

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

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

File ID Number: 12-0444
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By: _____

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**American Indian Public
Charter School II**

January 10, 2012

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

Dear President London:

On behalf of AIM Schools Board of Governance, I am requesting the Oakland Unified School District accept the American Indian Public Charter II Renewal Petition for the term of July 1, 2012 – June 30, 2017.

With Regards,



Michael Stember
President
American Indian Model Schools Board

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CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

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

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

In reviewing petitions for the establishment of charter schools, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California Educational System and that establishment of charter schools should be encouraged.

AFFIRMATIONS/ASSURANCES


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

1. Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
2. Employees shall be employees of American Indian Public Charter School II, a California nonprofit public benefit corporation. American Indian Public Charter School II shall operate AIPCS II and shall be deemed the exclusive public school employer of the employees of AIPCS II for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
3. Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
4. Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
5. Shall admit all students who wish to attend AIPCS II, and who submit a timely application, unless the School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. Except as provided in Education Code Section 47605(d)(2), admission to AIPCS II shall not be determined according to the place of residence of the student or his or her parents within the State. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
6. Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
7. Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
8. Shall meet all requirements for employment set forth in applicable provisions of law including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
9. Shall ensure that teachers at AIPCS II hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
10. Shall at all times maintain all necessary and appropriate insurance coverage.
11. Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
12. If a pupil is expelled or leaves AIPCS II without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of

the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

13. Will follow any and all other federal, state, and local laws and regulations that apply to AIPCS II including, but not limited to:
- A. AIPCS II shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - B. AIPCS II shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - C. AIPCS II shall comply with any jurisdictional limitations to the location of its facility.
 - D. AIPCS II shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - E. AIPCS II shall comply with all applicable portions of the No Child Left Behind Act.
 - F. AIPCS II shall comply with the Public Records Act.
 - G. AIPCS II shall comply with the Family Educational Rights and Privacy Act.
 - H. AIPCS II shall meet or exceed the legally required minimum of school days.

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



Claudia Walker, Lead Site Administrator
American Indian Model Schools

1.25.12

Date



Kaytena Beckford, Site Administrator
American Indian Public Charter School II

1.25.12

Date

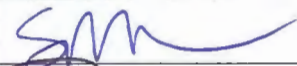

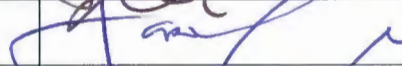


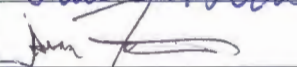
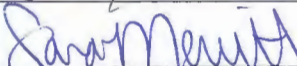
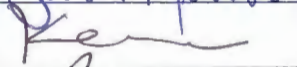
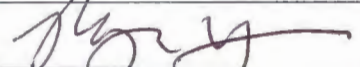

Required Teacher Signatures

CHARTER PETITION

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

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

We, the undersigned teachers, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to American Indian Public Charter School II pursuant to Education Code Section 47605 beginning July 1, 2012 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act. The petitioners authorize the Lead Petitioner, Kaytena Beckford, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Seth Burns		12/09/11	510-410-0954	Multi-subject prelim. & single subject math prelim	9/2013 10/2015
David Chiu		12/09/11	628-678-4661	Multi-subject	09/2013
Jason Chu		12/09/11	909-659-3243	Multi-subject & math credential	09/2013
Dan Dalby		12/11/11	925-570-5674	Multi-provisional & single math provisional	07/2012
Lauren Dascole		12/11/11	925-465-4099	Multi-subject teaching credential	06/2014
Jamaal Footman		12/09/11	909-709-6804	LSP	12/2013
Sara Merritt		12/11/11	619-972-2245	Multi-subject	01/2012
Kensho Nishimura		12/11/11	510-334-0592	Multi-subject/provisional	07/2012
Ryan Young		12/11/11	805-714-2830	Multi-Subject	09/2016
Deepa Patel		12/11/11	510-307-6580	Multi-subject clear	07/2014

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

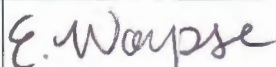


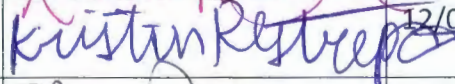

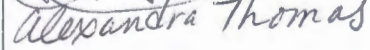


CHARTER PETITION

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

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Elizabeth Woepse		12/09/11	714-349-9216	Multi-subject prelim	04/2016
Matthew Russell		12/11/11	530-520-0241	Single-subject prelim	09/2016
Kristin MacDonnell		12/11/11	925-819-2416	Single-subject teaching prelim	02/2016
Kristin Restrepo		12/09/11	530-219-4806	Multiple -subject prelim	06/2016
Stacy Adams		12/11/11	646-884-3379	Single-subject prelim	08/2012
Alexandra Thomas		12/09/11	707-849-5225	Multiple-subject prelim	02/2016
Kevin Sparks		12/09/11	718-431-5947	Multiple-subject prelim	09/2016
Isaac Berniker		12/11/11	510-364-3762	Multiple-subject clear	08/2016

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

INTRODUCTION

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

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

AIM Schools are committed to academic excellence and the families they serve. AIPCS II's goal is to provide structure and accountability to enhance the academic achievement of traditionally underserved urban students by:

1. Improving the academic achievement of all students through vigorous competition
2. Building a solid academic foundation for educationally disadvantaged students
3. Focusing on student attendance
4. Fostering an educational model that uses different and effective teaching methods

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

With Integrity,

The Petitioners for American Indian Public Charter School II

I. PETITION ADVISORY GROUP

Petition Advisory Group Statement

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

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

Petition Advisory Group Members

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

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

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

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

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

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

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

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

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

Summary of Necessary Background Critical to Charter School Success

	Curriculum	Instruction	Assessment	Finance	Facilities	Business Management	Organization	Governance	Administration
Mrs. Amador				X		X	X		X
Ms. Beckford	X	X		X		X	X		X
Dr. Chavis	X	X	X	X	X	X	X	X	X
Mr. Locklear	X	X	X				X		X
Mrs. Mardquardt-Norris			X	X	X	X	X	X	
Mr. Rodriguez			X	X		X	X	X	X
Mr. Ruiz	X	X	X	X	X	X	X	X	X
Mr. Stember		X	X	X	X	X	X		X
Mrs. Walker	X	X	X				X		X

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

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

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

Mission Statement

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

Educational Philosophy

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

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

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

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

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

Students to be Served

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

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

AIPCS II's goal is to provide minority and socio-economically disadvantaged students with strong academic skills in English-Language Arts, Mathematics, Science, Social Studies, Foreign Language and Physical Education.

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

The demands of the 21st century require that students be highly literate. As we move deeper into an information age, it is imperative that AIPCS II students learn how to understand and critically analyze the information they encounter. One of AIPCS II's chief goals is to furnish students with strong academic skills by providing increased instructional time in English-Language Arts each day. Through a rigorous study of English-Language Arts, students will acquire the ability to comprehend difficult text and to transmit their ideas and insights with clarity and logic. The ability to understand and analyze the written word is central to all academic subjects. By focusing on English-Language Arts, AIPCS II students will be better equipped to understand the material covered in other subjects. To be a competent member of the 21st century and to succeed in post-secondary education, students must be competent readers.

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

AIPCS II kindergarten students will take 60 minutes of Mathematics and 60 minutes of English-Language Arts; first grade students will take 65 minutes of Mathematics and 60 minutes of English-Language Arts; second grade students will take 70 minutes of Mathematics and 70 minutes of English-Language Arts; third grade students will take 70 minutes of Mathematics and 70 minutes of English-Language Arts; and fourth grade students will take 70 minutes of Mathematics and 75 minutes of English-Language Arts. AIPCS II students will be required to take at least 90 minutes of Math each day beginning in fifth grade with general Math and finishing eighth grade with Algebra I.

How Learning Best Occurs

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

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

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

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

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

Program Design

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

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

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

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

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

professional teaching environment, AIPCS II will ensure collaborative planning time for teachers to share best practices with their colleagues, cultivate mentoring relationships with new teachers, analyze student data among all students within the grade level they teach, and plan core curriculum.

Teaching Methods

AIPCS II's ultimate goal is to begin preparing students for the rigors of high school and college. The primary approach in the top universities is direct, lecture-based instruction. To ensure that students develop the skills required to succeed in a lecture-based system, and because it has proven highly effective in previous years, a vast majority of the curriculum will be delivered through direct, lecture-based instruction.

Differentiated Instruction

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

Curriculum

The curriculum at AIPCS II will offer a foundation of academic content knowledge in six primary content areas and Physical Education/Health to prepare students to enter a high achieving, college preparatory high school. These subjects include the six core academic content areas of English-Language Arts, Mathematics, Science, and Social Studies; Foreign Language; and the Arts. Electives may be offered in addition to the primary subjects. The curriculum will be rigorous, requiring the hard work of students to ensure their success.

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

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

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

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

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

- iv. teach students the necessary skills for researching information, taking notes, organizing ideas, developing an outline, using the dictionary, editing and revising.
 - v. teach oral communication skills through presentations, class discussions, reports, and collaborative activities.
 - vi. teach the mechanics of expository writing, narrative writing, poetry, etc., and provide students with lessons on how to introduce, organize, and develop their thoughts through writing.
 - vii. have a balanced instructional approach of writing, reading, and language study (grammar, spelling, and other forms of word work)
1. Houghton Mifflin and Harcourt California Reading, 2007. Teacher's edition, Medallion Bundle, Practice book, Student edition and Teacher's resource package at K through 5th grade level.
 2. Holt Literature and English Language Arts, Mastering the California Standards, Reading, Writing, Listening and Speaking for Grades 6-8. Holt, Rinehart and Winston, 2003.
- b) Mathematics: structured around the California and Common Core standards for each level, utilizing state-approved curriculum:
- i. cover the grade level curricular content specified in *Mathematics Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 1999).
 - ii. teach content and learning experiences in mathematics that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics.
 - iii. teach fluency with traditional (abstract) mathematical concepts, statistics, and computation skills.
 - iv. teach mathematics with scientific quantification to emphasize the relationships between math, science, and technology.
1. Houghton Mifflin and Harcourt California Math, 2009. Teacher and Student edition, with complete Equipment Kit that includes the material for each of the mathematics activities at Kindergarten through 5th grade level.
 2. Scott Freeman, Addison Wesley, EnVision Math, California workbook for Kindergarten through 5th grade level, 2009.
 3. California Middle School Mathematics, Concepts and Skills, Course 1 and 2, for 6th and 7th grade. McDougal Littell, 2006.
 4. Algebra I: North Carolina Edition: for 8th grade, Glencoe and McGraw Hill, 2004.
- c) Science: structured around the state standards for each grade level, utilizing state-approved curriculum:
- i. present an effective science curriculum using the grade level, instructional strategies and assessment guidelines outlined in *Science Framework for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2004).
 - ii. teach content and learning experiences in science that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics.
 - iii. provide a science program that combines the core sciences of biology, physics, and chemistry.
 - iv. teach students to use the scientific method to identify a problem and pose relevant questions, state a hypothesis, conduct an experiment, understand the variables, analyze the data, and reach a conclusion or solution that serves as the hypothesis for the next round of inquiry.

1. Houghton Mifflin and Harcourt California Science System. Teacher and Student edition. Complete resource Equipment Kit that includes the material for each of the science activities at Kindergarten through 5th grade level. Houghton Mifflin Harcourt Science, 2007.
 2. Science Voyages: Earth Science 6th grade, California Standards Edition: Glencoe, 2001.
 3. Science Voyages: Earth and Physical Sciences and Life Science 7th grade, California Standards Edition: Glencoe, 2001.
 4. Science Voyages Physical Science and Earth and Life Science 8th grade, California Standards Edition: Glencoe, 2001.
- d) History and Social Studies: structured around the state standards for each grade level, utilizing state-approved curriculum:
- i. present an effective history and social-science curriculum using the grade-level considerations, instructional strategies, and assessment guidelines outlined in *History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2005).
 - ii. teach content in history and social science that allows students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for core academics.
 - iii. teach students a global perspective of history and social science by studying other nations.
 - iv. teach culture of societies, both ancient and modern, through archaeology, anthropology, history, and geography.
1. Houghton Mifflin and Harcourt California History-Social Science, 2007. Teacher and Student edition with focus on school and family level K through five. Resource Equipment Kit that includes material for social science activities at kindergarten through 5th grade level.
 2. Ancient Civilizations (6th grade), textbook and workbooks: McGraw Hill Glencoe, 2006.
 3. Medieval and Early Modern Times (7th grade), textbook and workbooks: McGraw Hill Glencoe, 2006.
 4. Creating America: Beginnings through WWI (8th grade), textbook and workbooks: McGraw Hill Glencoe, 2006.
- e) Foreign Languages: structured around the state standards for appropriate grade levels:
- i. teach world languages' curriculum using the grade level considerations, instructional strategies, and assessment guidelines outlined in *Foreign Language Curriculum Framework K-12* (California Department of Education, 2001).
 - ii. teach content and learning experiences in world languages that allow students to develop the skills, knowledge, and attitudes necessary to meet measurable student outcomes for critical thinking and core academics.
 - iii. teach Mandarin as the required foreign language.
 - iv. teach an integrated approach in which reading and the English-Language Arts facilitate and reinforce language fluency in Mandarin.
1. Chinese Language for Primary Schools textbook supported by iFlashbook with supplemental materials from BetterChinese.com. Panpac Education, 2008.
 2. Integrated Chinese Level 1—Part 1, Third Edition. Cheng and Tsai Company Inc., 2009.

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

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

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

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

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

Materials

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

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

- Textbooks
- Computers and Projection Devices
- Software Programs
- Laboratory Science Equipment and Materials
- Test Preparation Guides
- A Reading Library
- Manipulatives
- Maps and Atlases
- Dictionaries and Thesauruses
- Musical Instruments
- California Physical Fitness Test Equipment

Academically Low-Achieving Students

Overview

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

The past success of low-achieving students at AIPCS II confirms, and educational research suggests, that low-achieving students benefit from learning experiences that have clear and high expectations combined with a supportive learning environment. Additionally, low-achieving and at-risk students benefit greatly from placement in a classroom with students who achieve at different levels. Low-achieving students are thoroughly integrated into the entire student body of AIPCS II and participate fully in all aspects of the curriculum.

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

Each AIPCS II student will be enrolled in a rigorous curriculum and provided the necessary support to learn. AIPCS II students who enroll below grade level in either English-Language Arts or Mathematics will be immediately identified by the Student Success Team (SST) as low-achieving, and a personalized learning plan will be created to determine what additional support is required to ensure the students' success by enhancing their skills in core academic subjects.

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

Faculty Office Hours

For four hours each week, the student's classroom teachers will hold office hours after school for low-achieving students. These students are encouraged—and often commit via their Personalized Learning Plan—to attend these sessions on a weekly basis. During the sessions, the teachers re-teach material, provide additional support for completing assignments, provide individualized instruction and offer alternative assessments.

Resource Instruction

AIPCS II will provide small-group resource instruction for students during Physical Education and after school. Our resource instructor is an employee of the school, which enables better communication among the classroom teacher, student, family, and resource instructor. The resource instructor will provide support on current assignments, course work, and remediation work to help develop missing skills and poor academic literacy. To ensure that all students receive adequate opportunity to participate in Physical Education, no student will be allowed to miss more than two Physical Education classes in a given week to attend resource instruction.

Independent Learning

On days when students are not participating in faculty office hours or receiving small-group resource instruction, students may remain after school to complete their homework with the support of student study groups monitored by an adult supervisor.

Faculty Discussions/Family Conferences/Written Progress Reports

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

All grade-level teachers will meet with at-risk students and their parents when necessary throughout the semester. The result of such meetings will be a consensus plan that will outline the ways the student will receive support.

Written communication is also important in providing parents information about students' progress. In addition to quarter and semester report cards, all students who are receiving a grade of "C-" or below in any class will receive a progress report that will outline their performance in all classes. These progress

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

Summer Programs

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

Academically High-Achieving Students

At AIPCS II, academically high-achieving students are those who perform at an Advanced level on California State Standards Exams and/or who consistently earn "A" grades in the majority of their courses.

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

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

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

English Language Learners

Overview

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

Home Language Survey

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

CELDT Testing

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

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

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

1. Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
2. Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
3. Comparison of the pupil's performance in basic skills using an empirically established range based upon the performance of English proficient pupils of the same age, which demonstrates that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Language Learner Instruction and Intervention

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

English Language Learners will be expected to meet school and state standards in all academic and non-academic areas of the instructional program. AIPCS II holds ELL students to such high expectations to ensure that every AIPCS II student is challenged to reach his or her highest potential.

In order to make sure that all English Language Learners have the ability to meet these expectations, all teachers at AIPCS II will understand how to use teaching methods that reinforce content and skills for ELL students, such as introducing vocabulary before the lesson, direct teaching of reading comprehension skills, teaching thinking skills that make learning new concepts easier, and using graphic organizers and other visual aids. CLAD certification is required of all teachers.

English Language Learners will be enrolled in regular classes and will receive supplementary instruction to learn English. The goal is high-quality instructional programs and services for English learners that will allow them to achieve the same challenging academic and graduation standards as native English-speaking students. Listening, speaking, reading, and writing skills will be assessed daily. AIPCS II's English Language Learners will be prepared with the skills in English and Mathematics to meet California State Standards.

Special Education

Overview

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

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

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

Section 504 of the Rehabilitation Act

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

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

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

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

what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources including, but not limited to, assessments conducted by AIPCS II's professional staff.

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

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

Services for Students under the IDEIA

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

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

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

IDEIA Staffing

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

It is AIPCS II's understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, translators, and resource specialists unless the District

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

IDEIA Notification and Coordination

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

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

IDEIA Identification and Referral

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

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

IDEIA Assessments

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

IDEIA IEP Meetings

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

requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide the notice of parental rights.

IDEIA IEP Development

AIPCS II understands that the decisions regarding eligibility, goals/objectives, programs, services, placement, and exit from special education shall be the decision of the District, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

IDEIA IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. AIPCS II shall assist the District in implementing IEPs pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, AIPCS II shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP at least quarterly or as frequently as progress reports are provided for AIPCS II's non-special education students, whichever is more.

IDEIA Interim and Initial Placements of New Charter School Students

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

IDEIA Non-Public Placements/Non-Public Agencies

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

IDEIA Non-Discrimination

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

IDEIA Parent/Guardian Concerns and Complaints

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

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

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

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

IDEIA Due Process Hearings

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

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

IDEIA SELPA Representation

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

IDEIA Funding

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

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

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

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

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

As stated above, AIPCS II may apply for SELPA membership. Upon approval as a member of the SELPA, AIPCS II shall be solely responsible and liable for providing special education services under the Individuals with Disabilities Education Improvement Act ("IDEIA") (20 U.S.C. 1400, et seq.) with respect to eligible students. All obligations of the District recited above with respect to identifying, assessing, and serving special education students will default to AIPCS II. AIPCS II shall comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, AIPCS II shall receive its State and Federal special education funds directly from the SELPA in accordance with the SELPA local allocation plan and shall utilize those funds to provide special education instruction and related services to eligible pupils. As an LEA, AIPCS II shall be solely responsible for all special education costs that exceed State and Federal special education revenue, and shall participate in the SELPA governance and SELPA-wide benefits in accordance with the Local Plan and SELPA policies and procedures.

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

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

Measurable Student Outcomes

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

Academic Achievers who:

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

Effective Communicators who:

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

Critical Thinkers who:

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

Life-long Learners who:

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

Socially Responsible Citizens who:

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

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

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

Academic Performance Index

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

Methods of Assessment

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

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

Annually

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

Each Quarter

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

Ongoing

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

Students will also be measured in non-curricular areas such as class attendance and discipline to ensure they are performing at the level stated in the school's mission statement. For example, classes will compete with each other for the greatest number of consecutive days of perfect attendance. Attendance will be monitored within each classroom and posted on a bulletin board in the hallway. When it comes to assessment, AIPCS II believes that students develop more quickly when they are held accountable for both attendance and performance.

Use and Reporting of Data

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

Collection

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

Analysis

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

Reporting

1. Results from all of the tools listed above are available for each individual student and his or her family to review upon request through the school's office or the student's teacher.
2. Annually, AIPCS II will publish a School Accountability Report Card (SARC) that will be posted on the school's website and made available in the school lobby.
3. On an as-needed basis, AIPCS II will publish bulletins reporting general student or school performance data.
4. If AIPCS II does not test (i.e., STAR) with the District, AIPCS II hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.
 - a. Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.
5. AIPCS II will maintain sufficient staff and systems, including technology, required to ensure timely reporting in compliance with the law and to meet all reasonable inquires from the District and other authorized reporting agencies.

Continuous Improvement

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

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

1. Setting measurable standards and goals: Staff will identify what students should know (content standards) and what they should be able to do (performance standards) in all learning areas at critical points in their education. Steps in this process include: reviewing the school's mission, purpose, and expectations, reviewing state and district standards, developing exit outcomes and graduation standards, and listing specific academic outcomes that students demonstrate in each subject area, grade, or skill level.
2. Linking standards to curriculum and assessment: Standards, curriculum, and assessment will be aligned with each other, with state guidelines, and with AIPCS II's educational goals. Professional development will include training in the use of data-driven decision making, and educators will review the alignment of assessment and curriculum with the state content standards each year.
3. Determining assessments that will actually measure if curriculum has been learned and monitoring progress toward goals: This includes a combination of projects, exhibitions, presentations, and criterion-referenced assessments. Progress will be objectively measured by the annual statewide assessments for each grade (STAR, CELDT). Classroom teachers may also measure achievement in a traditional manner, such as through quizzes, essays, tests, and exams.
4. Setting baseline expectations for incoming students (e.g., information from previous assessments), recommending additional support if needed, and administering all assessments, including school, district, and state-required testing.

5. Utilizing the California Standards Test, CAT6, Grade Point Average (GPA), and California English Language Development Test (CELDT) results to measure students' academic preparedness. In addition, AIPCS II will use the Academic Performance Index (API), Adequate Yearly Progress (AYP), student dropout rate, graduation rate and attendance as school-level indicators of success. The school administrator and teachers will monitor individual student improvement to ensure students are making academic progress on the state content standards of each grade level before being advanced to the next grade. Student progress reports will be sent to families every three weeks for students who receive a C- or lower in any subject. The students who receive progress reports for low academic performance may participate in conferences with their family representative and teacher to identify appropriate strategies for improvement.

District Visitation/Inspection

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

District Charter Approval

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

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

Response to Inquiries

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

Public Record

AIPCS II acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including AIPCS II, to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at AIPCS II and to the District. AIPCS II further acknowledges that it has the obligation to provide all such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that AIPCS II does not have that AIPCS II needs in order to meet its obligations, the District shall provide the same to AIPCS II in a reasonably timely manner upon request.

Parent Complaints

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

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

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

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

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

IV. GOVERNANCE STRUCTURE

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

Legal Status

Under the American Indian Model Schools, AIPCS II is part of a California non-profit public benefit corporation pursuant to California law with 501(c)(3) tax-exempt status **(See Appendix I)**.

AIPCS II shall be governed pursuant to the corporate bylaws adopted by the Board of Directors of The American Indian Model Schools, which shall be consistent with the terms of this charter, the Charter Schools Act, and all other applicable laws. **(See Appendix J and Appendix K)**.

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

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

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

AIPCS II will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time, as long as the charter school has been given written notice of the policy change.

Board of Directors

The American Indian Public Charter School II is governed by a Board of Directors (the "Board"). The Board shall be ultimately responsible for the operation and activities of AIPCS II. The Board shall be governed in its operations and its actions by the corporate by-laws of the organization that shall be consistent with the charter, the Charter Schools Act and all other applicable laws. The primary methods for executing their responsibilities are to create, adopt and monitor a long-term strategic plan and associated budget, and to employ and evaluate the Site Administrator of AIPCS II. The day-to-day management of AIPCS II shall be by the Site Administrator, who is overseen by the Board. The school government is reflected by way of its governing structure, the curriculum, student guidance and school code of conduct. The AIPCS II Governance Board will be comprised of at least five and no more than fifteen diverse community members. The AIPCS II Site Administrator will report directly to the Governance Board.

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

1. Upholding the mission of the School
2. Overseeing the implementation of the charter
3. Approving and monitoring the school budget, fiscal reports, and the School's fiscal practices
4. Approving all contracts and expenses
5. Receiving and reviewing the yearly independent financial audit
6. Approving and monitoring the school's facility arrangements and plans
7. Overseeing and evaluating the Site Administrator
8. Hiring the Site Administrator

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

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

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

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

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

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

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

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

Site Administrator

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

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

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

15. Work with the Financial Administrator to present a quarterly financial report to the Board.
16. Provide assistance and coordination to the faculty in the development of curriculum.
17. Oversee family and community relations.
18. Attend IEP meetings when necessary.
19. Supervise student disciplinary matters.
20. Coordinate the administration of Standardized Testing.
21. Plan and coordinate employee orientation for School staff with the Financial Administrator.
22. Attend all Charter Board meetings and attend as necessary District Board of Education meetings as the Charter representative.
23. Establish procedures designed to carry out AIM Schools' Board policies.

The Site Administrator at AIPCS II shall possess leadership abilities and a comprehensive educational vision that is consistent with the school's mission and educational program. In addition, the Site Administrator shall possess skills in hiring and supervising excellent teachers. The Governance Board may set additional criteria for the selection of administrative staff.

Board Committees

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

Consistent with the California Corporations Code, a committee exercising the authority of the board shall not include as members persons who are not directors. However, the board may create other committees that do not exercise the authority of the board and these other committees may include persons who are not directors.

Family Involvement

Because AIPCS II has been established to serve the needs of the students, it is imperative that families are actively involved. An AIPCS II Family Advisory Committee (FAC) has been established to facilitate communication between all members of the organization. The FAC reports directly to the Governance Board, and whenever possible a member of the FAC will also serve as a member of the Governance Board. Members of this team may meet with the school administration to bring family and community questions, concerns, and ideas to the attention of the Site Administrator. They will work on such areas as recruitment, student graduation, and other activities to ensure the charter school meets its mission.

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

V. HUMAN RESOURCES

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

Qualifications of School Employees

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

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

Specific Qualifications for all Staff

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

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

Teachers

Instructional employees will hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. AIPCS II will comply with Section 47605(l), which states:

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

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

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

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

5. Commitment to the philosophy of the charter school and the mission
6. Accepting the family as a vital partner in the learning process
7. Working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents and community
8. Deep commitment to student achievement
9. Accepting responsibility and accountability for instruction to students

AIPCS II may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments without the approval of the teacher of record, except in non-core, non-college preparatory courses and activities. All non-instructional staff will possess experience and expertise appropriate for their position as determined by the Site Administrator and Governance Board.

Professional Development

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

Compensation and Benefits

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

The financial compensation for school employees will include a base salary that is above the average starting salary for District elementary and middle schools. Employee merit pay will be based on student retention and performance. This has proven to be effective in the past at American Indian Public Charter School II.

All AIPCS II employees will participate in the federal Social Security System. The AIPCS II Governance Board will have the option to participate in the State Teachers Retirement System (STRS) or Public Employees Retirement System (PERS) or to implement any other retirement plan at its disposal. If AIPCS II chooses to participate in STRS/PERS program, it will work directly with the Alameda County Office of Education and STRS/PERS to provide the appropriate payroll information. Teachers will have the option to participate in the simple IRA with Vanguard after completing their second year of employment at AIPCS II.

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

Employee Representation

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 II will be the exclusive public employer of all employees of the charter school for collective bargaining purposes. AIPCS II will comply with all provisions of the Educational Employment Relations Act (EERA) and act independently from OUSD for bargaining purposes. In accordance with EERA, employees may join and be represented by an organization of their choice for collective bargaining

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

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

Rights of School District Employees

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

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

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

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

Health and Safety

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237. —California Education Code Section 47605(b)(5)(F)

A healthy and safe environment is imperative to productive teaching and learning. AIPCS II has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the School's insurance carriers. These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies will be incorporated as appropriate into the Family and Staff Handbooks.

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

Procedures for Background Checks

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

Role of Staff as Mandated Child Abuse Reporters

All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws.

TB Testing

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

Immunizations

AIPCS II will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

CPR/First Aid Training

Employees at AIPCS II should be CPR/First Aid trained. The school's administration will ensure that a CPR/First Aid trained staff member is on duty during regular school hours.

Medication in School

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

Vision/Hearing/Scoliosis

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

Emergency Preparedness

AIPCS II shall adhere to an Emergency Preparedness Plan drafted specifically to the needs of the school site. This plan shall include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Facility Safety

AIPCS II shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The School agrees to maintain visitor policies and test fire extinguishers and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills in accordance with state law. AIPCS II shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Drug Free/Smoke Free Environment

AIPCS II shall maintain a drug, alcohol and smoke-free environment.

Dispute Resolution

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

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

1. Resolve disputes within AIPCS II pursuant to the school's policies
2. Minimize the oversight burden on OUSD
3. Ensure a fair and timely resolution to disputes

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

Disputes between the School and the Charter-Granting Agency

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

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

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

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

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

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

VI. STUDENT ADMISSIONS, ATTENDANCE AND SUSPENSION/EXPULSION POLICIES

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

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

1. An enrollment guide outlining the enrollment process at AIPCS II (**Appendix M**)
2. Registration form which requests basic information about the prospective student
3. AIPCS II mission statement and information about faculty and staff
4. Historic overview of AIPCS II students' academic achievement
5. AIPCS II Family Handbook

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

By January 1 of each year, AIPCS II will notify the District in writing of the application deadline and proposed lottery date. AIPCS II will ensure that all application materials will reference these dates, as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with the approved charter.

Admission Criteria

As written by David Whitman in his book, *Sweating the Small Stuff, Inner-City Schools and the New Paternalism* (2008), "Failing students from other schools who become ace pupils at AIPCS II may well have some hidden innate ability not evident at their previous schools. But they are hardly an example of selective recruiting or creaming from the top of the local academic pool."²

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

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

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

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

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

Public Random Drawing and Preferences

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

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

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

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

Conditions of Enrollment

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

Non-Discrimination

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. —California Education Code Section 47605(b)(5)(G)

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

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

Public School Attendance Alternatives

Governing Law. The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. —California Education Code Section 47605(b)(5)(L)

Students who opt not to attend AIPCS II may attend school district of residence schools or pursue an interdistrict transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each pupil enrolled in AIPCS II shall be informed that the pupil(s) has/have no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in AIPCS II, except to the extent that such a right is extended by the local education agency.

Suspension/Expulsion Procedures

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

AIPCS II will have a comprehensive set of suspension and expulsion policies (**See Appendix N**). The policies will be printed and distributed as part of the AIM Schools' Family Handbook and will clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian will be required to verify that they have reviewed and understood the policies prior to enrollment. These policies will provide all students with an opportunity for due process and will conform to applicable federal and state law regarding students with exceptional needs.

In the case of a special education student, or a student who receives 504 accommodations, AIPCS II will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or
2. If the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP.

If it is determined that the student's misconduct was not caused by or had a direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

VII. FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

A. Budgets

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

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

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

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

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

B. Financial Reporting

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

C. Insurance

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

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

1. COMMERCIAL GENERAL LIABILITY insurance, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage,

and bodily injury and property damage liability insurance with combined single limits of not less than \$1,000,000.00 per occurrence.

2. COMMERCIAL GENERAL LIABILITY insurance that shall include coverage for owned and non-owned autos, with bodily injury liability limits not less than \$1,000,000.00 per person, per occurrence and property damage liability limits of not less than \$500,000.00, per occurrence.
3. WORKERS' COMPENSATION INSURANCE, as required by the California Labor Code, with no less than statutory limits.

D. Administrative Services

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

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

The District may charge for the actual costs of supervisory oversight of AIPCS II, not to exceed 1% of the charter school's revenue. The District may also charge for the actual costs of supervisory oversight of the Charter School, not to exceed 3% if AIPCS II is able to obtain substantially rent-free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. For purposes of this charter, "revenue of the charter school" means the general-purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Section 47632. Subject to availability, AIPCS II may request OUSD services on a pay-for-service basis.

AIPCS II reports daily attendance requirements to OUSD in a format acceptable to the District and state. Required reports regarding daily attendance are completed and submitted to requesting agencies. Budget allocation and vendor selection are the responsibility of the Governance Board with substantial input from the Site Administrator. The Site Administrator develops all budget proposals and has latitude in determining how funds are best used within budget categories. The Governance Board may delegate authority to the Site Administrator to select vendors below a contract amount to be determined but will retain overall responsibility for contract approvals. The Governance Board works with ADP for payroll services to ensure compliance with state financial accounting procedures.

The Site Administrator will instruct the financial manager to prepare financial statements such as a balance sheet, income statement, and statement of cash flow. Financial statements are accessible to the independent auditor, school officers, OUSD, families of AIPCS II students and any Governance Board members who want to assess the school's financial condition. In addition, AIPCS II will continue to submit an annual audited financial statement to the appropriate authorities within the California Department of Education, State Controller's Office, County Superintendent of Schools, and the Oakland Unified School District.

E. Facilities

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

AIPCS II will continue to be located at 171 12th Street, Oakland, California. The current lease will remain in force throughout the entire five-year period of the school's renewal term.

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

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

F. Transportation

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

G. Audits

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

An annual independent fiscal audit of the books and records of AIPCS II will be conducted as required under the Charter Schools Act, section 47605(b)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

The AIPCS II Governance Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

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

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

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

1. Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher, including a timely notice to each individual parent

that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is highly qualified.

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

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

H. Closure Protocol

Governing Law: A description of the procedures to be used if the charter school closes—California Education Code Section 47605(b)(5)(p)

The following procedures shall apply in the event the charter school closes. The following procedures shall apply regardless of the reason for closure.

Closure of the school shall be documented by official action of the Board of AIPCS II. The action shall identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The Board of Directors will promptly notify parents and students of the School, the District, the Alameda County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate, and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents and guardians may obtain copies of pupil records, including specific information on completed courses and credits.

The Board shall ensure notification to the parents and students of the school, as well as provide information to assist parents and students in locating suitable alternative programs and how they can obtain a copy of their child(ren)'s student record(s). This notice shall be provided promptly, within 10 business days following the Board's decision to close the school.

Upon proper notification and request by a new school of attendance, student records will be transferred. During the closeout process, all pupil records shall be maintained by the "responsibility entity" designated by the Board. AIPCS II shall otherwise assist students in transferring to their next school. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g.

Personnel records shall be maintained and transferred in accordance with applicable law by the "responsibility entity" designated by the Board.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

AIPCS II will ask the District to store remaining original records of Charter School students. All records of AIPCS II shall be transferred to the District upon school closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

As soon as reasonably practical, the school shall prepare final financial records. The school shall also have an independent audit completed within six months after closure. The school shall pay for the final audit. The audit shall be prepared by a qualified CPA selected by the school and shall be provided to the District, County Office of Education, and California Department of Education promptly upon completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other

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

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

Upon closure of the school, all assets of the school including, but not limited to, all leaseholds, tangible and intangible personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the school, shall remain the sole property of AIPCS II and shall be distributed in accordance with the corporation's Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another public educational entity. Any assets acquired from the District or District property will be promptly returned upon school closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

Upon closure, AIPCS II shall remain responsible for satisfaction of all liabilities arising from the operation of the school. As AIPCS II is organized as a nonprofit public benefit corporation under California law, the Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.

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

I. School Management Contracts

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

VIII. IMPACT ON THE CHARTER AUTHORIZER

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

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

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

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

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

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadlines to the District will apply each year of the term of this charter:

1. September 1 – Final Unaudited Financial Report for Prior Year
2. December 1 – Final Audited Financial Report for Prior Year
3. December 1 – First Interim Financial Report for Current Year
4. December 15 – Schedule of Expenditures of Federal Awards
5. March 1 – Second Interim Financial Report for Current Year
6. June 15 – Preliminary Budget for Subsequent Year

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

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

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

- A. Compliance with terms and conditions prescribed in the charter,
- B. Internal controls, both financial and operational in nature,
- C. The accuracy, recording and/or reporting of school financial information,
- D. The school's debt structure,
- E. Governance policies, procedures and history,
- F. The recording and reporting of attendance data,

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

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

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

IX. CONCLUSION

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

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

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

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

APPENDIX A

ATTENDANCE POLICY



American Indian Model (AIM) Schools Oakland, CA

Attendance Policy

Overview

All members of the AIM family should take pride in the AIM School's attendance record. Attendance rates for AIM students and staff far surpass district and state averages. AIM Schools believe that excellent student attendance and class participation help to ensure the academic needs of students. AIM students and staff show up to school on time and work hard, every day.

High Expectations

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

Absences

Excused Absences

Excused absences will be any absences related to the following: (EC §48205)

1. Personal illness – a doctor's note may be required for extended illness
2. Quarantine under the direction of a county or city health officer
3. Medical, dental, optometric, chiropractic appointments
4. Attending the funeral service of an immediate family member
 - a. 1 day for services performed in CA
 - b. no more than 3 days for services performed outside of CA
5. Jury duty as required by law (18 years of age and older)
6. Illness or medical appointment during school hours of a child of whom the pupil is the custodial parent
7. Pupils in grades 7-12 who leave school to obtain confidential medical services (EC §4610.1)

Unexcused Absence

An unexcused absence is any other absence for reasons not included in "*Excused Absences*".

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

Make-up Work for Absent Students

On the day(s) a student is absent, the student will be responsible for making sure all homework due is turned in and all new assignments are obtained. Where an absence or tardy is unexcused, students will not be allowed to make up missed work for credit except in cases approved by the site administrator.

Summer Programs

Summer programs are integral components to the American Indian Model and high student academic achievement. All students are required to attend summer school. The site administrator will determine and communicate attendance mandates, if applicable, to students and parents/guardians for other summer programs including but not limited to the Stanford Academic Institute of Learning (SAIL), Johns Hopkins University's Center for Talented Youth (CTY), and UC Berkeley's Academic Talent Development Program (ATDP).

Saturday School

Any student who misses a substantial amount of instructional minutes in any given day (and for any reason) must attend Saturday school. The definition of "substantial amount" will be interpreted by the director or site administrator on a case-by-case basis, but will include any student who misses more than two hours of school (excused or unexcused). An absence from Saturday school will be made up by the student attending two Saturday schools. Attendance at Saturday school will not influence the number of absences noted on district attendance reports, perfect attendance counts, or report cards.

District Attendance Reports

If a student attends school on a given school day with the intention of participating in regularly scheduled instruction, he or she is considered present for purposes of district reporting, regardless of the length of time the student attends school on that day. If a student is absent for the entire school day, the student will be marked absent on district reports. (EC §46010.3) Students who come to school for the sole purpose of collecting homework and/or dropping off completed homework, but with no intention of participating in regularly scheduled instruction, will be marked absent on district reports.

Perfect Attendance Counts

AIM schools will use the district standard for tracking perfect attendance, with the exception that students (not family members or friends) who are absent for the entire school day but who come to school to drop off their completed homework and pick up their homework assignments, will be considered present.

Attendance and Report Cards

Students who miss a minimum of two or more hours (excused or unexcused) of instructional time in a given day, for any reason, have not fulfilled all of their student responsibilities and will be marked as absent for the purposes of student report cards. Students who miss two or more hours of school on five or more days in a given semester may be retained.

Students neither present nor actively engaged in the learning activities at the start of class on a given school day are considered "tardy" unless otherwise classified as absent. Teachers will track tardiness and report totals on progress reports and report cards. Students who are tardy 5 or more times in a semester will attend Saturday School.

Truancy

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

A student is truant who has accrued 3 unexcused absences in one school year, or was tardy for more than any 30-minute period during the school day on three occasions during one school year, or any combination thereof. (EC §48260) Upon a pupil's initial classification as a truant, a conference will be requested for the parent, truant student, teacher, and site administrator, and the pupil's parents/guardians will be notified of the following information by certified mail: (EC §48260.5)

1. The pupil is a truant
2. The parent or guardian is obligated to compel the student to attend school
3. Parents/guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution
4. Alternative educational programs are available
5. Parents/guardians have the right to meet with appropriate school personnel to discuss solutions to the truancy
6. The pupil may be subject to prosecution under EC Section 48264
7. The pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege
8. A one-day recommendation to accompany the student to school and attend class with the student

Local School Attendance Review Board (SARB) Process

The parent or guardian will have 10 days to respond to this initial notification of truancy (see attached Truancy Notification/Conference Request) before being referred to the Student Attendance Review Board (SARB). A truant student who is again absent from school without valid excuse one or more days, or tardy on one or more days, will be reported again as a truant, and the truant student will be referred to the SARB. (EC §48261) Parents/guardians will receive notification by certified mail of referral to AIM School's SARB (see attached Notification of SARB Referral).

The SARB will consist of two AIM School administrators, a teacher, and the director of AIM Schools. After referral of a student to the SARB, the SARB will hold a hearing with the parent/guardian and truant student to resolve attendance and truancy problems. If the student is reported as a truant three or more times per school year, and does not follow the SARB's directive, the matter may be referred to the District Attorney for prosecution, and other appropriate action may be taken by the school. The parent/guardian must be notified of this action. (EC §48262, §48263, §48263.5)



American Indian Model (AIM) Schools
Oakland, CA

Notification of SARB Referral

Date:

Dear Parent/Guardian:

This letter informs you that after repeated discussion and meetings, your son/daughter, (insert student's name), has not improved his/her attendance. Your son/daughter was again absent/tardy on the following date(s):

Unexcused absence on: _____

Tardy on: _____

Excessive excused absences: _____

This matter has been referred to the AIM School Attendance Review Board (SARB). You will soon be contacted concerning a scheduled hearing before the School Attendance Review Board (SARB). If you have any questions about this hearing, please call my office at (insert school's phone number).

Sincerely,

Site Administrator

cc: Student file



American Indian Model (AIM) Schools
Oakland, CA

Truancy Notification/Conference Request

Date:

Dear Parent/Guardian:

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

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

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

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

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

Sincerely,

Administrator's Signature

Date

Administrator's Name (Printed)

APPENDIX B

ACADEMIC PERFORMANCE INDEX

California's Highest Scoring Middle Schools 2010 - 2011

Middle School	District	Academic Performance Index (API) Score
1. Elkhorn Middle	Lodi Unified	992
2. American Indian Public Charter School	Oakland Unified	990
2. American Indian Public Charter School II	Oakland Unified	990
4. William Hopkins Junior High	Fremont Unified	986
5. John F. Kennedy Middle	Cupertino Union	983

Source: California Department

AIPCS ranks 2th in California and 1st in Oakland Unified School District, according to 2010-2011 Academic Performance Index (API) Scores. AIPCS continues to improve each year. AIPCS's API goal is to achieve a score of 1000. Note that 75% of the students qualify for Free and Reduced Lunch, 99% of the students are minorities.

**Oakland Unified School District
Middle School Academic Performance Index (API) Scores
2010-2011**

Oakland Unified Middle Schools	API 2011	API 2010	API Growth
American Indian Public Charter School	990	988	2
American Indian Public Charter School II	990	974	16
Oakland Charter Academy	933	953	-20
Kipp Bridge Charter	911	863	48
Edna Brewer Middle School	812	823	-11
Montera Middle School	809	830	-21
Urban Promise Academy	748	733	15
Madison Middle School	722	726	-4
Claremont Middle School	720	704	16
Melrose Leadership Academy	719	678	41
Westlake Middle School	711	689	22
Alliance Academy	688	702	-14
Elmhurst Community Prep	680	684	-4
Bret Harte	662	N/A	N/A
Frick Middle School	656	633	23
Roosevelt Middle School	638	627	11
ROOTS International Academy	631	593	38
West Oakland Middle School	574	616	-42

- American Indian Public Charter School, American Indian Public Charter School II, and Oakland Charter Academy are American Indian Model (AIM) Schools. They are the highest performing middle schools in the Oakland Unified School District.

