

CHARTER
for the
OAKLAND UNIFIED SCHOOL
DISTRICT (OUSD)

American Indian Public Charter School (AIPCS) –
American Indian Model (AIM)

Submitted by the AIPCS – AIM Advisory Council
3637 Magee Avenue
Oakland, CA 94619
(510) 482-6000

Legislative File

File ID No. 08-1775
Introduction Date 8/13/08
Enactment No. _____
Enactment Date _____
By _____

August 13, 2008

Contact: Mrs. Janet Roberts (510) 482-6000 Ext. 7

CERTIFICATION STATEMENT

Proposed Charter School Name American Indian Public Charter School – American Indian Model

Proposed School Location (City) Oakland

I hereby certify that the information submitted in this petition is true to the best of my knowledge and belief; that this petition has been or is being sent to the superintendent of each of the districts from which we intend to draw students; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. This is a true statement, made under the penalties of perjury.

Signature of
Authorized Person Mrs. Janet Roberts Date 8/13/08

(Please label the copy that has original signatures.)

Print/Type Name Mrs. Janet Roberts

Address 3637 Magee Avenue, Oakland, CA 94619

Daytime Phone: (510) 482-6000 x. 7 Fax: (510) 482-6002

Charter School Petition Form for Teacher Initiated Petitions

American Indian Model- Oakland (6th through 8th Grade)

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

Name of Teacher	Home Address and Zip Code	Home Phone Number	Meaningfully Interested in Teaching at the Charter School	Current School	Type of Credential Held	Signature	Date
Shelley Kahn	11708 Harlan Road Dublin, CA 94568	925-828-1981	Yes	N/A	Multi-Subject	<i>Shelley Kahn</i>	8-11-08
Isaac Berniker	5708 Broadway Ave. Oakland, CA 94618	510-364-3762	Yes	AIPHS	Multi-Subject	<i>Isaac Berniker</i>	8-11-08
Deepa Ramamoorthy	15 Nightowl Court, El Sobrante, CA 94803	510-307-6580	Yes	AIPCS II	Multi-Subject	<i>Deepa Ramamoorthy</i>	8-11-08

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

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American Indian Public Charter School (AIPCS) – American Indian Model (AIM)

American Indian Public Charter School (AIPCS) is a nonprofit corporation founded in 1999 designed to provide a quality education to immigrants, minorities and low-income students in Oakland, CA. AIPCS is based on the model that will henceforth in this charter be referred to as the American Indian Model (AIM). AIM stresses high academic achievement through a structured learning environment and excellent attendance. The academic performance data supports that this model is successful. The following schools already use this model: American Indian Public Charter School, American Indian Public Charter School II, American Indian Public High School, Oakland Charter Academy and Oakland Charter High School. American Indian Public Charter School – American Indian Model (AIPCS – AIM, 6th-8th) the newest school to employ this model, will aim to educate inner-city students from socio-economically disadvantaged families as well as others interested in attending the school.

Committed to excellence and academics, AIPCS – AIM’s goal is to provide structure and student achievement to traditionally underserved urban students by doing the following:

- 1) Improving the academic achievement of all students in mathematics and English/Language Arts
- 2) Closing the achievement gap of educationally disadvantaged students
- 3) Focusing on student attendance
- 4) Supporting effective educators
- 5) Providing a structured learning environment

In accordance with the California Charter Schools Act of 1992 as amended (the “Charter Schools Act”), AIPCS-AIM hereby petitions the Oakland Unified School District to approve the charter for five years.

The Charter School Act states:

It is the intent of the Legislature... 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 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 a rule-based accountability system to a performance-based accountability system*

(g) Provide rigorous competition within the public school system to stimulate continual improvements in all public schools

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

AIPCS – AIM will make important contributions to the legislative goals outlined above. By granting this charter petition, the state-appointed State Superintendent and the Oakland Unified School District Board of Trustees will help fulfill the intent of the Charter Schools Act while providing students in the district with an additional quality education option.

The Charter Schools Act provides that a petition must contain reasonably comprehensive descriptions of the elements described in California Education Code Sections 47605(b)(5)(A)-(O). These sections of the law and the required descriptions are provided below.

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

The attached charter merits consideration. We are hereby petitioning the Governing Board of the Oakland Unified School District (OUSD) to grant approval of the charter pursuant to Education Code 4605 to enable the function of AIPCS-AIM.

AIPCS-AIM agrees to operate the school pursuant to the terms of the Charter School Act and the provisions of the school's charter. The director of the school will be authorized to negotiate any amendments to the attached charter to secure approval by the Oakland Unified School District's Governing Board.

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

AIPCS – AIM will be nonsectarian in its programs, admission policies, employment practices and all other operations. It will not charge tuition, nor will it discriminate against any pupil based on ethnicity, national origin, race, gender, gender identity, sexual orientation, or disability.

Please direct any questions regarding this charter to Janet Roberts at (510) 482-6000 Ext. 7.

Respectfully,



Mrs. Janet Roberts,
Director/Principal

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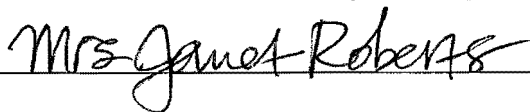
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STATEMENT OF ASSURANCES

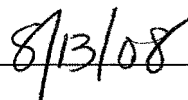
This form or other similar must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances. As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for American Indian Public Charter School – American Indian Model to be located at 3637 Magee Avenue, Oakland, CA 94619 is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non-secular in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not base admission on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will offer at least the minimum amount of instructional time at each grade level as required by law.
7. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
8. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
9. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, § 5; and MGL c. 89, 71 § (f) and (I).

10. Will comply with all other applicable federal and state laws and regulations.
11. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
12. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.
13. Will operate in compliance with generally accepted government accounting principles.
14. Will maintain separate accountings of all funds received and disbursed by the school.
15. Will participate in the California State Teachers' Retirement System as applicable.
16. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
17. Will at all times maintain all necessary and appropriate insurance coverage.
18. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
19. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
20. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.
21. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.



Signature



Date

I. ADVISORY GROUP

Founders' Statement

The founders of the American Indian Model (AIM) are interested in creating a middle school - sixth through eighth grade - with a strong academic emphasis on language arts and mathematics for inner-city students from socio-economically disadvantaged families as well as others interested in attending the school. It is our ethos that a strong academic background in language arts and mathematics is the foundation for attaining a higher education and becoming a productive member in a free market capitalist society. The advisors represent a diverse group interested in high academic standards for the target student population that will attend AIPCS-AIM.

Mrs. Janet Roberts

Mrs. Janet Roberts, the director of American Indian Public Charter School (AIPCS), American Indian Public Charter School II (AIPCS II) and American Indian Public High School (AIPHS), manages the schools' finances, works with the schools' governance board and evaluates staff and student progress. She previously taught at American Indian Public Charter School (AIPCS) and has over five years of experience working in public school systems. She earned a B.S. in Elementary Education, an M.A. in Curriculum and Instruction and completed her administrative training at AIPCS.

Mr. Steve Moyer

Mr. Steve Moyer, a financial and investment planner, works with Moyer Realty. He specializes in commercial real estate and has over 30 years experience in the business; he holds a real estate license in California. He is a businessman who is active in public education.

Ms. Chiu Ling

Ms. Chiu Ling, a chairperson for the American Indian Public Charter School Board, has diligently worked on governance and institutional organization at American Indian Public Charter School. She is an active community member with a particular interest in public education and is an involved parent in her child's education.

Ms. Marsha Amador

Ms. Marsha Amador has over 20 years experience specializing in accounting and educational finance. She worked with Xerox for several years before she retired. She is actively involved with charter schools and is passionate about education. As an immigrant, she believes hard work and dedication will help students achieve academic success. Ms. Amador holds a B.A. in Accounting.

Ms. Atiba S. Thomas

Ms. Atiba S. Thomas, an educator at East Oakland Leadership Academy, has taught for over ten years. She has a clear understanding of the middle school curriculum and is a great mentor to staff and students alike. She enjoys pushing students to high academic heights and providing them with the educational skills necessary to pursue a higher education. She received a B.A. in Sociology and an M.A. in Psychology/Art Therapy.

The role of the advisory group for AIPCS-AIM is to write the charter for AIPCS-AIM, create a budget and ensure compliance with the Oakland Unified School District, Alameda County and the California Department of Education. The advisory group will pass control of AIPCS-AIM to the governance board of American Indian Public Charter School (effective December 31, 2008). The CHSS consortium is an external supporter of high-achieving academic schools. Their role will be to support strong academics at AIPCS-AIM. AIPCS-AIM's three-year operational planning budgets and expenditures for 2009-2012 are attached (See Page 46-48).

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law - A description of the school's educational program is 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

AIPCS-AIM will serve 150 - 180 inner-city students in sixth through eighth grade. The focus of AIPCS-AIM is excellent student attendance (97%) that helps to ensure the students' academic needs are met. The school will provide students with an education to enhance their academic skills in reading, writing, spelling, mathematics, science, social science, foreign language, business and humanities, so they may compete in and be productive members of a free market society. This will be a collaborative effort between school, family and community.

Educational Philosophy

The middle grades are formative years when students seek answers to fundamental questions about life and identity. The students are deciding on values and standards, which will determine their success in the future. This is a time for them to explore. AIPCS-AIM will provide students the opportunity to complete this exploration in a structured learning environment and will instill the values of mutual respect and hard work in its students.

The OUSD serves approximately 10,318 middle school students. The rates of daily attendance and academic achievement of middle-school students are still well below state averages. The result is that many students in Oakland Unified School District are not adequately prepared for high school and thus do not meet the requirements to attend either the University of California (UC) or California State University (CSU). Of the 60.8% of students graduating from Oakland public high schools in 2005-2006, only 37.1% were eligible to attend either university system. Minority students fared the worst: only 27.5% of African-Americans and 36.4% of Hispanics were eligible.¹ This is an improvement from previous years, yet is still inadequate when compared to state standards. AIPCS-AIM will contribute to student academic achievement in OUSD by sharing the American Indian Model's proven academic practices with other schools and administrators in the district. AIPCS-AIM will work to improve academic achievement; all schools under the American Indian Model (AIPCS, AIPHS, AIPCS II, OCA and OCHS) have a proven track record that is supported by student test results.

AIPCS-AIM will provide a rigorous, standards-based curriculum with a focus on language arts, mathematics, science and social science. This model has proven to be successful at American Indian Public Charter School (API 950), American Indian Public High School (API 940) and Oakland Charter Academy (API 896). In 2006, AIPCS became the first public school in Oakland, California, to win the national "Blue Ribbon" award from the U.S. Department of Education (See Appendix A, Page 35). This year, Oakland Charter Academy is the second public school in Oakland to be nominated for the "Blue Ribbon" award based on high academic achievement under the No Child Left Behind Act of 2001. All of those schools follow the AIM model of academic success.

Small class size alone cannot guarantee academic achievement, although research shows it often contributes to higher levels of academic success. With fewer students in a classroom, teachers can better meet the students' needs. At AIPCS-AIM, small, self-contained classes with an average of 25 students will result in higher attendance rates (99%), reduced dropout rates (0%) and increased academic performance for our minority students of socio-economically disadvantaged backgrounds.

