minutes. To ensure that all speakers are provided an equal opportunity to address the Board during Public Comments, individual speakers may not "yield" their allotted time to address the Board to other speakers. The Board may, in accordance with the Brown Act (section 54954.3(b) of the Government Code), limit the total amount of time allocated for comment on a particular issue. The Board may choose to respond to agenda item comments or reserve their responses for discussion and action when the agenda item appears during the course of the meeting. Individuals who require special accommodation should contact the AIM Schools Office at 510-482-6000 Ext. 10. As a courtesy to others, please turn off your cell phone upon entering the meeting.

1. **CALL TO ORDER:** Meeting called to order at 3:30 P.M.
Board Members Present: Michael Stember, Jordan Locklear, Chris Rodriguez
Others: Ben Chavis, Marsha Amador, other teachers
2. **APPROVAL OF MINUTES:** Approval of Minutes of the Regular Meeting of July 14, 2011.
3. **PUBLIC COMMENTS:** The public may address the Board on any agenda item and any item not on the agenda. The board president will only call on those who have filled out comment cards before the meeting, and each speaker will be allotted three (3) minutes. The Board will not respond or take action on any non-agenda. The item may be added at a later date (Ed. Code 35145.5). The comments shall be made from the podium. In accordance with Government Code 54954.2 - No action or discussion shall be undertaken on any item not appearing on the posted agenda. The Board shall limit the total time to 15 minutes.
4. **CHIEF'S REPORT:** Dr. Chavis gave an update on enrollment, staff changes, and the request by numerous families for a K - 5. Michael asked if he had any hard data or actual numbers. Dr. Chavis agreed to create a survey for families. All agreed it was a good idea and would move forward on it.
5. **ACTION ITEMS**
 - 5.1 Approval of New AIM Schools Organizational Chart: Motioned by Jordan Locklear to approve Organizational Chart. It was seconded by Michael Stember. Vote was approved 3-0.
 - 5.2 Approval to hire New Teachers:
 1. Sherilyn Villa
 2. Alexandra Thomas
 3. Marcla Shields
 4. Gilliat Ghebray
 5. William Hayslett
 6. Bolota Asmerom

7. Gabe Ross

- 5.3 Approval of 2011-2012 New Teacher contracts. Motion by Jordan Locklear to approve New Hires and New Contracts. It was seconded by Chris Rodriguez. Vote was approved 3-0.
 - 5.4 Approval of August 2011 Financial Report: Motion by Jordan Locklear to approve July/August budget, seconded by Michael Stember. Vote was approved 3-0.
 - 5.5 Approval of 2010-2011 Annual Financial Report
 - 5.6 Approval of AIM Schools K-8th Countywide Charter for Alameda County: Motion by Michael Stember to approve Alameda County Expansion Plan. Vote was approved 3-0. (Chief to send follow up materials to the Board regarding action items and expansion plan outline)
 - 5.7 Approval to change date of AIM Schools monthly meeting: No vote was taken on monthly meeting change, it is to remain unchanged for now as the 3rd Thursday of every month at 3:30 P.M. Next meeting will be at 11:00 A.M. on 12-12-2011 to approve the revised Staff Handbook, Family Handbook, and other forms for the renewal visit.
6. **CLOSED SESSION**
By law, closed sessions are not open to the public. Anyone wishing to address the Board of Education on closed session matters may do so during Agenda Item 3 - Public Comments.
7. **REPORT FROM CLOSED SESSION**
8. **ADJOURNMENT TIME:** Jordan Locklear moved to adjourn the meeting and was seconded by Chris Rodriguez. Meeting Adjourned September 22, 2011 4:01 P.M.

AMERICAN INDIAN MODEL SCHOOLS
171 12th Street, Suite 101
Oakland, CA 94612
Minutes from Board Meeting September 22, 2011

CALL TO ORDER - 3:30PM

Board Members Present: Michael Stember, Jordan Locklear, Chris Rodriguez

Others: Ben Chavis, Marsha Amador, other teachers

Action Items Voted on

A. New Organizational Chart

Motioned by Jordan Locklear to approve Organizational Chart, Vote was approved 3-0

B. New Hires

1. Sherilyn Villa -
2. Alexandra Thomas -
3. Marcia Shields
4. Giliat Ghebray
5. William Hayslett
6. Bolota Asmerom
7. Gabe Ross

Motion by Jordan Locklear to Approve New Hires and New Contracts, Vote was approved 3-0

C. Budget

Motion by Jordan Locklear to Approve July/August Budget, Vote was approved 3-0

D. Expansion - Countywide Charter for Alameda County

Motion by Michael Stember to approve Alameda County Expansion Plan, Vote was approved 3-0

(CEO to send follow up materials to the Board regarding action items and expansion plan outline)

E. Monthly Meeting Change

No vote was taken on monthly meeting change, it is to remain unchanged for now as the 3rd Thursday of every month at 3:30PM

Meeting Adjourned September 22, 2011 4:48PM

American Indian Model Schools

171 12th Street, Suite 101
Oakland, CA 94612

Board of Education Regular Meeting
Monday, December 12, 2011 11:00 AM

Minutes

1. Call To Order – 11:00 AM

Board members present – Michael Stember, Jordan Locklear, Chris Rodriguez, Ben Chavis, and Judi Marquardt-Norris (Rodriguez and Stember appeared by telephone)

2. Approval of Minutes – Approval of the minutes of the regular board meeting September 22, 2012

- a. Motion made by Dr. Chavis to approve the September minutes. Motion seconded (Stember). Motion passed unanimously.

3. Public Comments – No public comment

4. Chief Report

- a. Ms. Beckford gave the Site Administrator's report (Dr. Chavis also provided information).
 - student enrollment
 - plans for expansion

5. Action Items

a. Flow Chart from Handbook

Motion made by Locklear to approve the flowchart. Motion seconded (Judi). Motion passed unanimously.

b. New employees:

- i. Ms. Kaytena Beckford (Site Administrator)
- ii. Ms. Thu Ngo (Administrative Assistant)
- iii. Mr. Koichiru Nishimura (6th Grade Teacher)
- iv. Mr. Jamal Footman (7th Grade Teacher)
- v. Ms. Lauren Dascole (6th Grade Teacher)
- vi. Ms. Creston Higgins (8th Grade Teacher)
- vii. Mr. Yosef Ghebray (P.E. Teacher)

Dr. Chavis moves to approve employment of the 6 new employees listed above. Motion seconded (Locklear). Motion passed unanimously.

c. New Staff Handbook

Judi Marquardt-Norris moves to approve new handbook. Motion seconded (Locklear). Motion passed unanimously.

d. Family handbook

Locklear moved to approve family handbook. Motion seconded (Judi). Motion passed unanimously

6. Adjournment

Dr. Chavis moved to adjourn. Motion seconded (Judi). Meeting adjourned at 11:40 a.m.

American Indian Model Schools

171 12th, Suite 101

Oakland, CA 94612

Board of Education Regular Meeting

Tuesday, May 29, 2012 7:00 P.M.

Meeting at 171 12th Street

Minutes

Welcome to the meeting of the American Indian Model Schools Board of Education. If you would like to address the Board during Public Comments on any agenda item or any item not on the agenda, please fill out a comment card on the table and give it to the Chair. You will be called on to comment during this time and comments will be limited to three (3) minutes. To ensure that all speakers are provided an equal opportunity to address the Board during Public comments, individual speakers may not "yield" their allotted time to address the Board to other speakers. The Board may, in accordance with the Brown Act (section 54954.3[b] of the Government Code), limit the total amount of time allocated for comment on a particular issue. The Board may choose to respond to agenda item comments or reserve their responses for discussion and action when the agenda item appears during the course of the meeting. Individuals who require special accommodation should contact the AIM Schools Lead Site Administrator's Office at 510-482-6000 Ext. 10. As a courtesy to others, please turn off your cell phone upon entering the meeting.

Board members present: Ms. Jean Jackson-Martinez, Mr. Jordan Locklear, Mr. Chris Rodriguez, and Mr. Michael Stember.

Teachers and Staff present: Mrs. Claudia Walker, Ms. Kaytena Beckford, Mr. Nathan Lomeli, Mr. Jason Chu, Mr. Burns, Ms. He, Mr. Zhou.

Guest present: Ms. Bernadette Coleman, Mr. Kevin Covarrubias, Ms. Alexandria Lai, Ms. Susan Tang, Mr. Chao Hun Tang, Ms. Gail Greely, and Dr. Ben Chavis

1. CALL TO ORDER - Mr. Michael Stember called the meeting to order at 6:02 p.m.

2. APPROVAL OF MINUTES – Mr. Stember motioned to approve the previous meeting's minutes. Mr. Jordan Locklear seconded the motion and is approved 4-0.

3. PUBLIC COMMENTS –

3.1. Mr. Kevin Covarrubias, an AIPCS II student was accepted into the Junior State of America Princeton summer school program. He will take AP U.S. History for the entire month of July. He has taken into account the number of units needed to graduate early. Kevin says he has every high school credit to meet CDE requirements for graduation. He wants to see if he can graduate from AIPHS a year early to attend college.

3.2. Ms. Alexandria Lee, a student at AIPCS II wants to focus on a four week math and science program. She wants financial assistance.

3.3. Ms. Bernadette Deville Coleman, is a parent that has a daughter who attends AIM schools. She wants to know

what our plans are on adding more grade levels. She wants more information about how the high school is going to expand (see agenda packet).

4. ADMINISTRATOR'S REPORT

4.1. Financial Update – Mrs. Christina Chen - AIPCS II is in a good financial situation and has significant increase in enrollment for grades K-8.

4.2. Enrollment Update – Mrs. Claudia Walker/Ms. Kaytena Beckford

4.2.1. Ms. Kaytena Beckford reported AIPCS's and AIPCS II's Projected Enrollment for 2012-2013 – At AIPCS, there is an expected 335 students total. Sixth, seventh, and eighth grades will have 134, 121, and 80 students respectively. At AIPCS II, it is projected that 637 students will attend grades K-8: Kindergarten-24 students, 1st grade – 28 students, 2nd grade – 29 students, 3rd grade – 31 students, 4th grade – 31 students, 5th grade – 79 students, 6th grade – 149 students, 7th grade – 147 students, and 8th grade – 92 students.

4.2.2. Mrs. Walker reported AIPHS projected enrollment for 2012-2013 and AIM Schools projected enrollment for 2012-2013 – At AIPHS, it is projected that 242 students will attend in grades 9 -12: 9th grade – 90 students, 10th grade – 68 students, 11th grade – 61 students, and 12th grade – 23 students. AIM Schools projected enrollment for 2012-2013 is 1214 students.

4.3. ASES Update – Mr. Nathan Lomeli

4.3.1. Safety/Sign Out Policy – On April 24, a new school-wide sign out policy was instituted that applies to non-ASES as well as ASES students. All students must record their exit time immediately before leaving the building and may not re-enter without permission from staff. Ms. Amy Yu, who speaks both Cantonese and English, is enforcing this policy at the door and will answer parents' questions.

4.3.2. Q3 Expenditure Report – The quarter three expenditure report spans from the January 1 through March 31. Successfully submitted, AIPCS II spent \$34,961.65. \$115,302.99 remains in our account. The quarter four report will be due July 31.

4.3.3. 2nd Round Disbursement – Grant funds from the state were received. One third of this disbursement minus custodial fees, \$31,875, has been delivered to East Oakland Leadership Academy (EOLA) and will be delivered to the Conservatory of Vocal and Instrumental Arts (COVA) this week.

4.3.4. 2nd Semester Attendance Report – Currently compiling sign out records for second semester attendance report, due July 31. Also coordinating with COVA and EOLA to ensure that their attendance records are accurately compiled before the reporting deadline.

4.3.5. General Operations – ASES operating smoothly with an average daily attendance of 115 students.

4.3.6. Continuing ASES – should we continue to take on the ASES grant? The upside is that there is \$150,000 to operate an after school program for students in grades 5th through 8th. The downsides include: operating the program on every normal school day until at least 6:00 p.m. and establishing minimum attendance requirements, nutrition requirements. In addition, programming requirements, and administrative resources must be dedicated

to compliance, record-keeping, and reporting. With this in mind, we are concerned with how the after school program will integrate with or be affected by the elementary school expansions.

4.4. Teachers Update – Mr. Jason Chu - Teachers have been meeting every Friday at 12:30 PM to collaborate with one another. Minutes have been taken by Ms. Merritt and Ms. Frediani. All notes have been shared with staff through the teacher email list. Star testing was a success and results will be available in late summer/early fall. Teachers are transitioning into the next year's text and preparing for the summer session.

5. ACTION ITEMS

5.1. New Officers – motion by Mr. Locklear to approve Ms. Jackson-Martinez and Mr. Michael Yu as new board officers. Mr. Stember seconds, vote approved 5-0. Mr. Michael Yu motions to approve Ms. Jackson-Martinez as Presidents of the Board, vote approved 5-0.

5.2. AIPCS II's Budget/Employee Raises – Mr. Rodriguez motioned to approve budget/employee raises. President Ms. Jackson-Martinez seconds, vote approved 5-0.

5.3. New Employees – No action taken.

5.4. Lease: 171 12th Street – No action taken.

5.5. ADA/Bathroom Update – Motion by Mr. Michael Stember to approve bathroom update, which Mr. Locklear seconds and vote is approved 5-0. Mr. Rodriguez asked if the bids were competitive. He was concerned with the low bid at \$6,000. The highest bid was \$19,500. We were informed that Mr. Fu, who provided the lowest bid, did the architectural plans for AIPCS II.

5.6. 2012-2013 AIM schools' Calendar – Mr. Rodriguez motioned to approve 2012-2013 AIM Schools Calendar. Mr. Stember seconds, voted approved 5-0.

5.7. Purchase Property at 3512-3516 MacArthur Blvd., Oakland, CA – Mr. Harry Murphy from Affiliated Brokers gave a presentation on the property and its location. Mr. Stember motioned to approve a sub-committee consisting of President Jean Jackson-Martinez and Mr. Yu to study purchasing the property. Mr. Rodriguez seconded the motion. 5 votes to approve.

5.8. S.A.I.L. Math Camp for 6th & 8th Graders – Mr. Stember motions to approve SAIL math camp seconded by Mr. Locklear and is approved 5-0.

5.9. Administrative Intern – No action taken on the matter.

5.10. New Auditor- Mr. Rodriguez motioned to approve new auditor, which was seconded by Mr. Stember and approved 5-0.

5.11. Changing Account Number with ACEO – Mr. Rodriguez motioned to approve account change, which was seconded by Mr. Stember and approved 5-0.

6. CLOSED SESSION – None

7. REPORT FROM CLOSED SESSION

8. ADJOURNMENT TIME – Mr. Stember moved to adjourn the meeting. It was seconded by Mr. Rodriguez and approved 5-0 by board. Meeting adjourned at 8:24 p.m.

American Indian Model Schools

171 12th Street, Suite 101

Oakland, CA 94612

Board of Education Regular Meeting

Sunday, June 24, 2012 7:00 P.M.

Meeting at 171 12th Street

Minutes

Welcome to the meeting of the American Indian Model Schools Board of Education. If you would like to address the Board during Public Comments on any agenda item or any item not on the agenda, please fill out a comment card on the table and give it to the Chair. You will be called on to comment during this time and comments will be limited to three (3) minutes. To ensure that all speakers are provided an equal opportunity to address the Board during Public comments; individual speakers may not "yield" their allotted time to address the Board to other speakers. The Board may, in accordance with the Brown Act (section 54954.3[b] of the Government Code), limit the total amount of time allocated for comment on a particular issue. The Board may choose to respond to agenda item comments or reserve their responses for discussion and action when the agenda item appears during the course of the meeting. Individuals who require special accommodation should contact the AIM Schools Lead Site Administrator's Office at 510-482-6000 Ext. 10. As a courtesy to others, please turn off your cell phone upon entering the meeting.

Board Members present at the meeting: 1) President, Ms. Jackson-Martinez. 2) Secretary, Mr. Locklear. 3) Treasurer, Mr. Stember. 4) Mr. Rodriguez. 5) Mr. Leung will be appointed as a new board member at this meeting.

Guest: Ms. Janet Sal Lee, Ms. Gail Greely, Mr. Ronald Moss, Ms. Stephanie, Ms. Sau Tin, Ms. Angela, Mr. Chea Sung Wa, Mr. Ken Adler, Mr. Steven Leung.

Teachers: Mr. Burns, Ms. Avelino, Ms. He.

1. Call to order: President, Jean Jackson-Martinez called meeting to order at 7:15 PM.

2. Public Comment: Public comments will be limited to 15 minutes total.

A. Ms. Sau Tin is a parent with two children who attend AIPCS II. She disagrees with the AIM Schools lunch schedule.

B. Ms. Stephanie, a parent at AIPCS II has a concern with the students safety walking to Lincoln Park.

Ms. Gail Greely, OUSD representative says that "public comment is for items not on the agenda." Mr. Chris Rodriguez responds to say, "we want to spend the time with the items that are on the agenda."

C. Mr. Ronald Moss, a parent at AIPCS said he did not have an agenda at AIPCS, however the agenda was on the table next to him. His view is the AIM school's grading system is not "equitable and fair to his grandson."

D. Ms. Janet Sal Lee, is a parent who has twins in six grade. She chose AIPCS, because of the high academic standard, curriculum and rigorous work of the AIMS Model. She believes the AIM model is the way to achieve success. Her question to the board: "How is what is happening with Dr. Ben Chavis going to impact the program? What will it have on the children?" She is looking for leadership from the board and support for Dr. Chavis.

E. Ms. Angela, has a daughter attending summer school. She wants to know, "what the plan is that the Board has for the School? Can there be changes to the Board? Can we see parent representatives serving on the board?"

F. Mr. Chea Sung Wa is a student from China. He wants to see a laboratory for chemistry science classes.

G. Mr. Ken Adler, is a parent that has been involved with the school for six years. He said, "this is hopefully the first time he has seen our school board acting like a real board. The basic governance needs to change."

3. New board member appointment – Mr. Steven Leung is a residential and commercial real estate broker. He has been involved with real estate for 10 years. Mr. Jordan Locklear motions to approve Mr. Leung as new board member. Mr. Stember seconded and approved vote 5-0.

4. Closed Session

PUBLIC EMPLOYEE APPOINTMENT pursuant to Government Code section 54957

Title: Site Administrator (3 positions)

Title: Assistant Site Administrator (2 positions)

Title: Administrative Assistant (3.5 positions)

Title: Financial Administrator (1 position)

Title: Staff Accountant (1 position)

Employee Dismissal/Discipline/Release pursuant to Government Code section 54957

5. Report out action taken in closed session

Site Administrator (3 positions): Mrs. Walker is site administrator at AIPHS. Ms. Beckford will be in training under Mrs. Walker. Mr. Chu, is site administrator at AIPCS. The site administrator at AIPCS II is Ms. He.

Assistant Site Administrator (2 position): Ms. Avelino is at AIPCS II and Mr. Burns.

Administrative Assistant (3.5 positions): Ms. Palmore will be at AIPHS and Ms. Russel will be at AIPCS on 35th and Magee campus. At AIPCS II, Mr. Moreno and Ms. Merchant will be the administrative assistants.

Financial Administrator (1 position): Ms. Chen will be leaving for health reasons on the 30th of June. Mr. Rodriguez said, Mr. Trasedor will be at AIPCS II for two days next week. He will: 1) review accounting, financial and payroll procedures based on interviews and written documentation; 2) Review recent financial reports to assess the

accuracy of the condition of the school; 3) review state and federal grant statements that were cited in the FCMAT report in order to give the board advice as to what may happen; 4) identify alternative means providing business support services as a result of Mrs. Chen's departure; 5) Evaluate the reasonableness and soundness of the charter school budget for the 2012-2013 school year and he is going to advise the board of any other financial risk factors going on with the schools legal counsel.

Staff Accountant (1 position): Mr. Joe Zhou

6. Action Items

6.1 Approve board minutes for past two meetings: May 29th and June 16th : No action taken.

6.2 Approve AIPCS and AIPHS Budget: No action taken

6.3 Approve recommendation for teacher raises: No action taken

6.4 Re-Approval of Internship at American Indian Model Schools - Quiera Martinez: No action taken

6.5 Approval of Lease for 171 12th Street: No action was taken. Mr. Rodriguez motions to appoint President, Jean Jackson-Martinez and Mr. Steven Leung on a two person advisory sub-committee to work through the lease issues and report back to the board. President, Jean Jackson-Martinez seconded and approved 5-0.

6.6 Review and approve notices to Dr. Ben Chavis and Mrs. Marsha Amador, school staff, parents and students regarding Dr. Ben Chavis continued relationship with AIMS schools: No action was taken. Mr. Chris Rodriguez says the committee consisting of the President, Ms. Jackson and Mr. Rodriguez was unable to reach a consensus.

6.7 Approve Employee Contracts for: Approved at the previous meeting.

Title: Site Administrator (3 positions)

Title: Assistant Site Administrator (2 positions)

Title: Administrative Assistant (3.5 positions)

Title: Financial Administrator (1 position)

Title: Staff Accountant (1 position)

See employees in section 5 of agenda who will be in these positions.

7. ADJOURNMENT TIME: Mr. Chris Rodriguez motioned to Adjourned, which the President of the Board, Ms. Jean Jackson-Martinez seconded and vote approved 5-0. Meeting adjourned at 9:07 p.m.

American Indian Model Schools

171 12th Street, Suite 101

Oakland, CA 94612

Board of Education Special Meeting

Tuesday, June 19, 2012 7:00 P.M.

Meeting at 171 12th Street

Minutes

Welcome to the meeting of the American Indian Model Schools Board of Education. If you would like to address the Board during Public Comments on any agenda item or any item not on the agenda, please fill out a comment card on the table and give it to the Chair. You will be called on to comment during this time and comments will be limited to three (3) minutes. To ensure that all speakers are provided an equal opportunity to address the Board during Public comments, individual speakers may not "yield" their allotted time to address the Board to other speakers. The Board may, in accordance with the Brown Act (section 54954.3[b] of the Government Code), limit the total amount of time allocated for comment on a particular issue. The Board may choose to respond to agenda item comments or reserve their responses for discussion and action when the agenda item appears during the course of the meeting. Individuals who require special accommodation should contact the AIM Schools Lead Site Administrator's Office at 510-482-6000 Ext. 10. As a courtesy to others, please turn off your cell phone upon entering the meeting.

Board Members present: 1) President, Ms. Jean Jackson-Martinez. 2) Secretary, Mr. Jordan Locklear. 3) Mr. Chris Rodriguez. 4) Mr. Michael Stember was only listening by phone.

Teachers: Ms. He, Mrs. Claudia Walker, Ms. Kaytena Beckford, Nathan Lomeli, Ms. Avelino

Guest: Ms. Gail Greely, Ms. Jennifer McQuarrie, Ms. Bernadette Coleman

1. CALL TO ORDER - President, Ms. Jean Jackson-Martinez called the meeting to order at 7:04 p.m.

2. Public Comments - No public comments.

3. Statement by the Board relating to the Fiscal Crisis & Management Assistance Team - Mrs. Jennifer McQuarrie, a lawyer specializing in Charter School Boards is being brought on as recommended by Erick Premack of CSPS to serve as a council to AIM Schools Board of Governance.

4. Retention of Mrs. Jennifer McQuarrie as council to AIM Schools - Mr. Chris Rodriguez makes the motion to retain Ms. Jennifer McQuarrie which, President Jackson-Martinez seconded the motion and the vote is approved 3-0.

5. Closed session

CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION

Significant exposure to litigation pursuant to subdivision (b) of Government Code section 54956.9

6. Report of action taken in Closed Session

6.1 A two person advisory sub-committee consisting of President Jackson-Martinez and Mr. Rodriguez to draft three items of correspondence. They are: 1) A letter to Dr. Ben Chavis and Mrs. Marsha Amador notifying them that they cannot have any contact or involvement with the school. 2) A letter to the parents notifying them not to have any contact with Dr. Ben Chavis and Mrs. Marsha Amador. 3) A letter to the teachers and staff notifying them not to initiate any contact with Dr. Ben Chavis and Mrs. Marsha Amador.

6.2 A two person sub-committee consisting of Mr. Chris Rodriguez and Mr. Michael Stember will be authorized to negotiate with any consultants that are recommended by Eric Premack to ensure compliance with the FCMAT report.

7. Retention of Consultant Erik Premack to ensure compliance on issues raised by FCMAT Report: Mr. Rodriguez makes a motion to approve Erick Premack which, Mr. Locklear seconded and is approved 3-0.

8. APPROVAL OF MINUTES: Approval of Minutes of the Regular Meeting of May 29, 2012. No action was taken.

9. PUBLIC COMMENTS: No public comments.

10. NON ACTION ITEMS

10.1 Mrs. Bernadette Colman will work with the Family Advisory Committee - All families that are interested in being a participant of the Family Advisory Committee will contact Mrs. Colman.

10.2 AIPHS student's fundraising awareness - President Ms. Jackson-Martinez appointed Mrs. Claudia Walker to handle AIPHS student's fundraising awareness.

10.3 Mr. Kevin Covarrubias', a student at AIPHS request for early graduation - President Ms. Jackson-Martinez appointed Mrs. Walker to work with Mr. Covarrubias.

10.4 Board report on Board Training on May 29, 2012 - The entire board was present for this training that lasted about 3-4 hours with Mr. Premack. The board training was a good start for board members. There will be additional training to take place in the near future. The training was focused on a number of the issues indicated on the FCMAT report.

10.5 ASES Financial update - Mr. Nathan Lomeli reports: "(1) 2nd Round Disbursement - To the Conservatory of Vocal and Instrumental Arts (COVA), we have delivered \$31,875, their share of this round's grant funds. Receipt was signed by Valerie Abad on June 1, 2012. (2) Attendance Reporting - we have collected COVA's attendance records and will compile and report these records to the state by July 31, the reporting deadline. We have offered to service East Oakland Leadership Academy (EOLA), similarly. Our own attendance records have been collected and bound and are currently in the process of being compiled. (3) ASES Expenditures - As stated previously, our quarter three expenditure report has been submitted. Total expenses for the first three months of the year was \$34,961.65. This total included:

a. \$7,396.25 for certified personnel salaries (teacher wages),

b. \$22,095.75 for classified personnel salaries (non-teacher wages), and

c. \$5,469.65 for books and supplies.

Average monthly expenditures for this period for ASES was \$11,653.88. Monthly expenditures for the April pay period fell slightly to \$9,022.92 because of spring break. During the May pay period (April 16 to May 15), expenditures rose significantly to \$18,547.63 due to several factors: 1) the addition of Amy Yu, our bilingual sign out monitor and front door security person. Starting April 24, Amy worked every day of the week from the time school ended until the time the last student left the building. Her total added cost came to \$1,143.34. 2) the addition of Diana Polansky, who ensured coverage of our students each day during study hall and also staffed the front desk until 6:00 PM. Her total cost came to \$1,205.00. 3) the purchase by Mr. Guzman of balsa wood, adhesives, and other craft supplies for the ASES science program's end-of-year projects. This totaled \$1,014.22. 4) the purchase by Mr. Guzman of mandatory student snacks—granola bars and apple sauce—to supply the program for the remainder of the operating year. This expense totaled \$839.33, which represents a cost of less than \$0.25 per student per day, given 115 students and approximately 30 days of operation. Our third and final round of grant funds—10% of the grant award or \$15,000 per school—will be processed by the state after August 15. The first and second disbursements, 65% and 25%, have already been processed, received, and apportioned to COVA and EOLA. As stated at the previous board meeting, our ASES account currently holds \$115,302.99."

11. ACTION ITEMS

11.1 AIM Schools Organizational Chart - No action was taken

11.2 AIPCS I and AIPHS Budget/Employee Raises -No action was taken

11.3 Employment Contracts - President Jackson-Martinez motioned to approve the employee contracts, which was seconded by Mr. Locklear and is approved 3-0.

11.4 Lease: 171 12th Street - No action was taken

11.5 ASES - No action was taken

11.6 Schedule Board Meeting Dates - Mr. Rodriguez motions to approve the calendar Board meeting dates, which Mr. Locklear seconded and is approved 3-0.

12. ADJOURNMENT TIME - President Jackson-Martinez adjourned the meeting at 9:20 p.m.

17

BOARD POLICY

American Indian Public Charter School Board of Education

Subject: Purchasing and Bidding Policy

Page 1 of 2

Purchasing and Bidding Policy

The AIPCS Board of Governance has sole responsibility for all competitive contracts over \$35,000. The Office Manager is charged with the procurement of all approved budget items. All purchasing, including bidding procedures, will be supervised by the Office Manager and the Office Manager must approve all purchase contracts and oversee all bidding.

Bidding Procedure

1. Bids and Quotation Requirements.

All purchases requiring competitive bids shall be made in accordance with current statutes, the creation of bid specifications, and adherence to the Schools bidding procedure by the Office Manager. Bidding procedures may be waived for routine goods and services purchased from a group bid, such as a consortium, County, or State bid list.

The Office Manager shall develop and maintain lists of potential bidders for various types of materials, equipment, supplies, and goods and services. Such bid lists shall be used in the development of mailing lists for distribution of specifications and invitations to bid.

All bids and supporting documentation shall be retained in the School Office with the Office Manager for a period of one year after bids have been opened.

2. Bid Specifications.

All bid specifications shall be written by the administrator responsible for developing a bid in a clear and concise manner. Such specifications shall include, when necessary: required performance, surety, bid and statutory bond information; compliance with all Federal, State and local laws, ordinances and regulations; the date, time and place for the opening of bids; and other items as the Board directs. Certificate of Insurance shall be required any time contracted labor or material is to be utilized on school property. (Bidding specifications will set forth minimum limits.)

3. Non-Negotiable Purchases.

Non-negotiable purchases may be made when there is only one supply source, provided that amount does not exceed bidding requirement limitations.

4. Informal Quotations.

Verbal quotations of price on equal products or services secured in person or by telephone, may be used in purchases for routine supplies used by the School.

The Office Manager shall make available to the Board, upon request, the price quotations or competitive bids obtained from vendors for goods or services.

5. Formal Bid Quotations.

The Office Manager is authorized to purchase any item, or group of items in a single transaction, costing no more than \$35,000, upon the receipt of at least three written bid quotations provided said purchase is within the approved budget. The Office Manager shall use discretion in deciding whether such purchases are made on the basis of requested quotations or through advertising for bids.

6. Competitive Bids.

No purchases shall be made of supplies, materials, goods, and services or equipment in a single transaction costing more than \$35,000 unless the purchase is approved by the Board. However, emergency purchases may be made without utilizing the bidding process. An emergency may arise out of an accident or other unforeseen occurrence which could affect the life, health, or safety of children or where immediate action cannot await competitive bidding. In such cases, the Director shall authorize the purchase and report to the Board at its next meeting.

7. Procedure.

All bids must be submitted to the appropriate administrator in sealed envelopes with the name of the bidder and the date of the bid opening plainly marked in the lower left-hand corner of the envelope. All bids shall be opened publicly on the stated day and time. All bidders and other interested persons are invited to be present when the bids are opened.

Such opening shall be witnessed by one other School employee. The bids shall then be arranged in order from low to high before they are presented to the Board for action.

18

The Single Plan for Student Achievement

AMERICAN INDIAN PUBLIC CHARTER SCHOOL

01-61259-6113807
CDS Code

Date of this revision: 2:57PM, 10/10/2012

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Jason Chu
Position:	Site Administrator
Telephone Number:	510-482-6000
Address:	3637 Magee Ave. Oakland, CA 94619
E-mail Address:	jason.chu@aimschools.org

Oakland Unified School District

The District Governing Board approved this revision of the School Plan on _____.