APPENDIX C

THE SCHOOL CALENDAR (2011-2012)

American Indian Public Charter School Staff Calendar 2011-2012

School Out

JULY, 2011						
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						

Jul 4, Independence Day
Summer School 2011-12
Jun 23-Jul 14

JANUARY, 2012						
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. 19-Jan 2, Winter Break
Jan. 20, Teacher Collaboration
Jan. 23, Teacher's Day

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. 19, Staff Training
Aug. 22-23, Staff Workshops
Aug 24, First Day of School

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

Feb. 20, President's Day
Feb. 24, Teacher Collaboration

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. 5, Labor Day
Sept. 23, Teacher Collaboration

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

Mar. 30, Teacher Collaboration

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. 7, Teacher's Day
Oct. 21, Teacher Collaboration

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

Apr. 27, Teacher Collaboration

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. 18, Teacher Collaboration

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, Teacher Collaboration
May 28, 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. 9, Teacher Collaboration
Dec. 19-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

Jun. 7, Last Day of School

APPENDIX D

AIPCS II DAILY CLASS SCHEDULE KINDERGARTEN-8TH GRADE 2012-2013

AIMSchools Kindergarten Daily Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:25	Attendance, Announcements	Attendance, Announcements	Attendance, Announcements	Attendance, Announcements	Attendance, Announcements
8:25-9:25	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:25-9:55	History	History	History	History	History
9:55-10:10	Recess	Recess	Recess	Recess	Recess
10:10-11:10	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:10-11:20	Prepare for lunch, wash hands	Prepare for lunch, wash hands	Prepare for lunch, wash hands	Prepare for lunch, wash hands	Prepare for lunch, wash hands
11:20-11:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:45-12:45	Nap, Writing	Nap, Writing	Nap, Writing	Nap, Writing	Science
12:45-1:30	PE	PE	PE	PE	
1:30-2:15	Art	Art	Art	Art	
2:15-3:00	Science	Science	Science	Science	

AIMSschools 1st Grade Daily Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:25	Attendance, Announcements	Attendance, Announcements	Attendance, Announcements	Attendance, Announcements	Attendance, Announcements
8:25-9:25	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:25-9:55	History	History	History	History	History
9:55-10:10	Recess	Recess	Recess	Recess	Recess
10:10-11:10	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:10-11:20	Prepare for lunch, wash hands	Prepare for lunch, wash hands	Prepare for lunch, wash hands	Prepare for lunch, wash hands	Prepare for lunch, wash hands
11:20-11:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:45-12:45	Nap, Writing	Nap, Writing	Nap, Writing	Nap, Writing	Science
12:45-1:30	PE	PE	PE	PE	
1:30-2:15	Art	Art	Art	Art	
2:15-3:00	Science	Science	Science	Science	

AIMSschools 2nd Grade Daily Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:35	Attendance, Announcements, Wordly Wise	Attendance, Announcements, Wordly Wise	Attendance, Announcements, Wordly Wise	Attendance, Announcements, Wordly Wise	Attendance, Announcements, Wordly Wise
8:35-9:45	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:45-10:00	Recess	Recess	Recess	Recess	Recess
10:00-11:10	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:10-11:20	Prepare for lunch, wash hands	Prepare for lunch, wash hands	Prepare for lunch, wash hands	Prepare for lunch, wash hands	Prepare for lunch, wash hands
11:20-11:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:45-12:45	History	History	History	History	History/Science
12:45-1:30	PE	PE	PE	PE	
1:30-2:15	Art	Writing	Art	Writing	
2:15-3:00	Science	Science	Science	Science	

AIMSchools 3rd Grade Daily Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:35	Attendance, Announcements, Wordly Wise	Attendance, Announcements, Wordly Wise	Attendance, Announcements, Wordly Wise	Attendance, Announcements, Wordly Wise	Attendance, Announcements, Wordly Wise
8:35-9:45	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:45-10:00	Recess	Recess	Recess	Recess	Recess
10:00-11:10	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:10-11:20	Prepare for lunch, wash hands	Prepare for lunch, wash hands	Prepare for lunch, wash hands	Prepare for lunch, wash hands	Prepare for lunch, wash hands
11:20-11:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:45-12:45	History	History	History	History	History/Science
12:45-1:30	PE	PE	PE	PE	
1:30-2:15	Writing	Writing	Writing	Writing	
2:15-3:00	Science	Science	Science	Science	

AIMSchools 4th Grade Daily Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:35	Attendance, Announcements, Wordly Wise	Attendance, Announcements, Wordly Wise	Attendance, Announcements, Wordly Wise	Attendance, Announcements, Wordly Wise	Attendance, Announcements, Wordly Wise
8:35-9:45	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:45-10:00	Recess	Recess	Recess	Recess	Recess
10:00-11:10	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:10-11:20	Prepare for lunch, wash hands	Prepare for lunch, wash hands	Prepare for lunch, wash hands	Prepare for lunch, wash hands	Prepare for lunch, wash hands
11:20-11:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:45-12:45	History	History	History	History	History/Science
12:45-1:30	PE	PE	PE	PE	
1:30-2:15	Writing	Writing	Writing	Writing	
2:15-3:00	Science	Science	Science	Science	

Daily Class Schedule 5th-8th Grade (Monday-Thursday)

5A			5B			5C			5D		
Time	Minutes	Subject	Time	Minutes	Subject	Time	Minutes	Subject	Time	Minutes	Subject
8:30-10:00	90	Language Arts	8:30-10:00	90	Language Arts	8:30-10:00	90	Language Arts	8:30-10:00	90	Language Arts
10:00-11:35	95	Math	10:00-11:35	95	Math	10:00-11:35	95	Math	10:00-11:35	95	Math
11:35-12:20	45	PE	11:35-12:20	45	PE	11:35-12:20	45	PE	11:35-12:20	45	PE
12:20-12:40	20	Lunch	12:20-12:40	20	Lunch	12:20-12:40	20	Lunch	12:20-12:40	20	Lunch
12:40-1:45	65	Writing	12:40-1:45	65	Writing	12:40-1:45	65	Writing	12:40-1:45	65	Writing
1:45-2:30	45	Science	1:45-2:30	45	Science	1:45-2:30	45	Science	1:45-2:30	45	Science
2:30-3:15	45	History	2:30-3:15	45	History	2:30-3:15	45	History	2:30-3:15	45	History

6A		6B		6C		5E	
8:30-9:50	80 Language Arts	8:30-9:50	80 Language Arts	8:30-9:50	80 Language Arts	8:30-9:50	80 Language Arts
9:50-10:50	60 Math	9:50-10:50	60 Math	9:50-10:50	60 Math	9:50-10:50	60 Math
10:50-11:35	45 PE	10:50-11:35	45 PE	10:50-11:35	45 PE	10:50-11:35	45 PE
11:35-12:20	45 Math	11:35-12:20	45 Math	11:35-12:20	45 Math	11:35-12:20	45 Math
12:20-12:40	20 Lunch	12:20-12:40	20 Lunch	12:20-12:40	20 Lunch	12:20-12:40	20 Lunch
12:40-1:40	60 Writing	12:40-1:40	60 Writing	12:40-1:40	60 Writing	12:40-1:35	55 Writing
1:40-2:30	50 Science	1:40-2:30	50 Science	1:40-2:30	50 Science	1:45-2:30	45 Science
2:30-3:15	45 History	2:30-3:15	45 History	2:30-3:15	45 History	2:30-3:15	45 History

7A		7B		7C		7D	
8:30-9:20	50 Language Arts	8:30-9:20	50 Language Arts	8:30-9:20	50 Language Arts	8:30-9:20	50 Language Arts
9:20-10:05	45 PE	9:20-10:05	45 PE	9:20-10:05	45 PE	9:20-10:05	45 PE
10:05-11:15	70 Language Arts	10:05-11:15	70 Language Arts	10:05-11:15	70 Language Arts	10:05-11:15	70 Language Arts
11:15-12:20	65 Math	11:15-12:20	65 Math	11:15-12:20	65 Math	11:15-12:20	65 Math
12:20-12:40	20 Lunch	12:20-12:40	20 Lunch	12:20-12:40	20 Lunch	12:20-12:40	20 Lunch
12:40-1:45	65 Math	12:40-1:45	65 Math	12:40-1:45	65 Math	12:40-1:45	65 Math
1:45-2:30	45 Science	1:45-2:30	45 Science	1:45-2:30	45 Science	1:45-2:30	45 Science
2:30-3:15	45 History	2:30-3:15	45 History	2:30-3:15	45 History	2:30-3:15	45 History

7E		6F		6E		6D	
8:30-10:05	95 Language Arts	8:30-10:05	95 Language Arts	8:30-10:05	95 Language Arts	8:30-10:05	95 Language Arts
10:05-10:50	45 PE	10:05-10:50	45 PE	10:05-10:50	45 PE	10:05-10:50	45 PE
10:50-12:20	80 Math	10:50-12:20	80 Math	10:50-12:20	80 Math	10:50-12:20	80 Math
12:20-12:40	20 Lunch	12:20-12:40	20 Lunch	12:20-12:40	20 Lunch	12:20-12:40	20 Lunch
12:40-1:45	65 Math	12:40-1:45	65 Math	12:40-1:45	65 Math	12:40-1:45	65 Math
1:45-2:30	45 Science	1:45-2:30	45 Science	1:45-2:30	45 Science	1:45-2:30	45 Science
2:30-3:15	45 History	2:30-3:15	45 History	2:30-3:15	45 History	2:30-3:15	45 History

8A		8B		8C	
8:30-10:15	105 Language Arts	8:30-10:15	105 Language Arts	8:30-10:15	105 Language Arts
10:15-10:55	40 Mandarin	10:15-10:55	40 Mandarin	10:15-10:55	40 Mandarin
10:55-12:20	85 Algebra 1	10:55-12:20	85 Algebra 1	10:55-12:20	85 Algebra 1
12:20-12:40	20 Lunch	12:20-12:40	20 Lunch	12:20-12:40	20 Lunch
12:40-1:35	45 Algebra 1	12:40-1:35	45 Algebra 1	12:40-1:35	45 Algebra 1
1:35-2:25	50 Physical Science	1:35-2:25	50 Physical Science	1:35-2:25	50 Physical Science
2:25-3:10	45 PE (T/Th)	2:25-3:10	45 PE (T/Th)	2:25-3:10	45 PE (T/Th)
	Writing (M/W)		Writing (M/W)		Writing (M/W)

Daily Class Schedule 5th-8th Grade (Friday)

(5A)			(5B)			(5C)			(5D)		
Time	Minutes	Subject	Time	Minutes	Subject	Time	Minutes	Subject	Time	Minutes	Subject
8:30-10:00	90	Language Arts	8:30-10:00	90	Language Arts	8:30-10:00	90	Language Arts	8:30-10:00	90	Language Arts
10:00-12:00	120	Math	10:00-12:00	120	Math	10:00-12:00	120	Math	10:00-12:00	120	Math
12:00-12:40	40	Science/History	12:00-12:40	40	Science/History	12:00-12:40	40	Science/History	12:00-12:40	40	Science/History

(5E)		
8:30-10:00	90	Language Arts
10:00-12:00	120	Math
12:00-12:40	40	Science/History

(6A)			(6B)			(6C)			(6D)		
8:30-10:00	90	Language Arts	8:30-10:00	90	Language Arts	8:30-10:00	90	Language Arts	8:30-10:00	90	Language Arts
10:00-12:00	120	Math	10:00-12:00	120	Math	10:00-12:00	120	Math	10:00-12:00	120	Math
12:00-12:40	40	Science/History	12:00-12:40	40	Science/History	12:00-12:40	40	Science/History	12:00-12:40	40	Science/History

(6E)			(6F)		
8:30-10:00	90	Language Arts	8:30-10:00	90	Language Arts
10:00-12:00	120	Math	10:00-12:00	120	Math
12:00-12:40	40	Science/History	12:00-12:40	40	Science/History

(7A)			(7B)			(7C)			(7D)		
8:30-10:30	120	Language Arts	8:30-10:30	120	Language Arts	8:30-10:30	120	Language Arts	8:30-10:30	120	Language Arts
10:30-12:00	90	Math	10:30-12:00	90	Math	10:30-12:00	90	Math	10:30-12:00	90	Math
12:00-12:40	40	Science/History	12:00-12:40	40	Science/History	12:00-12:40	40	Science/History	12:00-12:40	40	Science/History

(7E)		
8:30-10:30	120	Language Arts
10:30-12:00	90	Math
12:00-12:40	40	Science/History

(8A)			(8B)			(8C)		
8:30-10:00	90	Language Arts	8:30-10:00	90	Language Arts	8:30-10:00	90	Language Arts
10:00-11:30	90	Algebra 1	10:00-11:30	90	Algebra 1	10:00-11:30	90	Algebra 1
11:30-12:05	35	Physical Science	11:30-12:05	35	Physical Science	11:30-12:05	35	Physical Science
12:05-12:40	35	US History	12:05-12:40	35	US History	12:05-12:40	35	US History

APPENDIX E

STAFF HANDBOOK

AMERICAN INDIAN MODEL SCHOOLS

(AIM Schools)

Staff Handbook

2011-2012

December 13, 2011

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The American Indian Model Schools:

A Culture of Family

1. If families follow and support our model, their children are guaranteed to be prepared to graduate from college.
2. We create an extended family with administration, teachers, staff, students, family, and selected community. Students and staff are expected to clean and take care of the school property.
3. Teachers spend three years with their students in 6th – 8th grade teaching all core academic subjects, which creates an environment of strong academics and family culture.
4. When a 6th grade student is acting up in class, he or she will be sent to sit in a 7th or 8th grade class for the day.
5. All students are provided free tutoring in any subject before school, after school, or on Saturday. Students are employed as tutors to work with other students who need academic support in core academic subjects.
6. Former AIPHS students enrolled in college are hired to work with our current students.
7. No student has been expelled since the American Indian Model was implemented in July 2000.

Introduction

The American Indian Model of Education focuses on the four tenets of 1) Family; 2) Accountability; 3) High Expectations; and 4) Free Market Capitalism. This handbook serves as a road map for preparing your students for academic, social, and physical fitness excellence.

AIM Schools Mission Statement

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

AIM Schools Slogan

"A School at Work"

AIM Schools Credo

The Family: We are a family at AIM Schools.

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

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

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

AIM Schools Safety and Liability

1. Safety is one of our utmost concerns.
2. Staff members must watch the students during pick-up and drop-off.
3. Injuries during the school day must be reported, and accident reports must be completed. A copy of the report must be placed in the student's permanent file, administrator's mailbox, administrative assistant's mailbox, and teacher's mailbox.
4. Assign at least two students to the task of moving a desk or any other heavy object.
5. Students must NEVER be left unsupervised. This includes times when teachers have students in their classroom and need to make copies, use the restroom, check their mailbox, use cell phones/telephones, check their emails, etc.
6. Teachers must not use their cell phones inside their classrooms when students are present, while walking through the hallways or escorting students to and from the gym, or during lunch period, lunch duty, or detention duty. In case of an emergency, families and friends should call the office and the administrative assistant will forward the message to you without disrupting instructional time.
7. Teachers must ESCORT THEIR OWN CLASS to lunch, physical education, etc.
8. Teachers should not go through students' personal items.
9. Teachers cannot dispose of any student's lunch without office approval.
10. Teachers must not put their hands on any students.
11. Teachers should not be in a classroom with a student alone when the doors are shut at any time.
12. Teachers should not share inappropriate personal life stories with students.
13. Teachers should remain calm and remember not to lose control under any circumstances—good and bad—that may arise.
14. Teachers should not "friend" or interact with any students on Facebook, myspace, or any other social networks, etc.
15. Teachers should be careful when doing anything outside of school with students.
16. You must be on guard at all times when escorting students off campus (including field trips, outings to the park and when running the students around the block during PE).
17. If you scheduled a meeting with parents or students after school, please let the administrative assistant know. **Students' safety is our number one concern.**

AIM Schools Tutoring

1. All students who are failing (C- or below) or who have low STAR scores must be in tutoring either before, during, and/or after school.
2. Students who are failing should attend Saturday School or stay after school to receive additional help. Saturday school is an opportunity for all teachers to be available for students who are failing or need help.
3. Students who score at the basic, below basic, or far below basic level on STAR tests must be in tutoring.
4. If a parent requests tutoring for their child or a student requests tutoring, they should be placed in a tutoring session.
5. Tutoring is an essential component to academic improvement.
6. Resource teachers and classroom teachers must strategize and communicate to determine if student progress is being made.
7. The language-arts resource teacher is onsite Monday – Friday from 8:00 AM to 4:00 PM. The math resource teacher is onsite Monday-Friday from 8:30 AM to 3:00 PM.
8. Middle-school teachers should take advantage of their time slot and send as many students as permitted by the resource teachers (usually no more than 5-6 per session).
9. Teachers should also plan wisely after school and work with failing students.
10. Students should not miss tutoring sessions. The administrator, classroom teacher, and resource teacher must be informed in writing if a student is absent or did not attend a scheduled tutoring session on the same day.
11. Tutoring rosters should change as needed. Communicate with students, parents, administrators, classroom teachers, and resource teachers if changes to the schedule should be made. Notice must be given to all parties before changes are made.
12. Teachers must provide the resource teacher with a copy of their weekly lesson plans.
13. Teachers must provide the students with work to complete during their tutoring session, unless prior arrangements with the tutor were made.
14. Tutoring sessions should not be used for students to complete missed exams or homework.
15. Students must sign in to all tutoring sessions, including meetings with a teacher. Any time a student stays after school (for any reason), he or she must sign in.

AIM Schools Sign-In Sheet

Teacher: _____

Date: _____

Time: _____

Student Name	Subject (Circle One)	Grade Level (Circle)
	Math Language Arts Science History	5 6 7 8
	Math Language Arts Science History	5 6 7 8
	Math Language Arts Science History	5 6 7 8
	Math Language Arts Science History	5 6 7 8
	Math Language Arts Science History	5 6 7 8
	Math Language Arts Science History	5 6 7 8
	Math Language Arts Science History	5 6 7 8
	Math Language Arts Science History	5 6 7 8

Total 5th Graders: _____

Total 6th Graders: _____

Total 7th Graders: _____

Total 8th Graders: _____

AIM Schools Sign-In Sheet

Teacher: _____

Date: _____

Time: _____

Student Name	Subject (Circle One)	Grade Level (Circle)
	Math Language Arts Science History	9 10 11 12
	Math Language Arts Science History	9 10 11 12
	Math Language Arts Science History	9 10 11 12
	Math Language Arts Science History	9 10 11 12
	Math Language Arts Science History	9 10 11 12
	Math Language Arts Science History	9 10 11 12
	Math Language Arts Science History	9 10 11 12
	Math Language Arts Science History	9 10 11 12

Total 9th Graders: _____

Total 10th Graders: _____

Total 11th Graders: _____

Total 12th Graders: _____

AIM-Schools Sign In Sheet

Teacher: _____

Date: _____

Time: _____

Student Name	Subject (Circle One)	Grade Level
	Mandarin College Planning	9 10 11 12
	Mandarin College Planning	9 10 11 12
	Mandarin College Planning	9 10 11 12
	Mandarin College Planning	9 10 11 12
	Mandarin College Planning	9 10 11 12
	Mandarin College Planning	9 10 11 12
	Mandarin College Planning	9 10 11 12
	Mandarin College Planning	9 10 11 12
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	Mandarin College Planning	9 10 11 12
	Mandarin College Planning	9 10 11 12
	Mandarin College Planning	9 10 11 12
	Mandarin College Planning	9 10 11 12

In the Classroom, DO NOT...

1. Send students out of class as punishment. You are responsible for the students.
2. Overdo group work. Individual work is emphasized in American Indian Model Schools, not large groups!
3. Send communications home without office approval. Block phone numbers, lock personal web pages, myspace, and Facebook, and abstain from sending emails.
4. Allow students to attend a field trip without merit. The students should stay behind if they do not deserve it. Do not let the student know in advance if he/she is not allowed to attend field trips.
5. Stop instruction when visitors enter the room.
6. Inflate student grades.

AIM Schools Student Retention

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

AIM Schools Class Schedule SAMPLE

7B Monday-Thursday

7:45-9:40	115 Minutes	Language Arts
9:40-11:30	110 Minutes	Math
11:30-12:00	30 Minutes	Writing
12:00-12:20	20 Minutes	Lunch
12:20-1:05	45 Minutes	PE
1:05-1:20	15 Minutes	Writing/Science
1:20-1:50	30 Minutes	Science
1:50-2:30	40 Minutes	Social Studies

7B Friday

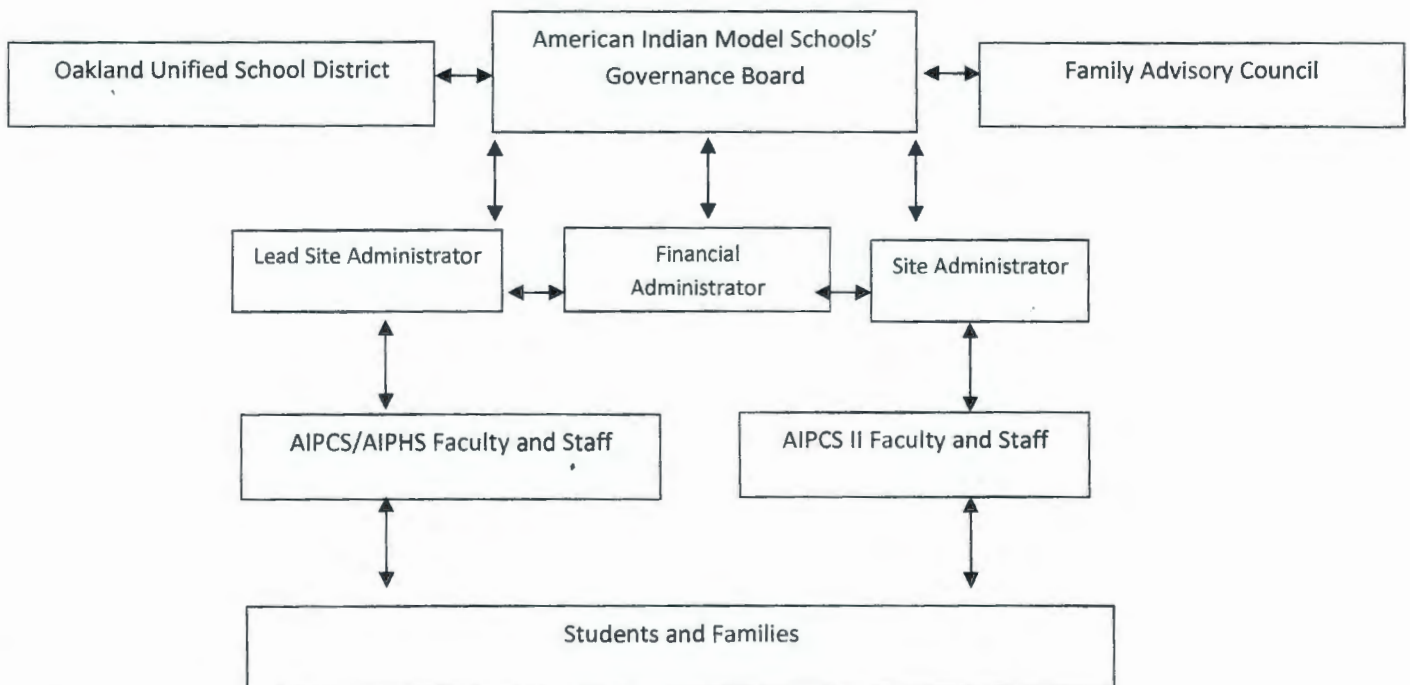
7:45-9:25	110 Minutes	Language Arts
9:25-11:20	115 Minutes	Math
11:20-12:00	40 Minutes	Science/Social Studies

American Indian Model Schools:

A Culture of Accountability

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

American Indian Model Schools Flow Chart



American Indian Model Schools 5th – 8th Grades
Student Contract 2011-2012

These rules and regulations must be followed at American Indian Model Schools 5th-8th Grades:

Respect Self:

1. Students must attend school each day on time. This includes summer school and required summer intensive programs like SAIL. This may also include CTY, ATDP, or any other program required by the school.
2. Students cannot miss more than 5 days of school. Students who miss more than 5 days may be retained.
3. Student absences must be made up during Saturday School.
4. Students who are tardy five times during the semester must attend Saturday School.
5. Students who receive two detentions in one week must attend Saturday School.
6. An absence from Saturday School must be made up by attending two Saturday Schools.
7. Students will complete all homework and class work given by the teacher.
8. Students who are absent must submit their missing work and collect new homework on the day of their absence.
9. Students will not use drugs, alcohol, smoke, or chew gum.
10. Students cannot have personal electronic devices (i.e. cell phones, pagers, game boys, iPods, etc.) from the time they leave home for school to the time they return home from school. If any of these items are visible or go off in their possession, they will be confiscated for the remainder of the school year. Cell phones are not permitted on campus.
11. Students must follow the school's dress code.
12. Students who receive a C- or lower in math or language arts may be retained.

Respect Others:

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

Respect Facility:

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

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

American Indian Model Schools' Guarantee: Follow our model and your child will be prepared to graduate from college.

Student's Name (Print)

Student's Signature

Date

Parent's Signature

"A School At Work"

American Indian Model Schools 9th – 12th Grades

Student Contract 2011-2012

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

Respect Self:

1. Students must attend school each day on time. This includes summer school and required summer intensive program like SAIL. This may also include CTY, ATDP, or any other program required by the school.
2. Students are considered absent if they miss 2 or more hours of school in a given day.
3. Students cannot miss more than 5 days of school. Students who miss more than 5 days may be retained.
4. Student absences must be made up during Saturday School.
5. Students who are tardy five times during the semester must attend Saturday School.
6. Students who receive two detentions in one week must attend Saturday School.
7. An absence from Saturday School must be made up by attending two Saturday Schools.
8. Students will complete all homework and class work given by the teacher.
9. Students who are absent must submit their missing work and collect new homework on the day of their absence.
10. Students will not use drugs, alcohol, smoke, or chew gum.
11. Students cannot have personal electronic devices (i.e. cell phones, pagers, game boys, iPods, etc.) from the time they leave home for school to the time they return home from school. If any of these items are visible or go off in their possession, they will be confiscated for the remainder of the school year. Cell phones are not permitted on campus.
12. Students must follow the school's dress code.
13. A "C-" is considered a failing grade.
14. Students who receive a "C" or lower in a Merritt College course will be dropped from the class. Those students will receive high school credit, provided they successfully pass the course, but will not receive college credit.
15. Students who receive a "C-" or lower in an Advanced Placement (AP) course will be withdrawn from the course and enrolled into the non-AP equivalent. Students must pass the course with at least a "C."
16. Students who receive a "C-" or lower in core subjects will not be promoted until they repeat any failed courses with a passing grade. Students are responsible for making sure that they enroll in, and retake, the appropriate courses. They should meet with the site administrator or administrative assistant to get approval for the classes.
17. Students must receive a letter of acceptance to a four-year college or university in order to graduate.

Respect Others:

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

Respect Facility:

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

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

American Indian Model Schools' Guarantee: Follow our model and your child will be prepared to graduate from college.

Student's Name (Print)

Student's Signature

Date

Parent's Signature

"A School At Work"

American Indian Model Schools 5th – 8th Grades

Dress Code Policy 2011-2012

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

Top:

1. Students must wear a WHITE shirt with a COLLAR. The white collared shirts may be short-sleeved or long-sleeved.
2. The shirts must be completely PLAIN with no logos, emblems, or designs of any kind.
3. Students cannot wear colored shirts underneath their white shirts.
4. Tank tops are not permitted.
5. Shirts cannot be revealing or inappropriate in any way.
6. All males must tuck in their shirts.

Bottom:

1. Students must wear KHAKI pants that are completely PLAIN with no colorful designs or details (including stripes, patches, flashy stitching, etc.)
2. No jeans, shorts, capri pants, or athletic pants (sweatpants, nylon jogging pants, etc.) are permitted.
3. Skirts are permitted as long as they are below the knee.
4. Pants can have a maximum of four pockets: two in the front and two in the back. The pockets need to be near the waistline—not down the leg of the pants.
5. NO SAGGING PANTS are permitted.
6. Students cannot rubber band the bottom of their pants.

Sweaters/Sweatshirts

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

Jackets:

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

Accessories/Make-up:

1. Coloration of hair and fake nails are not permitted.
2. No make-up, including lip-gloss and nail polish, is allowed.
3. Jewelry is not permitted and will be confiscated until the end of the school year if worn. This includes watches, rings, bracelets, chains, earrings, etc.
4. Students cannot wear sunglasses, hats, headbands, bandanas, beanies, colorful hair ties, ribbons, or anything with bright color in their hair. Simple barrettes, clips, and elastic hair ties that are black, brown, or white are permitted.
5. Only black and brown leather belts are permitted. Belts cannot have studs, stripes, flashy buckles or any other kind of ornamentation.
6. Colorful socks should not be visible.
7. HOODS are never allowed. On rainy days, students may use an umbrella.

Shoes:

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

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

American Indian Model Schools' Guarantee: Follow our model and your child will be prepared to graduate from college.

Student's Name (Print) Student's Signature Date

Parent's Signature

"A School At Work"

**American Indian Model Schools 9th – 12th Grades
Dress Code Policy 2011-2012**

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

Top:

1. Students must wear a WHITE shirt with a COLLAR. The white collared shirts may be short-sleeved or long-sleeved.
2. The shirts must be completely PLAIN with no logos, emblems, or designs of any kind.
3. Students cannot wear colored shirts underneath their white shirts.
4. Tank tops are not permitted.
5. Shirts cannot be revealing or inappropriate in any way.
6. All males must tuck in their shirts.

Bottom:

1. Students must wear NAVY or KHAKI pants that are completely PLAIN with no colorful designs or details (including stripes, patches, flashy stitching, etc.)
2. No jeans, shorts, capri pants, or athletic pants (sweatpants, nylon jogging pants, etc.) are permitted.
3. Skirts are permitted as long as they are below the knee.
4. Pants can have a maximum of four pockets: two in the front and two in the back. The pockets need to be near the waistline—not down the leg of the pants.
5. NO SAGGING PANTS are permitted.
6. Students cannot rubber band the bottom of their pants.

Sweaters/Sweatshirts:

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

Jackets:

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

Hair/Accessories/Make-up:

1. HAIR DESIGNS are inappropriate and are not permitted at any time on campus.
2. Coloration of hair and fake nails are not permitted.
3. No make-up, including lip-gloss and nail polish, is allowed.
4. Jewelry is not permitted and will be confiscated until the end of the school year if worn. This includes watches, rings, bracelets, chains, earrings, etc.
5. Students cannot wear sunglasses, hats, headbands, bandanas, beanies, colorful hair ties, ribbons, or anything with bright color in their hair. Simple barrettes, clips, and elastic hair ties that are black, brown, or white are permitted.
6. Only black and brown leather belts are permitted. Belts cannot have studs, stripes, flashy buckles or any other kind of ornamentation.
7. Colorful socks should not be visible.
8. HOODS are never allowed. On rainy days, students may use an umbrella.

Shoes:

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

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

American Indian Model Schools' Guarantee: Follow our model and your child will be prepared to graduate from college.

Student's Name (Print) Student's Signature Date

Parent's Signature

"A School at Work"

AIM Schools Lesson Plans

1. Type your lesson plans, and make multiple copies: one to submit to the site administrator, one to the resource teacher(s) and one to use. Please do not email your lesson plans to your site administrator; always turn in a hard copy.
2. Do not forget to put a copy in each resource teacher's inbox because they are working to help your students improve.
3. Your lesson plans must be submitted by Thursday at 5:00 PM for approval from your site administrator. This will allow all changes to be made prior to the week the lessons are to be taught.
4. The site administrator will review them, write brief comments, and file them in a binder. If not approved, the lesson plans will be returned to your inbox with comments for revisions. You must re-submit your lesson plans on Friday before you leave.
5. Please put your lesson plans in this order (from top to bottom): Language Arts, Math, Science, and History.
6. You must include chapter, section, page, and problem numbers and names.
7. For language arts, include subheadings for spelling, vocabulary, grammar, reading, and writing for each day of the week. (See the sample lesson plans.)
8. Look at the binders from last year.

AIM Schools Student Grading

1. Follow the percentages – do not inflate grades.
2. Physical education grades and elective grades count toward the Grade Point Average (GPA).
3. Progress reports are distributed every three weeks. If a student is failing (C- or below) any subject, he or she will receive a progress report that documents grades in all subjects. A grade of C- is **NOT** considered passing, so make sure that is reflected in your grading. If you give a student a C- you are saying he or she is not doing well enough to pass the subject.
4. Since progress reports are due every three weeks, be sure to have enough grades to accurately gauge who is passing and who is not. Report cards are created every nine weeks.
5. Comments on report cards and progress reports are essential. Provide early warning (in writing) to students who are falling behind. Notify the administrator of students who are at risk of being retained. Document everything!
6. Comments listed on progress reports and report cards must be numbered! Do not include scores (tests, quizzes, etc.) on progress reports or report cards.
7. Edit your reports and submit them on time. Make sure you spot-check your GPA calculations. If there are several mistakes the site administrator will stop reading all of your progress/report cards and return them to you.
8. High-school homeroom teachers are responsible for compiling and submitting student progress reports on time.

9. When grades are due, put a copy of each student's report card or progress report in the site administrator's mailbox. The site administrator will read the reports, write comments, and make sure everything looks okay. He or she will initial each report. No report card or progress report of any sort is to go home before showing it to an administrator.
10. Once you've received approval, send the student home with two copies of the grade report. One is for the family to keep and the other is to be signed and returned to you. Keep a third copy in case the student loses the copies you sent home.
11. For each semester there will be two times when grades are due for all students. You will put more specific names for subjects. Example: "Math" changes to "Algebra I" or "Geometry." When the second period grades are due, you will have three columns next to the subject name. The first column will list student's first period grades (this is why you need to have copies of their first period grades on file). The second column will list student's second period grades. The third column will list student's semester grades, which are calculated by averaging out the first and second period grades.

AIM Schools 5th- 8th Grading Scale

Grade	Score	Grade Points
A	94-100	4.00
A-	90-93	3.67
B+	88 – 89	3.33
B	84 – 87	3.00
B-	80 – 83	2.67
C+	78 – 79	2.33
C	74 – 77	2.00
C-	70 – 73	1.67
D+	68 – 69	1.33
D	64 – 67	1.00
D-	60 – 63	.67
F	59 and below	0.00

AIM Schools 9th-12th Grading Scale

Percentage	Grade	Points	Points for Honors/AP/College Courses
94-100	A	4.0	5.0
90-93	A-	3.67	4.67
88-89	B+	3.33	4.33
84-87	B	3.0	4.0
80-83	B-	2.67	3.67
78-79	C+	2.33	3.33
74-77	C	2.0	3.0
70-73	C-	1.67	2.67
68-69	D+	1.33	2.33
64-67	D	1.0	2.0
60-63	D-	0.67	1.67
0-59	F	0.0	0.0

AIM Schools Progress Report

(Teacher's Name)

April 21, 2009 – May 11, 2009

Student Name: John Doe

Grade: 6th

Subject	
Language Arts	C-, 73%
Math	D+, 68%
Earth Science	D-, 62%
Ancient Civilizations	D, 68%
PE	C+, 79%
Creative Writing	B, 86%

Days Tardy: 5

Days Absent: 3

Academic GPA: 1.55

Comments: *(See example of comments below)***

1. John volunteers in class and offers creative ideas during discussion.
2. He is helpful and polite.
3. John enjoys fooling around in class when he should be completing his work.
4. He has missing assignments from every subject, which has negatively affected his grades.
5. John needs to reduce his number of absences and tardies, return his homework completed, and not leave answers blank.
6. John should work on his reading comprehension, handwriting, and multiplication skills.
7. I am at school at 7:40 a.m. and do not leave earlier than 4:00 p.m. I am available to help answer any questions and to tutor.
8. John needs to focus in class and take tutoring and homework seriously in order to be successful in school.
9. Based on his current progress, he will be retained.

****TYPE COMMENTS AND NUMBER THEM!**

AIM Schools Semester 2 Report Card

(Teacher's Name)

January 18, 2008-June 3, 2008

Student Name:

Grade: 6

Subject	Quarter 3	Quarter 4	Semester 2
Language Arts	90%, A-	96%, A	93%, A-
Math	86%, B	90%, A-	88%, B+
Earth Science	92%, A-	87%, B	89.5%, B+
Ancient Civilizations	85%, B	90%, A-	88%, B+
PE	95%, A	96%, A	95.5%, A
Creative Writing	85%, B	90%, A-	88%, B+

Days Tardy: 2

Absences: 0

Academic GPA: 3.53

(GPA does not include Creative Writing)

Comments:**

1. (Insert comments)
- 2.
- 3.
- 4.

****TYPE COMMENTS AND NUMBER THEM!**

AIM Schools Testing

1. The American Indian Model Schools embrace student testing and the *No Child Left Behind Act, 2002*. We do not believe tests discriminate. Students who are prepared with core academics will succeed.
2. AIPCS and AIPCS II students will take the following exams: CST (5th – 8th grade), CELDT (English Language Learners), American Mathematics Competition–AMC (select 6th – 8th graders), SAT (select 7th – 8th graders), and SCAT (select 6th graders).
3. AIPHS students will take the following exams: CST (9th-11th grade), California High School Exit Exam – CAHSEE (10th grade), PSAT (9th – 11th grade), SAT (11th -12th grade), SAT II (11th – 12th grade), CELDT (English Language Learners), Advanced Placement Exams – AP (9th – 12th grade), and American Mathematics Competition–AMC (9th – 12th grade).
4. Teachers must obtain copies of blueprints (<http://www.cde.ca.gov/ta/tg/sr/blueprints.asp>) and released test questions (<http://www.cde.ca.gov/ta/tg/sr/css05rtq.asp>).
5. Test preparation must be completed according to the site's schedule. Use resources from the web sites listed above, as well as Buckle Down, California Content Standards test manuals, textbook assessments, etc. Copy scantron sheets so students can get used to bubbling.
6. Teachers must analyze their students' test scores to determine areas of high achievement and areas of improvement. You should have data and goals for each of your students.
7. Teachers must speak with their class about the school's Academic Performance Index (API) and our score each year. Teachers must speak with their class about the school's goal for the next year's API.
8. Teachers must finish the textbooks in the core subjects students will be tested in no later than Spring Break. Students will begin working on the curriculum for the next grade level after state testing is completed.

AIM Schools Procedures to Keep in Mind

1. Any memo or letter to family members must be approved by the office before being distributed. Let the office know about any phone calls you plan to make to parents.
2. If a student is misbehaving and you want him or her out of your classroom for a period(s), please send the child to a different classroom—not to the office. The only time a student should be sent directly to the office is if a physical fight occurred or he or she is sick and should be sent home.
3. On the inside and outside of your class door, please post 1) class schedule, 2) mission, 3) grade and 4) your name. These items should be visible to all visitors. Encourage your students to memorize the credo and mission.
4. When visitors enter your classroom, continue teaching and students should continue working. Visitors come to see students working. Students should not turn around, no matter who steps through the door.
5. Make copies before school, after school, or during your break. Students are not allowed to make copies for you.
6. We have a resource teacher(s). Identify students who need tutoring and work out a schedule with the tutors. Students in tutoring meet with the resource teachers twice a week during physical education. Students cannot miss more than two days of physical education.
7. We value cleanliness! Make sure your classrooms are kept clean. Assign students various jobs to perform and manage them. Students take pride in having jobs and contributing to the upkeep of the school.
8. Notify your administrator as soon as possible if you anticipate needing a substitute. Call him/her or tell him/her in person. Do not rely on email.
9. Develop a filing system for each student in your class. Keep important documents, grades, notes and signed detention slips in the student's file. Please inform the Administrative Assistant when you need any classroom materials.
10. Students are expected to purchase their own school supplies. If a student needs financial assistance and expresses a need to the teacher, the administrator should be informed.
11. Teachers are expected to be at school thirty minutes before the students arrive and one hour after the students leave.

American Indian Model Schools:

A Culture of High Expectations

1. Teachers provide students with a minimum of 90 instructional minutes in language arts and 90 instructional minutes in mathematics each day. Teachers at American Indian Model Schools assign homework on a daily basis. The following is an average amount of time for daily homework at each grade level: 1 hour and 15 minutes for 5th graders, 1 hour and 30 minutes for 6th graders, 1 hour and 45 minutes for 7th graders, 2 hours for 8th graders, and 2 hours or more for high school.
2. We implement professional development in which administrators and teachers train their colleagues, while students train incoming students on the culture and expectations of the American Indian Model Schools.
3. We set forth a rigorous academic program aligned with standards-based textbooks and a uniform grading scale that all administrators and teachers must follow.
4. After-school detention and Saturday school serve as consequences for students who break school rules.
5. We observe Christopher Columbus Day, Martin Luther King Jr., Day, and other various holidays by attending school. This attendance policy was created by students and staff.
6. We follow an extended school year with an average of 200 instructional school days with mandatory summer programs that include: AIM summer school, Stanford Academic Institute of Learning (SAIL), Johns Hopkins Center for Talented Youth (CTY), and University of California at Berkeley's Academic Talent Development Program (ATDP).
7. Teachers finish core academic curriculum textbooks by April 5th each year. After state testing and AP testing, teachers begin working with their students on the next grade level's core curriculum of mathematics and language arts.

AIM Schools Classroom Efficiency Plan

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

I. Classroom Jobs

Save time and strategically promote classroom efficiency through use of class jobs. Below are sample class jobs with brief descriptions.

1. Homework organizer for absent students: A present student collects handouts for the absent student, notes everything that is covered during the day and makes an extra copy of that night's homework assignment list. S/he submits the assignment to the teacher at the end of the day for the teacher to modify (if needed) and submit to administration.
2. Classroom Cleaners: Students clean white boards, sweep, dust, organize, etc.
3. Stapler/Packet Organizers: Students staple handouts. Be cautious of having your own students stapling a future test. Some teachers avoid this by using students from a different grade level in detention.
4. Student tutors: Academically weak students are paired with academically strong students for facilitated tutoring. Effective teachers in the past trained and monitored their student tutors.
5. Graders: Students grade student work.

II. Instructional Practices

1. Start class on time. Students should learn to be ready to start class without being told. Encourage students to anticipate directions; homework should be out on their desks in the morning, and students should be silent at 7:45 without teacher directive. Self-sufficiency with minimal teacher direction is the final goal.
2. Encourage students to use the restroom before class, after class, and during lunch.
3. Over-planning instruction is better than not planning enough.
4. Spoon-feeding responses may not be the most efficient way to cultivate creative, critical thinkers; questioning techniques can guide student learning and develop deeper understanding.
5. Teach students good note-taking skills and study habits. Take time to answer relevant student questions.
6. Avoid letting unrelated class questions eat up valuable instructional minutes. If a student asks an entirely unrelated question, avoid wasting instructional time by saying something like, "That's an interesting question, but it's irrelevant to our lesson. See me after school today to discuss it further."

III. Classroom Management:

A well-managed classroom is key to the efficient use of instructional time and a productive learning environment.

Forms of Discipline

1. Additional required hours at school: Detention, extended detention, Friday detention, morning detention, Saturday school. Additional school work: Extra homework, writing lines or copying materials, additional study/review (avoid being counterproductive).
2. Loss of Desk: Students who have not earned a desk should be given a kindergarten-sized chair, not placed on the floor. Students, especially those who are falling asleep in class, may be required to stand, but not for more than 2 hours at a time.

3. Community Service: Clean, organize, take out trash, sweep, scrape gum, etc. Provide gloves and necessary cleaning supplies as appropriate.
4. Communication tools: Students write letters of apology or contact their families to discuss poor behavior/performance. If you have parents on your side, this is a huge plus. Call home or have the office schedule a meeting.