The American Indian Model has proven that an extended-year calendar provides increased opportunities for targeted intervention to assist low-performing students. An extended-year calendar includes 196 instructional days and mandatory summer school for all students (See Appendix D, page 51). Implementing the extended-year calendar offers students the timeframe and learning environment necessary to ensure they not only continue to meet, but also exceed the language arts, mathematics, science and social-science requirements on California Standardized Tests (CST). AIPCS-AIM will follow this extended-year calendar to ensure greater academic performance.

School Programs

AIPCS-AIM will apply for accreditation to Western Association of Schools and Colleges' (WASC) Accrediting Commission for Schools. Under WASC, AIPCS-AIM will be evaluated to ensure the school is achieving its goals and objectives. WASC's accreditation will help the school maintain academic integrity and will ensure that AIPCS-AIM's courses will be transferable to other public middle and high schools. Families at AIPCS-AIM will sign a contract acknowledging awareness of course requirements and the discipline policy, which will show they accept responsibility for adhering to these requirements.

Students to Be Served - Whom Is the School Attempting to Educate?

AIPCS-AIM will serve approximately 150 - 180 students in sixth through eighth grade. AIPCS-AIM's goal is to provide minority and socio-economically disadvantaged students with strong academic skills in language arts, mathematics, science, social science, business and foreign language. The school will serve a diverse student population that reflects the OUSD student population. According to OUSD's 2007 Annual Report, OUSD's student population was 38.29% African-American, 32.55% Latino, 15.69% Asian, 6.54% White, 2.08% Pacific Islander and 0.43% American Indian/Alaskan Native during the 2006-2007 school year. Similarly, AIPCS-AIM will serve a predominantly minority population that is reflective of the OUSD. The students will be provided with a foundation of knowledge and skills required of 21st century adults. AIPCS-AIM's students will have strong academic skills in language arts and mathematics and will be respectful, dependable citizens who are prepared to contribute to our capitalist society.

For the first year of operation, AIPCS-AIM will serve 60 sixth graders. The student to teacher ratio will average 25:1. This will allow students and teachers to develop a productive working relationship in a small school setting.

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 the Information Age, it is imperative that AIPCS-AIM's students learn how to understand and critically analyze the information they encounter. One of AIPCS-AIM's chief goals is to furnish students with strong academic skills by providing ninety 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 convey 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-AIM's students will be better equipped to understand the material covered in other subjects. To be a competent member of a capitalistic society and to succeed in post-secondary education, students must be competent readers. This point cannot be stressed enough.

To meet the demands of the 21st century, students need a rigorous curriculum in mathematics as well. AIPCS-AIM's students will be required to take ninety minutes of math each day, beginning in sixth grade with general math and finishing eighth grade with Algebra I. A solid comprehension of

mathematics is 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, AIPCS-AIM will instill in them the values of hard work and self-discipline. AIPCS-AIM will be highly structured with a tough disciplinary system that rewards hard work and productivity. AIPCS-AIM's students will learn to be responsible for their course work and their actions and will take pride in their efforts and consequent academic successes. AIPCS-AIM will have high expectations for its students, pushing them to achieve to the best of their abilities and to be motivated, lifelong learners. Students will also be taught accountability and that there are consequences for neglecting responsibilities.

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.² AIPCS-AIM will incorporate this teacher-centered environment, which has been extremely successful at American Indian Public Charter School, American Indian Public High School and Oakland Charter Academy Middle School.

Socio-economically disadvantaged students who have a strong academic foundation are more likely to succeed in school and life. The key to a successful 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 their child's education. Boundaries and expectations will be established through a system of productive working relationships. Individuals will be encouraged through peer relationships and school culture to work together as a family. The concept of working as a family is a major focus in the AIPCS-AIM's curriculum.

AIPCS-AIM will prepare students who are entering a college-preparatory high school. The curriculum will be rigorous with instruction designed for active engagement in the academic learning process. Small classrooms and structured learning with an emphasis on reading, writing, math, science and social science will be applied to ensure that students build a strong academic foundation. The classroom environment will incorporate a social-skills program that will create a forum for reinforcing respect among students and staff.

Students at AIPCS-AIM will build productive relationships with motivated teachers who will provide them with a better chance for higher academic achievement than neighboring schools. As a small school, AIPCS-AIM will facilitate these interactions. AIPCS-AIM's students will be engaged in learning with the guidance and instruction of skilled teachers. Together they will work toward high academic achievement.

Curriculum and Instructional Design

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

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

The students who enroll at AIPCS-AIM will be provided with a safe and 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, as required by law.

State-approved textbooks aligned with state standards will provide the content basis for courses of study. AIPCS-AIM believes 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 AIPCS-AIM's curriculum. AIPCS-AIM will implement a structured daily schedule, which focuses on the core academic subjects (See Appendix D, page 50). These subjects include language arts, mathematics, science, social science and foreign languages; moreover, arts courses will be offered after school. Electives such as creative writing and reading will be offered in each class, in addition to the core subjects. AIPCS-AIM also believes that homework is a crucial part of the learning process for our students. The school will provide after-school tutoring, Saturday classes and assistance with homework. AIPCS-AIM will work closely with American Indian Public Charter School, American Indian Public High School, American Indian Public Charter School II, Oakland Charter Academy, Oakland Charter High School, OUSD, OUSD Charter Schools Office and other Bay Area community organizations to provide services for AIPCS-AIM students.

The AIPCS-AIM teaching methodology will be lecture-based and teacher-directed. Tutorial services will be mandatory for all students whose scores are basic, below basic, far below basic, or below grade level on the California Standards Test.

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

- 1) **English:** structured around the *Holt Literature and Language Arts, Mastering the California Standards, Reading, Writing, Listening and Speaking for Grades 5-8*, 2003, by Holt, Rinehart and Winston
 - a) teach reading and language arts as central to all academic subjects and as a means for obtaining and communicating information
 - b) teach the fundamentals of spelling and grammar
 - c) teach students the necessary skills for researching information, taking notes, organizing ideas, developing an outline, using the dictionary, editing and revising
 - d) teach oral communication skills through group discussions and classroom presentations
 - e) teach the mechanics of expository writing, creative writing, poetry, journalism, business communication and scientific writing
- 2) **Mathematics:** structured around the state standards for each level, utilizing state-approved curriculum including:
 - a) cover the grade level curricular content specified in *Mathematics Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 1999)
 - b) 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
 - c) teach fluency with traditional (abstract) mathematical concepts, statistics and computation skills
 - d) teach mathematics with scientific quantification to emphasize the relationships between math, science and technology.

- 3) **Science:** structured around the state standards for each grade level utilizing state-approved curriculum including:
 - a) 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)
 - b) 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
 - c) provide a science program that combines the core sciences of biology, physics and chemistry
 - d) 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

- 4) **History and Social Sciences:** structured around the state standards for each grade level utilizing state-approved curriculum including
 - a) present an effective history and social-science curriculum using the grade-level considerations, instructional strategies and assessment guidelines outlined in *History Social Science Framework for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2005)
 - b) teach content in history and social science that allows students to develop the skills, knowledge and attitudes necessary to meet the measurable student outcomes for core academics (See Heading III: Measurable Student Outcomes and Other Uses of Data, p. 15)
 - c) teach students a global perspective of history and social science by studying other nations
 - d) teach culture of societies, both ancient and modern, through archaeology, anthropology, history and geography

- 5) **Foreign Languages:** structured around the state standards for appropriate grade levels
 - a) teach world languages' curriculum using the grade level considerations, instructional strategies and assessment guidelines outlined in *Foreign Language Curriculum Framework K-12* (California Department of Education, 2001)
 - b) 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
 - c) teach Mandarin as the required foreign language
 - d) teach an integrated approach in which reading and the language arts facilitate and reinforce language fluency in Mandarin

- 6) **Visual and Performing Arts:** structured around the state standards for each grade level
 - a) 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)
 - b) 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

- 7) **Physical Education and Health:** structured around the state standards for each grade level
- a) 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)
 - b) teach the grade level curricular content specified in *Challenge Standards for Student Success: Health Education* (California Department of Education, 1998)
 - c) provide a physical education program that offers both individual and team sports including basketball, cross country, soccer and other physical activities that promote fitness, teamwork and individual abilities

Plan for Academically Low-Achieving Students

Each AIPCS-AIM student will be enrolled in a rigorous curriculum and provided the necessary support to learn. Incoming sixth graders will be assessed during the mandatory summer-session using the assessments that are aligned to state standards and objectives by grade level. The classroom teachers will immediately assess and identify students who score below the American Indian Model standard proficiency level of 50% in English and/or math assessments and a personalized individual learning plan will be established. These students will be required to attend group tutoring sessions to support their academic growth.

AIPCS-AIM believes in a small, focused and ability-leveled tutoring program. Students in tutoring will first be first 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 require 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-AIM.

AIPCS-AIM will work closely with the Stanford Academic Institute of Learning (SAIL) to provide math programs tailored to low-achieving and high-achieving students in sixth through eighth grade. The SAIL program is a three-week rigorous math program that will be held July 13 - July 31, 2009. The math courses will take place from 8:30 a.m. to 3:00 p.m. Monday through Friday.

AIPCS – AIM is designed to address the educational needs of students with learning difficulties. The small-school atmosphere provides more personalized attention, especially when combined with the structured academic curriculum of high expectations and tutorial support. The extended-year calendar (196 days) will provide each student with a better opportunity for success in school. AIPCS-AIM's staff will work with the Oakland Unified School District to ensure special education services, including psychologists, resource specialists and other services will be provided to students as needed. For additional information, see the special education section.

Plan for Academically High-Achieving Students

AIPCS-AIM expects all students to reach high standards of academic achievement. Families and students will work with a teacher to design a learning plan tailored to the students' needs.

Through professional development, AIPCS-AIM's teachers will receive specific training in recognizing gifted and talented students, understanding differentiated instruction and applying differentiation in the classroom.

AIPCS-AIM will work with the Stanford Academic Institute of Learning (SAIL) and the Johns Hopkins University's Center for Talented Youth (CTY), so academically high-achieving students can

take college courses throughout the school year. Summer college courses will be available to sixth through eighth grade students who are academically prepared to successfully complete the courses.

Plan for English Learners

English learners will be enrolled in regular classes and will receive supplementary instruction to assist in their acquisition of the English language and all other academic subjects. AIPCS-AIM will meet all requirements of federal and state law to provide equal access to the curriculum for English learners. The goal is to provide high-quality instructional programs and services for English learners that will allow them to achieve the same challenging academic and graduation standards in all academic subjects as English-speaking students.

The California English Language Development Test (CELDT), as required by law, will be administered to students who have been identified to need assistance. When a language other than English is listed on their registration packet, students will be administered the CELDT exam, which evaluates the student's listening, reading, speaking and writing skills in the English language. AIPCS-AIM will share the test results with the students' families and teachers to document student results.

The lead contact for matters concerning English language learners will be the director/principal. AIPCS-AIM's English learners will receive additional tutoring help outside of the classroom during non-core content class time. To promote student growth in reading, English learners will receive phonemic awareness, decoding practice, vocabulary development, interactive/direct teaching and word mini-lessons during these tutoring sessions.