Section 1: School Characteristics

American Indian Public Charter School

Address: 3637 Magee Ave., Oakland, CA, 94619	Phone: (510) 482-6000
Principal: Jason Chu, Site Administrator	Grade Span: 6-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

I. About This School

American Indian Public Charter School serves 275 inner-city students in sixth through eighth grade. The focus of AIPCS is excellent student attendance (99.5%), which helps to ensure the academic needs of American Indian students and others 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.

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

The Oakland Unified School District serves approximately 8,113 middle school students. The rates of daily attendance, academic achievement of middle 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. Of the 84% of enrolled 12th 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% of African Americans and 42% of Hispanics could attend.

AIPCS will provide a rigorous, standards-based curriculum with a focus on language arts, mathematics, science and social studies. This model has proven to be successful at American Indian Public Charter School throughout the term of its previous charter. The school finished the 2005-2006 school year with an API score of 920. In 2006 AIPCS became the first public school in Oakland, California, to win the national "Blue Ribbon" award. In 2009, the school was honored as a National Title I Distinguished School, one of only two nominees from California. The school achieved an API score of 988 in 2010, and was the highest performing secondary school in California, while continuing to serve a 90% low-income, 99% minority population. In 2011, AIPCS students achieved an API of 990.

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 AIPCS small, self-contained classes have resulted in higher attendance rates (99%), reduced dropout rates (0%), and increased academic performance for our minority students of socio-economically disadvantaged backgrounds.

AIPCS has proven that self-contained classrooms, focus on English language arts, math, science and social studies, PE, hard work, and continuing an extended-year calendar will provide increased opportunities for targeted intervention to assist low-performing students. Through this process, we provide an environment that will ensure that students not only continue to meet, but exceed the academic requirements on California standardized tests.

Section 1: School Characteristics

Teachers

Indicator	Teachers
Teachers with full credential	0
Teachers without full credential	9
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	94%
Mathematics	98%
Science	100%
History-Social Science	92%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	990
Statewide Rank (from 2010 Base API Report)	10
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 17 of 17
2011-12 Program Improvement Status (PI Year)	Not in PI

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Section 1: School Characteristics

7th Grade

ELA: Holt Handbook, 7, First Course: Holt, Rinehart, Winston
 ELA: Holt Handbook, 7, First Course, Language Sentence Skills Practice: Holt, Rinehart, Winston
 ELA: Holt Literature and Language Arts, 7, First Course: Holt, Rinehart, Winston
 ELA: Holt Literature and Language Arts, 7, First Course, Sentence Skills Practice: Holt, Rinehart, Winston
 ELA: Holt Literature and Language Arts, 7, First Course, Interactive Reading: Holt, Rinehart, Winston
 ELA: Holt Literature and Language Arts, 7, First Course, Spelling: Holt, Rinehart, Winston
 ELA: Wordly Wise 3000, Book 7, 2nd Edition
 Math: California Middle School Mathematics, Concepts and Skills, Course 2: McDougal Littell
 Math: California Middle School Mathematics, Concepts and Skills, Practice Workbook, Course 2: McDougal Littell
 Science: Science Voyages, Earth and Physical Sciences: Glencoe McGraw Hill
 Science: Science Voyages, Life Science: Glencoe McGraw Hill
 Science: Science Voyages, Activity Workbook: Glencoe McGraw Hill
 Science: Science Voyages, Laboratory Manual: Glencoe McGraw Hill
 History: Medieval and Early Modern Times 7: Glencoe McGraw Hill
 History: Medieval and Early Modern Times 7, Active Reading and Note-Taking Guide: Glencoe McGraw Hill

8th Grade

ELA: Holt Handbook, 8, Second Course: Holt, Rinehart, Winston
 ELA: Holt Handbook, 8, Second Course, Spelling: Holt, Rinehart, Winston
 ELA: Holt Literature and Language Arts, 8, Second Course: Holt, Rinehart, Winston
 ELA: Holt Literature and Language Arts, 8, Second Course, Writing/Listening/Speaking: Holt, Rinehart, Winston
 ELA: Holt Literature and Language Arts, 8, Second Course, Interactive Reading: Holt, Rinehart, Winston
 ELA: Wordly Wise 3000, Book 5
 Math: Algebra 1: North Carolina Edition: Glencoe McGraw Hill
 Math: Algebra 1: North Carolina Edition, Practice Workbook: Glencoe McGraw Hill
 History: Creating America: Beginnings through WWI: McDougal Littell
 History: Creating America: Beginnings through WWI, Reading Guide: McDougal Littell
 Science: Science Voyages: Physical Science: Glencoe McGraw Hill
 Science: Science Voyages: Earth & Life Science: Glencoe McGraw Hill
 Science: Science Voyages: Study Guide: Glencoe McGraw Hill
 Science: Science Voyages: Lab Manual: Glencoe McGraw Hill

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,783
District	\$6,891
State	\$5,455

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Grade 6	82	Total Enrollment	179
Grade 7	57		
Grade 8	40		

Section 1: School Characteristics

II. School Climate

School Safety Plan (School Year 2010–11)

Safety is one of our utmost concerns. To ensure the safety of our students, we have done the following things:

1. Conducted monthly fire drills
2. Practiced meeting at a predetermined location in case of a fire
3. Hired a fire safety expert to inspect our fire alarm and fire extinguisher every year
4. Ensured all classrooms have an emergency kit in the classrooms
5. Trained each teacher to respond to earthquake and fire emergency
6. Practiced the "duck and cover routine" for earthquakes
7. Updated our emergency kit with first-aid and disaster supplies.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	0.00%	0.00%	0.00%	14.79%	14.16%	12.26%
Expulsions	0.00%	0.00%	0.00%	0.15%	0.16%	0.19%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

Section 1: School Characteristics

IV. Teachers

Teacher Credentials

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
With Full Credential	2	1	1	N/D
Without Full Credential	6	6	6	N/D
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Section 1: School Characteristics

VI. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2002	Yes	100%
Mathematics	2002	Yes	100%
Science	2002	Yes	100%
History-Social Science	2006	Yes	100%
Foreign Language	2008	Yes	100%
Health	2002	Yes	100%
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

Section 1: School Characteristics

Types of Services Funded (Fiscal Year 2010–11)

After School Tutoring/Saturday School

AIPCS believes in a small, focused and ability-leveled tutoring program. Students in tutoring will first be assessed in the specific core subject using a normative grade level assessment. Once assessed, students will be assigned to a tutor group and tutor. Tutors will update classroom teachers on their students. This program will allow the student to spend an additional three hours a week after school and attend Saturday school when necessary to ensure the student is getting the academic assistance needed to be successful at AIPCS.

AIPCS's Summer School

AIPCS students attend Summer School for three weeks from June to July. This extended school year provides each student with a better chance for academic success.

Johns Hopkins Center for Talented Youth (CTY)

AIPCS believes strongly that the focus of the summer program at Johns Hopkins University's Center for Talented Youth (CTY) meshes perfectly with AIPCS's own philosophy: rigorous academics. In order to gain admission to the program, students must take the SAT beginning in 7th grade and score high enough to meet CTY's challenging standards. Over the past several years, AIPCS has sent more students to CTY than all of Oakland combined. This percentage represents the highest participation rate of any school in the United States.

Stanford Academic Institute of Learning (SAIL)

The Stanford Academic Institute of Learning (SAIL) Summer workshop is a three-week long, accelerated program. This workshop ensures that all students are familiar with math and language arts and are confident in their academic skills when they continue with the academic curriculum. Students spend six hours a day at the workshop, allowing them ample time to master the material. They are also enrolled in a physical education course, in which they train for the national physical fitness test, which includes the shuttle-run, v-sits, sit-ups, and the mile run.

Music Programs

AIPCS is always looking for innovative ways to stimulate and challenge our students. Our students may participate in our flute, clarinet, or violin classes. Jill Heinke, a 2004-2005 Rotary International Ambassadorial Scholar, teaches flute and clarinet. Ms. Heinke received her Postgraduate Diploma in flute in 2005 from the Royal College of Music where she studied with concert flautist and recording artist Susan Milan. Mr. Steve Gardner is our violin instructor. Mr. Gardner studied viola performance at San Francisco State University and Aaron Copeland School of Music in New York. Mr. Gardner has performed with Sony Music recording artist Danni Leigh, Culann's Hounds, and was a guest performer with Grammy Award winning rock group, Blues Traveler.

Section 1: School Characteristics

VIII. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	91%	93%	94%	38%	43%	45%	50%	52%	54%
Mathematics	93%	98%	98%	39%	44%	46%	46%	48%	50%
Science	98%	97%	100%	34%	41%	46%	50%	53%	56%
History-Social Science	93%	91%	92%	25%	27%	32%	41%	44%	48%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Section 1: School Characteristics

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT Web page* at <http://www.cde.ca.gov/ta/tq/pft/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	5.30%	37.60%	54.70%
9	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	10	10	10
Similar Schools	10	10	10

Section 1: School Characteristics

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	170	990	26,718	726	4,683,676	778
Black or African American	23	996	8,537	652	317,856	696
American Indian or Alaska Native	2		95	703	33,774	733
Asian	95	999	4,034	828	398,869	898
Filipino	2		247	810	123,245	859
Hispanic or Latino	44	968	9,893	698	2,406,749	729
Native Hawaiian or Pacific Islander	3		311	678	26,953	764
White	1		2,133	911	1,258,831	845
Two or More Races	0		458	853	76,766	836
Socioeconomically Disadvantaged	140	987	16,731	694	2,731,843	726
English Learners	64		11,108	702	1,521,844	707
Students with Disabilities	2		2,844	539	521,815	595

Section 1: School Characteristics

X. School Completion and Postsecondary Preparation

Career Technical Education Programs (School Year 2010–11)

AIPCS does not offer Career Technical Education Programs.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Each school year, our teachers have opportunities to participate in a variety of teacher workshops. In August, teachers participate in staff training workshops which include workshops on teaching English as a Second Language (ESL), classroom management, reading strategies, test taking skills, writing for different audiences, and AP Vertical Teaming.

Monthly, teachers participate in teacher collaboration meetings which focus on topics ranging from test preparation to differentiated instruction.

Section 2: Student Performance Data Summary

II. 2011 Base Academic Performance Index (API) Report

Academic Performance Index (API) - Additional Indicator for AYP

<u>2010 Base API</u>	<u>2011 Growth API</u>	<u>2010-11 Growth</u>	<u>Met 2011 API Criteria</u>	<u>Alternative Method</u>
988	990	2	Yes	

2011 API Criteria for meeting federal AYP: A minimum "2011 Growth API" score of 710 OR "2010-11 Growth" of at least one point.

2011 Statewide Rank: 10 2011 Similar Schools Rank: 10

	<u>Number of Students Included in 2011 API</u>	<u>Numerically Significant</u>	<u>2011 Base</u>	<u>2011-12 Growth Target</u>	<u>2012 Target</u>
Schoolwide	169		990	A	A
Black or African American	23	No	996		
American Indian or Alaska Native	2	No			
Asian	94	Yes	999	A	A
Filipino	2	No			
Hispanic or Latino	44	No	968		
Native Hawaiian or Pacific Islander	3	No			
White	1	No			
Two or More Races	0	No			
Socioeconomically Disadvantaged	139	Yes	987	A	A
English Learners	64	Yes	970	A	A
Students with Disabilities	2	No			

Note: 2011 Base data are reported for all Student Groups with 11 or more students but only numerically significant Student Groups receive growth targets. Student Groups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid Standardized Testing and Reporting (STAR) Program test scores included in the API or (2) comprises a least 15 percent of the total valid STAR Program scores and contains at least 50 students with valid STAR Program scores.

"NA" means a number is not applicable or not available due to missing data.

" * " means this API is calculated for a small school or a small local educational agency (LEA), defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted. Similar schools ranks are not calculated for small schools.

"A" means the school or subgroup scored at or above the statewide performance target of 800 in 2011.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Rank information are not applicable to LEAs and ASAM schools. Growth and target information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"I" means the school has some invalid data, and the California Department of Education cannot calculate a valid similar schools rank for this school.

Section 2: Student Performance Data Summary

CST Algebra I

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							54				54
% of Enrollment							100.0 %				
Students with Scores							54				54
Mean Scale Score							550.0				550.0
% Advanced							96 %				96 %
% Proficient							2 %				2 %
% Basic							2 %				2 %
% Below Basic							0 %				0 %
% Far Below Basic							0 %				0 %

CST History - Social Science Grade 8

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							54				
% of Enrollment							100.0 %				
Students with Scores							54				
Mean Scale Score							476.2				
% Advanced							81 %				
% Proficient							7 %				
% Basic							2 %				
% Below Basic							0 %				
% Far Below Basic							0 %				

Section 2: Student Performance Data Summary

CST History - Social Science Grade 8

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							2				
% of Enrollment							3.7 %				
Students with Scores							2				
Mean Scale Score							*				
% Proficient and Above							*				

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							2				
% of Enrollment							3.7 %				
Students with Scores							2				
Mean Scale Score							*				
% Proficient and Above							*				

D. Asian (131) - CST Scores

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested					57	37	37				
% of Enrollment					46.0 %	44.0 %	68.5 %				
Students with Scores					57	37	37				
Mean Scale Score					422.8	452.0	458.9				
% Proficient and Above					88 %	100 %	100 %				

Section 2: Student Performance Data Summary

E. Filipino (2) - CST Scores

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested					1	1					
% of Enrollment					0.8%	1.2%					
Students with Scores					1	1					
Mean Scale Score					*	*					
% Proficient and Above					*	*					

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested					1	1					
% of Enrollment					0.8%	1.2%					
Students with Scores					1	1					
Mean Scale Score					*	*					
% Proficient and Above					*	*					

F. Hispanic or Latino (62) - CST Scores

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested					33	20	7				
% of Enrollment					26.6%	23.8%	13.0%				
Students with Scores					33	20	7				
Mean Scale Score					373.0	420.4	*				
% Proficient and Above					70%	85%	*				

Section 2: Student Performance Data Summary

G. Native Hawaiian or Pacific Islander (5) - CST Scores

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested					3	1	1				
% of Enrollment					2.4 %	1.2 %	1.9 %				
Students with Scores					3	1	1				
Mean Scale Score					*	*	*				
% Proficient and Above					*	*	*				

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested					3	1					
% of Enrollment					2.4 %	1.2 %					
Students with Scores					3	1					
Mean Scale Score					*	*					
% Proficient and Above					*	*					

CST Algebra I

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							1				1
% of Enrollment							1.9 %				
Students with Scores							1				1
Mean Scale Score							*				*
% Proficient and Above							*				*

Section 2: Student Performance Data Summary

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested						1	1				
% of Enrollment					0.8%	1.2%					
Students with Scores					1	1					
Mean Scale Score					*	*	*				
% Proficient and Above					*	*	*				

I. Two or More Races (14) - CST Scores

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested						9	3	1			
% of Enrollment					7.3%	3.6%	1.9%				
Students with Scores					9	3	1				
Mean Scale Score					*	*	*				
% Proficient and Above					*	*	*				

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested						9	3				
% of Enrollment					7.3%	3.6%					
Students with Scores					9	3					
Mean Scale Score					*	*	*				
% Proficient and Above					*	*	*				

Section 2: Student Performance Data Summary

IV. Analysis of Student Achievement Data

Throughout the school year, the AIM Schools Board of Directors and the administrative staff review this student achievement data and make decisions based on this information. All standardized testing continues at levels far above the state and local averages. We are continuing to grow a diverse student body and are seeing a rise in the number of our students from underserved and underprivileged populations.

In the 2012 STAR tests, AIPCS's students excelled compared to the district and the state. AIPCS's goal is to maintain a high level of teaching so that students continue to perform at exceptional levels. The focus on student attendance and participation pays off in the 100% participation rate for standardized test-takers, as well as the high percentage of students who score in the Proficient or Advanced levels of the Math and Language Arts areas of the STAR test.

We are well above the attendance and performance levels stated as Measurable Student Outcomes in the AIPCS charter:

1. 2012 STAR Test Results:
 - A. 6th graders
 - a. 78% tested proficient or advanced on the Language Arts CST
 - b. 83% tested proficient or advanced on the Mathematics CST
 - B. 7th graders
 - a. 95% tested proficient or advanced on the Language Arts CST
 - b. 94% tested proficient or advanced on the Mathematics CST
 - C. 8th graders
 - a. 100% tested proficient or advanced on the Language Arts CST
 - b. 98% tested proficient or advanced on the Algebra I CST
2. Attendance Rate Goal:
 - A. AIPCS's rate of attendance will exceed 98% in the next five years.
3. API Score Goal:
 - A. AIPCS will attain an API of 900 or higher in each of the next five years.
4. Percentage of students who meet or exceed promotion requirements:
 - A. At least 85% of 6th graders will meet or exceed the AIPCS promotion standards.
 - B. At least 95% of 7th graders will meet or exceed the AIPCS promotion standards.
 - C. We expect 100% of 8th graders will meet or exceed the AIPCS promotion standards.
5. Areas for Improvement:
 - A. Support for English language learners, who make up a significant proportion of our student body and who were the only group whose API scores decreased.

Section 3: Current Educational Practices & Academic Action Plan

III. Instructional Foci

We continue in the 2012-13 school year to focus on across-the-board excellence for our students, including the following:

1. Instruction focusing on the core subject areas of English language arts, math, science, and social studies
2. High quality instruction with talented and accomplished teachers and staff
3. Additional instruction will be available before and after school, and on weekends
4. Students with low STAR test scores and grades will be required to participate in extra tutoring

IV. Program Design

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

AIPCS will be a site-based school for students in fifth through eighth 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. Additional support and learning opportunities will happen from 3:15PM to 5:30 PM and on weekends. AIPCS will work closely with American Indian Public Charter School II, American Indian Public High School, SAIL, Johns Hopkins University CTY program and other Bay Area community organizations to provide services for AIPCS students. At AIPCS homework is a crucial part of the learning process for the students. Tutorial services will be mandatory for all students who test below grade level on California STAR tests, whose grades or classroom performance suggest additional support.

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. AIPCS will provide these opportunities to its students and faculty through its small classes (25 students). AIPCS will facilitate productive teacher-student relationships by minimizing the number of different students each teacher sees during a given academic term. Classes will be self-contained, with each teacher responsible for instruction in Mathematics, English, History, and Science. This goal is for teachers to loop with their students in a rotation that includes sixth, seventh, and eighth grade. As outlined in *Free to Learn* by Lance Izumi and Xiaochin Claire Yan (2006), the "extended family" concept is one of the keys to American Indian's stable learning environment and its ability to maintain discipline among students. The students bond and help each other academically and encourage one another to behave.

The faculty will consist of highly qualified teachers who are well supported and trained in the American Indian Model of Education (AIM-Schools). Teachers will hold appropriate teaching certifications. Professional development, teacher planning time, and other opportunities for collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, AIPCS 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.

Section 3: Current Educational Practices & Academic Action Plan

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

VII. Methodology for Analyzing Our Educational Practices

We used two surveys provided by the CDE in determining the effectiveness of our current educational practices. Listed below are the descriptions provided on the CDE website (<http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>).

1. Academic Program Survey (APS) – [Appendix A]

The Academic Program Survey is designed to help a school analyze the extent to which it is providing a coherent instructional program to support improved student achievement. Organized into three grade-span specific surveys, each APS measures the presence of the nine EPCs associated with improved student learning. The APS is to be used in conjunction with the DAS, ELSSA, and ISS for school and district analyses.

2. District Assistance Survey (DAS) – [Appendix B]

The District Assistance Survey is designed to guide LEAs and their technical assistance providers in assessing the nature and alignment of district operations and the district's capacity to support a rigorous and multi-tiered instructional system at all schools and for all students. The DAS is organized around seven broad areas of district work codified in California *Education Code (EC)* Section 52059(e)(1):

1. Standards-based Curriculum, Instruction, and Assessment
2. Professional Development
3. Human Resources
4. Data Systems/Data Analysis/Ongoing Monitoring
5. Parent and Community Involvement
6. Fiscal Operations
7. Governance and Leadership

Section 2: Student Performance Data Summary

CST Algebra I

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							6				6
% of Enrollment							11.1 %				
Students with Scores							6				6
Mean Scale Score							*				*
% Proficient and Above							*				*

CST History - Social Science Grade 8

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							6				
% of Enrollment							11.1 %				
Students with Scores							6				
Mean Scale Score							*				*
% Proficient and Above							*				*

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							6				
% of Enrollment							11.1 %				
Students with Scores							6				
Mean Scale Score							*				*
% Proficient and Above							*				*

Section 4: District & School Goals

4. Goal: AIPCS is a clean and safe school.
 - School Target: *Representatives from the school and community (teachers, parents, students, community) contribute to the cleanliness, upkeep and safety of the school campus.*
 - School Target: *An increase of 5% in agreement with "Students feel safe at school" question on the parent survey.*

5. Goal: All employees are high performers
 - School Target: *80% of staff members progress on the CSTP Rubric as measured by self-evaluation.*
 - School Target: *100% staff members collaborate to create standards-based, Backwards-Mapped Units of Instruction.*

6. Goal: All students and adults respect one another and work together across cultures.
 - School Target: *An increase of 5% in agreement with "Students feel others are respectful of their cultural backgrounds" question on the student survey.*
 - School Target: *An increase of 5% in agreement with "Parents feel encouraged to participate in school activities or meetings" question on the parent survey.*

Section 4: District & School Goals

School Target	Critical Practices Instructional—English/ Language Arts	Supporting Activities <i>Who will do what and when, as part of the Critical Practice?</i>	Priority (1-10)	Resources <i>What people, time, \$ will be needed to implement?</i>
<p>1.</p>	<p>Teachers will utilize learning materials and incorporate them into their lesson plans, following approval of the Site Administrator</p>	<ul style="list-style-type: none"> Materials will fall in line with the AIM Model and will encourage students to strive for new academic heights 	10	<ul style="list-style-type: none"> Teachers research materials. Site Administrator will review and approve materials
	<p><i>How Do We Know What Each Student has Learned?</i></p> <p>Teachers will administer quizzes, midterm examinations, review and update diagnostic exam materials to encourage more rigorous preparation.</p>	<ul style="list-style-type: none"> Diagnostic exams will be given throughout the school year by teachers Scores will be made available for staff and areas of improvement will be recommended by the Site Administrator 	10	<ul style="list-style-type: none"> Administrative Assistant will distribute exams. Teachers proctor and return exams. Site Administrator will review and offer plans to improve scores.

Section 4: District & School Goals

B. Instructional—Math

School Target	Critical Practices Instructional—Math	Supporting Activities <i>Who will do what and when, as part of the Critical Practice?</i>	Priority (1-10)	Resources <i>What people, time, \$ will be needed to implement?</i>
	<p>What do we want students to learn?</p> <p>Teachers and the Site Administrator will identify essential standards and implement plans consisting of consistent and rigorous lesson plans that encourage students to surpass those standards.</p>	<ul style="list-style-type: none"> Standards, set in place by CDE, and lesson plans developed by teachers are monitored by the Site Administrator 	10	<ul style="list-style-type: none"> Teachers Review of standards will happen throughout the year. Site Administrator will review weekly lesson plans
2.	<p>How Do We Engage Each Student in Learning?</p> <p>Teachers will identify students who scored basic or below basic on previous CST exams and formalize plans/sessions to prepare students for testing and the rigorous classroom learning environment.</p>	<ul style="list-style-type: none"> List of students whose scores are basic, below basic, or far below basic will be given to teachers to monitor. Teachers will comprise action plans for each student's individual mathematical learning needs 	10	<ul style="list-style-type: none"> Administrative Assistant will pull names of students from incoming applications Teachers Site Administrator will review action plans comprised by teachers.
	<p>Teachers will research appropriate and academically stimulating learning materials and tools, and incorporate them into their lesson plans, following approval of the Site Administrator</p>	<ul style="list-style-type: none"> Materials will fall in line with the AIM Model and will encourage students to strive for new academic heights 	10	<ul style="list-style-type: none"> Teachers research materials. Site Administrator will review and approve materials
		<ul style="list-style-type: none"> Diagnostic exams 	10	<ul style="list-style-type: none"> Administrative

Section 4: District & School Goals

C. Leadership

School Target	Critical Practices LEADERSHIP	Supporting Activities <i>Who will do what and when, as part of the Critical Practice?</i>	Priority (1-10)	Resources What people, time, \$ will be needed to implement?
3.	<p>How Do We Provide Descriptive Feedback to Teachers?</p> <p>Teacher pacing guides will be reviewed and each teacher will be given constructive criticism.</p>	<ul style="list-style-type: none"> Lead Site Administrators will review submitted pacing guides and offer suggestions to teachers on implementing materials at appropriate times in the school year 	10	<ul style="list-style-type: none"> Teachers compile pacing guides Site Administrator will review pacing guides
	<p>Classroom observations and teacher evaluations will be conducted.</p>	<ul style="list-style-type: none"> Observations and evaluations will be conducted by the Site Administrator and by other teachers Written feedback will be provided to teachers in a timely fashion 	10	<ul style="list-style-type: none"> Administrative Assistant will schedule teacher evaluations based on Site Administrator recommendations. Teachers and Site Administrator will complete evaluations
	<p>Teachers will submit lesson plans to Site Administrator</p>	<ul style="list-style-type: none"> Lesson plans will be submitted on a weekly basis Plans will be returned adjustments if deemed necessary by the Site Administrator 	10	<ul style="list-style-type: none"> Teachers will do weekly lesson plans Site Administrator will review lesson plans Administrative Assistant will file lesson plans after submission and review

Section 4: District & School Goals

5.	<p>for a Safe & Supportive School?</p> <p>Develop and implement school policies that provide physically and socio emotionally safe equitable academic learning environments.</p>	<p>students and staff to assist in maintaining a clean learning environment</p> <ul style="list-style-type: none"> Meet with students and/or families regarding any challenges that students my face in regards to safety 	<ul style="list-style-type: none"> Teachers Administrative Assistant <p>(all will be responsible for implementing policies to ensure student safety)</p>	
	<p>Develop individual plans for students needing additional support based on data</p>	<ul style="list-style-type: none"> Follow up with teacher/families regarding individual student needs 	10	<ul style="list-style-type: none"> Site Administrator Teachers <p>(both will follow up when needed)</p>
	<p>Analyze school, grade level classroom and individual student data around climate including attendance, suspension, incident reports</p>	<ul style="list-style-type: none"> Compile and process student data and report to the necessary agencies 	10	<ul style="list-style-type: none"> Site Administrator will review data Administrative Assistant will compile charts

Section 4: District & School Goals

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures ³	Estimated Cost	Funding Source
Supplemental instruction before- and after-school focusing on improving phonetics and fluency.	8/23/2012- Ongoing	Resource teacher's salary will be supplemented by Title I.	\$ X	Title I
Supplemental instructional materials will be purchased by the resource teacher to help our ELL students. Resource teacher will work with homeroom teachers to incorporate instructional aides into the curriculum.	8/23/2012- Ongoing	Resource teacher will propose necessary purchases and the Site Administrator will approve the purchases	\$ X	Title III
Professional development will be provided for all teachers once a month, specifically focusing on ELL students.	8/23/2012- Ongoing	Staff-led professional development or outside agents will be used to provide this service	\$ X	Title II

¹ See Appendix B: Chart of Requirements for the SPSSA for content required by each program or funding source supporting this goal.

² List the date an action will be taken or will begin, and the date it will be completed.

³ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Section 5: School Categorical Funding and Proposed Expenditures

6. EIA:

We expect 40% to qualify for the Economic Impact Aid funding that includes economically disadvantaged students and English learners. Historically it has been between 40% and 45%.

7. Federal Facility Grant:

AIPCS has been granted a 3 year grant from the California School Finance Authority totaling \$432,000 or \$144,744 per year. The budget reflects the last payment of the three year grant to be in September 2013. AIPCS will again apply for another 3 year grant beginning in 2014.

8. State Facility Grant

The SB740 state facility funding is reduced since we will also be receiving Federal facility funding.

B. EXPENSES:

1. Staffing Plan:

Staff will be composed of 9 full time teachers, 1 full time mandarin teacher, 1 full time PE teacher and 1 full time resource teacher. Student-teacher ratio will be 19:1, ensuring the highest level of attention to our students.

2. Salaries & Merit Pay:

We have used the 2009/10 staffing as a basis for the projection and estimated a 4% COLA per year. Bonuses will be based on performance standards outlined in the employee contract.

3. Benefits:

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

Section 5: School Categorical Funding and Proposed Expenditures

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # <u>1</u> (Based on conclusions from Analysis of Program Components and Student Data pages) Bolster student and teacher performance by providing supplemental support and by actively engage our Family Advisory Committee.				
Groups participating in this goal (e.g., students, parents, teachers, administrators): Students, Family Advisory Committee (Parents), Teachers, and Administrators.	Anticipated annual growth for each group: 5% annual growth in the CST test scores of our lowest performing students, lower turnover of teachers, year-to-year, and 2% growth of parent involvement each year.			
Means of evaluating progress toward this goal: This will be an ongoing process but we will constantly check the student achievement data and revamp our teacher evaluation to account for measurable gains in teacher performance in the classroom.	Group data to be collected to measure gains: CST scores, diagnostic test results, and teacher observation notes.			
Actions to be Taken to Reach This Goal ⁴ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁵ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Supplemental academic support for reading	8/23/2012- Ongoing	Supplemental funding of salaries for 10 classroom teachers to design, plan and implement assignments	\$ X	Title I
Support Family Advisory Committee meetings	8/23/2012- Ongoing	Meetings, refreshments, supplies	\$ X	Title I Parent Participation
Increase teacher performance in the classroom	8/23/2012-	Continuous trainings,	\$ X	Title II

⁴ See Appendix B: Chart of Requirements for the SPSPA for content required by each program or funding source supporting this goal.

⁵ List the date an action will be taken or will begin, and the date it will be completed.

Section 5: School Categorical Funding and Proposed Expenditures

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	\$
Total amount of state categorical funds allocated to this school	\$

Section 6: Governance and Assurances

Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:⁷

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Jason Chu	X				
Kevin Sparks			X		
Stacey Adams		X			
Crystal Yan		X			
Yu Chong Ku		X			
Charlette Green				X	
Bernadette Coleman				X	
Ken Adler				X	
Ashley Russell			X		
Alexandria Lai					X
Christopher Hinds					X
Numbers of members of each category	1	3	2	3	2

⁷ At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

District Assistance Survey (DAS)

	Full	Partial (in progress)	Minimal
<p>G.8 The LEA provides ongoing professional development and support to content experts and coaches and monitors their effectiveness in strengthening the instructional practices of teachers.</p>	<p>3</p>	<p>2</p>	<p>1</p>
<p>Documentation</p>			
<p>Full implementation means that all content experts and coaches deployed by the LEA are provided with rigorous and ongoing professional development in district-identified, research-based instructional practices to improve achievement among all students, including ELs, SWDs, and high priority students.</p> <ul style="list-style-type: none"> • Using the LEAP and SPSA goals, the LEA and site administrators establish instructional priorities and specific academic goals, across grades and content areas, for all content experts and coaches. These goals are communicated clearly to coaches and used to assess their impact and effectiveness. • The LEA has developed reporting and monitoring mechanisms to ensure the effective delivery of these services: <ul style="list-style-type: none"> – Regular classroom visits and observations of coaches/content experts. – Monitoring of implementation of daily coach/specialist schedules. 			