IV. Homework

Teachers should follow the grading and homework policy. Consider the following when modifying/creating policy:

1. Students need to be held accountable for completing daily assignments, and assessment is necessary to measure student progress.
2. Don't assume students understand content. Monitor understanding by calling on students for answers, having students hold up mini-white boards with responses, using exit tickets, etc. When students have not grasped a concept take time to re-teach or review the material before moving on.
3. Instructional time should **not** be used to have students call out numbers for teachers to record in grade books.
4. Always fall back on the American Indian Model and common sense when making classroom decisions.

AIM Schools Consequences

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

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

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

AIM Schools Detention

1. Detention is held for one hour after school on Monday through Thursday.
2. Students must report to the gym or classroom where detention is being held. They are to sit down quietly and must remain that way for the duration of the period. They are not allowed to talk. They must be completing work. If they talk or misbehave, give them another detention.
3. Get a sign-in sheet from the office. Send around the sign-in sheet, and make sure students complete the form neatly and accurately (first and last name, grade level, etc.). These sheets must be legible! Make one copy of the sign-in sheet for your records, and place the original in the detention binder located in the office. Do not remove the binder from the office. Do not misplace the sign-in sheets or the binder.
4. Teachers alternate detention duty and traffic duty. Please see the *Progress Report, Report Card, Detention Duty, and Traffic Duty schedule*.
5. During your detention duty, you must be in the room and monitoring the students. You may do your work at that time, but you may not leave the room. Teachers are not to make copies, surf the Internet, use their cell phones, or perform other tasks in the office when they have detention duty.
6. See the *Detention Slip* in this binder. Fill in the student's first and last name, check the reason for the detention (**if necessary, include notes and details**), and schedule the detention for the next available day. The student must have the slip signed and return it to you. A student should receive another detention if he or she does not return the signed detention slip.
7. Keep track of your students' detention dates. For example, if Vivian Ho receives two detentions on Monday, she would serve detention on Tuesday and Wednesday. If she receives another detention on Tuesday, she would serve it on Thursday. Tracking detentions can get confusing, so make sure you have an effective record-keeping system.
8. Set aside a section of a white board, grade book, or use a student grid to track detentions. Try not to get too distracted by having to complete paperwork for detentions. Do not give a student more than two detentions a day.
9. Students must attend detention on the assigned date. Do not accept excuses or schedule detentions at a student's convenience. That defeats the purpose of detention.

AIM-Schools
DETENTION SLIP

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

- | | |
|------------------------------------|------------------------------------|
| ___ Not returning homework | ___ Food/drinks |
| ___ Defiant behavior toward adults | ___ Gum/candy/seeds |
| ___ Negative attitude | ___ Out of seat without permission |
| ___ Not following directions | ___ Talking in class |
| ___ Speaking out of turn | ___ Dress code violation |
| ___ Tardy (Time Arrived: ____) | ___ Respect for property |
| ___ Drop-off/Pick-up Violation | ___ Other: _____ |
| ___ Missing classroom materials | |

As a result, your child must spend 60 minutes AFTER SCHOOL on _____ with Mr./Ms. _____ in detention. Please note the date on your calendar and make the necessary arrangements. I appreciate your help and support.

Thank You.

Mr(s). _____

Please sign and return to school with your child on the next school day.

Student's Signature Date

Parent's Signature

- The punishment will be doubled if your child does not return with this signed detention slip and/or attend detention on the specified date.
- Detentions dates will not be re-scheduled.
- If you have a question, please see the student contract.

Those who choose not to follow the dress-code policy or student contract will be subject to the school's disciplinary policies up to and including suspension and expulsion. **The school will not meet to debate these policies.**

American Indian Model Schools' Guarantee: Follow our model and your child will be prepared to graduate from college.

The AIM Schools Novel Request Process 5th – 8th grade:

1. When making a request, please use the book request form. Not all books are available at all times, so you must have two back-up book selections listed.
2. Once the novels are checked out, you are responsible for keeping track of the books and replacing any lost copies.
3. If a student loses or damages a book that is checked out to you, please report this to the office and ensure the student pays or work off hours for an additional copy.
4. When you are finished with the books, please return them to the office (not the stage or the book room). Do not transfer or exchange any books with another teacher without notifying the office in writing.

AIM Schools Novel Request Form

Teacher: _____

Date: _____

Grade: _____

Book Title	# of Copies Needed:	Date Books are Needed By:	Anticipate Date Books will be Returned
1st Choice:			
2nd Choice:			
3rd Choice:			

AIM Schools 5th – 8th Novel Schedule 2011-2012

School	Grade	Semester 1	Semester 2
AIPCS II	5/6	Maniac Magee Esperanza Rising Red Scarf Girl Shakespeare Stealer	Where the Red Fern Grows Dragonwings The Outsiders I, Juan de Pareja
	7	The Crying Rocks The Giver Shabanu: Daughter of the Wind Across Five Aprils	Treasure Island A Midsummer Night's Dream Autobiography of Miss Jane Pittman Fahrenheit 451
	8	Anne Frank: Diary of a Young Girl Night Animal Farm Gulliver's Travels	Narrative Life of Frederick Douglass The Merchant of Venice The Scarlet Letter Things Fall Apart
AIPCS	6	Where the Red Fern Grows Dragonwings The Outsiders I, Juan de Pareja	Maniac Magee Esperanza Rising Red Scarf Girl Shakespeare Stealer
	7	Treasure Island A Midsummer Night's Dream Autobiography of Miss Jane Pittman Fahrenheit 451	The Crying Rocks The Giver Shabanu: Daughter of the Wind Across Five Aprils
	8	Narrative Life of Frederick Douglass The Merchant of Venice The Scarlet Letter Things Fall Apart	Anne Frank: Diary of a Young Girl Night Animal Farm Gulliver's Travels

AIM Schools Book Inventory

1. Give the site administrator a book inventory upon distributing and collecting books. See the example below:

Science Book

Name of Student	Book Number	Checked Out (8/24/11)	Returned (6/3/2012)
Vivian Able	1	√	
Jack Brown	2	√	

2. Teachers are responsible for the books once they check them out from the office or the bookroom. Teachers are liable for replacing any missing books.
3. Always check all of your closets and desk area for books. Deliver any extra books to the book room and provide a count to the office.
4. Students must pay for or work off hours for books they lose or destroy and should not access the book room alone.
5. All books must be numbered.
6. If you need a book, see the administrator or administrative assistant.
7. Students must cover textbooks and keep their books off the floor. Students should not write in the books.

AIM Schools 5th – 8th Grade Required Reading List: 2011-2012

5th -6th Grade Required Novels

- Maniac Magee – Jerry Spinelli (5) [33]
Dragonwings – Laurence Yep (5.5) [57]
Where the Red Fern Grows – Wilson Rawls (6) [39]
The Outsiders – S.E. Hinton (6) [39]
Esperanza Rising – Pam Munoz Ryan (6) [29]
I, Juan de Pareja – Elizabeth Borton de Trevino (6.5) [63]
Red Scarf Girl – Ji-Li Jiang (7) [24]
The Shakespeare Stealer – Gary Blackwood (7) [30]

7th Grade Required Novels

- The Crying Rocks – Janet Taylor Lisle (6) [32]
A Girl Called Boy – Belinda Hurrence (6.5) [27]
Shabanu: Daughter of the Wind – Suzanne Fisher Staples (6.5) [41]
Across Five Aprils – Irene Hunt (7) [117]
The Giver – Lois Lowry (7) [46]
Treasure Island – Robert Louis Stevenson (7) [35]
A Midsummer Night's Dream – William Shakespeare (7.5) [15]
Fahrenheit 451 – Ray Bradbury (9) [25]

8th Grade Required Novels

- Anne Frank: The Diary of a Young Girl – Anne Frank (7) [41]
Animal Farm – George Orwell (7.5) [25]
Merchant of Venice – William Shakespeare (8)
The Autobiography of Miss Jane Pittman – Ernest J. Gaines (8) [59]
Gulliver's Travels – Jonathan Swift (8.5) [29]
Narrative of the Life of Frederick Douglass: An Autobiography – Frederick Douglass (9) [22]
The Scarlet Letter – Nathaniel Hawthorne (9) [18]

Key

(#) = Grade Level

[#] = Number of copies owned

AIM Schools 9th - 12th Reading List 2011-2012

9th Grade Books

Title	Author(s)
I Know Why the Caged Bird Sings	Angelou, Maya
Reflections on a Gift of Watermelon Pickle and Other Modern Verse	Dunning, Steven
Lord of the Flies	Golding, William
The Curious Incident of the Dog in the Night-Time	Haddon, Mark
The Old Man and the Sea	Hemingway, Ernest
Brave New World	Huxley, Aldous
To Kill a Mockingbird	Lee, Harper
The Theban Plays	Sophocles
Of Mice and Men	Steinbeck, John
The Adventures of Tom Sawyer and Huckleberry Finn	Twain, Mark
Black Boy	Wright, Richard

10th Grade Books

Title	Author(s)
Waiting for Godot	Beckett, Samuel
Jane Eyre	Bronte, Charlotte
The Stranger	Camus, Albert
Great Expectations	Dickens, Charles
Crime and Punishment	Dostoyevsky, Fyodor
The Autobiography of Miss Jane Pittman	Gaines, Ernest
Lost Horizon	Hilton, James
The Metamorphosis	Kafka, Franz
A Separate Peace	Knowles, John
Cyrano De Bergerac	Rostand, Edmond
The Catcher in the Rye	Salinger, J.D.
* The Adventures of Tom Sawyer and Huckleberry Finn	Twain, Mark

**This book is also listed under the 9th grade books*

11th Grade Books

Title	Author(s)
The House of the Spirits	Allende, Isabel
* I Know Why the Caged Bird Sings	Angelou, Maya
God is Red	Deloria, Vine
Invisible Man	Ellison, Ralph
The Great Gatsby	Fitzgerald, F. Scott
Snow Falling on Cedars	Guterson, David
The Scarlet Letter	Hawthorne, Nathaniel
Stranger in a Strange Land	Heinlein, Robert
The Kite Runner	Hosseini, Khaled
Their Eyes Were Watching God	Hurston, Zora Neale
* Brave New World	Huxley, Aldous
One Flew Over the Cuckoo's Nest	Kesey, Ken
Maus	Spiegelman, Art
East of Eden	Steinbeck, John
* The Adventures of Tom Sawyer and Huckleberry Finn	Twain, Mark
Rain of Gold	Villasenor, Victor

**These books are also listed under the 9th grade books*

12th Grade Books

Title	Author(s)
**The House of the Spirits	Allende, Isabel
The Awakening	Chopin, Kate
Heart of Darkness	Conrad, Joseph
The Secret Sharer	Conrad, Joseph
The Sound and the Fury	Faulkner, William
A Room with a View	Forster, E.M.
The House of Dies Drear	Hamilton, Virginia
A Portrait of the Artist as a Young Man	Joyce, James
1984	Orwell, George
Cry, the Beloved Country	Patton, Alan
Sound and Sense	Perrine, Laurence
Macbeth	Shakespeare, William
Hamlet	Shakespeare, William
Frankenstein	Shelley, Mary
A Room of One's Own	Woolf, Virginia

***This book is also listed under the 11th grade books*

American Indian Model Schools Calendar 2011-2012

JULY, 2011						
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						

Jul 4, Independence Day

Summer School 2011-12

Jun 23-Jul 14, AIPCS

Jul 18-Aug 5, SAIL

JANUARY, 2012						
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. 19-Jan 2, Winter Bre

Jan 23, Teachers' Day

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 24, First Day of School

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

Feb 20, President's Day

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

Sept. 5, Labor Day

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

Mar 12, 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. 7, 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					

Apr 9-13 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. 21-25, 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 28, 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. 19-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

Jun 7, Last Day of School

Summer School 2012-13

Jun 21-Jul 12, AIPCS

Jul 16-Aug 3, SAIL

School in Session

School is Out

**American Indian Model Schools:
A Culture of Free-Market Capitalism**

1. There are clear, consistent, and high expectations in the student contract that are enforced by all employees. Student consequences (detention, Saturday School, embarrassment, cleaning, etc.) are given for not following school rules.
2. Families choose to enroll their children in an American Indian Model public school. State and federal funding follows the student to the family's school of choice. This is the same funding model of vocational schools, community colleges, and universities in the United States.
3. We focus on excellent student attendance (99.5%). Students and staff are given cash rewards for hard work, academic performance, and reinforcing the school's mission statement and credo.
4. Job descriptions are posted that cause administrator or teacher applicants to self-select out or in when applying for a job with American Indian Model Schools.
5. Financial rewards are given to all employees for increased student achievement on the California Standards Tests combined with maintaining high levels of student enrollment from the beginning of the year until the end. (See page 43 for more details.)
6. We encourage all classes and American Indian Model school sites to compete with each other and instill in students the values of a free-market capitalistic society.
7. The administrative leadership focuses on fiscal responsibility and a superior business model. There is no fundraising by families. The school pays for student trips, the SAT, the PSAT, and other costs related to students.

AIM Schools Attendance

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

SAMPLE Statistical Attendance

December 3 – December 14, 2007

Mr. Berniker

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

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

Tardy



Absent



American Indian Model Schools

Attendance Policy

Overview

All members of the AIM Schools family should take pride in the schools' attendance records. Our attendance rates for students and staff far surpass the District and state averages. As with our STAR test results, others have questioned the integrity of our attendance data. It is vital, therefore, that we ensure the legitimacy of our attendance record. This attendance policy outlines the AIM Schools' procedures for making certain that accurate and complete attendance records are kept.

Relevant Education Code

46010. The total days of attendance of a pupil upon the schools and classes maintained by a school district, or schools or classes maintained by the county superintendent of schools during the fiscal year shall be the number of days school was actually taught for not less than the minimum schooldays during the fiscal year less the sum of his or her absences.

46010.3. Notwithstanding subdivision (a) of Section 46010 or any other provision of law, for purposes of calculating days of attendance in order to compute any apportionment of state funding under this code, a pupil enrolled in a regular day class, including opportunity classes and classes conducted in county community schools, for the minimum day that is applicable to that pupil is deemed to be present for the entire schoolday, unless he or she is absent for the entire schoolday. This section does not apply to any pupil whose attendance is required under this code, or under Title 5 of the California Code of Regulations, to be recorded by clock hours.

46300. (a) In computing average daily attendance of a school district or county office of education, there shall be included the attendance of pupils while engaged in educational activities required of those pupils and under the immediate supervision and control of an employee of the district or county office who possessed a valid certification document, registered as required by law.

District Attendance Reports

If a student attends school on a given school day with the intention of participating in regularly scheduled instruction, he or she is considered present and should be accounted for in district attendance records, regardless of the length of time the student attends school on that day. If a student is absent from school for the entire day, he or she must be marked as absent on district attendance reports. If a student is absent from school for the entire day and comes for the sole purpose of collecting homework and/or dropping off completed homework, but with no intention of participating in regularly scheduled instruction, he or she should be marked absent. If you are unsure of how to appropriately complete the district attendance sheet, please see your site administrator for assistance.

Perfect Attendance Counts

AIM Schools will use the district standard for tracking perfect attendance, with the exception that students who are absent for the entire day but who come to school to drop off their completed homework and pick up their homework assignments will be considered present. Only students who show up to school on a given day will be considered present. Students who are absent, and whose

family members or friends pick up homework assignments, will be considered absent and the class's perfect attendance count will return to zero.

The director and site administrators may make exceptions to this policy on a case-by-case basis as circumstances dictate.

Attendance and Saturday School

Any student who misses a substantial amount of instructional minutes in any given day (and for any reason) must attend Saturday school. The definition of "substantial amount" will be interpreted by the director or site administrator on a case-by-case basis but will include any student who misses more than two hours of school. This will be a make-up day and count for attendance.

Attendance and Report Cards

The state sets a low bar for student attendance. AIM schools have higher standards. We reward students who come to meet with teachers and pick up homework when they are sick for maintaining their class's perfect attendance record. However, students who miss two or more hours of instructional time in a given day, for any reason, have not fulfilled all of their student responsibilities and will be marked as absent in the teacher's grade book for the purposes of student report cards. Students who miss two or more hours of school on five or more days in a given semester may be retained. Attending Saturday school, though required of students who were previously absent from school, will not change the number of absences noted on a student's report card.

American Indian Model Schools: STAR Strategies

The STAR strategies below are all feedback from AIMS teachers at the end of the 2008-2009 and the 2009-2010 school years.

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

American Indian Public High School 2011-2012

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

Exams

PSAT: \$13.00 (Taken 3 times) = \$39.00

SAT: \$47.00 (Taken 2 times) = \$94.00

SAT II: \$21.00 (Taken 6 times) = \$126.00

AP Exam: \$87.00 (Taken 9 times) = \$783.00

ACT Exam (Taken 1 time): \$33.00

Reviews

SAT Review: \$2,700.00

PSAT Review: \$2,700.00

AP Exam Review: \$250.00

SAT Subject Test Review: \$350.00

Books / Materials

PSAT Study Guide: \$12.92

SAT Study Guide: \$12.86

SAT Subject Test Study Guide: \$12.89

AP Exam Study Guide (for each test): \$110.16

TI-83 Plus Graphing Calculator: \$129.00

College Applications and Tours

College Planning Workshop: \$1,500.00

College Tours: \$400.00

College Applications: \$35 (10 per student) = \$350.00

Summer Programs

Stanford Academic Institute of Learning (SAIL): \$3,200.00

Academic Intensive Program: \$3,200.00

Total: \$16,002.83

AIM Schools Office Depot Order Process

1. Teachers should plan for the year and put in an Office Depot request form to the administrative assistant.
2. Always check the supply closet for general office supplies.
3. You should always recycle any reusable office supplies and equipment.
4. If you have something in your class that you no longer use, please return it to the office or give it to another teacher who will use it (i.e. overhead projector, stapler, bins, etc).
5. Do not use the printer for personal use. It should only be used to print school-related documents.
6. Do not load your desk and closet with supplies you do not use.
7. Do not throw away any hanging folders or manila folders. We can reuse them.

AIM Schools Office Depot Order Form

Teacher: _____

Date: _____ **Grade:** _____

<i>Page Number</i>	<i>Item Number</i>	<i>Item Description</i>	<i>Quantity</i>	<i>Price</i>

AIM Schools Field Trips

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

What: Field trip to the Chabot Space and Science Center

Who: Mr. C's 7th grade students

When: Wednesday, May 19th

Time: 8:15 a.m. – 3:00 p.m.

All students are expected to act as excellent representatives of the school by being in uniform and following the AIPCS contract and dress code. Students should pack a lunch. Students are not allowed to bring electronics (iPods, cameras, etc.), nor can they bring money for the gift shop. Bus passes and fare will be provided by the school.

_____ Yes, my child will be attending the field trip, and I understand that AIM Schools will not be liable for my child during the field trip.

_____ No, my child will not be attending the field trip; however, I understand my child must be present at school. Students not attending the field trip will spend the day with another teacher.

Parent/Guardian Signature

Date

Student's Name (Print Clearly)

AIM Schools Summer Programs

AIM School students participate in various academic programs during the summer.

I. Students attend summer school for three weeks from June to July. This extended school year provides each student with a better chance for academic success.

II. Johns Hopkins Center for Talented Youth (CTY)

We believe strongly that the focus of the summer program at Johns Hopkins University's Center for Talented Youth (CTY) meshes perfectly with AIM Schools' own emphasis: rigorous academics. In order to gain admission to the program, students must take the SAT beginning in the 7th grade and score high enough to meet CTY's challenging standards. This year, 43 students from AIPCS (24%) qualified for the CTY Program, more students than all the rest of Oakland Public Schools combined. This percentage represents the highest participation rate of any school in the United States.

III. Stanford Academic Institute of Learning (SAIL)

The Stanford Academic Institute of Learning (SAIL) Summer Mathematics Institute is a three-week accelerated math, language arts, and physical fitness program. It is mandatory that students going into sixth and eighth grades attend SAIL or an alternative math program approved by the site administrator. The program ensures that all students are familiar with math and are confident in their academic skills when they begin the math curriculum. Students spend six hours a day enhancing their algebra, geometry, algebra II, and language arts skills, allowing them ample time to master the material. They are also enrolled in a physical education course, in which they train for the national physical fitness test, to develop anaerobic and aerobic fitness ability.

IV. UC Berkeley's Academic Talent Development Program (ATDP)

Students in this rigorous program are able to experience the challenges of college academia while gaining access to a diverse group of professors, mentors, and other students. In order to earn admission to the program, students must demonstrate high academic achievement and meet ATDP's high standards. In 2007, more than 16 students participated in the ATDP program.

AIM Schools Encourage Competition

1. Motivate your students to compete with each other, other classes, and other schools.
2. Set personal, classroom, and individual student goals.
3. When competing, focus on pace, scores, cleanliness, behavior, attendance, etc.
4. Determine how your students are doing in attendance, core academic subjects, etc.
5. Focus on beating our previous API, and encourage the students to work toward the school's goal for improvement.
6. Be aware of the progress of other AIM Schools.
7. Students will have high self-esteem when they are academically successful. It feels good to excel in academics, physical fitness and life!
8. We believe in an "all-is-earned" culture and provide monetary incentives for students and staff who produce results.
 - a) **AP incentive (students):** Students who score a 3 or higher on AP exams will be paid for their performance upon graduation. (Students who do not finish their high school education at AIPHS will not be compensated.) Each AP exam carries the following financial reward: a score of 3 earns \$50; a score of 4 earns \$100; a score of 5 earns \$150.
 - b) **AP incentive (teachers):** When 65% or more of the students in an AP teacher's class pass the AP exam with a score of 3 or higher, the teacher will be awarded \$500.
 - c) **Increased Test Score incentive (staff):** When a teacher reaches a STAR test score improvement goal *and* maintains at least 90% of his/her original students from the beginning of the year until the end, the teacher will receive a bonus. Since each class is different, a test score improvement goal will be set for each teacher before the school year begins. In order to qualify for this bonus, the teacher can have no more than a 10% drop in enrollment of his/her students throughout the course of the year. For example, if a teacher started the school year with 30 students, he/she would have to maintain at least 27 of those original students to qualify for the reward. Administrators will also be given bonuses based on academic performance and student enrollment/retention. Those goals will be set before the beginning of the school year.
 - d) **AIPHS enrollment incentive (teachers):** When 85% or more of an eighth grade AIMS teacher's students enroll in AIPHS, the teacher will be awarded \$1,000 after students complete one year at AIPHS.

AIM Schools Employee Policy

SECTION 1: CONDITIONS OF EMPLOYMENT AT AIM SCHOOLS

TERM

All AIM Schools employment is "At-Will". As such, either AIM Schools or the employee may terminate the employment relationship at any time, with or without cause, and without notice.

EQUAL EMPLOYMENT OPPORTUNITY IS OUR POLICY

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

PROHIBITION OF HARASSMENT

Policy

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

Definition of Sexual Harassment

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

All complaints of sexual harassment will be kept confidential and only those persons with a need to know of information or the identity of a complaint will receive such information.

COMPLIANCE WITH DISABILITY LAW

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

CERTIFICATION AND LICENSURE – CORE ACADEMIC TEACHING STAFF

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

STAFF

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

DRUG FREE WORKPLACE

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

RIGHT TO PRIVACY

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

CONFIDENTIAL INFORMATION REGARDING STUDENTS

All information relating to students including names, addresses, contact numbers, and progress information is confidential information and may not be shared with unauthorized parties. All records concerning pupils shall be kept strictly confidential and be maintained in separate files. The release of unauthorized confidential information may result in immediate dismissal and the filing of criminal charges. When in doubt, check with the Site Administrator.

SCHOOL FACILITIES

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

CHILD NEGLECT AND ABUSE REPORTING

Child abuse is broadly defined as a physical injury that is inflicted by other than accidental means on a child by another person. Any staff member who suspects that a student has been subjected to physical injuries, neglect, sexual abuse, or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities. This policy ensures the safety of our students.

School personnel are legally bound to inform a parent and/or authority in the following instances (1) when a student indicates he or she is going to physically harm himself or herself or jeopardize his or her life; (2) when a student indicates he or she is going to physically harm another person or jeopardize another person's life or has knowledge that another person's well-being is threatened; (3) when a student indicates he or she is being physically and/or emotionally abused; (4) when a student indicates he or she has committed a felony.

SECTION 2: THE WORKPLACE

SAFETY AND HEALTH

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

ACCIDENT/INJURY REPORTING

When an accident or injury occurs on school property, it should be reported immediately to the Site Administrator.

INCIDENT REPORTING

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

SECTION 3: EMPLOYEE WAGES AND SALARIES

EMPLOYEE STATUS

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

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

PAYROLL

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

SECTION 4: REQUIREMENTS FOR EMPLOYMENT

LEGAL REQUIREMENTS BEFORE THE FIRST DAY OF EMPLOYMENT:

All 5th – 8th grade self-contained classroom teachers must submit all required paperwork and possess a multiple-subject credential. All 9th – 12th grade core academic subject teachers must have a single subject credential. All new hires should meet with veteran teachers for suggestions and advice. Please review the checklist below of required information to work at AIM-Schools:

1. Clean copy of a cover letter, resume, and official transcripts (from all colleges and universities attended)
2. TB Test Result (must be administered within the last 4 years)
3. A receipt for your Livescan background check for FBI and DOJ.
4. W-4 forms and health insurance enrollment forms (get a copy from the office)
5. Proof of registration for any tests you need: CBEST, CSET, Teaching Foundations, etc.
6. Pick up keys, decorate and organize classrooms, and complete Office Depot order (Note: You will get classroom assignment and your class list on this day)
7. Credential Clearance or proof of enrollment in Alliant University

REQUIREMENTS FOLLOWING THE FIRST DAY:

Employees must attend professional development scheduled by the Site Administrator before or during the year.

Employees must attend all staff meetings during the year. Absences must be arranged ahead of time with the Site Administrator. In the event of an absence from a staff meeting, it is the employee's responsibility to obtain the information from the meeting.

ADDITIONAL COMPLIANCE REQUIREMENTS

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

SECTION 5: PERSONNEL EVALUATION AND RECORD KEEPING

EMPLOYEE REVIEWS AND EVALUATIONS

All employees may be reviewed by the Site Administrator or a designee. The purpose of these reviews is to identify strengths, recognize areas for improvement and skill development, encourage growth, and develop strategies within a supportive team. Evaluations may be conducted throughout the year as deemed appropriate.

RESPONSE TO FORMAL OBSERVATION AND REVIEW FINDINGS

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

PERSONNEL FILES AND RECORD KEEPING PROTOCOLS

The Site Administrator or his or her designee shall maintain a confidential personnel file for each employee. All information in personnel files is strictly confidential, as is all payroll information. Any employee who violates this confidentiality is subject to discipline including discharge.

Each employee is responsible to promptly notify AIM Schools of any changes in personnel data, such as personal mailing addresses, telephone numbers, number and names of dependents, individuals to be contacted in case of emergency, education accomplishments, and credential information. Any other such status reports should be accurate and current at all times.

SECTION 6: THE WORK DAY

WORK SCHEDULE

The work schedule for certified employees shall be in accordance with the school calendar with an eight hour work day.

PUNCTUALITY AND ATTENDANCE

Any employee who is unable to report for work must notify their Site Administrator and the Administrative Assistant in advance before the start of each scheduled workday that they will be out. When an employee fails to report to work without notification to the Site Administrator, it may be considered that that employee has abandoned his or her employment.

When an employee is absent for medical reasons for more than three (3) working days, the employee must, on return, provide the Site Administrator with a physician's statement certifying the medical basis for the absence and stating that the employee is able to return to work.

PARTICIPATING IN NON-SCHEDULED PROGRAMS

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

SECTION 7: LEAVES AND VACATION

VACATION LEAVE

Vacation time is in conjunction with the school calendar (holidays and school breaks). No additional vacation days are provided.

SICK LEAVE

Five (5) days of fully paid sick leave per school year will be available to full-time employees only. Sick leave is to be used only when actually required to recover from illness or injury. Time off for medical and dental appointment will be treated as sick leave.

INDUSTRIAL INJURY LEAVE (Workers' Compensation)

AIM Schools, in accordance with state law, provides insurance coverage for employees in case of work-related injury. The workers' compensation benefits provided to injured employees may include: (1) medical care, (2) cash benefits tax free to replace lost wages, (3) vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure that the employee receives all workers' compensation benefits to which he or she may be entitled, you will need to: (1) immediately report any work-related injury to the Site Administrator, (2) seek medical treatment and follow-up care if required, (3) complete a written Employee's Claim form and return it to the Site Administrator, and (4) provide the school with medical certification from your health care provider regarding the need for workers' compensation disability leave and your ability to return to work from the leave.

Under most circumstances, upon submission of a medical certification that an employee is able to return to work from workers' compensation leave; the employee will be reinstated to his or her same position held at the time the leave began or to an equivalent position if available. An employee returning from a workers' compensation leave has no greater right to reinstatement than if the employee had been continuously employed rather than on leave. If the employee's same position is not available upon the employee's return to work, an employee's returning to work will depend on job openings existing at the time of his or her scheduled return.

Any person who makes or causes to be made any knowingly false or fraudulent material statement or material misrepresentation for the purpose of obtaining or denying workers' compensation benefits or payments is guilty of a felony. The law requires that AIM Schools notify its workers' compensation carrier of any concerns of false or fraudulent claims.

A violation of this law is punishable for imprisonment for one (1) to five (5) years or by a fine not exceeding \$50,000 or double the value of the fraud, whichever is greater, or both.

PERSONAL NECESSITY LEAVE

All employees shall inform the Site Administrator of any anticipated absence.

UNPAID LEAVE OF ABSENCE

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

FAMILY CARE AND MEDICAL LEAVE

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

PREGNANCY DISABILITY LEAVE

Employee Eligibility Criteria

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

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

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth.

Duration of Pregnancy Disability Leave

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

Pay During Pregnancy Disability Leave

1. An employee on Pregnancy Disability Leave must use all accrued paid sick leave.
2. The receipt of sick leave pay or disability insurance benefits will not extend the length of pregnancy disability leave.

Health Benefits

The provisions of AIM Schools' various employee benefit plans govern continued eligibility during Pregnancy Disability Leave and these provisions may change from time to time

Medical Certifications

1. An employee requesting Pregnancy Disability Leave must provide medical certification from her healthcare provider. Failure to provide the required certification in a timely manner (within fifteen [15] days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave

An employee should request Pregnancy Disability Leave by completing a Request for Leave form and submitting it to her Site Administrator.

INSURANCE COVERAGE CONTINUANCE

When employees are on extended leave, the school does not continue the employee's health insurance coverage. Insurance may be self-paid under the AIM Schools group benefits plan.

MILITARY LEAVE

Any employee who is in the Army Reserve or a similar government military operation may take the time required to maintain membership in such an operation at no pay.

HOLIDAYS

The school holidays (which are listed on the School Calendar) are observed as paid holidays under the individual contracts for full-time teachers, Site Administrator, and administrative assistant have 12 month employment.

JURY DUTY OR WITNESS LEAVE

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

SECTION 8: HEALTH AND WELFARE BENEFITS

HEALTH BENEFITS

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

The health insurance anniversary date is set by the insurance carrier; please contact the office for the enrollment and anniversary dates. Current employees will only be able to receive benefits on this anniversary date if they do not have them already. For employees who decide not to receive health benefits, they will be paid a stipend equal to 75% of the monthly cost of their health insurance. Employees will be able to apply for health benefits on the anniversary date which is November 1st at this time.

RETIREMENT PENSION BENEFIT

Qualifying employees will participate in State Teachers Retirement System (STRS) or Public Employees Retirement System (PERS), and/or Social Security. Employee contributions will be deducted from payroll. The school will contribute the required employer's portion.

SECTION 9: EXPENSE REIMBURSEMENTS

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

SECTION 10: DISCIPLINE AND TERMINATION OF EMPLOYMENT

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

SALARY AND BENEFITS IN THE EVENT OF TERMINATION

In the event of termination of employment, exempt, or non-clerical or hourly employees shall be entitled only to the prorated salary and benefits earned through the last date of actual service. Teachers and staff will only be paid for the days they reported to work.

SECTION 11: EMPLOYEE DISPUTE RESOLUTION PROCESS

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

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

SECTION 12: AMENDMENT TO PERSONNEL POLICIES

This Staff Handbook contains the employment policies and practices of AIM Schools in effect at the time of distribution. All previously issued handbooks or any inconsistent policy statements or memoranda are superseded. AIM Schools reserves the right to amend, delete, or otherwise modify this handbook at any time provided that such modifications are in writing and approved by the Governance Board or designee. Any written changes to the handbook will be distributed to all employees. No oral statements can, in any way, change or alter the provisions of this handbook.

3637 Magee Ave. 171 12th St
Oakland, CA 94619 Oakland, CA 94607
Tel. (510) 482-6000 Tel. (510) 893-8701
Fax. (510) 482-6002 Fax. (510) 893-0345

American Indian Model Schools

Memo

To: _____, Staff/Teachers

From: _____, Site Administrator

Date:

Re: **Updated Staff Handbook Acknowledgment**

This staff handbook has been prepared for your information and understanding of the policies, philosophies, practices and benefits of American Indian Model Schools. Please read it carefully. Upon completion of your review of this handbook, sign the statement below, and return it to your Site Administrator. A copy of this acknowledgment appears at the back of the handbook for your records.

I, _____, have received and read a copy of the AIM Schools Staff Handbook, which outlines the goals, policies, benefits and expectations of AIM Schools, as well as my responsibilities as an employee.

I have familiarized myself with the contents of this handbook. By my signature below, I acknowledge, understand, accept and agree to comply with the information contained in the Staff Handbook provided to me by AIM Schools. I also agree to comply with any future memos regarding expectations, policy, procedures, etc. I understand this handbook is not intended to cover every situation that may arise during my employment, but is simply a general guide to the goals, policies, practices, benefits and expectations of AIM Schools.

Employee signature

Date

Please sign this copy and turn it into your Site Administrator.

APPENDIX F

THE K-8TH GRADE CURRICULUM

AIPCS II 2012-2013 Curriculum

Kindergarten AIM School Core Curriculum

Houghton Mifflin and Harcourt California Reading, 2007. Teacher's edition, Medallion Bundle, Practice Student edition and teachers resource package at K level.

Houghton Mifflin and Harcourt California Math, 2009. Teacher and Student edition, with complete Equipment Kit that includes the material for each of the mathematic activities at Kindergarten level. Scott Freeman, Addison Wesley, EnVision Math, California workbook for Kindergarten level.

Houghton Mifflin and Harcourt California Science System, 2007. Teacher and Student edition. Complete resource Equipment Kit that includes the material for each of the science activities at Kindergarten grade level.

Houghton Mifflin and Harcourt California History-Social Science, 2007. Teacher's kit with complete resource package and practice book for level K. Floor maps will also be used as part of the curriculum.

1st Grade AIM School Core Curriculum

Houghton Mifflin and Harcourt California Reading, 2007. Teachers edition, Medallion Bundle, Practice Student edition with complete reading resource kit for activities at 1st grade level.

Houghton Mifflin and Harcourt California Math, 2009. Teacher and student edition, with complete Equipment Kit that includes the material for each of the mathematic activities at 1st grade level. Scott Freeman, Addison Wesley, EnVision Math, California workbook for 1st grade level.

Houghton Mifflin and Harcourt California Science System, 2007. Teacher and student edition. Study guide with complete resource Equipment Kit. One big box set and material for each of the science activities at 1st grade level.

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

2nd Grade AIM School Core Curriculum

Houghton Mifflin and Harcourt California Reading, 2007. Teachers edition, Medallion Bundle, Practice Student edition Level 2.1 and 2.2 and complete reading kit for activities at 2nd grade level.

Houghton Mifflin and Harcourt California Math, 2009. Teacher's and student edition. Study guide with complete resource Equipment Kit that includes the material for each of the mathematic activities at 2nd grade level. Scott Freeman, Addison Wesley, EnVision Math, California workbook for 2nd grade level.

Houghton Mifflin and Harcourt California Science System, 2007. Teacher's and student edition. Study guide with complete resource Equipment Kit that includes the material for each of the science activities at 2nd grade level.

Houghton Mifflin and Harcourt California History-Social Science, 2007. Teacher's and student edition. Student workbooks with resource Equipment Kit that includes material for social science activities at 2nd grade level.

Chinese Language for Primary Schools textbook supported by iFlashbook with supplemental materials from BetterChinese.com. Panpac Education, 2008.

3rd Grade AIM School Core Curriculum

Houghton Mifflin and Harcourt California Reading, 2007. Teachers edition, Medallion Bundle, Practice Student edition and resource reading kit for activities at 3rd grade level.

Houghton Mifflin and Harcourt California Math, 2009. Teacher's and student edition, with complete Equipment Kit that includes the material for each of the mathematic activities at 3rd grade level. Scott Freeman, Addison Wesley, EnVision Math, California workbook for 3rd grade level.

Houghton Mifflin and Harcourt California Science System, 2007. Teacher's and student edition, study guide and interactive test with complete grade level Equipment Kit that includes the material for each of the science activities at 3rd grade level.

Houghton Mifflin and Harcourt California History-Social Science, 2007. Teacher's and student edition, on communities with resource Equipment Kit that includes material for social science activities at 3rd grade level.

Chinese Language for Primary Schools textbook supported by iFlashbook with supplemental materials from BetterChinese.com. Panpac Education, 2008.

4th Grade AIM School Core Curriculum

Houghton Mifflin and Harcourt California Reading, 2007. Teachers edition, Medallion Bundle, Practice Student edition with complete resource reading kit for activities at 4th grade level.

Houghton Mifflin and Harcourt California Math, 2009. Teacher's and student edition. Study guide and complete resource Equipment Kit that includes the material for each of the mathematic activities at 4th grade level. Scott Freeman, Addison Wesley, EnVision Math, California workbook for 4th grade level.

Houghton Mifflin and Harcourt California Science System, 2007. Teacher's and student edition. Study guide and complete resource Equipment Kit that includes the material for each of the science activities at 4th grade level.

Houghton Mifflin and Harcourt California History-Social Science, 2007. Teacher's and student edition, with student workbooks, and Equipment Kit that includes material for social science activities at 4th grade level.

Chinese Language for Primary Schools textbook supported by iFlashbook with supplemental materials from BetterChinese.com. Panpac Education, 2008.

5th Grade AIM School Core Curriculum

Houghton Mifflin and Harcourt California Reading, 2007. Teachers edition, Medallion Bundle, Practice Student edition with complete resource reading kit for activities at 5th grade level.

Houghton Mifflin and Harcourt California Math, 2009. Teacher's and student edition. Study guide with math center Kit that includes the material for each of the mathematic activities at 5th grade level. Scott Freeman, Addison Wesley, EnVision Math, California workbook for 5th grade level.

Houghton Mifflin and Harcourt California Science System, 2007. Teacher's and student edition, with complete grade level Equipment Kit that includes the material for each of the science activities at 5th grade level.

Houghton Mifflin and Harcourt California History-Social Science, 2007. Teacher's and student edition, with student workbooks, and Equipment Kit that includes material for social science activities at 5th grade level.

6th Grade AIM School Core Curriculum

History: Ancient Civilizations: McGraw Hill Glencoe

History: Ancient Civilizations, Note Taking Guide: McGraw Hill Glencoe

ELA: Holt Handbook, 6, Introductory Course: Holt, Rinehart and Winston

ELA: Holt Handbook, 6, Introductory Course, Language and Sentence Skills Practice: Holt, Rinehart and Winston

ELA: Holt Literature and Language Arts, 6, Introductory Course: Holt, Rinehart and Winston

ELA: Holt Literature and Language Arts, 6, Introductory Course, Spelling: Holt, Rinehart and Winston

ELA: Holt Literature and Language Arts, 6, Introductory Course, Interactive Reading: Holt, Rinehart and Winston

ELA: Wordly Wise 3000, Book 6, Second Edition: Educators Publishing Service

Math: California Middle School Mathematics, Concepts and Skills, Course 1: McDougal Littell

Math: California Middle School Mathematics, Concepts and Skills, Course 1, Extra Kill

Practice: McDougal Littell

Science: Science Voyages, Earth Science, California Standards Edition: Glencoe

Chinese Language for Primary Schools textbook supported by iFlashbook with supplemental materials from BetterChinese.com. Panpac Education, 2008.

7th Grade AIM School Core Curriculum

ELA: Holt Handbook, 7, First Course: Holt, Rinehart, Winston

ELA: Holt Handbook, 7, First Course, Language Sentence Skills Practice: Holt, Rinehart, Winston

ELA: Holt Literature and Language Arts, 7, First Course: Holt, Rinehart, Winston

ELA: Holt Literature and Language Arts, 7, First Course, Sentence Skills Practice: Holt, Rinehart, Winston

ELA: Holt Literature and Language Arts, 7, First Course, Interactive Reading: Holt, Rinehart, Winston

ELA: Holt Literature and Language Arts, 7, First Course, Spelling: Holt, Rinehart, Winston

ELA: Wordly Wise 3000, Book 7, 2nd Edition

Math: California Middle School Mathematics, Concepts and Skills, Course 2: McDougal Littell

Math: California Middle School Mathematics, Concepts and Skills, Practice Workbook, Course 2: McDougal Littell

Science: Science Voyages, Earth and Physical Sciences: Glencoe McGraw Hill

Science: Science Voyages, Life Science: Glencoe McGraw Hill

Science: Science Voyages, Activity Workbook: Glencoe McGraw Hill

Science: Science Voyages, Laboratory Manual: Glencoe McGraw Hill

History: Medieval and Early Modern Times 7: Glencoe McGraw Hill

History: Medieval and Early Modern Times 7, Active Reading and Note-Taking Guide: Glencoe McGraw Hill

Chinese Language for Primary Schools textbook supported by iFlashbook with supplemental materials from BetterChinese.com. Panpac Education, 2008.

8th Grade AIM School Core Curriculum

ELA: Holt Handbook, 8, Second Course: Holt, Rinehart, Winston

ELA: Holt Handbook, 8, Second Course, Spelling: Holt, Rinehart, Winston

ELA: Holt Literature and Language Arts, 8, Second Course: Holt, Rinehart, Winston

ELA: Holt Literature and Language Arts, 8, Second Course, Writing/Listening/Speaking: Holt, Rinehart, Winston

ELA: Holt Literature and Language Arts, 8, Second Course, Interactive Reading: Holt, Rinehart, Winston

ELA: Wordly Wise 3000, Book 5

Math: Algebra 1: North Carolina Edition: Glencoe McGraw Hill*

Math: Algebra 1: North Carolina Edition, Practice Workbook: Glencoe McGraw Hill*

*The North Carolina edition exceeds the California standards, providing a more rigorous algebra course

History: Creating America: Beginnings through WWI: McDougal Littell

History: Creating America: Beginnings through WWI, Reading Guide: McDougal Littell

Science: Science Voyages: Physical Science: Glencoe McGraw Hill

Science: Science Voyages: Earth & Life Science: Glencoe McGraw Hill

Science: Science Voyages: Study Guide: Glencoe McGraw Hill

Science: Science Voyages: Lab Manual: Glencoe McGraw Hill

Integrated Chinese Level 1—Part 1, Third Edition. Cheng and Tsai Company Inc., 2009.

APPENDIX G

PARENT AND COMMUNITY COMPLAINT PROCEDURES

**See pages 28 and 29 of the
Family Handbook in
Appendix H**

APPENDIX H

FAMILY HANDBOOK

Family Handbook:
A Guide to Conduct and Expectations for
AIM Schools' Families

2011-2012 School Year

December 13, 2011

171 12th Street, Oakland, CA 94607

Tel. 510.893.8701

Fax 510.893.0345

www.aimschools.org

"A School at Work"

Commitment to Your Child, Family Responsibilities, and Attending a Charter School

We make educating your child our highest priority. We encourage families to make the same commitment. This often requires our staff to make themselves available above and beyond the traditional school hours. Families should be committed to supporting the efforts of the school by having their child attend school daily on time and ready to learn. Students who miss school will be required to make up the day(s) missed during Saturday school. We also recognize that learning must take place year-round; therefore, we require participation in an approved summer school program or course of study. We institute these policies because our students need this support to excel. Although, at times, these policies may be inconvenient for staff and families, our students' success makes the inconveniences worthwhile. Support our AIM Schools model and your child will be prepared to graduate from college.