Plan for Special Education

For purposes of special education, AIPCS-AIM will elect to be a public school within OUSD, pursuant to Education Code Section 47641(b). As a public school of OUSD, AIPCS-AIM will have an agreement with OUSD outlining the services and funding necessary to ensure compliance with the IDEA to meet the needs of AIPCS-AIM students. The agreement is as follows:

- 1) OUSD retains all state and federal special education funding received from the SELPA for AIPCS-AIM students.
- 2) OUSD and AIPCS-AIM shall provide AIPCS-AIM students with special education services in accordance with their individualized education programs (IEPs) in the same manner that special education services are coordinated between the district and its non-charter public schools.
- 3) AIPCS-AIM will contribute an equitable share of funding to support special education costs through payment of an amount based on student Average Daily Attendance (ADA) at AIPCS-AIM. AIPCS-AIM will provide special education services through the Oakland Charter School Consortium that provides special education services to American Indian Public Charter School, American Indian Public High School, Oakland Charter Academy, East Oakland Leadership Academy and Unity High School in a Memorandum of Understanding.

The lead contact for special education at AIPCS – AIM will be the director/principal. AIPCS-AIM will work in cooperation with all local education agencies (LEAs), special education local agencies (SELPA) and AIPCS-AIM student success teams (SSTs) to ensure that all AIPCS-AIM students with exceptional needs receive a free and appropriate education. The Oakland Charter Schools Consortium and AIPCS-AIM will be responsible for any evaluation and service required by the Americans with Disability Act or by section 504 of the Rehabilitation Act.

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)]

A. Measurable Student Outcomes

AIPCS-AIM will be held accountable for student achievement including the following ways:

- 1) Achieving Proficient or Advanced levels on the mathematics and language arts batteries of the CA STAR CST's or any other test used to measure growth against the California Content Standards each year for 50% or more of all AIPCS-AIM students tested.
- 2) Exceeding a 97% attendance rate during each of the next five years
- 3) Maintaining an API of 750 or higher, as well as meeting the annual API growth target.
- 4) Meeting or exceeding federal NCLB standards based on the annually established Annual Yearly Progress (AYP) criteria or targets, including minimum participation rates, statewide testing, and minimum proficiency rates by students in English language arts and mathematics and Growth API.

As described in the Educational Plan, AIPCS-AIM expects its students to develop into the following typs of pupils:

Academic Achievers who:

- 1) Perform at a proficient or higher level based on California State Exams, other assessments and classroom curriculum
- 2) Are extremely knowledgeable about literature and can reference material
- 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 skill in 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 written 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 discover and develop an interest in and enthusiasm 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 cultures in society.

- 2) Are leaders within their families and contribute to the improvement of life in their school and community.
- 3) Demonstrate personal responsibility, respect and integrity.

AIPCS-AIM is committed to preparing socio-economically disadvantaged students to complete high school and pursue higher education. AIPCS-AIM will focus intensively on language arts, mathematics, science, social science and foreign language for all students to ensure their preparedness. AIPCS-AIM will prepare students to:

- 1) Develop an extensive understanding of literature.
- 2) Develop the skills to compute and solve advanced math problems.
- 3) Meet the California Content Standards for the California Department of Education.
- 4) Be prepared academically to excel on the California Standardized Tests.

After completing their middle school experience at AIPCS-AIM students will:

- 1) Take pride in their attendance and punctuality.
- 2) Read and respond accurately and analytically to text questions.
- 3) Express themselves effectively through writing.
- 4) Compute and solve advanced math problems.
- 5) Comprehend and apply scientific knowledge.
- 6) Comprehend the role of history in our society.

B. Academic Performance Index

AIPCS-AIM will meet or exceed the school's annual Academic Performance Index (API) growth target. In addition, AIPCS-AIM will meet or exceed Adequate Yearly Progress (AYP) and meet or exceed the requirements set forth in the NCLB Act of 2001. AIPCS-AIM will incorporate the CDE's Content Standards for California Schools into the curriculum. AIPCS-AIM will keep up to date with amended standards and will continue to incorporate them into the curriculum to enhance student performance.

C. Methods of Assessment

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

AIPCS-AIM will have a rigorous assessment and goal-setting program to measure students' proficiency levels and ensure that each student is making progress toward becoming a responsible, well-educated young adult. AIPCS-AIM will assess students regularly from the time they enter the school through graduation and teachers will monitor their progress carefully. AIPCS-AIM will use the following assessments:

- 1) *State Required Tests:* All state required tests will be given and analyzed closely (STAR, CELDT, etc.).
- 2) *Skills Connection:* Test Generator software.
- 3) *Other Standardized Tests:* PSAT and SAT will be administered to prepare students for college and qualify them for the National Merit Scholars Program.
- 4) *Traditional Classroom Assessments:* Quizzes, essays, projects and exams will be delivered regularly in each class.
- 5) *Academic Performance Index:* To measure overall school success after the first year of its operation, e. an API of 750 or higher will be the academic benchmark of student success at AIPCS-AIM

Students will 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. It will be monitored within each classroom and posted on a bulletin board in the hallway. Non-curricular areas are often overlooked at urban middle schools. When it comes to assessment, AIPCS-AIM students will develop more quickly when they are held accountable for both attendance and performance.

The scores from student assessments will be analyzed and shared with each family by sending them home with a memo. This allows the school to track a student's progress within a particular subject. Teachers and administrators will critically analyze student data, identify strengths and develop individualized learning plans and defined goals for their students and classrooms.

Goals will be clearly communicated to students through memos and progress reports from the staff. Student progress will be tracked and discussed with both students and families on a regular basis. Regular student assessments and analysis help administrators manage their schools more effectively, as they can clearly identify problem areas for certain students or subjects and allocate resources to address those areas.

Setting goals and objectives for academic performance at AIPCS-AIM 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 core learning areas at critical points in their education. Steps in this process include reviewing the school's mission, purpose, expectations, 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-AIM'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. Literature novels will be aligned with the state Language Arts and Social Studies standards.
- 3) *Determining assessments:* Assessments will monitor progress toward goals and will measure whether performance and content standards have been met. 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 will also measure achievement in a traditional manner, such as through quizzes, essays, tests and summative exams.
- 4) The staff will set baseline expectations for incoming students who must attend a mandatory summer school, which is a minimum of three weeks.
- 5) AIPCS-AIM will utilize the California Standards Test, CAT6, Grade Point Average (GPA) and California English Language Development Test (CELDT) results to measure students' academic preparedness. In addition, AIPCS-AIM will use the Academic Performance Index (API), Adequate Yearly Progress (AYP), student dropout rate, graduation rate and attendance as school-level indicators of success. The director/principal and teachers will also monitor individual student progress to ensure students are making academic progress on the state content standards of each grade level before being advanced to the next grade. The AIPCS-AIM staff will have a Student-Success Team (SST) for students experiencing academic difficulties. Teachers, families, special education teachers and the director/principal will serve on this committee.

- 6) Student progress reports will be sent to families every three weeks for students who receive a C- or lower in any subject. The students who receive progress reports for low academic performance may participate in conferences with their family representative and teacher. Through this process, strategies will be developed to enhance the student's opportunity for academic success at AIPCS-AIM.

Table I

AIPCS-AIM's internal and external student assessment methods		
Name of Assessment	Month/Season Administered	Purpose for Administering
STAR	Fall	➤ Review the STAR test results from student's previous year to compare with grade-level goals and objectives for state and classroom standards
Curriculum Referenced Tests and Assignments	Ongoing	➤ To measure student progress with the state-aligned curriculum implemented in every core content subject areas ➤ Students will also produce various writing samples throughout the year.
Teacher Assessments	Ongoing	➤ Teachers will use normative assessments to measure student levels on a monthly basis.
Test Preparation (Skills Connection)	Ongoing	➤ To prepare students for the state subject matter on state STAR assessments
PSAT	January	➤ Eighth graders will take the PSAT for prep school program.
CELDT	October	➤ To assess English learners' listening, speaking, reading and writing skills in English
SAT	December/January	➤ Seventh & eighth graders will take the SAT for the John Hopkins CTY and SAIL programs.
STAR Test Battery CAT 6	April/May (Spring)	➤ State test to measure student grade level knowledge through state comparisons
STAR results, student grades and teacher recommendations	Ongoing	➤ To determine students in sixth through eighth grade who will attend the Summer SAIL program (see page 15)

AIPCS-AIM will be held accountable for the development and implementation of these outcomes. These efforts will be reviewed annually by the school's Student-Success Team (SST), comprised of teachers, family members and administrators. The school will establish "benchmarks" to measure the academic skills required for students to progress to the next grade level.

D. Use and Reporting of Data

AIPCS-AIM will send student assessment results to parents every three weeks in progress reports to inform the parents that their children are receiving a C- or lower in any subject.

AIPCS-AIM families will be informed on an ongoing basis throughout the school year of their children's academic progress. AIPCS-AIM will be accountable to multiple constituencies: students and their families, its Governance Board, OUSD and the California State Department of Education. Accountability to each of these constituencies includes fiscal and academic performance.

The AIPCS-AIM governing board recognizes the importance of keeping accurate, comprehensive student records, as required by law. Procedures for maintaining confidentiality of student records shall

be consistent with state and federal law. AIPCS-AIM will provide Oakland Unified School District with the following: an enrollment list for every student in the school including their last school attended, a copy of the School Accountability Report Card (SARC), monthly attendance reports and other reports as required.

AIPCS-AIM will comply with the California Department of Education to use the software provided by the Oakland Unified School District to complete the mandatory CBEDS (California Basic Educational Data System) reports on staff and school enrollment, as required by the California Department of Education. AIPCS-AIM will also use the CSIS (California School Information Services) database to report demographic information on our students as mandated by the state and to track incoming students, exited students and graduates. AIPCS-AIM will maintain a cumulative record (cum file) for each student, as required by law.

The site administrator will collect weekly lesson plans to evaluate classroom teaching to ensure state standards and measures are being addressed consistently. AIPCS-AIM provides training at the beginning of the year and throughout, as needed for staff development. Teachers will be observed by the director/principal to monitor classroom management and teacher instruction.

IV. GOVERNANCE STRUCTURE

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

The school government is reflected by way of its governing structure, the curriculum, student guidance and school code of conduct. The AIPCS Governance Board will be comprised of no more than six diverse community members. The AIPCS-AIM director/principal will report directly to the Governance Board. The AIPCS-AIM site administrator will report directly to the director.

The Governance Board will come under the by-laws and articles of incorporation for AIPCS. The AIPCS Governance Board is the responsible agent for the accountability requirements established by California Senate Bill 1448 and the charter itself, as well as policies regarding staff and board responsibilities, school goals, personnel, budget development and approval. AIPCS has Articles of Incorporation stamped by the Office of the Secretary of State and corporate Bylaws and AIPCS – AIM falls under this legal structure. AIPCS-AIM will fall under AIPCS's Conflict of Interest Policy. The school calendar and the selection of the school's administrative leadership are the responsibilities of the Governance Board.

The Governance Board is responsible for establishing subcommittees and delegating authority as needed [See Appendix B, Organizational Chart, page 44]. The Governance Board's main roles include establishing and approving all major school policies, contracts, annual budget, fiscal affairs, liability insurance and choosing and evaluating the director of the school. The school's by-laws require approval by a minimum of three Governance Board members. Potential Board members are recommended to the existing American Indian Public Charter School Board. The Board applicants shall submit a letter of interest and preferably a resume.

The existing American Indian Public Charter School Board members vote on the new Governance Board members. A minimum of one family member, one community member, one educator, one current student, and one businessperson will serve on the Board. These Governance Board members will reflect the racial diversity of the student population and be of a diverse professional background.