Appendix C: Demographic Data Summary

7th Grade							Percentage
7A Kn	7B Fl	7C Oh	7D Ya	Total			
1	3	8	2	14		13%	
0	2	0	0	2		2%	
0	0	0	1	1		1%	
0	0	0	0	0		0%	
27	22	8	9	66		60%	
0	0	0	0	0		0%	
6	5	4	7	22		20%	
0	0	1	0	1		1%	
0	0	3	0	3		3%	
0	0	0	0	0		0%	
0	0	1	0	1		1%	
Total	34	32	19	110		100%	

8th Grade					Percentage	
8A Ad	8B Wo	8C Cv	Total			
3	6	3	12		17%	
0	0	0	0		0%	
0	0	0	0		0%	
0	0	0	0		0%	
16	12	11	39		56%	
1	0	1	2		3%	
3	6	6	15		21%	
1	0	0	1		1%	
0	1	0	1		1%	
0	0	0	0		0%	
0	0	0	0		0%	
Total	24	25	21	70		100%

19

Single Plan for Student Achievement

*Community Schools,
Thriving Students*

2012–2013

School Name:	American Indian Public High School
CDS Code:	01-61259-0111856
Code:	Charter # 765

2012-2013 SPSA Checklists

Assurances Page

Form A – Planned Improvements in Student Performance

Form B - Centralized Support for Planned Improvements in Student Performance

Form C – Programs included in Plan

Section 1: Site Plan Narrative

Section 2: Needs Assessment and Data Review

Section 3: District Goals and School Targets

Section 4: Academic Action Plan, Budget and Monitoring

Appendix A: School Site Council Membership

Appendix B: Home School Compact and Parent Involvement Policy

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>School Goal #_1_ (Goals should be prioritized, measurable, and focused on identified student learning needs.)</p> <p>Increase student achievement in Science and Mathematics.</p>			
<p>What data did you use to form this goal (findings from data analysis)?</p> <p>Standardized tests, AP data, discussions and evaluations from classroom teachers.</p>		<p>How does this goal align to your Local Educational Agency Plan goals?</p> <p>This goal aligns with the plan to provide students with an education that will enhance their academic skills.</p>	
<p>What did the analysis of the data reveal that led you to this goal?</p> <p>Students were not achieving their maximum potential in Science and Math.</p>		<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p>Administrator, teachers, parents and students.</p>	
<p>Who are the focus students and what is the expected growth?</p> <p>Students who are basic, below basic and far below basic. Proficiency is the expected growth.</p>		<p>What data will be collected to measure student achievement?</p> <p>Standardized tests, report cards</p>	
<p>What process will you use to monitor and evaluate the data?</p> <p>Progress reports every three weeks; diagnostic testing of material.</p>		<p>Actions to improve achievement to exit program improvement (if applicable).</p>	
Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Supplemental academic support in Mathematics, and Science	9/3/12-6/5/13		Progress reports every three weeks, diagnostic tests and standardized tests

Form C: Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures).

[REDACTED]	[REDACTED]
<input type="checkbox"/> [REDACTED]	[REDACTED]
<input checked="" type="checkbox"/> [REDACTED]	[REDACTED]
<input checked="" type="checkbox"/> [REDACTED]	[REDACTED]
<input type="checkbox"/> [REDACTED]	[REDACTED]
<input type="checkbox"/> [REDACTED]	[REDACTED]
<input type="checkbox"/> [REDACTED]	[REDACTED]
<input type="checkbox"/> [REDACTED]	[REDACTED]
<input type="checkbox"/> [REDACTED]	[REDACTED]
<input type="checkbox"/> [REDACTED]	[REDACTED]
<input type="checkbox"/> [REDACTED]	[REDACTED]
<input type="checkbox"/> [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

Section 1: Plan Narrative

AIMS Mission Statement

The focus of AIM Schools is family, accountability, high expectations and excellent student attendance (99.5%). We will provide students with an education to enhance their academic skills in English language arts, mathematics, science, social science, humanities, and physical fitness in order to compete in a free-market capitalistic society. This effort will be between family, business, community, and school.

Credo

The Family: We are a family at AIM Schools.

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

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

The Journey: We will go forward, continue working, and remember we will always be a part of the AIM Schools family.

Overview

AIPHS has become one of the highest performing high school in Oakland, with graduates currently attending Princeton, Stanford, MIT, Cornell, UC Berkeley, and many other first tier colleges and universities throughout the country. Committed to academic excellence, 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. AIPHS will continue 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 provide a rigorous and engaging curriculum that challenges our students to succeed. We believe and adopt the goals of the No Child Left Behind Act. Students will achieve Mathematics, English, Language Arts, Science and Social Science at or above grade level. Our curriculum is closely linked to the California Standards and the textbooks we use are aligned with those standards.

We will continue our contributions to the Oakland Unified School District's admirable mission to ensure that all students graduate as competent, critical thinkers and contributing citizens, prepared to succeed in a free market capitalistic society.

Section 2: Needs Assessment and Data Review

Though we are pleased with our school's progress, we recognize that constant evaluation is essential to ensure the future success of AIPHS. As such, the methods used to obtain and compile data at AIPHS are consistent. Our faculty regularly gathers and communicates the findings of data through written and verbal correspondence with families and staff. Student progress and teaching methods are discussed in staff training, staff meetings and teacher collaborations. The analysis below serves as a foundation for the progression of AIPHS over the next several years.

Attendance & Enrollment:

Over the past 4 years, our **average daily attendance (ADA) rate has held at 99%**. This is a notable achievement on its own, but deserves particular merit in light of our extended 195-day school year. Every day, our students demonstrate their commitment to success by being present, on time and ready to learn.

Further, our **0% dropout rate** is in stark contrast with the district's rate of 37.8%. AIPHS has never expelled a student.

Our student body is comprised of predominantly minority students. Today, the enrollment of Hispanic students is 21%, African-American students - 10%, and Asian students - 63%.

AIPHS views the recruitment and retention of a diverse student population as an area of growth. The school's leadership continues to work to develop a strategic plan for recruitment and retention. Initial strategies discussed have included increasing outreach to existing families in key demographics and strengthening relationships with middle schools and community organizations such as churches, community centers and local shops.

Student Achievement:

Each year, American Indian Public High School meets its AYP target. Last year's **API score of 964** made us the **top ranked public high school in Oakland and fourth ranked in the state**. Fueling this increase is the positive growth in the school's CST proficiency rates and 99% pass rates on both portions of the CAHSEE.

CST's

AIPHS's students continue to outperform their peers on California State Testing, scoring an API of 964 out of 1000 in 2011. Historically, we have seen exceptionally high levels of proficiency in Math and English Language Arts, even among our English Language Learner's (ELL) subgroups.

Last year, we noticed significant gains in CST proficiency levels across subjects and grades.

English Language Arts Highlights:

- 84% of 9th graders tested Advanced or Proficient in Language Arts.
- 100% of 11th grade students tested Advanced or Proficient in ELA.

SAT

All American Indian Public High School students must take the PSAT and the SAT exams. Since October 2008, our students' average SAT scores have been higher than the OUSD and national averages. Over the past five examinations, our students have performed considerably better on the Mathematics portion of the SAT. Average scores have ranged between the 56th and 74th percentile in Math, 36th and 53rd percentile in Reading Comprehension, and 52nd and 67th percentile in Writing. The class of 2012 had an average SAT score of 1767.

Advanced Placement

As a college preparatory school, AIPHS believes in making Advanced Placement courses and the subsequent exams available to all students. Students successfully passing the AP exams are able to obtain college credit, advanced placement, or both at most four-year colleges in the United States and colleges in more than 60 countries around the world. During the 2007-2008 school year, AP English Language was the only AP course offered with a 20% enrollment. Four years later, AIPHS offers ten AP courses including: AP English Literature, AP English Composition, AP World History, AP U.S. History, AP Macroeconomics, AP Government, AP Mandarin, AP Calculus, AP Statistics, and AP Physics. 100% of AIPHS' students are enrolled in at least one AP course.

- Each year, AIPHS' seniors graduate having taken at least 1 AP class. This exceeds the 2009 national average of 26% and state-wide average of 32%.
- In 2012, 86% of our graduates passed at least one AP exam, compared to 22% of public high school graduates in California and 16% of graduates nationwide.

Notable 2012 AP Passing rates are as follows:

- AP Calculus – 86%
- AP Statistics – 76%
- AP US History – 60%
- AP English Literature – 57%
- AP Chinese Language & Culture – 52%

Student Enrollment 2010-2011

Group	Percent
African American	8.3%
American Indian or Alaska Native	2.8%
Asian	62%
Filipino	2.1%
Hispanic or Latino	23.4%
Pacific Islander	0.7%
White (not Hispanic)	0.7%
Multiple or No Response	1.4%
Socioeconomically Disadvantaged	90%
English Learners	2.8%
Students with Disabilities	0%
Total Number of Students	145

Teachers 2011

Indicator	Teachers
Teachers with full credential	1
Teachers without full credential	7
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Our facility committee constantly inspects our facilities and any repairs or problems are given immediate attention.

Repairs Needed

At this time we do not need any major repairs done to our facility. The school's grounds are in excellent condition.

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7,045
District	\$6,891
State	\$5,455

Opportunities for Parental Involvement (School Year 2010-11)

American Indian Public High School encourages families to be involved in their child's education. We have an open door visiting policy, in which parents can drop in and visit the classrooms at any time as long as they don't interrupt class during instructional hours. At our school, parents have various means in which they can get involved. Please review the following:

1. A parent can serve on our Governance Board, School Site Council, or Family Advisory Council.
2. Parents can volunteer to help with decorations and prepare food for our annual Halloween Celebration and 12th grade graduation.
3. Parents are encouraged to be active at home by assuring that their child is completing all assigned work, by preparing a lunch for their child, and by making sure that their child leaves home for school on time.
4. Parents can also volunteer to chaperone field trips.

However, we do not require any of our parents to fundraise, perform any clerical duties, or volunteer to patrol the playground.

Student Enrollment by Grade Level (School Year 2010-2011)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	82
Grade 3	0	Grade 10	25
Grade 4	0	Grade 11	19
Grade 5	0	Grade 12	19
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	145

School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-2012)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The school grounds, restrooms, and building are in good condition. Our facility committee has been working continuously throughout the year to ensure that we have a clean and safe facility. Our facility committee inspects our facilities on an on-going basis, and any repairs or problems are given immediate attention. Additionally, we take pride in our school and work hard to maintain a clean campus.

School Facility Good Repair Status (School Year 2011-2012)

This table displays the results of the most recently completed school site inspections that determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			N/A
Interior: Interior Surfaces		X			N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			N/A
Electrical: Electrical		X			N/A
Restrooms/ Fountains: Restrooms, Sinks/ Fountains		X			N/A
Safety: Fire Safety, Hazardous Materials		X			N/A
Structural: Structural Damage, Roofs		X			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			N/A
Overall Rating		X			

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-2010)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the [CDE Improving Teacher and Principal Quality Web page](#).

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District	Not Available	Not Available
High-Poverty Schools in District	Not Available	Not Available
Low-Poverty Schools in District	Not Available	Not Available

Support Staff

Academic Counselors and Other Support Staff (School Year 2010-2011)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.50	145
Library Media Teacher (Librarian)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0	N/A

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,517	\$2,305	\$7,211	\$46,000
District			\$6,891	\$53,964
Percent Difference - School Site and District			5%	15%
State			\$5,455	\$69,207
Percent Difference - School Site and State			24%	34%

Types of Services Funded (Fiscal Year 2009-2010)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

After School Tutoring/Saturday School

AIPHS believes in a small, focused and ability-leveled tutoring program. Students in tutoring are first assessed in the specific core subject using a normative grade level assessment. Once assessed, students are assigned to a tutor group. Tutors update classroom teachers on their students. This program allows the students to spend an additional three hours a week after school getting one-on-one attention. Moreover, Saturday school is also offered to students who require further help. Collectively, the tutoring program and Saturday school ensure that students are receiving the academic assistance necessary to succeed in AIPHS.

Student Performance Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)											
	School			District			State					
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11			
English-Language Arts	96%	97%	96%	38%	43%	45%	50%	52%	54%			
Mathematics	86%	96%	95%	39%	44%	46%	46%	48%	50%			
Science	86%	91%	94%	34%	41%	46%	50%	53%	56%			
History-Social Science	88%	89%	87%	25%	27%	32%	41%	44%	48%			

Standardized Testing and Reporting Results by Student Group (School Year 2010-2011)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. (This is the most recent data for AIPHS)

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	History-Social Science
All Students in the LEA	45%	46%	32%
All Students at the School	96%	95%	87%

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and Mathematics.

Subject	Percent of Students Scoring at Proficient or Advanced									
	School			District			State			
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	
English-Language Arts	100%	100%	100%	34%	35%	40%	52%	54%	59%	
Mathematics	100%	100%	100%	37%	36%	40%	53%	54%	56%	

California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English Language-Arts and Mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	60%	21%	18%	60%	26%	14%
All Students at the School	0%	12%	88%	0%	4%	96%
Male	0%	14%	86%	0%	0%	100%
Female	0%	8%	92%	0%	8%	92%
Black or African American	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	7%	93%	0%	0%	100%

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the [CDE Academic Performance Index \(API\) Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2008	2009	2010
Statewide	10*	10*	10*
Similar Schools	N/A		

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
All Students at the School	-12	30	-12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			

Disadvantaged	21	892	11,108	702	1,521,844	707
English Learners						
Students with Disabilities	1		2,844	539	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/tac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	Yes	No

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0.0	0.0	0.0	7.6	10.8	9.0	4.9	5.7	4.6
Graduation Rate	N/A	100	100	67.60	59.20	58.37	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	100%	N/D	N/D
Black or African American	5%	N/D	N/D
American Indian or Alaska Native	0%	N/D	N/D
Asian	74%	N/D	N/D
Filipino	0%	N/D	N/D
Hispanic or Latino	21%	N/D	N/D
Native Hawaiian or Pacific Islander	0%	N/D	N/D
White	0%	N/D	N/D
Two or More Races	0%	N/D	N/D
Socioeconomically Disadvantaged	100%	N/D	N/D
English Learners	0%	N/D	N/D

Science	1	
Social Science	2	
All courses	6	100

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

Each year, our teachers have opportunities to participate in a variety of teacher workshops. In August, teachers participate in staff training workshops. Additionally, some Advanced Placement teachers attend AP workshops facilitated by the College Board.

Monthly, teachers participate in teacher collaboration meetings which focus on topics ranging from test preparation to differentiated instruction.

Section 4: Academic Action Plan, Budget and Monitoring

Academic Action Plan:

A. 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, Mathematics 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 student body 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 choose the kind of institution of higher education that will be a good match for them. They will learn how to find information about colleges 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 students in the 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. 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 Charter School, American Indian Public Charter School II, 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. AIPHS also believes that homework is a crucial part of the learning process for students. Tutorial services are mandatory for all students who test below grade level on California STAR tests.

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 (250 students) and small classes (25 students).

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.

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 postsecondary work and college. 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 core subject areas will be approved to meet the school's graduation requirements. 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.

2012-2013 Course Offerings:

9th Grade:

- Honors English Language Arts 9
- Honors Geometry
- AP World History
- Conceptual Physics
- Physical Education/Theater Arts*
- Mandarin I

10th Grade:

- Honors English Language Arts 10
- Honors Algebra 2
- Biology
- AP Government
- Mandarin 2
- Creative Writing/Theater Arts*

11th Grade:

- AP English Language
- Honors Pre-Calculus
- AP Physics B
- AP US History

Curriculum List

9th 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)

10th 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: Biology: The Dynamics of Life (Glencoe)
- Social Science: American Government: Roots and Reform, AP Edition (Longman)
- Creative Writing: The Practice of Creative Writing (Bedford/St. Martin's)

11th 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)

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

C. Monitoring

2012-2013 AIPHS SPSA Critical Practices Plan

School Target	Critical Practices Instructional—ENGLISH /LANGUAGE ARTS	Supporting Activities Who will do what and when, as part of the Critical Practice?	Priority (1-10)	Resources* What people, time, \$ will be needed to implement?
	<p>What do we want students to learn?</p> <p>Teachers and the Site Administrator will identify essential standards and implement plans consisting of consistent and rigorous lesson plans that encourage students to surpass those standards.</p>	<ul style="list-style-type: none"> Standards, set in place by CDE, and lesson plans developed by teachers are monitored by the Site Administrator. 	10	<ul style="list-style-type: none"> Teachers Review of standards will happen throughout the year. Site Administrator will review weekly lesson plans
1.	How Do We Engage Each Student in Learning?	<ul style="list-style-type: none"> Names of students whose primary language is any 	10	<ul style="list-style-type: none"> Administrative Assistant will pull names of students

<p>1.</p> <p>How Do We Know What Each Student has Learned?</p> <p>Teachers will administer quizzes, midterm examinations, review and update diagnostic exam materials to encourage more rigorous preparation.</p>	<ul style="list-style-type: none"> Diagnostic exams will be given throughout the school year by teachers Scores will be made available for staff and areas of improvement will be recommended by the Site Administrator 	<p>10</p>	<ul style="list-style-type: none"> Administrative Assistant will distribute exams. Teachers proctor and return exams. Site Administrator will review and offer plans to improve scores.
<p>How Do We Respond When a Student Experiences Difficulty in Learning?</p> <p>We create a structured support for students.</p>	<ul style="list-style-type: none"> Implement a Structure of Academic Intervention for students who are in jeopardy of testing basic or below Place students in before and/or after school enrichment sessions Students may attend Science intensive workshops on weekends and/or during the summer. 	<p>10</p>	<ul style="list-style-type: none"> Teachers will notify Administrative Assistant which students need enrichment sessions. Administrative Assistant will schedule tutoring. Teachers will focus on academic enrichment with students.
<p>How Do We Support a Student who has Learned Already? Preparing them with more advanced subject preparation.</p>	<ul style="list-style-type: none"> Allow students to work as peer tutors for AIM Schools Allow students to do advanced research or experimentation on topics covered in class. Allow students to take AP exam for 	<p>10</p>	<ul style="list-style-type: none"> Teachers identify high performing students. College counselor works with students to explore various opportunities.

	<p>Teachers will identify students that scored basic or below basic on previous CST exams and formulate plans/sessions to prepare students for testing and the rigorous classroom learning environment.</p> <p>Teachers will research appropriate and academically stimulating learning materials and tools, and incorporate them into their lesson plans, following approval of the Site Administrator</p>	<p>basic or below basic will be given to teachers to monitor.</p> <ul style="list-style-type: none"> Teachers will comprise action plans for each student's individual mathematics learning needs Materials will fall in line with the AIM Model and will push students to strive for new academic heights 	<p>10</p>	<p>from incoming applications</p> <ul style="list-style-type: none"> Teachers Site Administrator will review action plans comprised by teachers. Teachers research materials. Site Administrator will review and incorporate approved materials into curriculum.
--	---	--	-----------	--

2012-2013 AIPHS SPSA Critical Practices Plan

School Target	Critical Practices Instructional—MATH	Supporting Activities Who will do what and when, as part of the Critical Practice?	Priority (1-10)	Resources What people, time, \$ will be needed to implement?
	<p>How Do We Know What Each Student has Learned?</p> <p>Teachers will administer quizzes, midterm examinations, review and update diagnostic exam materials to encourage more rigorous preparation.</p>	<ul style="list-style-type: none"> Diagnostic exams will be given throughout the school year by teachers Scores will be made available for staff and areas of improvement will be recommended by the Site Administrator 	<p>10</p>	<ul style="list-style-type: none"> Administrative Assistant will distribute exams. Teachers proctor and return exams. Site Administrator will review and offer plans to improve scores.

			to provide college level opportunities to students seeking greater academic challenges.	
--	--	--	---	--

2012-2013 AIPHS SPSA Critical Practices Plan

School Target	Critical Practices LEADERSHIP	Supporting Activities Who will do what and when, as part of the Critical Practice?	Priority (1-10)	Resources What people, time, \$ will be needed to implement?
3.	<p>How Do We Provide Descriptive Feedback to Teachers?</p> <p>Teacher pacing guides will be reviewed and each teacher will be given constructive criticism.</p>	<ul style="list-style-type: none"> Site Administrators will review submitted pacing guides and offer suggestions to teachers on implementing materials at appropriate times in the school year 	10	<ul style="list-style-type: none"> Teachers compile pacing guides Site Administrator will review pacing guides
	<p>Classroom observations and teacher evaluations will be conducted.</p>	<ul style="list-style-type: none"> Observations and evaluations will be conducted by the Site Administrator and by other AIPHS teachers Written feedback will be provided to teachers in a timely fashion 	10	<ul style="list-style-type: none"> Administrative Assistant will schedule teacher evaluations based on Site Administrator recommendations. Teachers and Site Administrator will complete evaluations
	<p>Teachers will submit lesson plans to Site Administrator</p>	<ul style="list-style-type: none"> Lesson plans will be submitted on a weekly basis Plans will be returned will recommended adjustments if 	10	<ul style="list-style-type: none"> Teachers will do weekly lesson plans Site Administrator will review lesson plans Administrative Assistant will file

		<p>classroom instructional minutes to help prepare students for AP exams</p> <ul style="list-style-type: none"> Provide teachers with supplemental teaching materials to assist in preparation. 		with students to prepare them for the exams
4c.	Implement courses that meet or exceed UC "a-g" requirements	<ul style="list-style-type: none"> Teachers will instruct classes according to AIPHS's "a-g" approved course ledger. Provide teachers with supplemental teaching materials to assist in preparation. 	10	<ul style="list-style-type: none"> Site Administrator will audit AIPHS's "a-g" course ledger annually. Site Administrator will review pacing guides, syllabi, and observe classes to ensure that courses are consistent with the course outlines submitted to the UCOP. Teachers will work with students to ensure that they are meeting the subject area requirements.

2012-2013 AIPHS SPSA Critical Practices Plan

School Target	Critical Practices LEADERSHIP	Supporting Activities <i>Who will do what and when, as part of the Critical Practice?</i>	Priority (1-10)	Resources <i>What people, time, \$ will be needed to implement?</i>
	Technology supported computer lab to assist students in college/career searches	<ul style="list-style-type: none"> Research and apply for grants to update the computer lab to run more efficient computer programming 	10	<ul style="list-style-type: none"> Site Administrator College Counselor Administrative Assistant <p><i>(all will assist with research)</i></p>

4e.	College counseling for 12 th grade students	<p>student will be given high school and college credit</p> <ul style="list-style-type: none"> College Planning will be a crucial course that assists students with enrolling, finding scholarships and financial aid, and meeting all college deadlines Students will have the opportunity to attend college recruitment presentations on and off campus Review, update and distribute the Family Handbook and AIMS Mission Statement to families and staff on a yearly basis 	10	<p>researching classes and getting students enrolled)</p> <ul style="list-style-type: none"> Site Administrator College Counselor <p>(all will assist with researching classes and getting students enrolled)</p>
5a.	<p>How do students and adults respect one another and work together across cultures?</p> <p>Supportive, respectful, and collaborative learning environment.</p>		10	<ul style="list-style-type: none"> Site Administrator College Counselor Administrative Assistant <p>(all will assist with scheduling)</p> <ul style="list-style-type: none"> Site Administrator Administrative Assistant <p>(both will review and update)</p>

2012-2013 AIPHS SPSA Critical Practices Plan

School Target	Critical Practices LEADERSHIP	Supporting Activities <i>Who will do what and when, as part of the Critical Practice?</i>	Priority (1-10)	Resources <i>What people, time, \$ will be needed to implement?</i>
5b.	Implement curriculum and policies that build student, family and staff responsiveness, all of which	<ul style="list-style-type: none"> Parents and students must sign the Student Contract and Dress Code Policy which both foster respectful relationships amongst 	10	<ul style="list-style-type: none"> Site Administrator Administrative Assistant <p>(both will review and update yearly)</p>

Appendix A: School Site Council Membership

Names of Members	Site Administrator	Classroom Teacher	Other School Staff	Parent or Community Member	Student
Claudia Walker	X				
Stephen Chee		X			
Matthew Russell		X			
Nedir Bey				X	
Jordan Locklear				X	
Alexandria Lai					X
Christopher Hinds					X
Numbers of members of each category	1	2	0	2	2

American Indian Model Schools 9th – 12th Grades
Student Contract 2012-2013

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 summer intensive program like SAIL. This may also include CTY, ATDP, or any other program suggested 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.
12. Students must follow the school's dress code.
13. A "C-" is considered a failing grade.
14. 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, provided they successfully pass the course, but will not receive college credit.
15. Students who receive a "C-" or lower in an Advanced Placement (AP) course will be withdrawn from the course and enrolled into the non-AP equivalent. Students must pass the course with at least a "C."
16. Students who receive a "C-" or lower in core subjects will not be promoted until they repeat any failed courses with a passing grade. Students are responsible for making sure that they enroll in, and retake, the appropriate courses. They should meet with the site administrator or administrative assistant to get approval for the classes.
17. 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 others.
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 drive a car, motorcycle, electric scooter, or any other moving vehicle to school.
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. American Indian Model Schools' 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"

AIPHS Parental Involvement

All families and community members are encouraged to visit our school. Parents must sign in with the administrative assistant. They are welcome to sit in class and observe any lesson; however, they are NOT allowed to 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. They may walk around the classroom and look over the students' shoulders to observe their work. The students enjoy visitors.

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.

If parents have any questions or concerns, the site administrator or administrative assistant will be happy to assist them. They may also schedule a meeting with their child's teacher before or after school.

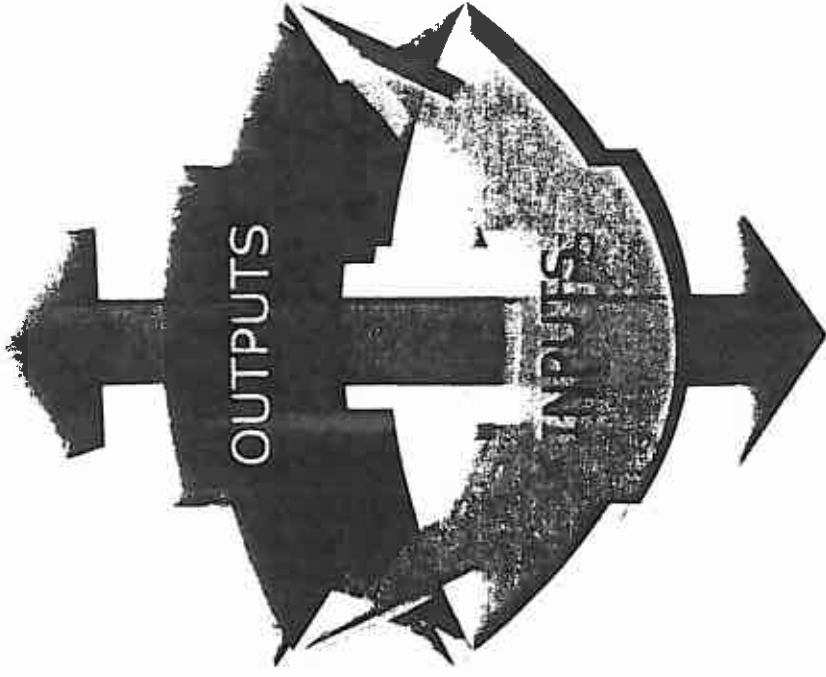
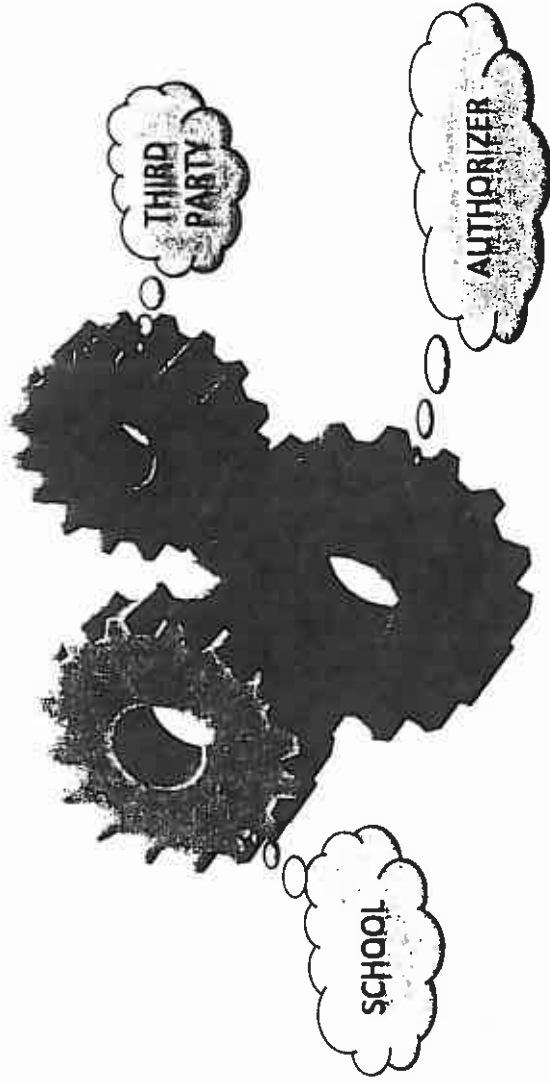
20

Putting the **Quality** into Charter Renewal

A **collaboration** between
Oakland Unified School District,
Third Party Review Team,
and the
Oakland Charter School Community

Renewal Protocol Highlights

TRIANGULATION



Site Inspection

▾ 3-Day Visit

- Third Party Review/Authorizer Staff Inspection (2 Days)
 - Stakeholder Interviews
 - *Parents/Community*
 - *Staff*
 - *Students*
 - *School Administration*
 - *Governing Board*
 - Classroom Observations
 - *All classrooms observed*
 - School Culture & Climate
 - Document Review

Question & Answer

- Scheduling Confirmation**
- Appreciations/Closure**

5. Supplemental materials should be submitted with the Charter Renewal Request, as appropriate to reinforce, exemplify, or otherwise provide for the reasonably comprehensive description of the required charter petition elements pursuant to Education Code §47605. Pursuant to Education Code S 47605(g) the charter petition must also include information regarding the proposed operation of the school including the potential effects of the school, the specific location of the proposed facilities, the manner in which the administrative services are to be provided, and potential civil liability effects upon the school and upon the District.
6. Two (2) binders of hard copies of all documents submitted to the Board of Education.
7. One (1) electronic copy of all documents submitted stored on a CD-R disc. Please provide the Performance Report Narrative and Final Charter Petition in Microsoft WORD format ONLY and the Budget Projections and Cash Flow in EXCEL format ONLY.

Q. When should a Charter Renewal Request be submitted to OUSD?

A. Charter renewal requests are encouraged to be submitted from October – January of the academic year the charter expires. Following January, it will be difficult to complete the charter renewal process and possible appeals prior to the charter expiration date.

Q. How early can a school submit a charter renewal petition?

A. A charter renewal request may not be submitted prior to **270 days** before the charter expiration date. The earliest Board of Education meeting at which a renewal request for a school may be submitted will be the first regularly scheduled OUSD Board of Education meeting in October of the charter renewal year.

Q. How late can a school submit a charter renewal petition?

A. Schools are encouraged not to submit later than 150 days prior to expiration to allow for access to the appeals process at the County and State level if necessary.

Q. How does a charter school submit a Charter Renewal Request to the OUSD?

A. Charter Renewal Requests must be filed at a regularly scheduled Board of Education meeting. The District Legislative Calendar can be found at <http://bex.ousd.k12.ca.us/CALENDAR.htm>.

At the board meeting at which you will submit your complete Charter Renewal Request, including two hard copies in a binder and one electronic copy on CD. You should expect to do the following:

- i. Submit a speaker card for the agenda item entitled **"Public Comment"**
- ii. When your name is called, you will bring your Charter Renewal Request documents to the podium and essentially state: ***"Good evening Oakland Unified School District Board of Education. My name is Joanne Educator and I am submitting a charter petition and renewal request on behalf of Speak Softly Charter School for your approval."*** Please insert actual petitioner and school name here.
- iii. You will then hand to the board secretary or his assistant the submission of all required documents (two hard copy binders and one CD).

of the site visit on the school. The goals of the renewal site inspection visits are to corroborate and augment the written charter renewal request submitted by the school; through interviews, focus groups, classroom observations and a review of selected documents and materials.