From this point on AIPCS, AIPCS II, and AIPHS will be referred to as AIM Schools in this handbook. AIM Schools are schools of choice. They have their own unique programs and policies. While OUSD has granted our charter and oversees our operations, AIM Schools is governed by its own School Board and policies. If families have suggestions or complaints about the school, the school staff should be contacted first, followed by the Governance Board. We work to create a family atmosphere and, like most families, there may be disagreements at times. In those cases we ask that all members of the school community work to resolve issues cooperatively and keep in mind the best interests of the students and school. Although we focus on students who reside in the downtown Oakland area and surrounding communities, students who reside outside the community may also apply. Those students who do not live in Oakland will be given consideration; however, they too must adhere to a strict code of conduct.

Mission Statement

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

Credo

The Family: We are a family at AIM Schools.

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

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

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

All families and community members are encouraged to visit our school. We ask that the following policies be observed:

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

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

Core Curriculum and Supplemental Programs

The core curriculum is based on academic achievement and its correlation to success in our society. The curriculum is integrated and designed to enhance our goals of academic and social growth in English-language arts, mathematics, science, social studies, and physical fitness.

The goal of American Indian Model Schools (5th-12th grades) is to prepare all of our students to attend college and to be productive members of a free-market capitalistic society. We have high academic standards for our students. All students must take algebra in the eighth grade and attend summer school.

To qualify for promotion, cumulated credits at each level must include required courses. Students who have not passed the core subjects with at least a "C" will not be promoted. In order to progress to the next grade, students must complete 60 units of coursework. All students must attend summer school at an AIM School campus.

The American Indian Model Schools is sponsored by the Oakland Unified School District as a charter school.

AIM Schools' Policies

Academic Integrity: All students must complete their own work without copying from or looking at the assignments of their peers. Students must submit original work for all assignments. Students and family members may not copy from/plagiarize outside sources. Examples of these sources include articles from the Internet, books, newspapers, research papers and other assignments.

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

Assessment and Grading Policies: Report cards are issued every 9 weeks. Progress reports are issued every three weeks of each quarter to students who have a "C-" or lower in any subject. Grades are compiled from daily classroom participation, homework, tests pertaining to subject matter, essays, and project work. Report card grades will reflect the effort and work students put forth in those areas. Students complete 60 units per school year.

Change of Address/Family Information: Families must provide up-to-date contact information to the school and must notify the school of any changes in phone number and/or address as soon as possible. Every student must have a complete Emergency Contact Information form properly signed and on file in the school office. Students may only leave campus with an adult whose name is listed on the Emergency Contact Information form.

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

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

Confidentiality Policy: School personnel are legally bound to inform a parent and/or authority in the following instances 1) when a student indicates he or she is going to physically harm himself or herself or jeopardize his or her life; 2) when a student indicates he or she is going to physically harm another person or jeopardize another

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

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

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

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

Hallways: When classes start and end each day, the halls are packed with students and staff. We need every parent to check in at the front desk. We will get your child from class. Please remain at the front office waiting area. It will be easier and safer for our students. If you need to meet with a teacher, please contact them in advance to schedule a date and time. These policies are in place to ensure we have a safe school.

Homework: Teachers will assign homework on a daily basis. All homework must be completed and turned in on time. If homework is not completed, students must stay one hour after school the next day. The following is an average amount of time for daily homework at each grade level: (a) 5th grade – one hour and fifteen minutes; (b) 6th grade – one hour and a half; (c) 7th grade – one hour and forty-five minutes; (d) 8th grade – two hours; and (e) high school – a minimum of two hours.

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

POLIO (ages 4-6)	4 doses at any age; 3 doses meet the requirement if at least one dose was given on or after 4 th birthday
POLIO (ages 7-17)	4 doses at any age; 3 doses meet the requirement if at least one dose was given on or after 2 nd birthday
DPT (age 6 and under)	5 doses at any age; 4 doses meet the requirement if at least one dose was given on or after 4 th birthday
DT, TD (age 7 and older)	4 doses at any age; 3 doses meet the

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

Lunch Program: There is no formal lunch program at AIM Schools. Students must bring their own lunch with them to school each day. Parents are not allowed to drop off lunches for students because in the past this created many problems for the front office.

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

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

Physical Education: Students have PE four days a week, Monday-Thursday. Each grade level attends PE at a designated time. PE grades are based on daily participation and homework.

Restitution: When a student has damaged, destroyed, or not returned loaned property of the school without making restitution, student grades, diplomas, and transcripts may

be withheld from both students and parents/guardians. Records are withheld from students and parents/guardians, but not from requesting schools.

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

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

Standardized Testing (STAR): Standardized Testing and Reporting is required by State and Federal Law. The following tests are administered to our students:

- a. California Standards Test (CST) – These exams test students on the state’s academic content standards. Fifth graders are tested in English-Language Arts, Math, and Science. Sixth graders are tested in English-Language Arts and Math. Seventh graders are tested in English-Language Arts, Math, and Writing. Eighth graders are tested in English-Language Arts, Algebra, Science, and History. Ninth graders are tested in English-Language Arts, Math, History, and Social Science. Tenth graders are tested in English-Language Arts, Math, History, Social Science, and Science. Eleventh graders are tested in English-Language Arts, Math, History, Social Science, and Science.
- b. California English Language Development Test (CELDT) – The CELDT is only given to students whose primary language is something other than English. This test evaluates a student’s ability to listen, speak, read, and write in English. Once a student is deemed English Proficient, they are no longer required to take the test.

Student Records: Parents and legal guardians have a right to review their children’s pupil records. Written requests for record access should be directed to the Site Administrator. Pupil records shall be available for review during regular school hours. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records (Family Educational Rights & Privacy Act FERPA). In the case of separated or divorced parents, both parents shall have access to school records, unless there is a current restraining order specifically preventing record access; Note: a restraining order preventing access to the student does not prevent access to the student’s records (Ed. Code §49069 & §49061). A log shall be maintained in each student’s record listing all

persons requesting or receiving information from that record. Requests to access the log should be directed to the Site Administrator (Ed. Code §49064). A school district may permit access to pupil records by a specific person if the parent or guardian files written authorization specifying the records to be released and identifying the person to whom the records may be released. The recipient must be notified that further transmission of records is prohibited. The consent notice shall be permanently kept with the pupil's record file (Ed. Code §49075).

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

Transportation: Parents and/or guardians are responsible for providing their children with transportation to and from school. AIM Schools will attempt to assist students in utilizing public-transit programs.

Truancy: A student is considered truant any time a student is absent from school, or arrives more than 30 minutes late to school, without a valid excuse. In the case of truancy, the student's parent/guardian will be notified via certified letter and a meeting will be requested (Ed. Code §48260.5). This meeting will include the student, the parent/guardian, the teacher and the Site Administrator. The following items will be addressed:

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

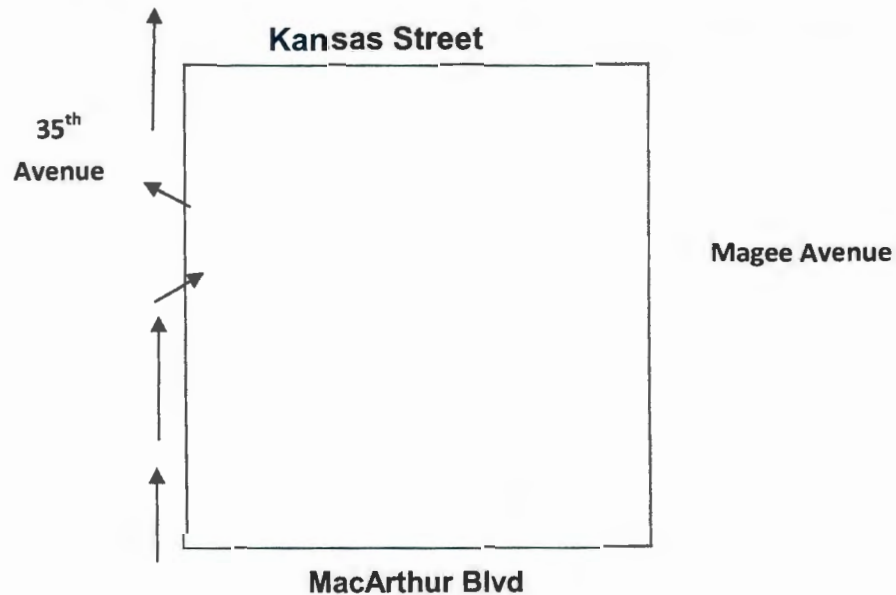
Visitors: All visitors must sign in and out at the reception desk. Any student visiting from another school must be an active participant in one of our school programs. In order for teachers to concentrate on students and instruction, they cannot be interrupted during the school day.

Volunteers: All volunteers must fill out an information form and sign in and out. The Site Administrator will arrange times and days for volunteer work. Volunteers are also required by law to have a current Tuberculosis test certificate on file with the school as

well as a fingerprint background check. Parents are encouraged to commit to specific tasks for volunteer work.

AIPCS Pick-Up and Drop-Off Policy

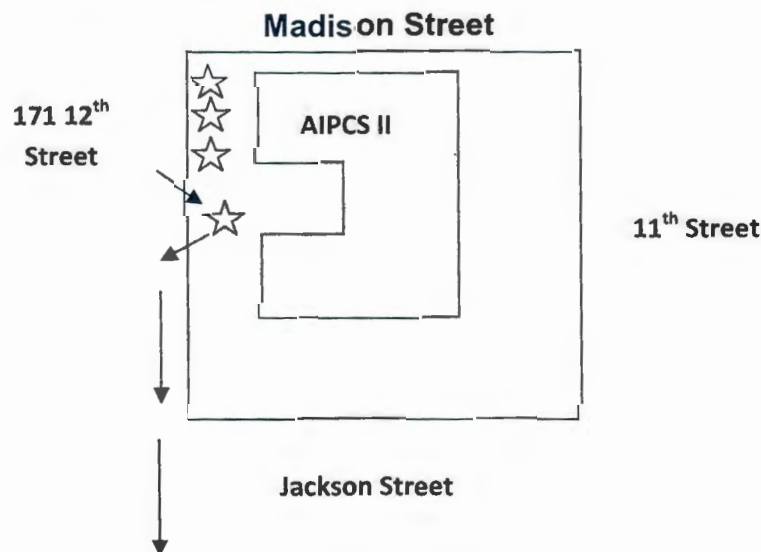
1. Students should not run or jay-walk across 35th Avenue. Students must use the crosswalk at all times.
2. Students CANNOT get dropped off on Magee Avenue.
3. All students must be picked up and dropped off on 35th Avenue between the orange traffic cones at the following times (please reference the attached map):
 - Monday-Thursday from 8:00-8:30 AM and 3:15-4:15 PM
 - Friday from 8:00-8:30 AM and 12:40-1:30 PM
4. If you are picking up your child and he or she is not there, you must circle the block and return to the pick-up/drop-off zone. Waiting and double parking is not permitted in this area.
5. Upon dismissal after 3:15 PM on Monday-Thursday and 1:40 PM on Friday, students must go to 35th Avenue to check for their ride. If someone is not there to pick them up by then, students should walk back on campus and wait in front of the school.
6. If a student has not been picked up by 4:30 PM on Monday-Thursday or by 1:30 PM on Friday, he/she must report to study hall. The parent or guardian should come to the front desk and sign the student out.
7. The police department will be issuing citations for those who do not follow this request. If you have any questions, please put them in writing and submit them to the front office.



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

AIPCS II Pick-Up and Drop-Off Policy

1. Students should not run or jay-walk across 12th Street. Students must use the crosswalk at all times.
2. All students must be picked up and dropped off on 12th Street between the orange traffic cones at the following times (please reference the attached map):
 - Monday-Thursday from 7:30-7:45 AM and 2:30-4:30 PM
 - Friday from 7:30-8:00 AM and 12:00-1:00 PM
3. If you are picking up your child and he or she is not there, you must circle the block and return to the pick-up/drop-off zone. Waiting and double parking is not permitted in this area.
4. Upon dismissal after 2:30 PM on Monday-Thursday or after 12:00 PM on Friday, students must go to 171 12th Street to check for their ride. If someone is not there to pick them up by then, students should walk back on campus and wait in front of the school.
5. If a student has not been picked up by 4:30 on Monday-Thursday or by 1:30 on Friday, he/she must report to study hall. The parent or guardian should come to the front desk and sign the student out.
6. The police department will be issuing citations for those who do not follow this request. If you have any questions, please put them in writing and submit them to the office.



Pick up and drop off students between orange cones in front of the entrance at 171 12th Street. If you do not see your child when you enter the pick-up/drop-off cones, you must drive through and circle the block. You cannot wait between the cones or block traffic.

American Indian Model Schools Admission Procedures

All students are encouraged to submit an application for enrollment. If the number of students who wish to attend an American Indian Model School exceeds the school's capacity, attendance will be determined by a public lottery on the last Saturday of January at 9:00 AM at 171 12th Street, Oakland, California. The student will be notified by mail regarding the status of his/her application.

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

Priority for student enrollment is as follows: 1) Currently enrolled students who are re-enrolling, 2) Residents of Oakland, California, 3) All other students in the state of California.

Dress Code

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

Top:

1. Students must wear a WHITE shirt with a COLLAR. The white collared shirts may be short-sleeved or long-sleeved.
2. The shirts must be completely PLAIN with no logos, emblems, or designs of any kind.
3. Students cannot wear colored shirts underneath their white shirts.
4. Tank tops are not permitted.
5. Shirts cannot be revealing or inappropriate in any way.
6. All males must tuck in their shirts.

Bottom:

1. Students must wear KHAKI or NAVY BLUE pants that are completely PLAIN with no colorful designs or details (including stripes, patches, flashy stitching, etc.)
2. No jeans, shorts, capri pants, or athletic pants (sweatpants, nylon jogging pants, etc.) are permitted.
3. Skirts are permitted as long as they are below the knee.
4. Pants can have a maximum of four pockets: two in the front and two in the back. The pockets need to be near the waistline—not down the leg of the pants.
5. NO SAGGING PANTS are permitted.
6. Students cannot rubber band the bottom of their pants.

Sweaters/Sweatshirts

1. All sweaters and sweatshirts must be plain white.

2. NO HOODS are allowed.
3. A collared white shirt must be VISIBLE underneath the student's sweater or sweatshirt.

Jackets:

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

Accessories/Make-up:

1. Coloration of hair and fake nails are not permitted.
2. No make-up, including lip-gloss and nail polish, is allowed.
3. Jewelry is not permitted and will be confiscated until the end of the school year if worn. This includes watches, rings, bracelets, chains, earrings, etc.
4. Students cannot wear sunglasses, hats, headbands, bandanas, beanies, colorful hair ties, ribbons, or anything with bright color in their hair. Simple barrettes, clips, and elastic hair ties that are black, brown, or white are permitted.
5. Only black and brown leather belts are permitted. Belts cannot have studs, stripes, flashy buckles or any other kind of ornamentation.
6. Colorful socks should not be visible.
7. HOODS are never allowed. On rainy days, students may use an umbrella.

Shoes:

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

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

AIM Schools 5th – 12th Grades Rules and Regulations

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

Absences: If a student will be absent, parents/guardians are responsible for calling the school on the day of the absence before 8:30 AM. Our phone numbers are: AIPCS and AIPHS: (510) 482-6000; AIPCS II: (510) 893-8701. If no one is available, a message should be left. When the student returns, he/she must bring a written note explaining the absence/s. Parents are encouraged to pick up students' homework when they are

absent. An absence is defined as missing two or more hours of school on a given day. All students who are absent are required to attend Saturday school to make up missed work.

Confiscated items: School staff has the right to confiscate prohibited items, including but not limited to electronic devices, jewelry, and weapons. All confiscated items will remain the property of the student or family, unless they are abandoned. Confiscated items will be held in a secure place by school staff and may be picked up on the last day of school or when the student transfers, whichever occurs first. Weapons or illegal items may be held indefinitely by the school or turned over to proper authorities when appropriate.

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

Early Dismissal: A student cannot be dismissed early without written permission by a parent/guardian. The written note must explain the reason and give the name of the person who will pick up the student. If the student will be taking the bus, the parent must give permission for the student to ride the bus and release the school of any liability that may occur from the time they leave school to the time they arrive at their destination. The note must be given to the teacher at the beginning of the school day. We encourage parents to make medical appointments on Friday afternoon after school. Students will not be released unless a parent/guardian signs them out.

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

Summer School: Students must successfully complete mandatory summer school. The school has the ability to approve particular programs.

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

AIM Schools 5th – 8th Grades Student Contract

These rules and regulations must be followed at American Indian Model Schools 5th – 8th Grades:

Respect Self:

1. Students must attend school each day on time. This includes summer school and required summer intensive programs like SAIL. This may also include CTY, ATDP, or any other program required by the school.
2. Students cannot miss more than 5 days of school. Students who miss more than 5 days may be retained.
3. Student absences must be made up during Saturday School.
4. Students who are tardy five times during the semester must attend Saturday School.
5. Students who receive two detentions in one week must attend Saturday School.
6. An absence from Saturday School must be made up by attending two Saturday Schools.
7. Students will complete all homework and class work given by the teacher.
8. Students who are absent must submit their missing work and collect new homework on the day of their absence.
9. Students will not use drugs, alcohol, smoke, or chew gum.
10. Students cannot have personal electronic devices (i.e. cell phones, pagers, Game Boys, iPods, etc.) from the time they leave home for school to the time they return home from school. If any of these items are visible or go off in their possession, they will be confiscated for the remainder of the school year. Cell phones are not permitted on campus.
11. Students must follow the school's dress code.
12. Students who receive a C- or lower in math or language arts may be retained.

Respect Others:

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

Respect Facility:

1. Students must bring their own lunch. Parents **cannot** bring a student's lunch. Students may not have fast food.
2. Students cannot leave school grounds or campus.
3. Students are not allowed phone privileges.
4. Students are not allowed to have bikes, skateboards, scooters, or cars on campus.

5. Students cannot loiter on school grounds before or after school.
6. Students will not have food or drinks in the classrooms.
7. Visitors must check in at the front office.
8. Students may not leave school without a parent/guardian signing them out.
9. If a student misses school for an appointment, proof of the appointment must be submitted to the office.

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

American Indian Model Schools' Guarantee: Follow our model and your child will be prepared to graduate from college.

Student's Name (Print)	Student's Signature	Date
Parent's Signature		

American Indian Model Schools 9th – 12th Grades
Student Contract 2011-2012

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

Respect Self:

1. Students must attend school each day on time. This includes summer school and required summer intensive programs like SAIL. This may also include CTY, ATDP, or any other program required by the school.
2. Students are considered absent if they miss 2 or more hours of school in a given day.
3. Students cannot miss more than 5 days of school. Students who miss more than 5 days may be retained.
4. Student absences must be made up during Saturday School.
5. Students who are tardy five times during the semester must attend Saturday School.
6. Students who receive two detentions in one week must attend Saturday School.
7. An absence from Saturday School must be made up by attending two Saturday Schools.
8. Students will complete all homework and class work given by the teacher.
9. Students who are absent must submit their missing work and collect new homework on the day of their absence.
10. Students will not use drugs, alcohol, smoke, or chew gum.

11. Students cannot have personal electronic devices (i.e. cell phones, pagers, game boys, iPods, etc.) from the time they leave home for school to the time they return home from school. If any of these items are visible or go off in their possession, they will be confiscated for the remainder of the school year. Cell phones are not permitted on campus.
12. Students must follow the school's dress code.
13. A "C-" is considered a failing grade.
14. Students who receive a "C" or lower in a Merritt College course will be dropped from the class. Those students will receive high school credit, provided they successfully pass the course, but will not receive college credit.
15. Students who receive a "C-" or lower in an Advanced Placement (AP) course will be withdrawn from the course and enrolled into the non-AP equivalent. Students must pass the course with at least a "C."
16. Students who receive a "C-" or lower in core subjects will not be promoted until they repeat any failed courses with a passing grade. Students are responsible for making sure that they enroll in, and retake, the appropriate courses. They should meet with the site administrator or administrative assistant to get approval for the classes.
17. Students must receive a letter of acceptance to a four-year college or university in order to graduate.

Respect Others:

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

Respect Facility:

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

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

American Indian Model Schools' Guarantee: Follow our model and your child will be prepared to graduate from college.

_____	_____	_____
Student's Name (Print)	Student's Signature	Date

Parent's Signature		

“A School at Work”

Consequences for Breaking School Rules

Students must take responsibility for their own actions. The following process will apply to students who violate rules or standards of conduct. The school's goal is to provide a safe learning environment for our students. Please note the following safeguards regarding disciplinary actions: documentation of all conferences, written notification of disciplinary concerns, and administrative support of classroom teachers with respect to student discipline.

Structure and discipline are an integrated part of AIM Schools' 5th - 12th grade curriculum. A safe and orderly school environment allows our students to maximize their learning. When a student violates a standard of conduct (talking back to an adult, cursing, refusing to follow a directive, acting disrespectfully, etc.) or disrupts the learning environment, a meeting may be scheduled with the Site Administrator/teacher and student to address the issue. A second incident involving prohibited behavior may result in a meeting after school that includes the student, parent, teacher and Site Administrator. If necessary an action plan around the student's behavior will be created. The consequences may be the same as the first offense or more stringent.

AIM Schools' Suspension and Expulsion Policy

All schools within the American Indian Model Schools (5th – 12th grades) will adhere to the following procedures with regard to student suspension and expulsion. Though California education code does allow the schools' administration a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, it also dictates that all schools operate within certain parameters. Those parameters are outlined in this document.

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

Administrative Intervention and Investigation of Pupil Offense

1. Students who commit a zero-tolerance offense, or whose conduct falls under EC 48900, should be referred to the Site Administrator's office. If a teacher observes an offense that falls under subdivision (k), the teacher will make a determination as to whether or not administrative intervention is required. Otherwise, they may follow the school's discipline policies to bring about proper student conduct.
2. California education code is very clear about which offenses are eligible for suspension as enumerated in Section 48900. To determine whether or not an offense meets these guidelines, the Site Administrator will meet with the pupil and school employee who referred the pupil to the administration. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. If an "emergency situation" exists, as defined in 48911 (c), the pupil may be excluded from this meeting.

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

If a Zero-Tolerance Offense is Not Identified

The Site Administrator will determine if the student has committed a "zero-tolerance offense."

If a zero-tolerance offense is not identified, as a matter of policy, and where allowed by law, American Indian Model Schools consider suspension a punishment of last resort. We believe this was the intent of the Legislature when they wrote, "Suspension shall be imposed only when other means of correction fail to bring about proper conduct." Therefore, our schools will first consider other disciplinary avenues before suspending or expelling a student. Our schools will adhere to the following procedures to determine the best approach to ensuring proper student conduct:

1. The Site Administrators are given discretion by the Legislature and by the Governance Board in determining appropriate punishments when a zero-tolerance offense is not identified. Regardless of the punishment, if a suspension-eligible offense is committed, written notification will be sent home to the student's parents or guardians. If the Site Administrator determines that suspension is not appropriate, the school's discipline policy will be followed. This may or may not include community service on school grounds, as outlined in EC 48900.6.
2. If the Site Administrator determines that suspension is appropriate, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.
3. A school employee shall report the suspension of the pupil, including the cause therefore, to the Governance Board.

4. A parent conference will be scheduled to discuss the matter with the Site Administrator. Whenever practical the teacher or staff member who witnessed the offense will also be present. At this time, the administration and the parent or guardian will discuss the causes, duration, school policy involved, and any other matters pertinent to the suspension.
5. Any pupil who is suspended for five days or fewer must complete all assignments and tests missed during suspension within three school days of their return. Any pupil who is suspended for more than five days will have five school days to complete all assignments and tests missed during suspension. The administration has the authority to lengthen the amount of time a pupil has to make up his or her work, as deemed appropriate for a given situation.

If a Zero-Tolerance Offense is Identified

The Site Administrator will determine if the student has committed a "zero-tolerance offense." Such offenses are:

List 1

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

List 2

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

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

Important Miscellaneous Notes about Suspension and Expulsion

- a) For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the CDE, American Indian Model Schools will identify, by offense committed, in all appropriate records of a pupil each suspension or expulsion of that pupil for the commission of the offenses outlined in EC 48900.8.
- b) The Site Administrator will, when necessary according to EC 48902, make the appropriate notification to the local law enforcement agency.
- c) Whenever a situation arises that is not specifically addressed by these policies, California education code will be followed, as interpreted by the Site Administrator.
- d) American Indian Model Schools will notify the District within 30 days of all transfers, disciplinary or not. For all students who are expelled, the school will contact the District of residence to notify them of the terms of the expulsion.

Expulsion Procedures:

All schools within the American Indian Model Schools (AIMS) family will adhere to the following procedures with regard to student suspension and expulsion. Though California education code does allow the schools' administration a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, it also dictates that all schools operate within certain parameters. Those parameters are outlined in this document and the California education code.

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

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

When the Administration May Recommend Expulsion

If a pupil has committed a suspension-eligible offense, then the Site Administrator has the authority to recommend expulsion. As a matter of policy, expulsion will be used as a tool of last resort for students whose conduct is so egregious that it is unlikely to be changed by any other means and whose behavior poses a threat to the safety of a member of the school community or significantly limits the ability of other students to effectively learn.

If a zero-tolerance offense from List 1 (see suspension procedures) has been committed, the Site Administrator shall recommend the expulsion of the pupil unless the Site Administrator finds that expulsion is inappropriate due to the particular circumstances. If a zero-tolerance offense from List 2 (see suspension procedures) has been committed, Site Administrator shall immediately suspend, pursuant to Section

48911, and shall recommend expulsion of the pupil. The Governance Board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program meeting the requirements described in Section 48915.

Expulsion Hearings and Process

- 1) The Site Administrator decides whether or not to recommend expulsion to the Governance Board.
- 2) Within 30 school days of recommending expulsion, the Governance Board will hold a hearing to determine if it is appropriate to expel the pupil. The pupil may request, in writing, a postponement of no more than 30 calendar days. Any additional postponement may only be granted at the discretion of the Governance Board.
- 3) Within 10 school days after the conclusion of the hearing, the Governance Board shall decide whether to expel the pupil, unless the pupil requests in writing that the decision be postponed.
- 4) If compliance by the Governance Board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable, the Site Administrator may, for good cause, extend the time period for the holding of the expulsion hearing for an additional 5 school days.
- 5) Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days prior to the date of the hearing and shall comply with subdivision (b) of EC 48918.
- 6) The Governance Board shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the Governance Board may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.
- 7) A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.
- 8) Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely on in the conduct of serious affairs. A decision of the Governance Board to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated in Section 48900.

- 9) The final action to expel a pupil shall be taken only by the Governance Board in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the superintendent of schools or his or her designee to the pupil or the pupil's parent or guardian. It will comply with subdivision (j) of EC 48918.
- 10) The Governance Board shall maintain a record of each expulsion, including the cause therefore. Records of expulsions shall be a non-privileged, disclosable public record. The expulsion order and the causes therefore shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

Suspending an Expulsion Order

- 1) The Governance Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Governance Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.
- 2) During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status. The Governance Board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts enumerated in Section 48900 or violates any of the district's rules and regulations governing pupil conduct. When the Governance Board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.
- 3) Upon satisfactory completion of the rehabilitation assignment of a pupil, the Governance Board shall reinstate the pupil in a school of the District and may also order to expunge any or all records of the expulsion proceedings.

Readmission

- 1) An expulsion order shall remain in effect until the Governance Board orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than those described in subdivision (c) of Section 48915, the Governance Board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission to a

school maintained by the District or to the school the pupil last attended. For a pupil who has been expelled pursuant to subdivision (c) of Section 48915, the Governance Board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the District, except that the Governance Board may set an earlier date for readmission on a case-by-case basis.

- 2) The Governance Board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.
- 3) Any pupil who has been expelled and who seeks readmission, must submit a request to the Site Administrator in writing no more than 21 (but no less than 7) calendar days before the end of the term of the expulsion. In addition, the pupil must provide documentation that all conditions for rehabilitation set by the Governance Board have been met.
- 4) Upon completion of the readmission process, the Governance Board shall readmit the pupil unless the Governance Board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the school district. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.
- 5) If the Governance Board denies the pupil's request for readmission, the Board shall provide written notice to the expelled pupil and the pupil's parent or guardian describing the reasons for denying the pupil re-admittance into the regular school district program.

Important Miscellaneous Notes about Suspension and Expulsion

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

- 4) American Indian Model Schools will notify the District within 30 days of all transfers, disciplinary or not. For all students who are expelled, the school will contact the District of residence to notify them of the terms of the expulsion.

Suspension and Expulsion Procedures:

According to EC 48900, a "pupil" – any student at American Indian Model Schools (5th – 12th grades) may not be suspended from school or recommended for expulsion unless the Site Administrator of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o) inclusive:

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

- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or site administrator or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on school grounds.**
- (2) While going to or coming from school.**
- (3) During the lunch period whether on or off the campus.**
- (4) During, or while going to or coming from, a school sponsored activity.**

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

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

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

- 1. The pupil has committed sexual harassment as defined in Section 212.5. For the purposes described in Section 212.5, the conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or

pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

2. The pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.
3. The pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.
4. The pupil has made terroristic threats against school officials or school property, or both. For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

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

As part of or instead of disciplinary action prescribed by this article, the site administrator of a school, the site administrator's designee, the superintendent of schools, or the Governance Board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's nonschool hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action.

The Site Administrator shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds,

unless the Site Administrator finds that expulsion is inappropriate, due to the particular circumstance:

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

The Site Administrator shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred by the site administrator or the designee of the site administrator. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

The Governance Board shall order a pupil expelled upon finding that the pupil committed one or more of the five acts listed above.

The Governance Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Governance Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

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

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

The Governance Board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts enumerated in Section 48900 or violates any of the District's rules and regulations governing pupil conduct. When the Governance Board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.

Upon satisfactory completion of the rehabilitation assignment of a pupil, the Governance Board shall reinstate the pupil in a school of the District and may also order the expungement of any or all records of the expulsion proceedings.

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

AIM-Schools Dispute Resolution

Overview

The American Indian Model Schools Governance Board recognizes that the Board has primary responsibility for ensuring compliance with applicable state and federal laws and regulations governing educational programs.

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

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

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

Complaint Procedures

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

Step 1: Filing a Complaint

All complaints shall be presented to the school's Site Administrator in writing.

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

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

Step 2: Investigating a Complaint

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

Step 3: Resolution and Notice of Resolution

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

Step 4: Procedures for Appeal

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

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

Contact Information

Marsha Amador
Finance Administrator
171 12th Street
Oakland, CA 94607
510-893-8701

Kaytena Beckford
Site Administrator
171 12th Street
Oakland, CA 94607
510-893-8701

Michael Stember
President, AIM Schools Board
171 12th Street
Oakland, CA 94607
510-893-8701

Claudia Walker
Lead Site Administrator
3637 Magee Avenue
Oakland, CA 94619
510-482-6000

AIM Schools and Governance Board Meetings

Governance Board meetings typically occur on the fourth Thursday of March, June, September and December at 7:00 PM. At these meetings, programs are reviewed and actions may be taken on financial, governance, or personnel issues. Every member of the school community has the right to address the Board on any matters within its control, though a three-minute time limit for each person may be imposed. Agenda time may be requested by calling the school and leaving a message for the board chair at least one week in advance. Public comment is always allowable and encouraged for items related to the educational progress of the school.

Name	Board Role	Start of Officer's Term	End of Officer's Term
Jordan Locklear	Secretary, Former Student	6/17/2010	6/18/2014
Michael Stember	President, Business Person	6/17/2010	6/18/2014
Judy Marquardt	Treasurer, Parent	6/17/2010	6/18/2014
Chris Rodriguez	Attorney	9/22/2011	9/23/2015
Dr. Ben Chavis	Educator	11/23/11	11/22/2015

The responsibilities of the AIM Schools Board of Directors include, but are not limited to, monitoring overall funding, management, and implementation of the school as well as the quality and evaluation of staff, curriculum and programs offered. The Lead Site Administrator of AIPCS and AIPHS, Site Administrator of AIPCS II, and Financial Administrator report directly to the AIM Schools board.

APPENDIX I

501 (C)(3) TAX-EXEMPT STATUS

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 excess benefit 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

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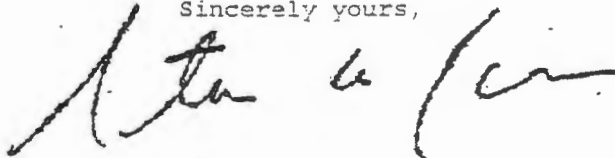
only for those purposes. If you distribute funds to other organizations, your records should show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), there should be evidence that the funds will remain dedicated to the required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

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

~~If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.~~

Sincerely yours,



District Director

APPENDIX J

GOVERNING BOARD BYLAWS

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

ARTICLE 1
OFFICES

SECTION 1. PRINCIPAL OFFICE

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

SECTION 2. CHANGE OF ADDRESS

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

_____ Dated: _____, 20____

_____ Dated: _____, 20____

_____ Dated: _____, 20____

SECTION 3. OTHER OFFICES OF THE CORPORATION

The corporation may also establish branch or subordinate offices at any place or places within or without the state of California, where it is qualified to conduct its activities.

ARTICLE 2

PURPOSES

SECTION 1. OBJECTIVES AND PURPOSES

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

The primary objectives and purposes of this corporation shall be to meet the academic, social, cultural, and developmental needs of American Indian students, and all students, in an academic environment that focuses on hard work and discipline. The corporation shall meet these objectives and purposes by managing, operating, guiding, directing, and/or promoting a public charter school pursuant to the California Charter Schools Act, CA. Ed. Code §47600 et seq.

SECTION 2. POLICY OF NONDISCRIMINATION

The American Indian Public Charter School is non-sectarian in its programs, policies, employment practices, and all other operations. It does not charge tuition or discriminate on the basis of race, national origin, gender, sexual orientation, religion or spiritual practice, or disability.

ARTICLE 3
DIRECTORS

SECTION 1. NUMBER, DETERMINATION, SPECIAL QUALIFICATIONS, AND NOMINATION

The corporation shall have at least five (5) and no more than fifteen (15) directors and collectively they shall be known as the Board of Directors. The number may be changed by amendment of these Bylaws, or repeal of these Bylaws and adoption of new Bylaws, as provided in these Bylaws.

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

The Directors who are to be elected by the Board of Directors shall be so elected at the annual meeting of the Board of Directors then in office. Directors nominated to fill vacancies may be elected by majority vote at any regular or special meeting.

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

SECTION 2. POWERS

Subject to the provisions of the California Nonprofit Public Benefit Corporation law, any other applicable laws, and any limitations in the Articles of Incorporation and Bylaws related to activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors.

SECTION 3. DUTIES

It shall be the duty of the directors to:

- (a) Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or these Bylaws;
- (b) Develop, adopt, and monitor the implementation of a personnel policy;
- (c) Review performance of the School Executive on an annual basis;
- (d) Meet at such times and places as required by the Bylaws;
- (e) Register their addresses with the Secretary of the corporation and notices of meetings mailed or telegraphed to them and such addresses shall be valid notices thereof;
- (f) Oversee the fiduciary matters of the corporation and approve and monitor the annual budget;
- (g) Approve and monitor fund raising and development plans.

SECTION 4. TERMS OF OFFICE

Terms of office for each director shall typically be four years, with new directors stated at the annual board meeting and with terms staggered so that, as near possible, one half of the Board comes to the end of their term each year. A director may request, and with Board approval, be appointed to a one-year term. Parent Board members will have the option to limit their Board term to the time that their child(ren) attend(s) the school.

SECTION 5. COMPENSATION

Directors shall serve without compensation. They may be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 3 of this Article. Directors may not be compensated for rendering services to the corporation in any capacity other than as director unless such other compensation is reasonable and is allowable under the provisions of Section 6 of this article.

SECTION 6. RESTRICTION REGARDING INTERESTED DIRECTORS

Notwithstanding any other provisions of these Bylaws, not more than twenty-five percent (25%) of persons serving on the board may be interested persons. For purposes of this section, "interested persons" means either:

- (a) Any person currently being compensated by the corporation for services rendered within the previous twelve (12) months, whether as a full- or part-time officer or other employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; or
- (b) Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, or father-in-law of any such person.

SECTION 7. PLACE OF MEETINGS

Meetings shall be held at the principal office of the corporation unless otherwise provided by the board or at such place within or without the State of California that has been designated from time to time by resolution of the Board of Directors. In the absence of such designation, any meeting not held at the principal office of the corporation shall be valid only if held on the written consent of all directors given either before or after the meeting and filed with the Secretary of the corporation and after all board members have been given written notice of the meetings that hereinafter provide for special meetings of the board. Any meeting, regular or special, may be held by conference telephone or any conferencing technology so long as all directors in participation in such a meeting can hear each other and all other applicable legal requirements are complied with including, but not limited to "the Brown Act" CA. Gov. Code §54950 et. Seq.

SECTION 8. REGULAR AND ANNUAL MEETINGS

Regular meetings of directors shall be held at least quarterly, at such date and time as determined by the Board of Directors. Regular meetings shall typically be held on the third Tuesday of each month at the primary offices of the corporation.

This corporation makes no provisions for members, therefore, at the annual meeting of directors held on the third Tuesday of June, unless such day falls on a legal holiday, in which even the regular meeting shall be held at the same hour and place on the next business day. Directors shall be elected by the Board of Directors in accordance with this section. Cumulative voting by directors for the election of directors shall not be permitted. The candidates receiving the highest number of votes up to the number of directors to be elected shall be elected. Each director shall cast one vote, with voting being by ballot only.

SECTION 9. SPECIAL MEETINGS

Special meetings of the Board of Directors may be called by the Chairperson of the board, the President, the Vice President, the Secretary, or by any two directors, and such meetings shall be held at the place, within or without the State of California, designated by the person or persons calling the meeting, and in the absence of such designation, at the principal office of the corporation. Any and all special meetings must comply with all applicable laws, including but not limited to "the Brown Act" CA. Gov. Code §54950 et. Seq.

SECTION 10. NOTICE OF MEETINGS

Regular meetings of the board may be held with seventy-two (72) hours' notice. Special meetings of the board shall be held upon five (5) days' notice by first-class mail or forty-eight (48) hours' notice delivered personally or by telephone telegraph. If sent by mail or telegraph, the notice shall be deemed to be delivered on its deposit in the mail or its delivery to the telegraph company. Such notices shall be addressed to each director at his or her address as shown on the books of the corporation. Notice of the time and place of holding and adjourned meeting need not be given to absent directors if the time and place of the adjourned meeting are fixed at the meeting adjourned and if such adjourned meeting is held no more than twenty-four (24) hours from the time of the original meeting. Notice shall be given of any adjourned regular or special meeting to the directors absent from the original meeting if the adjourned meeting is held more than twenty-four (24) hours from the time of the original meeting.

SECTION 11. CONTENTS OF NOTICE

Notice of meetings not herein dispensed with shall specify the place, day, and hour of the meeting. The purpose of any regular board meeting need not be specified in the notice. The purpose of any special meeting shall be specified in the notice.

SECTION 12. WAIVER OF NOTICE AND CONSENT TO HOLDING MEETINGS

The transactions of any meeting of the board, however called and noticed or wherever held, are as valid as though the meeting has been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, consent to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

SECTION 13. QUORUM FOR MEETINGS

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

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

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

The directors present a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal from the meeting, provided that an action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, the Articles of Incorporation or Bylaws of this corporation.

SECTION 14. MAJORITY ACTION AS BOARD ACTION

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

SECTION 15. CONDUCT OF MEETINGS

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

Meetings shall be governed by rules adopted by the Board of Directors, as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles of Incorporation of this corporation, or with provisions of law.

SECTION 16. ACTION BY UNANIMOUS WRITTEN CONSENT WITHOUT MEETING

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

SECTION 17. VACANCIES

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

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

This corporation has no members, therefore directors may be removed without cause by a super majority of sixty (60) percent or more of the directors then in office. Any director missing two consecutive board meetings is subject to removal. Said removal can be effectuated through majority vote of those directors present.

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

Vacancies on the board may be filled by approval of the board, or, if the number of directors then in office is less than a quorum, by (1) the unanimous written consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held pursuant to notice or waivers of notice complying with this Article of these Bylaws, or (3) a sole remaining director.

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

SECTION 18. NON-LIABILITY OF DIRECTORS

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

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

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

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

SECTION 20. INSURANCE AND CORPORATE AGENTS

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

ARTICLE 4

OFFICERS

SECTION 1. NUMBER OF OFFICERS

The officers of the corporation shall be a President, a Secretary, and a Chief Financial Officer who shall be designated the Treasurer. The corporation may also have, as determined by the Board of Directors, a Chairperson of the Board, one or more Vice Presidents, Assistant Secretaries, Assistant Treasurers, or other officers. Any number of offices may be held by the same person except that neither the Secretary nor the Treasurer may serve as the President or Chairperson of the Board.

SECTION 2. QUALIFICATION, ELECTION, AND TERM OF OFFICE

Any person may serve as officer of this corporation. Officers shall be elected by the Board of Directors, at any time, and each officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, or whichever occurs first.

SECTION 3. SUBORDINATE OFFICERS

The Board of Directors may appoint such other officers or agents as it may deem desirable, and such officers shall serve such terms, have such authority, and perform such duties as may be prescribed from time to time by the Board of Directors.

SECTION 4. REMOVAL AND RESIGNATION

Any officer may be removed without cause by the Board of Directors at any time by 2/3 vote of those directors present at a duly held meeting. Any officer may resign at any time by giving written notice to the Board of Directors or to the President or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the corporation.

SECTION 5. VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than the President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine.

SECTION 6. DUTIES OF PRESIDENT

The President shall be the chief executive officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Unless another person is specifically appointed as Chairperson of the Board of Directors, he or she shall preside at all meetings of the Board of Directors. If applicable, the President shall preside at all meetings of the members. Except as otherwise expressly provide by law, by the Articles of Incorporation, or by these Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.

SECTION 7. DUTIES OF VICE PRESIDENT

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

SECTION 8. DUTIES OF SECRETARY

The Secretary shall:

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

Keep at the principal office of the corporation or such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors and of members, recording therein the time and

place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

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

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

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

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

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

SECTION 9. DUTIES OF TREASURER

Subject to the provisions of these Bylaws relating to the "execution of Instruments, Deposits and Funds," the Treasurer shall:

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

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

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

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

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

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

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

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

SECTION 10. COMPENSATION

The salaries of the officers, if any, shall be fixed from time to time by resolution of the Board of Directors, and no officer shall be prevented from receiving such salary by reason of the fact that he or she is also a director of the corporation, provided, however, that such compensation paid to a director for serving as an officer of this corporation shall only be allowed if permitted under the provisions of the Article 3, Section 6 of these Bylaws. In all cases, any salaries received by officers of this corporation shall be reasonable and given in return for services actually rendered for the corporation which relate to the performance of the charitable or public purposes of this corporation.

ARTICLE 5

COMMITTEES

SECTION 1. EXECUTIVE COMMITTEE

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

- (a) The approval of any action which, under law or the provisions of these Bylaws, requires the approval of the members or a majority of all the members.
- (b) The filling of vacancies on the board or on any committee that has the authority of the board.
- (c) The fixing of compensation of the directors for serving the board or on any committee.
- (d) The amendment or repeal of Bylaws or the adoption of new Bylaws.
- (e) The amendment or repeal or any resolution of the board which by its express terms is not so amendable or repealable.
- (f) The appointment of committees of the board or the members thereof.
- (g) The expenditure of corporate funds to support a nominee for director after there are more people nominated for director that can be elected.