The Governance Board will meet every three months at 7:00 p.m. on the third Thursday in the American Indian Public II office, located at 171 12th Street, Oakland, CA office. All Governance Board members are required to attend training in charter school governance and finance. 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. The AIPCS Governance Board has proven to work as an effective unit while governing AIPCS, AIPHS and AIPCS II and it will continue to do so when overseeing AIPCS – AIM.

In the case that sufficient evidence exists that a member of the Governance Board is not capable of discharging, or is not discharging, the duties as required by law, or is guilty of immoral or disreputable conduct, the Board's president shall be notified. In the case the president is the offending member all other members of the Board shall be notified. Upon receipt of the notice there shall be a meeting of the board for the purpose of investigating the charges. If the charges are found to be true, the board shall declare the position vacant. The offending member shall be given proper notice of the hearing and a record of the findings of the other members shall be recorded in the minutes of the Governance Board.

AIPCS-AIM will have a Family Advisory Committee (FAC) that reports to the Governance Board. The Family Advisory Committee 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. The Governance Board is responsible for approval of school budget, expenditures, hiring the director and school governance.

Day-to-day operations are handled by the director/principal. Classroom teachers and the administrator make the decisions regarding curriculum and instruction, classroom management issues, student assessments and services. The director is responsible for recommending all credentialed and classified employees to the Governance Board for employment approval. The Governance Board is responsible for selecting and removing the director/principal.

Families have the opportunity to participate in daily class activities, graduation, JHU/CTY, SAIL, AIPCS-AIM orchestra performance and the Governance Board at the school site. All volunteers and employees must provide a Live Scan background check. The intent of AIPCS-AIM will be to ensure that families are actively involved in their child's education.

Families or community members who contact a Governance Board member(s) regarding school personnel issues shall direct their concerns to the AIPCS-AIM site administrator. If the matter is not resolved after following the proper procedures with the site administrator, the person(s) may proceed to the director. The director will serve in the capacity of Ombudsman if matters cannot be resolved initially at the school site and an alternate Ombudsperson will be identified in advance if the matter is a complaint involving the director.

If the informal discussion fails to resolve the dispute adequately, the dispute will then be referred, in writing, to the Governance Board or its designee. The written statement should set forth the essential facts, the school policy, or other relevant principle(s) violated and desired outcomes. A Governance Board member will perform an investigation into the essential facts of the dispute, conducting interviews where necessary. The parties involved and the Governance Board President or designee will schedule a meeting to discuss the dispute and findings. The Governance Board President or designee may question the disputants or request additional information. If not sufficiently resolved, the parties may request a closed session at the regular Governance Board's meeting to hear and take appropriate action on the dispute. At such a hearing, the Governance Board President or designee will provide a written report on the dispute and the investigation. Each party will be allowed to present its

statement for an equal amount of time (approximately three minutes). The Governance Board will then be given an opportunity to ask questions of the disputants and, where necessary, witnesses. All complaints against a specific employee will be heard in closed session. The Governance Board will report any decisions rendered out of closed session.

V. HUMAN RESOURCES

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

A. Qualifications of School Employees

AIPCS-AIM staff will be:

- 1) dedicated to putting time, energy and effort into achieving the school's mission.
- 2) committed to working with families as educational partners.
- 3) willing to become learners as well as teachers in the school.
- 4) knowledgeable in understanding the needs of a culturally diverse student population, which includes language minority students.
- 5) willing to work cooperatively with young adolescents.
- 6) aware of social, cultural and academic needs of the students.
- 7) willing and able to plan cooperatively with other teachers.
- 8) willing to team with other teachers in the classroom.
- 9) willing to help define and participate in staff development.
- 10) willing to take a leadership role in various aspects of the school's program.
- 11) flexible and open to change.
- 12) able to work effectively with other adults.
- 13) aware they make a difference in the lives of their students.
- 14) able to successfully pass a background check by the Department of Justice.
- 15) in possession of, or working towards, the appropriate credential in a teacher credential program that meets the No Child Left Behind Act of 2001 and "highly qualified" status.
- 16) in possession of a current CPR certification and TB tested.
- 17) willing to work as a team to ensure students are provided the opportunity to receive a quality education.

Staff members will participate in in-service sessions based on their professional needs as well as on school-wide priorities. Staff development will allow the faculty to keep current with educational issues related to ELL students, adolescents and school improvement. The format of this training will be varied and determined by the staff. AIPCS-AIM will work with other charter schools and other educational institutions to provide effective staff development. All employees of AIPCS-AIM will have "at will" contracts each year.

AIPCS-AIM will employ a teaching staff that holds appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. The teachers will monitor daily student attendance, weekly lesson plans, grading systems and student matriculation. The AIPCS-AIM site administrator will oversee the day-to-day operations of the school, prepare teacher credentialing for site staff and monitor its processing. The site administrator must have classroom teaching experience and hold at minimum a Master's Degree or be in the process of completing an advanced degree.

The director/principal will maintain student discipline, the progress of the school's academic excellence, maintain a balanced budget and draft annual budget proposals for the Governance Board's review. The director will monitor the development and implementation of the No Child Left Behind Act of 2001, organize staff development and meet with the Governance Board. The AIPCS-AIM

director/principal must have a minimum of three years classroom teaching and hold at minimum a Master's Degree or be in the process of completing an advanced degree.

B. Compensation and Benefits

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

AIPCS – AIM will be based on a sound budget. All AIPCS-AIM employees will participate in the federal Social Security System. The AIPCS Governance Board will have the option to participate in the State Teachers Retirement System (STRS) or Public Employees Retirement System (PERS). If AIPCS-AIM chooses to participate in STRS/PERS program, it will work directly with the Alameda County Office of Education and STRS/PERS to provide the appropriate payroll information.

AIPCS-AIM will provide mandatory benefits such as workers' compensation, unemployment insurance, Medicare and social security. AIPCS-AIM will provide health, dental and vision insurance to each AIPCS-AIM employee. Merit pay, \$500 for perfect teacher attendance each year and a Christmas bonus, will be awarded, as it has proven to be effective in the past at the other schools that are part of the AIM-model.

C. 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-AIM will be the exclusive public employer of all employees of the charter school for collective bargaining purposes. AIPCS-AIM 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-AIM 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.

D. 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)]

AIPCS-AIM will have the right to hire and not rehire staff, without regard to seniority. All staff will be given annual contracts and will work under personnel policies formulated by the AIPCS Governance Board.

AIPCS-AIM staff who are employees of the charter school and who were not previous employees of the OUSD will have no return rights by virtue of this charter. Employees of AIPCS-AIM who were previously employees of the OUSD may return to the District pursuant to the District's leave, transfer and assignment policies. Thus, there is no guarantee of return by virtue of this charter and the issue of return rights is a matter of negotiation between the OUSD and the employee, as keeping with the

District's policies. Employment at AIPCS-AIM is voluntary. AIPCS-AIM will offer a higher starting salary and better benefits for teachers than OUSD.

E. Health and Safety

Governing Law - The procedures 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)]

Seismic Safety: The school facilities will meet City of Oakland building and inspection guidelines. Staff training on emergency, first aid response, fire and earthquake drills will be conducted regularly and as needed.

Emergency Procedures: Regular fire and earthquake drills will be conducted at school. Families will be made aware of the following procedures for a major emergency: students will be kept safe and secure at the school to the best of our ability until an authorized adult comes for them. Families should refrain from calling the school; the telephone lines will need to be available for contact with emergency services. Outside entrances will be locked for security. One staff member will be assigned to open the main door. In the event of an earthquake, students will be released only to family or other persons designated on the school earthquake emergency form. A designated adult must sign out a student. Families familiar with emergency procedures may volunteer their services.

Drugs or Tobacco: Students using, possessing, or under the influence of drugs and/or alcohol on school property or en route will be immediately taken into the care of a teacher or counselor and the family or guardian will be notified. The student and family must go into drug and alcohol counseling for the student to remain in school. Substance abuse is recognized as part of a larger family and community problems and must be dealt with on an ongoing basis through education.

Health Screening: The school will work with Native American Health Center or individual physicians to provide eye, ear and scoliosis examinations to the students. Families will be informed of any problems that are observed.

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

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

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

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

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

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

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

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

F. Dispute Resolution

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

The intent of the AIPCS-AIM dispute resolution process is to

- 1) resolve disputes within the AIPCS-AIM pursuant to the school's policies.
- 2) minimize the oversight burden on OUSD.
- 3) ensure a fair and timely resolution to disputes.
- 4) frame a charter oversight, renewal process and timeline to avoid disputes regarding oversight and renewal matters.

The staff and AIPCS Governance Board members of the school and the district will agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process. Disputes arising from within the school, including all disputes among and between students, staff, families, volunteers, advisors, partner organizations and Governance Board members of the school, shall be resolved pursuant to policies and processes developed by the school.

The District shall not intervene in any such internal disputes without the consent of the AIPCS Governance Board and parent advisory committee of the school. The District shall refer any complaints or reports regarding such disputes to the Governance Board or director of the school for resolution. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the District believes there is evidence of a threat to the health and safety of a student at the school. If this should occur, OUSD should respond in writing to the AIPCS-AIM appointed Ombudsman or Governance Board President to describe the matter.

Disputes between the School and the Charter-Granting Agency

In the event that the school or granting agency has disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below. In the event of a dispute between the school and the grantor, the staff and Governance Board members of the school and District agree to first frame the issue in written format and refer the issue to the Superintendent of the District and director of the school or their assigned representative. In the event that the grantor believes the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The AIPCS-AIM director and District representative would informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event this informal meeting fails to resolve the dispute, both parties will identify two representative members from their respective boards who shall jointly meet with the superintendent or designated representative of the District and director of the school to resolve the dispute. If this joint meeting fails to resolve the dispute, the District representative and director of the school may meet to jointly identify a neutral, third party mediator. The format of the mediation session would be developed jointly by the District representative and charter director and would incorporate informal rules of evidence and procedure unless both parties agreed otherwise. The findings or recommendations of the mediator would be non-binding, unless the Governance Board of the school and grantor jointly agreed to bind themselves. Each party would be responsible for its own financial cost that may arise from a dispute. AIPCS-AIM will utilize funds from a reserve fund to cover costs of such dispute. The granting agency may inspect or observe any part of the school at any time.

If the Governing Board of the District believes it has cause to revoke this charter, the OUSD Board may agree to notify the AIPCS Governance Board in writing, noting the specific reasons for which the charter may be revoked and grant the charter school reasonable time to respond to the notice and take appropriate corrective action. The district will conform to all applicable laws in the event of a charter revocation. OUSD agrees to receive and may review the annual fiscal audit. Within two months of the receipt of this annual audit, the charter-granting agency may notify the AIPCS Governance Board whether it considers the school to be making satisfactory progress relative to the goals specified in this charter.

VI. STUDENT ADMISSIONS, ATTENDANCE and SUSPENSION/EXPULSION POLICIES

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

A. Student Admission Policies and Procedures

The emphasis shall be on meeting the educational needs of socio-economically disadvantaged students and other students as enrollment allows. Those who enroll will also be given a copy of the student-family contract that they must read and sign. The enrollment schedule and school calendar will be provided for all families. The recruitment process will be ongoing. This process will occur in the various communities throughout the Oakland Unified School District. Students from various languages, economic and religious backgrounds will be encouraged to enroll in AIPCS-AIM.