The Office of Charter Schools is responsible for conducting the due diligence necessary to make a recommendation to the OUSD Board of Education regarding the renewal request of the charter. Based on the review of the school's charter renewal request, the findings of the renewal inspection teams and other relevant information, a recommendation will be made to the OUSD Board of Education. The Board of Education makes the final decision.

Q. When does the renewal site inspection occur?

A. The formal evaluation process begins in the fall of the renewal year. Actual site visitations may likely occur prior to submission of the charter renewal request by the school depending on scheduling needs. Attempts are made to schedule the site inspections based on each school's projected date of their charter renewal request submission. The site inspection requires two and a half days.

Q. May the public (including school representatives) speak at the Teaching and Learning Committee meeting during which the Office of Charter Schools' staff report and recommendation is first presented?

A. Yes. Speakers must submit a speaker card prior to the agenda item introduction. The Office of Charter Schools recommends that a school representative be present to answer questions that may surface from the Teaching and Learning Committee discussion of the charter renewal request.

Q. May the public (including school representatives) speak at the OUSD Board of Education meeting during which a final decision is made?

A. Yes. Speakers must submit a speaker card prior to the agenda item introduction. The Office of Charter Schools recommends that a school representative be present to answer questions that may surface from OUSD Board of Education discussion of the charter renewal request.

Q. Who makes the final decision?

A. The Office of Charter Schools' staff report and recommendation must be submitted in draft to the OUSD Board of Education secretary no later than 10 calendar days prior to the Teaching and Learning Committee meeting where discussion will take place prior to a final decision. A final decision will be made by the OUSD Board of Education at the subsequent regularly scheduled OUSD Board of Education meeting.

Q. What has been the typical recommendation of staff in the past and how has the Board made its decisions?

A. Staff has recommended denial of renewal requests, conditional renewal approval recommendations, in addition to approval recommendations. The Board of Education retains the right to make a decision that is contrary to the staff recommendation, which has occurred in the past. In all cases of non-renewal recommendations, academic performance and school operations were primary factors in the decision-making process.

Analyzing a Charter School's PERFORMANCE for the Purposes of Renewal

A charter school applying for renewal will be assessed along three areas*;

1. Is the school an **Academic Success**?
2. Is the school an **Effective, Viable Organization**?
3. Has the school been **Faithful to the Terms of its Charter**?

*Additionally, evaluation of a charter school renewal request will take into consideration its "Plans for a Future Charter Term."

If a school is deemed to be a success in all three areas above, the Office of Charter Schools will recommend renewal* of its charter.

* Charter Renewal decision-making authority is held by the Oakland Unified School District Board of Education.

Is the school an Academic Success?

This area is divided into **Outputs** and **Inputs**.

- **Outputs** are the Academic Achievement Levels reached by the school's students; as well as those additional outcomes outlined in the school's charter.
- **Inputs** are the Educational Program offered by the school.

A school will be deemed an **Academic Success** if it meets the following:

A. Outputs

1) School has met or has made substantial progress towards meeting **ALL** of its "Measurable Pupil Outcomes" as stated in its charter;

AND

2) School has achieved at least one of the following:*

- Attained an API score of 800 or higher the year of its Renewal request;

Or

- Its performance is consistently better than the performance of the traditional schools the students would have otherwise attended;

Or

- Its performance is consistently better than surrounding traditional schools that have similar demographics

* Comparison data will be analyzed and represented in the district's staff report for all schools undergoing renewal; regardless of the school's API score.

- Consistently puts into practice the educational program outlined in its charter
- Generates and sustains a school culture conducive to student learning and staff professional growth
- Actively monitors and evaluates the success of the school's program
- Provides regular, public reports on the school's progress towards achieving its goals to the school community and to the school's authorizer
- Treats all individuals with fairness, dignity and respect
- Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues, and potential changes in the environment in which charter schools operate
- Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success
- Abstains from any decision involving a potential or actual conflict of interest
- Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter
- Engages community involvement in the school

Criteria 3: A Focus on Continuous Improvement

A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.

Characteristics

A quality charter school . . .

- Uses information sources, data collection, and data analysis strategies for self-examination and improvement
- Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction
- Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter
- Uses student assessment results to improve curriculum and instruction
- Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement

*** OUSD Charter School Renewal Quality Review (CSRQR) is a site inspection and data analysis protocol. CSRQR currently aligns with the California Charter Schools Association's Quality Standards for Charter School Operations used for Charter School Certification.**

CA Statute:

Rationale for the application of State Standards Review

Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. 47607(c)(1)

Voices from the Field

“Again, the purpose of having charter schools meet the state standards and administer the state test is to provide a means of assessing how charter school students are performing in comparison to students in other California public schools.”

Navigating through the Standards Maze, The Charter Schools Development Center Brief #4, Fall 1997

Analyzing a Charter School's Operational Viability

In General Terms:

A charter school is often deemed an **Effective, Viable Organization** if it meets the following:

- Consistently engages in sound board governance.
- Implements effective policies and practices for public school operation.
- Maintains positive relationships w/ parents and community.
- Consistently maintains safe & orderly school environment.
- Consistently engages in timely reporting of required info to OUSD, ACOE, and CDE.
- Receives clean annual audits.
- Consistently engages in generally acceptable accounting practices.
- Consistent, effective board oversight of fiscal operation.
- Financial ratios applied to statements are w/in acceptable ranges.

Renewal Request Process

Process Step	Timeline
<p>Submission of Charter Renewal Request</p> <p>School submits a request for renewal of charter to the District Board of Education. Submission includes the updated charter petition in both final and red-lined version; a performance report narrative; supplemental documents; and 2 hard copies/1 electronic copy of complete submission.</p>	<p>Submissions must be at a regularly scheduled board meeting during public comment. Submissions are to occur not sooner than 270 days prior to expiration of the charter, ideally between October 1 and January 31.</p>
<p>Renewal Site Inspection & Performance Analysis</p> <p>This is the evaluation of the requesting school. Third party review team contracted to conduct 2 day on-site evaluation of requesting school as well as work together with the District to analyze performance data. District staff will also engage in a concurrent site inspection with similar goals. Goals of renewal inspection visits are to corroborate and augment the written request through interviews, observation, and a review of documents and materials.</p>	<p>Process begins in the Fall of the renewal year. Actual site visitation to occur in the Fall, ideally following submission of charter renewal request, however it may likely occur prior to submission of the charter renewal request depending on scheduling.</p>
<p>Public Hearing</p> <p>Interested parties are provided an opportunity to comment to the District Board of Education regarding renewal request of charter school.</p>	<p>Pursuant to statute, occurs within 30 days from the date of submission.</p>
<p>Staff Report & Recommendation</p> <p>Office of Charter Schools is responsible for conducting the due diligence necessary to make a recommendation to the OUSD Board of Education regarding the renewal of the charter. Based on a review of the school's request for renewal, the findings of the renewal inspection teams, and other relevant information, a recommendation will be made to the OUSD Board of Education.</p>	<p>Staff recommendation must be submitted no later than ten calendar days prior to the scheduled Board Committee meeting where discussion will take place, prior to a final decision. Staff report and recommendations are posted for public viewing 48 hours prior to Board Committee meetings.</p>
<p>Board of Education Votes</p> <p>The OUSD Board of Education votes on the renewal of the charter. Board of Education votes to renew, renew with conditions, or to not renew a school's charter.</p>	<p>Decision-meeting to occur approximately 60 days* following the submission of charter renewal request. * Parties may mutually agree for an extension up to 30 days.</p>

OUSD Charter Renewal Protocol 2011 Summary

<p>Legislature's Intent</p> <p>The legislature's intent regarding accountability for charter schools is to:</p> <ul style="list-style-type: none"> • "Improve Pupil Learning" Education Code 47601(a) • "hold the schools ...accountable for meeting measurable pupil outcomes, and provide schools with a method to change from a rule-based to performance-based accountability systems." Education Code 47601(f) 	<p>Key Assumptions Re: Charter School Renewal</p> <ol style="list-style-type: none"> 1. Autonomy, innovation, and public school choice are all a means to improved pupil learning. 2. Renewal decisions are to be based primarily on past performance, (as opposed to plans for future improvement). 3. Due to increased freedoms from regulations and restrictions in exchange for high accountability, as well as charter law intent to improve student achievement, particularly when the local public school system is under-performing, charter schools will be held to a standard higher than traditional public schools.
<p>CA STATUTE: A charter renewal request is expected to be evaluated based on criteria set forth in EC 47605.</p>	
<p>A school district governing board shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one, or more, of the following findings:</p> <ol style="list-style-type: none"> (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school. (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (3) The petition does not contain the number of signatures required by subdivision (a). (4) The petition does not contain an affirmation of each of the conditions described in subdivision (d). (5) The petition does not contain reasonably comprehensive descriptions of all of the [required charter elements.] 	
<p>A Prerequisite for Charter Renewal: AB 1137</p>	
<ol style="list-style-type: none"> (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years. [Or] (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years. [Or] (3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last 	<p>> If one of the first three AB 1137 criteria is not met, a charter may not be reauthorized, unless the District has "clear and convincing" evidence to support an exception.</p> <p>> If the AB 1137 criteria are met, "a charter may be granted one or more subsequent renewals" by the Board. [Ed. Code § 47607 (a)(1).</p>
<p>A charter school applying for Renewal will be assessed along three areas:</p> <ol style="list-style-type: none"> 1. Is the school an Academic Success? 2. Is the school an Effective, Viable Organization? 3. Has the school been Faithful to the Terms of its Charter? 	<p>Is the school an Academic Success?</p> <p>This area is divided into Outputs and Inputs.</p> <ul style="list-style-type: none"> • Outputs are the Academic Achievement Levels reached by the school's students. • Inputs are the Educational Program offered by the school.
<p>Output</p> <ol style="list-style-type: none"> 1) School has met or has made substantial progress towards meeting all of its "Measurable Pupil Outcomes" as stated in its charter <p>AND</p> <ol style="list-style-type: none"> 2) School has achieved at least one of the following: <ul style="list-style-type: none"> • Attained an API score of 800 or higher the year of its Renewal request Or • Its performance is better than the performance of the traditional schools the students would have otherwise attended. Or • Its performance is better than surrounding traditional schools that have similar demographics 	<p>Input</p> <ol style="list-style-type: none"> 1) The school has been evaluated in Criteria 1, Criteria 2, and Criteria 3 set forth in the <i>OUSD Charter School Renewal Quality Review (CSRQR)</i>* <p>Criteria 1: Improving Student Achievement</p> <p><i>A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards and closing achievement gaps of students.</i></p> <p>Criteria 2: Strong Leadership</p> <p><i>The leaders of a charter school are stewards of the charter's mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.</i></p> <p>Criteria 3: A Focus on Continuous Improvement</p> <p><i>A charter school engages in a process of continuous self-improvement in order to increase effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.</i></p>

Introduction and Background

The Charter Schools Act of 1992 provides 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:

- improve pupil learning;
- increase learning opportunities for all pupils;
- encourage the use of different and innovative teaching methods;
- create professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- provide expanded choices in the types of opportunities that are available within the public school system; and
- hold schools accountable for meeting measurable pupil outcomes.

The act was intended to stimulate continual improvement in all public schools and create school-centered, performance-based accountability within the public school system.

The “license to dream” provided by the charter law subsequently led to the establishment of hundreds of charter schools in the state. Today, over a decade later, California’s charter schools reflect a variety of educational visions, pedagogical approaches, student populations, and organizational designs, which make them uniquely varied and complex.

From the moment a charter school petition is approved, its leaders enter into a pact, providing accountability for high student achievement in exchange for autonomy from onerous state regulations and requirements. In order to meet its obligation to provide thorough, responsible oversight of the charter schools it authorizes, the Oakland Unified School District (OUSD) has created a Charter School Renewal Protocol (Appendix I) that sets high standards for charter schools serving students in Oakland.

The Oakland Unified School District, has developed the *Charter School Renewal Quality Review* (CSRQR) to help inform OUSD’s decision for renewal in these three performance areas:

1. Is the school an **Academic Success**?
2. Is the school an **Effective, Viable Organization**?
3. Has the school been **Faithful to the Terms of its Charter**?

The CSRQR process will assist the charter schools authorized by Oakland Unified School District in ensuring that high expectations, strong teaching practices, supportive learning environments and fiscal responsibility are carefully and thoughtfully aligned and carried out.

This *Charter School Renewal Quality Review* (CSRQR) Handbook serves two main purposes:

1. To clarify the Review Process for charter school leaders.
2. To provide a comprehensive reference for visiting Renewal School Review Teams.

What Are the Reviewers Looking For?

Consistent with the Oakland Unified School District Charter Renewal Protocol, the purpose of the CSRQR at the time of charter renewal is to corroborate the information set forth in the renewal application submitted by the school, as well as provide significant qualitative data to assist in the overall evaluation of the renewal request. To minimize the burden of administrators and staff, almost all of the documentation requested in the review will be drawn from materials already required for charter school operations and the school's application for renewal. Attention has been paid to consider alignment of required documentation with other school review processes such as WASC (Western Association of Schools and Colleges) to further minimize the burden on site-based staff as the school undergoes renewal.

The focus of the school review will be on the systems and processes the school has implemented for its instructional program and support for student learning, its use of data in raising student achievement as well as the effectiveness of its leadership and governance structures and the integrity of its fiscal operations.

The Review Team will assist in answering the following overarching renewal questions:

- **Is the school an Academic Success?**
- **Is the school an Effective, Viable Organization?**
- **Has the school been Faithful to the Terms of its Charter?**
- **What is the school's Plan for a Future Charter Term?**

The following Key Questions will also be addressed through classroom observations, focus group interviews with stakeholders (school leadership, teachers, staff, governing board, students, teachers, parents and family members and business and community partners):

1. How does the school work towards meeting its mission?
2. In what ways do the school leadership and staff evaluate their performance and the overall performance of the school?
3. What is the quality of teaching and how has it impacted student academic achievement?
4. What strategies and factors does the school use to contribute to its success?
5. How effective is the leadership and governance structure in supporting the academic, operational and organizational aspects of the school?
6. Has the school met or made substantial progress towards meeting the standards outlined in the OUSD Charter Renewal Protocol?

Making Consistent Judgments

In the complex context of school review it is important that the terminology used is clearly understood by everyone concerned. It is also imperative that everyone recognizes that there are many ways in which a school's program for improving student outcomes can merit a particular evaluation and that awarding levels is a matter of informed professional judgment and not simply a technical process. The following rubric is included to assist reviewers in making consistent judgments.

- An evaluation of **(5)** applies to schools characterized, overall, by strengths. There are very few or no weaknesses, and any that exist do not diminish the students' experience. Although an evaluation of **(5)** represents a high standard of quality, it is a standard that is achievable by all schools. It implies that the school may appropriately continue its work without significant adjustment, and that there is compelling evidence that this program can be sustained at a high level. However, all schools are expected to continue to take advantage of all opportunities to improve. The Quality Indicator (QI) for this element is *excellent*.
- An evaluation of **(4)** applies to schools where efforts to improve student achievement are characterized by a number of strengths. There are a few weaknesses, but neither singly nor collectively, do these have a significant adverse impact on the student experience. An evaluation of **(4)** may be appropriate in circumstances where the organization may make for a productive student experience; but it may not apply consistently to some students. There is strong evidence that this element can be sustained at a level that positively impacts student experiences. Typically, the school's academic improvement practices will be characterized by strengths but one or more weaknesses will reduce the overall quality of the practices. The Quality Indicator (QI) for this element is *proficient*.
- An evaluation of **(3)** applies to schools characterized by some strengths, but where some important weaknesses have an impact on the quality of students' experiences. In general, an evaluation of **(3)** will imply the need for structured and timed action on the part of the school. It may be arrived at in a number of circumstances. There may be some of strengths, but there will also be weaknesses which will be, either individually or collectively, sufficient to diminish the student experience in significant ways. There may be an overall lack of evidence that this program can be sustained or implemented by the school at a level to positively impact student experiences. The QI for the element provided is *underdeveloped*.
- An evaluation of **(2)** applies to schools where the program is characterized by weaknesses that require immediate and significant corrective action by the school. Some, if not all, staff responsible for improving student achievement require support from senior managers in planning and carrying out necessary actions to enhance the effectiveness of the school's efforts to improve student outcomes. There are a few strengths but these are overshadowed by the impact of the weaknesses. There is little evidence that this program can be sustained or implemented by the school at a level to positively impact student experiences. The Quality Indicator (QI) for this element is *inadequate*.
- An evaluation of **(1)** applies when there are major weaknesses in the program, requiring immediate remedial action on the part of the school. The student experience is at risk in significant respects. In almost all cases, staff responsible for a program that is evaluated *unsatisfactory* will require significant support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside effective peers in or beyond the school. There is no evidence that this program can be sustained or implemented by the school to positively impact student experiences. The Quality Indicator (QI) for this element is *unsatisfactory*.

Roles and Responsibilities During Pre-Visit Preparation

The School

- Send the completed *School Self-Evaluation Form (SSEF)* in Appendix 4 of this handbook, electronically, to the Lead Reviewer no later than two weeks before the visit*
- Form representative focus groups of teachers, board members, parents and students to meet with the team at the scheduled times
- Inform administrators, board members, district administration and teachers of their meeting times with the review team
- Arrange for samples of student work/portfolios to be made available during the visit
- Arrange to have a room where 2-4 members can work on computers and confer privately
- It would be helpful to have refreshments (coffee, water, etc.) available during the entire visit

Lead Reviewer

- Coordinates the review team
- Contacts school to be sure of schedule and final arrangements
- Review the school's completed SSEF and collect preliminary information on the school
- Brief review team on the visit schedule and preliminary school information gathered

** At least two weeks before the review, the charter school leadership completes the School's Self Evaluation Form (SEF). This is a very important part of the process because when completed thoughtfully and thoroughly, it not only helps the review team to understand the school, but also provides an insight into how well the school evaluates its own work and effectiveness.*

The School Site-Visit

During the two-day site-visit, the lead reviewer and the team will aim to get to know as much about the school as possible in the time available.

The Review Team follows an intensive daily schedule during which it collects evidence through observation of teaching and learning, examination of student work and discussion with teachers, students, parents and other members of the school community. It is this first-hand evidence, coupled with the evidence gathered at pre-review which provides the team with a thorough understanding of the school's program and operations and of the quality therein.

Observing lessons

A significant amount of time is spent observing how well students learn as a result of the instruction they receive. This is the *cornerstone activity* in making the evaluation of "how well the school meets its goals and objectives" under the Cambridge review process.

Meeting with teachers, parents, students and board members

In consultation with the school, Reviewers will meet with school staff, parents, students and board members who often provide valuable insight into the quality of education provided at the school.

Reviewing student work

Reviewers will ask teachers for examples of students' work, as well as curriculum documents such as scope and sequence, records of internal assessment and results in external tests and examinations. The school may offer other relevant measures or indicators of attainment and progress towards meeting the renewal criteria in order to demonstrate achievement.

If there has been effective communication during the review process and if the school is reflective and self-critical in its approach to the evaluation, it is unlikely that the report-out will contain any surprises.

It is always suggested that the School Leader has others from their team and/or members of the board present to share the key findings with him/her.

Schedule	Day 3
9:30 – 10:00	OUSD Staff ONLY Meet with Administration
10:00 – 10:30	OUSD Staff ONLY Class visits
10:30 – 11:00	OUSD Staff ONLY Document Review
11:30 – 12:00	

Final Report and Recommendation for Charter School Renewal or Non-Renewal

The on-site feedback is followed by a full report. This will be completed and a first draft will be sent to the school within 20 calendar days.

The lead reviewer has responsibility for ensuring that the report is consistent and derived from the evidence collected during the visit. The full report will be more detailed than the initial overview shared with the school; it will contain findings for each key area with linked supporting evidence found during the review.

A copy of the final report will be sent to the Oakland Unified School District. The Office of Charter Schools at OUSD will send the final copy of the report as well as the accompanying Board of Education materials to the Board Secretary to become public record.

The results of this on-site review process is ONE aspect of consideration for charter renewal. The Oakland Unified School District Board of Education has sole authority in any decisions related to the renewal or non-renewal of a charter school.

- *Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues, and potential changes in the environment in which charter schools operate*
- *Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success*
- *Abstains from any decision involving a potential or actual conflict of interest*
- *Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter*
- *Engages community involvement in the school*

Criteria 3: A Focus on Continuous Improvement

A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.

Characteristics

A quality charter school . . .

- *Uses information sources, data collection, and data analysis strategies for self-examination and improvement*
- *Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction*
- *Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter*
- *Uses student assessment results to improve curriculum and instruction*
- *Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement*

Oakland Unified School District

Quality Standards Rubric

Site Visit Evaluation

Criteria for Charter Renewal

2010-2011

Proficiency Descriptor for Renewal Recommendation

SITE REVIEW CRITERIA PROFICIENCY (Level 4) DESCRIPTOR FOR RENEWAL RECOMMENDATION

OUSD Renewal Site Review Criteria

Criteria 1: Improving Student Achievement
A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, state and federal performance standards, and closing achievement gaps of students.

Criteria 2: Strong Leadership
The leaders of a charter school are stewards of the charter's mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.

Criteria 3: A Focus on Continuous Improvement
A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.

Criteria 4: Responsible Governance
A charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools.

Criteria 5: Fiscal Accountability
A charter school fulfills its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. The school conducts an annual financial audit which is made public.

Renewal Questions

Is the School an Academic Success?
Is the School and Effective, Viable Organization?
Has the School Remained Faithful To Its Charter?

Level 4

Descriptor:

An evaluation of (4) applies to schools where efforts to improve student achievement are characterized by a number of strengths.

There are a few weaknesses, but neither singly nor collectively, do these have a significant adverse impact on the student experience. An evaluation of (4) may be appropriate in circumstances where the organization may

Criteria 1: Improving Student Achievement

Schoolwide goals consistent with the terms of the charter are clearly articulated with interim benchmarks that demonstrate solid and steady student achievement and progress. State and schoolwide student assessments demonstrate overall proficiency of improved rates as compared to neighboring public schools and at measurable growth rates for matched cohort students (added value) in state performance standards that are higher than in neighboring public schools. The school is meeting its Academic Performance Index (API) targets as defined by the CA in all areas. The

Criteria 2: Strong Leadership

The school leadership is knowledgeable and positively impacts the school by effectively communicating and engaging stakeholders in the school's mission and program. He/she ensures the effective implementation of the educational program outlined in the school's charter through clear policies and procedures so the school runs smoothly. The school leader actively monitors and evaluates the success of the school through reflection, data collection and analysis, and through a professional development and staff evaluation system that positively advances teaching and learning and professional

Criteria 3: A Focus on Continuous Improvement

The school implements a quality assurance process that analyzes and advances the effectiveness of teaching and learning strategies in relationship to student performance results. This may be at early stages but there is evidence to show that it is implemented consistently and is adding value to the quality of student experience and learning. Systems for gathering, monitoring and analyzing student performance data throughout the year are in place, and data analysis of state and schoolwide assessment results are used regularly to improve curriculum and instruction and to prioritize resource

Criteria 4: Responsible Governance

The charter school governance adheres to and consistently follows a fully adopted set of bylaws which include: conflicts of interest policies, meeting protocols and procedures, and formal delineations of roles and authorities within the school. The school's governance policies are organized and are easily accessible to the public. The school governing board consists of individuals who are experienced in managing organizations and who are well-versed in charter law. The board regularly provides opportunities for stakeholders to address the administration and board and conducts its meetings in an organized and effective manner to encourage public comment and participation. All board meeting

Criteria 5: Fiscal Accountability

The school creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability by establishing a clear budget development system which includes creation of comprehensive budget assumptions, processes for which the school's governing body adopts a budget at least 30 days prior to the new fiscal year, the monitoring of the working budget against actuals monthly, and a review of ADA assumptions monthly. All accounts payable obligations are up-to-date, appropriately described, and disclosed in financial statements.

Making Consistent Judgments

In the complex context of school review it is important that the terminology used is clearly understood by everyone concerned. It is also imperative that everyone recognizes that there are many ways in which a school's program for improving student outcomes can merit a particular evaluation and that awarding levels is a matter of informed professional judgment and not simply a technical process. The following rubric is included to assist reviewers in making consistent judgments.

- An evaluation of (5) applies to schools characterized, overall, by strengths. There are very few or no weaknesses, and any that exist do not diminish the students' experience. Although an evaluation of (5) represents a high standard of quality, it is a standard that is achievable by all schools. It implies that the school may appropriately continue its provision without significant adjustment, and that there is compelling evidence that this provision can be sustained at a high level. However, all schools are expected to continue to take advantage of all opportunities to improve. The Quality Indicator (QI) for this provision is *excellent*.
- An evaluation of (4) applies to schools where efforts to improve student achievement are characterized by a number of strengths. There are a few weaknesses, but neither singly nor collectively, do these have a significant adverse impact on the student experience. An evaluation of (4) may be appropriate in circumstances where the provision may make for a productive student experience; but it may not apply consistently to most or all students. There is strong evidence that this provision can be sustained at a level that positively impact student experiences. Typically, the school's academic-improvement practices will be characterized by strengths but one or more weaknesses will reduce the overall quality of the practices. The Quality Indicator (QI) for this provision is *proficient*.
- An evaluation of (3) applies to schools characterized by some strengths, but where some important weaknesses have an impact on the quality of students' experiences. In general, an evaluation of (3) will imply the need for structured and timed action on the part of the school. It may be arrived at in a number of circumstances. There may be some of strengths, but there will also be weaknesses which will be, either individually or collectively, sufficient to diminish the student experience in significant ways. There may be an overall lack of evidence that this provision can be sustained or implemented by the school at a level to positively impact student experiences. The QI for the provision provided is *underdeveloped*.
- An evaluation of (2) applies to schools where provisions are characterized by weaknesses that require immediate and significant corrective action by the school. Some, if not all, staff responsible for improving student achievement require support from senior managers in planning and carrying out necessary actions to enhance the effectiveness of the school's efforts to improve student outcomes. There are a few strengths but these are overshadowed by the impact of the weaknesses. There is little evidence that this provision can be sustained or implemented by the school at a level to positively impact student experiences. The Quality Indicator (QI) for this provision is *inadequate*.
- An evaluation of (1) applies when there are major weaknesses in provision, requiring immediate remedial action on the part of the school. The student experience is at risk in significant respects. In almost all cases, staff responsible for provision evaluated *unsatisfactory* will require significant support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside effective peers in or beyond the school. There is no evidence that this provision can be sustained or implemented by the school to positively impact student experiences. The Quality Indicator (QI) for this provision is *unsatisfactory*.

School self-evaluation and school status assessment processes enable staff to ask the right focused questions. They do not provide a set of answers.
OUSD Charter Renewal Handbook

Criteria 1: Improving Student Achievement

A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, state and federal performance standards, and closing achievement gaps of students.

	<i>The criteria for making judgments on the quality of the Student Academic Achievement First</i>	<i>Quality of provision broadly equivalent to the following would be assessed at Level 5</i>	<i>Quality of provision broadly equivalent to the following would be assessed at Level 2</i>
1.1	Achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, and state and federal standards	The school has program strong learning goals in place that are clear and contain measurable interim benchmarks, which include those that can be measured annually. The school consistently meets its Academic Performance Index (API) targets as defined by the State of CA in all areas. The school consistently meets Adequate Yearly Progress (AYP) goals as defined by NCLB in all areas. Schoolwide performance goals are clearly articulated and include the minimum student performance required for advancement or graduation.	Goals are vague and not measurable. Performance objectives and expectations are unclear to teachers and students. Adequate Yearly Progress has not been met in various areas in three or more years.
1.2	Achieves comparably improved student learning outcomes relative to students in traditional public schools that students would have otherwise attended	The students consistently achieve proficiency standards in core subjects at improved rates as compared to neighboring public schools that are not already achieving state level proficiency school-wide. The school consistently achieves measurable growth rates for matched cohort students (added value) in state performance standards that are higher than the neighboring public schools that are not already achieving state level proficiency school-wide	The school is performing below the median proficiency levels in core subject areas as compared to neighboring schools that are not already achieving state level proficiency school-wide. Matched cohort data (added value) indicates a growth rate that is below that of neighboring schools not already proficient school-wide, on state testing measures.
1.3	Demonstrates high expectations for student achievement	High levels of student academic attainment and achievement are expected throughout the entire school. These high expectations are reflected in the school curriculum which: a) provides rich content and strong vocabulary 2) clearly identifies essential and enduring knowledge, and 3) provides assessments that effectively support students' long-term mastery of essential knowledge. The curriculum is structured in a coherent grade-by-grade sequence to prepare students for life-long learning, careers, and active citizenship	While teachers and staff recognize the importance of high expectations, the curriculum is not structured for high academic performance nor the attainment of essential and enduring knowledge. Curriculum is loosely structured and non sequential. There is little relevancy or connection to life long learning.
1.4	Provides a challenging and coherent curriculum for each individual student	The school has a robust standards-based curriculum with strategies in place to meet the needs of and challenge all students, including those who are not at grade-level. The school has systems in place to formally identify individual student needs and has effective strategies in place to meet the needs of English Learners (EL) and students with Special Education plans and 504s. The school is closing achievement gaps among student sub-groups at a rate exceeding other schools with similar demographics.	The school's curriculum is standards-based, but is not meeting needs of all individuals. Support structures for students not meeting grade-level standards are inadequate. EL and students with special education plans are/or making inadequate progress. The achievement gap among subgroups are on par with those in similar or surrounding schools.