- (h) The approval of any transactions to which this corporation is a party and in which one or more of the directors has a material financial interest, except as expressly provided in Section 5233 (d)(3) of the California Nonprofit Public Benefit Corporation Law.

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

SECTION 2. OTHER COMMITTEES

The corporation shall have such other committees as may from time to time be designated by resolution of the Board of Directors.

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

SECTION 3. MEETINGS AND ACTION OF COMMITTEES

Meetings and action of committees shall be governed by, noticed, held and taken in accordance with, the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such Bylaw provisions as necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be fixed by the Board of Directors. The Board of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws.

ARTICLE 6

EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

SECTION 1. EXECUTION OF INSTRUMENTS

The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so expressly authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or tender it liable monetarily for any purpose or in any amount.

SECTION 2. CHECKS AND NOTES

Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for payments of money, and other evidence of indebtedness of the corporation shall be signed by the Treasurer and countersigned by the President of the corporation.

SECTION 3. DEPOSITS

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

SECTION 4. GIFTS

The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the charitable or public purpose of this corporation.

ARTICLE 7

CORPORATE RECORDS, REPORTS, AND SEAL

SECTION 1. MAINTENANCE OF CORPORATE RECORDS

The corporation shall keep at its principal office in the State of California:

- (a) Minutes of all meetings of directors and committees of the board, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;
- (b) Adequate and correct books and records of accounts of its assets, liabilities, receipts, disbursements, gains, and losses.

SECTION 2. CORPORATE SEAL

The Board of Directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

SECTION 3. DIRECTORS' INSPECTION RIGHTS

Every director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation.

SECTION 4. RIGHT TO COPY AND MAKE EXTRACTS

Any inspection under the provisions of the article may be made in person or by agent or attorney and the right to inspection including the right to copy and make extracts.

SECTION 6. ANNUAL REPORT

The board shall cause an annual report to be furnished no later than one hundred and twenty (120) days after the close of the corporation's fiscal year to all directors of the corporation. The Annual Report shall contain the following information:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year;
- (d) The expenses or receipts of the corporation, for both general and restricted purposes, during the fiscal year;
- (e) Any information required by Section 7 of the Article.

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

SECTION 7. ANNUAL STATEMENT OF SPECIFIC TRANSACTIONS

This corporation shall mail or deliver to all directors a statement within one hundred and twenty (120) days after the close of its fiscal year, which briefly describes the amount and circumstances of any indemnification or transaction of the following kind:

- (a) Any transaction in which the corporation, or its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest;

- (b) Any director or officer of the corporation, or its parent or subsidiary (a mere common directorship shall not be considered a material financial interest); or
- (c) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

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

Similarly, the statement need only be provided with respect to indemnification or advances aggregating more than TEN THOUSAND DOLLARS (\$10,000) paid during the previous fiscal year to any director or officer.

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

ARTICLE 8

FISCAL YEAR

SECTION 1. FISCAL YEAR OF THE CORPORATION

The fiscal year of the corporation shall begin on the 1st of July and end on the 30th of June in each year.

ARTICLE 9

AMENDMENT OF BYLAWS

SECTION 1. AMENDMENT

Subject to any provision of law applicable to the amendment of Bylaws of public benefit nonprofit corporations, these Bylaws, or any of them, may be altered, amended, or repealed and new Bylaws adopted by the Board of Directors.

ARTICLE 10

AMENDMENT OF ARTICLES

SECTION 1. AMENDMENTS

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

SECTION 2. CERTAIN AMENDMENTS

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

ARTICLE 11

PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

SECTION 1. PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

No director, officer, employee, or other person connected with this corporation, or any private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the corporation, provided however, that this provision shall not prevent payment to any such person of reasonable compensation for services performed for the corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these Bylaws and is fixed by resolution of the Board of Directors; and no such person or persons shall be entitled to share in the distribution of, and shall not receive, any of the corporate assets on dissolution of the corporation. All members if any, of the corporation shall be deemed to have expressly consented and agreed that on such dissolution or winding up of affairs of the corporation, whether voluntarily or involuntarily, the assets of the corporation, after all debts have been satisfied, shall be distributed as required by the Articles of Incorporation of this corporation and not otherwise.

ARTICLE 12

MEMBERS

SECTION 1. DETERMINATION OF MEMBERS

This corporation makes no provisions for members, therefore, pursuant to Section 5310(b) of the Nonprofit Public Benefit Corporation Law of the State of California, any action which would otherwise, under law or the provisions of the Articles of Incorporation or Bylaws of this corporation, require approval by a majority of all members or approval by the members, shall only require the approval of the Board of Directors.

CERTIFICATE OF SECRETARY

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

Executed on _____ at _____, California.

Sylvia Thomas, Secretary

APPENDIX K

**ARTICLES OF
INCORPORATION**

1968441

FILED *JL*
In and for the State of California
Office of the Secretary of State

MAY 10 1996 -

Bill Jones
BILL JONES, Secretary of State

ARTICLES OF INCORPORATION
OF
AMERICAN INDIAN PUBLIC CHARTER SCHOOL, INC.
A CALIFORNIA PUBLIC BENEFIT CORPORATION

ONE: The name of this corporation is American Indian Public Charter School, Inc.

TWO: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable and public purposes. This corporation is organized exclusively for charitable and public purposes within the meaning 501(c)(3) of the Internal Revenue Code of 1954 or the corresponding provision of any future United States internal revenue law. The specific purposes for which this corporation is organized are to meet the academic, social, cultural and developmental needs of American Indian students, and all students, in an environment that respects the integrity of the individual student and diverse cultures and knowledge and which creates educational partnerships among teachers, students, parents, and the wider community consisting of individuals, businesses, institutions, and cultural organizations.

THREE: The name and address in the state of California of this corporation's initial agent for service of process is Ramona Wilson, 4012 Norton Avenue, Oakland, CA. 94602.

FOUR: (a) This corporation is organized and operated exclusively for public purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

(b) Notwithstanding any other provisions of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible

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under Section 170(c)(2) of the Internal Revenue Code.

(c) No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

FIVE: The names and addresses of the persons appointed to act as the initial Directors of this corporation are:

Name	Address
Ramona Wilson,	4012 Norton Avenue, Oakland, CA. 94602
Duane BigEagle,	P.O. Box 337, Tomales, CA. 94971
Bridget Wilson,	469 Jennifer Drive, San Pablo, CA. 94806
Millie Ketcheshawno,	850 Mendocino Avenue, Berkeley, CA. 94707
Richard Osborne,	116 Latham Street, Piedmont, CA. 94611

SIX: The property of this corporation is irrevocably dedicated to the purposes set forth in Article Two above, and no part of the net income or assets of the organization shall ever inure to the benefit of any private person.

On the dissolution or winding up of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable or educational purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

Date: 4-28-96


Ramona Wilson, Director


Duane BigEagle, Director

Bridget Wilson
Bridget Wilson, Director

Millie Ketcheshawno
Millie Ketcheshawno, Director

Richard Osborne
Richard Osborne, Director

We the above mentioned initial directors of this corporation,
hereby declare that we are the persons who executed the forgoing
Articles of Incorporation, which execution is our act and deed.

Simona Wilson
Simona Wilson, Director

Duane Big Eagle
Duane Big Eagle, Director

Bridget Wilson
Bridget Wilson, Director

Millie Ketcheshawno
Millie Ketcheshawno, Director

Richard Osborne
Richard Osborne, Director

APPENDIX L

CONFLICT OF INTEREST

AIM-Schools BOARD POLICIES

Conflict of Interest

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

Duty to Disclose:

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

Determining Whether a Conflict of Interest Exists:

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

Procedures for Addressing the Conflict of Interest:

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

The chairperson of the Governance Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement. After exercising due diligence, the AIM-Schools

Governance Board or committee shall determine the following: whether the corporation can obtain with reasonable efforts or a more advantageous transaction; or make arrangements from a person or entity that would not give rise to a conflict of interest.

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

Violations of the Conflicts of Interest Policy:

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

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

APPENDIX M

ENROLLMENT PROCESS

Enrollment Information Guide – 2012-2013

Who can apply to AIPCS II?

AIPCS II is nonsectarian in its programs, admissions policies, employment practices, and all other operations. We do not charge tuition. We do not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. We admit all California students who wish to enroll in grades 5 through 8 without regard to the residence of the pupil and subject only to the capacity of the school.

How do I apply?

1. AIPCS II will begin accepting registration forms on September 19, 2011.
2. AIPCS II admits all students who wish to attend the school, and who submit a completed registration form by January 13, 2012. If the school receives a greater number of registrations than there are spaces, each applicant will be given equal chance of admission through a random lottery process. If required, the public lottery will be held on January 28, 2012, at 8:00 a.m., at AIPCS II, 171 12th St, Oakland, CA.
3. All registration forms must be submitted to the school's office.
4. Incomplete registrations will not be processed.
5. When spaces become available after the deadline, students will be enrolled in the order their registrations were received.

Do you give preference to certain applicants?

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

How will I know if I was accepted to AIPCS II?

1. Notification of admission or of placement on the wait list will be mailed by February 15, 2012, to all students who submitted their completed applications by the deadline.
2. Notification of admission or of placement on the wait list will be mailed within 30 days to all students who submitted their completed applications after the deadline.

My child is on the wait list – now what?

1. Applicants will be placed on the waiting list in the order their completed registrations were received.
2. When space becomes available, we will attempt to reach the family at the phone numbers provided on the registration. We will also mail a letter to the home address provided on the form. If we are unable to contact you or there is no response to the letter, the space will be given to another student, and your child's name will be removed from the list.
3. Each year, the wait list is cleared. If your child remains interested in attending our school in a subsequent year, they must reapply.

APPENDIX N

SUSPENSION AND EXPULSION POLICY AND PROCEDURES

AIM-Schools Suspension and Expulsion Policy

All schools within the American Indian Model Schools (5th – 12th grades) will adhere to the following procedures with regard to student suspension and expulsion. Though California education code does allow the schools' administration a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, it also dictates that all schools operate within certain parameters. Those parameters are outlined in this document.

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

Administrative Intervention and Investigation of Pupil Offense

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

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

If a Zero-Tolerance Offense is Not Identified

The Site Administrator will determine if the student has committed a "zero-tolerance offense."

If a zero-tolerance offense is not identified, as a matter of policy, and where allowed by law, American Indian Model Schools consider suspension a punishment of last resort. We believe this was the intent of the Legislature when they wrote, "Suspension shall be imposed only when other means of correction fail to bring about proper conduct." Therefore, our schools will first consider other disciplinary avenues before suspending or expelling a student. Our schools will adhere to the following procedures to determine the best approach to ensuring proper student conduct:

1. The Site Administrators are afforded a great deal of discretion by the Legislature and by the Governance Board in determining appropriate punishments when a zero-tolerance offense is not identified. Regardless of the punishment, if a suspension-eligible offense is committed, written notification will be sent home to the student's parents or guardians. If the Site Administrator determines that suspension is not appropriate, the school's discipline

policy will be followed. This may or may not include community service on school grounds, as outlined in EC 48900.6.

2. If the Site Administrator determines that suspension is appropriate, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.
3. A school employee shall report the suspension of the pupil, including the cause therefore, to the Governance Board.
4. A parent conference will be scheduled to discuss the matter with the Site Administrator. Whenever practical the teacher or staff member who witnessed the offense will also be present. At this time, the administration and the parent or guardian will discuss the causes, duration, school policy involved, and any other matters pertinent to the suspension.
5. Any pupil who is suspended for five days or fewer must complete all assignments and tests missed during suspension within three school days of their return. Any pupil who is suspended for more than five days will have five school days to complete all assignments and tests missed during suspension. The administration has the authority to lengthen the amount of time a pupil has to make up his or her work, as deemed appropriate for a given situation.

If a Zero-Tolerance Offense is Identified

The Site Administrator will determine if the student has committed a "zero-tolerance offense." Such offenses are:

List 1

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

List 2

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

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

Important Miscellaneous Notes about Suspension and Expulsion

- a) For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the CDE, American Indian Model Schools will identify, by offense committed, in all appropriate records of a pupil each suspension or expulsion of that pupil for the commission of the offenses outlined in EC 48900.8.
- b) The Site Administrator will, when necessary according to EC 48902, make the appropriate notification to the local law enforcement agency.
- c) Whenever a situation arises that is not specifically addressed by these policies, California education code will be followed, as interpreted by the Site Administrator.
- d) American Indian Model Schools will notify the District within 30 days of all transfers, disciplinary or not. For all students who are expelled, the school will contact the District of residence to notify them of the terms of the expulsion.

Expulsion Procedures:

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

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

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

When the Administration May Recommend Expulsion

If a pupil has committed a suspension-eligible offense, then the Site Administrator has the authority to recommend expulsion. As a matter of policy, expulsion will be used as a tool of last resort for students whose conduct is so egregious that it is unlikely to be changed by any other means and whose behavior poses a threat to the safety of a member of the school community or significantly limits the ability of other students to effectively learn.

If a zero-tolerance offense from List 1 (see suspension procedures) has been committed, the Site Administrator shall recommend the expulsion of the pupil unless the Site Administrator finds that expulsion is inappropriate due to the particular circumstances. If a zero-tolerance offense from List 2 (see suspension procedures) has been committed, Site Administrator shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of the pupil.

The Governance Board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program meeting the requirements described in Section 48915.

Expulsion Hearings and Process

- a. The Site Administrator decides whether or not to recommend expulsion to the Governance Board.
- b. Within 30 school days of recommending expulsion, the Governance Board will hold a hearing to determine if it is appropriate to expel the pupil. The pupil may request, in writing, a postponement of no more than 30 calendar days. Any additional postponement may only be granted at the discretion of the Governance Board.
- c. Within 10 school days after the conclusion of the hearing, the Governance Board shall decide whether to expel the pupil, unless the pupil requests in writing that the decision be postponed.
- d. If compliance by the Governance Board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable, the Site Administrator may, for good cause, extend the time period for the holding of the expulsion hearing for an additional 5 school days.
- e. Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days prior to the date of the hearing and shall comply with subdivision (b) of EC 48918.
- f. The Governance Board shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the Governance Board may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.
- g. A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.
- h. Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely on in the conduct of serious affairs. A decision of the Governance Board to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated in Section 48900.
- i. The final action to expel a pupil shall be taken only by the Governance Board in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the superintendent of schools or his or her designee to the pupil or the pupil's parent or guardian. It will comply with subdivision (j) of EC 48918.
- j. The Governance Board shall maintain a record of each expulsion, including the cause therefore. Records of expulsions shall be a non-privileged, disclosable public record. The

expulsion order and the causes therefore shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

Suspending an Expulsion Order

- a. The Governance Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Governance Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.
- b. During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status. The Governance Board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts enumerated in Section 48900 or violates any of the district's rules and regulations governing pupil conduct. When the Governance Board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.
- c. Upon satisfactory completion of the rehabilitation assignment of a pupil, the Governance Board shall reinstate the pupil in a school of the District and may also order to expunge any or all records of the expulsion proceedings.

Readmission

- a. An expulsion order shall remain in effect until the Governance Board orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than those described in subdivision (c) of Section 48915, the Governance Board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the District or to the school the pupil last attended. For a pupil who has been expelled pursuant to subdivision (c) of Section 48915, the Governance Board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the District, except that the Governance Board may set an earlier date for readmission on a case-by-case basis.
- b. The Governance Board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.

- c. Any pupil who has been expelled and who seeks readmission, must submit a request to the Site Administrator in writing no more than 21 (but no less than 7) calendar days before the end of the term of the expulsion. In addition, the pupil must provide documentation that all conditions for rehabilitation set by the Governance Board have been met.
- d. Upon completion of the readmission process, the Governance Board shall readmit the pupil, unless the Governance Board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the school district. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.
- e. If the Governance Board denies the pupil's request for readmission, the Board shall provide written notice to the expelled pupil and the pupil's parent or guardian describing the reasons for denying the pupil re-admittance into the regular school district program.

Important Miscellaneous Notes about Suspension and Expulsion

- a. For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the CDE, American Indian Model Schools will identify, by offense committed, in all appropriate records of a pupil each suspension or expulsion of that pupil for the commission of the offenses outlined in EC 48900.8.
- b. The Site Administrator will, when necessary according to EC 48902, make the appropriate notification to the local law enforcement agency.
- c. Whenever a situation arises that is not specifically addressed by these policies, California educational code will be followed, as interpreted by the Site Administrator.
- d. American Indian Model Schools will notify the District within 30 days of all transfers, disciplinary or not. For all students who are expelled, the school will contact the District of residence to notify them of the terms of the expulsion.

Suspension and Expulsion Procedures:

According to EC 48900, a "pupil" – any student at American Indian Model Schools (5th – 12th grades) may not be suspended from school or recommended for expulsion unless the Site Administrator of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o) inclusive:

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of

Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stolen or attempted to steal school property or private property.
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

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

- (1) While on school grounds.**
- (2) While going to or coming from school.**
- (3) During the lunch period whether on or off the campus.**
- (4) During, or while going to or coming from, a school sponsored activity.**

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion. Except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim

suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a), above.

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

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

1. The pupil has committed sexual harassment as defined in Section 212.5. For the purposes described in Section 212.5, the conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
2. The pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.
3. The pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.
4. The pupil has made terroristic threats against school officials or school property, or both. For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

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

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the Governance Board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's nonschool hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the

recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action.

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

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

The Site Administrator shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

The Governance Board shall order a pupil expelled upon finding that the pupil committed one or more of the five acts listed above.

The Governance Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Governance Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

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

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

The Governance Board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts enumerated in Section 48900 or violates any

of the District's rules and regulations governing pupil conduct. When the Governance Board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.

Upon satisfactory completion of the rehabilitation assignment of a pupil, the Governance Board shall reinstate the pupil in a school of the District and may also order the expungement of any or all records of the expulsion proceedings.

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

APPENDIX O

BUDGET NARRATIVE

AMERICAN INDIAN PUBLIC CHARTER SCHOOL II BUDGET NARRATIVE

INTRODUCTION:

American Indian Public Charter School II (AIPCSII) statements includes a five-year (2012-2017) operating budget, funding model and categorical funding sources, staffing operating cost and 5 years of cashflow statements.

Financial Management:

The AIM schools board and Site Administrator will oversee the school's budget and cash flow. A&A Business Solutions (AABS) is a financial services business and will provide bookkeeping and required financial reporting. This approach has produced accurate financial statements in the past.

REVENUE SOURCES:

General Purpose Block Grant:

We used the Oakland Unified School District 2011/2012 General Purpose Block Grant Projections as a basis for AIPCS II projections. Because of the uncertainty of the California budget, we've calculated an estimated 6% decrease in the General Purpose Block Grant rate. A conservative estimate of 2% increase per year was used.

Categorical Block Grant Revenue:

We used the Oakland Unified School District 2011/2012 Categorical Block Grant Projections as a basis for AIPCS II projections. A conservative estimate of 2% increase per year was used.

Title Funding:

An estimated 80% of AIPCS II students will qualify for Free and Reduced Lunch. In 2011-2012, 83% of AIPCS II students qualified for Free and Reduced Lunch.

State Lottery Revenue:

We used the Oakland Unified School District 2011/2012 State Lottery Projections as a basis for AIPCS II projections. A conservative estimate of 2% increase per year was used.

After School Education and Safety (ASES) Program:

American Indian Public Charter School II will offer after-school tutoring throughout the school year. These sessions are run by certified teachers and comply with the guidelines for collecting the After School Education and Safety (ASES) Program funding. American Indian Public Charter School II provides a safe physical and emotional environment for relationship building and promotion of active student engagement in educational enrichment programs. The projected expenses are based on the ASES budget of \$150,000.

Supplemental:

Funding for supplemental is based on AIPCS II's proportionate share of the 2008-2009 California Department of Education budget for the remedial/retained program.

EIA:

An estimated 70% of AIPCS II enrollment will qualify for the Economic Impact Aid funding that includes economically disadvantaged students and English learners. In 2011-2012, 77% of AIPCS II students qualified for EIA.

Federal Facility Grant:

AIPCSII was granted a 3 year grant from the California School Finance Authority totaling \$353,232 or \$117,744 per year. The budget reflects the last payment of the three year grant to be in August 2012. AIPCSII will again apply for another 3 year grant beginning in 2013. If the school does not receive the Federal Facility Grant, the \$117,744 per year is replaced by the SB740 State Facility Grant.

State Facility Grant

The SB740 state facility funding is based on California Department of Education calculation of 75% of annual facility cost. Calculation of funding for the State Facility Grant in 2012-2013 is reduced by the amount that is provided by the Federal Facility Grant of \$19,624.00.

Deferred Revenue from prior year 2011-2012

AIPCS II estimated deferred funding of \$500,000 from prior year 2011-2012 is received in the months of July and August of 2012 and is reflected in the cashflow chart.

EXPENSES:

Staffing Plan:

The proposed AIPCS II staff in 2012-2013 will be composed of 24 full time teachers, 1 full time mandarin teacher, 3 full time PE teachers and 2 full time resource teachers. Student-teacher ratio will be 20:1, ensuring the highest level of attention to our students.

Salaries & Merit Pay:

We have used AIPCS II 2011/12 staffing as a basis for the cost projection and estimated a 4% COLA per year. Bonuses will be based on performance standards outlined in the employee contract.

Benefits:

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

Services & Other Operating Expenses:

AIPCS II expenses are based on costs from 2011/2012 for liability insurance, substitute teachers, staff bonus, field trips, student testing, staff development/conferences, utilities, payroll fees and copying/printing. Each year reflects a 4% increase. ASES expense is based on the projected afterschool budget. Special Education expense is projected at \$525.23 per ADA. Professional services rate of 2.8% charged on total revenue plus auditing and tax services.

Facilities:

Actual costs from 2011/2012 for AIPCS II were used to forecast facility expenses including lease, maintenance, janitorial and equipment rental. Maintenance budget is overestimated for any unexpected necessary repair and reflects a 20% increase each year.

Books and Supplies:

This expense is based on projections including one-time, initial purchase and replacement costs for office, cleaning and other supplies. Books are estimated at a cost of \$300 per student. School supplies are estimated at \$125 per student. Each year reflects a 4% increase.

APPENDIX P

**CASH FLOW AND
ASSUMPTIONS**

Table IV: AIPCSII Estimated Monthly Cash Flow and Expenditures 2012-13

* Estimated Beginning Balance 7/1/2012:	\$113,912.69		15.0%	0%	9%	9%	25%	6%	0%	12%	16%	0%	92.18%
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
STATE & LOCAL REVENUES													
General-Purpose Funding (State)	\$303,951.42	\$213,129.27	\$466,156.38	\$0.00	\$279,342.72	\$279,342.72	\$781,538.85	\$186,228.48	\$0.00	\$372,456.96	\$496,609.28	\$0.00	\$3,378,756.07
State Categorical	\$24,096.55	\$16,896.38			\$23,975.41	\$23,975.41	\$67,077.86	\$15,983.60	\$0.00	\$31,967.21	\$42,622.94	\$31,390.63	\$277,985.99
OUSD's 1% oversight fees												-\$33,702.01	-\$33,702.01
Lottery		\$17,212.24			\$20,913.51		\$20,913.51			\$20,913.51		\$20,913.51	\$100,866.27
State Facility Grant					\$113,145.91				\$113,145.91				\$226,291.82
EIA		\$10,814.00				\$49,349.30				\$49,349.30		\$49,349.30	\$158,861.90
ASES			\$97,500.00			\$37,500.00						\$15,000.00	\$150,000.00
Supplemental												\$35,000.00	\$35,000.00
Federal Reserves													
Title I - III									\$159,120.00				\$159,120.00
Federal Facility Grant	\$9,812.00	\$9,812.00											\$19,624.00
Total Revenues	\$337,859.97	\$267,863.89	\$563,656.38	\$0.00	\$437,377.54	\$390,167.42	\$869,530.21	\$202,212.08	\$272,265.91	\$474,686.97	\$539,232.22	\$117,951.42	\$4,472,804.02
EXPENDITURES													
Salaries & Benefits													
Site Administrator	\$6,250.00	\$6,250.00	\$6,250.00	\$6,250.00	\$6,250.00	\$6,250.00	\$6,250.00	\$6,250.00	\$6,250.00	\$6,250.00	\$6,250.00	\$6,250.00	\$75,000.00
Assistant Site Administrator	\$5,416.67	\$5,416.67	\$5,416.67	\$5,416.67	\$5,416.67	\$5,416.67	\$5,416.67	\$5,416.67	\$5,416.67	\$5,416.67	\$5,416.67	\$5,416.67	\$65,000.00
Administrative Assistant	\$8,666.67	\$8,666.67	\$8,666.67	\$8,666.67	\$8,666.67	\$8,666.67	\$8,666.67	\$8,666.67	\$8,666.67	\$8,666.67	\$8,666.67	\$8,666.67	\$104,000.00
Classroom Teachers	\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00	\$1,200,000.00
PE Teachers	\$14,583.33	\$14,583.33	\$14,583.33	\$14,583.33	\$14,583.33	\$14,583.33	\$14,583.33	\$14,583.33	\$14,583.33	\$14,583.33	\$14,583.33	\$14,583.33	\$175,000.00
Resource Teachers	\$8,333.33	\$8,333.33	\$8,333.33	\$8,333.33	\$8,333.33	\$8,333.33	\$8,333.33	\$8,333.33	\$8,333.33	\$8,333.33	\$8,333.33	\$8,333.33	\$100,000.00
Mandarin Teacher	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$50,000.00
Medicare	\$2,137.54	\$2,137.54	\$2,137.54	\$2,137.54	\$2,137.54	\$2,137.54	\$2,137.54	\$2,137.54	\$2,137.54	\$2,137.54	\$2,137.54	\$2,137.54	\$25,650.50
Health Insurance	\$8,375.00	\$8,375.00	\$8,375.00	\$8,375.00	\$8,375.00	\$8,375.00	\$8,375.00	\$8,375.00	\$8,375.00	\$8,375.00	\$8,375.00	\$8,375.00	\$100,500.00
Social Security	\$9,139.83	\$9,139.83	\$9,139.83	\$9,139.83	\$9,139.83	\$9,139.83	\$9,139.83	\$9,139.83	\$9,139.83	\$9,139.83	\$9,139.83	\$9,139.83	\$109,678.00
Other Retirement (CalPERS & Simple IRA)	\$4,221.01	\$4,221.01	\$4,221.01	\$4,221.01	\$4,221.01	\$4,221.01	\$4,221.01	\$4,221.01	\$4,221.01	\$4,221.01	\$4,221.01	\$4,221.01	\$50,652.12
Workers Comp	\$3,965.51	\$3,965.51	\$3,965.51	\$3,965.51	\$3,965.51	\$3,965.51	\$3,965.51	\$3,965.51	\$3,965.51	\$3,965.51	\$3,965.51	\$3,965.51	\$47,586.10
Unemployment Insurance	\$5,749.25	\$5,749.25	\$5,749.25	\$5,749.25	\$5,749.25	\$5,749.25	\$5,749.25	\$5,749.25	\$5,749.25	\$5,749.25	\$5,749.25	\$5,749.25	\$68,991.00
Service/Other Operating Costs													
Substitute Teachers	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$50,000.00
Academic Enrichment (ASES)	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$95,000.00
ASES Coordinator / Specialist	\$3,973.33	\$3,973.33	\$3,973.33	\$3,973.33	\$3,973.33	\$3,973.33	\$3,973.33	\$3,973.33	\$3,973.33	\$3,973.33	\$3,973.33	\$3,973.33	\$47,680.00
Insurance	\$3,666.67	\$3,666.67	\$3,666.67	\$3,666.67	\$3,666.67	\$3,666.67	\$3,666.67	\$3,666.67	\$3,666.67	\$3,666.67	\$3,666.67	\$3,666.67	\$44,000.00
Professional Services	\$10,369.22	\$10,369.22	\$10,369.22	\$10,369.22	\$10,369.22	\$10,369.22	\$10,369.22	\$10,369.22	\$10,369.22	\$10,369.22	\$10,369.22	\$10,369.22	\$124,430.64
Travel/Conference/Workshops	\$233.33	\$233.33	\$233.33	\$233.33	\$233.33	\$233.33	\$233.33	\$233.33	\$233.33	\$233.33	\$233.33	\$233.33	\$2,800.00
Dues / Testing fees	\$666.67	\$666.67	\$666.67	\$666.67	\$666.67	\$666.67	\$666.67	\$666.67	\$666.67	\$666.67	\$666.67	\$666.67	\$8,000.00
Payroll expense	\$291.67	\$291.67	\$291.67	\$291.67	\$291.67	\$291.67	\$291.67	\$291.67	\$291.67	\$291.67	\$291.67	\$291.67	\$3,500.00
Field Trips	\$1,250.00	\$1,250.00	\$1,250.00	\$1,250.00	\$1,250.00	\$1,250.00	\$1,250.00	\$1,250.00	\$1,250.00	\$1,250.00	\$1,250.00	\$1,250.00	\$15,000.00
Staff Development	\$2,166.67	\$2,166.67	\$2,166.67	\$2,166.67	\$2,166.67	\$2,166.67	\$2,166.67	\$2,166.67	\$2,166.67	\$2,166.67	\$2,166.67	\$2,166.67	\$26,000.00
Staff Bonus	\$1,250.00	\$1,250.00	\$1,250.00	\$1,250.00	\$1,250.00	\$1,250.00	\$1,250.00	\$1,250.00	\$1,250.00	\$1,250.00	\$1,250.00	\$1,250.00	\$15,000.00
PG&E	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$42,000.00
EBMUD	\$700.00	\$700.00	\$700.00	\$700.00	\$700.00	\$700.00	\$700.00	\$700.00	\$700.00	\$700.00	\$700.00	\$700.00	\$8,400.00
Waste Management	\$950.00	\$950.00	\$950.00	\$950.00	\$950.00	\$950.00	\$950.00	\$950.00	\$950.00	\$950.00	\$950.00	\$950.00	\$11,400.00
Telephone/internet	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$12,000.00
Sail Summer Math	\$31,500.00	\$31,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$31,500.00	\$31,500.00	\$126,000.00
Special Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$113,754.31	\$0.00	\$0.00	\$113,754.31	\$0.00	\$113,754.31	\$341,262.94
Facilities and Capital Outlay													
Facility Rent	\$27,323.98	\$27,323.98	\$27,323.98	\$27,323.98	\$27,323.98	\$27,323.98	\$27,323.98	\$27,323.98	\$27,323.98	\$27,323.98	\$27,323.98	\$27,323.98	\$327,887.76
Maintenance	\$3,750.00	\$3,750.00	\$3,750.00	\$3,750.00	\$3,750.00	\$3,750.00	\$3,750.00	\$3,750.00	\$3,750.00	\$3,750.00	\$3,750.00	\$3,750.00	\$45,000.00
Janitorial	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$60,000.00
Equipment rental	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$42,000.00
Books and Supplies													
School Supplies	\$7,516.25	\$7,516.25	\$7,516.25	\$7,516.25	\$7,516.25	\$7,516.25	\$7,516.25	\$7,516.25	\$7,516.25	\$7,516.25	\$7,516.25	\$7,516.25	\$90,195.00
Textbooks	\$9,075.00	\$9,075.00	\$9,075.00	\$9,075.00	\$9,075.00	\$9,075.00	\$9,075.00	\$9,075.00	\$9,075.00	\$9,075.00	\$9,075.00	\$9,075.00	\$108,900.00
Office Supplies	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$50,000.00
Total Expenditures	\$314,937.59	\$314,937.59	\$283,437.59	\$283,437.59	\$283,437.59	\$283,437.59	\$397,191.91	\$283,437.59	\$283,437.59	\$397,191.91	\$314,937.59	\$428,691.91	\$3,868,514.06
Reserve for Category	\$136,835.07	\$89,761.37	\$369,980.15	\$86,542.56	\$240,482.51	\$347,212.34	\$819,550.64	\$738,325.13	\$727,153.45	\$804,648.52	\$1,028,943.14	\$718,202.66	\$718,202.66
**Total Revenues	\$337,859.97	\$267,863.89	\$563,656.38	\$0.00	\$437,377.54	\$390,167.42	\$869,530.21	\$202,212.08	\$272,265.91	\$474,686.97	\$539,232.22	\$117,951.42	\$4,472,804.02

* Estimated Cash reserve of \$113,912.69 from prior 11/12 year is reflected on top of table shown as "beginning balance 7/1/2012".

** July and August payments reflect deferred state revenue balance from 2011/2012

Table IV: Estimated Monthly Cash Flow and Expenditures 2013-14

	5%	5%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%
*Estimated Beginning Balance 7/1/2013 is:	\$718,202.66												
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
STATE & LOCAL REVENUES													
General-Purpose Funding (State)	\$299,415.88	\$299,415.88	\$321,029.25	\$321,029.25	\$321,029.25	\$321,029.25	\$321,029.25	\$321,029.25	\$321,029.25	\$321,029.25	\$321,029.25	\$321,029.25	\$3,809,124.24
State Categorical	\$30,007.55	\$30,007.55	\$27,553.27	\$27,553.27	\$27,553.27	\$27,553.27	\$27,553.27	\$27,553.27	\$27,553.27	\$27,553.27	\$27,553.27	\$27,553.27	\$335,547.84
OUSD's 1% oversight fees													-\$38,731.39
Lottery					\$24,034.44			\$24,034.44		\$24,034.44		\$24,034.44	\$96,137.78
State Facility Grant					\$127,876.23				\$127,876.23				\$255,752.45
EIA						\$55,601.70				\$55,601.70			\$55,601.70
ASES		\$75,000.00											\$75,000.00
Supplemental												\$35,700.00	\$35,700.00
Federal Reserves													
Title I - III									\$179,280.00				\$179,280.00
Federal Facility Grant	\$0.00	\$0.00											\$0.00
Total Revenues	\$329,423.43	\$404,423.43	\$348,582.52	\$348,582.52	\$500,493.19	\$404,184.22	\$348,582.52	\$372,616.97	\$655,738.75	\$428,218.67	\$348,582.52	\$500,187.27	\$4,989,616.01
Salaries & Benefits													
Site Administrator	\$6,500.00	\$6,500.00	\$6,500.00	\$6,500.00	\$6,500.00	\$6,500.00	\$6,500.00	\$6,500.00	\$6,500.00	\$6,500.00	\$6,500.00	\$6,500.00	\$78,000.00
Assistant Site Administrator	\$5,633.33	\$5,633.33	\$5,633.33	\$5,633.33	\$5,633.33	\$5,633.33	\$5,633.33	\$5,633.33	\$5,633.33	\$5,633.33	\$5,633.33	\$5,633.33	\$67,600.00
Administrative Assistant	\$9,013.33	\$9,013.33	\$9,013.33	\$9,013.33	\$9,013.33	\$9,013.33	\$9,013.33	\$9,013.33	\$9,013.33	\$9,013.33	\$9,013.33	\$9,013.33	\$108,160.00
Classroom Teachers	\$117,000.00	\$117,000.00	\$117,000.00	\$117,000.00	\$117,000.00	\$117,000.00	\$117,000.00	\$117,000.00	\$117,000.00	\$117,000.00	\$117,000.00	\$117,000.00	\$1,404,000.00
PE Teachers	\$17,333.33	\$17,333.33	\$17,333.33	\$17,333.33	\$17,333.33	\$17,333.33	\$17,333.33	\$17,333.33	\$17,333.33	\$17,333.33	\$17,333.33	\$17,333.33	\$208,000.00
Resource Teachers	\$8,666.67	\$8,666.67	\$8,666.67	\$8,666.67	\$8,666.67	\$8,666.67	\$8,666.67	\$8,666.67	\$8,666.67	\$8,666.67	\$8,666.67	\$8,666.67	\$104,000.00
Mandarin Teacher	\$6,500.00	\$6,500.00	\$6,500.00	\$6,500.00	\$6,500.00	\$6,500.00	\$6,500.00	\$6,500.00	\$6,500.00	\$6,500.00	\$6,500.00	\$6,500.00	\$78,000.00
Medicare	\$2,474.38	\$2,474.38	\$2,474.38	\$2,474.38	\$2,474.38	\$2,474.38	\$2,474.38	\$2,474.38	\$2,474.38	\$2,474.38	\$2,474.38	\$2,474.38	\$29,692.52
Health Insurance	\$9,360.00	\$9,360.00	\$9,360.00	\$9,360.00	\$9,360.00	\$9,360.00	\$9,360.00	\$9,360.00	\$9,360.00	\$9,360.00	\$9,360.00	\$9,360.00	\$112,320.00
Social Security	\$10,580.09	\$10,580.09	\$10,580.09	\$10,580.09	\$10,580.09	\$10,580.09	\$10,580.09	\$10,580.09	\$10,580.09	\$10,580.09	\$10,580.09	\$10,580.09	\$126,961.12
Other Retirement (CalPERS & Simple IRA)	\$5,169.85	\$5,169.85	\$5,169.85	\$5,169.85	\$5,169.85	\$5,169.85	\$5,169.85	\$5,169.85	\$5,169.85	\$5,169.85	\$5,169.85	\$5,169.85	\$62,038.20
Workers Comp	\$4,590.40	\$4,590.40	\$4,590.40	\$4,590.40	\$4,590.40	\$4,590.40	\$4,590.40	\$4,590.40	\$4,590.40	\$4,590.40	\$4,590.40	\$4,590.40	\$55,084.74
Unemployment Insurance	\$6,655.22	\$6,655.22	\$6,655.22	\$6,655.22	\$6,655.22	\$6,655.22	\$6,655.22	\$6,655.22	\$6,655.22	\$6,655.22	\$6,655.22	\$6,655.22	\$79,862.64
Service/Other Operating Costs													
Substitute Teachers	\$4,333.33	\$4,333.33	\$4,333.33	\$4,333.33	\$4,333.33	\$4,333.33	\$4,333.33	\$4,333.33	\$4,333.33	\$4,333.33	\$4,333.33	\$4,333.33	\$52,000.00
Academic Enrichment (ASES)	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$95,000.00
ASES Coordinator / Specialist	\$4,132.27	\$4,132.27	\$4,132.27	\$4,132.27	\$4,132.27	\$4,132.27	\$4,132.27	\$4,132.27	\$4,132.27	\$4,132.27	\$4,132.27	\$4,132.27	\$49,587.20
Insurance/Liability/Property/WC	\$3,813.33	\$3,813.33	\$3,813.33	\$3,813.33	\$3,813.33	\$3,813.33	\$3,813.33	\$3,813.33	\$3,813.33	\$3,813.33	\$3,813.33	\$3,813.33	\$45,760.00
Professional Services	\$11,702.19	\$11,702.19	\$11,702.19	\$11,702.19	\$11,702.19	\$11,702.19	\$11,702.19	\$11,702.19	\$11,702.19	\$11,702.19	\$11,702.19	\$11,702.19	\$140,426.33
Travel/Conference/Workshops	\$242.67	\$242.67	\$242.67	\$242.67	\$242.67	\$242.67	\$242.67	\$242.67	\$242.67	\$242.67	\$242.67	\$242.67	\$2,912.00
Dues / Testing fees	\$693.33	\$693.33	\$693.33	\$693.33	\$693.33	\$693.33	\$693.33	\$693.33	\$693.33	\$693.33	\$693.33	\$693.33	\$8,320.00
Payroll expense	\$303.33	\$303.33	\$303.33	\$303.33	\$303.33	\$303.33	\$303.33	\$303.33	\$303.33	\$303.33	\$303.33	\$303.33	\$3,640.00
Field Trips	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$15,600.00
Staff Development	\$2,253.33	\$2,253.33	\$2,253.33	\$2,253.33	\$2,253.33	\$2,253.33	\$2,253.33	\$2,253.33	\$2,253.33	\$2,253.33	\$2,253.33	\$2,253.33	\$27,040.00
Staff Bonus	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$15,600.00
PG&E	\$3,640.00	\$3,640.00	\$3,640.00	\$3,640.00	\$3,640.00	\$3,640.00	\$3,640.00	\$3,640.00	\$3,640.00	\$3,640.00	\$3,640.00	\$3,640.00	\$43,680.00
EBMUD	\$728.00	\$728.00	\$728.00	\$728.00	\$728.00	\$728.00	\$728.00	\$728.00	\$728.00	\$728.00	\$728.00	\$728.00	\$8,736.00
Waste Management	\$988.00	\$988.00	\$988.00	\$988.00	\$988.00	\$988.00	\$988.00	\$988.00	\$988.00	\$988.00	\$988.00	\$988.00	\$11,856.00
Telephone/internet	\$1,040.00	\$1,040.00	\$1,040.00	\$1,040.00	\$1,040.00	\$1,040.00	\$1,040.00	\$1,040.00	\$1,040.00	\$1,040.00	\$1,040.00	\$1,040.00	\$12,480.00
Sail Summer Math	\$35,000.00	\$35,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$35,000.00	\$35,000.00	\$140,000.00
Special Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$128,166.62	\$0.00	\$0.00	\$128,166.62	\$0.00	\$128,166.62	\$384,499.87
Facilities and Capital Outlay													
Facility Rent	\$28,416.94	\$28,416.94	\$28,416.94	\$28,416.94	\$28,416.94	\$28,416.94	\$28,416.94	\$28,416.94	\$28,416.94	\$28,416.94	\$28,416.94	\$28,416.94	\$341,003.27
Maintenance	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$54,000.00
Janitorial	\$5,200.00	\$5,200.00	\$5,200.00	\$5,200.00	\$5,200.00	\$5,200.00	\$5,200.00	\$5,200.00	\$5,200.00	\$5,200.00	\$5,200.00	\$5,200.00	\$62,400.00
Equipment rental	\$3,920.00	\$3,920.00	\$3,920.00	\$3,920.00	\$3,920.00	\$3,920.00	\$3,920.00	\$3,920.00	\$3,920.00	\$3,920.00	\$3,920.00	\$3,920.00	\$47,040.00
Books and Supplies													
School Supplies	\$9,947.50	\$9,947.50	\$9,947.50	\$9,947.50	\$9,947.50	\$9,947.50	\$9,947.50	\$9,947.50	\$9,947.50	\$9,947.50	\$9,947.50	\$9,947.50	\$119,370.00
Textbooks	\$9,438.00	\$9,438.00	\$9,438.00	\$9,438.00	\$9,438.00	\$9,438.00	\$9,438.00	\$9,438.00	\$9,438.00	\$9,438.00	\$9,438.00	\$9,438.00	\$113,256.00
Office Supplies	\$4,333.33	\$4,333.33	\$4,333.33	\$4,333.33	\$4,333.33	\$4,333.33	\$4,333.33	\$4,333.33	\$4,333.33	\$4,333.33	\$4,333.33	\$4,333.33	\$52,000.00
Total Expenditures	\$354,618.84	\$354,618.84	\$319,618.84	\$319,618.84	\$319,618.84	\$319,618.84	\$447,785.46	\$319,618.84	\$319,618.84	\$447,785.46	\$354,618.84	\$482,785.46	\$4,359,925.90
Reserve for Category	\$693,007.25	\$742,811.85	\$771,775.53	\$800,739.22	\$981,613.58	\$1,066,178.96	\$966,976.02	\$1,019,974.15	\$1,356,094.07	\$1,336,527.27	\$1,330,490.96	\$1,347,892.77	\$1,347,892.77
**Total Revenues	\$329,423.43	\$404,423.43	\$348,582.52	\$348,582.52	\$500,493.19	\$404,184.22	\$348,582.52	\$372,616.97	\$655,738.75	\$428,218.67	\$348,582.52	\$500,187.27	\$4,989,616.01

* Estimated Cash reserve of \$718,202.66 from prior 12/13 year is reflected on top of table shown as "beginning balance 7/1/2013".