Admission to AIPCS-AIM requires:

- 1) complete AIPCS-AIM application packet
- 2) district data card
- 3) copy of student immunization records
- 4) signed copy of AIPCS-AIM student contract and agreement to participate and abide by school guidelines

Enrollment in AIPCS-AIM will be voluntary. In the event applicants exceed the school's enrollment capacity, a public random lottery will be implemented. AIPCS-AIM will have an open admissions policy. AIPCS-AIM will be nonsectarian in its programs. Tuition will not be charged to any student who enrolls in the school. Enrollment is encouraged through the summer for the upcoming school year. The majority of students will be enrolled by the last Friday in January of each school year. AIPCS-AIM will admit students without regard to ethnicity, national origin, gender, disability, or achievement level, etc. The school has a non-discriminatory admissions policy.

B. Non-Discrimination

Governing Law: The means by which the school will achieve 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)]

As previously noted, students will be considered for admission without regard to ethnicity, national origin, gender, disability, sexual orientation, race, gender identity or achievement level. Recruitment strategy will be carried out throughout various communities to provide families the opportunity to enroll in the school. AIPCS-AIM will work with various community organizations, Oakland charter schools and Oakland Public Schools to recruit a diverse student population that reflects the ethnic and racial balance of the community and district.

C. 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 choose not to attend AIPCS-AIM or who leave AIPCS-AIM will have the option to attend Oakland public schools in accordance with District enrollment and transfer policies. Prior to enrollment, parents and prospective students will be briefed regarding the charter school's mission and philosophy and will be asked to commit to working with and supporting the school's policies and procedures. AIPCS-AIM will develop a student record system and will transfer student records to and from appropriate schools as necessary.

D. Suspension/Expulsion Procedures

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

SUSPENSION

Structure and discipline will be an integral part of the AIPCS-AIM curriculum. If a student is disrespectful (talking back to an adult, refusing to follow a directive, etc.) or disrupts the classroom environment, a meeting will be scheduled with the site administrator and teacher to address the issue. The consequence will be one or all of the following: working in the school, on-campus suspension, or staying after school for one hour. A second incident involving the same type of behavior will result in a meeting after school that includes the student, family, teacher and site administrator.

AIPCS-AIM policies will be listed in the Student-Family Handbook and distributed to families. The Student-Family Handbook will describe school policies regarding academic achievement, attendance, mutual respect, substance abuse, fighting, safety and homework. All students and families will sign a document confirming they have received this information before enrolling in the school. Any student who repeatedly violates these policies must meet with the teacher, director/principal and in some cases, the parents. The school will have written documentation outlining a plan of action to improve the student's behavior. Failure to improve or meet these expectations may result in a campus suspension or expulsion. The director/principal will follow the adopted policies in dealing with such issues as noted above. Those who present an immediate threat to the health and safety of others will be suspended.

EXPULSION

AIPCS-AIM views expulsion as a drastic step and one that may severely affect a child's future. Every effort will be made to develop an educational program that encourages mutual respect among students,

staff and community. Any fighting incident will bring the student immediately before the school administration and his/her family. The administration will investigate the incident and determine actions to ensure the safety of the other student. Student abuse of another student will result in on-campus suspension. Students using, possessing, or being under the influence of drugs or alcohol on school property will have on-campus suspension and receive counseling. The student and family must participate in a substance abuse program to remain at school. Weapons such as firearms will result in an expulsion. The legal guardian will immediately come to take the child home. Students' disabilities are considered when making decisions about suspension and/or expulsion and the applicable state and federal laws pertaining to students with disabilities will be followed. AIPCS-AIM's policy will provide all students with the opportunity of due process. The policies will be periodically reviewed and modified each year.

VII. FINANCIAL PLANNING, REPORTING and ACCOUNTABILITY

Budgets

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

AIPCS-AIM will operate a sound financial school (Appendix C, Page 46-48).

Table I

Table I shows an estimated funding model and categorical funding sources for 2009-2010 at AIPCS – AIM. The total estimated funding for the first year is \$544,755.40.

Table II

Table II shows an estimated staffing operating cost (in detail) of \$225,224.17 for 2009-2010.

Table III

Table III shows AIPCS – AIM's assumed three-year operational planning budget and expenditures for 2009-2012. The total revenue is \$544,755.40, plus \$3,240.60 for OUSD's 1% Oversight Fee. This equals a total revenue of \$547,960.00, as reflected in Table IV.

Table IV

Table IV reflects AIPCS-AIM's estimated monthly cash flow and expenditures for 2009-2010. The total revenue of \$547,960.00, minus the total expenditures of \$483,028.77, leaves a cash reserve of \$64,931.23.

OUSD's transfer guide for charter school payments during a fiscal year was used as a framework to determine AIPCS-AIM's income and expenditures for 2009-2012. Each year, a 4% increase was added for revenues and expenditure cost, due to probable inflation.

Financial Reporting

The AIPCS director, after consultation with the school's governing body, will submit an annual budget to the AIPCS Board during the spring of each year. AIPCS-AIM's annual fiscal period runs from July 1 through June 30. The Governance Board must approve the preliminary annual budget by July 1 of each fiscal year. On or before September 15 of each year, the charter school will provide an un-audited financial report to the district for the prior year. On or before December 15, the charter school will provide an interim financial report for the current year to the District, county and state. On or before

December 15, the charter school will provide the District with an audited financial report for the prior year conducted by an independent, certified auditor from the state Controller's approved list. The above interim reports and non-audited final reports will be provided to OUSD and the county superintendent of schools.

The AIPCS Governance Board has developed a sound financial planning and reporting system and budget. The director/principal and director will provide required financial reports to ensure fiscal responsibility. Internal control mechanisms will address legal compliance, government access to records, accounting procedures, cash management, budget development, financial reporting and property management. AIPCS-AIM will operate under the existing 501c(1) for AIPCS (See Appendix E, Page 53-55).

Insurance

AIPCS-AIM will continue to maintain general liability, workers' compensation and other necessary insurance coverage, as required by OUSD. Insurance will be maintained to meet OUSD requirements. AIPCS-AIM has obtained quotes from the State Compensation Insurance Fund of California and other sources for budgeting purposes. AIPCS-AIM agrees to hold OUSD harmless regarding liability issues.

Charter School Insurance Requirements

AIPCS-AIM shall pay the required insurance company's premium throughout the life of the contract and maintain it in full force. The insurance company(s) must be admitted by the California Insurance Commissioner to do business in the State of California with a rating no less than "A-/VII", which is very low, according to the Best Insurance Rating Guide. The insurance company will provide 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 shall include coverage for owned and non-owned autos, with bodily injury liability limits not less than \$1,000,000.00 per person, per occurrence and property damage liability limits of not less than \$500,000.00, per occurrence.
- 3) WORKERS' COMPENSATION INSURANCE, as required by the California Labor Code, with not less than statutory limits.

Administrative Services

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

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

In accordance with Education Code 47613, the chartering agency may charge for the actual costs of oversight of the charter school not to exceed one percent of the revenue of the charter school. 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-AIM may request OUSD services on a pay-for-service basis.

The school will report daily attendance requirements to OUSD in a format acceptable to the district and state. Required reports regarding daily attendance will be 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 will develop 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 determine, but will retain overall responsibility for contract approvals. The Governance Board works with Click Books for payroll services and to ensure compliance with state financial accounting procedures.

The director will 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-AIM, students and any Governance Board members who want to assess the school's financial condition. In addition, AIPCS-AIM will continue to submit an annual audited financial statement to the appropriate authorities within the California Department of Education, State Controller's Office, County Superintendent of Schools and the Oakland Unified School District.

Facilities

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

AIPCS-AIM will be located at 3637 Magee Avenue, Oakland, California. This will be a shared campus with two schools in operation under the American Indian Model that contain more than twelve classrooms, resource rooms, offices and a cafeteria /gymnasium.

Transportation

AIPCS-AIM will not provide transportation of students to and from school. It is the responsibility of the students' families to provide transportation to AIPCS-AIM, except when transportation is required by a student's IEP.

Audits

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

Audit: AIPCS-AIM will cooperate with all policies of the Oakland Unified School District in requiring an annual audit of the school's financial and programmatic operations to ensure it is in compliance with pertinent state and federal regulations. Financial books shall be kept in accordance with State Accounting Procedures for Schools. An independent, certified auditor will be contracted by the director to conduct an annual financial audit that is given to the AIPCS Governance Board, OUSD, Alameda County Office of Education (ACOE) and the California Department of Education.

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

The annual audit will be forwarded to OUSD, the County Superintendent of Schools, the State Controller and the CDE by December 15. The Charter School audit committee will review the audit

and report to the Charter Board any deficiencies and recommendations on how to correct them. The Governance Board will report to OUSD any deficiencies that occurred and how they will be resolved.

Anthony Jeffery Capuli, a certified public accounting firm located at 4509 Appaloosa Way, Antioch, CA, will be retained for the next five years to do AIPCS-AIM's audit. The audit costs will not exceed \$6,000 per year. The scope of the work will document enrollment, teacher certification and will ensure accounts are set according to the California Department of Education's financial procedures. The audit will occur between September and October each year. It will be provided to the District by December 15th of each year. This C.P.A. firm has audited other charter schools and complies with audit standards.

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)]

AIPCS-AIM will comply with all requirements under Title 5 California Code of Regulations Sections 11962 and 11962.1 applicable to charter school closure. AIPCS-AIM will have a reserve account to cover the costs associated with the event of a school closure. In the event of a closure or dissolution of AIPCS-AIM, the Governance Board will refer to the director for management of the process. This process shall include a final audit to determine the disposition of all assets and liabilities of the school. Families of children enrolled in AIPCS-AIM will be informed. A list of all students attending AIPCS-AIM will be forwarded to the Oakland Unified School District.

AIPCS-AIM will forward student records to the students' district of residency and the parents of the enrolled students shall be notified of the transfer of records. The remaining assets of AIPCS-AIM, after satisfaction of outstanding debts, will be transferred to another charter school within OUSD or in accordance with the Articles of Incorporation and by-laws of AIPCS-AIM.

School Management Contracts

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

VIII. IMPACT ON THE CHARTER AUTHORIZER

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

Oakland Unified School District Data Portal: <http://webportal.ousd.k12.ca.us> October 2005

Oakland Unified School District Data Portal: <http://webportal.ousd.k12.ca.us> October 2004

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

The students who attend AIPCS-AIM will have an impact on the OUSD enrollment because these students will be transferring from other charter schools, private schools and local elementary schools.

AIPCS-AIM will contribute to student academic achievement in OUSD by sharing AIM – Ed’s proven academic practices with other schools and administrators in the district. AIPCS-AIM aims to help the district improve overall academic achievement through the data-backed methods of AIM

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. It is the charter school’s plan to rely on the advisors’ experience in operating charter schools.