	<p>The criteria for making judgments on the quality of the Student Academic Achievement First</p>	<p>Quality of provision broadly equivalent to the following would be assessed at Level 5</p>	<p>Quality of provision broadly equivalent to the following would be assessed at Level 2</p>
<p>1.10</p>	<p>Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process</p>	<p>Parents/families are given accessible and relevant information about their child's progress through a variety of methods to communicate student achievement to parents, which include progress reports, report cards, parent/student meetings, etc.... Students and parents are well-informed of the class/course learning objectives and of their child's progress on those objectives throughout the school year. The results of individual student and schoolwide assessments are communicated to students and parents on a regular basis. The school provides regular school progress reports and schoolwide student achievement data to all members of the school community and solicits feedback and assessment of school progress through parent/student/teacher (and other stakeholder) surveys.</p>	<p>The school provides basic student achievement information to the school community.</p>

The criteria for judging the quality of Ethical Leadership	Quality of provision broadly equivalent to the following would be assessed at Level 5	Quality of provision broadly equivalent to the following would be assessed at Level 2
2.7	<p>with fairness, dignity, and respect</p> <p>School leadership has developed policies and specific training practices that clarify the responsibilities and relationships among key leaders, governing board members, staff, students and parents. The school leadership participates regularly in professional development opportunities which provide relevant insight into the trends, issues and potential changes in the environment in which charter schools operate</p>	<p>voice in the school.</p> <p>Leadership is not current with trends and issues currently affecting charter schools. Responsibilities and roles of leaders, governing bodies and staff are unclear.</p>
2.8	<p>School leaders make decisions that reflect high standards and ethics; allocate resources based primarily on their impact on student achievement and well-being; and implement business policies and procedures that promote school sustainability, and operational viability. Staff report that leadership is working effectively to create an optimal teaching and learning environment.</p>	<p>The impact of school management decisions on teaching and learning is limited. Evidence of decision-making that reflects consistently applied high standards is not present.</p>
2.9	<p>The school leadership does not engage in actions that present a conflict of interest; and board members and employees formally declare any conflicts of interest or potential conflicts of interest he or she may have in relationship to the fiscal policies and operation of the charter school as outlined in policies.</p>	<p>Conflict of interest policies are vague and/or inconsistently implemented.</p>
2.10	<p>The leadership implements effective programs and policies that enable all students to be effectively served, particularly special education and second language learners</p>	<p>Minimum supports and interventions are in place to meet the needs of special student populations. Supports for specialized populations are not aligned to the core curriculum.</p>
2.11	<p>The board and school leadership develop and implement an effective communications plan utilizing board members, parents, staff and students that engages varied community support.</p>	<p>Communication and solicitation for community involvement in the school is limited or non-existent.</p>

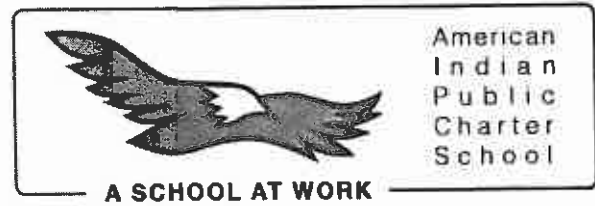
	The criteria for judging the quality of the Continuous Focus on Improvement	Quality of provision broadly equivalent to the following would be assessed at Level 5	Quality of provision broadly equivalent to the following would be assessed at Level 2
		achievement gaps among subgroups. Curriculum and instruction is adjusted accordingly to maximize achievement.	
3.5	Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement	Resources are allocated effectively and appropriately (among materials, equipment, staff, and facilities) and use effectively to optimize student learning.	Resources allocation is inconsistent and do not clearly align with programmatic improvement Or increasing student achievement. There is little monitoring of the use of resources for the optimization of student needs

	The criteria for judging Responsible Governance	Quality of provision broadly equivalent to the following would be assessed at Level 5	Quality of provision broadly equivalent to the following would be assessed at Level 2
		<p>subscribed) an adopted and applied public lottery policy for enrollment.</p>	
4.5	<p>Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status</p>	<p>The school provides regular reports of student performance, academic progress and the school's fiscal health to the authorizer. The legal and fiscal authorities/responsibilities of the school and of the authorizer is clearly articulated in writing, and clearly defined operational agreements, contracts and MOU's have been established with the authorizing agency in key areas such as liability, special education, and facilities.</p>	<p>There is limited communication between the school and its authorizer. Operational agreements are vague or non-existent, and formal delineation of key areas of responsibility are unclear.</p>

The criteria for making judgments on Fiscal Responsibility	Quality of provision broadly equivalent to the following would be assessed at Level 5	Quality of provision broadly equivalent to the following would be assessed at Level 2
<p>5.3 Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely</p>	<p>deadlines, and the authorizing agency reviews the charter school's corrective action in response to any audit exceptions</p> <p>The school adheres to an adopted fiscal policy and procedures manual which include procedures for the authorization of purchases and release of funds, including signatories for checks or purchase orders over a specified threshold, and procedures related to credit cards and revolving cash funds.</p> <p>Bank reconciliations for all school-affiliated bank accounts are completed and reviewed on a monthly basis (person empowered to sign the check is not the same person (or related to the person) who reconciles the account). Policies are established to ensure that contracts reflect fair market value and raise no conflict of interest issues. The school has a clear and organized tracking system for costly fixed assets such as textbooks and computer equipment.</p>	<p>Fiscal policies are not readily assessable. There is a general understanding of policies and procedures but the staff is unaware of any written documents. Bank reconciliation is completed sporadically.</p>
<p>5.4 Ensures financial resources are directly related to the school's purpose: student achievement of learning goals</p>	<p>The school prioritizes funds to maintain a functional, clean, and safe learning environment and to provide adequate materials and equipment to support student learning. The school provides sound justification for its employee compensation structure and has established procedures for the approval of employee compensation.</p> <p>Financial decisions are made based on well identified schoolwide needs and priorities.</p>	<p>Lack of evidence that sufficient funds are allocated to ensure functional, clean and/or safe learning environment is established or maintained. Financial decisions are made sporadically and without systemic approaches to address the needs of the students.</p>

21

3637 Magee Ave
Oakland, CA 94619
Tel. (510) 482-6000
Fax. (510) 482-6002
www.aimschools.org



AIMS Board Manual

Long Term Strategic Plan

1. Increase Enrollment
2. Recruit Local Board Members
3. Maintain an API greater than 910
4. Increase Diversity of Staff and Student Body

22



American Indian Model Schools (AIM)
171 12th Street
Oakland, CA 94607

Attendance Policy

Overview

All members of the AIM Schools family should take pride in the schools' attendance records. Our attendance rates for students and staff far surpass the district and state averages. As with our STAR test results, others have questioned the integrity of our attendance data. It is vital, therefore, that we ensure the legitimacy of our attendance record. This attendance policy outlines the AIM Schools procedures for making certain that accurate and complete attendance records are kept.

Relevant Educational Code

46010. The total days of attendance of a pupil upon the schools and classes maintained by a school district, or schools or classes maintained by the county superintendent of schools during the fiscal year shall be the number of days school was actually taught for not less than the minimum schooldays during the fiscal year less the sum of his or her absences.

46010.3. Notwithstanding subdivision (a) of Section 46010 or any other provision of law, for purposes of calculating days of attendance in order to compute any apportionment of state funding under this code, a pupil enrolled in a regular day class, including opportunity classes and classes conducted in county community schools, for the minimum day that is applicable to that pupil is deemed to be present for the entire schoolday, unless he or she is absent for the entire schoolday. This section does not apply to any pupil whose attendance is required under this code, or under Title 5 of the California Code of Regulations, to be recorded by clock hours.

46300. (a) In computing average daily attendance of a school district or county office of education, there shall be included the attendance of pupils while engaged in educational activities required of those pupils and under the immediate supervision and control of an employee of the district or county office who possessed a valid certification document, registered as required by law.

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 and should be accounted for in district attendance records, regardless of the length of time the student attends school on that day. If a student is absent from school for the entire day, he or she must be marked as absent on district attendance reports. If a student is absent from school for the entire day, and comes for the sole



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

Enrollment Information Guide – 2011-2012

Who can apply to AIPCS?

- AIPCS 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 6 through 8 without regard to the residence of the pupil and subject only to the capacity of the school.

How do I apply?

- AIPCS will begin accepting registration forms on September 15, 2010.
- AIPCS 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 AIPCS II, 171 12th St, Oakland, CA.
- All registration forms must be submitted to the 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 AIPCS?

- 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 Charter School
3637 Magee Ave.
Oakland, CA 94619

AIPCS Withdrawal and Transfer Policy

Parents/guardians may withdraw or transfer a student from American Indian Public Charter School (AIPCS) 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 AIPCS 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, AIPCS 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 AIPCS may apply for re-admittance.

For returning AIPCS 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 AIPCS has credible information that the child is enrolled in another school or not living in the area, AIPCS will consider the student to be withdrawn.

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.

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.

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

- 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.

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

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.

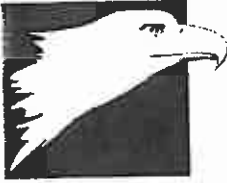
The governing board shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in Section 56026.

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
3637 Magee Avenue 171 12th Street
Oakland, CA 94619 Oakland, CA 94607

Local Complaint Procedures

Overview

The American Indian Public Charter School 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.

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.



American Indian Model Schools
3637 Magee Avenue 171 12th Street
Oakland, CA 94619 Oakland, CA 94607

Uniform Complaint Procedures

Overview

The American Indian Public Charter School 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.

Upon receipt of a written complaint from an individual, public agency or organization, the uniform complaint procedures shall be initiated. The Director or his designee shall distribute full information about these procedures.

The Board acknowledges and respects students' and employees' rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation.

The Director shall ensure that employee(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The director shall ensure that the mediation results are consistent with state and federal laws and regulations.

Complaint Definition

A complaint is an allegation that is reduced to writing by a parent/guardian, student, employee, duly authorized representative or interested third party, public agency, or organization alleging that the American Indian Model (AIM) school (AIPCS, AIPHS, and AIPCS II) violated (did not comply with) a Federal, or State regulation, or engaged in unlawful discrimination in programs and activities directly funded by the State or in receipt of any financial assistance from the State or Federal government.

Timeline for Filing Complaints

All complaints must be filed no later than six (6) months after the alleged occurrence, but may be extended not to exceed ninety (90) calendar days by the consent of the Director or designee for good cause.

Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six (6) months from the date of when the alleged

provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and the school's representatives shall have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (Title 5, CCR 4631) To ensure that all pertinent facts are made available, the Director may ask other individuals to attend this meeting and provide additional information.

In all other cases, the Director, or his designee, shall confer with the complainant and the person against whom the complaint is made in an effort to resolve the complaint, unless mutually waived. Parties shall have the option of presenting evidence related to the complaint and of meeting together to discuss the complaint or question each other and may also question each other's witnesses. (Title 5, Section 4631)

In addition to accepting information from the parties to the complaint, the investigating official in all cases will review any relevant documents and question relevant witnesses before issuing the final written decision. Within 30 days of receiving the complaint, the Director shall prepare and send to the complainant a written report of the school's investigation and decision, as described in Step 5, below.

Step 4: Appeal to the AIPCS Governance Board

A complaint not satisfactorily resolved by the Director's decision may be appealed to the AIPCS II Governance Board in writing by the complainant within five (5) calendar days of receipt of the Director's response. The appeal form shall be filed with the AIPCS Board Secretary or her designee. The appeal can only include the allegations outlined in the initial complaint. New allegations cannot be included in the appeal.

Upon receiving the appropriately completed appeal form from the complainant, the Board or its designee shall:

1. Notify the employee(s) to whom the complainant was directed.
2. Investigate the appeal. This may include the following steps:
 - Review the appeal filed by the complainant.
 - Review documents from the initial investigator.
 - Conduct additional interviews as necessary.
 - Allow both parties to discuss the complaint, initial decision decision, or question each other, except for discrimination or sexual harassment complaints.
3. Respond in writing to the complainant within ten (10) calendar days after receipt of appeal, including a resolution.
4. Notify the employee(s) of the resolution.

Step 5: Final Written Decision

A written report shall be sent to the complainant via certified or U.S. Mail within sixty (60) calendar days from receipt of the complaint. The report of the Board's decision shall be written in English and in the primary language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the Board shall arrange a meeting at which a community member will interpret it for the complainant.

23

2011/2012
Statement of
Economic Interests



Form 700

A Public Document

Also available on the FPPC website:

- ***Form 700 in Excel format***
- ***Reference Pamphlet for Form 700***

California Fair Political Practices Commission

428 J Street, Suite 620 • Sacramento, CA 95814

Toll-free advice line: 1 (866) ASK-FPPC • 1 (866) 275-3772

Telephone: (916) 322-5660 • Website: www.fppc.ca.gov

December 2011

What's New

Reporting Investments – Exchange traded funds and similar financial investments that resemble mutual funds are not reportable for most individuals. The term "investment" no longer includes certain exchange traded funds, closed-end funds, or funds held in an Internal Revenue Code qualified plan. These non-reportable investment funds (1) must be bona fide investment funds that pool money from more than 100 investors, (2) must hold securities of more than 15 issuers, and (3) cannot have a stated policy of concentrating their holdings in the same industry or business ("sector funds"). In addition, the filer may not influence or control the decision to purchase or sell the specific fund on behalf of his or her agency during the reporting period or influence or control the selection of any specific investment purchased or sold by the fund. (Regulation 18237)

Reportable Investments, such as stock, held in a brokerage account or other type of managed account continue to be reportable regardless of whether you have control over those investments.

Who must file:

- Elected and appointed officials and candidates listed in Government Code Section 87200
- Employees and appointed officials filing pursuant to a conflict-of-interest code ("code filers"). **Obtain your disclosure categories, which describe the interests you must report, from your agency;** they are not part of the Form 700
- Candidates running for local elective offices that are designated in a conflict-of-interest code (e.g., county sheriffs, city clerks, school board trustees, and water board members)
- Members of newly created boards and commissions not yet covered under a conflict-of-interest code
- Employees in newly created positions of existing agencies

See Reference Pamphlet, page 3, at www.fppc.ca.gov or obtain from your filing officer.

Where to file:

87200 Filers

State offices	⇒ Your agency
Judicial offices	⇒ The clerk of your court
Retired Judges	⇒ Directly with FPPC
County offices	⇒ Your county filing official (e.g. Clerk of the Board of Supervisors)
City offices	⇒ Your city clerk
Multi-County offices	⇒ Your agency

Code Filers — State and Local Officials and Employees Designated in a Conflict-of-Interest Code:

File with your agency, board, or commission unless otherwise specified in your agency's conflict-of-interest code (e.g., Legislative staff files directly with FPPC). In most cases, the agency, board, or commission will retain the statements.

Members of Boards and Commissions of Newly Created Agencies: File with your newly created agency or with your agency's code reviewing body.

Employees in Newly Created Positions of Existing Agencies: File with your agency or with your agency's code reviewing body. See Reference Pamphlet, page 3.

Candidates: File with your local elections office.

How to file:

The Form 700 is available at www.fppc.ca.gov. Form 700 schedules are also available in Excel format. All statements must have an original "wet" signature or be duly authorized by your filing officer to file electronically under Government Code Section 87500.1. Instructions, examples, FAQs, and a reference pamphlet are available to help answer your questions.

When to file:

Annual Statements

⇒ March 1, 2012

- Elected State Officers
- Judges and Court Commissioners
- State Board and Commission Members listed in Government Code Section 87200

⇒ April 2, 2012

- Most other filers

Individuals filing under conflict-of-interest codes in city and county jurisdictions should verify the annual filing date with their local filing officers.

Statements postmarked by the filing deadline are considered filed on time.

Assuming Office and Leaving Office Statements

Most filers file within 30 days of assuming or leaving office or within 30 days of the effective date of a newly adopted or amended conflict-of-interest code.

Exception:

If you assumed office between October 1, 2011, and December 31, 2011, and filed an assuming office statement, you are not required to file an annual statement until March 1, 2013, or April 2, 2013, whichever is applicable. The annual statement will cover the day after you assumed office through December 31, 2012. See Reference Pamphlet, pages 6 and 7, for additional exceptions.

Candidate Statements

File no later than the final filing date for the declaration of candidacy or nomination documents.

Amendments

Statements may be amended at any time. You are only required to amend the schedule that needs to be revised. It is not necessary to amend the entire filed form. Obtain amendment schedules at www.fppc.ca.gov.

There is no provision for filing deadline extensions.

Statements of 30 pages or less may be faxed by the deadline as long as the originally signed paper version is sent by first class mail to the filing official within 24 hours.

Introduction

The Political Reform Act (Gov. Code Sections 81000-91014) requires most state and local government officials and employees to publicly disclose their personal assets and income. They also must disqualify themselves from participating in decisions that may affect their personal economic interests. The Fair Political Practices Commission (FPPC) is the state agency responsible for issuing the attached Statement of Economic Interests, Form 700, and for interpreting the law's provisions.

Gift Prohibition

Gifts received by most state and local officials, employees, and candidates are subject to a limit. For 2011-2012, the gift limit remains at \$420 from a single source during a calendar year. This gift limit is effective until December 31, 2012.

In addition, state officials, state candidates, and certain state employees are subject to a \$10 limit per calendar month on gifts from lobbyists and lobbying firms registered with the Secretary of State. See Reference Pamphlet, page 10.

State and local officials and employees should check with their agency to determine if other restrictions apply.

Disqualification

Public officials are, under certain circumstances, required to disqualify themselves from making, participating in, or attempting to influence governmental decisions that will affect their economic interests. This may include interests they are not required to disclose (i.e., a personal residence is often not reportable, but may be disqualifying). Specific disqualification requirements apply to 87200 filers (e.g., city councilmembers, members of boards of supervisors, planning commissioners, etc.). These officials must identify orally the economic interest that creates a conflict of interest and leave the room before a discussion or vote takes place at a public meeting. For more information, consult Government Code Section 87105, Regulation 18702.5, and the Overview of the Conflict of Interest Laws at www.fppc.ca.gov.

Honorarium Ban

Most state and local officials, employees, and candidates are prohibited from accepting an honorarium for any speech given, article published, or attendance at a conference, convention, meeting, or like gathering. See Reference Pamphlet, page 10.

Loan Restrictions

Certain state and local officials are subject to restrictions on loans. See Reference Pamphlet, page 14.

Post-Governmental Employment

There are restrictions on representing clients or employers before former agencies. The provisions apply to elected state officials, most state employees, local elected officials, county chief administrative officers, city managers, including the chief administrator of a city, and general managers or chief administrators of local special districts and JPAs. The FPPC website has fact sheets explaining the provisions.

Late Filing

The filing officer who retains originally-signed statements of economic interests may impose on an individual a fine for any statement that is filed late. The fine is \$10 per day up to a maximum of \$100. Late filing penalties may be reduced or waived under certain circumstances.

Persons who fail to timely file their Form 700 may be referred to the FPPC's Enforcement Division (and, in some cases, to the Attorney General or district attorney) for investigation and possible prosecution. In addition to the late filing penalties, a fine of up to \$5,000 per violation may be imposed.

For assistance concerning reporting, prohibitions, and restrictions under the Act:

- Call the FPPC toll-free at (866) 275-3772.
- See the booklet entitled "Your Duty to File: A Basic Overview of State Economic Disclosure Law and Reporting Requirements for Public Officials" available at www.fppc.ca.gov.

Form 700 Public Access

Statements of Economic Interests are public documents. The filing officer must permit any member of the public to inspect and receive a copy of any statement.

- Statements must be available as soon as possible during the agency's regular business hours, but in any event not later than the second business day after the statement is received. Access to the Form 700 is not subject to the Public Records Act procedures.
- No conditions may be placed on persons seeking access to the forms.
- No information or identification may be required from persons seeking access.
- Reproduction fees of no more than 10 cents per page may be charged.

Instructions — Cover Page

Enter your name, mailing address, and daytime telephone number in the spaces provided. **Because the Form 700 is a public document**, you may list your business/office address instead of your home address.

Part 1. Office, Agency, or Court

- Enter the name of the office sought or held, or the agency or court. Consultants must enter the public agency name rather than their private firm's name. (Examples: State Assembly; Board of Supervisors; Office of the Mayor; Department of Finance; Hope County Superior Court)
- Indicate the name of your division, board, or district, if applicable. (Examples: Division of Waste Management; Board of Accountancy; District 45)
- Enter your position title. (Examples: Director; Chief Counsel; City Council Member; Staff Services Analyst)
- If you hold multiple positions (i.e., a city council member who also is a member of a county board or commission), you may be required to file statements with each agency. To simplify your filing obligations, you may complete an expanded statement.

To do this, enter the name of the other agency(ies) with which you are required to file and your position title(s) in the space provided. Attach an additional sheet if necessary. Complete one statement covering the disclosure requirements for all positions. Each copy must contain an original signature. Therefore, before signing the statement, make a copy for each agency. Sign each copy with an original signature and file with each agency.

Example:

Scott Baker is a city council member for the City of Lincoln and a board member for the Camp Far West Irrigation District – a multi-county agency that covers Placer and Yuba counties. Scott will complete one Form 700 using full disclosure (as required for the city position) and covering interests in both Placer and Yuba counties (as required for the multi-county position) and list both positions on the Cover Page. Before signing the statement, Scott will make a copy and sign both statements. One statement will be filed with City of Lincoln and the other will be filed with Camp Far West Irrigation District. Both will contain an original signature.

Remember that if you assume or leave a position after a filing deadline, you must complete a separate statement. For example, a city council member who assumes a position with a county special district after the April 2 annual filing deadline must file a separate assuming office statement. In subsequent years, the city council member may expand his or her annual filing to include both positions.

Part 2. Jurisdiction of Office

- Check the box indicating the jurisdiction of your agency and, if applicable, identify the jurisdiction. Judges, judicial candidates, and court commissioners have statewide jurisdiction. All other filers should review the Reference Pamphlet, page 13, to determine their jurisdiction.

- If your agency is a multi-county office, list each county in which your agency has jurisdiction.
- If your agency is not a state office, court, county office, city office, or multi-county office (e.g., school districts, special districts and JPAs), check the "other" box and enter the county or city in which the agency has jurisdiction.

Example:

This filer is a member of a water district board with jurisdiction in portions of Yuba and Sutter Counties.

1. Office, Agency, or Court	
Agency Name South Sutter Water District	
Division, Board, Department, District, if applicable	Your Position Board Member
<input type="checkbox"/> If filing for multiple positions, list below or on an attachment.	
Agency:	Position:
2. Jurisdiction of Office (check at least one box)	
<input type="checkbox"/> State	<input type="checkbox"/> Judge or Court Commissioner (Statewide Jurisdiction)
<input type="checkbox"/> Multi-County	<input type="checkbox"/> County of _____
<input type="checkbox"/> City of _____	<input checked="" type="checkbox"/> Other: Portions of Yuba & Sutter Counties

Part 3. Type of Statement

Check at least one box. The period covered by a statement is determined by the type of statement you are filing. If you are completing a 2011 annual statement, do not change the pre-printed dates to reflect 2012. Your annual statement is used for reporting the previous year's economic interests. Economic interests for your annual filing covering January 1, 2011, through December 31, 2011, will be disclosed on your statement filed in 2012. See Reference Pamphlet, page 4.

Combining Statements: Certain types of statements may be combined. For example, if you leave office after January 1, but before the deadline for filing your annual statement, you may combine your annual and leaving office statements. File by the earliest deadline. Consult your filing officer or the FPPC.

Part 4. Schedule Summary

- Enter the total number of completed pages including the cover page and either:

Check the box for each schedule you use to disclose interests;

- or -

if you have nothing to disclose on any schedule, check the "No reportable interests" box. Please do not attach any blank schedules.

Part 5. Verification

Complete the verification by signing the statement and entering the date signed. **When you sign your statement, you are stating, under penalty of perjury, that it is true and correct.** Only the filer has authority to sign the statement. An unsigned statement is not considered filed and you may be subject to late filing penalties.

STATEMENT OF ECONOMIC INTERESTS
COVER PAGE

Date Received _____
Official Use Only

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)

1. Office, Agency, or Court

Agency Name _____

Division, Board, Department, District, if applicable _____ Your Position _____

► If filing for multiple positions, list below or on an attachment.

Agency: _____ Position: _____

2. Jurisdiction of Office (Check at least one box)

- | | |
|---|---|
| <input type="checkbox"/> State | <input type="checkbox"/> Judge or Court Commissioner (Statewide Jurisdiction) |
| <input type="checkbox"/> Multi-County _____ | <input type="checkbox"/> County of _____ |
| <input type="checkbox"/> City of _____ | <input type="checkbox"/> Other _____ |

3. Type of Statement (Check at least one box)

- | | |
|---|--|
| <input type="checkbox"/> Annual: The period covered is January 1, 2011, through December 31, 2011. | <input type="checkbox"/> Leaving Office: Date Left _____
(Check one) |
| -or-
The period covered is _____ through December 31, 2011. | <input type="radio"/> The period covered is January 1, 2011, through the date of leaving office. |
| <input type="checkbox"/> Assuming Office: Date assumed _____ | <input type="radio"/> The period covered is _____ through the date of leaving office. |
| <input type="checkbox"/> Candidate: Election Year _____ Office sought, if different than Part 1: _____ | |

4. Schedule Summary

- Check applicable schedules or "None." ► Total number of pages including this cover page: _____
- | | |
|--|--|
| <input type="checkbox"/> Schedule A-1 - Investments – schedule attached | <input type="checkbox"/> Schedule C - Income, Loans, & Business Positions – schedule attached |
| <input type="checkbox"/> Schedule A-2 - Investments – schedule attached | <input type="checkbox"/> Schedule D - Income - Gifts – schedule attached |
| <input type="checkbox"/> Schedule B - Real Property – schedule attached | <input type="checkbox"/> Schedule E - Income - Gifts - Travel Payments – schedule attached |
- or-**
- None - No reportable interests on any schedule**

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
 (Business or Agency Address Recommended - Public Document)

DAYTIME TELEPHONE NUMBER () E-MAIL ADDRESS (OPTIONAL)

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed _____ (month, day, year) Signature _____ (File the originally signed statement with your filing official.)

Which Schedule Do I Use?

Common Reportable Interests

- Schedule A-1: Stocks, including those held in an IRA or a 401K
- Schedule A-2: Business entities (including certain independent contracting), sole proprietorships, partnerships, LLCs, corporations, and trusts
- Schedule B: Rental property in the jurisdiction
- Schedule C: Non-governmental salaries of public official and spouse/registered domestic partner
- Schedule D: Gifts from non-family members (such as tickets to sporting or entertainment events)
- Schedule E: Travel payments from third parties (not your employer)

Common Non-Reportable Interests

- Schedule A-1/A-2: Insurance policies, government bonds, diversified mutual funds, certain funds similar to diversified mutual funds (such as exchange traded funds) and investments held in certain retirement accounts. See Reference Pamphlet, page 12 for detailed information. (Regulation 18237)
- Schedule A-1/A-2: Savings and checking accounts and annuities
- Schedule B: A residence used exclusively as a personal residence (such as a home or vacation cabin)
- Schedule C: Governmental salary (such as a school district)
- Schedule D: Gifts from family members
- Schedule E: Travel paid by your government agency

Remember:

- ✓ Mark the "No reportable interests" box on Part 4 of the Schedule Summary on the Cover Page if you determine you have nothing to disclose and file the cover page only. **Make sure you carefully read all instructions to ensure proper reporting.**
- ✓ The Form 700 is a public document.
- ✓ **Most individuals must consult their agency's conflict-of-interest code for reportable interests.**
- ✓ Most individuals file the Form 700 with their agencies.

Questions and Answers

General

- Q. What is the reporting period for disclosing interests on an assuming office statement or a candidate statement?
- A. On an assuming office statement, disclose all reportable investments, interests in real property, and business positions held on the date you assumed office. In addition, you must disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you assumed office.

On a candidate statement, disclose all reportable investments, interests in real property, and business positions held on the date you file your declaration of candidacy. You must also disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you file your declaration of candidacy.

- Q. I hold two other board positions in addition to my position with the county. Must I file three statements of economic interests?
- A. Yes, three are required. However, you may complete one statement listing the county and the two boards on the cover page or an attachment as the agencies for which you will be filing. Report your economic interests using the largest jurisdiction and highest disclosure requirements assigned to you by the three agencies. Make two copies of the entire statement **before signing it**, sign each copy with an original signature, and distribute one original to the county and to each of the two boards. **Remember to complete separate statements for positions that you leave or assume during the year.**
- Q. I am a department head who recently began acting as city manager. Should I file as the city manager?
- A. Yes. File an assuming office statement as city manager. Persons serving as "acting," "interim," or "alternate" must file as if they hold the position because they are or may be performing the duties of the position.
- Q. As a designated employee, I left one state agency to work for another state agency. Must I file a leaving office statement?
- A. Yes. You may also need to file an assuming office statement for the new agency.

Investment Disclosure

- Q. I have an investment interest in shares of stock in a company that does not have an office in my jurisdiction. Must I still disclose my investment interest in this company?
- A. Probably. The definition of "doing business in the jurisdiction" is not limited to whether the business has an office or physical location in your jurisdiction. See Reference Pamphlet, page 13.
- Q. My spouse and I have a living trust. The trust holds rental property in my jurisdiction, our primary residence, and investments in diversified mutual funds. I have full disclosure. How is this trust disclosed?
- A. Disclose the name of the trust, the rental property and its income on Schedule A-2. Your primary residence and investments in diversified mutual funds registered with the SEC are not reportable.
- Q. I am required to report all investments. I hold many stocks through an account managed by a brokerage firm. Must I disclose these stocks even though I did not decide which stocks to purchase?
- A. Yes. Disclose on Schedule A-1 or A-2 any stock worth \$2,000 or more in a business entity located in or doing business in your jurisdiction.
- Q. I own stock in IBM and must report this investment on Schedule A-1. I initially purchased this stock in the early 1990s; however, I am constantly buying and selling shares. Must I note these dates in the "Acquired" and "Disposed" fields?
- A. No. You must only report dates in the "Acquired" or "Disposed" fields when, during the reporting period, you initially purchase a reportable investment worth \$2,000 or more or when you dispose of the entire investment. You are not required to track the partial trading of an investment.
- Q. On last year's filing I reported stock in Encoe valued at \$2,000 - \$10,000. Late last year the value of this stock fell below and remains at less than \$2,000. How should this be reported on this year's statement?
- A. You are not required to report an investment if the value was less than \$2,000 during the **entire** reporting period. However, because a disposed date is not

Questions and Answers Continued

required for stocks that fall below \$2,000, you may want to report the stock and note in the "comments" section that the value fell below \$2,000. This would be for informational purposes only; it is not a requirement.

Income Disclosure

- Q. I reported a business entity on Schedule A-2. Clients of my business are located in several states. Must I report all clients from whom my pro rata share of income is \$10,000 or more on Schedule A-2, Part 3?
- A. No, only the clients doing business on a regular basis in your jurisdiction must be disclosed.
- Q. I believe I am not required to disclose the names of clients from whom my pro rata share of income is \$10,000 or more on Schedule A-2 because of their right to privacy. Is there an exception for reporting clients' names?
- A. Regulation 18740 provides a procedure for requesting an exemption to allow a client's name not to be disclosed if disclosure of the name would violate a legally recognized privilege under California law. This regulation may be obtained from our website at www.fppc.ca.gov. See Reference Pamphlet, page 14.
- Q. I am sole owner of a private law practice that is not reportable based on my limited disclosure category. However, some of the sources of income to my law practice are from reportable sources. Do I have to disclose this income?
- A. Yes, even though the law practice is not reportable, reportable sources of income to the law practice of \$10,000 or more must be disclosed. This information would be disclosed on Schedule C with a note in the "comments" section indicating that the business entity is not a reportable investment. The note would be for informational purposes only; it is not a requirement.
- Q. I am the sole owner of my business. Where do I disclose my income - on Schedule A-2 or Schedule C?
- A. Sources of income to a business in which you have an ownership interest of 10% or greater are disclosed on Schedule A-2. See Reference Pamphlet, page 8, for the definition of "business entity."
- Q. How do I disclose my spouse's or registered domestic partner's salary?
- A. Report the name of the employer as a source of income on Schedule C.
- Q. I am a doctor. For purposes of reporting \$10,000 sources of income on Schedule A-2, Part 3, are the patients or their insurance carriers considered sources of income?
- A. If your patients exercise sufficient control by selecting you instead of other doctors, then your patients, rather than their insurance carriers, are sources of income to you. See Reference Pamphlet, page 14 for additional information.

Real Property Disclosure

- Q. During this reporting period we switched our principal place of residence into a rental. I have full disclosure and the property is located in my agency's jurisdiction, so it is now reportable. Because I have not reported this property before, do I need to show an "acquired" date?
- A. No, you are not required to show an "acquired" date because you previously owned the property. However, you may want to note in the "comments" section that the property was not previously reported because it was used exclusively as your residence. This would be for informational purposes only; it is not a requirement.

Gift Disclosure

- Q. If I received a gift of two tickets to a concert valued at \$100 each, but gave the tickets to a friend because I could not attend the concert, do I have any reporting obligations?
- A. Yes. Since you accepted the gift and exercised discretion and control of the use of the tickets, you must disclose the gift on Schedule D.
- Q. Mary and Joe Benson, a married couple, want to give a piece of artwork to a close friend who is a county supervisor. Is each spouse considered a separate source for purposes of the gift limit and disclosure?
- A. Yes, each spouse may make a gift valued at \$420 during 2011-2012. Therefore, the Bensons may give the supervisor artwork valued at no more than \$840. The supervisor must identify Joe and Mary Benson as the sources of the gift.