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

Table IV: Estimated Monthly Cash Flow and Expenditures 2014-15

	5%	5%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
*Estimated Beginning Balance 7/1/2014:	\$1,347,892.77												
STATE & LOCAL REVENUES													
General-Purpose Funding (State)	\$188,735.40	\$188,735.40	\$339,723.72	\$339,723.72	\$339,723.72	\$339,723.72	\$339,723.72	\$339,723.72	\$339,723.72	\$339,723.72	\$339,723.72	\$339,723.72	\$3,774,708.01
State Categorical	\$16,198.77	\$16,198.77	\$29,157.78	\$29,157.78	\$29,157.78	\$29,157.78	\$29,157.78	\$29,157.78	\$29,157.78	\$29,157.78	\$29,157.78	\$29,157.78	\$323,975.36
OUSD's 1% Oversight Fees													-\$40,986.83
Lottery					\$25,434.04			\$25,434.04		\$25,434.04			\$25,434.04
State Facility Grant					\$132,991.28				\$132,991.28				\$265,982.55
EIA						\$57,685.83				\$57,685.83			\$57,685.83
ASES				\$97,500.00			\$37,500.00						\$15,000.00
Supplemental												\$36,414.00	\$36,414.00
Federal Reserves													
Title I - III									\$189,720.00				\$189,720.00
Federal Facility Grant													
Total Revenues	\$204,934.17	\$204,934.17	\$368,881.50	\$466,381.50	\$527,306.82	\$426,567.34	\$406,381.50	\$394,315.54	\$691,592.78	\$452,001.38	\$368,881.50	\$462,428.54	\$4,974,606.75
Salaries & Benefits													
Site Administrator	\$6,760.00	\$6,760.00	\$6,760.00	\$6,760.00	\$6,760.00	\$6,760.00	\$6,760.00	\$6,760.00	\$6,760.00	\$6,760.00	\$6,760.00	\$6,760.00	\$81,120.00
Assistant Site Administrator	\$5,858.67	\$5,858.67	\$5,858.67	\$5,858.67	\$5,858.67	\$5,858.67	\$5,858.67	\$5,858.67	\$5,858.67	\$5,858.67	\$5,858.67	\$5,858.67	\$70,304.00
Administrative Assistant	\$9,373.87	\$9,373.87	\$9,373.87	\$9,373.87	\$9,373.87	\$9,373.87	\$9,373.87	\$9,373.87	\$9,373.87	\$9,373.87	\$9,373.87	\$9,373.87	\$112,486.40
Classroom Teachers	\$126,186.67	\$126,186.67	\$126,186.67	\$126,186.67	\$126,186.67	\$126,186.67	\$126,186.67	\$126,186.67	\$126,186.67	\$126,186.67	\$126,186.67	\$126,186.67	\$1,514,240.00
PE Teachers	\$18,026.67	\$18,026.67	\$18,026.67	\$18,026.67	\$18,026.67	\$18,026.67	\$18,026.67	\$18,026.67	\$18,026.67	\$18,026.67	\$18,026.67	\$18,026.67	\$216,320.00
Resource Teachers	\$11,266.67	\$11,266.67	\$11,266.67	\$11,266.67	\$11,266.67	\$11,266.67	\$11,266.67	\$11,266.67	\$11,266.67	\$11,266.67	\$11,266.67	\$11,266.67	\$135,200.00
Mandarin Teacher	\$7,886.67	\$7,886.67	\$7,886.67	\$7,886.67	\$7,886.67	\$7,886.67	\$7,886.67	\$7,886.67	\$7,886.67	\$7,886.67	\$7,886.67	\$7,886.67	\$94,640.00
Medicare	\$2,687.71	\$2,687.71	\$2,687.71	\$2,687.71	\$2,687.71	\$2,687.71	\$2,687.71	\$2,687.71	\$2,687.71	\$2,687.71	\$2,687.71	\$2,687.71	\$32,252.50
Health Insurance	\$10,004.80	\$10,004.80	\$10,004.80	\$10,004.80	\$10,004.80	\$10,004.80	\$10,004.80	\$10,004.80	\$10,004.80	\$10,004.80	\$10,004.80	\$10,004.80	\$120,057.60
Social Security	\$11,492.27	\$11,492.27	\$11,492.27	\$11,492.27	\$11,492.27	\$11,492.27	\$11,492.27	\$11,492.27	\$11,492.27	\$11,492.27	\$11,492.27	\$11,492.27	\$137,907.24
Other Retirement (CalPERS & Simple IRA)	\$5,466.78	\$5,466.78	\$5,466.78	\$5,466.78	\$5,466.78	\$5,466.78	\$5,466.78	\$5,466.78	\$5,466.78	\$5,466.78	\$5,466.78	\$5,466.78	\$65,601.33
Workers Comp	\$4,986.16	\$4,986.16	\$4,986.16	\$4,986.16	\$4,986.16	\$4,986.16	\$4,986.16	\$4,986.16	\$4,986.16	\$4,986.16	\$4,986.16	\$4,986.16	\$59,833.95
Unemployment Insurance	\$7,229.01	\$7,229.01	\$7,229.01	\$7,229.01	\$7,229.01	\$7,229.01	\$7,229.01	\$7,229.01	\$7,229.01	\$7,229.01	\$7,229.01	\$7,229.01	\$86,748.11
Service/Other Operating Costs													
Substitute Teachers	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$54,080.00
Academic Enrichment (ASES)	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$95,000.00
ASES Coordinator / Specialist	\$4,297.56	\$4,297.56	\$4,297.56	\$4,297.56	\$4,297.56	\$4,297.56	\$4,297.56	\$4,297.56	\$4,297.56	\$4,297.56	\$4,297.56	\$4,297.56	\$51,570.69
Insurance/Liability/Property/WC	\$3,965.87	\$3,965.87	\$3,965.87	\$3,965.87	\$3,965.87	\$3,965.87	\$3,965.87	\$3,965.87	\$3,965.87	\$3,965.87	\$3,965.87	\$3,965.87	\$47,590.40
Professional Services	\$12,328.48	\$12,328.48	\$12,328.48	\$12,328.48	\$12,328.48	\$12,328.48	\$12,328.48	\$12,328.48	\$12,328.48	\$12,328.48	\$12,328.48	\$12,328.48	\$147,941.79
Travel/Conference/Workshops	\$252.37	\$252.37	\$252.37	\$252.37	\$252.37	\$252.37	\$252.37	\$252.37	\$252.37	\$252.37	\$252.37	\$252.37	\$3,028.48
Dues / Testing fees	\$721.07	\$721.07	\$721.07	\$721.07	\$721.07	\$721.07	\$721.07	\$721.07	\$721.07	\$721.07	\$721.07	\$721.07	\$8,652.80
Payroll expense	\$315.47	\$315.47	\$315.47	\$315.47	\$315.47	\$315.47	\$315.47	\$315.47	\$315.47	\$315.47	\$315.47	\$315.47	\$3,785.60
Field Trips	\$1,352.00	\$1,352.00	\$1,352.00	\$1,352.00	\$1,352.00	\$1,352.00	\$1,352.00	\$1,352.00	\$1,352.00	\$1,352.00	\$1,352.00	\$1,352.00	\$16,224.00
Staff Development	\$2,343.47	\$2,343.47	\$2,343.47	\$2,343.47	\$2,343.47	\$2,343.47	\$2,343.47	\$2,343.47	\$2,343.47	\$2,343.47	\$2,343.47	\$2,343.47	\$28,121.60
Staff Bonus	\$1,352.00	\$1,352.00	\$1,352.00	\$1,352.00	\$1,352.00	\$1,352.00	\$1,352.00	\$1,352.00	\$1,352.00	\$1,352.00	\$1,352.00	\$1,352.00	\$16,224.00
PG&E	\$3,785.60	\$3,785.60	\$3,785.60	\$3,785.60	\$3,785.60	\$3,785.60	\$3,785.60	\$3,785.60	\$3,785.60	\$3,785.60	\$3,785.60	\$3,785.60	\$45,427.20
EBMUD	\$757.12	\$757.12	\$757.12	\$757.12	\$757.12	\$757.12	\$757.12	\$757.12	\$757.12	\$757.12	\$757.12	\$757.12	\$9,085.44
Waste Management	\$1,027.52	\$1,027.52	\$1,027.52	\$1,027.52	\$1,027.52	\$1,027.52	\$1,027.52	\$1,027.52	\$1,027.52	\$1,027.52	\$1,027.52	\$1,027.52	\$12,330.24
Telephone/internet	\$1,081.60	\$1,081.60	\$1,081.60	\$1,081.60	\$1,081.60	\$1,081.60	\$1,081.60	\$1,081.60	\$1,081.60	\$1,081.60	\$1,081.60	\$1,081.60	\$12,979.20
Sail Summer Math	\$38,500.00	\$38,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$38,500.00	\$38,500.00	\$38,500.00	\$154,000.00
Special Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$132,970.73	\$0.00	\$0.00	\$132,970.73	\$0.00	\$132,970.73	\$398,912.19
Facilities and Capital Outlay													
Facility Rent	\$29,553.62	\$29,553.62	\$29,553.62	\$29,553.62	\$29,553.62	\$29,553.62	\$29,553.62	\$29,553.62	\$29,553.62	\$29,553.62	\$29,553.62	\$29,553.62	\$354,643.40
Maintenance	\$5,400.00	\$5,400.00	\$5,400.00	\$5,400.00	\$5,400.00	\$5,400.00	\$5,400.00	\$5,400.00	\$5,400.00	\$5,400.00	\$5,400.00	\$5,400.00	\$64,800.00
Janitorial	\$5,408.00	\$5,408.00	\$5,408.00	\$5,408.00	\$5,408.00	\$5,408.00	\$5,408.00	\$5,408.00	\$5,408.00	\$5,408.00	\$5,408.00	\$5,408.00	\$64,896.00
Equipment rental	\$4,076.80	\$4,076.80	\$4,076.80	\$4,076.80	\$4,076.80	\$4,076.80	\$4,076.80	\$4,076.80	\$4,076.80	\$4,076.80	\$4,076.80	\$4,076.80	\$48,921.60
Books and Supplies													
School Supplies	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$123,570.00
Textbooks	\$9,815.52	\$9,815.52	\$9,815.52	\$9,815.52	\$9,815.52	\$9,815.52	\$9,815.52	\$9,815.52	\$9,815.52	\$9,815.52	\$9,815.52	\$9,815.52	\$117,786.24
Office Supplies	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$54,080.00
Total Expenditures	\$380,787.48	\$380,787.48	\$342,287.48	\$342,287.48	\$342,287.48	\$342,287.48	\$475,258.21	\$342,287.48	\$342,287.48	\$475,258.21	\$380,787.48	\$513,758.21	\$4,660,362.00
Reserve for Category	\$1,172,039.46	\$996,186.14	\$1,022,780.16	\$1,146,874.18	\$1,331,893.51	\$1,416,173.37	\$1,347,296.66	\$1,399,324.72	\$1,748,630.01	\$1,725,373.18	\$1,713,467.20	\$1,662,137.53	\$1,662,137.53
**Total Revenues	\$204,934.17	\$204,934.17	\$368,881.50	\$466,381.50	\$527,306.82	\$426,567.34	\$406,381.50	\$394,315.54	\$691,592.78	\$452,001.38	\$368,881.50	\$462,428.54	\$4,974,606.75

* Estimated Cash reserve of \$1,347,892.77 from prior 13/14 year is reflected on top of table shown as "beginning balance 7/1/2014".

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

Table IV: Estimated Monthly Cash Flow and Expenditures 2015-16

	5%	5%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%
*Beginning Balance 7/1/2014 is:	\$1,662,137.53												
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
STATE & LOCAL REVENUES													
General-Purpose Funding (State)	\$192,510.11	\$192,510.11	\$346,518.20	\$346,518.20	\$346,518.20	\$346,518.20	\$346,518.20	\$346,518.20	\$346,518.20	\$346,518.20	\$346,518.20	\$346,518.20	\$3,850,202.17
State Categorical	\$16,522.74	\$16,522.74	\$29,740.94	\$29,740.94	\$29,740.94	\$29,740.94	\$29,740.94	\$29,740.94	\$29,740.94	\$29,740.94	\$29,740.94	\$29,740.94	\$330,454.87
Subtotal: Less OUSD's 1% Oversight Fees													-\$41,806.57
Lottery					\$25,942.72			\$25,942.72			\$25,942.72		-\$41,806.57
State Facility Grant					\$138,310.93				\$138,310.93				\$276,621.85
EIA						\$57,685.83				\$57,685.83			\$115,371.66
ASES				\$97,500.00			\$37,500.00						\$135,000.00
Supplemental												\$36,414.00	\$36,414.00
Federal Reserves													
Title I - III									\$189,720.00				\$189,720.00
Federal Facility Grant													
Total Revenues	\$209,032.85	\$209,032.85	\$376,259.13	\$473,759.13	\$540,512.78	\$433,944.97	\$413,759.13	\$402,201.86	\$704,290.06	\$459,887.69	\$376,259.13	\$469,495.12	\$5,068,434.71
Salaries & Benefits													
Site Administrator	\$7,030.40	\$7,030.40	\$7,030.40	\$7,030.40	\$7,030.40	\$7,030.40	\$7,030.40	\$7,030.40	\$7,030.40	\$7,030.40	\$7,030.40	\$7,030.40	\$84,364.80
Asst. Site Admin	\$6,093.01	\$6,093.01	\$6,093.01	\$6,093.01	\$6,093.01	\$6,093.01	\$6,093.01	\$6,093.01	\$6,093.01	\$6,093.01	\$6,093.01	\$6,093.01	\$73,116.16
Administrative Assistant	\$9,748.82	\$9,748.82	\$9,748.82	\$9,748.82	\$9,748.82	\$9,748.82	\$9,748.82	\$9,748.82	\$9,748.82	\$9,748.82	\$9,748.82	\$9,748.82	\$116,985.86
Classroom Teachers	\$131,234.13	\$131,234.13	\$131,234.13	\$131,234.13	\$131,234.13	\$131,234.13	\$131,234.13	\$131,234.13	\$131,234.13	\$131,234.13	\$131,234.13	\$131,234.13	\$1,574,809.60
PE Teachers	\$18,747.73	\$18,747.73	\$18,747.73	\$18,747.73	\$18,747.73	\$18,747.73	\$18,747.73	\$18,747.73	\$18,747.73	\$18,747.73	\$18,747.73	\$18,747.73	\$224,972.80
Resource Teachers	\$11,717.33	\$11,717.33	\$11,717.33	\$11,717.33	\$11,717.33	\$11,717.33	\$11,717.33	\$11,717.33	\$11,717.33	\$11,717.33	\$11,717.33	\$11,717.33	\$140,608.00
Mandarin Teacher	\$8,202.13	\$8,202.13	\$8,202.13	\$8,202.13	\$8,202.13	\$8,202.13	\$8,202.13	\$8,202.13	\$8,202.13	\$8,202.13	\$8,202.13	\$8,202.13	\$98,425.60
Medicare	\$2,795.22	\$2,795.22	\$2,795.22	\$2,795.22	\$2,795.22	\$2,795.22	\$2,795.22	\$2,795.22	\$2,795.22	\$2,795.22	\$2,795.22	\$2,795.22	\$33,542.60
Health Insurance	\$10,404.99	\$10,404.99	\$10,404.99	\$10,404.99	\$10,404.99	\$10,404.99	\$10,404.99	\$10,404.99	\$10,404.99	\$10,404.99	\$10,404.99	\$10,404.99	\$124,859.90
Social Security	\$11,951.96	\$11,951.96	\$11,951.96	\$11,951.96	\$11,951.96	\$11,951.96	\$11,951.96	\$11,951.96	\$11,951.96	\$11,951.96	\$11,951.96	\$11,951.96	\$143,423.53
Other Retirement (CalPERS & Simple IRA)	\$5,685.45	\$5,685.45	\$5,685.45	\$5,685.45	\$5,685.45	\$5,685.45	\$5,685.45	\$5,685.45	\$5,685.45	\$5,685.45	\$5,685.45	\$5,685.45	\$68,225.39
Workers Comp	\$5,185.61	\$5,185.61	\$5,185.61	\$5,185.61	\$5,185.61	\$5,185.61	\$5,185.61	\$5,185.61	\$5,185.61	\$5,185.61	\$5,185.61	\$5,185.61	\$62,227.31
Unemployment Insurance	\$7,518.17	\$7,518.17	\$7,518.17	\$7,518.17	\$7,518.17	\$7,518.17	\$7,518.17	\$7,518.17	\$7,518.17	\$7,518.17	\$7,518.17	\$7,518.17	\$90,218.03
Service/Other Operating Costs													
Substitute Teachers	\$4,686.93	\$4,686.93	\$4,686.93	\$4,686.93	\$4,686.93	\$4,686.93	\$4,686.93	\$4,686.93	\$4,686.93	\$4,686.93	\$4,686.93	\$4,686.93	\$56,243.20
Academic Enrichment (ASES)	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$95,000.00
ASES Coordinator / Specialist	\$4,469.46	\$4,469.46	\$4,469.46	\$4,469.46	\$4,469.46	\$4,469.46	\$4,469.46	\$4,469.46	\$4,469.46	\$4,469.46	\$4,469.46	\$4,469.46	\$53,633.52
Insurance/Liability/Property/WC	\$4,124.50	\$4,124.50	\$4,124.50	\$4,124.50	\$4,124.50	\$4,124.50	\$4,124.50	\$4,124.50	\$4,124.50	\$4,124.50	\$4,124.50	\$4,124.50	\$49,494.02
Professional Services	\$12,606.25	\$12,606.25	\$12,606.25	\$12,606.25	\$12,606.25	\$12,606.25	\$12,606.25	\$12,606.25	\$12,606.25	\$12,606.25	\$12,606.25	\$12,606.25	\$151,275.04
Travel/Conference/Workshops	\$262.47	\$262.47	\$262.47	\$262.47	\$262.47	\$262.47	\$262.47	\$262.47	\$262.47	\$262.47	\$262.47	\$262.47	\$3,149.62
Dues / Testing fees	\$749.91	\$749.91	\$749.91	\$749.91	\$749.91	\$749.91	\$749.91	\$749.91	\$749.91	\$749.91	\$749.91	\$749.91	\$8,998.91
Payroll expense	\$328.09	\$328.09	\$328.09	\$328.09	\$328.09	\$328.09	\$328.09	\$328.09	\$328.09	\$328.09	\$328.09	\$328.09	\$3,937.02
Field Trips	\$1,406.08	\$1,406.08	\$1,406.08	\$1,406.08	\$1,406.08	\$1,406.08	\$1,406.08	\$1,406.08	\$1,406.08	\$1,406.08	\$1,406.08	\$1,406.08	\$16,872.96
Staff Development	\$2,437.21	\$2,437.21	\$2,437.21	\$2,437.21	\$2,437.21	\$2,437.21	\$2,437.21	\$2,437.21	\$2,437.21	\$2,437.21	\$2,437.21	\$2,437.21	\$29,246.46
Staff Bonus	\$1,406.08	\$1,406.08	\$1,406.08	\$1,406.08	\$1,406.08	\$1,406.08	\$1,406.08	\$1,406.08	\$1,406.08	\$1,406.08	\$1,406.08	\$1,406.08	\$16,872.96
PG&E	\$3,937.02	\$3,937.02	\$3,937.02	\$3,937.02	\$3,937.02	\$3,937.02	\$3,937.02	\$3,937.02	\$3,937.02	\$3,937.02	\$3,937.02	\$3,937.02	\$47,244.29
EBMUD	\$787.40	\$787.40	\$787.40	\$787.40	\$787.40	\$787.40	\$787.40	\$787.40	\$787.40	\$787.40	\$787.40	\$787.40	\$9,448.86
Waste Management	\$1,068.62	\$1,068.62	\$1,068.62	\$1,068.62	\$1,068.62	\$1,068.62	\$1,068.62	\$1,068.62	\$1,068.62	\$1,068.62	\$1,068.62	\$1,068.62	\$12,823.45
Telephone/Internet	\$1,124.86	\$1,124.86	\$1,124.86	\$1,124.86	\$1,124.86	\$1,124.86	\$1,124.86	\$1,124.86	\$1,124.86	\$1,124.86	\$1,124.86	\$1,124.86	\$13,498.37
Sail Summer Math	\$38,500.00	\$38,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$38,500.00	\$38,500.00	\$154,000.00
Special Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$132,970.73	\$0.00	\$0.00	\$132,970.73	\$0.00	\$132,970.73	\$398,912.19
Facilities and Capital Outlay													
Facility Rent	\$30,735.76	\$30,735.76	\$30,735.76	\$30,735.76	\$30,735.76	\$30,735.76	\$30,735.76	\$30,735.76	\$30,735.76	\$30,735.76	\$30,735.76	\$30,735.76	\$368,829.14
Maintenance	\$6,480.00	\$6,480.00	\$6,480.00	\$6,480.00	\$6,480.00	\$6,480.00	\$6,480.00	\$6,480.00	\$6,480.00	\$6,480.00	\$6,480.00	\$6,480.00	\$77,760.00
Janitorial	\$5,624.32	\$5,624.32	\$5,624.32	\$5,624.32	\$5,624.32	\$5,624.32	\$5,624.32	\$5,624.32	\$5,624.32	\$5,624.32	\$5,624.32	\$5,624.32	\$67,491.84
Equipment rental	\$4,239.87	\$4,239.87	\$4,239.87	\$4,239.87	\$4,239.87	\$4,239.87	\$4,239.87	\$4,239.87	\$4,239.87	\$4,239.87	\$4,239.87	\$4,239.87	\$50,878.46
Books and Supplies													
School Supplies	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$123,570.00
Textbooks	\$10,208.14	\$10,208.14	\$10,208.14	\$10,208.14	\$10,208.14	\$10,208.14	\$10,208.14	\$10,208.14	\$10,208.14	\$10,208.14	\$10,208.14	\$10,208.14	\$122,497.69
Office Supplies	\$4,686.93	\$4,686.93	\$4,686.93	\$4,686.93	\$4,686.93	\$4,686.93	\$4,686.93	\$4,686.93	\$4,686.93	\$4,686.93	\$4,686.93	\$4,686.93	\$56,243.20
Total Expenditures	\$394,399.05	\$394,399.05	\$355,899.05	\$355,899.05	\$355,899.05	\$355,899.05	\$488,869.78	\$355,899.05	\$355,899.05	\$488,869.78	\$394,399.05	\$527,369.78	\$4,823,700.77
*Reserve for Category	\$1,476,771.33	\$1,291,405.13	\$1,311,765.22	\$1,429,625.30	\$1,614,239.04	\$1,692,284.96	\$1,617,174.31	\$1,663,477.12	\$2,011,868.13	\$1,982,886.04	\$1,964,746.13	\$1,906,871.47	\$1,906,871.47
**Total Revenues	\$209,032.85	\$209,032.85	\$376,259.13	\$473,759.13	\$540,512.78	\$433,944.97	\$413,759.13	\$402,201.86	\$704,290.06	\$459,887.69	\$376,259.13	\$469,495.12	\$5,068,434.71

* Cash reserve of \$1,662,137.53 from prior 14/15 year is reflected on top of table shown as "beginning balance 7/1/2015".

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

Table IV: Estimated Monthly Cash Flow and Expenditures 2016-17

	5%	5%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%	Total
Beginning Balance 7/1/2015	\$1,906,871.47													
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	
STATE & LOCAL REVENUES														
General-Purpose Funding (State)	\$196,360.31	\$196,360.31	\$353,448.56	\$353,448.56	\$353,448.56	\$353,448.56	\$353,448.56	\$353,448.56	\$353,448.56	\$353,448.56	\$353,448.56	\$353,448.56	\$353,448.56	\$3,927,206.22
State Categorical	\$16,853.20	\$16,853.20	\$30,335.76	\$30,335.76	\$30,335.76	\$30,335.76	\$30,335.76	\$30,335.76	\$30,335.76	\$30,335.76	\$30,335.76	\$30,335.76	\$30,335.76	\$337,063.96
OUSD's 1% Oversight Fees														-\$42,642.70
Lottery					\$26,461.58			\$26,461.58		\$26,461.58		\$26,461.58		\$105,846.31
State Facility Grant					\$143,843.36				\$143,843.36					\$287,686.73
EIA						\$57,685.83				\$57,685.83				\$57,685.83
ASES				\$97,500.00			\$37,500.00							\$15,000.00
Supplemental													\$37,142.28	\$37,142.28
Federal Reserves														
Title I - III									\$189,720.00					\$189,720.00
Federal Facility Grant														
Total Revenues	\$213,213.51	\$213,213.51	\$383,784.32	\$481,284.32	\$554,089.26	\$441,470.15	\$421,284.32	\$410,245.89	\$717,347.68	\$467,931.73	\$383,784.32	\$477,431.30	\$5,165,080.29	
Salaries & Benefits														
Site Administrator	\$7,311.62	\$7,311.62	\$7,311.62	\$7,311.62	\$7,311.62	\$7,311.62	\$7,311.62	\$7,311.62	\$7,311.62	\$7,311.62	\$7,311.62	\$7,311.62	\$7,311.62	\$87,739.39
Asst. Site Admin	\$6,336.73	\$6,336.73	\$6,336.73	\$6,336.73	\$6,336.73	\$6,336.73	\$6,336.73	\$6,336.73	\$6,336.73	\$6,336.73	\$6,336.73	\$6,336.73	\$6,336.73	\$76,040.81
Administrative Assistant	\$10,138.77	\$10,138.77	\$10,138.77	\$10,138.77	\$10,138.77	\$10,138.77	\$10,138.77	\$10,138.77	\$10,138.77	\$10,138.77	\$10,138.77	\$10,138.77	\$10,138.77	\$121,665.29
Classroom Teachers	\$136,483.50	\$136,483.50	\$136,483.50	\$136,483.50	\$136,483.50	\$136,483.50	\$136,483.50	\$136,483.50	\$136,483.50	\$136,483.50	\$136,483.50	\$136,483.50	\$136,483.50	\$1,637,801.98
PE Teachers	\$19,497.64	\$19,497.64	\$19,497.64	\$19,497.64	\$19,497.64	\$19,497.64	\$19,497.64	\$19,497.64	\$19,497.64	\$19,497.64	\$19,497.64	\$19,497.64	\$19,497.64	\$233,971.71
Resource Teachers	\$13,404.63	\$13,404.63	\$13,404.63	\$13,404.63	\$13,404.63	\$13,404.63	\$13,404.63	\$13,404.63	\$13,404.63	\$13,404.63	\$13,404.63	\$13,404.63	\$13,404.63	\$160,855.55
Mandarin Teacher	\$8,530.22	\$8,530.22	\$8,530.22	\$8,530.22	\$8,530.22	\$8,530.22	\$8,530.22	\$8,530.22	\$8,530.22	\$8,530.22	\$8,530.22	\$8,530.22	\$8,530.22	\$102,362.62
Medicare	\$2,924.70	\$2,924.70	\$2,924.70	\$2,924.70	\$2,924.70	\$2,924.70	\$2,924.70	\$2,924.70	\$2,924.70	\$2,924.70	\$2,924.70	\$2,924.70	\$2,924.70	\$35,096.34
Health Insurance	\$10,821.19	\$10,821.19	\$10,821.19	\$10,821.19	\$10,821.19	\$10,821.19	\$10,821.19	\$10,821.19	\$10,821.19	\$10,821.19	\$10,821.19	\$10,821.19	\$10,821.19	\$129,854.30
Social Security	\$12,505.59	\$12,505.59	\$12,505.59	\$12,505.59	\$12,505.59	\$12,505.59	\$12,505.59	\$12,505.59	\$12,505.59	\$12,505.59	\$12,505.59	\$12,505.59	\$12,505.59	\$150,067.12
Other Retirement (CalPERS & Simple IRA)	\$5,912.87	\$5,912.87	\$5,912.87	\$5,912.87	\$5,912.87	\$5,912.87	\$5,912.87	\$5,912.87	\$5,912.87	\$5,912.87	\$5,912.87	\$5,912.87	\$5,912.87	\$70,954.40
Workers Comp	\$5,425.81	\$5,425.81	\$5,425.81	\$5,425.81	\$5,425.81	\$5,425.81	\$5,425.81	\$5,425.81	\$5,425.81	\$5,425.81	\$5,425.81	\$5,425.81	\$5,425.81	\$65,109.77
Unemployment Insurance	\$7,866.42	\$7,866.42	\$7,866.42	\$7,866.42	\$7,866.42	\$7,866.42	\$7,866.42	\$7,866.42	\$7,866.42	\$7,866.42	\$7,866.42	\$7,866.42	\$7,866.42	\$94,397.06
Service/Other Operating Costs														
Substitute Teachers	\$4,874.41	\$4,874.41	\$4,874.41	\$4,874.41	\$4,874.41	\$4,874.41	\$4,874.41	\$4,874.41	\$4,874.41	\$4,874.41	\$4,874.41	\$4,874.41	\$4,874.41	\$58,492.93
Academic Enrichment (ASES)	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$7,916.67	\$95,000.00
ASES Coordinator / Specialist	\$4,648.24	\$4,648.24	\$4,648.24	\$4,648.24	\$4,648.24	\$4,648.24	\$4,648.24	\$4,648.24	\$4,648.24	\$4,648.24	\$4,648.24	\$4,648.24	\$4,648.24	\$55,778.86
Insurance/Liability/Property/WC	\$4,289.48	\$4,289.48	\$4,289.48	\$4,289.48	\$4,289.48	\$4,289.48	\$4,289.48	\$4,289.48	\$4,289.48	\$4,289.48	\$4,289.48	\$4,289.48	\$4,289.48	\$51,473.78
Professional Services	\$12,748.43	\$12,748.43	\$12,748.43	\$12,748.43	\$12,748.43	\$12,748.43	\$12,748.43	\$12,748.43	\$12,748.43	\$12,748.43	\$12,748.43	\$12,748.43	\$12,748.43	\$152,981.11
Travel/Conference/Workshops	\$272.97	\$272.97	\$272.97	\$272.97	\$272.97	\$272.97	\$272.97	\$272.97	\$272.97	\$272.97	\$272.97	\$272.97	\$272.97	\$3,275.60
Dues / Testing fees	\$779.91	\$779.91	\$779.91	\$779.91	\$779.91	\$779.91	\$779.91	\$779.91	\$779.91	\$779.91	\$779.91	\$779.91	\$779.91	\$9,358.87
Payroll expense	\$341.21	\$341.21	\$341.21	\$341.21	\$341.21	\$341.21	\$341.21	\$341.21	\$341.21	\$341.21	\$341.21	\$341.21	\$341.21	\$4,094.50
Field Trips	\$1,462.32	\$1,462.32	\$1,462.32	\$1,462.32	\$1,462.32	\$1,462.32	\$1,462.32	\$1,462.32	\$1,462.32	\$1,462.32	\$1,462.32	\$1,462.32	\$1,462.32	\$17,547.88
Staff Development	\$2,534.69	\$2,534.69	\$2,534.69	\$2,534.69	\$2,534.69	\$2,534.69	\$2,534.69	\$2,534.69	\$2,534.69	\$2,534.69	\$2,534.69	\$2,534.69	\$2,534.69	\$30,416.32
Staff Bonus	\$1,462.32	\$1,462.32	\$1,462.32	\$1,462.32	\$1,462.32	\$1,462.32	\$1,462.32	\$1,462.32	\$1,462.32	\$1,462.32	\$1,462.32	\$1,462.32	\$1,462.32	\$17,547.88
PG&E	\$4,094.50	\$4,094.50	\$4,094.50	\$4,094.50	\$4,094.50	\$4,094.50	\$4,094.50	\$4,094.50	\$4,094.50	\$4,094.50	\$4,094.50	\$4,094.50	\$4,094.50	\$49,134.06
EBMUD	\$818.90	\$818.90	\$818.90	\$818.90	\$818.90	\$818.90	\$818.90	\$818.90	\$818.90	\$818.90	\$818.90	\$818.90	\$818.90	\$9,826.81
Waste Management	\$1,111.37	\$1,111.37	\$1,111.37	\$1,111.37	\$1,111.37	\$1,111.37	\$1,111.37	\$1,111.37	\$1,111.37	\$1,111.37	\$1,111.37	\$1,111.37	\$1,111.37	\$13,336.39
Telephone/Internet	\$1,169.86	\$1,169.86	\$1,169.86	\$1,169.86	\$1,169.86	\$1,169.86	\$1,169.86	\$1,169.86	\$1,169.86	\$1,169.86	\$1,169.86	\$1,169.86	\$1,169.86	\$14,038.30
Sail Summer Math	\$42,000.00	\$42,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$42,000.00	\$0.00	\$0.00	\$168,000.00
Special Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$132,970.73	\$0.00	\$0.00	\$132,970.73	\$0.00	\$0.00	\$132,970.73	\$398,912.19
Facilities and Capital Outlay														
Facility Rent	\$31,965.19	\$31,965.19	\$31,965.19	\$31,965.19	\$31,965.19	\$31,965.19	\$31,965.19	\$31,965.19	\$31,965.19	\$31,965.19	\$31,965.19	\$31,965.19	\$31,965.19	\$383,582.30
Maintenance	\$7,776.00	\$7,776.00	\$7,776.00	\$7,776.00	\$7,776.00	\$7,776.00	\$7,776.00	\$7,776.00	\$7,776.00	\$7,776.00	\$7,776.00	\$7,776.00	\$7,776.00	\$93,312.00
Janitorial	\$5,849.29	\$5,849.29	\$5,849.29	\$5,849.29	\$5,849.29	\$5,849.29	\$5,849.29	\$5,849.29	\$5,849.29	\$5,849.29	\$5,849.29	\$5,849.29	\$5,849.29	\$70,191.51
Equipment rental	\$4,409.47	\$4,409.47	\$4,409.47	\$4,409.47	\$4,409.47	\$4,409.47	\$4,409.47	\$4,409.47	\$4,409.47	\$4,409.47	\$4,409.47	\$4,409.47	\$4,409.47	\$52,913.60
Books and Supplies														
School Supplies	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$10,297.50	\$123,570.00
Textbooks	\$10,616.47	\$10,616.47	\$10,616.47	\$10,616.47	\$10,616.47	\$10,616.47	\$10,616.47	\$10,616.47	\$10,616.47	\$10,616.47	\$10,616.47	\$10,616.47	\$10,616.47	\$127,397.60
Office Supplies	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$4,506.67	\$54,080.00
Total Expenditures	\$413,105.55	\$413,105.55	\$371,105.55	\$371,105.55	\$371,105.55	\$371,105.55	\$504,076.28	\$371,105.55	\$371,105.55	\$504,076.28	\$413,105.55	\$546,076.28	\$5,020,178.83	
*Reserve for Category	\$1,706,979.42	\$1,507,087.38	\$1,519,766.14	\$1,629,944.90	\$1,812,928.61	\$1,883,293.20	\$1,800,501.23	\$1,839,641.57	\$2,185,883.70	\$2,149,739.14	\$2,120,417.91	\$2,051,772.93	\$2,051,772.93	
**Total Revenues	\$213,213.51	\$213,213.51	\$383,784.32	\$481,284.32	\$554,089.26	\$441,470.15	\$421,284.32	\$410,245.89	\$717,347.68	\$467,931.73	\$383,784.32	\$477,431.30	\$5,165,080.29	

* Cash reserve of \$1,906,871.47 from prior 15/16 year is reflected on top of table shown as "beginning balance 7/1/2016".

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

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

Assumptions	K-3	4-6	7-8	Totals
Enrollment	104	335	224	663
Percent students who attend on average day	98%	98%	98%	
Estimated Average Daily Attendance (ADA)	101.9	328.3	219.5	649.74
General Purpose Block grant	\$4,777.00	\$4,777.00	\$4,777.00	
Categorical block grant	\$410.00	\$410.00	\$410.00	
Total Rate Apportionment per ADA	\$5,187.00	\$5,187.00	\$5,187.00	
Total Apportionment (rate X ADA)	\$528,659.04	\$1,702,892.10	\$1,138,650.24	\$3,370,201.38
Less OUSD's 1% Oversight Fees				\$3,336,499.37
Lottery Revenue per ADA	\$128.75	\$128.75	\$128.75	
Total Rate Lottery Apportionment per ADA	\$13,122.20	\$42,268.63	\$28,263.20	\$83,654.03
Total Apportionment (rate X ADA)				\$3,420,153.39
Other State Revenues				
Supplemental				\$35,000.00
EIA (70% of students @ \$319)				\$148,047.90
ASES				\$150,000.00
Title I-IV				\$159,120.00
Facility Grant Federal				\$19,624.00
Facility State Grant				\$226,291.82
Subtotal				\$738,083.72
Total All Revenues				\$4,158,237.11

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

Assumptions								
Site Administrator	1							
Assistant Site Administrator	1							
Classroom Teachers	24							
Administrative Assistant	2							
PE Teachers	3.5							
Resource Teachers	2							
Mandarin Teacher	1							
Average Teacher Salary	\$50,000.00							
Average PE Teacher Salary	\$50,000.00							
Average Resource Teacher Salary	\$50,000.00							
Health Insurance (per employee)	\$3,000.00							
Dental Insurance	-							
Vision Insurance	-							
Social Security	6.20%							
Calper	0.10923							
Simple IRA	2.00%							
Medicare	1.45%							
Workers Comp	2.690%							
Unemployment insurance	3.90%							
Substitute(s)	\$50,000.00							
Salary and Benefits Costs								
Base Salary	\$75,000.00	\$65,000.00	\$104,000.00	\$1,200,000.00	\$175,000.00	\$100,000.00	\$50,000.00	\$1,769,000.00
Bonus Salary								
Health	\$3,000.00	\$3,000.00	\$3,000.00	\$72,000.00	\$10,500.00	\$6,000.00	\$3,000.00	\$100,500.00
Dental								
Vision								
Social Security	\$4,650.00	\$4,030.00	\$6,448.00	\$74,400.00	\$10,850.00	\$6,200.00	\$3,100.00	\$109,678.00
Other Retirement	\$8,192.25	\$7,099.95	\$11,359.92	\$24,000.00				\$50,652.12
Medicare	\$1,087.50	\$942.50	\$1,508.00	\$17,400.00	\$2,537.50	\$1,450.00	\$725.00	\$25,650.50
Workers Comp	\$2,017.50	\$1,748.50	\$2,797.60	\$32,280.00	\$4,707.50	\$2,690.00	\$1,345.00	\$47,586.10
Unemployment insurance	\$2,925.00	\$2,535.00	\$4,056.00	\$46,800.00	\$6,825.00	\$3,900.00	\$1,950.00	\$68,991.00
Totals	\$96,872.25	\$84,355.95	\$133,169.52	\$1,466,880.00	\$210,420.00	\$120,240.00	\$60,120.00	\$2,172,057.72

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

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

Assumptions	K-3	4-6	7-8	Totals
Enrollment	104	363	280	747
Percent students who attend on average day	98%	98%	98%	
Estimated Average Daily Attendance (ADA)	101.9	355.7	274.4	732.06
General Purpose Block grant	\$4,872.54	\$4,872.54	\$4,872.54	
Categorical block grant	\$418.20	\$418.20	\$418.20	
Total Rate Apportionment per ADA	\$5,290.74	\$5,290.74	\$5,290.74	
Total Apportionment (rate X ADA)	\$539,232.22	\$1,882,127.85	\$1,451,779.06	\$3,873,139.12
Less OUSD's 1% Oversight Fees				\$3,834,407.73
Lottery Revenue per ADA	\$131.33	\$131.33	\$131.33	
Total Rate Lottery Apportionment per ADA	\$13,384.64	\$46,717.56	\$36,035.58	\$96,137.78
Total Apportionment (rate X ADA)				\$3,930,545.51
Other State Revenues				
Supplemental				\$35,700.00
EIA (70% of students @ \$319)				\$166,805.10
ASES				\$150,000.00
Title I-IV				\$179,280.00
Facility Grant Federal				\$0.00
Facility State Grant				\$255,752.45
Subtotal				\$787,537.55
Total All Revenues				\$4,718,083.07

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

Assumptions								
Site Administrator	1							
Assistant Site Administrator	1							
Administrative Assistant	2							
Classroom Teachers	27							
PE Teachers	4							
Resource Teachers	2							
Mandarin Teacher	1.5							
Average Teacher Salary	\$52,000.00							
Average PE Teacher Salary	\$52,000.00							
Average Resource Teacher Salary	\$52,000.00							
Health Insurance (per employee)	\$3,120.00							
Dental Insurance	-							
Vision Insurance	-							
Social Security	6.20%							
Calper	0.10923							
Simple IRA	2.00%							
Medicare	1.45%							
Workers Comp	2.690%							
Unemployment insurance	3.90%							
Substitute(s)	\$52,000.00							
Salary and Benefits Costs								
	Site Administrator	Asst. Site Admin	Admin. Asst.	Teachers	PE Teachers	Resource Teachers	Mandarin Teacher	Totals
Base Salary	\$78,000.00	\$67,600.00	\$108,160.00	\$1,404,000.00	\$208,000.00	\$104,000.00	\$78,000.00	\$2,047,760.00
Bonus Salary								
Health	\$3,120.00	\$3,120.00	\$3,120.00	\$84,240.00	\$9,360.00	\$6,240.00	\$3,120.00	\$112,320.00
Dental								
Vision								
Social Security	\$4,836.00	\$4,191.20	\$6,705.92	\$87,048.00	\$12,896.00	\$6,448.00	\$4,836.00	\$126,961.12
Other Retirement	\$8,519.94	\$7,383.95	\$11,814.32	\$28,080.00	\$3,120.00	\$2,080.00	\$1,040.00	\$62,038.20
Medicare	\$1,131.00	\$980.20	\$1,568.32	\$20,358.00	\$3,016.00	\$1,508.00	\$1,131.00	\$29,692.52
Workers Comp	\$2,098.20	\$1,818.44	\$2,909.50	\$37,767.60	\$5,595.20	\$2,797.60	\$2,098.20	\$55,084.74
Unemployment insurance	\$3,042.00	\$2,636.40	\$4,218.24	\$54,756.00	\$8,112.00	\$4,056.00	\$3,042.00	\$79,862.64
Totals	\$100,747.14	\$87,730.19	\$138,496.30	\$1,716,249.60	\$250,099.20	\$127,129.60	\$93,267.20	\$2,513,719.23

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

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

Assumptions	K-3	4-6	7-8	Totals
Enrollment	104	363	308	775
Percent students who attend on average day	98%	98%	98%	
Estimated Average Daily Attendance (ADA)	101.9	355.7	301.8	759.5
General Purpose Block grant	\$4,969.99	\$4,969.99	\$4,969.99	
Categorical block grant	\$426.56	\$426.56	\$426.56	
Total Rate Apportionment per ADA	\$5,396.55	\$5,396.55	\$5,396.55	
Total Apportionment (rate X ADA)	\$550,016.87	\$1,919,770.40	\$1,628,896.10	\$4,098,683.37
Less OUSD's 1% Oversight Fees				\$4,057,696.54
Lottery Revenue per ADA	\$133.95	\$133.95	\$133.95	
Total Rate Lottery Apportionment per ADA	\$13,652.34	\$47,651.91	\$40,431.92	\$101,736.16
Total Apportionment (rate X ADA)				\$4,159,432.70
Other State Revenues				
Supplemental				\$36,414.00
EIA (70% of students @ \$319)				\$173,057.50
ASES				\$150,000.00
Title I-IV				\$189,720.00
Facility Grant Federal				\$0.00
Facility State Grant				\$265,982.55
Subtotal				\$815,174.05
Total All Revenues				\$4,974,606.75