The Governance Board does not foresee any civil liability concerning AIPCS-AIM or OUSD. AIPCS-AIM will not access or rely on the District for favors, services, or support in the day-to-day operation of the charter school. The term of this charter will begin on December 31, 2008 and will expire five years later on December 31, 2013. All written communications between AIPCS-AIM and OUSD should be sent by First Class Mail to the following addresses:

AIPCS-AIM
3637 Magee Avenue
Oakland, CA 94619

Oakland Unified School District
Charter Schools Division
1025 Second Avenue
Oakland, CA 94606

¹ California Department of Education Graduation Data 2005-2006 <http://dq.cde.ca.gov/dataquest/>

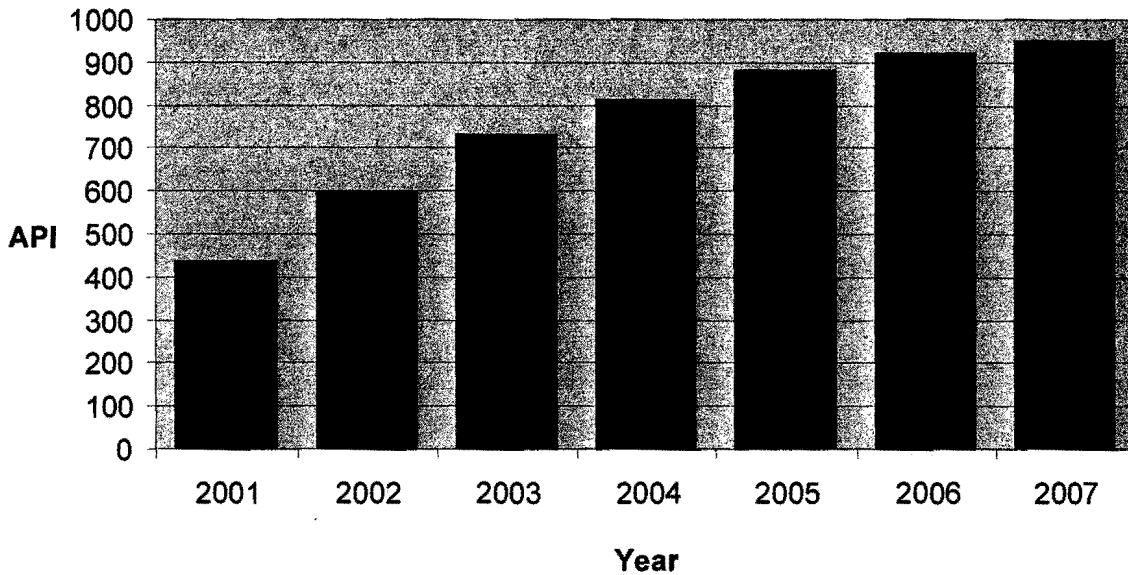
² Putting Education to the Test: A Value-Added Model for California. C. Doran and Lance T. Izumi (Pacific Research Institute, 2004) www.pacificsearch.org

Appendix A – 1

**American Indian Model is incorporated at AIPCS, AIPHS and OCA:
ACADEMIC PERFORMANCE INDEXES**

American Indian Public Charter School
 3637 Magee Avenue
 Oakland, CA 94619
 (510) 482-6000

American Indian Public Charter School Academic Performance Index (API) 2001-2007



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

The American Indian Public Charter School (grades 6-8) has the highest API score of any school in Oakland. AIPCS received the Blue Ribbon award, which is given to the top 200 schools in the nation. The students exceeded the standards set by the *No Child Left Behind Act* each year. Note that 97% of the students qualify for free and reduced lunch, 98% of the students are minorities and more than 74% of the students speak English as a second language.

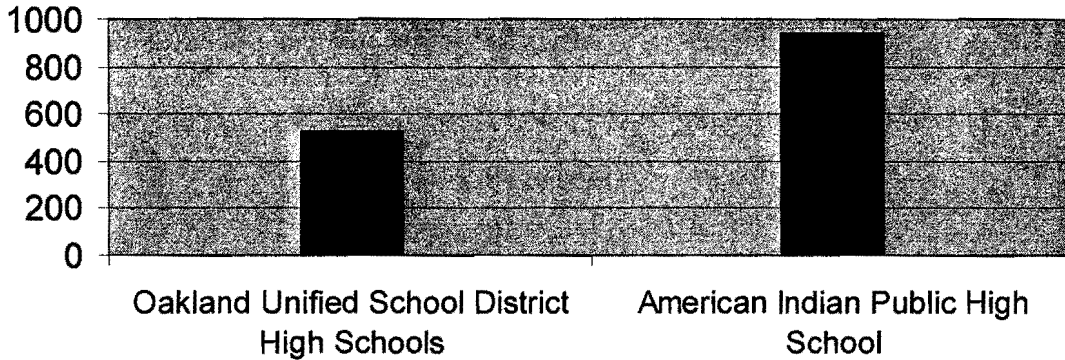
American Indian Public High School

3626 35th Avenue

Oakland, CA 94619

Tel: 510-482-6000 Fax: 510-482-9801

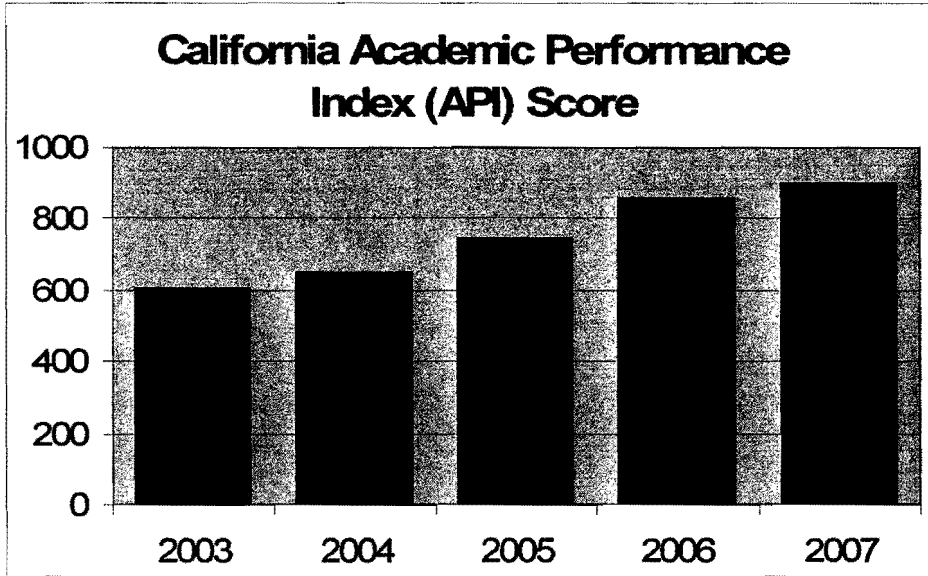
**American Indian Public High School
Academic Performance Index (API)
2006 - 2007**



	2007	Met Statewide Performance Target/NCLB
Oakland Unified School District High Schools	525	No
American Indian Public High School	940	Yes

American Indian Public High School has the highest API score of any high school in Alameda County. AIPHS is the only high school in Oakland with an API score above 800 points.

Oakland Charter Academy School
 3001 International Boulevard
 Oakland, California 94601
 (510) 532-6751
 OCA Overall Academic Performance Index Scores
2003-2007



Year	API Scores	Met Growth Target/NCLB
2002-2003	602	NO
2003-2004	650	NO
2004-2005	744	YES
2005-2006	857	YES
2006-2007	897	YES

Data Provided by the California Department of Education (CDE); www.cde.ca.gov

Appendix A-2

AIPCS and AIPHS State Ranking and Comparison Schools Chart

California's Highest Scoring Middle Schools 2006-2007

Middle School	District	Academic Performance Index (API) Score
1. Elkhorn	Lodi Unified	969
2. Hopkins (William) Jr. High	Fremont Unified	965
3. Egan (Ardis G.) Intermediate	Los Altos Elem.	958
4. Kennedy (John F.) Middle	Cupertino Union	957*
5. Miller (Joaquin) Middle	Cupertino Union	957*
6. Huntington Middle	San Marino Unified (Los Angeles)	956
7. Lawson (Sam H.) Middle	Cupertino Union	954
8. La Entrada Middle	Las Lomitas Elem.	951*
9. Redwood Middle	Saratoga Union Elem.	951*
10. American Indian Public Charter School	Oakland Unified School District	950

Source: San Jose Mercury News, September 1, 2007
http://www.mercurynews.com/education/ci_6779083?nclick_check=1)

California's Highest Scoring High Schools 2006-2007

High School	District	Academic Performance Index (API) Score
10. Oxford High	Anaheim Union High	981*
11. Whitney (Gretchen) High	ABC Unified (Los Angeles)	981*
12. Muir Charter	Nevada Co. Office of Ed.	957
13. Calif. Academy of Math/Science	Long Beach Unified	942
14. American Indian Public High School	Oakland Unified	940
15. Lowell High	San Francisco Unified	938
16. Portola Jr./Sr. High	Plumas Unified	933
17. Viking Center	Grossmont Union High (San Diego)	929
18. Mission San Jose High	Fremont Unified	927
10. Foothill Technology High	Ventura Unified	916

Source: San Jose Mercury News, September 1, 2007
 (http://www.mercurynews.com/education/ci_6779083?nlick_check=1)

Oakland Unified Middle School API Scores – 2007

Oakland Unified Middle Schools	API 2007	API 2006	API Growth
American Indian Public Charter School	950	909	41
Oakland Charter Academy	896	856	40
Montera Middle	773	783	-10
KIPP Bridge College Academy	763	746	17
Aspire/UCB Secondary	725	648	77
Edna Brewer Middle	717	709	8
Bret Harte Middle	682	663	19
Westlake Middle	675	648	27
Urban Promise Academy	649	647	2
Roosevelt Middle	647	654	-7
Claremont Middle	622	632	-10
Melrose Leadership Academy	619	649	-30
Alliance Academy	610	**	**
Madison Middle	604	551	53
Frick Middle	595	589	6
Elmhurst Community Prep	594	**	**
Elmhurst Middle	587	547	40
United for Success Academy	573	**	**
ROOTS International Academy	563	**	**
Coliseum College Prep Academy	527	**	**
Peralta Creek Middle	517	**	**
Cole Middle	495	539	-44
Havenscourt Middle	495	544	-49
Calvin Simmons Middle	492	530	-38