Questions and Answers Continued

Q. I am a Form 700 filer with full disclosure. Our agency holds a holiday raffle to raise funds for a local charity. I bought \$10 worth of raffle tickets and won a gift basket valued at \$120. The gift basket was donated by Doug Brewer, a citizen in our city. At the same event, I bought raffle tickets for, and won a quilt valued at \$70. The quilt was donated by a coworker. Are these reportable gifts?

A. Because the gift basket was donated by an outside source (not an agency employee), you have received a reportable gift valued at \$110 (the value of the basket less the consideration paid). The source of the gift is Doug Brewer and the agency is disclosed as the intermediary. Because the quilt was donated by an employee of your agency, it is not a reportable gift.

Q. My agency is responsible for disbursing grants. An applicant (501(c)(3) organization) met with agency employees to present its application. At this meeting, the applicant provided food and beverages. Would the food and beverages be considered gifts to the employees? These employees are designated in our agency's conflict-of-interest code and the applicant is a reportable source of income under the code.

A. Yes. If the value of the food and beverages consumed by any one filer, plus any other gifts received from the same source during the reporting period total \$50 or more, the food and beverages would be reported using the fair market value and would be subject to the gift limit.

Instructions – Schedules A-1 and A-2 Investments

“Investment” means a financial interest in any business entity that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency’s jurisdiction in which you, your spouse or registered domestic partner, or your dependent children had a direct, indirect, or beneficial interest totaling \$2,000 or more at any time during the reporting period. See Reference Pamphlet, page 13.

Reportable investments include:

- Stocks, bonds, warrants, and options, including those held in margin or brokerage accounts and managed investment funds (See Reference Pamphlet, page 13.)
- Sole proprietorships
- Your own business or your spouse’s or registered domestic partner’s business (See Reference Pamphlet, page 8, for the definition of “business entity.”)
- Your spouse’s or registered domestic partner’s investments that are legally separate property
- Partnerships (e.g., a law firm or family farm)
- Investments in reportable business entities held in a retirement account (See Reference Pamphlet, page 15.)
- If you, your spouse or registered domestic partner, and dependent children together had a 10% or greater ownership interest in a business entity or trust (including a living trust), you must disclose investments held by the business entity or trust. See Reference Pamphlet, page 15, for more information on disclosing trusts.
- Business trusts

You are not required to disclose:

- Insurance policies, government bonds, diversified mutual funds, certain funds similar to diversified mutual funds (such as exchange traded funds) and investments held in certain retirement accounts. See Reference Pamphlet, page 12 for detailed information. (Regulation 18237)
- Bank accounts, savings accounts, money market accounts and certificates of deposits
- Insurance policies
- Annuities
- Commodities
- Shares in a credit union
- Government bonds (including municipal bonds)

Reminders

- Do you know your agency’s jurisdiction?
- Did you hold investments at any time during the period covered by this statement?
- Code filers – your disclosure categories may only require disclosure of specific investments.

- Retirement accounts invested in non-reportable interests (e.g., insurance policies, diversified mutual funds, or government bonds) (See Reference Pamphlet, page 15.)
- Government defined-benefit pension plans (such as CalPERS and CalSTRS plans)
- Interests held in a blind trust (See Reference Pamphlet, page 16.)

Use **Schedule A-1** to report ownership of less than 10% (e.g., stock). Schedule C (Income) may also be required if the investment is not a stock or corporate bond. See second example below.

Use **Schedule A-2** to report ownership of 10% or greater (e.g., a sole proprietorship).

To Complete Schedule A-1:

Do not attach brokerage or financial statements.

- Disclose the name of the business entity.
- Provide a general description of the business activity of the entity (e.g., pharmaceuticals, computers, automobile manufacturing, or communications).
- Check the box indicating the highest fair market value of your investment during the reporting period. If you are filing a candidate or an assuming office statement, indicate the fair market value on the filing date or the date you took office, respectively.
- Identify the nature of your investment (e.g., stocks, warrants, options, or bonds).
- An acquired or disposed of date is only required if you initially acquired or entirely disposed of the investment interest during the reporting period. The date of a stock dividend reinvestment or partial disposal is not required. Generally, these dates will not apply if you are filing a candidate or an assuming office statement.

Examples:

John Smith holds a state agency position. His conflict-of-interest code requires full disclosure of investments. John must disclose his stock holdings of \$2,000 or more in any company that does business in California, as well as those stocks held by his spouse or registered domestic partner and dependent children.

Susan Jones is a city council member. She has a 4% interest, worth \$5,000, in a limited partnership located in the city. Susan must disclose the partnership on Schedule A-1 and income of \$500 or more received from the partnership on Schedule C.

**SCHEDULE A-1
Investments**

Stocks, Bonds, and Other Interests
(Ownership Interest is Less Than 10%)

Do not attach brokerage or financial statements.

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

Name _____

▶ NAME OF BUSINESS ENTITY _____

GENERAL DESCRIPTION OF BUSINESS ACTIVITY _____

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
 Stock Other _____ (Describe)
 Partnership Income Received of \$0 - \$499
 Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:
_____/_____/11 ____/_____/11
ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY _____

GENERAL DESCRIPTION OF BUSINESS ACTIVITY _____

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
 Stock Other _____ (Describe)
 Partnership Income Received of \$0 - \$499
 Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:
_____/_____/11 ____/_____/11
ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY _____

GENERAL DESCRIPTION OF BUSINESS ACTIVITY _____

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
 Stock Other _____ (Describe)
 Partnership Income Received of \$0 - \$499
 Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:
_____/_____/11 ____/_____/11
ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY _____

GENERAL DESCRIPTION OF BUSINESS ACTIVITY _____

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
 Stock Other _____ (Describe)
 Partnership Income Received of \$0 - \$499
 Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:
_____/_____/11 ____/_____/11
ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY _____

GENERAL DESCRIPTION OF BUSINESS ACTIVITY _____

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
 Stock Other _____ (Describe)
 Partnership Income Received of \$0 - \$499
 Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:
_____/_____/11 ____/_____/11
ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY _____

GENERAL DESCRIPTION OF BUSINESS ACTIVITY _____

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
 Stock Other _____ (Describe)
 Partnership Income Received of \$0 - \$499
 Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:
_____/_____/11 ____/_____/11
ACQUIRED DISPOSED

Comments: _____

Instructions – Schedule A-2 Investments, Income, and Assets of Business Entities/Trusts

Use Schedule A-2 to report investments in a business entity or trust (including a living trust) in which you, your spouse or registered domestic partner, and your dependent children together had a 10% or greater interest, totaling \$2,000 or more, during the reporting period and which is located in, doing business in, planning to do business in, or which has done business during the previous two years in your agency's jurisdiction. See Reference Pamphlet, page 13. A trust located outside your agency's jurisdiction is reportable if it holds assets that are located in or doing business in the jurisdiction. Do not report a trust that contains non-reportable interests. For example, a trust containing only your personal residence not used in whole or in part as a business, your savings account, and some municipal bonds, is not reportable.

Also report on Schedule A-2 investments and real property held by that entity or trust if your pro rata share of the investment or real property interest was \$2,000 or more during the reporting period.

To Complete Schedule A-2:

Part 1. Disclose the name and address of the business entity or trust. If you are reporting an interest in a business entity, check "Business Entity" and complete the box as follows:

- Provide a general description of the business activity of the entity.
- Check the box indicating the highest fair market value of your investment during the reporting period.
- If you initially acquired or entirely disposed of this interest during the reporting period, enter the date acquired or disposed.
- Identify the nature of your investment.
- Disclose the job title or business position you held with the entity, if any (i.e., if you were a director, officer, partner, trustee, employee, or held any position of management). A business position held by your spouse is not reportable.

Part 2. Check the box indicating your pro rata share of the gross income received by the business entity or trust. This amount includes your pro rata share of the gross income from the business entity or trust, as well as your community property interest in your spouse's or registered domestic partner's share. Gross income is the total amount of income before deducting expenses, losses, or taxes.

Part 3. Disclose the name of each source of income that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency's jurisdiction, as follows:

- Disclose each source of income and outstanding loan to the business entity or trust identified in Part 1 if your pro rata share of the gross income (including your community property interest in your spouse's or registered

domestic partner's share) to the business entity or trust from that source was \$10,000 or more during the reporting period. See Reference Pamphlet, page 11, for examples. Income from governmental sources may be reportable if not considered salary. See Regulation 18232. Loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status are not reportable.

- Disclose each individual or entity that was a source of commission income of \$10,000 or more during the reporting period through the business entity identified in Part 1. See Reference Pamphlet, page 8, for an explanation of commission income.

You may be required to disclose sources of income located outside your jurisdiction. For example, you may have a client who resides outside your jurisdiction who does business on a regular basis with you. Such a client, if a reportable source of \$10,000 or more, must be disclosed.

Leave Part 3 blank if you do not have any reportable \$10,000 sources of income to disclose. Adding phrases such as "various clients" or "not disclosing sources pursuant to attorney-client privilege" may trigger a request for an amendment to your statement. See Reference Pamphlet, page 14, for details about requesting an exemption from disclosing privileged information.

Part 4. Report any investments or interests in real property held by the entity or trust identified in Part 1 if your pro rata share of the interest held was \$2,000 or more during the reporting period. Attach additional schedules or use FPPC's Form 700 Excel spreadsheet if needed.

- Check the applicable box identifying the interest held as real property or an investment.
- If investment, provide the name and description of the business entity.
- If real property, report the precise location (e.g., an assessor's parcel number or address).
- Check the box indicating the highest fair market value of your interest in the real property or investment during the reporting period. (Report the fair market value of the portion of your residence claimed as a tax deduction if you are utilizing your residence for business purposes.)
- Identify the nature of your interest.
- Enter the date acquired or disposed only if you initially acquired or entirely disposed of your interest in the property or investment during the reporting period.

SCHEDULE A-2
Investments, Income, and Assets
of Business Entities/Trusts
(Ownership Interest is 10% or Greater)

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

Name _____

▶ 1. BUSINESS ENTITY OR TRUST

Name _____

Address (Business Address Acceptable) _____

Check one

Trust, go to 2 Business Entity, complete the box, then go to 2

GENERAL DESCRIPTION OF BUSINESS ACTIVITY

FAIR MARKET VALUE

- \$0 - \$1,999
 \$2,000 - \$10,000
 \$10,001 - \$100,000
 \$100,001 - \$1,000,000
 Over \$1,000,000

IF APPLICABLE, LIST DATE:

____/____/11 ____/____/11
ACQUIRED DISPOSED

NATURE OF INVESTMENT

Sole Proprietorship Partnership _____
Other

YOUR BUSINESS POSITION _____

▶ 1. BUSINESS ENTITY OR TRUST

Name _____

Address (Business Address Acceptable) _____

Check one

Trust, go to 2 Business Entity, complete the box, then go to 2

GENERAL DESCRIPTION OF BUSINESS ACTIVITY

FAIR MARKET VALUE

- \$0 - \$1,999
 \$2,000 - \$10,000
 \$10,001 - \$100,000
 \$100,001 - \$1,000,000
 Over \$1,000,000

IF APPLICABLE, LIST DATE:

____/____/11 ____/____/11
ACQUIRED DISPOSED

NATURE OF INVESTMENT

Sole Proprietorship Partnership _____
Other

YOUR BUSINESS POSITION _____

▶ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

- \$0 - \$499 \$10,001 - \$100,000
 \$500 - \$1,000 OVER \$100,000
 \$1,001 - \$10,000

▶ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

- \$0 - \$499 \$10,001 - \$100,000
 \$500 - \$1,000 OVER \$100,000
 \$1,001 - \$10,000

▶ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary.)

▶ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary.)

▶ 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD BY THE BUSINESS ENTITY OR TRUST

Check one box:

INVESTMENT REAL PROPERTY

Name of Business Entity, if Investment, or
Assessor's Parcel Number or Street Address of Real Property _____

Description of Business Activity or
City or Other Precise Location of Real Property _____

FAIR MARKET VALUE

- \$2,000 - \$10,000
 \$10,001 - \$100,000
 \$100,001 - \$1,000,000
 Over \$1,000,000

IF APPLICABLE, LIST DATE:

____/____/11 ____/____/11
ACQUIRED DISPOSED

NATURE OF INTEREST

Property Ownership/Deed of Trust Stock Partnership

Leasehold _____
Yrs. remaining

Other _____

Check box if additional schedules reporting investments or real property are attached

▶ 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD BY THE BUSINESS ENTITY OR TRUST

Check one box:

INVESTMENT REAL PROPERTY

Name of Business Entity, if Investment, or
Assessor's Parcel Number or Street Address of Real Property _____

Description of Business Activity or
City or Other Precise Location of Real Property _____

FAIR MARKET VALUE

- \$2,000 - \$10,000
 \$10,001 - \$100,000
 \$100,001 - \$1,000,000
 Over \$1,000,000

IF APPLICABLE, LIST DATE:

____/____/11 ____/____/11
ACQUIRED DISPOSED

NATURE OF INTEREST

Property Ownership/Deed of Trust Stock Partnership

Leasehold _____
Yrs. remaining

Other _____

Check box if additional schedules reporting investments or real property are attached

Comments: _____

Instructions – Schedule B Interests in Real Property

Report interests in real property located in your agency's jurisdiction in which you, your spouse or registered domestic partner, or your dependent children had a direct, indirect, or beneficial interest totaling \$2,000 or more any time during the reporting period. See Reference Pamphlet, page 13.

Interests in real property include:

- An ownership interest (including a beneficial ownership interest)
- A deed of trust, easement, or option to acquire property
- A leasehold interest (See Reference Pamphlet, page 14.)
- A mining lease
- An interest in real property held in a retirement account (See Reference Pamphlet, page 15.)
- An interest in real property held by a business entity or trust in which you, your spouse or registered domestic partner, and your dependent children together had a 10% or greater ownership interest (Report on Schedule A-2.)
- Your spouse's or registered domestic partner's interests in real property that are legally held separately by him or her

You are not required to report:

- A residence, such as a home or vacation cabin, used exclusively as a personal residence (However, a residence for which you claim a business deduction may be reportable. If reportable, report the fair market value of the portion claimed as a tax deduction.)
Please note: A non-reportable residence can still be grounds for a conflict of interest and may be disqualifying.
- Interests in real property held through a blind trust (See Reference Pamphlet, page 16, for exceptions.)

To Complete Schedule B:

- Report the precise location (e.g., an assessor's parcel number or address) of the real property.
- Check the box indicating the fair market value of your interest in the property (regardless of what you owe on the property).
- Enter the date acquired or disposed only if you initially acquired or entirely disposed of your interest in the property during the reporting period.
- Identify the nature of your interest. If it is a leasehold, disclose the number of years remaining on the lease.

Reminders

- Income and loans already reported on Schedule B are not also required to be reported on Schedule C.
- Code filers – do your disclosure categories require disclosure of real property?

- If you received rental income, check the box indicating the gross amount you received.
- If you had a 10% or greater interest in real property and received rental income, list the name of the source(s) if your pro rata share of the gross income from any single tenant was \$10,000 or more during the reporting period. If you received a total of \$10,000 or more from two or more tenants acting in concert (in most cases, this will apply to married couples), disclose the name of each tenant. Otherwise, leave this section blank.
- Loans from a private lender that total \$500 or more and are secured by real property may be reportable. **Loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status are not reportable.**

When reporting a loan:

- Provide the name and address of the lender.
- Describe the lender's business activity.
- Disclose the interest rate and term of the loan. For variable interest rate loans, disclose the conditions of the loan (e.g., Prime + 2) or the average interest rate paid during the reporting period. The term of a loan is the total number of months or years given for repayment of the loan at the time the loan was established.
- Check the box indicating the highest balance of the loan during the reporting period.
- Identify a guarantor, if applicable.

If you have more than one reportable loan on a single piece of real property, report the additional loan(s) on Schedule C.

Example:

Joe Nelson is a city planning commissioner. Joe received rental income of \$12,000 during the reporting period from a single tenant who rented property Joe owned in the city's jurisdiction. If Joe had received the \$12,000 from two or more tenants, the tenants' names would not be required as long as no single tenant paid \$10,000 or more. A married couple would be considered a single tenant.

ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS	
4600 24th Street	
CITY	
Sacramento, CA 95814	
FAIR MARKET VALUE	IF APPLICABLE, LIST DATE
<input type="checkbox"/> \$1,000 - \$10,000	<input type="checkbox"/> / / 21 ACQUIRED <input type="checkbox"/> / / 21 DISPOSED
<input type="checkbox"/> \$10,001 - \$100,000	
<input checked="" type="checkbox"/> \$100,001 - \$1,000,000	
<input type="checkbox"/> Over \$1,000,000	
NATURE OF INTEREST	
<input checked="" type="checkbox"/> Ownership/Grant of Trust	<input type="checkbox"/> Easement
<input type="checkbox"/> Leased	<input type="checkbox"/> Other
IF RENTAL PROPERTY, GROSS INCOME RECEIVED	
<input type="checkbox"/> \$0 - \$499	<input type="checkbox"/> \$500 - \$1,000
<input type="checkbox"/> \$1,001 - \$10,000	<input type="checkbox"/> \$10,001 - \$10,000
<input checked="" type="checkbox"/> \$10,001 - \$100,000	<input type="checkbox"/> OVER \$100,000
NUMBER OF RENTAL INCOME: IF YOU OWN A 10% OR GREATER INTEREST, list the name of each tenant paid in a single source of income of \$10,000 or more.	
Henry Wells	
NAME OF LENDER	
Sophia Petrallo	
ADDRESS (Business Address Acceptable)	
2121 Blue Sky Parkway, Sacramento	
BUSINESS ACTIVITY IF ANY OF LENDER	
Restaurant Owner	
INTEREST RATE	TERM (Months/Years)
8 % <input type="checkbox"/> None	15 Years
HIGHEST BALANCE DURING REPORTING PERIOD	
<input type="checkbox"/> \$0 - \$1,000	<input type="checkbox"/> \$1,001 - \$10,000
<input checked="" type="checkbox"/> \$10,001 - \$100,000	<input type="checkbox"/> OVER \$100,000
<input type="checkbox"/> Guarantor, if applicable	

SCHEDULE B
Interests in Real Property
 (Including Rental Income)

Name _____

▶ ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS _____

CITY _____

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:

\$2,000 - \$10,000 _____/_____/11 _____/_____/11

\$10,001 - \$100,000 _____/_____/11 _____/_____/11

\$100,001 - \$1,000,000 _____/_____/11 _____/_____/11

Over \$1,000,000 _____/_____/11 _____/_____/11

ACQUIRED DISPOSED

NATURE OF INTEREST

Ownership/Deed of Trust Easement

Leasehold _____ Yrs. remaining _____ Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED

\$0 - \$499 \$500 - \$1,000 \$1,001 - \$10,000

\$10,001 - \$100,000 OVER \$100,000

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.

▶ ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS _____

CITY _____

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:

\$2,000 - \$10,000 _____/_____/11 _____/_____/11

\$10,001 - \$100,000 _____/_____/11 _____/_____/11

\$100,001 - \$1,000,000 _____/_____/11 _____/_____/11

Over \$1,000,000 _____/_____/11 _____/_____/11

ACQUIRED DISPOSED

NATURE OF INTEREST

Ownership/Deed of Trust Easement

Leasehold _____ Yrs. remaining _____ Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED

\$0 - \$499 \$500 - \$1,000 \$1,001 - \$10,000

\$10,001 - \$100,000 OVER \$100,000

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.

* You are not required to report loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER* _____

ADDRESS (Business Address Acceptable) _____

BUSINESS ACTIVITY, IF ANY, OF LENDER _____

INTEREST RATE _____ TERM (Months/Years) _____

_____% None

HIGHEST BALANCE DURING REPORTING PERIOD

\$500 - \$1,000 \$1,001 - \$10,000

\$10,001 - \$100,000 OVER \$100,000

Guarantor, if applicable

NAME OF LENDER* _____

ADDRESS (Business Address Acceptable) _____

BUSINESS ACTIVITY, IF ANY, OF LENDER _____

INTEREST RATE _____ TERM (Months/Years) _____

_____% None

HIGHEST BALANCE DURING REPORTING PERIOD

\$500 - \$1,000 \$1,001 - \$10,000

\$10,001 - \$100,000 OVER \$100,000

Guarantor, if applicable

Comments: _____

Instructions – Schedule C Income, Loans, & Business Positions (Income Other Than Gifts and Travel Payments)

Report the source and amount of gross income of \$500 or more you received during the reporting period. Gross income is the total amount of income before deducting expenses, losses, or taxes and includes loans other than loans from a commercial lending institution. See Reference Pamphlet, page 11. Also report your job title with each reportable business entity, even if you received no income during the reporting period. You must also report the source of income to your spouse or registered domestic partner if your community property share was \$500 or more during the reporting period.

A source of income must be reported only if the source is located in, doing business in, planning to do business in, or has done business during the previous two years in your agency's jurisdiction. See Reference Pamphlet, page 13, for more information about doing business in the jurisdiction. Reportable sources of income may be further limited by your disclosure category located in your agency's conflict-of-interest code.

Commonly reportable income and loans include:

- Salary/wages, per diem, and reimbursement for expenses including travel payments provided by your employer
- Community property interest (50%) in your spouse's or registered domestic partner's income - **report the employer's name and all other required information**
- Income from investment interests, such as partnerships, reported on Schedule A-1
- Commission income not required to be reported on Schedule A-2 (See Reference Pamphlet, page 8.)
- Gross income from any sale, including the sale of a house or car (Report your pro rata share of the total sale price.)
- Rental income not required to be reported on Schedule B
- Prizes or awards not disclosed as gifts
- Payments received on loans you made to others, including loan repayments from a campaign committee (including a candidate's own campaign committee)
- An honorarium received prior to becoming a public official (See Reference Pamphlet, page 10, concerning your ability to receive future honoraria.)
- Incentive compensation (See Reference Pamphlet, page 12.)

Reminders

- Code filers – your disclosure categories may not require disclosure of all sources of income.
- If you or your spouse or registered domestic partner are self-employed, report the business entity on Schedule A-2.
- Do not disclose on Schedule C income, loans, or business positions already reported on Schedules A-2 or B.

You are not required to report:

- Salary, reimbursement for expenses or per diem, or social security, disability, or other similar benefit payments received by you or your spouse or registered domestic partner from a federal, state, or local government agency.

See Reference Pamphlet, page 11, for more exceptions to income reporting.

To Complete Schedule C:

Part 1. Income Received/Business Position Disclosure

- Disclose the name and address of each source of income or each business entity with which you held a business position.
- Provide a general description of the business activity if the source is a business entity.
- Check the box indicating the amount of gross income received.
- Identify the consideration for which the income was received.
- For income from commission sales, check the box indicating the gross income received and list the name of each source of commission income of \$10,000 or more. See Reference Pamphlet, page 8. **Note: If you receive commission income on a regular basis or have an ownership interest of 10% or more, you must disclose the business entity and the income on Schedule A-2.**
- For income from rental property that is not required to be listed on Schedule B, enter "Rental Income" under "Name of Source," check the box indicating the gross income received, and, if you had a 10% or greater interest in the rental property, list the name of each tenant if your pro rata share of the gross income from that tenant was \$10,000 or more during the reporting period.
- Disclose the job title or business position, if any, that you held with the business entity, even if you did not receive income during the reporting period.

Part 2. Loans Received or Outstanding During the Reporting Period

- Provide the name and address of the lender.
- Provide a general description of the business activity if the lender is a business entity.
- Check the box indicating the highest balance of the loan during the reporting period.
- Disclose the interest rate and the term of the loan.
 - For variable interest rate loans, disclose the conditions of the loan (e.g., Prime + 2) or the average interest rate paid during the reporting period.
 - The term of the loan is the total number of months or years given for repayment of the loan at the time the loan was entered into.
- Identify the security, if any, for the loan.

SCHEDULE C
Income, Loans, & Business
Positions
 (Other than Gifts and Travel Payments)

CALIFORNIA FORM 700 FAIR POLITICAL PRACTICES COMMISSION Name _____ _____ _____

▶ 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME _____

ADDRESS *(Business Address Acceptable)* _____

BUSINESS ACTIVITY, IF ANY, OF SOURCE _____

YOUR BUSINESS POSITION _____

GROSS INCOME RECEIVED

\$500 - \$1,000 \$1,001 - \$10,000

\$10,001 - \$100,000 OVER \$100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED

Salary Spouse's or registered domestic partner's Income

Loan repayment Partnership

Sale of _____
(Real property, car, boat, etc.)

Commission or Rental Income, *list each source of \$10,000 or more*

Other _____
(Describe)

▶ 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME _____

ADDRESS *(Business Address Acceptable)* _____

BUSINESS ACTIVITY, IF ANY, OF SOURCE _____

YOUR BUSINESS POSITION _____

GROSS INCOME RECEIVED

\$500 - \$1,000 \$1,001 - \$10,000

\$10,001 - \$100,000 OVER \$100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED

Salary Spouse's or registered domestic partner's Income

Loan repayment Partnership

Sale of _____
(Real property, car, boat, etc.)

Commission or Rental Income, *list each source of \$10,000 or more*

Other _____
(Describe)

▶ 2. LOANS RECEIVED OR OUTSTANDING DURING THE REPORTING PERIOD

* You are not required to report loans from commercial lending institutions, or any indebtedness created as part of a retail installment or credit card transaction, made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER* _____

ADDRESS *(Business Address Acceptable)* _____

BUSINESS ACTIVITY, IF ANY, OF LENDER _____

HIGHEST BALANCE DURING REPORTING PERIOD

\$500 - \$1,000

\$1,001 - \$10,000

\$10,001 - \$100,000

OVER \$100,000

INTEREST RATE _____% None

TERM (Months/Years) _____

SECURITY FOR LOAN

None Personal residence

Real Property _____
Street address

_____ *City*

Guarantor _____

Other _____
(Describe)

Comments: _____

Instructions – Schedule D Income – Gifts

Beginning January 1, 2012, certain gifts you receive may not be reportable. In other cases, gift rules changed and are stricter. See the FPPC Gift Fact Sheets for more information.

A gift is anything of value for which you have not provided equal or greater consideration to the donor. A gift is reportable if its fair market value is \$50 or more. In addition, multiple gifts totalling \$50 or more received during the reporting period from a single source must be reported. **Gifts are reportable regardless of where the donor is located. Additional restrictions may apply to lobbyists.**

It is the acceptance of a gift, not the ultimate use to which it is put, that imposes your reporting obligation. Except as noted below, you must report a gift even if you never used it or if you gave it away to another person.

If the exact amount of a gift is unknown, you must make a good faith estimate of the item's fair market value. Listing the value of a gift as "over \$50" or "value unknown" is not adequate disclosure. In addition, if you received a gift through an intermediary, you must disclose the name, address, and business activity of both the donor and the intermediary.

Commonly reportable gifts include:

- Tickets/passes to sporting or entertainment events
- Tickets/passes to amusement parks
- Parking passes
- Food, beverages, and accommodations, including those provided in direct connection with your attendance at a convention, conference, meeting, social event, meal, or like gathering
- Rebates/discounts not made in the regular course of business to members of the public without regard to official status
- Wedding gifts (See Reference Pamphlet, page 16)
- An honorarium received prior to assuming office (You may report an honorarium as income on Schedule C, rather than as a gift on Schedule D, if you provided services of equal or greater value than the payment received. See Reference Pamphlet, page 10, regarding your ability to receive future honoraria.)
- Transportation and lodging (See Schedule E.)
- Forgiveness of a loan received by you

Reminders

- Gifts from a single source are subject to a \$420 limit. See Reference Pamphlet, page 10.
- Code filers – you only need to report gifts from reportable sources.

You are **not** required to disclose:

- Gifts that were not used and that, within 30 days after receipt, were returned to the donor or delivered to a charitable organization without being claimed by you as a charitable contribution for tax purposes
- Gifts from your spouse or registered domestic partner, child, parent, grandparent, grandchild, brother, sister, aunt, uncle, niece, nephew, or first cousin (Included in this exception are gifts from your spouse's or domestic partner's children, parents, brothers, sisters, and the spouse or registered domestic partner of the individuals listed above. The exception does not apply if the donor was acting as an agent or intermediary for a reportable source who was the true donor.)
- Gifts of similar value exchanged between you and an individual, other than a lobbyist, on holidays, birthdays, or similar occasions
- Gifts of informational material provided to assist you in the performance of your official duties (e.g., books, pamphlets, reports, calendars, periodicals, or educational seminars)
- A monetary bequest or inheritance (However, inherited investments or real property may be reportable on other schedules.)
- Personalized plaques or trophies with an individual value of less than \$250
- Campaign contributions
- Gifts given to members of your immediate family unless you enjoy direct benefit of the gift, use the gift, or exercise discretion or control over the use or disposition of the gift (See Commission Regulation 18943.)
- The cost of food, beverages, and necessary accommodations provided directly in connection with an event at which you gave a speech, participated in a panel or seminar, or provided a similar service but only if the cost is paid for by a federal, state, or local government agency. **This exception does not apply to a state or local elected officer, as defined in Section 82020, or an official specified in Section 87200.**

To Complete Schedule D:

- Disclose the full name (not an acronym), address, and, if a business entity, the business activity of the source.
- Provide the date (month, day, and year) of receipt, and disclose the fair market value and description of the gift.

SCHEDULE D
Income – Gifts

▶ **NAME OF SOURCE**

 ADDRESS (Business Address Acceptable)

 BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ **NAME OF SOURCE**

 ADDRESS (Business Address Acceptable)

 BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ **NAME OF SOURCE**

 ADDRESS (Business Address Acceptable)

 BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ **NAME OF SOURCE**

 ADDRESS (Business Address Acceptable)

 BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ **NAME OF SOURCE**

 ADDRESS (Business Address Acceptable)

 BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ **NAME OF SOURCE**

 ADDRESS (Business Address Acceptable)

 BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

Comments: _____

Instructions – Schedule E Travel Payments, Advances, and Reimbursements

Travel payments reportable on Schedule E include advances and reimbursements for travel and related expenses, including lodging and meals.

Gifts of travel may be subject to the gift limit. In addition, certain travel payments are reportable gifts, but are not subject to the gift limit. To avoid possible misinterpretation or the perception that you have received a gift in excess of the gift limit, you may wish to provide a specific description of the purpose of your travel. See the FPPC fact sheet entitled "Limitations and Restrictions on Gifts, Honoraria, Travel, and Loans" at www.fppc.ca.gov.

You are not required to disclose:

- Travel payments received from any state, local, or federal government agency for which you provided services equal or greater in value than the payments received
- Travel payments received from your employer in the normal course of your employment that are included in the Income reported on Schedule C
- Payments for admission to an event at which you make a speech, participate on a panel, or make a substantive formal presentation, transportation, and necessary lodging, food, or beverages, and nominal non-cash benefits provided to you in connection with the event so long as both the following apply:
 - The speech is for official agency business and you are representing your government agency in the course and scope of your official duties.
 - The payment is a lawful expenditure made only by a federal, state, or local government agency for purposes related to conducting that agency's official business.

Note: This exception does not apply to a state or local elected officer, as defined in Section 82020, or an official specified in Section 87200.

- A travel payment that was received from a non-profit entity exempt from taxation under Internal Revenue Code Section 501(c)(3) for which you provided equal or greater consideration

To Complete Schedule E:

- Disclose the full name (not an acronym) and address of the source of the travel payment.
- Identify the business activity if the source is a business entity.
- Check the box to identify the payment as a gift or income, report the amount, and disclose the date(s).

– **Travel payments are gifts** if you did not provide services that were equal to or greater in value than the payments received. You must disclose gifts totaling \$50 or more from a single source during the period covered by the statement. Gifts of travel are reportable without regard to where the donor is located.