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

Assumptions								
Site Administrator	1							
Assistant Site Administrator	1							
Administrative Assistant	2							
Classroom Teachers	28							
PE Teachers	4							
Resource Teachers	2.5							
Mandarin Teacher	1.75							
Average Teacher Salary	\$54,080.00							
Average PE Teacher Salary	\$54,080.00							
Average Resource Teacher Salary	\$54,080.00							
Health Insurance (per employee)	\$3,244.80							
Dental Insurance	-							
Vision Insurance	-							
Social Security	6.20%							
Calper	0.10923							
Simple IRA	2.00%							
Medicare	1.45%							
Workers Comp	2.690%							
Unemployment insurance	3.90%							
Substitute(s)	\$54,080.00							
Salary and Benefits Costs								
	Site Administrator	Asst. Site Admin	Admin. Asst.	Teachers	PE Teachers	Resource Teachers	Mandarin Teacher	Totals
Base Salary	\$81,120.00	\$70,304.00	\$112,486.40	\$1,514,240.00	\$216,320.00	\$135,200.00	\$94,640.00	\$2,224,310.40
Bonus Salary								
Health	\$3,244.80	\$3,244.80	\$3,244.80	\$90,854.40	\$9,734.40	\$6,489.60	\$3,244.80	\$120,057.60
Dental								
Vision								
Social Security	\$5,029.44	\$4,358.85	\$6,974.16	\$93,882.88	\$13,411.84	\$8,382.40	\$5,867.68	\$137,907.24
Other Retirement	\$8,860.74	\$7,679.31	\$12,286.89	\$30,284.80	\$3,244.80	\$2,163.20	\$1,081.60	\$65,601.33
Medicare	\$1,176.24	\$1,019.41	\$1,631.05	\$21,956.48	\$3,136.64	\$1,960.40	\$1,372.28	\$32,252.50
Workers Comp	\$2,182.13	\$1,891.18	\$3,025.88	\$40,733.06	\$5,819.01	\$3,636.88	\$2,545.82	\$59,833.95
Unemployment insurance	\$3,163.68	\$2,741.86	\$4,386.97	\$59,055.36	\$8,436.48	\$5,272.80	\$3,690.96	\$86,748.11
Totals	\$104,777.03	\$91,239.40	\$144,036.15	\$1,851,006.98	\$260,103.17	\$163,105.28	\$112,443.14	\$2,726,711.13

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

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

Assumptions	K-3	4-6	7-8	Totals
Enrollment	104	363	308	775
Percent students who attend on average day	98%	98%	98%	
Estimated Average Daily Attendance (ADA)	101.9	355.7	301.8	759.5
General Purpose Block grant	\$5,069.39	\$5,069.39	\$5,069.39	
Categorical block grant	\$435.10	\$435.10	\$435.10	
Total Rate Apportionment per ADA	\$5,504.49	\$5,504.49	\$5,504.49	
Total Apportionment (rate X ADA)	\$561,017.20	\$1,958,165.81	\$1,661,474.02	\$4,180,657.04
Less OUSD's 1% Oversight Fees				\$4,138,850.47
Lottery Revenue per ADA	\$136.63	\$136.63	\$136.63	
Total Rate Lottery Apportionment per ADA	\$13,925.38	\$48,604.94	\$41,240.56	\$103,770.89
Total Apportionment (rate X ADA)				\$4,242,621.36
Other State Revenues				
Supplemental				\$36,414.00
EIA (70% of students @ \$319)				\$173,057.50
ASES				\$150,000.00
Title I-IV				\$189,720.00
Facility Grant Federal				\$0.00
Facility State Grant				\$276,621.85
Subtotal				\$825,813.35
Total All Revenues				\$5,068,434.71

**Table II: AIPCSII-AIM Estimated Staffing Operating Cost (In detail)
2015-2016**

Assumptions								
Site Administrator	1							
Assistant Site Administrator	1							
Administrative Assistant	2							
Classroom Teachers	28							
PE Teachers	4							
Resource Teachers	2.5							
Mandarin Teacher	1.75							
Average Teacher Salary	\$56,243.20							
Average PE Teacher Salary	\$56,243.20							
Average Resource Teacher Salary	\$56,243.20							
Health Insurance (per employee)	\$3,374.59							
Dental Insurance	-							
Vision Insurance	-							
Social Security	6.20%							
Exp	0.10923							
Simple IRA	2.00%							
Medicare	1.45%							
Workers Comp	2.690%							
Unemployment insurance	3.90%							
Substitute(s)	\$56,243.20							
Salary and Benefits Costs								
	Site Administrator	Asst. Site Admin	Admin. Asst.	Teachers	PE Teachers	Resource Teachers	Mandarin Teacher	Totals
Base Salary	\$84,364.80	\$73,116.16	\$116,985.86	\$1,574,809.60	\$224,972.80	\$140,608.00	\$98,425.60	\$2,313,282.82
Bonus Salary								
Health	\$3,374.59	\$3,374.59	\$3,374.59	\$94,488.58	\$10,123.78	\$6,749.18	\$3,374.59	\$124,859.90
Dental								
Vision								
Social Security	\$5,230.62	\$4,533.20	\$7,253.12	\$97,638.20	\$13,948.31	\$8,717.70	\$6,102.39	\$143,423.53
Other Retirement	\$9,215.17	\$7,986.48	\$12,778.37	\$31,496.19	\$3,374.59	\$2,249.73	\$1,124.86	\$68,225.39
Medicare	\$1,223.29	\$1,060.18	\$1,696.29	\$22,834.74	\$3,262.11	\$2,036.82	\$1,427.17	\$33,542.60
Workers Comp	\$2,269.41	\$1,966.82	\$3,146.92	\$42,362.38	\$6,051.77	\$3,782.36	\$2,647.65	\$62,227.31
Unemployment insurance	\$3,290.23	\$2,851.53	\$4,562.45	\$61,417.57	\$8,773.94	\$5,483.71	\$3,838.60	\$90,218.03
Totals	\$108,968.11	\$94,888.97	\$149,797.60	\$1,925,047.26	\$270,507.29	\$169,629.49	\$116,940.86	\$2,835,779.58

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

**Table I: AIPCSII-AIM Estimated Funding Model and Categorical Funding Sources
2016-2017 Rates**

Assumptions	K-3	4-6	7-8	Totals
Enrollment	104	363	308	775
Percent students who attend on average day	98%	98%	98%	
Estimated Average Daily Attendance (ADA)	101.9	355.7	301.8	759.5
General Purpose Block grant	\$5,170.78	\$5,170.78	\$5,170.78	
Categorical block grant	\$443.80	\$443.80	\$443.80	
Total Rate Apportionment per ADA	\$5,614.58	\$5,614.58	\$5,614.58	
Total Apportionment (rate X ADA)	\$572,237.55	\$1,997,329.13	\$1,694,703.50	\$4,264,270.18
Less OUSD's 1% Oversight Fees				\$4,221,627.48
Lottery Revenue per ADA	\$139.36	\$139.36	\$139.36	
Total Rate Lottery Apportionment per ADA	\$14,203.89	\$49,577.04	\$42,065.37	\$105,846.31
Total Apportionment (rate X ADA)				\$4,327,473.78
Other State Revenues				
Supplemental				\$37,142.28
EIA (70% of students @ \$319)				\$173,057.50
ASES				\$150,000.00
Title I-IV				\$189,720.00
Facility Grant Federal				\$0.00
Facility State Grant				\$287,686.73
Subtotal				\$837,606.51
Total All Revenues				\$5,165,080.29

**Table II: AIPCSII-AIM Estimated Staffing Operating Cost (in detail)
2016-2017**

Assumptions								
Site Administrator	1							
Assistant Site Administrator	1							
Administrative Assistant	2							
Classroom Teachers	28							
PE Teachers	4							
Resource Teachers	2.75							
Mandarin Teacher	1.75							
Average Teacher Salary	\$58,492.93							
Average PE Teacher Salary	\$58,492.93							
Average Resource Teacher Salary	\$58,492.93							
Health Insurance (per employee)	\$3,509.58							
Dental Insurance	-							
Vision Insurance	-							
Social Security	6.20%							
Unemployment	0.10923							
Simple IRA	2.00%							
Medicare	1.45%							
Workers Comp	2.690%							
Unemployment insurance	3.90%							
Substitute(s)	\$58,492.93							
Salary and Benefits Costs								
	Site Administrator	Asst. Site Admin	Admin. Asst.	Teachers	PE Teachers	Resource Teachers	Mandarin Teacher	Totals
Base Salary	\$87,739.39	\$76,040.81	\$121,665.29	\$1,637,801.98	\$233,971.71	\$160,855.55	\$102,362.62	\$2,420,437.36
Bonus Salary								
Health	\$3,509.58	\$3,509.58	\$3,509.58	\$98,268.12	\$10,528.73	\$7,019.15	\$3,509.58	\$129,854.30
Dental								
Vision								
Social Security	\$5,439.84	\$4,714.53	\$7,543.25	\$101,543.72	\$14,506.25	\$9,973.04	\$6,346.48	\$150,067.12
Other Retirement	\$9,583.77	\$8,305.94	\$13,289.50	\$32,756.04	\$3,509.58	\$2,339.72	\$1,169.86	\$70,954.40
Medicare	\$1,272.22	\$1,102.59	\$1,764.15	\$23,748.13	\$3,392.59	\$2,332.41	\$1,484.26	\$35,096.34
Workers Comp	\$2,360.19	\$2,045.50	\$3,272.80	\$44,056.87	\$6,293.84	\$4,327.01	\$2,753.55	\$65,109.77
Unemployment insurance	\$3,421.84	\$2,965.59	\$4,744.95	\$63,874.28	\$9,124.90	\$6,273.37	\$3,992.14	\$94,397.06
Totals	\$113,326.83	\$98,684.53	\$155,789.50	\$2,002,049.15	\$281,327.59	\$193,120.25	\$121,618.50	\$2,965,916.34

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

APPENDIX Q

FIVE YEAR BUDGET

Table III: AIPCSII -AIM Assumption Operational Planning Budget

	663	747	775	775	775
Expenditures 2012-2017					
REVENUES	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
State Revenues					
Purpose Funding	\$3,103,807.98	\$3,566,991.63	\$3,774,708.01	\$3,850,202.17	\$3,927,206.22
State Categorical	\$266,393.40	\$306,147.49	\$323,975.36	\$330,454.87	\$337,063.96
*Subtotal: Less OUSD's 1% Oversight Fees	\$3,336,499.37	\$3,834,407.73	\$4,057,696.54	\$4,138,850.47	\$4,221,627.48
Lottery	\$83,654.03	\$96,137.78	\$101,736.16	\$103,770.89	\$105,846.31
Facility Grant State	\$226,291.82	\$255,752.45	\$265,982.55	\$276,621.85	\$287,686.73
Supplemental	\$35,000.00	\$35,700.00	\$36,414.00	\$36,414.00	\$37,142.28
Economic Impact Aid (EIA)	\$148,047.90	\$166,805.10	\$173,057.50	\$173,057.50	\$173,057.50
ASES	\$150,000.00	\$150,000.00	\$150,000.00	\$150,000.00	\$150,000.00
Federal Reserves					
Federal Facility Grant	\$19,624.00	\$0.00	\$0.00	\$0.00	\$0.00
Title I - III	\$159,120.00	\$179,280.00	\$189,720.00	\$189,720.00	\$189,720.00
*Total Revenues	\$4,158,237.11	\$4,718,083.07	\$4,974,606.75	\$5,068,434.71	\$5,165,080.29
EXPENDITURES					
Salaries & Benefits					
Site Administrator	\$75,000.00	\$78,000.00	\$81,120.00	\$84,364.80	\$87,739.39
Assistant Site Administrator	\$65,000.00	\$67,600.00	\$70,304.00	\$73,116.16	\$76,040.81
Administrative Assistant	\$104,000.00	\$108,160.00	\$112,486.40	\$116,985.86	\$121,665.29
Classroom Teachers	\$1,200,000.00	\$1,404,000.00	\$1,514,240.00	\$1,574,809.60	\$1,637,801.98
PE Teachers	\$175,000.00	\$208,000.00	\$216,320.00	\$224,972.80	\$233,971.71
Resource Teachers	\$100,000.00	\$104,000.00	\$135,200.00	\$140,608.00	\$160,855.55
Mandarin Teacher	\$50,000.00	\$78,000.00	\$94,640.00	\$98,425.60	\$102,362.62
Medicare	\$25,650.50	\$29,692.52	\$32,252.50	\$33,542.60	\$35,096.34
Health Insurance	\$100,500.00	\$112,320.00	\$120,057.60	\$124,859.90	\$129,854.30
Social Security	\$109,678.00	\$126,961.12	\$137,907.24	\$143,423.53	\$150,067.12
Other Retirement (CalPERS & Simple IRA)	\$50,652.12	\$62,038.20	\$65,601.33	\$68,225.39	\$70,954.40
Workers Comp	\$47,586.10	\$55,084.74	\$59,833.95	\$62,227.31	\$65,109.77
Unemployment Insurance	\$68,991.00	\$79,862.64	\$86,748.11	\$90,218.03	\$94,397.06
Subtotal	\$2,172,057.72	\$2,513,719.23	\$2,726,711.13	\$2,835,779.58	\$2,965,916.34
Service & Other Operating Expenses					
Substitute Teachers	\$50,000.00	\$52,000.00	\$54,080.00	\$56,243.20	\$58,492.93
Academic Enrichment (ASES)	\$95,000.00	\$95,000.00	\$95,000.00	\$95,000.00	\$95,000.00
ASES Coordinator / Specialist	\$47,680.00	\$49,587.20	\$51,570.69	\$53,633.52	\$55,778.86
Insurance/Liability/Property/WC	\$44,000.00	\$45,760.00	\$47,590.40	\$49,494.02	\$51,473.78
Professional Services	\$124,430.64	\$140,426.33	\$147,941.79	\$151,275.04	\$152,981.11
Travel/Conference/Workshops	\$2,800.00	\$2,912.00	\$3,028.48	\$3,149.62	\$3,275.60
Dues / Testing fees	\$8,000.00	\$8,320.00	\$8,652.80	\$8,998.91	\$9,358.87
Payroll expense	\$3,500.00	\$3,640.00	\$3,785.60	\$3,937.02	\$4,094.50
Field Trips	\$15,000.00	\$15,600.00	\$16,224.00	\$16,872.96	\$17,547.88
Staff Development	\$26,000.00	\$27,040.00	\$28,121.60	\$29,246.46	\$30,416.32
Staff Bonus	\$15,000.00	\$15,600.00	\$16,224.00	\$16,872.96	\$17,547.88
PG&E	\$42,000.00	\$43,680.00	\$45,427.20	\$47,244.29	\$49,134.06
EBMUD	\$8,400.00	\$8,736.00	\$9,085.44	\$9,448.86	\$9,826.81
Waste Management	\$11,400.00	\$11,856.00	\$12,330.24	\$12,823.45	\$13,336.39
Telephone/Internet	\$12,000.00	\$12,480.00	\$12,979.20	\$13,498.37	\$14,038.30
Sail Summer Math	\$126,000.00	\$140,000.00	\$154,000.00	\$154,000.00	\$168,000.00
**Special Education	\$341,262.94	\$384,499.87	\$398,912.19	\$398,912.19	\$398,912.19
Facilities/Capital Outlay					
Facility Rent	\$327,887.76	\$341,003.27	\$354,643.40	\$368,829.14	\$383,582.30
Maintenance	\$45,000.00	\$54,000.00	\$64,800.00	\$77,760.00	\$93,312.00
Janitorial	\$60,000.00	\$62,400.00	\$64,896.00	\$67,491.84	\$70,191.51
Equipment rental	\$42,000.00	\$47,040.00	\$48,921.60	\$50,878.46	\$52,913.60
Subtotal	\$1,447,361.34	\$1,561,580.67	\$1,638,214.62	\$1,685,610.30	\$1,749,214.89
Books and Supplies					
School Supplies	\$90,195.00	\$119,370.00	\$123,570.00	\$123,570.00	\$123,570.00
Textbooks	\$108,900.00	\$113,256.00	\$117,786.24	\$122,497.69	\$127,397.60
Office Supplies	\$50,000.00	\$52,000.00	\$54,080.00	\$56,243.20	\$54,080.00
Subtotal	\$249,095.00	\$284,626.00	\$295,436.24	\$302,310.89	\$305,047.60
Total Expenditures	\$3,868,514.06	\$4,359,925.90	\$4,660,362.00	\$4,823,700.77	\$5,020,178.83
***Profit/Loss	\$289,723.05	\$647,880.22	\$962,124.97	\$1,206,858.91	\$1,351,760.37
Total Revenues	\$4,158,237.11	\$4,718,083.07	\$4,974,606.75	\$5,068,434.71	\$5,165,080.29

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

**Special Education Cost for 2012-2013 is based on OUSD's 2011-2012 projected amount of \$525.23 per ADA.

***Cash from current year's net profit is reflected in the following year, when received.

APPENDIX R

PROMOTION AND RETENTION POLICY

American Indian Model Schools

Pupil Promotion and Retention Policy

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

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

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

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

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

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

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

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

APPENDIX S

**PERFORMANCE REPORT
GUIDELINES**

CHARTER RENEWAL PERFORMANCE REPORT GUIDELINES

In reviewing your performance report, the Office of Charter Schools is seeking an honest and reflective self-appraisal of strengths and weaknesses of the school's charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

- Where appropriate, please be evaluative and make your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please place an "X" against the grade (5-1) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal Site Inspection.
- If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. governing board president).
- You may find it helpful to refer to the renewal criteria and their respective characteristics outlined in the Renewal Handbook.

This report is to be submitted to the Board of Education in conjunction with the submission of the charter petition requesting charter renewal. Please submit a draft to the Office of Charter Schools in advance of your renewal inspection, consistent with the guidelines outlined in your Renewal Handbook.

1 What is distinctive about your school?

American Indian Public Charter School II is distinctive for the excellent academic performance of its minority, socio-economically disadvantaged student body. The school API in 2008 was 919; 2009 was 932; 2010 was 974. In 2010, the school was honored as a California Distinguished School. It also was the 2nd highest performing middle school in California with an API of 990 in 2011. Poor minorities in the inner city tend to be enrolled in low-performing schools that leave them unprepared for college or the work force. American Indian Model schools, like AIPCS II, have reversed that tendency by providing traditionally underserved students with strong academic skills and promising futures. AIPCS II's rigorous, standards-based curriculum focuses on language arts, mathematics, science, social studies, and physical fitness.

The middle grades are formative years when students are seeking answers to fundamental questions about life and identity. They are deciding on values and standards, which will determine their successes in the future. This is a time for them to explore. AIPCS II provides students with an opportunity to do so in a structured learning environment. AIPCS II instills in students the values of mutual respect and hard work.

At AIPCS II small, self-contained classes have resulted in higher attendance rates (99%), reduced dropout rates (0%), and increased academic performance for our minority students of socio-economically disadvantaged backgrounds. Small class size alone cannot guarantee academic achievement, though research shows that it does often contribute to higher levels of academic success. With fewer students in a classroom, AIPCS II teachers can better meet their needs and provide them with structure and personalized attention. This ensures that no student slips through the cracks.

AIPCS II's extended-year calendar provides increased opportunities for targeted intervention to assist low-performing students. Through this process, we provide an environment that ensures students continue to not only meet but exceed the language arts, mathematics, science and social studies requirements on California standardized tests.

As we move deeper into an information age, it is imperative that AIPCS II students learn how to understand and critically analyze the information they encounter. One of AIPCS II's chief goals is to furnish students with strong academic skills by providing 90 minutes of language arts instruction each day. Through a rigorous study of language arts, students acquire the ability to comprehend difficult text and to transmit their ideas and insights with clarity and logic. The ability to understand and analyze the written word is central to all academic subjects. By focusing on language arts, AIPCS II students are better equipped to understand the material covered in other

subjects. To be competent members of society and to succeed in post-secondary education, students must be competent readers.

To meet the demands of the 21st century, students need a rigorous curriculum in mathematics. AIPCS II students are required to take 90 minutes of math each day. All eighth graders must take Algebra I. Math is the core language needed to pursue scientific and technical endeavors.

To prepare our students to be educated and responsible citizens, we instill in them the values of hard work and self-discipline. AIPCS II is highly structured with a tough disciplinary system that rewards hard work and productivity. AIPCS II students learn to be responsible for their course work and their actions and to take pride in their efforts and consequent academic successes. We have high expectations for our students, pushing them to achieve to the best of their ability and to be motivated, life-long learners.

2 How effective is your school overall?

Evaluation: STAR Test	Excellent	5	4	3	2	1	Unsatisfactory
		X					
How do you know?							
STAR tests, CST, SAT, AMC math, and API results each year.							
What are its notable strengths?							
Proven academics, physical fitness, and dedicated staff.							
What are the main priorities for improvement?							
Expand to include K – 4th grades in order for AIPCS II to serve K – 8th grades.							

3 How well is the school regarded by its students and parents?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					
How do you know?							
The students and parents choose to enroll in AIPCS II knowing that it requires more work than any public school in Oakland, California.							
What do (a) students and (b) parents most like about the school?							
The family environment that focuses on structure and accountability with high academic expectations and physical fitness.							
What do they feel needs improvement, and what action is being taken?							
Parents want K – 4th grade classes for their children.							

4 How well do students achieve?

Evaluation: STAR Test	Excellent	5	4	3	2	1	Unsatisfactory
		X					

How do you know?

API 2008: 919; 2009: 932; 2010: 974; 2011: 990

In which subjects and grades do students do best, and why?

Mathematics because of our focus on 90 minutes of math each day. 6th grade tested in the top 1% in math.

In which subjects and grades is improvement needed, and what action is being taken?

The 5th and 6th graders will benefit from more math instruction.

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?

No. Both genders of black, Mexican, Asian American, Indian, and white students achieve at a similar academic level, which is high.

5 How effective is the quality of instruction, including teaching, learning and curriculum?

Evaluation: STAR Test	Excellent	5	4	3	2	1	Unsatisfactory
		x					

How do you know?

The students excel in academic and physical fitness assessments.

Which are the strongest features of teaching and learning, and why?

The strongest feature of our teaching is teachers' dedication to their students; academics and physical fitness are strengths at our school as evidenced by the students' strong performance on STAR and physical fitness assessments.

What aspects of teaching and learning most need improvement, and what action is being taken?

The teachers need to focus on building relationships with the families. All teachers will be required to meet with each family in 2012-2013 at the start of summer school.

6 How effective are the professional development opportunities provided to teachers and administrators?

Evaluation: STAR Test	Excellent	5	4	3	2	1	Unsatisfactory
		x					

How do you know?

California Standards Testing results and physical fitness results

Which are the strongest features of professional development, and why?

The teachers get to meet and work with all of the new teachers to share best practices, lesson plans, classroom management approaches, and curriculum pacing.

How are professional development activities selected and evaluated?

Through collaboration during AIM-School in-service trainings.

What aspects of teaching and learning most need improvement, and what action is being taken?

The administration and teachers need more training regarding the American Indian Model of education. There will be additional training next year.

7 How effective is the assessment of student learning?							
Evaluation: STAR Test	Excellent	5	4	3	2	1	Unsatisfactory
		x					
How do you know? We review our students' assessment results! Progress Reports go out every 3 weeks. Report cards also communicate student progress with students and parents. In addition to summative assessments, AIPCS II teachers use formative assessments (such as observations, questioning strategies, self and peer assessment, descriptive feedback, and setting learning goals) on a daily basis to gauge student understanding.							
What are the strongest features of assessment? The CST and API document the excellent job the students and teachers are doing at AIPCS II, while the strong combination of summative and formative assessments provide a comprehensive approach to monitoring student learning.							
What aspects need improvement, and what action is being taken? N/A							

8 How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners, students with disabilities, or of homeless status)?							
Evaluation: Student Enrollment	Excellent	5	4	3	2	1	Unsatisfactory
		x					
How do you know? The student population at AIPCS II is 84.5% Asian, 6.1% Hispanic, 5.5% Black, 0.6% American Indian, and 2.5% mixed ethnicities. At Lincoln elementary one block away it is 88% Asian, 2.7% Hispanic, 2.7% Black, 0% American Indian, and 2.9% mixed ethnicities.							
What are the strongest aspects of efforts to a diverse student population? Our primary strategies for attracting a diverse student population are three-fold: 1) reducing barriers to entry during enrollment, 2) improving access to and the quality of information about the school, 3) using non-traditional pathways to recruit students and teachers. All three are explained in more detail below:							
<p><u>Reducing Barriers to Entry:</u> Unlike traditional public schools, charter schools have an inherent barrier to entry for students: an application process. If a student or his or her family takes no action after elementary school, the student will not end up in a charter middle school. Though we cannot completely avoid this initial step, we have worked to simplify the process for students and their families. Over the course of the last four years, we have moved from a multi-page enrollment packet to a single-page registration sheet. We limit our initial request for student information to minimal and essential information. We then follow up after our enrollment and lottery procedures so that all students who provide this basic information by the application deadline have an equal chance of being enrolled in the school. Once students are enrolled, we request all the additional information we need from families. The hope is that this will attract additional families, dispel the myths that we "cherry-pick" our students, and make it easier for families whose primary language is not English.</p>							
<p><u>Improving Access to and the Quality of Information About the School:</u> In an effort to attract a student population that is reflective of the city's demographics, we realize that we must cast as wide a net as possible. School demographics tend to better reflect those of their immediate neighborhoods than of the city as a whole. Each</p>							

fall, school visit requests are made to elementary schools throughout the city, both charter and traditional public schools. We look for opportunities to attend school option fairs or visit classrooms to talk about our school. Some schools welcome us, while others ignore our emails and phone calls. As we continue to develop relationships with principals and teachers in area schools, this method becomes more successful.

We have worked to improve access to information about our school by upgrading our school website. We have included significantly more information about the academic program and the school's policies and procedures. This allows interested families to learn more about AIPCS II. We believe this avenue will help to attract students who do not live close to AIPCS II and may not want to take a long bus ride to find out information which they can more quickly find online.

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

Non-traditional Pathways: We have employed various strategies over the last four years to attract a diverse student and teacher population. Though we have always asked current students and families to help spread the word about our school and direct interested family and friends to apply, in recent years, we have taken a more targeted approach. We send memos and applications home with all current students and have built strong relationships with all of our families. In the last two years, we have also begun developing relationships with local daycare providers who help us connect with families. Oftentimes, families who have children in daycare have older kids in middle school. We have increased our overall number of applications and our diversity through this method.

With respect to English Language Learners, students with disabilities, and homeless students, we have made it easier for families with kids in these categories to become part of our community. With regard to English Language Learners, as required by law, we provide our SARC report in English, Chinese, and Spanish. This makes it easier for a diverse group of families to learn about us. We help prospective and current families communicate with us by arranging for translation services when needed. We have also simplified the application materials tremendously to make it easier for individuals with limited English skills to navigate the process. With respect to students with disabilities, we have limited the amount of information requested about disabilities in the application to avoid the perception that we are screening out students in this demographic. In addition, we have worked hard to develop a strong relationship with our RSP. We understand that many families of students with special needs do a significant amount of research before deciding where to send their children to school. By ensuring that all students receive the special-education services they require and building the relationship between the school and the RSP, we are working to get the word out to the community that we are fulfilling all of our obligations to educate all children. With regard to homeless students, we follow the applicable sections of the McKinney-Vento Homeless Assistance Act. Though more restrictive application procedures are in place for other students, appropriate accommodations are made for homeless students and their families who may not have access to immunization records, past report cards, etc.

What aspects need improvement, and what action is being taken?

The enrollment in each class needs to be tracked to focus on retention of students by each teacher. This will be part of teachers' bonus pay.

9	How effective is the leadership and management of the school?				
	5	4	3	2	1

Evaluation: **STAR
Test and Student
Enrollment**

Excellent

x				
---	--	--	--	--

Unsatisfactory

How do you know?

The school's academic and physical fitness results are the best in the county.

How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards?

The administration is in the classroom every day. All of AIPCS II's core academic curriculum is aligned to California State Standards. School leaders promote physical fitness. Lesson plans are reviewed by the administration before instruction takes place to ensure the lesson plans are aligned to the standards.

What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

Teachers participate in the AIM-School in-service training. If they do not implement the curriculum and follow the American Indian Model they will be replaced.

Which aspects of leading and managing the academic performance of the school work best, and why?

The site administrators choose curriculum, help to guide the instructional pace of that curriculum, and support the teachers to effectively implement and manage their classrooms. This allows teachers to focus solely on teaching. Students spend three years with teachers in self-contained classrooms, and daily instruction includes 90 minutes in math and 90 minutes in English Language Arts. The structure, family culture, high expectations, and focus on accountability make AIPCS II efficient and effective.

In what ways do the leadership and management of the academic performance need improvement, and what action is being taken?

N/A

10 How well does the charter school collaborate with parents to encourage active participation in their student's education?

Evaluation: **Report
Cards, Progress
Reports, etc.**

Excellent

5	4	3	2	1
x				

Unsatisfactory

How do you know?

Active parent involvement is an expectation at AIPCS II: Parents are expected to sign detention slips, report cards, and get their child(ren) to school on time.

Which are the strongest features, and why?

AIPCS II works hard to ensure there are open lines of communication between families and the school because we believe that clear communication leads to more active participation by parents. Though report cards are sent quarterly, progress reports are sent home for all struggling students every three weeks. Discipline problems at school lead to written detention slips that must be signed. Teachers are encouraged to reach out to families by phone when written notices are returned unsigned, or when more significant issues arise. The school maintains an open campus policy, and has gone so far – in one case – as to allow a parent access to a classroom for over a week, due to concerns with her son's progress.

We do not believe it is appropriate to require parent involvement as a condition of attending our school. We recognize that some families simply do not have the resources to actively participate in their child's academic life. We also do not believe that all family members have a positive influence on the academic life of their children. We do not encourage active participation for parents who are not putting their kids' education first. We do not meet with families to debate policies and procedures that they have previously agreed to.

We recognize that there is only so much we can do to influence the behavior of our students. We recognize that with the support of caring, engaged, and well-informed families we can do more to ensure the success of our students. Whenever possible, we work to foster collaborative relationships with family members who are also working hard to improve the lives of our students.

What most needs improvement, and what action is being taken?

N/A

11 How effectively does the school community analyze and use school wide data for continuous improvement?

Evaluation: STAR Test	Excellent	5	4	3	2	1	Unsatisfactory
		x					

How do you know?

High academic test results year after year

To what extent does the staff as whole discuss and analyze performance data for programmatic improvement and to modify instruction?

Each teacher is aware of their students' performance on the CST. The students' results are used to determine which students enroll in resource services and also to determine the school curriculum. Before each school year begins, CST results are reviewed for a schoolwide analysis of curriculum, resource, and scheduling strength or lack thereof, and changes are made accordingly.

Describe how the school is training administrators and teachers to understand and use assessment data.

Teachers and administrators attend the AIM-School workshop and all teachers are provided with their students' results on CST and how to interpret the results and set goals, which gives the staff insight into which students need support.

To what extent are parents and students informed of student performance data individually and school wide?

All students' CST results are mailed home to parents. Students receive report cards and teachers meet with parents at the beginning of the school year. Progress reports are issued every three weeks to struggling students and must come back from home signed by a parent. When appropriate, memos are sent home to families to inform them of the school's achievements. Teachers inform students either in their classroom or in a schoolwide assembly as to the school's overall performance from a testing, attendance, or other performance perspective and also review goals for achievement.

What most needs improvement, and what action is being taken?

N/A

12 How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?

Evaluation: Enrollment Application/ Compliance	Excellent	5	4	3	2	1	Unsatisfactory
		x					

How do you know?

In our enrollment application and through our English language learner and special-education procedures/programs, we make it clear that all students are welcomed and supported. A more detailed

explanation is below.

Which are the strongest features, and why?

Dedication to and support of all students through high expectations, resources, and effective teaching, as evidenced in the high academic achievement results of our EL and special education students.

Free & Appropriate Special Education Services:

No student is charged admission to AIPCS II, and therefore all students (including special education students) receive a free public education. AIPCS II recognizes its legal and ethical responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of AIPCS II. Any student who has an objectively identified disability which substantially limits a major life activity including, but not limited to learning, is eligible for accommodation by the school.

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

When a student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources including, but not limited to, assessments conducted by the school's professional staff.

The 504 Plan describes the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator ensures that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

AIPCS II complies with the Individuals with Disabilities in Education Improvement Act of 2004 (IDEIA or IDEA), Section 504 of the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA).

English Learners:

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

AIPCS II administers the home language survey upon a student's initial enrollment into AIPCS II (on enrollment forms) and then follows proper education protocol concerning CELDT and reclassification.

Strategies for English Language Learner Instruction and Intervention

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

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

English Learners are enrolled in regular classes and receive supplementary instruction to learn English. The goal is high-quality instructional programs and services for English Learners that will allow them to achieve the same challenging academic and graduation standards as native English-speaking students. Listening, speaking, reading, and writing skills will be assessed daily. AIPCS II's English Learners will be prepared with the skills in English and mathematics to meet California state standards.

What most needs improvement, and what action is being taken?

N/A

13 How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.

Evaluation: Formal and informal assessments	Excellent	5	4	3	2	1	Unsatisfactory
		x					

How do you know?

The academic progress of this population is the evidence.

Which are the strongest features, and why?

The school uses both formal and informal assessments to diagnose student achievement and ability levels. Results from California standardized tests, records from previous schools, classroom observations, homework assignments, class tests, and many other sources of data are reviewed by teachers and school leaders to identify the strengths and weaknesses of our students.

All classroom teachers are trained in the American Indian Model differentiated instruction and are CLAD certified. The school also employs a resource teacher to work with EL students, students with disabilities, and students in need of remediation. Because the level of instruction in each classroom is significantly more rigorous than most schools, there is not a specific gifted and talented program for our advanced students. In addition, the school operates advanced programs for these students to ensure that they are challenged throughout their tenure at AIPCS II. We also help to enroll students in programs such as John Hopkins Center for Talented Youth and UC Berkeley's Academic Talent Development Program.

What most needs improvement, and what action is being taken?

N/A

14 How effective is the governing board of the school?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		x					

How do you know?

AIPCS II has no debt, an increased enrollment, and the board members work excellently together.

Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report (See appendix A).

The Board must have at least (5) and no more than (15) directors. The Board of Directors shall count among its members at least one parent, one business representative, and one educator.

The directors who are to be elected by the Board shall be so elected at the annual meeting of the Board of Directors then in office. Directors nominated to fill vacancies may be elected by majority vote at any regular or special meeting.

Any member of the school community may nominate any qualified candidate to serve on the Board of Directors, either to fill a vacancy, or as director terms expire at the annual meeting. Nominated candidates may be approved by majority action of the Board of Directors.

Directors shall be selected on the basis of their expertise, experience, willingness and ability to contribute to the success of American Indian Model Schools. Nominees for Director need not be residents of California.

Describe the governing board's primary roles and responsibilities. In addition, give an **example** of a recent issue/policy that the board is working on.

- 1) Meet as required by the needs of the schools, but at least quarterly
- 2) Oversee the fiduciary matters of the school, including the approval and monitoring of the annual budget
- 3) Review the performance of the Lead Site Administrator and Financial Administrator on an annual basis
- 4) Monitor and approve school personnel decisions made by school leadership
- 5) Monitor the academic performance of the school and its students
- 6) Monitor school policies and procedures. Approve changes to policies and procedures
- 7) Review the school's participation in outside academic and extra-curricular programs
- 8) Review and approve all contracts with outside organizations and individuals
- 9) Perform all other duties imposed on them collectively or individually by law, by the Articles of Incorporation, or by the school's Bylaws

The governing board recognizes the organization's desire to grow. More focus has been given to providing more students an opportunity to attend AIM Schools.

What are the notable features of the governing board in the school?

The AIM Schools' Governance Board has a strong background in education, community, and business.

How effectively does the governing board work with the school leader/s?

The Governing Board works very well with the school's administrators, however, the board needs additional training to better understand their role. The board members will participate in training to enhance their role.

15 How effective is the school at involving parents, teachers, and community members in the governance of the school?

Evaluation: diverse participation on the board	Excellent	5	4	3	2	1	Unsatisfactory
		x					

How do you know?

There is a businessperson, parent, former student, educator, and community member on the governance board.

Which are the strongest features, and why?

The diversity of the board in relation to their experience, which provides varied expertise.

What most needs improvement, and what action is being taken?

More parents need to serve on the school wide committees. We will recruit parents to serve on committees.

16 How effective is the school at ensuring fiscal soundness and legal compliance?

Evaluation: Outside audits	Excellent	5	4	3	2	1	Unsatisfactory
		x					

How do you know?

We have received a sound audit each year since the school was founded.

Which are the strongest features, and why?

Our financial system and monitoring process, specifically fiscal review and monetary process, including but not limited to cash flow, purchasing, payroll, and audits are the strongest features.

AA Business Solutions bookkeeping operates under the generally accepted accounting principles (GAAP). The financial system used is Quickbooks. When consistently applied throughout the school, these principles and policies assure that the various financial statements issued by the school accurately reflect the results of the school's operations. Internal controls provide a system of checks and balances intended to identify irregularities, prevent waste, fraud and abuse from occurring, and assist in resolving discrepancies that are accidentally introduced in the operations of the school.

The Financial Administrator, in conjunction with the governance board, reviews cash flow statements, accounting for all revenue and liability. The cash flow assists in planning for shortages that occur when payments to the school are deferred.

All major purchases are approved by the governance board. Board policy allows for certain purchases such as textbooks to be approved by the Lead Site Administrator and Financial Administrator to ensure efficient operation of the school while still maintaining appropriate oversight.

Payroll is performed by a reputable, bonded and insured service. The current contractor is ADP. Payroll summaries are transferred from ADP to AABS. Reports are then reconciled to ensure that salaries are consistent with staff contracts and that proper tax, retirement, disability and other withholdings have been deducted and forwarded to the appropriate authority.

Financial audits are performed annually by an external contractor approved by the board. This procedure includes an audit of the accuracy of the schools financial statements, attendance accounting, revenue claims practices and internal control practices.

What most needs improvement, and what action is being taken?

N/A

17 How effectively is the school managed fiscally?

Evaluation: Audit	Excellent	5	4	3	2	1	Unsatisfactory
		x					

How do you know?

We have not had to take any financial loans, we have a cash reserve, and enrollment has almost doubled from 2010-2011 to 2011-2012.

Which aspects of the school's fiscal operations work best?

AIPCS II's financial management staff maintains close watch of the school's finances and cash flow and ensures that the school stays within its budget and plans appropriately for future fiscal years.

In what ways can the school's fiscal systems or operations be improved, and what action is being taken?

N/A

18 What are the most significant aids and/or barriers to raising student achievement?

AIPCS II is a model school according to parents, students, API scores and rankings, and the California Department of Education, which acknowledged it as a distinguished school this year. All the secondary schools that received the distinguished school award in Oakland follow the AIM-Schools model.

Charter Renewal Data Document

Name of school: American Indian Public Charter School II				Name of School Leader: Kaytena Beckford	
Financial Information				Year	2011-2012
Total Operational Budget	1,745.023	Per Student Revenue		6,843	
Total Expenditure	1,737.037	Expenditure Per Student		6,811	
Balance brought forward from previous year	675,767	Projected balance carried forward to next year		683,753	
Special Populations	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Percentage of students receiving <i>free/reduced lunch</i>	89%	93%	90%	87%	77%
Percentage of ELL students	9%	10%	7%	6%	4%
Number of students with special educational needs	3	4	7	10	4
Pupil mobility in the school in prior year				Number of students	
Students who joined the school other than at the usual time of first admission				2	173
Students who left the school other than at the usual time of leaving (excluding expulsions)				15	163
Attendance for current and prior year				% Attendance	
School data				99.5	99.5
Background of students 2011-12	Number of students/Percent of Students	Discipline - prior school year(10-11)		Suspension # of incidents	Expulsion # of incidents
African-American	20/7.2%	African-American		0	0
Asian/Pacific Islander	223/80.2%	Asian/Pacific Islander		0	0
Hispanic	15/5.4%	Hispanic		0	0
White	4/1.4%	White		0	0
Mixed/ No Response	0/0	Mixed/ No Response		0	0
ELL	28/10%	ELL		0	0
SPED	6/2.1%	SPED		0	0
Gender (male/female)	(129/149)/(46.4%/53.6%)	Gender (male/female)		0/0	0/0
Homeless Students	20/7.2%	Homeless Students		0	0
Lottery/Waitlist Information					

	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Available Spaces (per grade)	Number of Students on Waiting List (per grade)
EXAMPLE (add rows as necessary to capture all grade levels served)		5	22	30	0
		6	130	140	0
		7	62	90	0
		8	48	55	0
2010-2011 (for 2011-2012 school year)		5/6	78	90	0
		7	53	60	0
		8	48	60	0
2009-2010 (for 2010-2011 school year)	N/A	5/6	81	90	0
		7	55	70	0
		8	41	60	0
2008-2009 (for 2009-2010 school year)	N/A	5/6	83	90	0
		7	53	70	0
		8	13	35	0
2007-2008 (for 2008-2009) school year	N/A	5/6	62	70	0
		7	12	35	0
		8	0	0	0

Graduation Information	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Graduation Rate	N/A	N/A	N/A	N/A	N/A
Retention Rate (% of graduates enrolled since grade 9)	N/A	N/A	N/A	N/A	N/A
Post Graduation Plans					
% attending 4-year college	N/A	N/A	N/A	N/A	
% attending 2-year college	N/A	N/A	N/A	N/A	
% attending vocational/ technical training	N/A	N/A	N/A	N/A	
% joined military	N/A	N/A	N/A	N/A	
% working exclusively	N/A	N/A	N/A	N/A	

Teacher Recruitment/Retention					
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Total # of Teachers	3	5	7	7	11
% New Hires	100%	40%	29%	29%	36%
% Retained from Prior Year	N/A	100%	100%	100%	100%
Total number of vacant teaching posts currently (FTE)					0

AYP	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
AYP Met?	Y	Y	Y	Y	N/A
% AMOS Met	Y	Y	Y	Y	N/A
% Proficient-AMOS: African-American	N/A	N/A	N/A	N/A	N/A
% Proficient-AMOS: Asian/PI	Y	Y	Y	Y	N/A
% Proficient-AMOS: Hispanic	N/A	N/A	N/A	N/A	N/A
% Proficient-AMOS: Mixed/No response	N/A	N/A	N/A	N/A	N/A
% Proficient-AMOS: White	N/A	N/A	N/A	N/A	N/A
% Proficient-AMOS: Socioeconomically Disadvantaged	Y	Y	Y	Y	N/A
ELL	N/A	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A	N/A
API	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
API	919	932	974	990	N/A
Statewide rank	10	10	10	10	N/A
Similar schools rank	10	10	10	10	N/A
CST	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012

ELA					
Proficient/Advanced	75%	80%	90%	98%	N/A
Basic/Proficient/Advanced	94%	96%	96%	100%	N/A
Below Basic/Far Below Basic	6%	4%	4%	0%	N/A
MATH					
Proficient/Advanced	76%	83%	94%	100%	N/A
Basic/Proficient/Advanced	96%	96%	98%	100%	0
Below Basic/Far Below Basic	4%	3%	2%	0%	0
CAHSEE	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
10 th grade pass rate	N/A	N/A	N/A	N/A	N/A

Measurable Pupil Outcomes (Please add rows as necessary to include all MPOs in the current charter; Data for the last two years is available in your Spring Site Visit report.)