** Indicates a new middle school that did not have an API in 2006.

**Oakland Unified School District
High School Academic Performance Index (API) Scores
2006 - 2007**

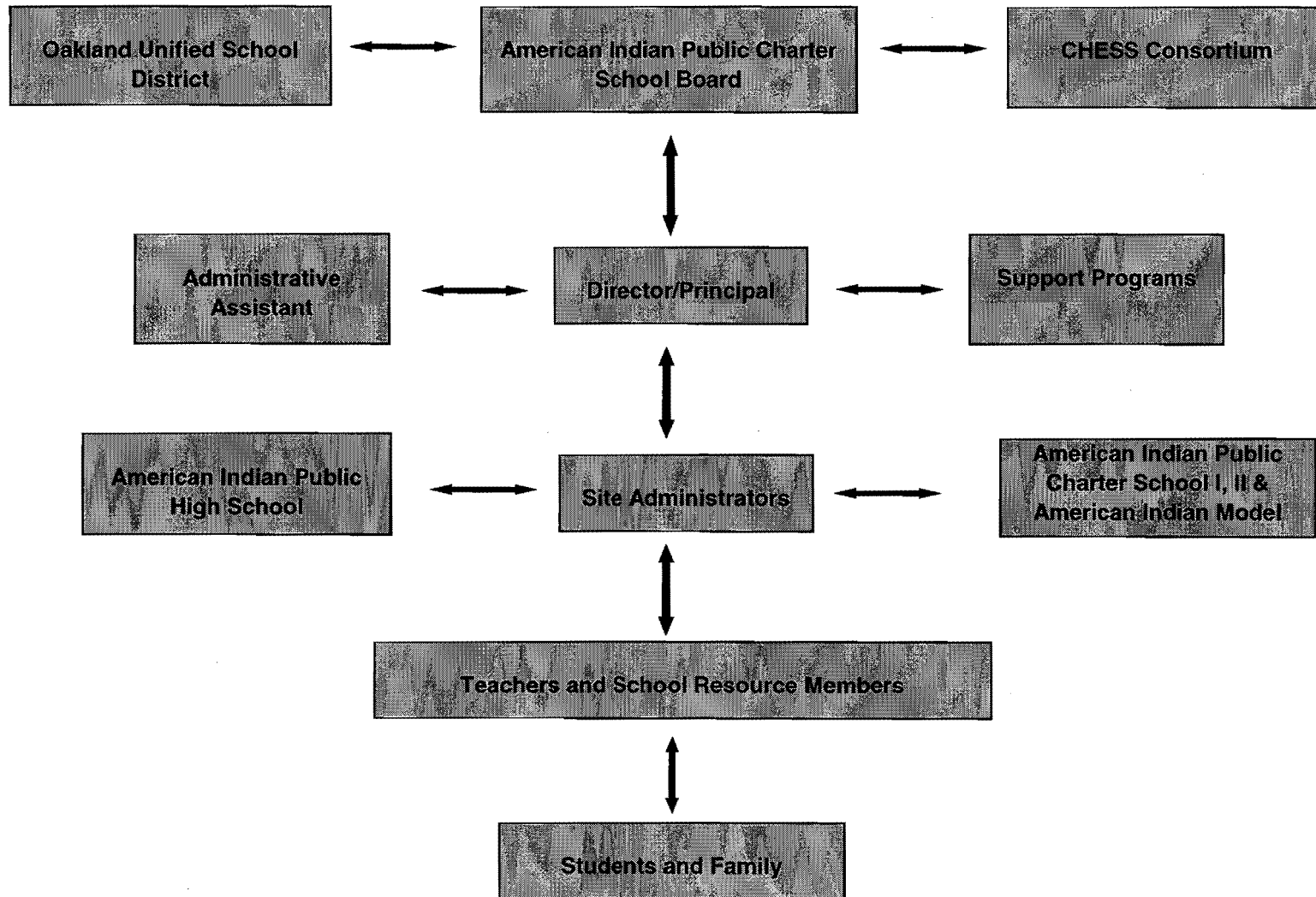
Oakland Unified High Schools	API 2007	API 2006	API Growth
<i>American Indian Public High School</i>	940	**	**
<i>Oakland School for the Arts</i>	742	705	37
<i>East Bay Conservation Corps Charter</i>	701	723	-22
<i>Lionel Wilson College Preparatory Academy</i>	667	656	11
<i>Skyline High</i>	652	680	-28
<i>Oakland Military Institute, College Prep</i>	637	676	-39
<i>College Preparatory and Architecture Aca</i>	621	596	25
<i>Lighthouse Community Charter High</i>	606	617	-11
<i>Oakland Senior High</i>	599	603	-4
<i>Met West High</i>	595	594	1
<i>Oakland Unity High (Charter)</i>	595	639	-44
<i>Oakland Aviation High</i>	519	*	*
<i>LIFE Academy</i>	577	581	-4
<i>Expression, Excellence, Community, Empowerment</i>	574	568	6
<i>Mandela High</i>	552	535	17
<i>Business, Entrepreneurial School of Tech</i>	551	486	65
<i>Media College Preparatory</i>	550	498	52
<i>Far West</i>	548	518	30
<i>Merritt Middle College High (Alternative)</i>	543	431	112
<i>Street Academy</i>	541	482	59
<i>Leadership Preparatory High</i>	541	518	23
<i>Leadership Public Schools Oakland</i>	535	620	-85
<i>YES, Youth Empowerment</i>	521	431	90
<i>East Oakland School for the Arts</i>	521	493	28
<i>Laney Middle (Opportunity)</i>	514	571	-57
<i>East Oakland Community High</i>	513	453	60
<i>Paul Robeson College Preparatory</i>	513	496	17
<i>Oakland Alternative for Independent & Co</i>	497	502	-5
<i>Dewey Academy Senior High</i>	495	423	72
<i>Business and Information Technology High</i>	485	526	-41
<i>Youth Employment Partnership Charter</i>	355	379	-21
<i>Far West (Continuation)</i>	355	424	-69
<i>Bunche</i>	290	*	*

The California Department of Education did not report scores for the following high schools: Oakland Technical Senior High, University Preparatory Charter Academy and Oakland Community Day High.

Appendix B

AIPCS-AIM ORGANIZATIONAL CHART

**American Indian Public Charter School-American Indian Model
Organizational Chart 2008-2009**



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Appendix C

AIPCS-AIM Budget and Expenditures

**Table I: AIPCS-AIM Estimated Funding Model and Categorical Funding Sources
2009-2010 Rates**

Assumptions	6	7/8	Totals
Enrollment	60		60
Percent students who attend on average day	98%		
Estimated Average Daily Attendance (ADA)	58.8		
General Purpose funding grant	\$5,041		
Categorical block grant	\$281		
Lottery Revenue per ADA	\$128		
Total Rate Apportionment per ADA	\$5,450		
Total Apportionment (rate X ADA)	\$ 320,460.00		\$ 320,460.00
Less OUSD's 1% Oversight Fees			\$317,255.40
Other State Revenues			
Koret			\$100,000
Lumbee Holdings, LLC			\$100,000
Title I-IV			\$27,500
Subtotal			\$227,500
Total All Revenues			\$544,755.40

**Table II: AIPCS-AIM Estimated Staffing Operating Cost (in detail)
2009-2010**

Assumptions	6	7/8	Totals			
Director/Principal (25% of \$60,000)	1					
Classroom Teachers	2					
Part-time PE Teacher (40% of \$45,000)	1					
Site Administrator	1					
Average Teacher Salary	\$45,500					
Health Insurance (per employee)	\$3,000					
Dental Insurance	-					
Vision Insurance	-					
Social Security	8.25%					
Other Retirement	3.00%					
FICA	6.45%					
Medicare	1.45%					
Workers Comp	5.053%					
Unemployment insurance	1.33%					
Substitute Days	10					
Substitute Cost/Day	\$120					
Salary and Benefits Costs						
	Director/Principal	Site Administrator	Teachers	Part-Time PE Teacher	Substitutes	Totals
Base Salary	\$15,000.00	\$45,500	\$91,000	\$18,200	\$1,500	\$171,200
Bonus Salary						
Health	\$750.00	\$3,000	\$6,000	\$1,200		\$10,950
Dental						
Vision						
Social Security	\$1,237.50	\$3,753.75	\$7,425.00	\$1,501.50		\$13,917.75
Other Retirement	\$450.00	\$1,365.00	\$2,700.00	\$546.00		\$5,061.00
FICA	\$987.50	\$2,934.75	\$5,805.00	\$1,173.90		\$10,881.15
Medicare	\$217.50	\$659.75	\$1,305.00	\$263.90		\$2,446.15
Workers Comp	\$757.95	\$2,299.12	\$4,547.70	\$919.65		\$8,524.41
Unemployment insurance	\$199.50	\$605.15	\$1,197.00	\$242.06		\$2,243.71
Totals	\$19,579.95	\$60,117.52	\$119,979.70	\$24,047.01	\$1,500.00	\$225,224.17

Table III: AIPCS-AIM Assumption Three Year Operational Planning Budget and Expenditures 2009-2012

REVENUES	2009-2010	2010-2011	2011-2012
State Revenues			
Purpose Funding	\$296,410.80	\$551,414.40	\$753,551.40
State Categorical	\$16,522.80	\$30,348.00	\$41,307.00
Economic Impact Aid			
Lottery	\$7,526.40	\$13,824.00	\$18,816.00
State Class Size Reduction			
Staff Development Buy-Back			
Summer School		\$35,000.00	\$36,400.00
Other Local			
Subtotal: Less OUSD's 1% Oversight Fees	\$317,255.40	\$624,280.54	\$841,573.66
Federal Reserves			
Title I - IV	\$27,500.00	\$55,125.00	\$78,750.00
Federal Class Size Reduction			
Grants/Fundraising	\$200,000.00	\$0.00	\$0.00
Total Revenues	\$544,755.40	\$679,405.54	\$920,323.66
EXPENDITURES			
Salaries & Benefits			
Director/Principal	\$15,000.00	\$15,600.00	\$16,224.00
Site Coordinator	\$45,500.00	\$47,320.00	\$49,212.80
Teachers	\$91,000.00	\$187,200.00	\$292,032.00
Part-time PE Teacher (40%)	\$18,200.00	\$18,928.00	\$19,685.12
Substitute Teachers	\$1,500.00	\$1,560.00	\$1,622.40
FICA	\$10,881.15	\$16,347.40	\$23,279.98
Medicare	\$2,446.15	\$3,675.00	\$5,233.48
Health Insurance	\$10,950.00	\$18,720.00	\$25,958.40
Social Security	\$13,917.75	\$20,909.46	\$29,776.72
Other Retirement	\$5,061.00	\$7,603.44	\$10,827.90
Workers Comp	\$8,524.41	\$12,806.73	\$18,237.79
Unemployment Insurance	\$2,243.71	\$3,370.86	\$3,370.86
Subtotal	\$225,224.17	\$354,040.88	\$495,461.45
Service & Other Operating Expenses			
Insurance (property & liability)	\$5,000.00	\$5,200.00	\$5,408.00
Legal	\$0.00	\$0.00	\$0.00
Accounting/Bookkeeping	\$20,000.00	\$20,800.00	\$21,632.00
Janitorial	\$12,000.00	\$12,480.00	\$12,979.20
Student Testing Assessment	\$1,000.00	\$1,040.00	\$1,081.60
Travel/Conference/Workshops	\$1,000.00	\$1,040.00	\$1,081.60
Copying & Printing	\$4,000.00	\$4,160.00	\$4,326.40
Staff Development	\$2,500.00	\$2,600.00	\$2,704.00
Gas & Electric	\$9,000.00	\$9,360.00	\$9,734.40
Telephone	\$3,600.00	\$3,744.00	\$3,893.76
Garbage/Recycling	\$3,600.00	\$3,744.00	\$3,893.76
Special Education	\$24,000.00	\$42,000.00	\$60,000.00
District Oversight Charge	\$3,204.60	\$6,305.86	\$8,500.74
Facilities/Capital Outlay			
Debt Service	\$0.00	\$0.00	\$0.00
Lease	\$120,000.00	\$124,800.00	\$129,792.00
Maintenance	\$5,000.00	\$5,200.00	\$5,408.00
Equipment Replacement	\$5,000.00	\$5,200.00	\$5,408.00
Other			
Subtotal	\$218,904.60	\$247,673.86	\$275,843.46
Books and Supplies			
Instructional Materials	\$3,000.00	\$3,120.00	\$3,244.80
Textbooks	\$25,000.00	\$25,000.00	\$25,000.00
Other Books	\$1,000.00	\$1,040.00	\$1,081.60
Office Supplies	\$7,200.00	\$7,488.00	\$7,787.52
Cleaning Supplies	\$1,200.00	\$1,248.00	\$1,297.92
Other Supplies	\$1,500.00	\$1,560.00	\$1,622.40
Subtotal	\$38,900.00	\$39,456.00	\$40,034.24
Total Expenditures	\$483,028.77	\$641,170.74	\$811,339.15
Reserve for Category *	\$61,726.63	\$99,961.42	\$208,945.93
Total Revenues	\$544,755.40	\$679,405.54	\$920,323.66

*Each year cash reserve is carried over to the next year and the costs for expenditures will increase by 4%.