When reporting travel payments that are gifts, you must provide a description of the gift and the date(s) received.

– **Travel payments are income** if you provided services that were equal to or greater in value than the payments received. You must disclose income totaling \$500 or more from a single source during the period covered by the statement. You have the burden of proving the payments are income rather than gifts.

When reporting travel payments as income, you must describe the services you provided in exchange for the payment. You are not required to disclose the date(s) for travel payments that are income.

Example:

City council member Rick Chandler is the chairman of a trade association and the association pays for Rick's travel to attend its meetings. Because Rick is deemed to be providing equal or greater consideration for the travel payment by virtue of serving on the board, this payment may be reported as income. Payments for Rick to attend other events for which Rick is not providing services are likely considered gifts.

NAME OF SOURCE	
Health Services Trade Association	
ADDRESS (Business Address Acceptable)	
1230 K Street, Ste. 610	
CITY AND STATE	
Sacramento, CA	
BUSINESS ACTIVITY IF ANY OF SOURCE <input type="checkbox"/> 9011(2)	
Association of Healthcare Workers	
DATE(S)	AMT \$ 588.00
TYPE OF PAYMENT (must check one) <input type="checkbox"/> Gift <input checked="" type="checkbox"/> Income	
DESCRIPTION: Travel reimbursement for board meeting	

Name _____

SCHEDULE E
Income – Gifts
Travel Payments, Advances,
and Reimbursements

- You must mark either the gift or income box.
- Mark the 501(c)(3) box for a travel payment received from a nonprofit 501(c)(3) organization. These payments are not subject to the \$420 gift limit, but may result in a disqualifying conflict of interest.

▶ NAME OF SOURCE _____

ADDRESS (Business Address Acceptable) _____

CITY AND STATE _____

BUSINESS ACTIVITY, IF ANY, OF SOURCE _____ 501 (c)(3)

DATE(S): ____/____/____ - ____/____/____ AMT: \$ _____
 (If gift)

TYPE OF PAYMENT: (must check one) Gift Income

Made a Speech/Participated in a Panel

Other - Provide Description _____

▶ NAME OF SOURCE _____

ADDRESS (Business Address Acceptable) _____

CITY AND STATE _____

BUSINESS ACTIVITY, IF ANY, OF SOURCE _____ 501 (c)(3)

DATE(S): ____/____/____ - ____/____/____ AMT: \$ _____
 (If gift)

TYPE OF PAYMENT: (must check one) Gift Income

Made a Speech/Participated in a Panel

Other - Provide Description _____

▶ NAME OF SOURCE _____

ADDRESS (Business Address Acceptable) _____

CITY AND STATE _____

BUSINESS ACTIVITY, IF ANY, OF SOURCE _____ 501 (c)(3)

DATE(S): ____/____/____ - ____/____/____ AMT: \$ _____
 (If gift)

TYPE OF PAYMENT: (must check one) Gift Income

Made a Speech/Participated in a Panel

Other - Provide Description _____

▶ NAME OF SOURCE _____

ADDRESS (Business Address Acceptable) _____

CITY AND STATE _____

BUSINESS ACTIVITY, IF ANY, OF SOURCE _____ 501 (c)(3)

DATE(S): ____/____/____ - ____/____/____ AMT: \$ _____
 (If gift)

TYPE OF PAYMENT: (must check one) Gift Income

Made a Speech/Participated in a Panel

Other - Provide Description _____

Comments: _____

2012/2013
Statement of
Economic Interests



Form 700

A Public Document

Also available on the FPPC website:

- ***Form 700 in Excel format***
- ***Reference Pamphlet for Form 700***

California Fair Political Practices Commission

428 J Street, Suite 620 • Sacramento, CA 95814

Email Advice: advice@fppc.ca.gov

Toll-free advice line: 1 (866) ASK-FPPC • 1 (866) 275-3772

Telephone: (916) 322-5660 • Website: www.fppc.ca.gov

December 2012

What's New

During 2011 and 2012, the gift limit was \$420 from a single source per calendar year. For calendar years 2013-2014, the limit increased to \$440 from a single source during a calendar year. This gift limit is effective until December 31, 2014.

Filing Deadlines for Filers Under Active Military Duty –

If a person is under active military duty as defined in the Servicemember's Civil Relief Act, the deadline for the annual Form 700 is 30 days following his or her return to office, provided the person or a representative notifies the filing officer in writing prior to the filing deadline that he or she is subject to that federal statute and is unable to meet the applicable deadline, and provides the filing officer verification of his or her military status.

Who must file:

- Elected and appointed officials and candidates listed in Government Code Section 87200
- Employees and appointed officials filing pursuant to a conflict-of-interest code ("code filers"). Obtain your disclosure categories, which describe the interests you must report, from your agency; they are not part of the Form 700
- Candidates running for local elective offices that are designated in a conflict-of-interest code (e.g., county sheriffs, city clerks, school board trustees, and water board members)
- Members of newly created boards and commissions not yet covered under a conflict-of-interest code
- Employees in newly created positions of existing agencies

See Reference Pamphlet, page 3, at www.fppc.ca.gov or obtain from your filing officer.

Where to file:

87200 Filers

State offices	⇒ Your agency
Judicial offices	⇒ The clerk of your court
Retired Judges	⇒ Directly with FPPC
County offices	⇒ Your county filing official
City offices	⇒ Your city clerk
Multi-County offices	⇒ Your agency

Code Filers — State and Local Officials and Employees Designated in a Conflict-of-Interest Code:

File with your agency, board, or commission unless otherwise specified in your agency's conflict-of-interest code (e.g., Legislative staff files directly with FPPC). In most cases, the agency, board, or commission will retain the statements.

Members of Boards and Commissions of Newly Created Agencies: File with your newly created agency or with your agency's code reviewing body.

Employees in Newly Created Positions of Existing Agencies: File with your agency or with your agency's code reviewing body. See Reference Pamphlet, page 3.

Candidates: File with your local elections office.

How to file:

The Form 700 is available at www.fppc.ca.gov. Form 700 schedules are also available in Excel format. All statements must have an original "wet" signature or be duly authorized by your filing officer to file electronically under Government Code Section 87500.2. Instructions, examples, FAQs, and a reference pamphlet are available to help answer your questions.

When to file:

Annual Statements

⇒ March 1, 2013

- Elected State Officers
- Judges and Court Commissioners
- State Board and Commission Members listed in Government Code Section 87200

⇒ April 2, 2013

- Most other filers

Individuals filing under conflict-of-interest codes in city and county jurisdictions should verify the annual filing date with their local filing officers.

Statements postmarked by the filing deadline are considered filed on time.

Assuming Office and Leaving Office Statements

Most filers file within 30 days of assuming or leaving office or within 30 days of the effective date of a newly adopted or amended conflict-of-interest code.

Exception:

If you assumed office between October 1, 2012, and December 31, 2012, and filed an assuming office statement, you are not required to file an annual statement until March 3, 2014, or April 1, 2014, whichever is applicable. The annual statement will cover the day after you assumed office through December 31, 2013. See Reference Pamphlet, pages 6 and 7, for additional exceptions.

Candidate Statements

File no later than the final filing date for the declaration of candidacy or nomination documents.

Amendments

Statements may be amended at any time. You are only required to amend the schedule that needs to be revised. It is not necessary to amend the entire filed form. Obtain amendment schedules at www.fppc.ca.gov.

There is no provision for filing deadline extensions unless the filer is under active military duty. (Regulation 18723) Statements of 30 pages or less may be faxed by the deadline as long as the originally signed paper version is sent by first class mail to the filing official within 24 hours.

Introduction

The Political Reform Act (Gov. Code Sections 81000-91014) requires most state and local government officials and employees to publicly disclose their personal assets and income. They also must disqualify themselves from participating in decisions that may affect their personal economic interests. The Fair Political Practices Commission (FPPC) is the state agency responsible for issuing the attached Statement of Economic Interests, Form 700, and for interpreting the law's provisions.

Gift Prohibition

Gifts received by most state and local officials, employees, and candidates are subject to a limit. During 2011 and 2012, the gift limit was \$420 from a single source per calendar year. For calendar years 2013-2014, the limit increased to \$440 from a single source during a calendar year. This gift limit is effective until December 31, 2014.

In addition, state officials, state candidates, and certain state employees are subject to a \$10 limit per calendar month on gifts from lobbyists and lobbying firms registered with the Secretary of State. See Reference Pamphlet, page 10.

State and local officials and employees should check with their agency to determine if other restrictions apply.

Disqualification

Public officials are, under certain circumstances, required to disqualify themselves from making, participating in, or attempting to influence governmental decisions that will affect their economic interests. This may include interests they are not required to disclose (i.e., a personal residence is often not reportable, but may be disqualifying). Specific disqualification requirements apply to 87200 filers (e.g., city councilmembers, members of boards of supervisors, planning commissioners, etc.). These officials must identify orally the economic interest that creates a conflict of interest and leave the room before a discussion or vote takes place at a public meeting. For more information, consult Government Code Section 87105, Regulation 18702.5, and the Overview of the Conflict of Interest Laws at www.fppc.ca.gov.

Honorarium Ban

Most state and local officials, employees, and candidates are prohibited from accepting an honorarium for any speech given, article published, or attendance at a conference, convention, meeting, or like gathering. See Reference Pamphlet, page 10.

Loan Restrictions

Certain state and local officials are subject to restrictions on loans. See Reference Pamphlet, page 14.

Post-Governmental Employment

There are restrictions on representing clients or employers before former agencies. The provisions apply to elected state officials, most state employees, local elected officials, county chief administrative officers, city managers, including the chief administrator of a city, and general managers or chief administrators of local special districts and JPAs. The FPPC website has fact sheets explaining the provisions.

Late Filing

The filing officer who retains originally-signed statements of economic interests may impose on an individual a fine for any statement that is filed late. The fine is \$10 per day up to a maximum of \$100. Late filing penalties may be reduced or waived under certain circumstances.

Persons who fail to timely file their Form 700 may be referred to the FPPC's Enforcement Division (and, in some cases, to the Attorney General or district attorney) for investigation and possible prosecution. In addition to the late filing penalties, a fine of up to \$5,000 per violation may be imposed.

For assistance concerning reporting, prohibitions, and restrictions under the Act:

- Email questions to advice@fppc.ca.gov.
- Call the FPPC toll-free at (866) 275-3772.

Form 700 Public Access

Statements of Economic Interests are public documents. The filing officer must permit any member of the public to inspect and receive a copy of any statement.

- Statements must be available as soon as possible during the agency's regular business hours, but in any event not later than the second business day after the statement is received. Access to the Form 700 is not subject to the Public Records Act procedures.
- No conditions may be placed on persons seeking access to the forms.
- No information or identification may be required from persons seeking access.
- Reproduction fees of no more than 10 cents per page may be charged.

FPPC Form 700 (2012/2013)

FPPC Advice Email: advice@fppc.ca.gov

FPPC Toll-Free Helpline: 866/275-3772 www.fppc.ca.gov

Introduction

Types of Statements

Assuming Office Statement:

If you are a newly appointed official or are newly employed in a position designated, or that will be designated, in a state or local agency's conflict-of-interest code, your assuming office date is the date you were sworn in or otherwise authorized to serve in the position. If you are a newly elected official, your assuming office date is the date you were sworn in.

- Investments, interests in real property, and business positions held on the date you assumed the office or position must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the date you assumed the office or position is reportable.

For positions subject to confirmation by the State Senate or the Commission on Judicial Performance, your assuming office date is the date you were appointed or nominated to the position.

Example:

Maria Lopez was nominated by the Governor to serve on a state agency board that is subject to state Senate confirmation. The assuming office date is the date Maria's nomination is submitted to the Senate. Maria must report investments, interests in real property, and business positions she holds on that date, and income (including loans, gifts, and travel payments) received during the 12 months prior to that date.

If your office or position has been added to a newly adopted or newly amended conflict-of-interest code, use the effective date of the code or amendment, whichever is applicable.

- Investments, interests in real property, and business positions held on the effective date of the code or amendment must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the effective date of the code or amendment is reportable.

Annual Statement:

Generally, the period covered is January 1, 2012, through December 31, 2012. If the period covered by the statement is different than January 1, 2012, through December 31, 2012, (for example, you assumed office between October 1, 2011, and December 31, 2011, or you are combining statements), you must specify the period covered.

- Investments, interests in real property, business positions held, and income (including loans, gifts, and travel payments) received during the period covered

by the statement must be reported. Do not change the preprinted dates on Schedules A-1, A-2, and B unless you are required to report the acquisition or disposition of an interest that did not occur in 2012.

- If your disclosure category changes during a reporting period, disclose under the old category until the effective date of the conflict-of-interest code amendment and disclose under the new disclosure category through the end of the reporting period.

Leaving Office Statement:

Generally, the period covered is January 1, 2012, through the date you stopped performing the duties of your position. If the period covered differs from January 1, 2012, through the date you stopped performing the duties of your position (for example, you assumed office between October 1, 2011, and December 31, 2011, or you are combining statements), the period covered must be specified.

- Investments, interests in real property, business positions held, and income (including loans, gifts, and travel payments) received during the period covered by the statement must be reported. Do not change the preprinted dates on Schedules A-1, A-2, and B unless you are required to report the acquisition or disposition of an interest that did not occur in 2012.

Candidate Statement:

If you are filing a statement in connection with your candidacy for state or local office, investments, interests in real property, and business positions held on the date of filing your declaration of candidacy must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the date of filing your declaration of candidacy is reportable. Do not change the preprinted dates on Schedules A-1, A-2, and B.

Candidates running for local elective offices (e.g., county sheriffs, city clerks, school board trustees, and water district board members) must file candidate statements as required by the conflict-of-interest code for the elected position. The code may be obtained from the agency of the elected position.

Amendments:

If you discover errors or omissions on any statement, file an amendment as soon as possible. You are only required to amend the schedule that needs to be revised; it is not necessary to refile the entire form. To obtain amendment schedules, contact the FPPC, your filing official, or go to the FPPC website at www.fppc.ca.gov.

Instructions — Cover Page

Enter your name, mailing address, and daytime telephone number in the spaces provided. Because the Form 700 is a public document, you may list your business/office address instead of your home address.

Part 1. Office, Agency, or Court

- Enter the name of the office sought or held, or the agency or court. Consultants must enter the public agency name rather than their private firm's name. (Examples: State Assembly; Board of Supervisors; Office of the Mayor; Department of Finance; Hope County Superior Court)
- Indicate the name of your division, board, or district, if applicable. (Examples: Division of Waste Management; Board of Accountancy; District 45)
- Enter your position title. (Examples: Director; Chief Counsel; City Council Member; Staff Services Analyst)
- If you hold multiple positions (i.e., a city council member who also is a member of a county board or commission), you may be required to file statements with each agency. To simplify your filing obligations, you may complete an expanded statement.

To do this, enter the name of the other agency(ies) with which you are required to file and your position title(s) in the space provided. Attach an additional sheet if necessary. Complete one statement covering the disclosure requirements for all positions. Each copy must contain an original signature. Therefore, before signing the statement, make a copy for each agency. Sign each copy with an original signature and file with each agency.

Example:

Scott Baker is a city council member for the City of Lincoln and a board member for the Camp Far West Irrigation District – a multi-county agency that covers Placer and Yuba counties. Scott will complete one Form 700 using full disclosure (as required for the city position) and covering interests in both Placer and Yuba counties (as required for the multi-county position) and list both positions on the Cover Page. Before signing the statement, Scott will make a copy and sign both statements. One statement will be filed with City of Lincoln and the other will be filed with Camp Far West Irrigation District. Both will contain an original signature.

Remember that if you assume or leave a position after a filing deadline, you must complete a separate statement. For example, a city council member who assumes a position with a county special district after the April 2 annual filing deadline must file a separate assuming office statement. In subsequent years, the city council member may expand his or her annual filing to include both positions.

Part 2. Jurisdiction of Office

- Check the box indicating the jurisdiction of your agency and, if applicable, identify the jurisdiction. Judges, judicial candidates, and court commissioners have statewide jurisdiction. All other filers should review the Reference Pamphlet, page 13, to determine their jurisdiction.
- If your agency is a multi-county office, list each county in which your agency has jurisdiction.

- If your agency is not a state office, court, county office, city office, or multi-county office (e.g., school districts, special districts and JPAs), check the "other" box and enter the county or city in which the agency has jurisdiction.

Example:

This filer is a member of a water district board with jurisdiction in portions of Yuba and Sutter Counties.

1. Office, Agency, or Court	
Agency Name South Sutter Water District	Job Title Board Member
- If filing for multiple positions, list each on an additional page.	
Agency	Position
2. Jurisdiction of Office (check all that apply)	
<input type="checkbox"/> State	<input type="checkbox"/> Judge or Court Commissioner (Statewide Jurisdiction)
<input type="checkbox"/> Multi-County	County of
<input type="checkbox"/> City of	<input checked="" type="checkbox"/> Other: Portions of Yuba & Sutter Counties

Part 3. Type of Statement

Check at least one box. The period covered by a statement is determined by the type of statement you are filing. If you are completing a 2012 annual statement, do not change the pre-printed dates to reflect 2013. Your annual statement is used for reporting the previous year's economic interests. Economic interests for your annual filing covering January 1, 2013, through December 31, 2013, will be disclosed on your statement filed in 2014. See Reference Pamphlet, page 4.

Combining Statements: Certain types of statements may be combined. For example, if you leave office after January 1, but before the deadline for filing your annual statement, you may combine your annual and leaving office statements. File by the earliest deadline. Consult your filing officer or the FPPC.

Part 4. Schedule Summary

- Enter the total number of completed pages including the cover page and either:

Check the box for each schedule you use to disclose interests;

- OF -

if you have nothing to disclose on any schedule, check the "No reportable interests" box. Please do not attach any blank schedules.

Part 5. Verification

Complete the verification by signing the statement and entering the date signed. All statements must have an original "wet" signature or be duly authorized by your filing officer to file electronically under Government Code Section 87500.2. Instructions, examples, FAQs, and a reference pamphlet are available to help answer your questions. When you sign your statement, you are stating, under penalty of perjury, that it is true and correct. Only the filer has authority to sign the statement. An unsigned statement is not considered filed and you may be subject to late filing penalties.

FPPC Form 700 (2012/2013)

FPPC Advice Email: advice@fppc.ca.gov

FPPC Toll-Free Helpline: 866/275-3772 www.fppc.ca.gov

Instructions - 1



STATEMENT OF ECONOMIC INTERESTS
COVER PAGE

Date Received

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)

1. Office, Agency, or Court

Agency Name

Division, Board, Department, District, if applicable Your Position

If filing for multiple positions, list below or on an attachment.

Agency: Position:

2. Jurisdiction of Office (Check at least one box)

- State
Multi-County
City of
Judge or Court Commissioner (Statewide Jurisdiction)
County of
Other

3. Type of Statement (Check at least one box)

- Annual: The period covered is January 1, 2012, through December 31, 2012.
-or-
The period covered is through December 31, 2012.
Assuming Office: Date assumed
Candidates: Election year and office sought, if different than Part 1:
Leaving Office: Date Left
The period covered is January 1, 2012, through the date of leaving office.
The period covered is through the date of leaving office.

4. Schedule Summary

Check applicable schedules or "None."

Total number of pages including this cover page:

- Schedule A-1 - Investments - schedule attached
Schedule A-2 - Investments - schedule attached
Schedule B - Real Property - schedule attached
Schedule C - Income, Loans, & Business Positions - schedule attached
Schedule D - Income - Gifts - schedule attached
Schedule E - Income - Gifts - Travel Payments - schedule attached
None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
(Business or Agency Address Recommended - Public Document)

DAYTIME TELEPHONE NUMBER E-MAIL ADDRESS (OPTIONAL)

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed Signature
(month, day, year) (File the originally signed statement with your filing official.)

Which Schedule Do I Use?

Common Reportable Interests

- Schedule A-1: Stocks, including those held in an IRA or a 401K
- Schedule A-2: Business entities (including certain independent contracting), sole proprietorships, partnerships, LLCs, corporations, and trusts
- Schedule B: Rental property in the jurisdiction
- Schedule C: Non-governmental salaries of public official and spouse/registered domestic partner
- Schedule D: Gifts from non-family members (such as tickets to sporting or entertainment events)
- Schedule E: Travel payments from third parties (not your employer)

Common Non-Reportable Interests

- Schedule A-1/A-2: Insurance policies, government bonds, diversified mutual funds, certain funds similar to diversified mutual funds (such as exchange traded funds) and investments held in certain retirement accounts. See Reference Pamphlet, page 12, for detailed information. (Regulation 18237)
- Schedule A-1/A-2: Savings and checking accounts and annuities
- Schedule B: A residence used exclusively as a personal residence (such as a home or vacation cabin)
- Schedule C: Governmental salary (such as a school district)
- Schedule D: Gifts from family members
- Schedule E: Travel paid by your government agency

Remember:

- ✓ Mark the "No reportable interests" box on Part 4 of the Schedule Summary on the Cover Page if you determine you have nothing to disclose and file the Cover Page only. **Make sure you carefully read all instructions to ensure proper reporting.**
- ✓ The Form 700 is a public document.
- ✓ **Most individuals must consult their agency's conflict-of-interest code for reportable interests.**
- ✓ Most individuals file the Form 700 with their agencies.

Questions and Answers

General

- Q. What is the reporting period for disclosing interests on an assuming office statement or a candidate statement?
- A. On an assuming office statement, disclose all reportable investments, interests in real property, and business positions held on the date you assumed office. In addition, you must disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you assumed office.
- On a candidate statement, disclose all reportable investments, interests in real property, and business positions held on the date you file your declaration of candidacy. You must also disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you file your declaration of candidacy.
- Q. I hold two other board positions in addition to my position with the county. Must I file three statements of economic interests?
- A. Yes, three are required. However, you may complete one statement listing the county and the two boards on the Cover Page or an attachment as the agencies for which you will be filing. Report your economic interests using the largest jurisdiction and highest disclosure requirements assigned to you by the three agencies. Make two copies of the entire statement **before signing it**, sign each copy with an original signature, and distribute one original to the county and to each of the two boards. **Remember to complete separate statements for positions that you leave or assume during the year.**
- Q. I am a department head who recently began acting as city manager. Should I file as the city manager?
- A. Yes. File an assuming office statement as city manager. Persons serving as "acting," "interim," or "alternate" must file as if they hold the position because they are or may be performing the duties of the position.
- Q. As a designated employee, I left one state agency to work for another state agency. Must I file a leaving office statement?
- A. Yes. You may also need to file an assuming office statement for the new agency.

Investment Disclosure

- Q. I have an investment interest in shares of stock in a company that does not have an office in my jurisdiction. Must I still disclose my investment interest in this company?
- A. Probably. The definition of "doing business in the jurisdiction" is not limited to whether the business has an office or physical location in your jurisdiction. See Reference Pamphlet, page 13.
- Q. My spouse and I have a living trust. The trust holds rental property in my jurisdiction, our primary residence, and investments in diversified mutual funds. I have full disclosure. How is this trust disclosed?
- A. Disclose the name of the trust, the rental property and its income on Schedule A-2. Your primary residence and investments in diversified mutual funds registered with the SEC are not reportable.
- Q. I am required to report all investments. I have an IRA that contains stocks through an account managed by a brokerage firm. Must I disclose these stocks even though they are held in an IRA and I did not decide which stocks to purchase?
- A. Yes. Disclose on Schedule A-1 or A-2 any stock worth \$2,000 or more in a business entity located in or doing business in your jurisdiction.
- Q. I own stock in IBM and must report this investment on Schedule A-1. I initially purchased this stock in the early 1990s; however, I am constantly buying and selling shares. Must I note these dates in the "Acquired" and "Disposed" fields?
- A. No. You must only report dates in the "Acquired" or "Disposed" fields when, during the reporting period, you initially purchase a reportable investment worth \$2,000 or more or when you dispose of the entire investment. You are not required to track the partial trading of an investment.
- Q. On last year's filing I reported stock in Encoe valued at \$2,000 - \$10,000. Late last year the value of this stock fell below and remains at less than \$2,000. How should this be reported on this year's statement?
- A. You are not required to report an investment if the value was less than \$2,000 during the entire reporting

Questions and Answers Continued

period. However, because a disposed date is not required for stocks that fall below \$2,000, you may want to report the stock and note in the "comments" section that the value fell below \$2,000. This would be for informational purposes only; it is not a requirement.

Income Disclosure

- Q. I reported a business entity on Schedule A-2. Clients of my business are located in several states. Must I report all clients from whom my pro rata share of income is \$10,000 or more on Schedule A-2, Part 3?
- A. No, only the clients doing business on a regular basis in your jurisdiction must be disclosed.
- Q. I believe I am not required to disclose the names of clients from whom my pro rata share of income is \$10,000 or more on Schedule A-2 because of their right to privacy. Is there an exception for reporting clients' names?
- A. Regulation 18740 provides a procedure for requesting an exemption to allow a client's name not to be disclosed if disclosure of the name would violate a legally recognized privilege under California law. This regulation may be obtained from our website at www.fppc.ca.gov. See Reference Pamphlet, page 14.
- Q. I am sole owner of a private law practice that is not reportable based on my limited disclosure category. However, some of the sources of income to my law practice are from reportable sources. Do I have to disclose this income?
- A. Yes, even though the law practice is not reportable, reportable sources of income to the law practice of \$10,000 or more must be disclosed. This information would be disclosed on Schedule C with a note in the "comments" section indicating that the business entity is not a reportable investment. The note would be for informational purposes only; it is not a requirement.
- Q. I am the sole owner of my business. Where do I disclose my income - on Schedule A-2 or Schedule C?
- A. Sources of income to a business in which you have an ownership interest of 10% or greater are disclosed on Schedule A-2. See Reference Pamphlet, page 8, for the definition of "business entity."

Q. How do I disclose my spouse's or registered domestic partner's salary?

A. Report the name of the employer as a source of income on Schedule C.

Q. I am a doctor. For purposes of reporting \$10,000 sources of income on Schedule A-2, Part 3, are the patients or their insurance carriers considered sources of income?

A. If your patients exercise sufficient control by selecting you instead of other doctors, then your patients, rather than their insurance carriers, are sources of income to you. See Reference Pamphlet, page 14, for additional information.

Q. I received a loan from my grandfather to purchase my home. Is this loan reportable?

A. No. Loans received from family members are not reportable.

Q. I am running for re-election to city council and made a personal loan to my campaign committee. Is this reportable on my Form 700?

A. No, the loan is not reportable on Form 700; however, repayments are. Loan repayments from a campaign committee are reported on Schedule C as income.

Real Property Disclosure

Q. During this reporting period we switched our principal place of residence into a rental. I have full disclosure and the property is located in my agency's jurisdiction, so it is now reportable. Because I have not reported this property before, do I need to show an "acquired" date?

A. No, you are not required to show an "acquired" date because you previously owned the property. However, you may want to note in the "comments" section that the property was not previously reported because it was used exclusively as your residence. This would be for informational purposes only; it is not a requirement.

Q. My daughter is buying her first home and I am the co-signer on the loan. I won't occupy the home, but my daughter will. The home is located in my agency's jurisdiction. Must I report this property?

Questions and Answers Continued

A. No. Property occupied by a family member is not reportable as long as you are not receiving rental income or using the property for business purposes.

Gift Disclosure

Q. If I received a gift of two tickets to a concert valued at \$100 each, but gave the tickets to a friend because I could not attend the concert, do I have any reporting obligations?

A. Yes. Since you accepted the gift and exercised discretion and control of the use of the tickets, you must disclose the gift on Schedule D.

Q. Mary and Joe Benson, a married couple, want to give a piece of artwork to a close friend who is a county supervisor. Is each spouse considered a separate source for purposes of the gift limit and disclosure?

A. Yes, each spouse may make a gift valued at the gift limit during a calendar year. For example, during 2012 when the gift limit was \$420, the Bensons may have given the supervisor artwork valued at no more than \$840. The supervisor must identify Joe and Mary Benson as the sources of the gift.

Q. I am a Form 700 filer with full disclosure. Our agency holds a holiday raffle to raise funds for a local charity. I bought \$10 worth of raffle tickets and won a gift basket valued at \$120. The gift basket was donated by Doug Brewer, a citizen in our city. At the same event, I bought raffle tickets for, and won a quilt valued at \$70. The quilt was donated by a coworker. Are these reportable gifts?

A. Because the gift basket was donated by an outside source (not an agency employee), you have received a reportable gift valued at \$110 (the value of the basket less the consideration paid). The source of the gift is Doug Brewer and the agency is disclosed as the intermediary. Because the quilt was donated by an employee of your agency, it is not a reportable gift.

Q. My agency is responsible for disbursing grants. An applicant (501(c)(3) organization) met with agency employees to present its application. At this meeting, the applicant provided food and beverages. Would the food and beverages be considered gifts to the employees? These employees are designated in our agency's conflict-of-interest code and the applicant is a reportable source of income under the code.

A. Yes. If the value of the food and beverages consumed by any one filer, plus any other gifts received from the same source during the reporting period total \$50 or more, the food and beverages would be reported using the fair market value and would be subject to the gift limit.

Instructions – Schedules A-1 and A-2 Investments

"Investment" means a financial interest in any business entity that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency's jurisdiction in which you, your spouse or registered domestic partner, or your dependent children had a direct, indirect, or beneficial interest totaling \$2,000 or more at any time during the reporting period. See Reference Pamphlet, page 13.

Reportable Investments Include:

- Stocks, bonds, warrants, and options, including those held in margin or brokerage accounts and managed investment funds (See Reference Pamphlet, page 13.)
- Sole proprietorships
- Your own business or your spouse's or registered domestic partner's business (See Reference Pamphlet, page 8, for the definition of "business entity.")
- Your spouse's or registered domestic partner's investments that are legally separate property
- Partnerships (e.g., a law firm or family farm)
- Investments in reportable business entities held in a retirement account (See Reference Pamphlet, page 15.)
- If you, your spouse or registered domestic partner, and dependent children together had a 10% or greater ownership interest in a business entity or trust (including a living trust), you must disclose investments held by the business entity or trust. See Reference Pamphlet, page 15, for more information on disclosing trusts.
- Business trusts

You are not required to disclose:

- Insurance policies, government bonds, diversified mutual funds, certain funds similar to diversified mutual funds (such as exchange traded funds) and investments held in certain retirement accounts. See Reference Pamphlet, page 12, for detailed information. (Regulation 18237)
- Bank accounts, savings accounts, money market accounts and certificates of deposits
- Insurance policies
- Annuities
- Commodities
- Shares in a credit union
- Government bonds (including municipal bonds)

Reminders

- Do you know your agency's jurisdiction?
- Did you hold investments at any time during the period covered by this statement?
- Code filers – your disclosure categories may only require disclosure of specific investments.

- Retirement accounts invested in non-reportable interests (e.g., insurance policies, diversified mutual funds, or government bonds) (See Reference Pamphlet, page 15.)
- Government defined-benefit pension plans (such as CalPERS and CalSTRS plans)
- Interests held in a blind trust (See Reference Pamphlet, page 16.)

Use Schedule A-1 to report ownership of less than 10% (e.g., stock). Schedule C (Income) may also be required if the investment is not a stock or corporate bond. See second example below.

Use Schedule A-2 to report ownership of 10% or greater (e.g., a sole proprietorship).

To Complete Schedule A-1:

Do not attach brokerage or financial statements.

- Disclose the name of the business entity.
- Provide a general description of the business activity of the entity (e.g., pharmaceuticals, computers, automobile manufacturing, or communications).
- Check the box indicating the highest fair market value of your investment during the reporting period. If you are filing a candidate or an assuming office statement, indicate the fair market value on the filing date or the date you took office, respectively.
- Identify the nature of your investment (e.g., stocks, warrants, options, or bonds).
- An acquired or disposed of date is only required if you initially acquired or entirely disposed of the investment interest during the reporting period. The date of a stock dividend reinvestment or partial disposal is not required. Generally, these dates will not apply if you are filing a candidate or an assuming office statement.