Measurable Pupil Outcome	Instrument	Target	2007-08 Results	2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results
Meet or exceed the expectation of attaining scores in at least the 50 th percentile on the total reading, total math and total language batteries of the STAR Tests or any test used to measure growth against the CA Content Standards.	STAR Test	At least 50 th percentile	6 th grade: 75% tested proficient or advanced in ELA and 79% tested proficient or advanced in Math. 7 th grade: 75% tested proficient or advanced in ELA and 75% tested proficient or advanced in Math.	6 th grade: 77% tested proficient or advanced in ELA and 78% tested proficient or advanced in Math. 7 th grade: 92% tested proficient or advanced in ELA and 94% tested proficient or advanced in Math. 8 th grade: 62% tested proficient or advanced in ELA and 76% tested proficient or advanced in Math	6 th grade: 87% tested proficient or advanced in ELA and 94% tested proficient or advanced in Math. 7 th grade: 95% tested proficient or advanced in ELA and 100% tested proficient or advanced in Math. 8 th grade: 98% tested proficient or advanced in ELA and 98% tested proficient or advanced in Math.	6 th grade: 96% tested proficient or advanced in ELA and 100% tested proficient or advanced in Math. 7 th grade: 100% tested proficient or advanced in ELA and 100% tested proficient or advanced in Math. 8 th grade: 98% tested proficient or advanced in ELA and 100% tested proficient or advanced in Math.	N/A

Exceeding the 97% attendance rate during each of the next 5 years.	Attendance rate	Exceed 97%	Based on OUSD Charter School Monthly Attendance Summary Reports, our average daily attendance rate exceeded 99%.	Based on OUSD Charter School Monthly Attendance Summary Reports, our average daily attendance rate exceeded 99%.	Based on OUSD Charter School Monthly Attendance Summary Reports, our average daily attendance rate exceeded 99%.	Based on OUSD Charter School Monthly Attendance Summary Reports, our average daily attendance rate exceeded 99%.	N/A
Maintaining an API of 700 or higher after the 1 st year.	API	700 or higher	In 2008, AIPCS II received an API of 919 out of 1000.	In 2009, AIPCS II received an API of 932 out of 1000.	In 2010, AIPCS II received an API of 974 out of 1000.	In 2011, AIPCS II received an API of 990 out of 1000.	N/A

Statutory Renewal Threshold

1. API Growth Target:

<i>Did school attain API Growth Target in prior year?</i>	Y
<i>Did school attain API Growth Target in two of last three years?</i>	Y
<i>Did school attain API Growth Target in the aggregate of the prior three years?</i>	Y

2. API Rank:

<i>Is the school ranked 4 or higher on API in prior year?</i>	Y
<i>Is the school ranked 4 or higher on API in two of last three years?</i>	Y

3. API Similar Schools Rank:

<i>Is the school ranked a 4 or higher on API Similar Schools in prior year?</i>	Y
<i>Is the school ranked 4 or higher on API Similar Schools in two of last three years?</i>	Y

4. *Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?*

Y

FACILITIES AND FUTURE PLANS

FACILITIES/ADA – APPLIES ONLY TO NON-OUSD FACILITIES	
Is the facility meeting the needs of your staff and students?	Y
Will the facility continue to accommodate your growth needs?	Y
If applicable is your current lease still valid?	Y
Do they extend through the end of your requested charter term (2012-2017)?	Y
Describe the condition of your current facility. Excellent. The facility is modern, well-maintained, and meets or exceeds California building code requirements.	
What procedures are in place for handling facility repairs? When a facility repair is needed on the building we contact Moyer Realty. They make arrangements for the needed repair.	
Describe your systems for ongoing maintenance of the facility and if applicable, provide a copy of the contract for provision of maintenance services for the facility. Because it is a modern, well cared for building with no major renovations needed or apparent faults, the facility is primarily maintained through janitorial services. There is no contract for maintenance services.	
FUTURE PLANS	
Discuss the key challenges or risks that you see for your school in the next five year period. <ul style="list-style-type: none"> • Describe what you are doing or plan to do to address each of the major challenges that you have identified. We do not foresee any major challenges.	
<i>As applicable:</i> Describe any proposals for additional campuses your school may be approved for and/or are considering seeking approval for during this renewal period (2012-2017). AIM-Schools will not be considering a countywide charter for K – 8th grade if the material revision is approved by OUSD for AIPCS II.	
<i>As applicable:</i> Describe any material revisions to your charter and rationale for this renewal period (2012-2017). This request will be considered as part of the renewal process. I. State the revision(s) the school’s governing board wishes to make to the charter. AIPCS II is proposing a material revision to offer K – 4th grades and expand the enrollment in 5th-8th grade. American Indian Public Charter School II was approved in 2007 for 5th – 8th grade by Oakland Unified School District. II. Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years. In response to the parents numerous request and demand to offer K - 4th grade, the AIM Schools governance board wishes to make a material revision in the AIPCS II Charter to offer K-8th grades. The AIM Schools governance board has taken the lead in requesting AIPCS II staff to conduct a survey of AIM School parents to determine the need of providing K - 4th grades. A survey of families was conducted to determine the need to request a material revision for K - 4th grades at AIPCS II. The results confirmed, there are 167 students interested in enrolling in the school. The number of students interested in attending AIPCS II K- 4 for 2012-2013 exceeds the student enrollment for the grade levels requested. Therefore, a lottery will be held. The following is the number of students interested in attending AIPCS II for each grade level as of November 1, 2011: 1) 30 kindergarten students 2) 28 first grade students 3) 45 second grade students 4) 29 third grade students 5) 35 fourth grade students In 2012 – 2013, we propose to create one class each for 24 Kindergarten students, 26 first graders, 27 second graders, 27 third graders and 27 fourth graders for an enrollment of 131 students for the K-4th grade. There will	

be five 5th grade, six 6th grade, five 7th grade, and three 8th grade classes, with 28 students in each class for a total enrollment of 532 students in 5th-8th grade. The total enrollment for K-8th grade will be 663 students. The curriculum is listed in Appendix F of the Charter Renewal binder for each grade level. The Houghton Mifflin K - 4th core academic curriculum for English language arts, mathematics, science, and social science will be adopted. The curriculum is aligned to the California State Standards and is easily implemented in the American Indian Model Schools. The 5th-8th grade curriculum is already implemented. The staffing will include 24 self-contained teachers, 2 resource teachers, 1 Mandarin teacher and 3.5 Physical Education teachers for 2012-2013.

In 2016-2017, the K-4th grades will be the same; however, there will be six 5th grade, six 6th grade, six 7th grade and five 8th grade classes for a total enrollment of 775 students in K-8th grade. There will be 28 self-contained teachers, 2.75 resource teachers, 1.75 Mandarin teachers, and 4 Physical Education teachers.

The AIM Schools Governance Board will continue to oversee the operations of the school. The facility located at 171 12th Street has been updated by the school and passed all requirements for the occupancy permit through the city. The facility has space to accommodate the increased enrollment, which will have a positive impact on the budget. The budget is outlined in Appendix Q of the Charter Renewal. The increased student enrollment is proof that more families are provided the opportunity to attend a school that focuses on high academic achievement and productive family relationships. Therefore, these revisions to the charter will have a positive impact for the families, students, teachers, and others discussed in this section as intended in the Educational Code Section 47601.

- III. If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with parents.
The revision is supported by the families who have completed an application to confirm their interest in attending AIPCS II for K – 4th grades during the 2012 – 2013 school year.
- IV. If appropriate, describe how student achievement may be impacted by the proposed revision(s).
More traditionally underserved students will be given the chance to enroll in an AIM school with a proven track record for academic achievement. In addition, the K – 4th graders' academic achievement would provide AIPCS II the opportunity to confirm through student performance data the effectiveness of AIM-Schools in preparing students to excel in academics. Critics over the years have made ongoing allegations that the school's academics is based on "cherry picking" the top students. This material revision to the Charter will confirm the academic validity of AIM-Schools.

APPENDIX T

FINANCIAL PROCEDURES AND POLICIES

AIM Schools Financial Procedures and Policies

I. FINANCIAL PROCEDURES

1. ACCOUNTING SYSTEM

Policy:

AIM Schools shall use the accrual system of accounting.

Procedure

AIM Schools shall adhere to all generally accepted accounting procedures on an accrual basis.

2. BOOKS OF ACCOUNT

Policy:

AIM Schools shall use Quickbooks accounting software program, to maintain its financial books and records.

Procedure:

The Financial Administrator shall maintain QuickBooks with up-to-date budget numbers, cash receipts and disbursements and any items necessary to maintain the records in accordance with generally accepted accounting principles.

3. CHART OF ACCOUNTS

Policy:

The Financial Administrator shall develop a Chart of Accounts, a listing of revenue and expense accounts, that accurately reflects budget categories and provides information in a manner to coincide with reporting requirements. The Financial Administrator shall also use class tracking to properly maintain restricted funds.

Procedure:

The Financial Administrator shall distribute revenues and expenses according to the appropriate account on the Chart of Accounts.

4. FINANCIAL REPORTING

Policy:

Financial Administrator shall prepare monthly financial reports for the AIM Schools Board and submit to the Oakland Unified School District any and all required fiscal reports as may be required by state or federal law. Monthly statistical attendance reports submitted to Oakland Unified School District are completed by the Site Administrator

Procedure:

The Financial Administrator shall prepare for the AIM Schools Board periodic Statements of Financial Position and Statements of Activities. These statements shall include a profit and loss, balance sheet, cashflow statement, bank statements and shall be reviewed by the AIM Schools Board on a regular basis. Quarterly interim reports, annual reports and any other financial reporting required by state or federal law is prepared by the Financial Administrator, reviewed by the Site Administrator and submitted to Oakland Unified School District. The statistical attendance report is prepared by the Site Administrator and a copy sent to Oakland Unified School District on a monthly basis.

5. BANK ACCOUNT MANAGEMENT: ISSUING/SIGNING CHECKS

Policy:

The Financial Administrator/Site Administrator shall adhere to the check signing procedures established by the AIM Schools Board.

Procedure:

The Financial Administrator prepares all checks for signature. Checks shall be issued only within the approved budget and with the approval of the Site Administrator. The Secretary and Treasurer of the AIM Schools Board shall have check signing authority. The Financial Administrator is authorized by the AIM Schools Board to stamp the signatures of the Secretary and Treasurer for all check payments. Voided checks shall be retained to insure proper maintenance of checking account records.

6. BANK ACCOUNT MANAGEMENT: OPENING/CLOSING OF ACCOUNTS

Policy:

The AIM Schools Board must approve the opening or closing of any bank accounts. The signature of the Secretary or Treasurer of the AIM Schools Board shall be required to open close accounts.

Procedure:

The Treasurer or Secretary of the AIM Schools Board, with the help of the Financial Administrator, shall compile any necessary information including necessary signatures, to open or close any AIM School accounts.

7. BANK ACCOUNT RECONCILIATION

Policy:

Reconciliation of the school account shall be done on a monthly basis.

Procedure:

The Financial Administrator shall reconcile the bank accounts the first week of the following month.

8. PETTY CASH

Policy:

AIM Schools will not maintain a petty cash fund.

9. ACCOUNTS RECEIVABLE

Policy:

Upon receipt of any check, Site Administrator will forward it to the Financial Administrator for immediate endorsement and timely acknowledgement and deposit.

Procedure:

Once a check is received, the Financial Administrator will endorse the check and keep it in a locked cabinet until deposited. The Financial Administrator deposits the checks electronically to school's checking account with Community Bank of the Bay. Transaction is recorded into Quickbooks and filed in the appropriate binder with the corresponding deposit slip.

10. ACCOUNTS PAYABLE

Policy:

AIM Schools shall pay invoices twice a month, on the 15th and 30th of the month, unless alternative arrangements are made with the vendor. Reimbursements and check requests are made for pre-approved expenses.

Procedure:

Accounts payable shall be maintained in QuickBooks by the Financial Administrator. All invoices are paid on a bi-weekly basis and checks should be written out of Quickbooks to ensure that payments are not duplicated nor overlooked. Employees shall be reimbursed for approved expenses related to the school by completing a check request form, attaching original receipts, and obtaining approved signature from the Site Administrator.

11. PAYROLL

Policy:

AIM Schools shall use a payroll service to issue employees paychecks.

Procedure:

AIM Schools shall use the ADP payroll service to issue employees' paychecks. Paychecks are issued and distributed to employees on the 26th of each month.

12. CREDIT CARDS

Policy:

Credit card is issued to school for school related expenses.

Procedure:

Administrative assistant will use credit card for school related expenses. All charges must be supported by invoices and monthly log sheets detailing charge. Monthly credit card statements are reconciled to invoices and log sheets and are approved by the Site Administrator.

II. FISCAL POLICIES

1. BUDGETING OF FUNDS

Policy:

AIM Schools shall prepare and monitor its budget. The AIM Schools Board shall approve the budget.

Procedures:

The Site Administrator and Financial Administrator shall develop an annual budget in conjunction with the short- and long-term plans of the School. The budget shall be reviewed periodically and updated with current information. After the budget is developed, it shall be presented to the AIM Schools Board for review and vote. Upon acceptance of the budget, it shall be submitted to the Oakland Unified School District by the annual deadline.

2. ANNUAL FINANCIAL AUDIT

Policy:

An independent audit shall be conducted annually by an accounting firm selected by the AIM Schools Board.

Procedures:

The AIM Schools Board shall annually contract for the services of an independent certified public accountant to perform an annual fiscal audit. The audit shall be completed and submitted to the Oakland Unified School District by December 1st.

3. PURCHASING

Policy:

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

Procedure:

Documentation shall be attached to all checks and purchase order requests showing at least three vendors were contacted and such documentation shall be maintained for three years. All purchases in excess of \$20,000 must be bid by a board approval process.

4. PROPERTY AND LIABILITY INSURANCE

Policy:

AIM Schools will maintain appropriate insurance coverage.

Procedures

Site Administrator and Financial Administrator shall ensure that the school retains appropriate property and liability insurance coverage including Officer and Liability insurance.

5. CAPITAL DEPRECIATION

Policy:

AIM Schools shall maintain a capital depreciation account. All school furniture such as student and teacher desks, file cabinets, and bookshelves will be provided as part of the lease.

Procedure:

AIM Schools shall have its capital depreciation account maintained by its auditor and reviewed by the Financial Administrator on a periodic basis. The AIM Schools Board and/or the Site Administrator shall approve all equipment purchases. Assets in excess of \$10,000 shall be depreciated over their useful life. Assets under \$10,000 shall be expensed.

APPENDIX U

REDLINED CHARTER
REVISIONS
(PART B)

Redlined Charter Revisions

- I. Founding Group
 - a. Founders' Statement → **Petition Advisory Group Statement**
 - b. Member Names and Bios
 - i. Previously: Dr. Ben Chavis, Dr. Robert Cooter, Rose Lee, Dr. Larry Martinez, and Steve Smith
 - ii. Currently: (1) Dr. Ben Chavis, **(2) Mr. Jordan Locklear, (3) Ms. Judy Marquardt-Norris, (4) Mr. Michael Stember, (5) Chris Rodriguez, (6) Ms. Marsha Amador**
- II. Educational Philosophy and Programs
 - a. Governing Law: California Education Code Section 47605(b)(5)(A)
 - b. Mission Statement
 - i. Previously: *The AIPCS II will eventually serve 200 inner-city students in 5th through 8th grade. The focus of AIPCS II is excellent student attendance (99%) that helps to ensure that the academic needs of students interested in attending our school are met. We will provide them with an education to enhance their academic skills in reading, writing, spelling, mathematics, science, social science, business, and humanities so they may compete and be productive members in a capitalistic society. This will be a collaborative effort between school, family, and community.*
 - ii. Currently: **The focus of AIM Schools is family, accountability, and excellent student attendance (99.5%). We will provide AIPCS II students with an education to enhance their academic skills in English-language arts, mathematics, science, social science, humanities, and physical fitness in order to compete in a free-market capitalistic society. This effort will be between family, business, community, and school.**
 - c. Educational Philosophy: revised to reflect current statistics
 - i. ~~C-School Programs: deleted~~
 - d. Students to Be Served
 - e. What it Means to Be an Educated Person in the 21st Century
 - f. How Learning Best Occurs
 - g. Curriculum and Instructional Design
 - i. **Program Design** (added)
 - h. **Pedagogy** (added)
 - i. Curriculum
 - i. **Textbooks** (added)

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

- a) **English: structured around the California and Common Core standards for each grade level, utilizing state-approved curriculum.**
 - i. **teach the five pillars of comprehensive literacy instruction (phonemic awareness, phonics, vocabulary, comprehension, and fluency)**
 - ii. **teach reading and language arts as central to all academic subjects and as a means for obtaining and communicating information.**
 - iii. **teach the fundamentals of spelling and grammar.**
 - iv. **teach students the necessary skills for researching information, taking notes, organizing ideas, developing an outline, using the dictionary, editing and revising.**
 - v. **teach oral communication skills through presentations, class discussions, reports, and collaborative activities.**

- vi. *teach the mechanics of expository writing, narrative writing, poetry, etc., and provide students with lessons on how to introduce, organize, and develop their thoughts through writing.*
 - vii. *have a balanced instructional approach of writing, reading, and language study (grammar, spelling, and other forms of word work)*
1. *Houghton Mifflin and Harcourt California Reading, 2007. Teacher's edition, Medallion Bundle, Practice book, Student edition and Teacher's resource package at K through 5th grade level.*
 2. *Holt Literature and English Language Arts, Mastering the California Standards, Reading, Writing, Listening and Speaking for Grades 6-8. Holt, Rinehart and Winston, 2003.*
- b) **Mathematics:** *structured around the California and Common Core standards for each level, utilizing state-approved curriculum.*
- i. *cover the grade level curricular content specified in Mathematics Content Standards for California Public Schools: Kindergarten through Grade Twelve (California Department of Education, 1999).*
 - ii. *teach content and learning experiences in mathematics that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics listed on page 22.*
 - iii. *teach fluency with traditional (abstract) mathematical concepts, statistics, and computation skills.*
 - iv. *teach mathematics with scientific quantification to emphasize the relationships between math, science, and technology.*
1. *Houghton Mifflin and Harcourt California Math, 2009. Teacher and Student edition, with complete Equipment Kit that includes the material for each of the mathematics activities at Kindergarten through 5th grade level.*
 2. *Scott Freeman, Addison Wesley, EnVision Math, California workbook for Kindergarten through 5th grade level, 2009.*
 3. *California Middle School Mathematics, Concepts and Skills, Course 1 and 2, for 6th and 7th grade. McDougal Littell, 2006.*
 4. *Algebra I: North Carolina Edition: for 8th grade, Glencoe and McGraw Hill, 2004.*
- c) **Science:** *structured around the state standards for each grade level, utilizing state-approved curriculum.*
- i. *present an effective science curriculum using the grade level, instructional strategies and assessment guidelines outlined in Science Framework for California Public Schools: Kindergarten through Grade Twelve (California Department of Education, 2004).*
 - ii. *teach content and learning experiences in science that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics.*

- iii. *provide a science program that combines the core sciences of biology, physics, and chemistry.*
 - iv. *teach students to use the scientific method to identify a problem and pose relevant questions, state a hypothesis, conduct an experiment, understand the variables, analyze the data, and reach a conclusion or solution that serves as the hypothesis for the next round of inquiry.*
1. *Houghton Mifflin and Harcourt California Science System. Teacher and Student edition. Complete resource Equipment Kit that includes the material for each of the science activities at Kindergarten through 5th grade level. Houghton Mifflin Harcourt Science, 2007.*
 2. *Science Voyages: Earth Science 6th grade, California Standards Edition: Glencoe, 2001.*
 3. *Science Voyages: Earth and Physical Sciences and Life Science 7th grade, California Standards Edition: Glencoe, 2001.*
 4. *Science Voyages Physical Science and Earth and Life Science 8th grade, California Standards Edition: Glencoe, 2001.*
- d) *History and Social Studies:* *structured around the state standards for each grade level, utilizing state-approved curriculum.*
- i. *present an effective history and social-science curriculum using the grade-level considerations, instructional strategies, and assessment guidelines outlined in History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (California Department of Education, 2005).*
 - ii. *teach content in history and social science that allows students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for core academics.*
 - iii. *teach students a global perspective of history and social science by studying other nations.*
 - iv. *teach culture of societies, both ancient and modern, through archaeology, anthropology, history, and geography.*
1. *Houghton Mifflin and Harcourt California History-Social Science, 2007. Teacher and Student edition with focus on school and family level K through five. Resource Equipment Kit that includes material for social science activities at kindergarten through 5th grade level.*
 2. *Ancient Civilizations (6th grade), textbook and workbooks: McGraw Hill Glencoe, 2006.*
 3. *Medieval and Early Modern Times (7th grade), textbook and workbooks: McGraw Hill Glencoe, 2006.*
 4. *Creating America: Beginnings through WWI (8th grade), textbook and workbooks: McGraw Hill Glencoe, 2006.*
- e) *Foreign Languages:* *structured around the state standards for appropriate grade levels.*

- i. *teach world languages' curriculum using the grade level considerations, instructional strategies, and assessment guidelines outlined in Foreign Language Curriculum Framework K-12 (California Department of Education, 2001).*
- ii. *teach content and learning experiences in world languages that allow students to develop the skills, knowledge, and attitudes necessary to meet measurable student outcomes for critical thinking and core academics.*
- iii. *teach Mandarin as the required foreign language.*
- iv. *teach an integrated approach in which reading and the English Language Arts facilitate and reinforce language fluency in Mandarin.*

1. *Chinese Language for Primary Schools textbook supported by iFlashbook with supplemental materials from BetterChinese.com. Panpac Education, 2008.*

2. *Integrated Chinese Level 1 - part 1, Third Edition. Cheng and Tsai Company Inc., 2009.*

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

- i. *provide an effective visual and performing arts curriculum using the grade-level considerations, the instructional strategies, and assessment guidelines outlined in Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve (California Department of Education, 2003).*
- ii. *teach content and learning experiences in the visual and performing arts that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics listed on page 22.*
- iii. *teach content by embedding curriculum in other core classes, promoting project-based learning that encourages a visual and performing arts component, and through after-school arts programs.*

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

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

ii. **Materials** (added)

j. Academically Low Achieving Students

i. **Overview** (added)

ii. **Faculty Office Hours** (added)

- iii. **Resource Instruction** (added)
 - iv. **Independent Learning** (added)
 - v. **Summer Programs** (added)
 - k. Academically High Achieving Students
 - l. English Language Learners
 - i. **Overview** (added)
 - ii. Home Language Survey
 - iii. CELDT testing
 - iv. **Reclassification Procedures** (added)
 - v. **Strategies for English Language learner Instruction and Intervention** (added)
 - m. Special Education: previous information deleted and replaced with:
 - i. **Overview** (added)
 - ii. **Section 504 of the Rehabilitation Act** (added)
 - iii. **Services for Students under the IDEIA** (added)
 - iv. **IDEIA Staffing** (added)
 - v. **IDEIA Notification and Coordination** (added)
 - vi. **IDEIA Identification and Referral** (added)
 - vii. **IDEIA Assessments** (added)
 - viii. **IDEIA IEP Meetings** (added)
 - ix. **IDEIA IEP Development** (added)
 - x. **IDEIA IEP Implementation** (added)
 - xi. **IDEIA Interim and Initial Placements of New Charter School Students** (added)
 - xii. **IDEIA Non-Public Placements/Non-Public Agencies** (added)
 - xiii. **IDEIA Non-Discrimination** (added)
 - xiv. **IDEIA Parent/Guardian Concerns and Complaints** (added)
 - xv. **IDEIA Due Process Hearings** (added)
 - xvi. **IDEIA SELPA Representation** (added)
 - xvii. **IDEIA Funding** (added)
 - xviii. **Services for Students under the IDEIA When the School Becomes an LEA and Member of SELPA** (added)
- III. Measurable Student Outcomes: revised to reflect current statistics:
- i. ***AIPCS II will be held accountable for student achievement in the following ways: (1) California STAR results: At least 80% of 2nd through 6th graders will test proficient or advanced in math and language arts; at least 85% of 7th graders will test proficient or advanced in math and language arts; and at least 90% of 8th graders will test proficient or advanced in math and language arts; (2) Attendance Rate: The school's rate of attendance will exceed 98% each of the next five years; (3) API Score: AIPCS II will attain an API of 850 or higher in each of the next five years; and (4) Percentage of students who meet or exceed promotion requirements: at least 80% kindergarten through 6th graders will meet or exceed the AIPCS II promotion standards; at least 85% of 7th graders will meet or exceed the AIPCS II promotion standards; and at least 90% of 8th graders will meet or exceed the AIPCS II promotion standards.*** (added)
 - b. Academic Performance Index
 - c. Methods of Assessment
 - i. Governing Law: California Education Code Section 47605(b)(5)(C)
 - d. Assessment
 - i. **Annually: California State Standards Exams, California English Language Development Test; and Cumulative Final or Diagnostic Exams.** (added)
 - ii. **Each Quarter: Progress in coursework and progress toward achieving Individual Education Plan (IEP) goals.** (added)

- iii. **Ongoing: quizzes and tests, daily homework, essays, group and individual projects, revision process, classroom discussion, class presentations, and lab reports.** (added)
 - e. **Data**
 - i. **Collection** (added)
 - ii. **Analysis** (added)
 - iii. **Reporting** (added)
 - iv. **Continuous Improvement** (added)
 - v. **District Visitation/Inspection** (added)
 - vi. **District Charter Approval** (added)
 - vii. **Response to Inquiries** (added)
 - viii. **Public Record** (added)
 - ix. **Parent Complaints** (added)
- IV. **Governance Structure: reorganized and detailed under the following subheadings:**
 - a. **Legal Status**
 - b. **Board of Directors**
 - c. **Director**
 - d. **Board Committees**
 - e. **Family Involvement**
- V. **Human Resources: reorganized and detailed (with revisions) under the following subheadings:**
 - a. **Qualifications of School Employees**
 - b. **Specific Qualifications for All Staff**
 - c. **Site Administrators**
 - d. **Teachers**
 - e. **Professional Development**
 - f. **Compensation and Benefits**
 - g. **Employee Representation**
 - h. **Rights of School District Employees**
 - i. **Health and Safety**
 - j. **Procedures for Background Checks**
 - k. **Role of Staff as Mandated Child Abuse Reporters**
 - l. **TB Testing**
 - m. **Immunizations**
 - n. **CPR/First Aid Training**
 - o. **Medication in School**
 - p. **Vision/Hearing/Scoliosis**
 - q. **Emergency Preparedness**
 - r. **Facility Safety**
 - s. **Drug Free/Smoke Free Environment**
 - t. **Dispute Resolution**
 - u. **Disputes Between the School and the Charter-Granting Agency**
- VI. **Student Admissions, Attendance, and Suspension/Expulsion Policy: reorganized and detailed (with revisions) under the following subheadings:**
 - a. **Admission Criteria**
 - b. **Public Random Drawing and Preferences**
 - c. **Conditions of Enrollment**
 - d. **Non-Discrimination**
 - e. **Public School Attendance Alternatives**
 - f. **Suspension/Expulsion Procedures**
- VII. **Financial Planning, Reporting, and Accountability: reorganized and detailed (with revisions) under the following subheadings:**
 - a. **Budgets**
 - b. **Financial Reporting**
 - c. **Insurance**
 - d. **Administrative Services**
 - e. **Facilities**

- f. Transportation
- g. Audits
- h. Closure Protocol
- i. School Management Contracts

VIII. Impact on the Charter Authorizer

- a. ~~Previously: 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).
The students who attend AIPCS II will have no impact on the OUSD enrollment because these students will be transferring from other charter schools, private schools and local elementary schools.
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 founders' experience in operating charter schools.
The Governance Board does not foresee any civil liability in regard to AIPCS II or OUSD. AIPCS II will not access or rely on the District for favors, services, or support in day-to-day operation of the charter school. The term of this charter will begin on June 1, 2007, and expire five years later on May 31, 2012. All written communications between AIPCS II and OUSD should be sent by First Class Mail to the following addresses:~~

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

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

- b. **Currently: *Governing Law: The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. California Education Code Section 47605(g) Pursuant to the Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. AIPCS II shall work diligently to assist the District in meeting any and all oversight obligations under the law, including meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of AIPCS II. The corporate bylaws of AIPCS II shall provide for indemnification of the School's Board, officers, agents, and employees, and the School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks, as required.
The Board of AIPCS II will maintain and implement appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.***

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

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter:

September 1 – Final Unaudited Financial Report for Prior Year

December 1 – Final Audited Financial Report for Prior Year

December 1 – First Interim Financial Report for Current Year

December 15 – Schedule of Expenditures of Federal Awards

March 1 – Second Interim Financial Report for Current Year

June 15 – Preliminary Budget for Subsequent Year

AIPCS II agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization: AIPCS II is subject to District oversight.

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

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

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

Compliance with terms and conditions prescribed in the charter,

Internal controls, both financial and operational in nature, the accuracy, recording and/or reporting of school financial information, the school's debt structure, governance policies, procedures and history, the recording and reporting of attendance data, the school's enrollment process, suspension and expulsion procedures, and parent involvement practices, compliance with safety plans and procedures, and compliance with applicable grant requirements.

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

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

IX. Conclusion (added)

- a. Currently: By approving this charter the Oakland Unified School District will be fulfilling the intent of the California Legislature.**

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

(a) Improve pupil learning.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

(c) Encourage the use of different and innovative teaching methods.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

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

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

Charter Revision addition:

AIPCS II is proposing a material revision to offer K – 4th grades and expand the enrollment in 5th-8th grade. American Indian Public Charter School II was approved in 2007 for 5th – 8th grade by Oakland Unified School District.

In response to the parents numerous request and demand to offer K - 4th grade, the AIM Schools governance board wishes to make a material revision in the AIPCS II Charter to offer K-8th grades. The AIM Schools governance board has taken the lead in requesting AIPCS II staff to conduct a survey of AIM School parents to determine the need of providing K - 4th grades.

A survey of families was conducted to determine the need to request a material revision for K - 4th grades at AIPCS II. The results confirmed, there are 167 students interested in enrolling in the school. The number of students interested in attending AIPCS II K- 4 for 2012-2013 exceeds the student enrollment for the grade levels requested. Therefore, a lottery will be held. The following is the number of students interested in attending AIPCS II for each grade level as of November 1, 2011:

- 1) 30 kindergarten students
- 2) 28 first grade students
- 3) 45 second grade students
- 4) 29 third grade students
- 5) 35 fourth grade students

In 2012 – 2013, we propose to create one class each for 24 Kindergarten students, 26 first graders, 27 second graders, 27 third graders and 27 fourth graders for an enrollment of 131 students for the K-4th grade. There will be five 5th grade, six 6th grade, five 7th grade, and three 8th grade classes, with 28 students in each class for a total enrollment of 532 students in 5th-8th grade. The total enrollment for K-8th grade will be 663 students. The curriculum is listed in Appendix F of the Charter Renewal binder for each grade level. The Houghton Mifflin K - 4th core academic curriculum for English language arts, mathematics, science, and social science will be adopted. The curriculum is aligned to the California State Standards and is easily implemented in the American Indian Model Schools. The 5th-8th grade curriculum is already implemented. The staffing will include 24 self-contained teachers, 2 resource teachers, 1 Mandarin teacher and 3.5 Physical Education teachers for 2012-2013.

In 2016-2017, the K-4th grades will be the same; however, there will be six 5th grade , six 6th grade, six 7th grade and five 8th grade classes for a total enrollment of 775 students in K-8th

grade. There will be 28 self-contained teachers, 2.75 resource teachers, 1.75 Mandarin teachers, and 4 Physical Education teachers.

The AIM Schools Governance Board will continue to oversee the operations of the school. The facility located at 171 12th Street has been updated by the school and passed all requirements for the occupancy permit through the city. The facility has space to accommodate the increased enrollment, which will have a positive impact on the budget. The budget is outlined in Appendix Q of the Charter Renewal. The increased student enrollment is proof that more families are provided the opportunity to attend a school that focuses on high academic achievement and productive family relationships. Therefore, these revisions to the charter will have a positive impact for the families, students, teachers, and others discussed in this section as intended in the Educational Code Section 47601.

The revision is supported by the families who have completed an application to confirm their interest in attending AIPCS II for K – 4th grades during the 2012 – 2013 school year.

More traditionally underserved students will be given the chance to enroll in an AIM school with a proven track record for academic achievement. In addition, the K – 4th graders' academic achievement would provide AIPCS II the opportunity to confirm through student performance data the effectiveness of AIM-Schools in preparing students to excel in academics. Critics over the years have made ongoing allegations that the school's academics is based on "cherry picking" the top students. This material revision to the Charter will confirm the academic validity of AIM-Schools.

APPENDIX V

LETTERS OF SUPPORT



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FAMILY BRIDGES, INC.

A multi-service agency serving the East Bay community

December 11, 2011

Jody London, President
Oakland Board of Education
1025 Second Avenue
Oakland, CA 94606

Dear President London:

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

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

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

I commend the American Indian Model Schools for their exceptional efforts to influence our young people's lives in this way. And for these reasons, Family Bridges wholeheartedly supports the renewal of their charter.

Sincerely,

Corinne Jan, RN, PHN

Chief Executive Officer

168-11th Street, Oakland, CA 94607

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



Friday, January 13, 2012

Jody London
Oakland Board of Education
1025 Second Avenue
Oakland, CA 94606

RE: American Indian Model Schools

Dear President London,

I am writing this letter in support of renewal of the charter petitions for American Indian Model Schools. These schools have been very instrumental and resourceful to students, their parents and teacher in the community. They have been the envy of public and private schools throughout the state to California.

I have been involved with the schools on a professional and personal level for over seven years. The schools' potential remains exponential. It is my recommendation to renew the charter petition so that the schools can provide continuity and level of distinction to the community.

Should you have any questions, please do not hesitate to contact me at 510.433.5415

Regards,

A handwritten signature in blue ink that reads "Chaula Pandya". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Chaula Pandya
SVP/CFO
Community Bank of the Bay
P: 510.433.5415
F: 510.763-1413
cpandya@communitybankbay.com

Dear OUSD,

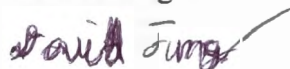
My name is David Fung and I am currently a student at American Indian schools for five years. I am engaging in this letter since my school is about to be renewed and by being one of the students, I want the school to continue teaching their students. The school provides a great deal for the students and does their best to help the students learn. This school is valuable for the future of education in Oakland to encourage students to work hard and go to college. The American Indian Model encourages students to do their best for them to succeed in their future.

The AIM of wearing the same clothes and to uphold respect for your teachers and classmates promote a working environment that would easily get things accomplished. This environment is different than most other schools since the teachers are actively trying to help their students. In addition, the higher grade students tutoring the low grade students helps encourage even more learning among the school.

Even though the school's model is to provide a lot of tests and homework that are generally at a higher level, it helps to stimulate the brain to help the students be educated at various subjects. The school also helps students be more prepared for college by providing various difficult tests such as the AP test. These tests are quite complex if you have never learned the subject before, however, the school and the teachers push and help the students

Thank for your time,

David Fung

A handwritten signature in dark ink that reads "David Fung" with a stylized flourish at the end.

To Oakland Unified School District:

My name is Eric Xian, currently attending American Indian Public High School II for five years near 12th street in Oakland. The American Indian Model schools should definitely be renewed, due to its outstanding academic achievements. Since 2000, AIM schools have been giving students free and helpful education. Now, AIPCS and AIPHS is one of the top performing schools in the Oakland School District.

The AIM schools provide quality education, which is proven in our outstanding test results. This is due the instructor's guidance throughout the academic year. Our instructors are highly qualified and experienced to teach a class with an above average number of students, and still achieve and maintain high academic standards. AIM Schools also include the expenses for taking the various national standardized tests, including Advanced Placements and SAT's. The campus is managed by highly skilled and professional site coordinators, such as Dr. Chavis. Furthermore, the success of AIM schools has inspired the opening of another campus in Arizona.

Throughout my years of attending AIPHS, I have learned a great amount of knowledge, from English to Mathematics to History, and etc. from our school's experienced instructors. From the beginning of high school until present, I have acknowledged how much time and effort a teacher has to take out for their students. Teachers including Ms. Merino, Mr. Urich, and Ms. He have sacrificed large amounts of time during the whole week in order to help students with their academic issues in all areas.

Overall, the AIM schools should be renewed due to our results of outstanding achievements since 2000. Students can receive free education with qualified instructors who can guide them through their school year. The renewal of AIM schools will be a wise and beneficial choice to the community, but also to the prestige of the Oakland school system.

Sincerely,



Eric Xian

Kendra Tran
January 16, 2012

To OUSD:

As a member of the first class of the American Indian Public Charter School II, due to the disciplinary and educational values of the American Indian Model I am proud to represent the future of America. Since sixth grade, American Indian instructors have laid a sturdy educational foundation for every student, and they always know what's best. Passing a student onto the next grade level means the student is ready to face new challenges, not doing so only means another opportunity to strengthen academic skills. As a student of the American Indian Public High School, I am developing skills that prepare me for the competitive free- market capitalistic society outside of school's four walls. The school is necessary to provide determined students with an opportunity to develop the mindset and skills to compete in a free market economy.

Here at AIMS, we taste bitter before sweet. To some, bitter holds out only from eight in the morning to three thirty in the afternoon; we are trained to not only work hard, but play hard. Teachers here genuinely care for students and will stay after school until six if a student requires any academic enrichment. I truly appreciate that. Although they are strict when we don't complete assignments to the best of our abilities or develop excuses as to why we were unable to do so and if we were to be anywhere else in Oakland besides American Indian, we would be in another high school where the rules are "No Food, No Electronics, or Physical Violence of any Kind." Here at American Indian, we are expected to perform to the best of our abilities and knowledge of these kindergarten rules need not reiterated.

American Indian has instilled a sense of family in me. Last year, I would come in everyday to see "mama" and poke fun at my brothers and sisters. Education is made fun and effective here and any child left behind is absolutely unacceptable. When you're thrown into the deep end to develop a backbone, the waters can be rough, but as a class, we always pull through. It feels good when you come home knowing you learned something and that you have developed some strength, physically and mentally. We are always there to help each other out, even if the task is to go around the block to mail an overdue Netflix movie. We form links and drag each other up, even if one of us has given up; that's why we have high school tutors and brilliant, willing teachers.

We are trained to work diligently and efficiently. We don't have unnecessary tablets or any electronic access, but that's what makes us great; we learn to work the hard way. Life is unquestionably going to try to make us fall flat on our faces, but we are learning the right way to prevent ourselves from doing so when we dish out facts and big words when dealing with other corporations in the big office. We learn the traditional way, with the character- building textbooks that we have to lug home every day. We also don't have excessive days off, like a break on MLK Day. I'm proud, still; while most other kids are off hanging out at malls or rushing to complete month- overdue assignments, I know that I'm in a school that can actually help me make something of myself.

Sincerely,

Kendra Tran

Katherine Sen
560 Canyon Oaks Dr. Apt. G
Oakland, CA 94605

January 16, 2012

AIMS schools

To whom it may concern:

I am a sophomore, who is currently attending American Indian Public High School at 12th Street, and I enjoy the education that is provided from the instructors at the high school. It has been a privilege for me to attend it, since it has great teachers, and students, who strive to have excellent grades.

The American Indian Public High School II is progressing well due to the students and teachers' cooperation. They have proven their improvement in the past few years since the high school's establishment by getting high STAR test scores and working their way up to being in the top ten of the high schools in California. They even reached the score of 990 API. Also, the high school students are working hard to excel in the AP tests that are coming up in May by being tutored by their instructors, taking many review tests, and trying their best in the practice AP tests. They are getting prepared for what is coming in the future.

The high school has active and intelligent students that follow the school model. The school model is "school at work", and the students work to prove that model is true. They complete their difficult homework, cooperate with other students to receive help on problems that they do not understand, and advance above other schools. The students at AIPHS II would be about three to five chapters ahead of public schools. The students also take part in extracurricular activities such as the science club. Some of them are tutors of the students in AIPCS II and the elementary school while they continue to study and do their homework.

I appreciate those, who took their time into reading this letter. I hope that the readers can see that AIMS schools is working hard for success and the education for their students.

Sincerely,



Katherine Sen

Dear OUSD,

I, Daisy Vargas, am a student at American Indian Public High School, and I believe that the America Indian School Model is very important. I am very glad to have been a part of a great school like this for 5 years and if I have the chance, I am planning to stay here and graduate. I think that a school model like ours school should be looked up to and, should be a model so other schools can excel like.

One of the reasons that I highly praise AIPHS is because of the hard-working teachers. So far the teachers that I have had are really determined to help all the students. They make sure that not only do you know the material for the tests but also they actually make sure that you understand what they want you to know. They also dedicate so much of their time to spend with their students. They are very supportive and that makes me feel very comfortable; the teachers truly follow one of the lines in our school credo: "we are a family at AIPHS."

Another reason that I think our model is important is because of the opportunities given, such as being able to take AP classes and to learn Mandarin. I especially think that being given the opportunity to take an AP class is great.

The AIPHS models are very helpful in the academic scale and should be followed by other schools. Many things are great about this school, but what I have seen for the 5 years I have been here is that the hard-working teachers and the opportunities given are one of the most important things that lead students to success.

Sincerely,

A handwritten signature in cursive script that reads "Daisy Vargas". The letters are fluid and connected, with a prominent loop on the 'D' and a long, sweeping tail on the 's'.

Daisy Vargas

To Whomever It May Concern,

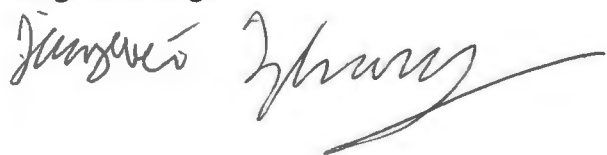
I am writing to you in support of AIM Schools. I have been in AIM Schools ever since the start of middle school, and I will continue to be here. This school taught me that education is necessary to have a better life. This school has taught me a lot about both school subjects and people, and I hope it will continue teaching me. Although some of the teachers and rules have changed, the way the school has been giving its best to enrich our learning experience has not changed a bit.

The quality of education in this school really challenges us students, which is the main reason I support AIM Schools. We go to school for education, and this school gives its all to teach and challenge us. In comparison to the other schools I have seen, the education level in this school is higher than most schools. I also like the fact that we get our AP classes earlier than other schools. Although the AP classes can be difficult, it truly is an academically enriching experience. The AP classes can be difficult, but the rewards make me believe that the classes are worth it. The efforts the teachers have given us have ranged from staying late to tutor us and even offering students the opportunity to tutor. It is amazing how the teachers give us their best effort day after day.

In addition to the wonderful education, AIM Schools has become a place that provides us with a safe place to stay after school. In some schools, parents complain that their children are hanging out with a bad crowd because the school is not giving their best effort. At AIM Schools, it is different. The teachers and staff will look after the children to ensure no chaos happens. I believe that the AIM School I know will continue to provide us with a safe and friendly environment in which to learn. Please support AIM Schools.

Sincerely,

Jingwei Zhang

A handwritten signature in cursive script, appearing to read "Jingwei Zhang", with a long horizontal flourish extending to the right.

To OUSD:

My name is David Voong. I have been at AIM Schools for 4 years from 7th to 10th grade at the 12th Street campus. AIPHS is one of the most difficult schools I've been to. Every day I must work hard on homework and study for quizzes and tests. However, it's because I must work hard that I'm improving my grades. AIPHS is an important place for all students to study and learn because it is a safe environment, the teachers are helpful, and students are allowed to stay later after school to learn.

There aren't many good schools in Oakland that can provide education for free. Before I went to AIPCS II, I went to Chinese American International School in San Francisco. It costs a lot of money to go to that school and my grades slipped because I took advantage of lenient teachers. When I transferred to AIPCS II because my mom heard that it was free and students had high test scores. The teachers were a lot stricter with grading and punishments and have been able to help improve my grades and attitude about learning.

The teachers care for the well being of the students. Many of them use some of their own time to help students despite not being paid for it. For example, our chemistry teacher is going to let everyone take the AP Chemistry test even though it is not required. In 9th grade, our history teacher held more tutoring classes after school and even on Saturdays to make sure that the students will pass the AP World History test. AIPHS is a great working environment for all the students because of the help we can get from the teachers.

Sincerely,

David Voong

A handwritten signature in black ink that reads "David Voong". The signature is written in a cursive style with a large, stylized 'V' at the end.

APPENDIX W

WASHINGTON POST ARTICLE

Where Paternalism Makes the Grade

By George F. Will

Thursday, August 21, 2008

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

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

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

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

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

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

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

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

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

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

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