*The Total Revenues above is \$544755.40 + \$3,240.60 for OUSD's 1% Oversight Fee equals Total All Revenues of \$547,960, as reflected in Table IV.

Appendix D

AIPCS-AIM Sample Schedule and Annual Calendar

**American Indian Public Charter School – American Indian Model
Sample Schedule of Classes
2008 – 2009**

Sixth Grade	
8:30 – 10:00	Language Arts/English
10:00 – 11:30	General Math
11:30 – 12:20	Physical Education
12:20 – 12:40	Lunch
12:40 – 1:30	Science
1:30 – 2:15	Social Studies
2:15 – 3:00	Writing
Seventh Grade	
8:30 – 10:00	Language Arts/English
10:00 – 11:30	Pre-Algebra
11:30 – 12:20	Science
12:20 – 12:40	Lunch
12:40 – 1:30	Social Studies
1:30 – 2:15	Physical Education
2:15 – 3:00	Writing
Eighth Grade	
8:30 – 10:00	Language Arts/English
10:00 – 11:30	Algebra I
11:30 – 12:20	Science
12:20 – 12:40	Lunch
12:40 – 1:30	Physical Education
1:30 – 2:15	Social Studies
2:15 – 3:00	Mandarin
Saturday Schedule for 6th - 8th grade	
9:00 – 11:00	Mandarin

American Indian Public Charter School-American Indian Model 2008-2009 School Year

JULY, 2008

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Summer School
June 23-July 11
July 4, Independence Day

JANUARY, 2009

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Jan 1-2, Winter Break
(continued)

AUGUST

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Aug. 20, School Starts

FEBRUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Feb.16, Presidents' Day

SEPTEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Sept. 1 Labor Day
Sept.29, Teachers Day

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March 16, Teachers Day

OCTOBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Oct.20, Teachers Day

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April 6-10, Spring Break

NOVEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Nov. 24-28,
Thanksgiving Break

MAY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May 25, Memorial Day

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Dec. 22-Jan 2
Winter Break

JUNE

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June 22-July 10,
Summer School
July 6, Independence Day

School in Session

School is Out

If you have any questions please contact the office at (510)482-6000

Appendix E

AIPCS 501 (C)(1)

Internal Revenue Service

Date: November 7, 2007

AMERICAN INDIAN PUBLIC CHARTER
004 AME
% CLICKBOOKS COM INC
801 98TH AVE
OAKLAND CA 94603-2303

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201

Person to Contact:

Mrs. Arnold 17-52729
Customer Service Representative
Toll Free Telephone Number:
877-829-5500
Federal Identification Number:
94-3309981

Dear Sir or Madam:

This is in response to your request of November 7, 2007, regarding your organization's tax-exempt status.

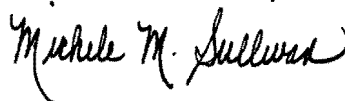
In March 1999 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a school under sections 509(a)(1) and 170(b)(1)(A)(ii) of the Internal Revenue Code.

Our records indicate that contributions to your organization are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Michele M. Sullivan, Oper. Mgr.
Accounts Management Operations 1

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date:

MAR 16 1999

AMERICAN INDIAN PUBLIC CHARTER
SCHOOL INC
3637 MAGEE AVENUE
OAKLAND, CA 94619

Employer Identification Number:

94-3309981

DLN:

17053336031028

Contact Person:

TERRI WONG

ID# 95828

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

June 30

Form 990 Required:

Yes

Addendum Applies:

No

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excise tax transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not

Letter 947 (DO/CG)

AMERICAN INDIAN PUBLIC CHARTER

necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual return available for public inspection for three years after the return is due. You are also required to make available a copy of your exemption application, any supporting documents, and this exemption letter. Failure to make these documents available for public inspection may subject you to a penalty of \$20 per day for each day there is a failure to comply (up to a maximum of \$10,000 in the case of an annual return).

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

This determination is based on evidence that your funds are dedicated to the purposes listed in section 501(c)(3) of the Code. To assure your continued exemption, you should keep records to show that funds are expended

Letter 947 (DO/CG)

Appendix F

Letters of Support



August 5, 2008

Ms. Janet Shewman
Director of AIPCS
3637 Magee Avenue
Oakland, CA 94612

Dear Ms. Shewman:

We understand that AIPCS/AIM is applying to receive a charter to open a new middle school within the Oakland Unified School District to start in the summer of the 2009-2010 academic year.

I would like to express our support for your efforts to continuously replicate your highly successful American Indian Model.

Koret Foundation currently funds all five schools employing the American Indian educational model. A core component of our K-12 educational funding strategy is to identify and support the dissemination of replicable, high-academic-achieving public charter schools. We consider the American Indian Model to be one of the leading public charter school models in the state of California for the rigor, efficiency and effectiveness of both your educational and financial/business models.

We are proud to support your work and look forward to continuing our fruitful partnership.

Sincerely,

Debra England
Senior Program Officer

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


TEL 415 882 7740
FAX 415 882 7775



3637 Magee Ave.
Oakland, Ca. 94619
Tel. 510.482.6000
Fax 510.482.6002

**American Indian Public
Charter School**

Memo

To: American Indian Public Charter School – American Indian Model
From: Sylvia Thomas, American Indian Public Charter School 
Date: 8/5/2008
Re: Letter of Support (American Indian Public Charter School – American Indian Model)

It is a pleasure to write this letter of support for the American Indian Public Charter School – American Indian Model (AIPCS – AIM). American Indian Public Charter School (AIPCS) is a fifth through eighth grade middle school that serves over 96% low income students.

American Indian, African American, Asian and Hispanic students comprise 98% of AIPCS's student population. Many students come from single parent families who want their children to get a quality secondary education that focuses on high academic achievement and prepares them for the academic rigors of high school.

We have experienced tremendous growth at our school. We have a total of six schools under the American Indian Model: American Indian Public Charter School (AIPCS), American Indian Public Charter School II (AIPCS II), American Indian Public High School (AIPHS), Oakland Charter Academy (OCA), Oakland Charter High School (OCHS), and American Indian Public Charter School – American Indian Model (AIPCS – AIM). There are more parents who want to enroll in these schools and we support the efforts of AIPCS – AIM in opening a new sixth through eighth grade middle school to provide more low income and minority students the opportunity to receive a quality education.

AIPCS-AIM will emphasize English/Language Arts and Mathematics which will prepare students for the academic challenges they will face in high school. We have established a record of academic achievement at AIPCS with an API of 950 (out of a possible 1000 points) in the 2006-2007 school year, and an estimated API of 965 for the 2007-2008 school year.

We support the efforts of AIPCS – AIM to provide more students the opportunity to attend a middle school which will enhance their academic skills and prepare them to be productive members of society.

“A School At Work”

STANFORD ACADEMIC INSTITUTE OF LEARNING (SAIL)

12500 CAMPUS DRIVE, OAKLAND, CALIFORNIA
PHONE: 510-875-4121 FAX: 510-436-2513

August 5, 2008

Mrs. Janet Roberts
3637 Magee Avenue
Oakland, CA 94619

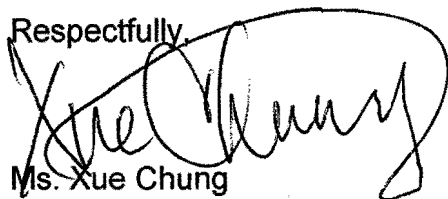
Dear Mrs. Roberts:

I am writing this letter of support for the proposed American Indian Public Charter School – American Indian Model (AIPCS – AIM). You have aptly demonstrated the high quality of instruction in the American Indian Public Charter School (AIPCS) through your students' high academic success.

The Stanford Academic Institute of Learning (SAIL) supports your endeavors to establish and operate AIPCS-AIM. I look forward to the opportunity to partner with you as your students continue to participate in our math program.

Should AIPCS-AIM be approved, the schools under the American Indian Model will be able to reach out to more low-income, minority youth. I fully support the American Indian Public Charter School – American Indian Model. Should you need further information, do not hesitate to contact me.

Respectfully,



Ms. Xue Chung
SAIL Program Director

Appendix G

Charter School Roster of Key Contacts

CHARTER SCHOOL ROSTER OF KEY CONTACTS

Complete the following Roster for the Board of Directors and key administrative leaders and/or partners for the proposed school. Be sure to include titles and roles.

Name of School(s): AMERICAN INDIAN PUBLIC CHARTER SCHOOL - AMERICAN INDIAN MODEL
Name of Nonprofit Corporation: AMERICAN INDIAN PUBLIC CHARTER SCHOOL
Primary Contact Person: JANET ROBERTS
Mailing Address: 3637 MAGEE AVE., OAKLAND, CA 94619
Phone: _____
(day & eve.) 510-482-6000 x 7
Fax: 510-482-6002 **Email:** jshewman@yahoo.com

NONPROFIT BOARD OF DIRECTORS

Position: PRESIDENT, Educator
Name: Atiba S. Thomas
Mailing Address: 3637 Magee Ave, Oakland, CA 94619
Phone: _____
(day & eve.) (510) 482-6000
Fax: (510) 482-6002 **Email:** aipcs@sbcglobal.net

Position: Secretary, Family Member
Name: Chiu Hing
Mailing Address: 3637 Magee Ave, Oakland, CA 94619
Phone: _____
(day & eve.) (510) 482-6000
Fax: (510) 482-6002 **Email:** aipcs@sbcglobal.net

Position: Business person
Name: Steve Mayer
Mailing Address: 3637 Magee Ave, Oakland, CA 94619
Phone: _____
(day & eve.) (510) 482-6000
Fax: (510) 482-6002 **Email:** aipcs@sbcglobal.net

NONPROFIT BOARD OF DIRECTORS continued

Position: Community Member / Former Student
Name: Nathan Robles
Mailing Address: 3637 Magee Ave., Oakland, CA 94619
Phone: (day & eve.) (510) 482-6000
Fax: (510) 482-6002 Email: aipcs@sbcglobal.net

Position: Current Student
Name: Edgar Cervantes
Mailing Address: 3637 Magee Ave., Oakland, CA 94619
Phone: (day & eve.) (510) 482-6000
Fax: (510) 482-6002 Email: aipcs@sbcglobal.net

SCHOOL PERSONNEL

Principal Name: *(may be undetermined at time of submission)* SITE COORDINATOR
Phone (day/eve): _____
Fax: _____ Email: _____

Business *(may be undetermined at time of submission)*
Manager: Not Applicable
Phone (day/eve): _____
Fax: _____ Email: _____

Certified Public *(may be undetermined at time of submission)*
Accountant: Anthony Jeffrey V. Capuli
Phone (day/eve): (925) 754-4882
Fax: (800) 881-4548 Email: capulicpa@sbcglobal.net

OTHER AS APPLICABLE (school management entity, partner)

Contact Person: JANET ROBERTS
Title/Position: DIRECTOR / PRINCIPAL
Organization: AMERICAN INDIAN PUBLIC CHARTER SCHOOL
Phone (day/eve): 510-482-6000 x. 7
Fax: 510-482-6002 Email: jshenimon@yahoo.com