Examples:

John Smith holds a state agency position. His conflict-of-interest code requires full disclosure of investments. John must disclose his stock holdings of \$2,000 or more in any company that does business in California, as well as those stocks held by his spouse or registered domestic partner and dependent children.

Susan Jones is a city council member. She has a 4% interest, worth \$5,000, in a limited partnership located in the city. Susan must disclose the partnership on Schedule A-1 and income of \$500 or more received from the partnership on Schedule C.

Instructions – Schedule A-2

Investments, Income, and Assets of Business Entities/Trusts

Use Schedule A-2 to report investments in a business entity or trust (including a living trust) in which you, your spouse or registered domestic partner, and your dependent children together had a 10% or greater interest, totaling \$2,000 or more, during the reporting period and which is located in, doing business in, planning to do business in, or which has done business during the previous two years in your agency's jurisdiction. See Reference Pamphlet, page 13. A trust located outside your agency's jurisdiction is reportable if it holds assets that are located in or doing business in the jurisdiction. Do not report a trust that contains non-reportable interests. For example, a trust containing only your personal residence not used in whole or in part as a business, your savings account, and some municipal bonds, is not reportable.

Also report on Schedule A-2 investments and real property held by that entity or trust if your pro rata share of the investment or real property interest was \$2,000 or more during the reporting period.

To Complete Schedule A-2:

Part 1. Disclose the name and address of the business entity or trust. If you are reporting an interest in a business entity, check "Business Entity" and complete the box as follows:

- Provide a general description of the business activity of the entity.
- Check the box indicating the highest fair market value of your investment during the reporting period.
- If you initially acquired or entirely disposed of this interest during the reporting period, enter the date acquired or disposed.
- Identify the nature of your investment.
- Disclose the job title or business position you held with the entity, if any (i.e., if you were a director, officer, partner, trustee, employee, or held any position of management).
A business position held by your spouse is not reportable.

Part 2. Check the box indicating your pro rata share of the gross income received by the business entity or trust. This amount includes your pro rata share of the gross income from the business entity or trust, as well as your community property interest in your spouse's or registered domestic partner's share. Gross income is the total amount of income before deducting expenses, losses, or taxes.

Part 3. Disclose the name of each source of income that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency's jurisdiction, as follows:

- Disclose each source of income and outstanding loan to the business entity or trust identified in Part 1 if your pro rata share of the gross income (including your community property interest in your spouse's or registered

domestic partner's share) to the business entity or trust from that source was \$10,000 or more during the reporting period. See Reference Pamphlet, page 11, for examples. Income from governmental sources may be reportable if not considered salary. See Regulation 18232. Loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status are not reportable.

- Disclose each individual or entity that was a source of commission income of \$10,000 or more during the reporting period through the business entity identified in Part 1. See Reference Pamphlet, page 8, for an explanation of commission income.

You may be required to disclose sources of income located outside your jurisdiction. For example, you may have a client who resides outside your jurisdiction who does business on a regular basis with you. Such a client, if a reportable source of \$10,000 or more, must be disclosed.

Mark "None" if you do not have any reportable \$10,000 sources of income to disclose. Adding phrases such as "various clients" or "not disclosing sources pursuant to attorney-client privilege" may trigger a request for an amendment to your statement. See Reference Pamphlet, page 14, for details about requesting an exemption from disclosing privileged information.

Part 4. Report any investments or interests in real property held or leased by the entity or trust identified in Part 1 if your pro rata share of the interest held was \$2,000 or more during the reporting period. Attach additional schedules or use FPPC's Form 700 Excel spreadsheet if needed.

- Check the applicable box identifying the interest held as real property or an investment.
- If investment, provide the name and description of the business entity.
- If real property, report the precise location (e.g., an assessor's parcel number or address).
- Check the box indicating the highest fair market value of your interest in the real property or investment during the reporting period. (Report the fair market value of the portion of your residence claimed as a tax deduction if you are utilizing your residence for business purposes.)
- Identify the nature of your interest.
- Enter the date acquired or disposed only if you initially acquired or entirely disposed of your interest in the property or investment during the reporting period.

SCHEDULE A-2

Investments, Income, and Assets of Business Entities/Trusts

(Ownership Interest is 10% or Greater)

CALIFORNIA FORM 700
STATE DEPARTMENT OF REVENUE

Name _____

1. BUSINESS ENTITY OR TRUST

Name _____

Address (Business Address Acceptable) _____

Check one
 Trust, go to 2 Business Entity, complete the box, then go to 2

GENERAL DESCRIPTION OF BUSINESS ACTIVITY

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:

<input type="checkbox"/> \$0 - \$1,999	____/____/12	____/____/12
<input type="checkbox"/> \$2,000 - \$10,000	ACQUIRED	DISPOSED
<input type="checkbox"/> \$10,001 - \$100,000		
<input type="checkbox"/> \$100,001 - \$1,000,000		
<input type="checkbox"/> Over \$1,000,000		

NATURE OF INVESTMENT
 Partnership Sole Proprietorship Other _____

YOUR BUSINESS POSITION _____

2. TRUST, PARTNERSHIP, OR TRUST

Name _____

Address (Business Address Acceptable) _____

Check one
 Trust, go to 2 Business Entity, complete the box, then go to 2

GENERAL DESCRIPTION OF BUSINESS ACTIVITY

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:

<input type="checkbox"/> \$0 - \$1,999	____/____/12	____/____/12
<input type="checkbox"/> \$2,000 - \$10,000	ACQUIRED	DISPOSED
<input type="checkbox"/> \$10,001 - \$100,000		
<input type="checkbox"/> \$100,001 - \$1,000,000		
<input type="checkbox"/> Over \$1,000,000		

NATURE OF INVESTMENT
 Partnership Sole Proprietorship Other _____

YOUR BUSINESS POSITION _____

3. GROSS INCOME RECEIVED FROM THIS BUSINESS ENTITY OR TRUST

<input type="checkbox"/> \$0 - \$499	<input type="checkbox"/> \$10,001 - \$100,000
<input type="checkbox"/> \$500 - \$1,000	<input type="checkbox"/> OVER \$100,000
<input type="checkbox"/> \$1,001 - \$10,000	

4. GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

<input type="checkbox"/> \$0 - \$499	<input type="checkbox"/> \$10,001 - \$100,000
<input type="checkbox"/> \$500 - \$1,000	<input type="checkbox"/> OVER \$100,000
<input type="checkbox"/> \$1,001 - \$10,000	

5. NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME TO THE BUSINESS ENTITY OR TRUST

None

6. NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME TO THE TRUST, PARTNERSHIP, OR TRUST

None

7. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box:
 INVESTMENT REAL PROPERTY

8. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE TRUST, PARTNERSHIP, OR TRUST

Check one box:
 INVESTMENT REAL PROPERTY

Name of Business Entity, if Investment, or Assessor's Parcel Number or Street Address of Real Property _____

Name of Business Entity, if Investment, or Assessor's Parcel Number or Street Address of Real Property _____

Description of Business Activity or City or Other Precise Location of Real Property _____

Description of Business Activity or City or Other Precise Location of Real Property _____

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:

<input type="checkbox"/> \$2,000 - \$10,000	____/____/12	____/____/12
<input type="checkbox"/> \$10,001 - \$100,000	ACQUIRED	DISPOSED
<input type="checkbox"/> \$100,001 - \$1,000,000		
<input type="checkbox"/> Over \$1,000,000		

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:

<input type="checkbox"/> \$2,000 - \$10,000	____/____/12	____/____/12
<input type="checkbox"/> \$10,001 - \$100,000	ACQUIRED	DISPOSED
<input type="checkbox"/> \$100,001 - \$1,000,000		
<input type="checkbox"/> Over \$1,000,000		

NATURE OF INTEREST
 Property Ownership/Deed of Trust Stock Partnership

NATURE OF INTEREST
 Property Ownership/Deed of Trust Stock Partnership

Leasehold _____ Yrs remaining Other _____

Leasehold _____ Yrs remaining Other _____

Check box if additional schedules reporting investments or real property are attached

Check box if additional schedules reporting investments or real property are attached

Comments: _____

Instructions – Schedule B Interests in Real Property

Report interests in real property located in your agency's jurisdiction in which you, your spouse or registered domestic partner, or your dependent children had a direct, indirect, or beneficial interest totaling \$2,000 or more any time during the reporting period. See Reference Pamphlet, page 13.

Interests in real property include:

- An ownership interest (including a beneficial ownership interest)
- A deed of trust, easement, or option to acquire property
- A leasehold interest (See Reference Pamphlet, page 14.)
- A mining lease
- An interest in real property held in a retirement account (See Reference Pamphlet, page 15.)
- An interest in real property held by a business entity or trust in which you, your spouse or registered domestic partner, and your dependent children together had a 10% or greater ownership interest (Report on Schedule A-2.)
- Your spouse's or registered domestic partner's interests in real property that are legally held separately by him or her

You are not required to report:

- A residence, such as a home or vacation cabin, used exclusively as a personal residence (However, a residence in which you rent out a room or for which you claim a business deduction may be reportable. If reportable, report the fair market value of the portion claimed as a tax deduction.)
- Please note:** A non-reportable residence can still be grounds for a conflict of interest and may be disqualifying.
- Interests in real property held through a blind trust (See Reference Pamphlet, page 16, for exceptions.)

To Complete Schedule B:

- Report the precise location (e.g., an assessor's parcel number or address) of the real property.
- Check the box indicating the fair market value of your interest in the property (regardless of what you owe on the property).
- Enter the date acquired or disposed only if you initially acquired or entirely disposed of your interest in the property during the reporting period.

Reminders

- Income and loans already reported on Schedule B are not also required to be reported on Schedule C.
- Real property already reported on Schedule A-2, Part 4 are not also required to be reported on Schedule B.
- Code filers – do your disclosure categories require disclosure of real property?

- Identify the nature of your interest. If it is a leasehold, disclose the number of years remaining on the lease.
- If you received rental income, check the box indicating the gross amount you received.
- If you had a 10% or greater interest in real property and received rental income, list the name of the source(s) if your pro rata share of the gross income from any single tenant was \$10,000 or more during the reporting period. If you received a total of \$10,000 or more from two or more tenants acting in concert (in most cases, this will apply to married couples), disclose the name of each tenant. Otherwise, mark "None."
- Loans from a private lender that total \$500 or more and are secured by real property may be reportable. **Loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status are not reportable.**

When reporting a loan:

- Provide the name and address of the lender.
- Describe the lender's business activity.
- Disclose the interest rate and term of the loan. For variable interest rate loans, disclose the conditions of the loan (e.g., Prime + 2) or the average interest rate paid during the reporting period. The term of a loan is the total number of months or years given for repayment of the loan at the time the loan was established.
- Check the box indicating the highest balance of the loan during the reporting period.
- Identify a guarantor, if applicable.

If you have more than one reportable loan on a single piece of real property, report the additional loan(s) on Schedule C.

Example:

Joe Nelson is a city planning commissioner. Joe received rental income of \$12,000 during the reporting period from a single tenant who rented property Joe owned in the city's jurisdiction. If Joe had received the \$12,000 from two or more tenants, the tenants' names would not be required as long as no single tenant paid \$10,000 or more. A married couple would be considered a single tenant.

ASSESSOR'S PARCEL NUMBER OR OTHER ADDRESS	
4600 24th Street	
City	
Sacramento, CA 95814	
Fair Market Value	IF APPLICABLE, LEASE INFO
\$2,000 - \$4,999	1 / 12
<input checked="" type="checkbox"/> \$5,000 - \$9,999	<input type="checkbox"/> ACQUIRED
<input type="checkbox"/> \$10,000 - \$14,999	<input type="checkbox"/> DISPOSED
<input type="checkbox"/> \$15,000 - \$19,999	
<input type="checkbox"/> \$20,000 - \$24,999	
<input type="checkbox"/> \$25,000 - \$29,999	
<input type="checkbox"/> \$30,000 - \$34,999	
<input type="checkbox"/> \$35,000 - \$39,999	
<input type="checkbox"/> \$40,000 - \$44,999	
<input type="checkbox"/> \$45,000 - \$49,999	
<input type="checkbox"/> \$50,000 - \$54,999	
<input type="checkbox"/> \$55,000 - \$59,999	
<input type="checkbox"/> \$60,000 - \$64,999	
<input type="checkbox"/> \$65,000 - \$69,999	
<input type="checkbox"/> \$70,000 - \$74,999	
<input type="checkbox"/> \$75,000 - \$79,999	
<input type="checkbox"/> \$80,000 - \$84,999	
<input type="checkbox"/> \$85,000 - \$89,999	
<input type="checkbox"/> \$90,000 - \$94,999	
<input type="checkbox"/> \$95,000 - \$99,999	
<input type="checkbox"/> \$100,000 - \$149,999	
<input type="checkbox"/> \$150,000 - \$199,999	
<input type="checkbox"/> \$200,000 - \$249,999	
<input type="checkbox"/> \$250,000 - \$299,999	
<input type="checkbox"/> \$300,000 - \$349,999	
<input type="checkbox"/> \$350,000 - \$399,999	
<input type="checkbox"/> \$400,000 - \$449,999	
<input type="checkbox"/> \$450,000 - \$499,999	
<input type="checkbox"/> \$500,000 - \$549,999	
<input type="checkbox"/> \$550,000 - \$599,999	
<input type="checkbox"/> \$600,000 - \$649,999	
<input type="checkbox"/> \$650,000 - \$699,999	
<input type="checkbox"/> \$700,000 - \$749,999	
<input type="checkbox"/> \$750,000 - \$799,999	
<input type="checkbox"/> \$800,000 - \$849,999	
<input type="checkbox"/> \$850,000 - \$899,999	
<input type="checkbox"/> \$900,000 - \$949,999	
<input type="checkbox"/> \$950,000 - \$999,999	
<input type="checkbox"/> \$1,000,000 or more	
NAME OF LENDER	
Sophia Petroleum	
ADDRESS (Business Address Available)	
7121 Blue Sky Parkway, Sacramento	
Business Activity (if not on Schedule C)	
Restaurant Owner	
INTEREST RATE	Term (months/years)
8	15 Years
HIGHEST BALANCE DURING REPORTING PERIOD	
<input type="checkbox"/> \$0 - \$1,000	<input type="checkbox"/> \$1,001 - \$5,000
<input checked="" type="checkbox"/> \$5,001 - \$10,000	<input type="checkbox"/> OVER \$10,000
Number of Months	

FPPC Form 700 (2012/2013)

FPPC Advice Email: advice@fppc.ca.gov

FPPC Toll-Free Helpline: 866/275-3772 www.fppc.ca.gov

Instructions – 11

SCHEDULE B

Interests in Real Property

(Including Rental Income)

▶ ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS _____

CITY _____

FAIR MARKET VALUE IF APPLICABLE, LIST DATE.

\$2,000 - \$10,000 _____ / ____ / 12 _____ / ____ / 12

\$10,001 - \$100,000 ACQUIRED DISPOSED

\$100,001 - \$1,000,000

Over \$1,000,000

NATURE OF INTEREST

Ownership/Deed of Trust Easement

Leasehold _____ _____

Yrs. remaining Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED

\$0 - \$499 \$500 - \$1,000 \$1,001 - \$10,000

\$10,001 - \$100,000 OVER \$100,000

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.

None

▶ ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS _____

CITY _____

FAIR MARKET VALUE IF APPLICABLE, LIST DATE.

\$2,000 - \$10,000 _____ / ____ / 12 _____ / ____ / 12

\$10,001 - \$100,000 ACQUIRED DISPOSED

\$100,001 - \$1,000,000

Over \$1,000,000

NATURE OF INTEREST

Ownership/Deed of Trust Easement

Leasehold _____ _____

Yrs. remaining Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED

\$0 - \$499 \$500 - \$1,000 \$1,001 - \$10,000

\$10,001 - \$100,000 OVER \$100,000

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.

None

* You are not required to report loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER* _____

ADDRESS (Business Address Acceptable) _____

BUSINESS ACTIVITY, IF ANY, OF LENDER _____

INTEREST RATE TERM (Months/Years)

_____ % None _____

HIGHEST BALANCE DURING REPORTING PERIOD

\$500 - \$1,000 \$1,001 - \$10,000

\$10,001 - \$100,000 OVER \$100,000

Guarantor, if applicable

NAME OF LENDER* _____

ADDRESS (Business Address Acceptable) _____

BUSINESS ACTIVITY, IF ANY, OF LENDER _____

INTEREST RATE TERM (Months/Years)

_____ % None _____

HIGHEST BALANCE DURING REPORTING PERIOD

\$500 - \$1,000 \$1,001 - \$10,000

\$10,001 - \$100,000 OVER \$100,000

Guarantor, if applicable

Instructions – Schedule C Income, Loans, & Business Positions (Income Other Than Gifts and Travel Payments)

Report the source and amount of gross income of \$500 or more you received during the reporting period. Gross income is the total amount of income before deducting expenses, losses, or taxes and includes loans other than loans from a commercial lending institution. See Reference Pamphlet, page 11. Also report your job title with each reportable business entity, even if you received no income during the reporting period. You must also report the source of income to your spouse or registered domestic partner if your community property share was \$500 or more during the reporting period.

A source of income must be reported only if the source is located in, doing business in, planning to do business in, or has done business during the previous two years in your agency's jurisdiction. See Reference Pamphlet, page 13, for more information about doing business in the jurisdiction. Reportable sources of income may be further limited by your disclosure category located in your agency's conflict-of-interest code.

Commonly reportable income and loans include:

- Salary/wages, per diem, and reimbursement for expenses including travel payments provided by your employer
- Community property interest (50%) in your spouse's or registered domestic partner's income - report the employer's name and all other required information
- Income from investment interests, such as partnerships, reported on Schedule A-1
- Commission income not required to be reported on Schedule A-2 (See Reference Pamphlet, page 8.)
- Gross income from any sale, including the sale of a house or car (Report your pro rata share of the total sale price.)
- Rental income not required to be reported on Schedule B
- Prizes or awards not disclosed as gifts
- Payments received on loans you made to others, including loan repayments from a campaign committee (including a candidate's own campaign committee)
- An honorarium received prior to becoming a public official (See Reference Pamphlet, page 10, concerning your ability to receive future honoraria.)
- Incentive compensation (See Reference Pamphlet, page 12.)

Reminders

- Code filers – your disclosure categories may not require disclosure of all sources of income.
- If you or your spouse or registered domestic partner are self-employed, report the business entity on Schedule A-2.
- Do not disclose on Schedule C income, loans, or business positions already reported on Schedules A-2 or B.

You are not required to report:

- Salary, reimbursement for expenses or per diem, or social security, disability, or other similar benefit payments received by you or your spouse or registered domestic partner from a federal, state, or local government agency.

See Reference Pamphlet, page 11, for more exceptions to income reporting.

To Complete Schedule C:

Part 1. Income Received/Business Position Disclosure

- Disclose the name and address of each source of income or each business entity with which you held a business position.
- Provide a general description of the business activity if the source is a business entity.
- Check the box indicating the amount of gross income received.
- Identify the consideration for which the income was received.
- For income from commission sales, check the box indicating the gross income received and list the name of each source of commission income of \$10,000 or more. See Reference Pamphlet, page 8. **Note:** If you receive commission income on a regular basis or have an ownership interest of 10% or more, you must disclose the business entity and the income on Schedule A-2.
- Disclose the job title or business position, if any, that you held with the business entity, even if you did not receive income during the reporting period.

Part 2. Loans Received or Outstanding During the Reporting Period

- Provide the name and address of the lender.
- Provide a general description of the business activity if the lender is a business entity.
- Check the box indicating the highest balance of the loan during the reporting period.
- Disclose the interest rate and the term of the loan.
 - For variable interest rate loans, disclose the conditions of the loan (e.g., Prime + 2) or the average interest rate paid during the reporting period.
 - The term of the loan is the total number of months or years given for repayment of the loan at the time the loan was entered into.
- Identify the security, if any, for the loan.

SCHEDULE C

Income, Loans, & Business Positions

(Other than Gifts and Travel Payments)

CALIFORNIA FORM 700
<small>FAMILY PRACTICE LICENSURE COMMISSION</small>
Name _____

▶ 1 INCOME RECEIVED

NAME OF SOURCE OF INCOME _____

ADDRESS (Business Address Acceptable) _____

BUSINESS ACTIVITY, IF ANY, OF SOURCE _____

YOUR BUSINESS POSITION _____

GROSS INCOME RECEIVED

\$500 - \$1,000 \$1,001 - \$10,000

\$10,001 - \$100,000 OVER \$100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED

Salary Spouse's or registered domestic partner's income

Loan repayment Partnership

Sale of _____
(Real property, car, boat, etc.)

Commission or Rental Income, list each source of \$10,000 or more _____

Other _____
(Describe)

▶ 1 INCOME RECEIVED

NAME OF SOURCE OF INCOME _____

ADDRESS (Business Address Acceptable) _____

BUSINESS ACTIVITY, IF ANY, OF SOURCE _____

YOUR BUSINESS POSITION _____

GROSS INCOME RECEIVED

\$500 - \$1,000 \$1,001 - \$10,000

\$10,001 - \$100,000 OVER \$100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED

Salary Spouse's or registered domestic partner's income

Loan repayment Partnership

Sale of _____
(Real property, car, boat, etc.)

Commission or Rental Income, list each source of \$10,000 or more _____

Other _____
(Describe)

▶ 2 LOANS RECEIVED OR OUTSTANDING DURING THE REPORTING PERIOD

* You are not required to report loans from commercial lending institutions, or any indebtedness created as part of a retail installment or credit card transaction, made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER* _____

ADDRESS (Business Address Acceptable) _____

BUSINESS ACTIVITY, IF ANY, OF LENDER _____

HIGHEST BALANCE DURING REPORTING PERIOD

\$500 - \$1,000

\$1,001 - \$10,000

\$10,001 - \$100,000

OVER \$100,000

INTEREST RATE _____% None

TERM (Months/Years) _____

SECURITY FOR LOAN

None Personal residence

Real Property _____
Street address

_____ City

Guarantor _____

Other _____
(Describe)

Comments: _____

Instructions – Schedule D Income – Gifts

A gift is anything of value for which you have not provided equal or greater consideration to the donor. A gift is reportable if its fair market value is \$50 or more. In addition, multiple gifts totaling \$50 or more received during the reporting period from a single source must be reported.

It is the acceptance of a gift, not the ultimate use to which it is put, that imposes your reporting obligation. Except as noted below, you must report a gift even if you never used it or if you gave it away to another person.

If the exact amount of a gift is unknown, you must make a good faith estimate of the item's fair market value. Listing the value of a gift as "over \$50" or "value unknown" is not adequate disclosure. In addition, if you received a gift through an intermediary, you must disclose the name, address, and business activity of both the donor and the intermediary.

Commonly reportable gifts include:

- Tickets/passes to sporting or entertainment events
- Tickets/passes to amusement parks
- Parking passes
- Food, beverages, and accommodations, including those provided in direct connection with your attendance at a convention, conference, meeting, social event, meal, or like gathering
- Rebates/discounts not made in the regular course of business to members of the public without regard to official status
- Wedding gifts (See Reference Pamphlet, page 16)
- An honorarium received prior to assuming office (You may report an honorarium as income on Schedule C, rather than as a gift on Schedule D, if you provided services of equal or greater value than the payment received. See Reference Pamphlet, page 10, regarding your ability to receive future honoraria.)
- Transportation and lodging (See Schedule E.)
- Forgiveness of a loan received by you

You are not required to disclose:

- Gifts that were not used and that, within 30 days after receipt, were returned to the donor or delivered to a

Reminders

- Gifts from a single source are subject to a \$420 limit during 2012. See Reference Pamphlet, page 10.
- Code filers – you only need to report gifts from reportable sources.

charitable organization without being claimed by you as a charitable contribution for tax purposes

- Gifts from your spouse or registered domestic partner, child, parent, grandparent, grandchild, brother, sister, and certain other family members (See Regulation 18942 for a complete list.). The exception does not apply if the donor was acting as an agent or intermediary for a reportable source who was the true donor.
- Gifts of similar value exchanged between you and an individual, other than a lobbyist, on holidays, birthdays, or similar occasions
- Gifts of informational material provided to assist you in the performance of your official duties (e.g., books, pamphlets, reports, calendars, periodicals, or educational seminars)
- A monetary bequest or inheritance (However, inherited investments or real property may be reportable on other schedules.)
- Personalized plaques or trophies with an individual value of less than \$250
- Campaign contributions
- Gifts given to members of your immediate family if the source has an established relationship with the family member and there is no evidence to suggest the donor had a purpose to influence you. (See Regulation 18943.)
- The cost of food, beverages, and necessary accommodations provided directly in connection with an event at which you gave a speech, participated in a panel or seminar, or provided a similar service but only if the cost is paid for by a federal, state, or local government agency. **This exception does not apply to a state or local elected officer, as defined in Section 82020, or an official specified in Section 87200.**
- Any other payment not identified above, that would otherwise meet the definition of gift, where the payment is made by an individual who is not a lobbyist registered to lobby the official's agency, where it is clear that the gift was made because of an existing personal or business relationship unrelated to the official's position and there is no evidence whatsoever at the time the gift is made to suggest the donor had a purpose to influence you.

To Complete Schedule D:

- Disclose the full name (not an acronym), address, and, if a business entity, the business activity of the source.
- Provide the date (month, day, and year) of receipt, and disclose the fair market value and description of the gift.

FPPC Form 700 (2012/2013)

FPPC Advice Email: advice@fppc.ca.gov

FPPC Toll-Free Helpline: 866/275-3772 www.fppc.ca.gov

Instructions – 15

SCHEDULE D Income - Gifts

CALIFORNIA FORM 700

FPPC 01/11 - ALL FEES PAID BY FILER - COMMISSION

Name: _____

▶ NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

Comments: _____

Instructions – Schedule E Travel Payments, Advances, and Reimbursements

Travel payments reportable on Schedule E include advances and reimbursements for travel and related expenses, including lodging and meals.

Gifts of travel may be subject to the gift limit. In addition, certain travel payments are reportable gifts, but are not subject to the gift limit. To avoid possible misinterpretation or the perception that you have received a gift in excess of the gift limit, you may wish to provide a specific description of the purpose of your travel. See the FPPC fact sheet entitled "Limitations and Restrictions on Gifts, Honoraria, Travel, and Loans" at www.fppc.ca.gov.

You are **not** required to disclose:

- Travel payments received from any state, local, or federal government agency for which you provided services equal or greater in value than the payments received
- Travel payments received from your employer in the normal course of your employment that are included in the income reported on Schedule C
- Payments for admission to an event at which you make a speech, participate on a panel, or make a substantive formal presentation, transportation, and necessary lodging, food, or beverages, and nominal non-cash benefits provided to you in connection with the event so long as both the following apply:
 - The speech is for official agency business and you are representing your government agency in the course and scope of your official duties.
 - The payment is a lawful expenditure made only by a federal, state, or local government agency for purposes related to conducting that agency's official business.

Note: This exception does not apply to a state or local elected officer, as defined in Section 82020, or an official specified in Section 87200.

- A travel payment that was received from a non-profit entity exempt from taxation under Internal Revenue Code Section 501(c)(3) for which you provided equal or greater consideration

To Complete Schedule E:

- Disclose the full name (not an acronym) and address of the source of the travel payment.
- Identify the business activity if the source is a business entity.
- Check the box to identify the payment as a gift or income, report the amount, and disclose the date(s).

– **Travel payments are gifts** if you did not provide services that were equal to or greater in value than the payments received. You must disclose gifts totaling \$50 or more from a single source during the period covered by the statement.

When reporting travel payments that are gifts, you must provide a description of the gift and the date(s) received.

– **Travel payments are income** if you provided services that were equal to or greater in value than the payments received. You must disclose income totaling \$500 or more from a single source during the period covered by the statement. You have the burden of proving the payments are income rather than gifts.

When reporting travel payments as income, you must describe the services you provided in exchange for the payment. You are not required to disclose the date(s) for travel payments that are income.

Example:

City council member Rick Chandler is the chairman of a trade association and the association pays for Rick's travel to attend its meetings. Because Rick is deemed to be providing equal or greater consideration for the travel payment by virtue of serving on the board, this payment may be reported as income. Payments for Rick to attend other events for which Rick is not providing services are likely considered gifts.

NAME OF SOURCE	
Health Services Trade Association	
ADDRESS (Business Address Preferred)	
1230 K Street, Ste. 610	
CITY AND STATE	
Sacramento, CA	
BUSINESS ACTIVITY (IF APPLICABLE)	
Association of Healthcare Workers	
DATE	AMOUNT
	688.00
TYPE OF PAYMENT (Check one)	
<input type="checkbox"/> Gift <input checked="" type="checkbox"/> Income	
DESCRIPTION (Travel reimbursement for board meeting)	

SCHEDULE E

Income - Gifts

Travel Payments, Advances, and Reimbursements

CALIFORNIA FORM 700

PART 10000 OF PUBLIC UTILITIES CODE

Name _____

- You must mark either the gift or income box.
- Mark the "501(c)(3)" box for a travel payment received from a nonprofit 501(c)(3) organization or the "Speech" box if you made a speech or participated in a panel. These payments are not subject to the \$440 gift limit, but may result in a disqualifying conflict of interest.

▶ NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

CITY AND STATE

BUSINESS ACTIVITY, IF ANY, OF SOURCE 501 (c)(3)

DATE(S): ____/____/____ - ____/____/____ AMT: \$_____
(if gift)

TYPE OF PAYMENT: (must check one) Gift Income

Made a Speech/Participated in a Panel

Other - Provide Description

▶ NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

CITY AND STATE

BUSINESS ACTIVITY, IF ANY, OF SOURCE 501 (c)(3)

DATE(S): ____/____/____ - ____/____/____ AMT: \$_____
(if gift)

TYPE OF PAYMENT: (must check one) Gift Income

Made a Speech/Participated in a Panel

Other - Provide Description

▶ NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

CITY AND STATE

BUSINESS ACTIVITY, IF ANY, OF SOURCE 501 (c)(3)

DATE(S): ____/____/____ - ____/____/____ AMT: \$_____
(if gift)

TYPE OF PAYMENT: (must check one) Gift Income

Made a Speech/Participated in a Panel

Other - Provide Description

▶ NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

CITY AND STATE

BUSINESS ACTIVITY, IF ANY, OF SOURCE 501 (c)(3)

DATE(S): ____/____/____ - ____/____/____ AMT: \$_____
(if gift)

TYPE OF PAYMENT: (must check one) Gift Income

Made a Speech/Participated in a Panel

Other - Provide Description

Comments: _____

24

3637 Magee Ave
Oakland, CA 94619
Tel. (510) 482-6000
Fax. (510) 482-6002
www.aimschools.org



Memo

To: American Indian Model Schools

From: _____

Date: _____

Re: Affidavit of AIMS Board Manual Review and Form 700 Submission

I, _____, have received and read in its entirety a copy of the AIMS Board Manual which outlines the policies, practices, and charter requirements of AIM Schools. I have familiarized myself with the contents of this manual. By my signature below, I acknowledge, understand, accept and agree to comply with the information contained in this manual.

By my signature below, I also attest to filing and submitting form 700, in which I have disclosed all financial interests associated with AIM Schools. I understand that form 700 is a public document, and that my form 700 will kept on file at AIM Schools available for review upon request.

I declare that, to the best of my knowledge and belief, the information herein is true, correct, and complete.

Board Member's Signature

Date

Board Member's Name (Please Print)